

Agenda
454th Meeting of the
Illinois Community College Board

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

January 27, 2023

<u>9:00 a.m. – Board Meeting</u>	<u>Page</u>
1. Roll Call and Declaration of Quorum	—
2. Announcements and Remarks by Dr. Laz Lopez, Chair	—
2.1 Attendance by Means other than Physical Presence <i>(ACTION)</i>	1
3. Board Member Comments	—
3.1 Illinois Board of Higher Education Report <i>Dr. Sylvia Jenkins</i>	—
4. Executive Director Report <i>Dr. Brian Durham</i>	—
4.1 Illinois Community College Board Goals Update	2
5. Advisory Organizations	—
5.1 Student Advisory Council <i>Mr. Renee Juarez-Cuevas</i>	—
5.2 Illinois Community College Faculty Association <i>Dr. Julia DiLiberti</i>	—
5.3 Illinois Community College Trustees Association <i>Mr. Jim Reed</i>	—
6. Committee Reports	—
6.1 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Terry Bruce</i>	3
6.1a Spring 2023 Legislative Agenda <i>Mr. Matt Berry</i>	4-5
6.2 Academic, Workforce, and Student Support <i>Ms. Jennifer Foster</i>	6
6.2a Memorandum of Understanding GED® Testing Service - GED® Test Increase <i>(ACTION) Mr. Jeff Newell</i>	7
7. New Units <i>(ACTION) Dr. Marcus Brown</i>	—
7.1 Danville Area Community College, Elgin Community College, Illinois Central College, Rock Valley College, Southwestern Illinois College	8-21
8. Recognition of the Illinois Community Colleges <i>(ACTION) Dr. Marcus Brown</i>	—
8.1 Kaskaskia College	22-48
9. Adoption of Minutes <i>(ACTION)</i>	—
9.1 Minutes of the December 1, 2022 Board Workshop	49-50
9.2 Minutes of the December 2, 2022 Board Meeting	51-61

Agenda
454th Meeting of the
Illinois Community College Board

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

January 27, 2023

<u>9:00 a.m. – Board Meeting</u>		<u>Page</u>
10.	Consent Agenda (<i>ACTION</i>)	
10.1	Statewide Articulation Agreement with the Bellview University	62-67
10.2	Saluki Step Ahead Agreements	
10.2a	Carl Sandburg College, College of DuPage, Highland Community College, Lake Land College, McHenry County College, Prairie State College, Richland Community College	68-81
10.3	Proposed Amendments to the Illinois Community College Board Administrative Rules	
10.3a	Dual Credit	82-87
11.	Information Items	
11.1	Fiscal Year 2023 Financial Statements	88-91
11.2	Spring 2023 Legislative Update	92
11.3	Illinois Workforce Innovation and Opportunities Act PY2021 Final Performance Narrative Report	93-144
11.4	Diversity, Equity, Inclusion, and Access Plan	145-149
11.5	Basic Certificate Program Approval approved on behalf of the Board by the Executive Director	150
12.	Other Business	—
13.	Public Comment	—
14.	Executive Session (<i>ACTION</i>)	—
14.1	Employment/Appointments Matters	—
15.	Executive Session Recommendations (<i>ACTION</i>)	—
15.1	Employment/Appointment Matters	—
16.	Adjournment	—

ATTENDANCE BY MEANS OTHER THAN PHYSICAL PRESENCE

Chair Lopez: TERESA GARATE is unable to attend today’s meeting due to a work conflict. According to Section 7 of the Open Meetings Act, TERESA GARATE may participate in today’s meeting via conference call and the Board needs a motion to allow his attendance. Is there a motion?

Moved by: _____

Seconded by: _____

Unanimous voice vote: YES NO

Abstained/Present: _____

Roll call:

Maureen Banks	Yea	Nay	Absent
Craig Bradley	Yea	Nay	Absent
Terry Bruce	Yea	Nay	Absent
An-Me Chung	Yea	Nay	Absent

Sylvia Jenkins	Yea	Nay	Absent
Nick Kachiroubas	Yea	Nay	Absent
Larry Peterson	Yea	Nay	Absent
Rene Juarez-Cuevas	Yea	Nay	Absent
Lazaro Lopez	Yea	Nay	Absent

Motion passed: YES NO

Chair Lopez: TERESA GARATE, I am going to ask you to state for the record your name, location, and reason you are unable to attend the Board meeting.

Name: _____ Location: _____ Reason: _____

Chair Lopez: In order to properly record TERESA GARATE’s participation in this meeting, I will ask that all further matters that require a vote for this Board meeting to be conducted via roll call.

Illinois Community College Board

ILLINOIS COMMUNITY COLLEGE BOARD GOALS UPDATE

Illinois Community College Board staff periodically update the Board on the agency's progress toward our three adopted goals, listed below. Each year, the January Board meeting provides an opportunity to share a midyear update on progress toward the goals. A presentation on the progress toward the goals will be provided during the meeting.

Here are the goals as adopted:

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

GOAL 1: Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.

GOAL 2: Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.

GOAL 3: Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

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

Item #6.1
January 27, 2023

Illinois Community College Board

**FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS
COMMITTEE AGENDA**

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

- Public Relations and Marketing Update
- Adoption of Spring 2023 Legislative Agenda (Action Item)
- Spring 2023 Legislative Update
- IBHE's Fiscal Year 2024 Higher Education Budget Recommendations
- Finance Advisory Committee Meeting
- ICCB Underrepresented Groups Report

Illinois Community College Board

SPRING 2023 LEGISLATIVE AGENDA

The ICCB's Finance, Budgeting, Accountability, and External Affairs Committee discussed potential legislation for the Spring 2023 legislative session and reported out to the full Board for discussion on September 16, 2022. The legislative agenda before the Board for approval is informed by the Board's goals and conversations with the community college system.

The Illinois Community College Board is requested to approve the Spring 2023 Legislative Agenda and authorize board staff to introduce legislation in the Illinois General Assembly to enact the agenda.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the following Spring 2023 Legislative Agenda and authorizes board staff to introduce legislation to enact this agenda:

1. Mandated Transfer of Illinois Articulation Initiative (IAI) Major Courses
2. Statutory Codification of the community college CAREER Agreement.

BACKGROUND

1. Mandated Transfer of Illinois Articulation Initiative (IAI) Major Courses

The proposed legislation expands upon the Illinois Articulation Initiative (IAI) Act (110 ILCS 152) by requiring public colleges and universities to accept all major courses approved for transfer through IAI as equivalent major courses, insofar as a specific major is offered at the receiving institution. Under the current law, general education courses must be transferable as a part of the General Education Core Curriculum package. However, institutions have the option of accepting IAI major courses as either direct course equivalents or as elective credit. As a result, some students transferring to a public university must repeat courses already completed at the community college because the university does not recognize the course as fulfilling the requirements for the major. The legislation also creates a specific IAI panel for education majors that will strengthen the transferability of Elementary, Secondary, Bilingual, and Special Education coursework between community colleges and bachelor's degree programs. This proposal to mandate acceptance of IAI major courses for major credit and create an education panel will protect students from having to repeat courses, **thereby saving students money, and reducing their time to degree completion.**

2. Statutory Codification of the Community College CAREER Agreement

The proposed legislation amends Article VI of the Public Community College Act (110 ILCS 805/) to codify the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER) within statute, thus eliminating the need for ICCB to continue to manage and maintain approval of the agreement from each college district. The terms of the CAREER Agreement are incorporated within a new Section 6-2, while the current language of Section 6-2 is remodified under a new Section 6-3. The CAREER Agreement allows community colleges to share the career and technical education (CTE) programs of each institution and **provide students with access to programs that might otherwise be unavailable to the student in his or her home community college district.** Under the terms of the agreement, students may take advantage of CTE programs offered at any other Illinois community college if the program is not offered in their home district. The students benefit by paying the resident tuition and fee rates, despite living outside the community college district. The agreement also eliminates charges assessed to the student's in-district community college (i.e., chargebacks) when a student enrolls pursuant to this agreement at a community college outside his or her district. Key principles of the Agreement that are codified within the legislation include:

1. Students can apply/participate in a program that is not available in their home district.
2. Eligibility is determined by the sending (home district) college.
3. Delivery methods and minor program differences do not constitute a difference in program.
4. Students will be considered members of that receiving district and are eligible to take general education courses at either institution.
5. Upon successful completion of the program, courses are acceptable to transfer.
6. Students will pay in-district tuition regardless of in which institution they enroll.
7. The receiving college shall be eligible to file all claims for state apportionment for any student from the sending college enrolled in the receiving college's programs covered by this Agreement.
8. Chargebacks are not valid under the terms of this Agreement.

Item #6.2
January 27, 2023

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

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:

- Mental Health Early Action on Campus Act
- GED Price Increase (Action Item)
- GED 3 of 4 Campaign
- Early Childhood Scholarship Update
- New Units

Illinois Community College Board

**MEMORANDUM OF UNDERSTANDING (MOU) GED® TESTING
SERVICE - GED® TEST INCREASE**

The Illinois Community College Board proposes to enter into a MOU agreement with GED® Testing Service for certification of high school equivalency. The MOU also contains language on a proposed price increase beginning July 1, 2023. Since transitioning to computer-based testing in 2014, the GED® exam has remained at \$120 per test with no increases to individual test-takers. The increase in cost is due to an increase technology and development costs.

Beginning July 1, 2023, the cost of the GED® exam will increase to \$144.00 per battery. Currently the cost to take the in-person test is \$120 for the full battery of test, which is \$30 per module including a \$10.00 test center fee. This is an overall increase of \$24.00.

The following is a break-down of costs:

- With the increase, the new cost to take the GED® exam is \$144.00 for the full battery of test which is \$36 per test module and includes a \$10 test center fee. Test-takers who do not pass any of the modules are eligible for one retake at no cost.
- Corrections testing is \$144.00 for the full battery of testing with one retake at no cost.
- The online proctored testing which was introduced during the pandemic will be increased to \$144.00 for the full battery of testing.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board approves the increase cost of the GED® Testing fee to \$144.00 effective July 1, 2023.

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

Danville Area Community College

- Cancer Register Management Certificate (45 credit hours)

Elgin Community College

- Respiratory Care A.A.S. degree (72 credit hours)

Illinois Central College

- Construction Management Technology A.A.S. degree (60 credit hours)
- Construction Management Certificate (33 credit hours)

Rock Valley College

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

Southwestern Illinois College

- Film and Video A.A.S. degree (62 credit hours)
- Video Production Certificate (30 credit hours)
- Medical Surgical Technology A.A.S degree (60 credit hours)

BACKGROUND

Danville Area Community College Cancer Registry Management Certificate (45 credit hours)

Program Purpose: This program will prepare existing health information technology professionals for employment as Certified Tumor Registrars (CTR), which serve as data analysts and information specialists in the national cancer database for hospitals and related health entities.

Catalog Description: Cancer registrars serve as data information specialists working in hospitals and also in remote environments. Professionals in the field forward the mission of capturing a complete history, diagnosis, treatment, and health status for every cancer patient in the U.S. The data provide essential information to researchers, healthcare providers, and public health officials to better monitor and advance cancer treatments, conduct research, and improve cancer prevention and screening programs. The online Cancer Registry Management Certificate is designed to provide the educational background needed to work and obtain certification in this growing field. This 45 semester hour program, including a virtual practicum, may be completed in less than one year, assuming full-time enrollment and the completion of prerequisite requirements. Students completing the program will receive a Certificate in Cancer Registry Management and will be eligible to sit for the Certified Tumor Registrar (CTR) administered by the National Cancer Registrars Association provided they also have an Associate's Degree. This certificate has a selective enrollment process. Entrance Requirements: Students must have completed an Associate's Degree in any field. Students must have completed the 4 prerequisite classes HITT 115, HITT 101, BIOL 136, and BOFF 140 or their equivalents.

Curricular Information: The curriculum includes 15 credit hours of required general education science coursework and health information technology coursework, plus 30 credit hours of required career and technical education coursework. The career and technical component includes instruction in cancer registry operations, cancer registry structure and management, cancer disease coding and staging, oncology treatment and coding, follow-up, data quality and utilization, abstracting methods, and a required virtual work-based learning practicum. Assessment of student learning will be achieved through evaluation of the student's performance during the virtual practicum experience by program faculty and the worksite supervisor. The curriculum was developed according to standards of the National Cancer Registrars Association (NCRA) and will prepare individuals for the required credentialing Certified Tumor Registrar (CTR) exam.

Accrediting Information: Danville Area Community College is accredited by the Higher Learning Commission. Specialized program accreditation through the National Cancer Registrars Association (NCRA) is required for students to be eligible for national credentialing. The college will be able to apply for conditional accreditation once all state-level approvals have been granted. Following the first class of students completing, the college will then file their application to NCRA leading to full accreditation.

Justification for Credit hours required: Content and the virtual practicum meet the criteria for program accreditation and student credentialing outlined by the National Cancer Registrars Association (NCRA). The proposed curriculum includes all general education pre-requisite science, medical terminology, and health information technology courses, as well as those required for accreditation.

Diversity, Equity & Inclusion Efforts: DACC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. ECC belongs to Achieving the Dream (ATD) initiative. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include utilizing TRIO Leadership Ambassadors to work with students through the college's TRIO Support Services program, student mentoring for minority/underrepresented students, increasing marketing of academic support services such as tutoring and the student Toolbox program.

Item #7.1
January 27, 2023

The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI raining for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. DACC faculty regularly engage in activities that promote inclusiveness towards achieving student success. The college’s Chief Diversity Officer coordinates these efforts across departments. 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 health information technology professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for health information technology specialists is expected to increase around 5.4% statewide through 2030, and by 17% nationally through 2031.

Table 1: Employer Partners

Employer	Location
RCM Health Services, Inc.	Global locations (HQ NY, NY)

Table 2: Projected Enrollments

Cancer Registry Mgt Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	10	10
Part-Time Enrollments:	-	-	-
Completions:	10	10	10

Financial / Budgetary Information: The program will require one (1) new part-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in Health Information Technology or related healthcare field, hold current CRT credentialing, have at least one (1) year work experience, and at least one (1) year teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$30,000	\$35,000	\$40,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Accreditation Fees)	\$500	\$200	\$200
TOTAL NEW COSTS	\$30,500	\$35,200	\$40,200

Table 4: Faculty Requirements

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

Elgin Community College
Respiratory Care A.A.S. degree (72 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as respiratory care technicians, leading to national credentialing as a Registered Respiratory Technician (RRT).

Catalog Description: The Respiratory Care program is a new health science program to ECC and is based on community need. Respiratory therapists work in hospitals, cardiopulmonary diagnostic labs, cardiopulmonary rehabilitation centers, nursing homes, transport teams, and home health agencies. Therapists help patients with their first breath of life such as a newborn as well as the last breath of life with the geriatric population. Graduates of a two-year Respiratory Care program qualify to take a national exam and earn a registered respiratory therapist (RRT) credential. Every state, except Alaska, requires respiratory therapists to obtain a state license as well. In Illinois, passing the national exam qualifies the individual to become licensed. Additional certification is available to work with certain populations, such as pediatrics. Certification in Basic Life Support (BLS) is required, and Advanced Cardiac Life Support (ACLS) certification is highly recommended. The Respiratory Care program is an intensive, full-time, two-year program. Upon completion of the Associate of Applied Science in Respiratory Care degree, students are eligible to take the Registered Respiratory Therapist credentialing exam.

Curricular Information: The curriculum includes 17 credit hours of required general education, and 55 credit hours of required career and technical education coursework. The career and technical component includes instruction in advanced anatomy, patient psychology, patient assessment, introductory respiratory care, introductory through advanced levels (four levels total) of respiratory care procedures, pharmacology, cardiopulmonary diseases, respiratory testing and rehabilitation, neonatal and pediatric respiratory care, a respiratory capstone project, and three levels of clinical practice in respiratory care. Assessment of student learning will be achieved through evaluation of the student's performance during the clinical practicum experience by program faculty and the worksite supervisor.

The curriculum was developed according to standards outlined by the Commission on Accreditation for Respiratory Care (CoARC) for education in respiratory care. Completion of an accredited program qualifies graduates to sit for the Registered Respiratory Therapist (RRT) credentialing exam through the National Board for Respiratory Care immediately.

Accrediting Information: Elgin Community College is accredited by the Higher Learning Commission. Specialized program accreditation through the Commission on Accreditation for Respiratory Care (CoARC) is required for students to be eligible for national credentialing. The college will be able to apply for conditional accreditation once all state-level approvals have been granted. Following the first class of students completing, the college will complete a programmatic self-study and CoARC will conduct a site visit leading to full accreditation.

Justification for Credit hours required: Content and clinical practice contact hours meet the criteria for program accreditation and student credentialing outlined by the Commission on Accreditation for Respiratory Care (CoARC). The proposed curriculum includes all general education pre-requisite science courses, as well as those required for accreditation.

Diversity, Equity & Inclusion Efforts: ECC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. ECC is a designated Hispanic Serving Institution (HSI) by the U.S. Department of Education, belongs to Achieving the Dream (ATD), and the Illinois Equity Attainment (IEA) initiative. Through the Recruitment and Outreach Services Department, the college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. Efforts include conducting Adult Information Sessions, targeting high school youth and adult youth through increased technology outreach and marketing, targeting racially minoritized populations, scheduling courses to allow students at all technology use/access levels to complete coursework through multiple modalities, and increased information about existing college services such as tutoring, and non-academic support services.

Item #7.1
January 27, 2023

The college continues its efforts to hire and retain a diverse faculty, staff, and administration through cultural competency training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. ECC faculty have year-round access to professional development that supports their individual instructional needs through the Center for Enhancement of Teaching, Assessment, and Learning. Faculty are also supported through the colleges Teaching and Learning for Inclusivity, Diversity and Equity (TIDE) group. 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 employers of respiratory care professionals.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for respiratory therapists is expected to increase statewide around 18.7% through the year 2030.

Based on information provided by the college, CoARC is considering adjusting their educational requirement to the A.A.S. degree as the entry-level point for advanced hiring, rather than a Bachelor’s degree. As such they are looking to increase the number of accredited programs at the Associate’s level to develop more pathways with baccalaureate programs.

Table 1: Employer Partners

Employer	Location
Advocate Sherman Hospital	Elgin, IL
Mercy Health System	Crystal Lake, IL
Advocate Good Shephard Hospital	Barrington, IL

Table 2: Projected Enrollments

Respiratory Care AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	15	15	15
Part-Time Enrollments:	-	-	-
Completions:	-	15	15

Financial / Budgetary Information: The program will require two (2) new full-time and one (1) new part-time faculty the first year. Qualified faculty will hold a Bachelor’s degree in Respiratory Care or a closely related healthcare field, hold current National Board credentialing as an RRT, have at least four (4) years work experience, and at least two (2) years teaching experience. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs (FT/PT)	\$95,700	\$98,481	\$101,345
Administrator Costs	\$80,000	\$82,400	\$84,872
Other Personnel Costs (Training)	\$2,500	\$2,500	\$2,500
Equipment Costs	\$50,000	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Annual Fee/Disposables)	\$3,800	\$3,800	\$3,800
TOTAL NEW COSTS	\$232,000	\$187,181	\$192,517

Table 4: Faculty Requirements

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

Illinois Central College
Construction Management Technology A.A.S. degree (60 credit hours)
Construction Management Certificate (33 credit hours)

Program Purpose: The Construction Management Technology Associate in Applied Science (A.A.S.) degree program will prepare individuals with the needed knowledge, skills, and behaviors necessary to obtain entry-level and advanced positions in construction management and related jobs with construction firms and related organizations.

The Construction Management Certificate will prepare individuals with the needed knowledge, skills, and behaviors necessary to obtain entry-level positions in construction management and related jobs with construction firms and related organizations.

Catalog Description – Construction Management Technology A.A.S. degree: The Construction Management Technology degree gives the student the skills and knowledge in the organization and management of both large and small commercial construction projects and prepares them for positions in construction management and related jobs with construction firms and other industry-related organizations. Program focus is on construction project management, construction estimating, materials and methods of construction, and construction documentation, including construction graphics, and surveying. A capstone course and internship provide students the opportunity to use their skills required for becoming a successful construction professional. Although designed for immediate employment, this degree can also serve students interested in pursuing a Bachelor’s degree in construction or upward mobility within the construction industry.

Catalog Description – Construction Management Certificate: The Construction Management Certificate give the student the skills and knowledge necessary for beginning a career in the commercial construction management field. The program prepares students for entry-level positions with construction firms and other industry-related organizations and can serve as the first step to completing the A.A.S. degree in Construction Management Technology. The program focus is on construction project management, construction estimating, materials and methods of construction, and construction documentation. An internship provides students the opportunity to use skills required for becoming a successful construction professional.

Curricular Information - Construction Management A.A.S. degree: The curriculum consists of 15 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in introduction to construction, construction safety, construction plans and specifications, introductory and advanced levels of construction methods and materials, computer aided design/ construction risk management, surveying, construction planning and scheduling, construction estimating, principles of construction management, business computer applications, construction management capstone project, and a required work-based learning component in construction management.

Curricular Information – Construction Management Certificate: The certificate curriculum includes a subset of 33 credit hours of career and technical education coursework required in the proposed degree. Coursework includes instruction in introduction to construction, construction safety, construction plans and specifications, introductory and advanced levels of construction methods and materials, computer aided design/ construction risk management, surveying, construction planning and scheduling, construction estimating, business computer applications, and a required work-based learning component in construction management.

Assessment of student learning objectives in both programs will be achieved through evaluation of the student’s performance in the work-based learning/internship by program faculty and their worksite supervisor.

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

Justification for Credit hours required: The Construction Management Certificate program exceeds 30 credit hours to include the required work-based learning (internship course) in construction management. The college’s program advisory committee believed this course to be critical in the preparation of students for a realistic workplace environment.

Diversity, Equity & Inclusion Efforts: Illinois Central College is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. They currently employ departmental Recruitment and Retention Specialists who are tasked with utilizing multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college also employs Diversity Retention Coordinators to increase access to and the understanding of all the student support services available. The college offers a range of wraparound services and intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. They participate in a variety of support programs including TRIO, Upward Bound, and the Workforce Equity Initiative. The college continues its efforts to hire and retain a diverse faculty, staff, and administration through DEI training for search committees, advertising to diverse audiences, review of existing policies and practices, and providing access to DEI support activities throughout the year. Faculty have access to classroom support through the Center for Teaching and Learning Excellence. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the local construction field.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to construction and construction managers is expected to increase statewide between 10.4 - 13.5% through 2030. Locally, the college indicates a strong interest from students and district employers for a training program in this field of study.

Table 1: Employer Partners

Employer	Location
The PIPCO Companies, Ltd.	Peoria, IL
PJ Hoerr	Peoria, IL
AFE Construction	Peoria, IL
Reign Construction	Peoria, IL
Mid-Illinois Companies, Corp.	Peoria, IL
CORE	Peoria, IL
River City Construction	Peoria, IL
O’Shea Builders	East Peoria, IL
N. Zobrist Construction	Morton, IL
Otto Baum Company, Inc.	Morton, IL

Table 2: Projected Enrollments

Construction Mgt AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	12
Part-Time Enrollments:	5	10	10
Completions:	-	8	12

Construction Mgt Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	5	7
Part-Time Enrollments:	5	5	5
Completions:	4	10	12

Financial / Budgetary Information: The program will require one (1) new full-time and two (2) new part-time faculty the first year. Additional part-time faculty will be added in years two and three to address enrollment as needed. Qualified faculty will have a background in construction with at least one (1) year work experience in a supervisory/management role, and one (1) year teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$80,000	\$20,000	\$10,000
Administrator Costs	-	-	-
Other Personnel Costs (Student worker)	\$16,000	-	-
Equipment Costs	\$33,000	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Consumables)	-	\$5,000	\$5,000
TOTAL NEW COSTS	\$129,000	\$25,000	\$15,000

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	2	0	1	0	1
Existing Faculty	0	0	1	2	1	3

Rock Valley College
Mechatronics A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for advanced-level positions as maintenance technicians repairing machines and reprogramming controls in order to streamline workflow within automated manufacturing processes.

Catalog Description: Mechatronics courses introduce electro-mechanical systems, pneumatics, hydraulics, print reading, robotics programming, PLC programming, and troubleshooting automated manufacturing systems. Industrial maintenance, manufacturing technicians, and machine builders are areas for employment. Options include certificates in Fundamental & Advanced Mechatronics. The A.A.S. Mechatronics degree includes additional courses in General Education subjects for English and Speech for proper communication, Math for college-level mathematical skills, and further courses in manufacturing-related disciplines.

Item #7.1
January 27, 2023

Curricular Information: The curriculum consists of 16 credit hours of required general education coursework and 44 credit hours of career and technical education coursework. Career and technical education coursework includes instruction in introductory/intermediate/advanced levels of mechanical systems, electrical systems, graphics, robotics and automation, advanced manufacturing, fundamental of PLCs, applications of PLCs, pneumatics and hydraulics, industrial robotics, as well as metrology, manufacturing processes, CNC machine setup and operations, a mechatronics capstone, and technical elective options to specialize skills training in materials and processes, CNC/CAM operations, and/or welding. Assessment of student learning objectives will be achieved through evaluation of the student's performance during the capstone course which includes a comprehensive final project.

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

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: RVC 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. One of the existing certificate programs that ladders into the proposed degree was funded and developed through the Workforce Equity Initiative (WEI) Grant and is comprised of at least 60% African American students. Efforts include improving promotion of the TRIO program; utilizing Student Success Counselors once students have enrolled in the program; hiring a homeless student liaison, and enlisting peer mentors. 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, offering Universal Design Learning opportunities, and providing access to DEI support activities throughout the year. RVC faculty have access to professional development funds for additional DEI training that supports their individual instructional needs. The college will intentionally seek to expose program students to a diverse set of faculty within the classroom, employers through internships, and opportunities to hear from diverse individuals with diverse backgrounds from the individuals employed locally within industries utilizing mechatronics.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in related industrial and manufacturing repair and maintenance occupations is expected to increase on average statewide by approximately 17.2% through 2030. Locally, the college indicates their district is a large manufacturing hub with multiple local employers expressing interest in graduates trained with advanced skills in mechatronics.

Table 1: Employer Partners

Employer	Location
Woodward	Rockford, IL
Siffron	Rockford, IL
IMEC	Rockford, IL
Belcan	Rockford, IL
Bourn & Koch	Rockford, IL
Rockford Burrall Machine	Rockford, IL
Danfoss	Loves Park, IL
IMA Automation	Loves Park, IL
Bergstrom	Rockford, IL
All World Machinery	Roscoe, IL

Table 2: Projected Enrollments

Mechatronics AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	2	14	14
Part-Time Enrollments:	14	28	28
Completions:	-	7	14

Financial / Budgetary Information: The program will require one (1) new full-time, one (1) existing full-time, and seven (7) existing part-time faculty the first year. Qualified faculty will hold at least a Bachelor’s degree in Mechatronics or closely related field, hold certifications as required for SolidWorks software and FANUC-specific products, have at least two (2) years work experience, and two (2) years teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$80,000	\$80,000	\$80,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other (Inst. Supplies/Software)	\$2,500	\$2,500	\$2,500
TOTAL NEW COSTS	\$82,500	\$82,500	\$82,500

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	0	0	0	0
Existing Faculty	1	7	2	7	2	7

Southwestern Illinois College
Film and Video A.A.S. degree (62 credit hours)
Video Production Certificate (30 credit hours)

Program Purpose: The Film and Video Associate in Applied Science (A.A.S.) degree program will prepare individuals with a broad understanding and skill set in all aspects of the video production process leading to entry-level employment and/or advancement in employment in large and small scale production settings.

The Video Production Certificate will prepare individuals for entry-level employment in video production and digital media settings utilizing production planning, camera operation, location sound, and video editing skills.

Catalog Description – Film and Video A.A.S. degree: This degree will give students broad training and understanding of all aspects of the video production process, including Pre-Production (screenwriting, producing shot lists, storyboards, and schedules, production design [sets, props, hair, and make up] scouting locations, auditioning, and casting), Production (camera operation, lighting, location sound, directing talent, and managing crew), and Post-Production (managing media, video editing, creating text and graphics, sound design, distribution, and marketing).

Catalog Description – Video Production Certificate: The Video Production Certificate is a hands-on program which emphasizes the technical skills required for careers in the field of video production and digital media including planning, operating cameras, location sound, and video editing.

Curricular Information – Film and Video A.A.S. degree: The curriculum consists of 17 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. Career and technical education coursework includes introductory mass communications, instruction in photography, photo manipulation, video graphics, advanced graphics and animation, video editing, introductory and advanced moviemaking, documentary moviemaking, sound design, digital cinematography, and elective specialty course options in advanced production, film and literature, and political impacts of films.

Curricular Information – Video Production Certificate: The certificate curriculum includes a subset of 30 credit hours of career and technical education coursework required in the proposed degree. Coursework includes instruction in film appreciation, screen writing, introduction and advanced video editing, introductory and advanced moviemaking, sound design, introductory and advanced video graphics, documentary moviemaking, and digital cinematography.

Assessment of student learning objectives in both programs will be achieved through evaluation of the student’s final project by program faculty. Feedback on the students’ work will also be solicited during the college’s annual public screening of film projects.

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

Justification for Credit hours required: The degree program exceeds 60 credit hours to include the required human relations course working and understanding diverse cultures and populations.

Diversity, Equity & Inclusion Efforts: SWIC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college offers wraparound, intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. 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 currently working as film professionals within local industry.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to film and video production is expected to increase statewide by an average of 12.6% through 2030. Locally, the college indicates a strong interest from students and district employers for a training program in this field of study.

Table 1: Employer Partners

Employer	Location
Redding Creative, Inc.	Belleville, IL
Da Lytes on Productions, LLC	Belleville, IL
Dan Steadman, Filmmaker	St. Louis, MO

Table 2: Projected Enrollments

Film & Video AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	5	10	15
Completions:	-	10	20
Video Prod Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	5	10	15
Completions:	-	10	20

Financial / Budgetary Information: The program will require one (1) existing full-time and two (2) existing part-time faculty the first year. Additional part-time faculty will be added in years two and three to address enrollment as needed. Qualified faculty will hold a Master’s degree in Mass Communications, Film and Video Production or closely related field, have at least one (1) year work experience, and one (1) year teaching experience is preferred. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$0	\$12,000	\$12,000
Administrator Costs	-	-	-
Other Personnel Costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$0	\$12,000	\$12,000

Table 4: Faculty Requirements

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

Southwestern Illinois College
Medical Surgical Technology A.A.S. degree (60 credit hours)

Program Purpose: This program will prepare individuals for entry-level employment as surgical technologists.

Catalog Description: Upon successful completion of the Medical Surgical Technology curriculum, graduates are awarded an Associates in Applied Science (AAS) degree. Graduates of the Medical Surgical Technology curriculum are eligible to take the national board exam offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). To work in Illinois, graduates of the program must provide proof of graduation from a Medical Surgical Technology program. The program is designed to include classroom education, laboratory/simulation, and clinical experience in a healthcare setting.

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

Item #7.1
January 27, 2023

Career and technical education coursework includes instruction in medical terminology, microbiology, ethical and moral concepts, surgical technology, sterile processing fundamentals, pre-operative case management, perioperative case management, intra-operative case management, post-operative case management, healthcare facility management, specialty surgical procedures, and a required clinical internship work-based learning component. The program was developed according to standards of the Committee on Accreditation of Allied Health Education Programs (CAAHEP)-Accreditation Review Council on Education in Surgical Technology & Surgical Assisting. The curriculum will prepare individuals for industry credentialing as a Certified Surgical Technologist (CST), administered through the National Board of Surgical Technology and Surgical Assisting (NBSTSA). Assessment of student learning objectives will be achieved through evaluation of the student’s performance by program faculty and worksite supervisor during the work-based learning component.

Accrediting Information: Southwestern Illinois College is accredited by the Higher Learning Commission. The program was developed according to CAAHEP standards for Surgical Technology curricula. The college must apply for CAAHEP accreditation within one year of program implementation.

Justification for Credit hours required: NA.

Diversity, Equity & Inclusion Efforts: SWIC is committed to equity strategies that involve closing gaps on who enrolls, persists, and completes programs in this field of study. The college currently utilizes multiple forms of outreach with underrepresented groups in an effort to increase enrollment, retention and graduation rates. The college offers wraparound, intrusive student services which includes follow up for at-risk students by faculty, student mentors, and advising staff. 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 currently holding local surgical technology positions.

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 “surgical technologists” is expected to increase statewide by approximately 7.4% through 2030. Locally, the college indicates a strong interest from district employers for a training program in this field of study. The closest community college to offer a related program is over 90 miles away from SWIC’s district.

Table 1: Employer Partners

Employer	Location
Memorial Hospital	Shiloh, IL
Memorial Hospital	Belleville, IL
St. Elizabeth’s Hospital	O’Fallon, IL
Gateway Medical Center	Granite City, IL
BJC HealthCare	St. Louis, MO

Table 2: Projected Enrollments

Med Surgical Tech AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	-	-	-
Completions:	-	12	16

Financial / Budgetary Information: The program will require one (1) new full-time and one (1) new part-time faculty the first year. Qualified faculty will hold at least an Associate’s degree in Surgical Technology, hold a current Certified Surgical Technology (CST) credential, have at least two (2) years work experience, and one (1) year teaching experience is preferred.

Item #7.1
January 27, 2023

The program will be supported fiscally through PATH (Pipeline for the Advancement of Healthcare Workers) Grant funds, and student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$46,805	\$104,500	\$104,500
Administrator Costs	-	\$57,695	-
Other Personnel Costs	-	-	-
Equipment Costs	\$165,631	-	-
Library/LRC Costs	-	-	-
Facility Costs	-	-	-
Other	-	-	-
TOTAL NEW COSTS	\$212,436	\$162,195	\$104,500

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	0
Existing Faculty	0	0	1	1	2	1

Item #8.1
January 27, 2023

Illinois Community College Board

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

The Illinois Community College Board has statutory authority to “recognize” community colleges for their compliance with state statutes and standards. Based on a five-year cycle, ICCB staff conducts recognition evaluations to assure that colleges are in compliance with the standards. Standards identified for focused review during Fiscal Years 2021 – 2025 for Kaskaskia College include the following categories: Academic, Student Services/Academic Support, Finance/Facilities, and Institutional Research/Reporting. These same standards are used by each district in a self-evaluation that is submitted to ICCB prior to the staff evaluation.

During Fiscal Year 2022, Kaskaskia College underwent an in-depth recognition evaluation. The colleges submitted a thorough self-evaluation; ICCB staff conducted internal evaluations of all required college documents and a college finance site visit was conducted. This agenda item not only presents the staff recommendations for the colleges that completed the evaluation but gives background on the recognition evaluation and approval process for the Board’s information.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

Kaskaskia College, District 501

BACKGROUND

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

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

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

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

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

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



RECOGNITION REPORT

KASKASKIA COLLEGE

January 2023

Illinois Community College Board
Recognition Report
For Kaskaskia College
January 2023

Introduction

During fiscal year 2022, the Illinois Community College Board (ICCB) conducted a recognition evaluation of Kaskaskia College, District 501. Due to the number and type of compliance findings in this report, the ICCB staff will recommend that the ICCB issue a finding of Recognition Continued to Kaskaskia College. The information below describes the recognition process. The report following addresses specific compliance and advisory recommendations.

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

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

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

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

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

Evaluation Results and Recommendations

1. Instruction

1. Degrees and Certificates

A comparison between Kaskaskia College's 2021-2022 catalog and the ICCB Curriculum Master File indicates that all degree and certificate programs have been approved by ICCB. All active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302 a)3) A) i).

No discrepancies between the college catalog and the curriculum master file were identified.

Compliance Recommendation: None.

2. Articulation

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

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

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

Compliance Recommendations: None.

3. Academic Control

The institution maintains full academic control of the units of instructions. The institution has an established process for academic planning and maintenance, and faculty, program coordinators, instructional deans and the Vice President of Instruction engage in the curriculum modifications. New programs and courses are approved by the Curriculum Council before being forwarded to ICCB.

Compliance Recommendations: None.

4. Curriculum

4a) A comparison between Kaskaskia College’s college catalog and the ICCB Curriculum Master File indicates that all degree programs are within the range of total number of credit hours required for completion of an associate degree curriculum. All active and approved degrees fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.302, all career and technical education degree offerings are aligned with a career pathway, and all plans of study are aligned with a transfer pathway.

4b) The college indicated there is a systemic process in place to identify the local, state, and federal standards by which curriculum is developed including any associated program accreditation (optional or required) for students to earn related industry-recognized credentials. Furthermore, multiple CTE programs offer stackable credentials, from short-term to advanced certificates to an A.A.S. degree, many of which lead to industry-recognized credentials.

No discrepancies between the college catalog and the ICCB Curriculum Master File beyond what the college identified in their self-evaluation were noted.

Compliance Recommendation: None.

5. Dual Credit

As part of Kaskaskia College’s 2021 Recognition review, the following dual credit information was examined in order to determine if institutional policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(11) A-F: 1) the college’s self-evaluation, 2) data from the ICCB Annual Course submission, and 3) an audit of student qualifications and faculty credentials. To examine student qualifications, ICCB utilized the Annual Course submission to select 100 dual credit transfer (1.1 PCS) and career and technical education (1.2 PCS) courses for review; 50 from fiscal year 2020 and 50 from fiscal year 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies. The college was also required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials.

State Laws and Regulations and Accreditation Standards.

Based on the review, staff concluded that all state laws, regulations, accreditation standards, and local college policies apply to courses, instructional procedures, and academic standards at Kaskaskia College. These apply to students as well as faculty and staff associated with dual credit courses at the college.

Instructors.

During fiscal years 2020 through 2021, it was reported that 58 instructors taught transfer (1.1) dual credit courses. Of these instructors, three did not hold the appropriate credentials to teach transfer courses—and are not currently on a PEA—and five are currently on a PEA

to complete the required coursework by September of 2023. It was reported that 71 instructors taught career and technical education (1.2) dual credit courses. Of these instructors, 30 did not hold the required 2,000 hours of work experience.

Students.

After a review of the college self-study report and the additional audit materials requested by the ICCB, it was determined that one student in fiscal year 2020 did not meet the required placement examination score. This student can be found on Line 19 in the FY2020 tab of the FY21 Dual Credit Sample Excel file. All other students met the pre-requisite requirements to take dual credit courses.

Course Offerings and Requirements.

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

Compliance Recommendation 1: In order to be in compliance with Administrative Rule 23 Ill Adm. Code 1501.507(b)(11)(B), the college must ensure all dual credit instructors have adequate credentials to teach the courses they are assigned, and that those credentials match those required to teach courses on campus. For transfer (1.1 PCS) courses, these qualifications shall include a master's degree in the applicable field with 18 graduate credit hours of core coursework. For CTE (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience regardless of the highest educational degree attainment. This means that even if an individual has a master's degree in each field, they must still have the required 2,000 hours of applicable work experience.

College Response: In response to the recognition report feedback, Kaskaskia College has conducted an additional personnel file review for the instructors noted to be out of compliance. Of the three instructors who were identified as not having the appropriate credentials to teach transfer courses the college wishes to note:

- *One faculty member was originally approved to teach SPAN courses based on his degree and tested experience in that Spanish is his native language.*
- *One faculty member was listed as a co-instructor of EDUC courses as she served as a lab facilitator within the classroom where KC faculty delivered the didactic instruction. The college does not view this as being the primary class instructor.*
- *One faculty member did not hold the appropriate credentials to teach PHED courses. The college will be reviewing currently approved PHED courses for possible re-classification from 1.1 to a classification which more closely aligns with the college personal development category.*

Of the thirty instructors who were identified as not having the 2,000 required work experience hours:

- *Fifteen faculty members were confirmed via resume to have the required hours validating their qualifications to teach.*

- *Six faculty members are no longer teaching dual credit courses for Kaskaskia College.*
- *Nine do not have the required work hours documented in current files.*

Each faculty member without the required hours will be further reviewed via updated resumes. Those who do not meet the minimum qualifications will be excluded from teaching future dual credit courses. Additionally, the college will review and revise the faculty qualifications policy and procedure to ensure full compliance with any new hire full-time faculty, adjunct faculty, and dual credit instructors.

6. Assessment Plans.

The college has in place a systematic process to assess student learning in each degree and certificate programs. All programs, disciplines, and certificates have an assessment framework to assess student learning outcomes, and faculty lead assessment at the college and are involved in the Assessment Steering, General Education Assessment, and the Cocurricular Assessment Committees. The Associate Dean of Instructional Assessment coordinate the review of the findings.

Compliance Recommendations: None.

7. Student Evaluation.

Kaskaskia College has a well-defined system for evaluating and recording student performance in courses and programs. The college has Board policies governing its grading system, final examinations, incomplete grades, and change of grades.

Compliance Recommendations: None.

8. Faculty Qualifications/Policies.

The institution employs faculty with appropriate credentials in accordance with ICCB. The institution reviews formal coursework through the evaluation of official academic transcripts and validation of related work experience verified through resume. The institution has adequate faculty development opportunities where faculty can receive professional development. The institution hosts four Professional Growth days each year, and on-campus Summer Workshops for faculty and staff to engage in professional development activities. A college committee is responsible for planning and executing these development activities. Additionally, the institution provides support for full-time faculty to receive tuition waivers and to attend professional conferences and seminars

Compliance Recommendation: ICCB Staff reviewed a sample of faculty transcripts, and one faculty member did not meet the minimum faculty requirement. In accordance with

Section 1501.303(f), professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned.

One faculty member did not have the 18 graduate hours required to teach a transferrable agriculture course.

To be in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f), Kaskaskia College must ensure all faculty have the proper credentials to teach. ICCB Recognition Standard 8a Faculty Qualifications/Policies states:

Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in such areas in which the work experience and related training is the principal learning medium.

The ICCB interpretation throughout the enforcement of these rules is that instructors teaching courses that are designated as transfer (1.1) courses must meet the master's degree requirement and must have a minimum of 18 graduate hours in the discipline. Regarding areas in which the work experience and related training is the principal medium, otherwise referred to as Career and Technical Education (1.2), instructors must hold the appropriate credential and 2,000 hours of demonstrated experience in the field.

College Response: Kaskaskia College acknowledges that in preparation of the Recognition Report, current administration recognized that the faculty member did not hold the appropriate credentials to teach the agricultural course reviewed despite significant tested experience in the field of agriculture. Upon recognizing the faculty qualifications disparity, corrective action was taken with the faculty member enrolling in graduate level agricultural courses with SIUC effective FA22. Progress on completion of the required 18 graduate hours will be ongoing until complete. Additionally, current administration also recognized that unlike other agricultural courses coded as 1.2, this course is coded 1.1. Agricultural faculty are evaluating the course for reclassification to 1.2 to be in line with other agricultural courses in the Kaskaskia College Agricultural program prior to the course being offered in FA23.

9. Cooperative Agreements and Contracts.

As part of the recognition review for standard 9, Cooperative Agreements, the following items were reviewed: the college's self-study, course catalog, website, and two accompanying cooperative agreements. Kaskaskia College participates in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER Agreement) which has been approved by the ICCB and agreed upon by the 39 community college districts in the state. The college catalog, located on the college's website, as well

as a blurb on the college's "Academics" webpage include an accurate summation of the CAREER Agreement, as well as how a student can access it.

Additionally, Kaskaskia College participates in cooperative agreements with two other community colleges which are as follows: Parkland College and Frontier Community College. The agreement with Parkland College allows Kaskaskia College students to register as in-district students for Precision Agriculture classes at Parkland College, and conversely, Parkland College students to register as in-district for Animal Science courses at Kaskaskia College. The agreement with Frontier Community College is to allow its students to register for Paramedic courses offered at Kaskaskia College, and conversely, Kaskaskia College students to register for Medical Laboratory Technician courses at Frontier Community College. Both agreements can be found on the website and the college catalog.

Compliance Recommendation: Per Section 1501.307, b) of the ICCB Administrative Rules, inter-district cooperative agreements are required to be approved by the ICCB. As it is unclear if the cooperative agreements with Frontier Community College and Parkland College have been approved by the ICCB, it is recommended that the college provide assurance that these agreements have been approved by the ICCB.

College Response: In preparation of the Recognition Report, current administration recognized that appropriate notification and request for approval of inter-district cooperative agreements were not submitted to ICCB. Kaskaskia College will seek ICCB approval of the Parkland Ag Program agreement. It should be noted however, that although the Parkland Ag Program agreement was initiated in August 2020, no students have utilized the agreement between institutions.

Kaskaskia College will not seek ICCB approval of the Frontier Community College agreement. The purpose of this agreement was to allow for lecture content to be delivered synchronously, via remote delivery to students at each location with labs conducted in person at the program institution. The local medical director for the Illinois Emergency Response district has declined his approval for any remote delivery of the Paramedicine program thereby rendering the agreement non-beneficial to students. As a result, notification of Kaskaskia College's intent to terminate the agreement has been sent to Frontier and references to the partnership are being removed from the college catalog and website.

10. Program Review/Results.

After reviewing Kaskaskia College's program review process and submissions, staff concluded that all instructional programs have been reviewed utilizing a systematic, college-wide process. The college meets the minimum requirements of need, cost, and quality for evaluating their instructional programs. Program reviews submitted are thorough in nature supporting the notion that there is adequate coordination and support

from administrative leadership and institutional effectiveness. The college includes student and academic support services and administrative functions in their review cycle.

Advisory Recommendation: As provided in the feedback letter dated September 15, 2021, the ICCB recommends that the college align their current program review schedule with the ICCB program review cycle. The ICCB recognizes that exceptions may have been granted in prior years. It was recommended that the college submit a review of their counseling services within the fiscal year 2022 program review submission.

College Response: The college acknowledges the advisory recommendation and will submit a review of counseling services with the FY2022 program review submission and on schedule thereafter.

2. STUDENT SERVICES/ACADEMIC SUPPORT

Part 1A: Advising/Counseling.

The advising, counseling, and transfer program at Kaskaskia College is comprehensive and organized to address new students' academic planning and transitional needs and the continued success of all students as they progress through their program. All full-time and part-time students pursuing a certificate and/or degree must work with an Academic Advisor. During the first advising session, an educational plan is created for the student, which gives them a blueprint for program completion. Faculty mentors review the academic plan with continuing students before registration begins for the next semester and will recommend any necessary adjustments. Students pursuing completion of an Associate of Arts or Associate of Science degree with the intent to transfer receive additional transfer advisement to incorporate requirements for their planned major. The college has also developed an interactive career pathways tool that provides a customized education plan based on high school and career clusters of interest. Hours of operation are conducive to meeting the needs of students. The department also incorporates personal and success coaches to help supplement academic and career counseling.

Compliance Recommendations: None.

B: Financial Aid.

Kaskaskia provided a holistic review of its Financial Aid Department. The Financial Aid office adheres to the Department of Education requirements in the Federal Student Aid Handbook and makes updates or changes to practices as directed by FSA communications. The Financial Aid Director actively coordinates with other college departments to ensure consistent information is available to all students. Various outreach events and services are offered throughout the year during and outside business hours. Students can connect with a representative through multiple means. Additionally, students can easily access relevant information on the college's website.

Compliance Recommendations: None.

Advisory Recommendation: The college did not report on their current loan default rate. The ICCB recommends including this data in future reports.

College Response: Kaskaskia College most recent Cohort Default Rate was 12.5%. However, having not provided this rate with our original recognition report submission, the college acknowledges the advisory recommendation and will submit the CDR in future reports.

C: Placement.

Kaskaskia strives to coordinate and facilitate all employment and career planning-related activities in partnership with staff, students, district residents, and current and future employers. The Center offers career counseling (information, assessments, decision, and planning assistance), career resume building, mock interviews, and job/career identification and research. Training individuals for employment includes using a Career Coach, portfolio development, resume writing and branding, one-on-one coaching, group training, individual mock interviews, and small groups. Presentations of these services are available during regular business hours. Career Center staff offer specialized sessions for special populations and students enrolled in nontraditional career programs. To increase the number of people served, many events are planned around incumbent workers working various shifts.

Compliance Recommendations: None.

D: Support Services.

Kaskaskia provided a comprehensive and holistic review of its various support services to students. The college offers students multiple support services, including the Disability office, Student Life, TRiO, veterans' services, tutoring services, and a testing center. Student support facilities are easily accessible to students. Services are available to students at hours convenient to them, either in person or virtually. Web and in-person services are available for students with disabilities. Access and Disability Services provides students with legally mandated accommodations and additional programming to promote the inclusion and success of students with disabilities. All content is tested before it is introduced live by the webmaster using tools such as Monsido and the WAVE Web Accessibility Evaluation Tool. The office works closely with area high schools and provides prospective students and parents with transition information. The Director of Equity and Access has been identified as the liaison to work with homeless and housing-insecure students or students in care. This supplemental assignment pairs well with her current duties as she provides services to students with potential barriers to meeting their educational goals.

The Military and Student Veterans Center is where military and veteran students, faculty, and staff may receive information, assistance, and referrals to college departments and community agencies as they transition to college and the workforce. The college employs

a Coordinator of Veterans' Services who serves as the point of contact for Kaskaskia's Veteran students and/or Veteran dependents and as the School Certifying Official (SCO). The Coordinator of Veterans' Services advises students on military educational benefit options to allow for training and advancement during active periods and after. The coordinator also assists students in completing applications for additional financial aid such as the Free Application for Federal Student Aid (FAFSA) and various scholarships.

Compliance Recommendations: None.

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

Kaskaskia provided a holistic review of its co-curricular and student support services. The college offers countless avenues to participate and attain success while enrolled. The college has a Director of Equity and Access to oversee various aspects of recruiting and supporting underrepresented students on campus, including, but not limited to, working with grant initiatives and student disability accommodations. The college offers over 25 clubs and organizations designed to engage students in the college experience outside the classroom. To assist in the assessment of the learning that occurs in cocurricular activities, the college has formed a Co-curricular Assessment Committee.

Compliance Recommendation: None.

3. Admission of Students and Student Records.

Community colleges in Illinois have an open admissions policy. Kaskaskia has clear and comprehensive processes in place for student admission. The procedures for students to enroll at the college are outlined in the college catalog and the website for each program. Students include high school graduates or the equivalent, others 18 years of age and older, non-graduates aged 17 who have severed their connection with the high school system, and students younger than 18 who meet established criteria. The Records Office and specific departments and divisions incorporate systems of checks and balances to self-audit policies and procedures that affect student admission, persistence, and completion.

Compliance Recommendation: None.

3. FINANCE/FACILITIES

1. Credit Hour Claim Verification.

The Illinois Community College Board (ICCB) staff conducted an on-site visit at Kaskaskia (College) on July 27, 2022. During this visit, ICCB staff performed a finance and facilities assessment and discussed the processes relating to financial planning and credit hour claims. The College performed a demonstration of key systems to show how students are coded in the systems for residency and reporting credit hour claims. ICCB

staff reviewed a sample of credit hours reported and certified by the College as semester unrestricted (SU) and semester restricted (SR). The credit hour certifications are used by ICCB annually to determine system funding calculations and college allocations.

ICCB staff reviewed the Instructional Credit Hour Claim Reports to select a sample of individual course sections per funded instructional category, semester, and student residency classification to verify the accuracy of the submissions that are used to compile the certified reports (SU/SR claim reports). The sample consisted of 18 course sections and 182 students in Fiscal Year 2021 for the summer, fall, and spring semesters. Mid-term class lists, final grade sheets, and transcripts were reviewed for reporting accuracy. Information reported on the SU/SR claim reports agreed with the certified mid-term class lists.

The College has documented and verifiable processes for proper classification of credit hours reported to ICCB and for determining residency. The College makes a distinction between residency classifications for tuition and state funding purposes. When residency comes into question, students are asked for verification. This can be a voter's registration card, tax filing, or other supporting documents that the student provides to the College for proof of residence. These processes were evaluated, and no evidence of inaccuracies were found.

Interdepartmental communications were appropriate regarding changes in laws, regulations, or internal operations that could impact on the SU/SR claim reports. ICCB has not found any evidence that the College failed to meet the reporting or certification requirements over the period of the review. Overall, the College has generally complied with applicable laws, regulations, and rules for claiming credit hours for funding. Based on the review, ICCB staff finds, with a confidence level of 95 percent, that compliance with the reporting of certified hours is between 95 percent and 100 percent accurate. (Note: the statistical margin of error or confidence interval is 5 percent.)

Compliance Recommendation: None.

Advisory Recommendation: The ICCB recommends that the College clarify its Residency Policy with respect to aspects of the definition of residency not explicitly reflected in the current policy.

College Response: The Residency Policy and Procedure have been reviewed and revised by Student Services Cabinet and are in progress through the college policy and procedure process. Once final approval is provided by the college Board of Trustees, the updated policy and procedure will be made publicly available on the college website.

Midterm Certification.

According to 110/ILCS 805/2-16.02, courses eligible for reimbursement are those which the district pays 50 percent or more of the program costs from unrestricted funds.

To determine the college's procedure for determining reimbursement eligibility, a written explanation of the methodology used to classify student credit hours, a listing of faculty which identified the percent of salary applied for selected course sections, and the midterm certification instructions sent to faculty were reviewed. Mid-term class lists and final grade sheets were reviewed and compared to ICCB internal reports.

Based on the review, instructors for SU courses were funded with more than 50 percent of unrestricted funds and appropriately reported. The midterm certification instructions were submitted with a condensed version of the certification statement.

Compliance Recommendation: None.

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

College Response: The college is in process of updating its midterm statement as recommended in the advisory recommendation.

Student Residency.

The written procedure for residency verification and a summary of tuition/fee rates charged to students in-district, out-of-district, and out-of-state were reviewed. Student demographics and transcript information were reviewed to support residency status, funded instructional category placement, and final grade postings. To determine if certain categories of students were properly excluded from the reimbursable credit hour claim report, ICCB staff reviewed samples with specific criteria.

All residency classifications were documented and determined to be accurate. Based on the review, the College properly classifies students.

Compliance Recommendation: None.

Course Repeats.

The credit hour claims written procedure for excluding students who repeat a course was reviewed. Based on this review, there is a suitable process and procedure in place.

Compliance Recommendation: None.

Dual Credit/Dual Enrollment.

The written procedure for dual credit and dual enrollment was reviewed along with intent to enroll instructions and enrollment forms. Based on the review, no issues were found.

Compliance Recommendation: None.

2. Financial Planning.

The Facilities Master Plan, annual budgets, close-out reports, uniform financial statements, strategic planning reports, certification of publications, instructional cost reports, Tax and Budget Survey reports, Certificates of Tax Levy, and annual external audits were reviewed.

All college departments are included in the financial planning and accountability process. Documentation on the College's website confirms that the Board of Trustees meets and discusses financial conditions and strategies monthly.

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

Compliance Recommendation: None.

3. Financial Compliance Annual External Audit.

For fiscal years 2018 through 2021, ICCB staff reviewed the annual external audits and consolidated year-end financial reporting (CYEFR) reconciliations and evaluated overall outcomes and timeliness of completion.

To ensure that any audit findings indicating the need for actions were addressed, evidence of corrective action plans (CAP) were reviewed by ICCB staff for all findings. There were no findings noted for the four-year period.

Compliance Recommendation: None.

4. A & B Facilities.

A: Approval of Construction Projects.

ICCB's administrative rules at 23 IAC 1501.602b require an updated District Site and Construction Master Plan be filed with ICCB by July 1st of the year in which the district undergoes its recognition evaluation. It should be updated when a project is completed or added to the plan. The College submitted its Facilities Master Plan covering 2020 – 2035 and their self-study, which were found to be in good order.

Compliance Recommendation: None.

B: Facilities Data Submissions.

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

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

Compliance Recommendation: None.

5. Employment Contracts.

According to 110 ILCS 805/3-65, an employment contract entered with an employee (president, chancellor, etc.) of a community college must not exceed three years and must not include any automatic rollover clauses. Any severance clause cannot exceed one year. All employee contracts, renewals, amendments, addendums, and extensions must be made during an open board meeting and made available to the public.

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

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

Compliance Recommendation: None.

4. INSTITUTIONAL RESEARCH/REPORTING

ACCOUNTABILITY

4a. General Reporting Requirements. (Focused finance items are covered in Section 3d Part C.) The latest five years of Illinois Community College Board (ICCB) data submissions by Kaskaskia College were reviewed—generally this includes fiscal years 2017-2021 unless otherwise stated. Submissions were evaluated on consistency, accuracy, completeness, and

timeliness. Timeliness is based on the date of the final submission, not the date the original submission is received. A detailed analysis of individual data submissions is in Appendix A.

ICCB data timeliness and accuracy are vitally important as these submissions are used extensively by ICCB staff to fulfill external reporting requirements on behalf of the colleges. As a value-added service to the colleges ICCB staff reconfigure and combine information collected through routine ICCB submissions into a format that meets the needs of external entities. This approach minimizes duplicate reporting and serves to further strengthen data submission quality and comprehensiveness. For example, ICCB uses information from college submissions to provide multiple federal Integrated Postsecondary Education Data System (IPEDS) reports. It is particularly important to meet federal IPEDS collection deadlines because federal officials have the authority to fine colleges for failure to furnish timely data. There are twelve IPEDS surveys across the Fall, Winter, and Spring collections, and the potential fine in 2021 is up to \$59,017 for each violation. The fine changes annually based on an inflation index. ICCB data also are used in federal Perkins Postsecondary and Adult Education and Family Literacy (WIOA Title II) performance reporting. Failure to meet these federal reporting deadlines could delay the availability of funds and would remove the state from eligibility for incentive dollars.

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

Part A. Student Data Reporting. The **Annual Enrollment and Completion Data (A1)** submission is the most complex and lengthy of the state data submissions. Accuracy of final submissions has been good over the timeframe of the study. Final A1 submissions did not contain any critical errors in five of the five years reviewed. Kaskaskia College's A1 submission met the reporting deadline in each of the past five fiscal years. The submissions took between three and 13 submissions to finalize. Coverage of Degree Objective was excellent over the timeframe of the study with no unknown records for this variable in five of the five years reviewed. The proportion of records with unknown Highest Degree Previously Earned ranged between four percent and 13 percent across the five years reviewed. The proportion of records with Pell Recipient ranged between 16 and 20 percent across the five years reviewed. There were no Subsidized Stafford Recipients reported across the four years reviewed. Consistency between the Annual Enrollment and Completion submission and the **Annual Student Identification (ID)** submission was excellent during each of the past five fiscal years. There were no headcount discrepancies. Annual Student Identification (ID) data were finalized prior to the reporting deadline in each of five fiscal years reviewed.

The **Annual Completions (A2)** data submission began in fiscal year 2013. Kaskaskia College met the reporting deadline in each of the five years reviewed. The number of

submissions needed to finalize the data ranged from one to 14, and final A2 submissions did not contain any critical errors in five of the five years reviewed. The proportion of records with unknown Race/Ethnicity was zero or less than one percent across the years reviewed. There were more completions on the A2 than on the A1 submission. The A2 submission collects the same completions as the A1 submission, which is limited to three completions, but the A2 allows for more than three completions to be reported.

The **Annual Course (AC)** data submission began in fiscal year 2011. Kaskaskia College met the reporting deadline in each of the five years reviewed. The number of submissions needed to finalize the data ranged from one to three, and final AC submissions did not contain any critical errors in four of the five years reviewed; the fiscal year 2018 submission contained one critical error. This data was verified by college officials as valid and accurate. The **Annual Course (AC)** data submission helps to address the requirements of the Dual Credit Quality Act (Public Act 096-0194).

The **Fall Enrollment (E1)** data submission's timeliness met the reporting deadline in each of the past five years. The number of submissions needed to finalize the data ranged from one to four, and there were no critical errors in the final submissions in five of the five years reviewed. Kaskaskia College met the reporting deadline for the **Fall Enrollment Survey** in five of the five years reviewed. There were no headcount discrepancies between the Fall Enrollment Survey and the E1 submission across the five years reviewed.

Noncredit Course Enrollment (N1) data collection began in fiscal year 2000. Kaskaskia College data submissions met the reporting deadline in five of the last five fiscal years. There were no critical errors in the final submissions. Coverage of Age was excellent in the five years reviewed with no records having unknown age. The proportion of records with unknown Race/Ethnicity ranged between three percent and 10 percent across the five years reviewed.

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

The **Spring Semester Enrollment Survey** was submitted on time in five of the past five fiscal years. The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to fiscal year 2018.

Part B. Faculty/Staff Data Submissions. The **Faculty, Staff and Salary (C1)** electronic data submission met the reporting deadline in four of the past five fiscal years; the fiscal year 2019 submission was finalized one day past the reporting deadline. The number of submissions required to finalize these data ranged from one to seven. The **Faculty, Staff, and Salary Supplementary Information** survey data submissions were finalized prior to the reporting deadline in each of the past five fiscal years. Data items in these submissions

are very important in generating the annual “Salary Report for Illinois Community Colleges” and related Illinois Board of Higher Education and federal (IPEDS) reports.

The **Annual Faculty, Staff, and Salary (C3)** data submission began in fiscal year 2010. Kaskaskia College met the submission deadline in each of the past five years reviewed. The number of submissions needed to finalize the data ranged from one to three. The **Annual Faculty, Staff, and Salary (C3)** submission provides ICCB with data for compliance with Public Act 096-0266 which impacts 110 ILCS 805/3-29.4.

The **African American Employment Plan Survey, Bilingual Needs and Bilingual Pay Survey, and Hispanic Employment Plan Survey** submissions began in fiscal year 2011 and the **Asian American Employment Plan Survey** submission in fiscal year 2013. Kaskaskia College met the reporting deadline in each of the five years reviewed for all four surveys. The Employment Plan surveys provide ICCB with data for compliance with Public Acts 096-1341, 096-1286, and 097-0856.

Part C. Other Submissions. The **Underrepresented Groups Report** was submitted on time in each of the past five fiscal years. This report is becoming more important as national and state attention is being increasingly focused on improving the depth and breadth of services provided to members of underrepresented groups.

Advisory (Quality) Recommendations: Nearly all data submissions have been timely, accurate, and complete. The ICCB is appreciative of this and looks forward to continued timely, accurate, and complete data submissions from Kaskaskia College.

Recognition Policy Studies Report Due Dates

Noncredit Course Enrollment Data (N1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (07/15) *	07/13/20	06/26/19	07/02/18	06/14/17	06/22/16
# Submissions to Final	2	3	1	2	1
Timeliness	on time	on time	on time	on time	on time
Duplicated Head Count	2998	3081	1265	1533	2649
Unduplicated Head Count	2771	2555	944	1038	1686
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.03 percent	0.19 percent	0.23 percent	0.39 percent	0.38 percent
% Unknown Age in Final Submission no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Age in Final Submission unknown	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	4.20 percent	4.48 percent	2.77 percent	3.33 percent	10.42 percent

*Due 07/16 in FY 19; 07/17 in FY 18

**From Item 29 starting in FY 21 collection (FY 20 data); from Item 30 in prior years.

Annual Enrollment & Completion Data (A1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (08/01) *	07/24/20	07/23/19	07/31/18	07/27/17	08/01/16
# Submissions to Final	5	5	13	4	3
Timeliness	on time	on time	on time	on time	on time
Head Count (total incl. 0 hrs. enroll.)	5535	5500	5659	6559	8392
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	2

# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.01 percent	0.00 percent	0.01 percent	0.10 percent
% 0 Cumulative GPA in Final Sub.	7.26 percent	7.13 percent	8.22 percent	8.25 percent	12.18 percent
% 0 Cumulative Hours in Final Sub.	7.26 percent	7.13 percent	8.22 percent	8.25 percent	12.19 percent
% Unknown Degree Obj. in Final	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Highest Degree in Final unknown	13.19 percent	6.18 percent	4.59 percent	4.30 percent	10.03 percent
% Pell Recipient Coverage in Final Sub. (codes 2,4,5)	20.29 percent	20.27 percent	19.84 percent	17.85 percent	16.04 percent
% Subsidized Stafford Recipients in Final Sub. (code 2)	0.00 percent	0.00 percent	0.00 percent	0.00 percent	N/C

* Due 08/03 in FY 21; adjusted to 09/01 due to ICCB internal technology update in FY 17

Annual Completions Data (A2)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	07/24/20	07/23/19	08/03/18	07/31/17	08/24/16
# Submissions to Final	2	1	14	2	2
Timeliness	on time	on time	on time	on time	on time
Record Count (duplicate completions)	819	906	969	1043	1605
Total Number of Completions from A1	781	862	906	990	1559
More Completions on A2 than on A1 or Equal Number	Yes	Yes	Yes	Yes	Yes
# Error Codes in Final Submission	0	0	0	0	0
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

% Unknown Ethnicity** in Final unknown	0.98 percent	0.11 percent	0.00 percent	0.00 percent	0.56 percent
--	--------------	--------------	--------------	--------------	--------------

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

**From Item 17 starting in FY 21 collection (FY 20 data); from Item 18 in prior years.

Annual Student ID Submission (ID)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission (09/01) *	07/24/20	07/23/19	08/02/18	08/08/17	08/01/16
# Submissions to Final	3	1	10	4	1
Timeliness – Data Due	on time	on time	on time	on time	on time
Head Count in Final Submission	5535	5500	5659	6559	8392
Discrepancy between A1 & ID	0	0	0	0	0
# Error Codes in Final Submission	0	1	0	1	3
# Critical Errors in Final Submission	0	0	0	0	0

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/15 due to ICCB internal technology update in FY 17

Annual Course Data (AC)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission – (09/01) *	07/24/20	07/23/19	07/28/18	07/27/17	08/24/16
# Submissions to Final	2	2	3	1	3
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	0	0	0	1	1
# Critical Errors in Final Submission	0	0	0	1	0
% Records with Errors in Final Sub.	0.00 percent	0.00 percent	0.00 percent	0.01 percent	0.02 percent
% Dual Credit in Final	21.90 percent	20.45 percent	21.60 percent	25.38 percent	21.87 percent
% Remedial (PCS 14) in Final	3.28 percent	3.06 percent	3.26 percent	3.33 percent	3.47 percent

* Due 09/03 in FY 20; 09/04 in FY 19; Adjusted to 09/22 due to ICCB internal technology update in FY 17

Fall Term Enrollment Data (E1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/24/20	09/23/19	09/06/18	09/05/17	09/13/16
# Submissions to Final	3	2	4	2	1
Timeliness	on time	on time	on time	on time	on time
Head Count in Final Submission	2785	3248	3164	3107	3665
Discrepancy between E1 & Survey	0	0	0	0	0
# Error Codes in Final Submission	1	3	0	0	1
# Critical Errors in Final Submission	0	0	0	0	0
% Records with Errors in Final Sub.	0.25 percent	0.15 percent	0.00 percent	0.00 percent	0.02 percent
Degree Obj. Coverage in Final % coded with no code	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
Scholarship Coverage in Final Sub. % with no scholarship	97.34 percent	98.18 percent	97.91 percent	97.43 percent	97.95 percent

* Due 10/02 in FY 18; Adjusted to 10/17 due to ICCB internal technology update in FY 17

Fall Term Enrollment (Web) Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/01) *	09/24/20	09/24/19	09/11/18	09/11/17	09/13/16
Timeliness	on time	on time	on time	on time	on time
Head Count	2785	3248	3164	3107	3665
Discrepancy between E1 & Survey	0	0	0	0	0

* Due 10/02 in FY 18; 10/03 in FY 17

Faculty Staff & Salary Data (C1)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/09/20	10/11/19	10/16/18	10/02/17	10/10/16
# Submissions to Final	1	3	7	2	1
Timeliness	on time	on time	1 day late	on time	on time

# Error Codes in Final Submission	4	3	3	4	3
# Critical Errors in Final Submission	2	2	2	2	2
% Records with Errors in Final Sub.	23.84 percent	5.66 percent	3.43 percent	8.16 percent	8.77 percent
% Unknown Employment Class (8)	0.33 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent

*Due 10/16 in FY 18; Adjusted to 10/26 due to ICCB technology update in FY 17

Faculty Staff & Salary Supplementary Information

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (10/15) *	10/14/20	10/14/19	10/11/18	10/05/17	10/10/16
# Submissions to Final	1	1	1	1	1
Timeliness	on time	on time	on time	on time	on time

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

Summer Graduate Reporting for IPEDS GRS

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (11/01) *	10/14/20	10/17/19	10/19/18	09/13/17	09/12/16
Timeliness	on time	on time	on time	on time	on time

*Due 11/02 in FY 21

African American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/23/20	01/13/20	01/28/19	01/30/18	03/06/17
Timeliness	on time	on time	on time	on time	on time

*Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Asian American Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
------------------------------	-------------	-------------	-------------	-------------	-------------

Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/23/20	01/13/20	01/28/19	01/30/18	03/06/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Bilingual Needs and Bilingual Pay Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/23/20	01/13/20	01/28/19	01/30/18	03/06/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Hispanic Employment Plan Survey

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	11/23/20	01/13/20	01/28/19	01/30/18	03/06/17
Timeliness	on time	on time	on time	on time	on time

* Due 12/09 in FY 21; 01/15 in FY 20; 02/08 in FY 19; 02/02 in FY 18; 03/08 in FY 17

Underrepresented Groups Report

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2020	2019	2018	2017	2016
Final Submission Varies See Note*	02/01/21	02/28/20	01/28/19	02/15/18	02/08/17
Timeliness	on time	on time	on time	on time	on time

* Due 02/02 in FY 21; 02/28 in FY 20; 02/01 in FY 19; 02/16 in FY 18; 02/08 in FY 17

Spring Semester Enrollment Survey*

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission (02/15) **	01/26/21	02/05/20	02/01/19	01/25/18	01/30/17
Timeliness	on time	on time	on time	on time	on time

*The title of the survey was Winter Quarter/Spring Semester Term Enrollment Survey prior to FY 18

**Due 02/10 in FY 20; 02/09 in FY 18

Annual Faculty Staff & Salary Data (C3)

Fiscal Year Collected	2021	2020	2019	2018	2017
Fiscal Year <i>of Data</i>	2021	2020	2019	2018	2017
Final Submission – (6/15) *	6/10/21	06/15/20	06/17/19	06/14/18	06/15/17
# Submissions to Final	1	2	2	3	2
Timeliness	on time	on time	on time	on time	on time
# Error Codes in Final Submission	1	1	1	1	1
# Critical Errors in Final Submission	1	1	1	1	1
% Records with Errors in Final Sub.	7.06 percent	2.04 percent	4.98 percent	4.91 percent	6.76 percent
% Unknown Ethnicity** in Final no value or.	0.00 percent	0.00 percent	0.00 percent	0.00 percent	0.00 percent
% Unknown Ethnicity** in Final unknown	7.06 percent	5.44 percent	4.56 percent	4.24 percent	4.51 percent
% Unknown Employment Class (8)	0.23 percent	0.45 percent	0.22 percent	0.00 percent	0.00 percent

*Due 06/17 in FY 19

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

Item #9.1
January 27, 2023

UNAPPROVED

Workshop of the
Illinois Community College Board

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

December 1, 2022

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the December 1, 2022, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 4:00 p.m. and asked Ann Knoedler to call roll. The following Board members were present: Craig Bradley, Terry Bruce, Teresa Garate, Sylvia Jenkins, Larry Peterson, Paige Ponder, and Rene Juarez-Cuevas, Student Board member, were present. An-Me Chung and Nick Kachiroubas were absent. A quorum was declared.

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

After roll and declaring a quorum, Chair Lopez welcomed and thanked everyone for coming to the workshop.

Item #3 - Anatomy of a Public Meeting

"The Anatomy of a Public Meeting" will walk the Board through the legal requirements and procedures for conducting a public meeting including: (1) pre-meeting notices, (2) conducting the meeting & (3) documenting the meeting/minutes. The presentation will include a discussion of the Open Meetings Act, Freedom of Information Act, and Roberts Rules of Order within each segment.

Item #4 – Overview of the Community College Funding Formula

At this time, ICCB staff gave an in-depth presentation to the Board on the overview of the Illinois Community College System Funding Formulas, which outlined all the grants funded and filtered to the system.

Item #5 - Review of the Proposed Budget Recommendations

The Illinois Community College Board's fiscal year 2024 operations, grants, and capital budget request reflects funding for core priorities and is consistent with the Board's goals. The request focuses on increasing access and success for low-income and minority students; expanding opportunities for workforce training programs that are critical to moving people out of poverty and addressing workforce shortages; and increasing the state's investment in the community college system to ensure colleges have the resources needed for student success. The capital budget request contains three components: recommended funding allocations to all projects that have been appropriated but not funded, capital renewal grants, and college specific projects. At this time, ICCB staff gave a more in-depth presentation to the Board.

Item #6 - Sneak Peek at the Revised Website

For the past few months, the ICCB has been revising the entire website. At this time, the staff presented to the Board highlights of the changes and updates.

Item #7 - Adjournment

Terry Bruce made a motion, which was seconded by Paige Ponder, to adjourn the Board workshop at 6:09 p.m.

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

UNAPPROVED

Agenda
453rd Meeting of the
Illinois Community College Board

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

December 2, 2022

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the December 2, 2022, meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:01 a.m. and asked Ann Knoedler to call roll. The following Board members were present: Craig Bradley, Terry Bruce, Teresa Garate, Sylvia Jenkins, Larry Peterson, Paige Ponder, and Rene Juarez-Cuevas, Student Board member, were present. Nick Kachiroubas was on the phone and will be voted into the meeting. An-Me Chung was absent. A quorum was declared.

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

After roll and declaring a quorum, Chair Lopez stated the first order of business is voting in Board member Nick Kachiroubas who is on the phone.

Chair Lopez stated that Board member Nick Kachiroubas is unable to attend today’s meeting due to a work conflict. According to Section 7 of the Open Meetings Act, Teresa Garate may participate in today’s meeting via conference call and the Board needs a motion to allow her attendance.

Paige Ponder made a motion, which was seconded by Terry Bruce, to allow Board member Nick Kachiroubas to participate in today’s Board meeting via conference call.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Rene Juarez-Cuevas	Yea
Sylvia Jenkins	Yea	Lazaro Lopez	Yea

The motion was approved. Student Advisory vote: yes.

Nick Kachiroubas stated, for the record, he home in Crystal Lake due to illness and unable to attend the Board meeting in person.

Chair Lopez welcomed everyone to the December 2nd Board meeting. He stated the Board held an ICCB Staff “Meet and Greet” and a Board Workshop yesterday evening where a number of interesting topics were discussed.

Chair Lopez announced that the First Lady Dr. Jill Biden visited Illinois and kicked off National Apprenticeship Week in Chicago. There was a panel held with Harper College participating.

It is very encouraging to see the increase in headcount (+1.5%) and FTE (+.3) in the fall enrollment report both increased from the previous year. This 1.5 percent increase is well above the national average which declined by 5.6 percent in 2021 and remained flat in 2022. Also, though the online enrollment is down, those numbers are still way up compared to pre-pandemic, so it is pretty clear this approach has resonated with students. The entire report can be found on the ICCB website.

Chair Lopez concluded his report by announcing an exciting new fact concerning the Early Childhood work being done in the community colleges. There will be a presentation provided during the meeting later; however, one very important accomplishment to mention is the new change in the law that will require the transfer of AAS students into 4 year programs with junior level status and the student not to be required to take more credits than students first starting in the program. In the fall of 2022, approximately 200 students with an Associates of Applied Science degree in Early Childhood have been able to take advantage of this change in the law.

Item #3 - Board Member Comments

There were no comments.

Item #3.1 – Illinois Board of Higher Education Report

Dr. Sylvia Jenkins stated this was her first meeting she participated in. The meeting was hybrid at three different locations. Dr. Jenkins participated in a new Board member orientation with Ginger Ostro, which was very helpful. Ginger Ostro spoke highly of Dr. Teresa Garate, outgoing IBHE Board member, and thanked her for her service. During this meeting, the Board presented Dr. Garate with a resolution honoring her for the time she served on the Board. The items discussed during the meeting included the legislative agenda, budget, approval of community college curriculum, and a presentation on the Illinois Tutoring Initiative: Higher Education and School District Partnerships to Support Student Learning

Item #4 – Executive Director Report

Executive Director Brian Durham began by mentioning how many new staff the ICCB has, which is why the staff meet and greet was so important yesterday afternoon. Also, yesterday evening the Board held a workshop. There were several interesting topics were discussed. The time and effort going into this workshop by staff and the Board members was much appreciated. The staff has spent a lot of time putting together the budget for the ICCB and will continue to work on it. Recently, ICCB staff attended and presented at the ICCA and ICCFA conference in Champaign. It was nice to see all the participants in attendance. Dr. Durham mentioned the Diversity Commission staff are in attendance and gave a presentation to the members of the Academic, Workforce, and Student Support Committee this morning during their meeting. Dr. Durham announced that next month the Board will hear a Board Goals update during the January 27th Board meeting. The agency just released about nine million dollars out to the community colleges and other community based organizations throughout Illinois through the IL Bridge and Transitions Grant program. The overall goal is to help minority and low income students, as well as, individuals with disabilities move barriers in hopes of helping to complete their education. This effort really fits into the Board Goals work.

Item #5 - Advisory Organizations

Item #5.1 – Illinois Council of Community College Presidents

Mr. Terry Wilkerson could not be at the meeting and there is no report.

Item #5.2 - Student Advisory Council

Student Board member, Rene Juarez-Cuevas, stated the council met on November 9th at Joliet Junior College. The items discussed included professional development workshop and ways students can access outlets for mental health. The next meeting will be held on January 24, 2023.

Item #5.3 - Adult Education and Family Literacy Council

Mr. Dan Deasy stated the Council met on August 30th. The group came up with three topics for the committees to make recommendations on and broke up into subcommittees to begin discussions on this work. The group was charged with developing a policy framework between developmental education and the academic ESL programs and adult education and literacy programs, completing an analysis of current policies regarding generation funding and other fiscal policies in order to make policy recommendations to ICCB regarding mechanisms to incentivize success and accountability to adult education providers, and create an environmental scan to identify issues related to adult education teacher and staff shortages. The next meeting will be held on December 6th.

Item #6 - Committee Reports

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

The committee met on the morning of September 16th at 8:00a with Larry Peterson, Sylvia Jenkins, Terry Bruce, Matt Berry, Jennifer Franklin, and Nathan Wilson. The following items were discussed: Marketing & Communications Update-community college month is in April, focused on the ICCB newsletter and newly revised website; Legislative agenda was submitted to the Governor's Office; Bail bill discussion, ICCB Finance Advisory Committee; Fall 2023 Enrollment Report-a presentation will be given during the Board meeting; and the January 2023 Regulatory Agenda.

Item #6.1a - Fiscal Year 2023 Fall Enrollment Report

ICCB staff gave an in-depth update on the Fiscal Year 2023 Fall Enrollment Report. The final report was also provided to the Board for the review. There were 28 community colleges that went up in enrollment. There was a ten percent increase in Dual Credit students from last year. Chair Lopez highlighted the number of purely online degrees being offered that are also successful. The entire report is located on the ICCB website.

Item #6.2 - Academic, Workforce, and Student Support

The committee met on the morning of December 2nd at 8:00a with Teresa Garate, Paige Ponder, Craig Bradley, Rene Juarez-Cuevas, Jennifer Foster, Marcus Brown, Whitney Thompson, and Jeff Newell. The following items were discussed: PATH - Pipeline for the Advancement of the Healthcare Workforce -PATH; ICCDC - Illinois Community College Diversity Commission; Diversity Equity Inclusion Action (DEIA) Plan; GED Price Increase ~ Information Item; the Early Childhood Access Consortium for Equity Update that will be provided during the Board meeting; and the New Units on the agenda for approval.

Item #6.2a - Early Childhood Access Consortium for Equity (ECACE) Update

ICCB staff presented to the Board on the Early Childhood Access Consortium for Equity (ECACE). This presentation reviewed the early childhood workforce needs, formation of the consortium, legislation that established the Consortium, Advisory committee, and other components of the law. Other initiatives of the ECACE include navigators and mentors, scholarships, and debt relief.

Two significant components include credit for the Child Development Associate credential and the full transfer of the AAS degree in early childhood into a bachelor's degree program. Staff will also highlight the outcomes for Year One as well as the scope of work for Year Two.

At this time, the Board took a break at 10:34 a.m. and returned at 10:45 a.m.

Item #7 - Fiscal Year 2024 ICCB Budget Recommendations

The Illinois Community College Board's fiscal year 2024 operations, grants, and capital budget request reflects funding for core priorities and is consistent with the Board's goals. The request focuses on increasing access and success for low-income and minority students; expanding opportunities for workforce training programs that are critical to moving people out of poverty and addressing workforce shortages; and increasing the state's investment in the community college system to ensure colleges have the resources needed for student success. The capital budget request contains three components: recommended funding allocations to all projects that have been appropriated but not funded, capital renewal grants, and college specific projects.

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

The Illinois Community College Board hereby:

1. Approves the fiscal year 2024 Operations and Grants Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Approves the fiscal year 2024 Capital Budget Request for the Illinois Community College System as presented in the attached Table 3 and Table 4;
3. Authorizes the submission of the requests to the Governor's Office of Management and Budget, and the Illinois Board of Higher Education; and
4. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if more refined data become available.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Sylvia Jenkins	Yea	Rene Juarez-Cuevas	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #8 - Overview of the Illinois Longitudinal Data System

ICCB, a partner in Illinois Longitudinal Data System (ILDS) efforts, is collaborating with other ILDS state agencies to advance data and research initiatives. A presentation was given to the Board highlighting ILDS progress as well as the recent transition of ILDS 1.0 to ILDS 2.0 with governance and infrastructure. ICCB's role and next steps within the new ILDS 2.0 environment will also be discussed.

Item #9 - New Units

Item #9.1 - John A. Logan College, Lincoln Land Community College, Morton College, Wilbur Wright College

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

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

PERMANENT PROGRAM APPROVAL

John A. Logan College

- Hospitality Management A.A.S. degree (62 credit hours)

Lincoln Land Community College

- Diesel Technologies A.A.S. degree (61 credit hours)

Morton College

- EMS-Paramedic Certificate (47 credit hours)

Wilbur Wright College

- Cannabis Studies A.A.S. degree (61 credit hours)
- Cannabis Processing Technician (30 credit hours)

A roll call vote was taken with the following results:

Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Sylvia Jenkins	Yea	Rene Juarez-Cuevas	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #10 - Recognition of the Illinois Community Colleges

Item #10.1 - Rend Lake College

Terry Bruce made a motion, which was seconded by Sylvia Jenkins to approve the following items:

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

Rend Lake College, District 521

A roll call vote was taken with the following results:

Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Sylvia Jenkins	Yea	Rene Juarez-Cuevas	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #11 - Adoption of Minutes

Item #11.1 - Minutes of the September 16, 2022 Board Meeting

Craig Bradley made a motion, which was seconded by Paige Ponder, to approve the following motion:

The Illinois Community College Board hereby approves the Board minutes of the September 16, 2022, meeting as recorded.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Nick Kachiroubas	Abstain
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Sylvia Jenkins	Yea	Rene Juarez-Cuevas	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes. Nick Kachiroubas abstained.

Item #12 - Consent Agenda

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

Item #12.1 - Illinois Community College Board Fiscal Year 2023 Regulatory Agenda

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the January 2023 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE
BOARD JANUARY 2023 REGULATORY
AGENDA

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

1) Rulemaking:

A) Description: The Board proposes 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: July 2023

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

F) Agency contact person for information:
Matt Berry
Chief of Staff
Illinois Community College Board

401 East Capitol Avenue Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

2) Rulemaking:

A) Description: The Board has recently reviewed its administrative rules on approval of college, branch, campus, and extension centers and found these rules to be insufficient for identifying when board approval is required. The Board plans revision to these rules during the upcoming calendar year.

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

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

D) Date agency anticipates First Notice: March 2023

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

F) Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

3) Rulemaking:

A) Description: The Board anticipates review and possible amendments to its rules governing dual credit. The dual credit landscape continues to evolve and necessitate changes to the Board's rules.

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 2023

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

F) Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981

G) Related rulemakings and other pertinent information: None

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

1) Rulemaking:

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

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

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

D) Date agency anticipates First Notice: October 2023

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

F) Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College
Board 401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-
7411 Fax: 217/524-
4981

G) Related rulemakings and other pertinent information: None

c) Part (Heading and Code Citations): Administration of High School Equivalency Testing Program (23 Ill. Adm. Code 1507)

1) Rulemaking:

A) Description: The Board proposes the adoption of new administrative rules that codify the Board's processes and procedures for administration of the high school equivalency testing and certification program.

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

- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: May 2023
- E) Effect on small businesses, small municipalities or not for profit corporations: The Board believes this rulemaking will not affect small business, small municipalities, and not for profit corporations.
- F) Agency contact person for information:

Matt Berry
Chief of Staff
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701

Telephone: 217/785-7411
Fax: 217/524-4981
- G) Related rulemakings and other pertinent information: None

Item #12.2 - Establishment of the Illinois Community College Board MIS/Research and Illinois Longitudinal Data Advisory Committee Appointments

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby establishes the MIS/Research and Illinois Longitudinal Data System Advisory Committee and authorizes the Executive Director to make the below appointments to Committee.

MIS/Research and Longitudinal Data Advisory Committee

1. Christian Collins, Associate Vice Chancellor, Institutional Effectiveness, City Colleges of Chicago (2025)
2. David Cook, Executive Director of Institutional Research and Planning, Illinois Central College (2025)
3. Ryan Hawkins, Chief Financial Officer, Illinois Eastern Community Colleges (2025)
4. Sadya Khan, Executive Director, Institutional Research, Planning and Effectiveness, Moraine Valley Community College (2025)
5. Aaron Roe, Director of Research and Planning, Sauk Valley Community College (2025)
6. Kurian Tharakunnel, Executive Director of Research and Institutional Effectiveness, Triton College (2025)
7. Sandra Villanueva, Director, Institutional Effectiveness, Planning and Research, College of Lake County (2025)
8. Sarah Warfield, Institutional Research Data Reporting Analyst, Highland Community College (2025)
9. Teena Zindel-McWilliams, Director, Institutional and Academic Planning, Richland Community College (2025)

Item #12.3 - Establishment of the Illinois Community College Board Finance Advisory Committee Appointments

It is recommended that the following motion be adopted:

Item #9.2
January 27, 2023

The Illinois Community College Board hereby establishes the - Finance Advisory Committee and authorizes the Executive Director to make the below appointments to Committee.

Finance Advisory Committee

1. Maribel Rodriguez, Vice Chancellor Finance/Chief Financial Officer, City Colleges of Chicago (2025)
2. Leticia Trepac, Vice President Finance & Administration, Heartland Community College (2025)
3. Josh Welker, Dean of Business Services, John Wood Community College (2025)
4. Ryan Hawkins, Chief Financial Officer/Treasurer, Illinois Eastern Community Colleges (2025)
5. Kent Sorenson, Vice President of Business Services, Sauk Valley Community College (2025)
6. Tammy Betancourt, Vice President Finance/Chief Financial Officer, Danville Area Community College (2025)
7. Jill Janssen, Vice President/Chief Financial Officer, Highland Community College (2025)
8. Beth Nunley, Vice President for Business Affairs & Board Treasurer, Kankakee Community College (2025)
9. Scott Brady, Chief Financial Officer & Treasurer, College of DuPage (2025)

A roll call vote was taken with the following results:

Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Sylvia Jenkins	Yea	Rene Juarez-Cuevas	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #13 - Information Items

There was no discussion.

Item #13.1 - Fiscal Year 2023 Financial Statements

Item #13.2 - GED® Testing Service - GED® Test Increase

Item #13.3 - Basic Certificate Program Approval Approved on Behalf of the Board by the Executive Director

Item #13.4 - Proposed Amendments to the Illinois Community College Board Administrative Rules

Item #13.4a - Dual Credit

Item #14 - Other Business

There was no other business.

Item #15 - Public Comment

There was no public comment.

Item #16 - Executive Session

The Board did not enter into Executive Session.

Item #17 - Executive Session Recommendations

There were no recommendations.

Item #18 - Adjournment

Terry Bruce made a motion, which was seconded by Craig Bradley, to adjourn the Board meeting at 11:32 a.m.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Nick Kachiroubas	Yea
Terry Bruce	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Larry Peterson	Yea
Sylvia Jenkins	Yea	Rene Juarez-Cuevas	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Illinois Community College Board

STATEWIDE ARTICULATION AGREEMENT WITH THE BELLEVUE UNIVERSITY

This Agreement is a statement of formal articulation for collaboration between Bellevue University and the Illinois Community College Board. The purpose of the Agreement is to ensure that the principles of the collaborative arrangements are clearly set out, and clear channels of authority, accountability, and executive action are identified.

The Illinois Community College Board (ICCB) and Bellevue University (BU) recognize the importance of facilitating the transfer of students and graduates from one institution to the other as they pursue their educational goals. Recognizing that many students engage in education as a life-long learning process, the ICCB and BU enter into this agreement to provide a transfer path to a baccalaureate degree for students in the Illinois Community College System.

This agreement lays out the framework for the partnership. Individual colleges may sign on individual agreements with Bellevue University. The individual agreements would lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who subsequently sign individual agreements with Bellevue University will be provided for approval.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the agreement between the Illinois Community College Board and Bellevue University.



Transfer Agreement Between the Illinois Community College Board

and

Bellevue University

The Illinois Community College Board (ICCB) and Bellevue University (BU) recognize the importance of facilitating the transfer of students and graduates from one institution to the other as they pursue their educational goals. Recognizing that many students engage in education as a life-long learning process, the ICCB and BU enter into this agreement to provide a transfer path to a baccalaureate degree for students in the Illinois Community College System.

SECTION 1 - PURPOSE

1. This agreement between the Illinois Community College Board, located at 401 E Capitol Ave, Springfield, IL, 62701 and Bellevue University located at 1000 Galvin Road South, Bellevue, NE 68005, is for the purpose of providing students in the state of Illinois enhanced access to upper division undergraduate programs.
2. This agreement defines the nature of the relationship and responsibilities between BU and the ICCB, on behalf of Illinois' 39 community college districts.
3. The parties mutually understand that Illinois' 39 community college districts are local units of government and thereby may opt to enter into an individual agreement with BU for the purposes of facilitating this transfer agreement.
4. Though the purpose is to facilitate and standardize transfer opportunities for students, individual community college districts are local units of government and thereby may opt to enter into an individual agreement with BU for the purposes of facilitating this transfer agreement or, they may opt to adopt this agreement in its entirety.
5. Those colleges opting to enter into individual agreements shall provide copies of those agreements to the ICCB.
6. Those colleges adopting this agreement in its entirety shall provide copies of those agreements to the ICCB.
7. The parties mutually understand that this agreement is intended to represent a good faith effort to accommodate the partnership and carry out the parameters defined below. It is to ensure that the principles of the collaborative arrangements are clearly set out, and clear channels of authority, accountability, and executive action are identified.
8. This agreement shall be always carried out by all parties in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

SECTION 2 - TRANSFER QUALIFICATIONS

1. BU prefers that transfer students obtain an associate degree, or approximately 60 credit hours prior to transfer. All applicants not meeting these standards will be referred to the appropriate home Community College for additional coursework whenever possible. Institutions will work together to mutually support the needs of their students, and the needs of their respective partner institutions.
2. Illinois Community Colleges students transferring with an associate degree will receive credit for all coursework in their degree program and will enter BU with junior status. Completion of the Illinois Articulation Initiative (IAI) General Education Core Curriculum (GECC) will satisfy all general education requirements. This is applicable for both the traditional bachelor's degree program and the accelerated bachelor's degree completion program. Subject to transcript verification and meeting all admissions requirements as a transfer student.
3. Illinois Community Colleges transfer students may submit unofficial transcripts to BU for initial evaluation and to be provided information on remaining requirements for degree completion. Official transcripts are required prior to admittance.
4. Illinois Community Colleges transfer students must complete a minimum of 30 hours to meet residency requirements for BU. On-line courses satisfy residence requirements.
5. Illinois Community Colleges transfer students must meet all catalog requirements for their degree program.

SECTION 3 - OBLIGATIONS OF ILLINOIS COMMUNITY COLLEGE SYSTEM

1. Participating Illinois community colleges agree to:
 - a. Inform students of transfer opportunities to BU under this agreement by posting links to the agreement and BU portal on the specific Illinois Community Colleges Transfer Website.
 - b. Provide academic advising services and/or point of contact at the community college to assist Illinois Community Colleges students interested in transferring to BU in choosing courses that will best prepare them to complete the associate degree.
 - c. Allow BU representatives access to various contacts within the community colleges to schedule classroom and other presentation opportunities and for general recruitment purposes. Illinois Community Colleges will provide guidance on the appropriate process and protocol to follow in requesting faculty appointments and classroom presentations. Those contacts will include, but are not limited to faculty, program directors, advisors, managers and other school personnel.
 - d. Illinois Community Colleges agrees to provide BU students and BU staff residing in the local area of their respective community colleges access to library services and computers in the libraries.
 - e. In the event of any agreed upon shared marketing effort, Illinois Community Colleges will provide updated logos to produce co-branded promotional material.

- f. Illinois Community Colleges reserves the right to review in advance any information including, but not limited to, websites, cobranded web portals, and in-print marketing publications.
- g. Student Information: Upon request, the Illinois Community College Board and participating Illinois Community Colleges will work with Bellevue provide an annual report of associate degree graduates from the previous academic year which may include but not limited to students' FERPA directory information. Specific data sharing agreements may be required to facilitate this process, depending upon the information being requested / provided.

SECTION 4 - OBLIGATIONS OF BELLEVUE UNIVERSITY

1. Bellevue University agrees to:
 - a. Facilitate the completion of an Associate Degree at the home college by referring students who are not on track to complete this credential prior to matriculation at BU, back to their home college for additional coursework and completion of this Associate Degree, whenever possible and prudent.
 - b. Create and maintain a co-branded with Illinois community college partners (and the ICCB if appropriate) microsite to provide Illinois Community College students information relevant to transfer requirements, partnership agreements, and additional information as agreed upon by the partner institution.
 - c. Work with the ICCB to coordinate an annual meeting with a representative from Illinois Community College Board for the purpose of reviewing all aspects of the partnership.
 - d. Maintain all transcript records for BU coursework, as well as handle the processing and administration of all BU student transactions.
 - e. Designate one or more points of contact to respond to advising questions from Illinois Community College advisors.
 - f. Work closely with the ICCB and Illinois Community Colleges to coordinate press to announce the transfer agreement and enhance awareness of the opportunity for students.
 - h. Provide transfer information on admissions and enrollment, academic performance, and graduation of two-year students to the ICCB and partner community colleges. All data shall be provided in disaggregate form and in compliance with federal, state, and local laws relevant to the monitoring and execution of this agreement. Specific data sharing agreements may be required to facilitate this process, depending upon the information being requested / provided.
 - g. Make available the BU Community College Tuition Program. Students and Graduates of Illinois Community Colleges are eligible to participate in the Community College Tuition Program. Current tuition rate will be \$350.00 per credit hour for degree seeking, full time Undergraduate courses which may be revised annually on July 1st, at the sole discretion of BU.

SECTION 5- MUTUAL RIGHTS AND OBLIGATIONS OF THE PARTIES.

1. Each Party (Bellevue University, the Illinois Community College Board, and the participating Illinois Community Colleges) reserves the right and authority to amend the conditions or requirements for admission, acceptance, retention, and eligibility to receive the academic degree in their respective programs that are the subject of this Agreement at any time as may be necessary in the interests of the institution or the program, and in such event shall promptly give notice thereof to the other Party.
2. The Parties agree that any communications or written materials, including online information, promoting the Bellevue University Transfer Program shall be consistent with the terms of this Agreement and shall not be published or otherwise used without the prior written approval of all Parties.

SECTION 6- ACCREDITATION

1. Bellevue University and Illinois Community Colleges will ensure that they maintain any applicable accreditation with the appropriate regional accrediting body and/or any applicable state or federal authorization requirements and ensure that all operations will be in keeping with any applicable requirements.
2. This AGREEMENT shall be effective upon executive signatures below and any necessary state approvals that may be required and shall continue in force and effect until either party requests amendment or termination of said AGREEMENT.
3. Amendment shall occur at the mutual agreement of both parties.
4. Termination shall occur upon written notice by either party to the other submitted ninety (90) days prior to the termination date.
5. BU programs in progress at the time of termination shall be permitted to run to completion for the sake of the student participants.

ACCEPTANCE BY PARTIES

The parties are committed to the concept of a long-standing agreement. This agreement may be amended when terms are added, deleted, or significantly modified. Amendments must be in writing and may take the form of letters signed by the signatories or their designees. The agreement may be reviewed at any time at the request of either party.

PROGRAM CONTACTS

Illinois Community College Board	Bellevue University
Marcus Brown, Ph.D. Deputy Director for Academic Affairs & Student Success 401 E. Capitol Avenue Springfield, IL 62701 217-524-5503 Marcus.brown@illinois.gov	Todd Lardenoit Director of Enrollment Initiatives and Market Development 1000 Galvin Road South Bellevue, NE 68005 402.557.7861 tlardenoit@bellevue.edu
Allison N. Decker, Ed.M. Senior Director for Academic Affairs & Student Success Illinois Community College Board	

401 E. Capitol Avenue Springfield, IL 62701 217-558-4163 Allison.decker@illinois.gov	
--	--

SIGNATURES:

Illinois Community College Board:

Bellevue University

Illinois Community College Board

SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY CARBONDALE AND CARL SANDBURG COLLEGE, COLLEGE OF DUPAGE, HIGHLAND COMMUNITY COLLEGE, LAKE LAND COLLEGE, PRAIRIE STATE COLLEGE, AND RICHLAND COMMUNITY COLLEGE

The Illinois Community College Board (ICCB) signed a statewide agreement with Southern Illinois university at Carbondale (SIUC) in September 2021 on behalf of community colleges to ensure a more seamless transfer to SIUC in six majors. The transfer areas are online and allow students to complete their baccalaureate degree within 2 years full time study. The students are also provided with a \$4,000 scholarship each year with continued successful enrollment. The degree areas include a combination of Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood Education, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs.

Individual community colleges have signed individual agreements with SIUC. The individual agreements lay out individual institution obligations and plans to implement the agreement and ensure seamless transfer from their institution. The community colleges who have subsequently signed individual agreements with SIUC are provided for approval. They are:

- Carl Sandburg College
- College of DuPage
- Highland Community College
- Lake Land College
- Prairie State College
- Richland Community College

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the individual Saluki Step Ahead agreements between Southern Illinois University Carbondale and Carl Sandburg College, College of DuPage, Highland Community College, Lake Land College, Prairie State College, and Richland Community College.

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this first day of December, 2022, by and between Carl Sandburg College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

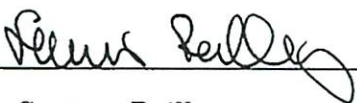
CSC Contact:

Angela Snow
Registrar
Carl Sandburg College
2400 Tom L. Wilson Blvd.
Galesburg, IL 61401
Phone: 309-341-5233
Fax: 309-344-3291
asnow@sandburg.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

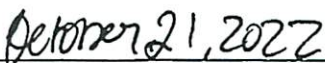
IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Carl Sandburg College



Dr. Seamus Reilly

President



Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale



Date

SAI UKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this sixteenth day of September, 2022 by and between College of DuPage, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing (RN to BSN), Psychology, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
josi.rawls@siu.edu

COD Contact:

Courtney Hatcher
Coordinator, Articulation
and Partnerships
College of DuPage
425 Fawell Blvd
Glen Ellyn, IL 60137
Phone: 630/942-2651
hatcherco@cod.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

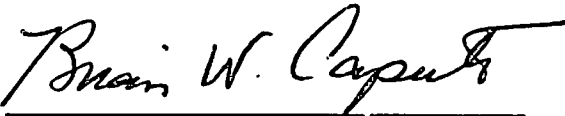
IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

College of DuPage



Dr. Mark Curtis-Chávez

Provost



Dr. Brian Caputo

President

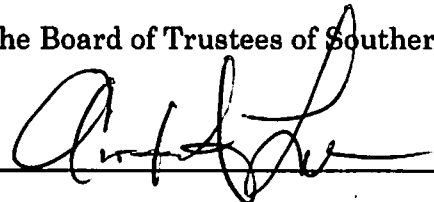
9/16/22

Date

9/16/22

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

9/16/22

Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this 27th day of September, 2022 by and between Highland Community College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

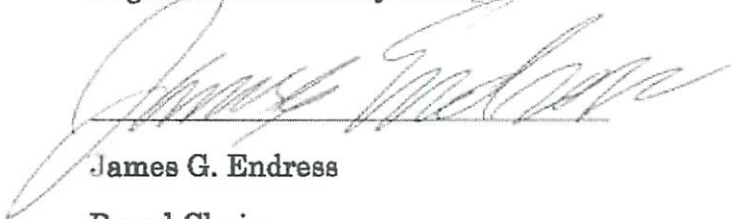
HCC Contact:

Jim Phillips
Interim Vice President, Academic
Services/Chief Academic Officer
2998 W. Pearl City Road
Freeport, IL 61032
Phone: 815/599-3417
jim.phillips@highland.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

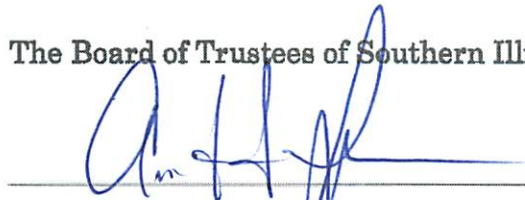
IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Highland Community College


James G. Endress
Board Chair

9/27/22
Date

The Board of Trustees of Southern Illinois University


Dr. Austin A. Lane
Chancellor

9/29/30
Date

Southern Illinois University Carbondale

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Lake Land College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

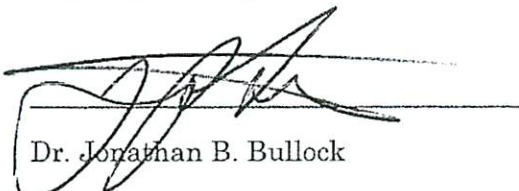
LLC Contact:

Emily Ramage
Dean of Academic Operations
Transfer Coordinator
Lake Land College
5001 Lake Land Blvd
Mattoon, IL 61938
Phone: 217/234-5403
eramage@lakelandcollege.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Lake Land College

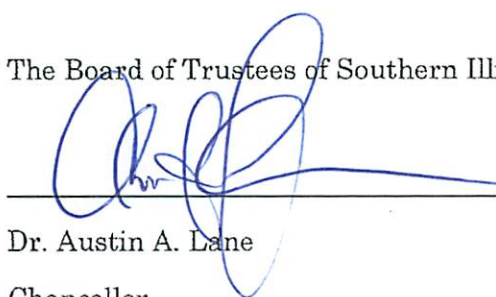


Dr. Jonathan B. Bullock
President

7-5-2022

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale

10/28/22

Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Early Childhood, Elementary Education, Health Care Management, Nursing, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2022 by and between Prairie State College ("PSC"), a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Nursing, Elementary Education, Early Childhood, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein; including as amended below:
 - a. Agreement Item 4 amended to: Each and every participating ICCS college will free of charge, provide adequate space for SIUC to host two one-day transfer meetings/sessions per semester on that college's campus. These meetings/sessions will be to deliver transfer services, resources, and information with prospective transfer students, as self-identified or identified by PSC. In addition, in cooperation with SIUC, PSC will promote, market and advertise those transfer meetings/sessions to ICCS students per PSC's chosen marketing and promotion channels. SIUC marketing materials shall be submitted for review PSC in order to ensure compliance with marketing standards and general accuracy.
 - b. Agreement Item 5 amended to: Within 60 days of the Effective Date of the relevant Subagreement the ICCS college will implement procedures by which it can track students who expressed interest in transferring to SIUC. Subject to the foregoing, upon SIUC's request, which shall be made no more than once per SIUC academic semester, ICCS agrees to supply SIUC Undergraduate Admissions Office with only the student's name, program of study, and student email address.

- c. Agreement Item 11 amended to: As permitted and in accordance with the requirements of the Family Educational Rights and Privacy Act ("FERPA") ICCS colleges and SIUC agree to share student educational information to assist SIUC in the recruitment and transfer of ICCS students who express interest in SIUC. Because PSC records are not maintained in a central location, a records request releasing FERPA-protected records to SIUC shall be signed individually by each student. Each request shall be submitted to the PSC Dean of Enrollment Services office so that records can be collected and compiled for return to SIUC.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
 Assistant Director for Transfer Relations
 Undergraduate Admissions
 Student Services Building – MC 4710
 Southern Illinois University
 1263 Lincoln Drive
 Carbondale, IL 62901
 Phone: 618/453-2992
josi.rawls@siu.edu

PSC Contact:

Sarah Hein
 Transfer Coordinator
 Prairie State College
 202 S Halstead St
 Chicago Heights, IL 604111
 Phone: 708/708-3508
shein@prairiestate.edu

4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Prairie State College



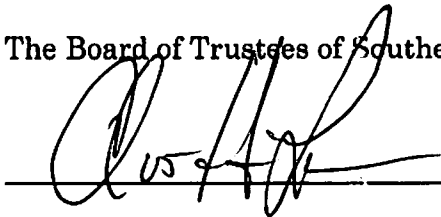
Dr. Michael Anthony

President

9-16-22

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

Chancellor

Southern Illinois University Carbondale

9/16/22

Date

SALUKI STEP AHEAD ONLINE PROGRAM

For Accounting, Business Administration, Criminology & Criminal Justice, Health Care Management, Psychology, and Radiologic Sciences

SUBAGREEMENT

This Subagreement is entered into this seventeenth day of September, 2021 by and between Richland Community College, a member of the Illinois Community College System ("ICCS"), and The Board of Trustees of Southern Illinois University, a body politic and corporate of the State of Illinois, by and on behalf of Southern Illinois University Carbondale (SIUC). SIUC and College may hereafter be referred to individually as a "Party" and collectively as the "Parties."

WHEREAS, SIUC and the Illinois Community College Board have entered into an Intergovernmental Agreement ("Agreement") regarding SIUC's Saluki Step Ahead Online Program and access to that program by ICCS colleges;

WHEREAS, the Agreement provides in relevant part that students and graduates of ICCS colleges that have entered into a subagreement with SIUC in which the college agrees to be bound by the terms and conditions of the Agreement will receive automatic admission to SIUC's online Accounting, Business and Administration, Criminology and Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs pursuant to the Saluki Step Ahead Online program ("SSAO Program");

WHEREAS, College is a member of ICCS, desires that its students have access to the SSAO Program, and is ready, willing and able to comply with the terms of the Agreement;

NOW THEREFORE, the Parties agree as follows:

1. College covenants and agrees to comply with the terms and conditions of the Agreement, which to the extent they are applicable to College or this Subagreement are incorporated by reference as though fully stated herein.
2. The term of this Subagreement shall commence on the Effective Date and continue through the expiration or termination of the Agreement. In the event the Agreement is renewed or extended, this Subagreement shall be renewed or extended, as applicable, for the same amount of time. This Subagreement may be terminated by either Party, without or without cause, upon sixty days prior written notice.
3. For purposes of administration and implementation of this and for purposes of notice, the Parties primary contacts are as follows:

SIUC Contact:

Josi Rawls
Assistant Director for Transfer Relations
Undergraduate Admissions
Student Services Building – MC 4710
Southern Illinois University
1263 Lincoln Drive
Carbondale, IL 62901
Phone: 618/453-2992
Fax: 618/453-4609
josi.rawls@siu.edu

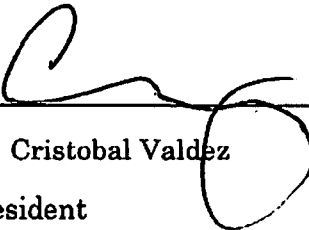
RCC Contact:

Jody Burtnett
Registrar
Richland Community College
1 College Park Drive
Decatur, IL 62521
Phone: 217/875-7211
jburtnet@richland.edu

- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument signed by the authorized representative(s) of each Party.

IN WITNESS WHEREOF, the each of the Parties has signed this Agreement by its duly authorized representative.

Richland Community College




Dr. Cristobal Valdez
President

10-25-2022

Date

The Board of Trustees of Southern Illinois University



Austin Lane (Nov 18, 2022 11:21 CST)
Dr. Austin A. Lane
Chancellor
Southern Illinois University Carbondale

Nov 18, 2022

Date

Item #10.3a
January 27, 2023

Illinois Community College Board

**PROPOSED AMENDMENTS TO THE ILLINOIS COMMUNITY COLLEGE BOARD
ADMINISTRATIVE RULES**

**Dual Credit
(Action Required)**

The Dual Credit Quality Act (110 ILCS 27/) was amended by Public Act 102-1077. These changes, effective June 10, 2022, require that the ICCB amend its administrative rules for dual credit to be in compliance with the amended Act.

This proposed rulemaking was published in the *Illinois Register* (47 Ill. Reg 1; January 6, 2023) for the formal public comment period. The proposed amendments to the ICCB Administrative Rules are being submitted to the Board for approval prior to submission to JCAR for final review and adoption.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

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

TITLE 23: EDUCATION AND CULTURAL RESOURCES
SUBTITLE A: EDUCATION
CHAPTER VII: ILLINOIS COMMUNITY COLLEGE BOARD
PART 1501 ADMINISTRATION OF THE ILLINOIS PUBLIC COMMUNITY COLLEGE ACT
SECTION 1501.313 DUAL CREDIT

Section 1501.313 Dual Credit

- a) Dual credit courses offered by the college for high school students during the regular school day shall be college-level and shall meet the following requirements:
- 1) State Laws and Regulations and Accreditation Standards. All State laws, ICCB regulations, accreditation standards specified by the Higher Learning Commission, and local college policies that apply to courses, instructional procedures, and academic standards at the college apply to college-level courses offered by the college on campus, at off-campus sites, and at secondary schools. These policies, regulations, instructional procedures, and academic standards apply to students, faculty and staff associated with these courses.
 - 2) Instructors. The instructors for these courses shall be selected, employed and reviewed by the community college. They shall be selected from individuals with appropriate credentials and demonstrated teaching competencies at the college level.
 - A) For instructors teaching transfer courses (1.1 PCS (in the ICCB Program Classification System)), these qualifications shall include a minimum of a master's degree within the discipline or any master's degree with 18 graduate hours appropriate to the academic field of study or in the discipline in which the instructors will be teaching.
 - ~~B)~~ B) High school instructors teaching dual credit transfer courses who do not meet the faculty credential standards of this subsection (a)(2) to determine minimally qualified faculty may teach dual credit courses if the instructor has a professional development plan, approved by the college and shared with the State Board of Education.
 - ~~B)C)~~ B)C) *For a high school instructor entering into a professional development plan; by December 31, 2022, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*
 - i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*
 - ii) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is*

Item #10.3a
January 27, 2023

demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.

iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or*

- *Has a bachelor's degree with a minimum of 18 graduate hours in a discipline that he or she is currently teaching or expects to teach; and*
- *Agrees to demonstrate his or her progress toward completion to the supervising college, as outlined in the professional development plan. [110 ILCS 27/20(1)(B)]*

iv) *The provisions of this subsection (a)(2)(B) and (C) shall not apply after December 31, 2022.*

D) *For a high school instructor entering into a professional development plan on or after January 1, 2023, to raise his or her credentials to be in line with these credentials, the following requirements are in effect.*

i) *The college shall have 30 days to review the plan and approve an instructor professional development plan that is in line with the credentials appropriate to the discipline being taught.*

ii) *These approvals shall be good for as long as satisfactory progress toward the completion of the credential is demonstrated, but in no event shall a professional development plan be in effect for more than 3 years from the date of its approval.*

iii) *The instructor shall qualify for a professional development plan if the instructor has a master's degree in any discipline and has earned 9 graduate hours in a discipline in which he or she is currently teaching or expects to teach; or is a fully licensed instructor in career and technical education who is halfway toward meeting the institution's requirements for faculty in the discipline to be taught and agrees to demonstrate his or her progress toward completion as outline in the professional development plan.*

E) *For instructors teaching career and technical education (1.2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and*

Item #10.3a
January 27, 2023

demonstrated teaching competencies appropriate to the field of instruction.

~~C)A) For instructors teaching career and technical education (1-2 PCS) courses, these qualifications shall include 2,000 hours of work experience and appropriate recognizable credentials and demonstrated teaching competencies appropriate to the field of instruction.~~

- 3) Qualification of Students. Students accepted for enrollment in college- level courses must have appropriate academic qualifications, a high level of motivation, and adequate time to devote to studying a college-level course. The students' course selections shall be made in consultation with high school counselors and/or principals and are restricted to students who are able to demonstrate readiness for college-level work, as determined by placement procedures consistent with those that would be used with college level students. The students shall meet all college criteria and follow all college procedures for enrolling in courses. Credit hours generated by freshman and sophomore students for dual credit courses are not eligible for reimbursement.
 - 4) Placement Testing and Prerequisites. High school students enrolling in college-level courses must satisfy the same course placement tests or course prerequisites as other college level students, when applicable, to assure that they are qualified and prepared.
 - 5) Course Offerings. Courses shall be selected from transfer courses that are direct equivalents of those of baccalaureate institutions in Illinois (i.e., have been articulated) (see 23 Ill. Adm. Code 1501.309(d)) or from courses in ICCB approved certificate or associate in applied science degree programs.
 - 6) Course Requirements. The course outlines utilized for these courses shall be the same as for courses offered on campus and at other off-campus sites and shall contain the content articulated with colleges and universities in the State. Course prerequisites, descriptions, outlines, requirements, learning outcomes and methods of evaluating students shall be the same as for on-campus offerings.
 - 7) Concurrent Credit. The determination of whether a college course is offered for concurrent high school and college credit shall be made at the secondary level, according to the school's policies and the practices of the district.
- b) *A community college district shall, upon the request of a school district within the jurisdiction of the community college district, enter into a partnership agreement with the school district to offer dual credit coursework.*
- 1) *A school district may offer any course identified in the Illinois Articulation Initiative General Education Core Curriculum package under the Illinois Articulation Initiative Act [110 ILCS 152] as a dual credit course on the*

Item #10.3a
January 27, 2023

campus of a high school of the school district and may use a high school instructor who has met the academic credential requirements under this subsection (b) to teach the dual credit course. [110 ILCS 27]

- 2) The partnership agreement shall include ~~all of~~ the following:
 - A) definition of roles and responsibilities for both the college and the high school;
 - B) the dual credit courses that the high school district will offer its students and location of courses;
 - C) criteria for eligibility for high school students to enroll in dual credit coursework;
 - D) limitations that the college or school district may have on course offerings;
 - E) requirements for academic credentials for dual credit instructors, consistent with ICCB rules and Higher Learning Commission standards;
 - ~~F)~~ F) criteria by which the school district shall identify, and the college review and approve, high school instructors of dual credit on the high school campus;
 - ~~F)G)~~ G) the collaborative process and criteria by which the community college district and the school district will work to ensure students with disabilities have access to dual credit;
 - ~~G)H)~~ H) criteria as to how the college will take appropriate steps to ensure that dual credit courses are equivalent to those offered at the community college; and
 - ~~H)I)~~ I) identification of costs associated with the dual credit course.
- 3) The college shall establish a mechanism for evaluating and documenting on a regular basis the performance of students who complete dual credit courses consistent with students in traditional credit-bearing college courses.
- 4) A partnership agreement entered into, amended, renewed, or extended after the December 31, 2022, shall allow a high school student who does not otherwise meet the community college's academic eligibility requirements to enroll in a dual credit course taught at the high school, but only for high school credit. Instructors, in coordination with their higher learning partner, may differentiate instruction by credit section. However, this shall not be construed to allow the award of dual credit to a student who does not meet the requirements of the partnership agreement.
 - A) High schools shall establish procedures, prior to the first day of

Item #10.3a
January 27, 2023

class, to notify all individual high school students enrolled in a mixed enrollment dual credit course that includes students who have and have not met the criteria for dual credit coursework of whether or not they are eligible to earn college credit for the course.

~~H)B)~~ The expectations for maintaining the rigor of dual credit courses that are taught at the high school and including students not deemed ready for college-level coursework are set according to the standards of the community college.

~~3)5)~~ If, within 180 calendar days after the school district's initial request to enter into a partnership agreement with the community college district, the school district and the community college district do not reach agreement on the partnership agreement, then the school district and community college district shall jointly implement the provisions of the Model Partnership Agreement, published on the ICCB website. [110 ILCS 27/16]

6) A college may combine its negotiations with multiple high schools to establish one multi-district partnership agreement or may negotiate individual partnership agreements at its discretion.

c) Within 15 days after entering into or renewing a partnership agreement, the institution shall notify its faculty of the agreement, including access to copies of the agreement if requested.

e)d) The ICCB shall provide a report annually on its website that reports on aspects of professional development plans as specified in P. A. 102-1077.

(Source: Added at 44 Ill. Reg. 18680, effective November 13, 2020)

BACKGROUND

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

Public Act 102-1077 (effective June 10, 2022) amends the Dual Credit Quality Act to allow high school students who may not otherwise meet the community college district's academic eligibility requirements to enroll in a dual credit course taught at the high school for high school credit only.

The Act also extends the ability for high school instructors to submit a professional development plan to ISBE to January 1, 2025. However, qualification requirements for professional development plans are modified to allow CTE instructors to submit a plan and prohibit such plans from instructors without a master's degree.

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

	FY 2023 Appropriation	Year -to-Date Expenditures	%
			Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 97,823,300	\$ 36,519,160	37.3%
ADULT EDUCATION	35,582,100	20,634,551	58.0%
GED TESTING PROGRAM	1,148,000	563,283	49.1%
CAREER & TECH EDUCATION	18,972,900	9,710,405	51.2%
OFFICE ADMINISTRATION	2,638,600	1,216,860	46.1%
TOTAL	\$ 156,164,900	\$ 68,644,259	44.0%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 158,131,300	\$ 79,065,650	50.0%
TOTAL	\$ 158,131,300	\$ 79,065,650	50.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 87,000,000	\$ 2,142,354	2.5%
GED TESTING FUND	100,000	3,592	3.6%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	52,785,000	50.0%
TOTAL	\$ 192,770,000	\$ 54,930,946	28.5%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 30,257,918	\$ 2,773,856	9.2%
FEDERAL CAREER & TECH ED FUND	20,142,082	2,705,640	13.4%
FEDERAL CURES FUND	10,000,000	467,052	4.7%
ICCB FEDERAL TRUST FUND	525,000	111,195	21.2%
TOTAL	\$ 60,925,000	\$ 6,057,743	9.9%
GRAND TOTAL, ALL FUNDS	\$ 567,991,200	\$ 208,698,598	36.7%

* See detail on following pages.

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

	FY 2023 Appropriation	Year-to-Date Expenditures	%
			Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,928,700	\$ 6,964,350	50.0%
PATH Grants	25,000,000	12,504,248	50.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,457,900	736,621	50.5%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	560,300	208,256	37.2%
Lincoln's Challenge Program	60,200	1,000	1.7%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,400	100.0%
Alternative Schools Student Re-enrollment	4,000,000	2,050,000	51.3%
Transitional Math and English Development (TIME and DEI)	1,000,000	31,068	3.1%
SWIC Lindenwood Center	5,900,000	1,475,000	25.0%
Illinois Resource Center	1,000,000	16,788	1.7%
Grow Your Own Teachers	500,000	500,000	100.0%
CTE Chicago	5,000,000	-	0.0%
Trade Schools	5,000,000	-	0.0%
Labor History - Heartland	150,000	-	0.0%
Labor History - SWIC	150,000	-	0.0%
Bridge and Transition	9,344,400	-	0.0%
Workforce Equity Initiative	19,450,000	11,483,429	59.0%
TOTAL	\$ 97,823,300	\$ 36,519,160	37.3%
OFFICE ADMINISTRATION	\$ 2,638,600	\$ 1,216,860	46.1%
TOTAL	\$ 2,638,600	\$ 1,216,860	46.1%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 23,783,600	\$ 10,618,577	44.6%
Adult Education Performance Grants	11,798,500	10,015,974	84.9%
TOTAL	\$ 35,582,100	\$ 20,634,551	57.99%
GED TESTING PROGRAM			
TOTAL	\$ 1,148,000	\$ 563,283	49.1%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	250,000	50.0%
CTE Administration	425,000	211,297	49.7%
CTE Formula	16,453,500	8,226,750	50.0%
CTE Early School Leavers Grants	615,000	575,000	93.5%
CTE Early School Leavers Administration	84,950	133	0.2%
CTE Corrections	894,450	447,225	50.0%
TOTAL	\$ 18,972,900	\$ 9,710,405	51.2%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 83,367,200	\$ 41,683,600	50.0%
Equalization	74,764,100	37,382,050	50.0%
TOTAL	\$ 158,131,300	\$ 79,065,650	50.0%
GRAND TOTAL	\$ 314,296,200	\$ 147,709,909	47.0%

**Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2022 - December 31, 2022**

SPECIAL STATE FUNDS*

	FY 2023 Appropriation	Year-to-Date Expenditures	%
			Expended
CONTRACTS AND GRANTS FUND*			
GRANTS			
Apprenticeship Grant		\$ 185,086	
ILCCO		5,000	
CHSA Grant		12,080	
Lumina Grant		5,900	
Tutoring Initiative		-	
ADMINISTRATION			
Apprenticeship		24,678	
Tutoring Initiative		19,628	
ILCCO		169	
Advance CTE			
	<u>\$ 10,000,000</u>	<u>\$ 252,541</u>	<u>0.3%</u>
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	\$ 27,000,000	\$ 971,217	3.6%
Early Childhood	50,000,000	918,596	1.8%
	<u>\$ 77,000,000</u>	<u>\$ 1,889,813</u>	<u>2.5%</u>
TOTAL	<u>\$ 87,000,000</u>	<u>\$ 2,142,354</u>	<u>2.5%</u>
GED TESTING FUND*	\$ 100,000	\$ 3,592	3.6%
ICCB RESEARCH & TECHNOLOGY FUND*	\$ 100,000	\$ -	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	\$ 105,570,000	\$ 52,785,000	50.0%
GRAND TOTAL, SPECIAL FUNDS	<u>\$ 192,770,000</u>	<u>\$ 54,930,946</u>	<u>28.5%</u>

* Expenditures from these funds cannot exceed receipts.

**Illinois Community College Board
FISCAL YEAR 2023 APPROPRIATION SUMMARY REPORT**

**Federal Funds
July 1, 2022 - December 31, 2022**

FEDERAL FUNDS*

	FY 2023 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	%
				Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,880,491	\$ 6,000,000	\$ 1,563,115	6.8%
Federal Basic Leadership	2,000,000		572,217	28.6%
EL Civics Grants	2,886,575	750,011	287,865	7.9%
TOTAL	\$ 21,767,066	\$ 6,750,011	\$ 2,423,197	8.5%
ADMINISTRATION				
Federal Basic	\$ 1,023,060	\$ -	\$ 244,943	23.9%
EL Civics	160,131	-	20,400	12.7%
Leadership	557,650	-	85,316	15.3%
TOTAL	\$ 1,740,841	\$ -	\$ 350,659	20.1%
TOTAL	\$ 23,507,907	\$ 6,750,011	\$ 2,773,856	9.2%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 16,547,354	\$ -	\$ 2,216,364	13.4%
Perkins Leadership	1,557,398	674,607	241,949	10.8%
Perkins Corrections	389,350	-	-	0.0%
Reserve	-	-	-	0.0%
TOTAL	\$ 18,494,102	\$ 674,607	\$ 2,458,313	12.8%
ADMINISTRATION				
CTE Federal	\$ 973,373		\$ 247,327	25.4%
TOTAL	\$ 973,373		\$ 247,327	25.4%
TOTAL	\$ 19,467,475	\$ 674,607	\$ 2,705,640	13.4%
ILLINOIS CURES FUND				
College Bridge Program	\$ 10,000,000	\$ -	\$ 467,052	4.7%
TOTAL	\$ 10,000,000	\$ -	\$ 467,052	4.7%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 111,195	21.2%
TOTAL	\$ 525,000	\$ -	\$ 111,195	21.2%
GRAND TOTAL, FEDERAL FUNDS	\$ 53,500,382	\$ 7,424,618	\$ 6,057,743	9.9%

* Expenditures from these funds cannot exceed receipts.

Item #11.2
January 27, 2023

Illinois Community College Board

SPRING 2023 LEGISLATIVE UPDATE
103rd GENERAL ASSEMBLY

Both chambers of the Illinois General Assembly returned to the State Capitol in early January for a lame duck session prior to the inauguration for members of the 103rd General Assembly. The General Assembly passed significant pieces of legislation protecting reproductive rights, banning assault weapons and high capacity magazines, and providing workers across the state with five days of paid leave. The legislature also approved a fiscal year 2023 supplemental appropriation (HB 969) that includes \$6.6 million to community colleges to administer the Mental Health Early Action on Campus Act.

The 103rd General Assembly officially kicked off with the inauguration of members on Wednesday, January 11. The Illinois Senate will resume session on Tuesday, January 24. The Illinois House will return to session on Tuesday, January 31. The filing of new legislation has begun in earnest ahead of a February 10 (Senate) and February 17 (House) deadline to file bills. Matt Berry will provide an overview of early legislation filed at the Board meeting.

Illinois Community College Board

**ILLINOIS WORKFORCE INNOVATION AND OPPORTUNITIES ACT
PY2021 FINAL PERFORMANCE NARRATIVE REPORT**

Adult Education and Literacy is authorized under the federal Workforce Innovation and Opportunities Act (WIOA), signed into law on July 22, 2014. In compliance with Joint Department of Labor and Education Notices (OMB Control No. 1205-0526), states are required to submit annual performance narrative reports by December 1 after the close of each program year. This report covers performance and grant activities during federal program year 2021 (July 1, 2021-June 30, 2022) for all core partners authorized by Titles I-IV.

In summary, the report is comprised of four major sections: 1) progress made on strategies and activities carried out under the Illinois Unified State Plan, 2) promising practices emerging from activities carried out under the plan, 3) effectiveness in serving employers performance indicator pilot, and 4) waivers effective in Illinois.

The Report documents the following progress made by Adult Education and Literacy as administered by the ICCB and its subgrantees:

- Support of career pathway systems through its expansion of adult education bridge and integrated education and training programs;
- Enhancement of career services through professional development and training to subgrantees on the integration of digital literacy;
- Support of work-based learning opportunities, through partnerships with apprenticeship programming and the Early School Leaver Transition Program;
- Continued partnership to solve problems and achieve statewide goals through interagency work groups and policy teams.

A copy of the PY2021 Annual Statewide Performance Narrative Report has been made available to the Board.



ILLINOIS
WORKFORCE
INNOVATION
BOARD

WIOA ANNUAL STATEWIDE

PERFORMANCE REPORT
NARRATIVE

PY2021



TABLE OF CONTENTS

INTRODUCTION	1
SECTION 1 Progress made on Illinois Unified State Plan Strategies and Activities	2
Customer Satisfaction	12
SECTION 2 Promising Practices	14
SECTION 3 Approaches Illinois chose for the Effectiveness in Serving Employers performance indicator pilot.	14
Evaluations	14
Performance Accountability	15
SECTION 4 WAIVERS	16
Appendix 1	A-25
Appendix 2	A-29
Appendix 3	A-38
Appendix 4	A-41

Introduction



PY 2021 WIOA ANNUAL STATEWIDE PERFORMANCE REPORT NARRATIVE

Program Year 2021 was a year of self-assessment, planning and transformation that will result in a workforce system in Illinois designed to reducing barriers and put the customer at the center of the system. Much of the work done in PY21 will serve as the foundation for a new, reimagined state plan for 2024 that will support Illinois job-seekers and businesses thrive.

In September 2021 Governor JB Pritzker established the Illinois Workforce Equity and Access Commission. The Commission's Charge is to create a vision for an equitable, accessible, and effective future state workforce system grounded in an understanding of user and stakeholder experience, including how racial, social, and geographic inequities inform experience and outcomes across Illinois' federally and state-funded workforce programs.

Through stakeholder engagement and a rigorous examination of how the workforce system functions in Illinois, the commission began to develop recommendations around design enhancements and the governance structure and leadership needed to center the customer. The commission is slated to release a full report and recommendations in Program Year 2022.

Additionally, the Illinois Workforce Innovation Board's (IWIB) Equity Task Force completed a two-year process of crafting recommendations to help create opportunities across the state for all citizens and remove barriers for economically disadvantaged populations. The recommendations also reflect the need to establish an equitable economic recovery for all Illinois residents, on the heels of the COVID-19 pandemic.

Recommendations from both the governor's commission and the Equity Task Force will shape service access and delivery in the years to come.

Another landmark action taken during PY21 was the creation of the Climate and Equitable Jobs Act. The law puts the state on a path toward 100 percent clean energy by establishing of the Energy Transition Barrier Reduction Program, which will provide supportive and financial assistance services to individuals participating in Clean Jobs Workforce Network program and Climate Works Pre-apprenticeship Program to overcome barriers to engaging and completing in workforce programs.

The forward-looking work was done in parrel with an on-going focus on service integration, service delivery and adaption to an economic and labor environment that continues to undergo a historic transformation.

INTRODUCTION

Program Year 2021 was a year of self-assessment, planning and transformation that will result in a workforce system in Illinois designed to reducing barriers and put the customer at the center of the system. Much of the work done in PY21 will serve as the foundation for a new, reimagined state plan for 2024 that will support Illinois job-seekers and businesses thrive.

In September 2021 Governor JB Pritzker established the Illinois Workforce Equity and Access Commission. The Commission's Charge is to create a vision for an equitable, accessible, and effective future state workforce system grounded in an understanding of user and stakeholder experience, including how racial, social, and geographic inequities inform experience and outcomes across Illinois' federally and state-funded workforce programs.

Through stakeholder engagement and a rigorous examination of how the workforce system functions in Illinois, the commission began to develop recommendations around design enhancements and the governance structure and leadership needed to center the customer. The commission is slated to release a full report and recommendations in Program Year 2022.

Additionally, the Illinois Workforce Innovation Board's (IWIB) Equity Task Force completed a two-year process of crafting recommendations to help create opportunities across the state for all citizens and remove barriers for economically disadvantaged populations. The recommendations also reflect the need to establish an equitable economic recovery for all Illinois residents, on the heels of the COVID-19 pandemic.

Recommendations from both the governor's commission and the Equity Task Force will shape service access and delivery in the years to come.

Another landmark action taken during PY21 was the creation of the Climate and Equitable Jobs Act. The law puts the state on a path toward 100 percent clean energy by establishing of the Energy Transition Barrier Reduction Program, which will provide supportive and financial assistance services to individuals participating in Clean Jobs Workforce Network program and Climate Works Pre-apprenticeship Program to overcome barriers to engaging and completing in workforce programs.

The forward-looking work was done in parrel with an on-going focus on service integration, service delivery and adaption to an economic and labor environment that continues to undergo a historic transformation.

SECTION 1

Progress made on Illinois Unified State Plan Strategies and Activities



Illinois modified its 2020 Unified State Plan during Program Year 2021. As part of the modification the state reviewed its strategies and activities for achieving the vision of a statewide workforce development system that supports the needs of individuals and businesses to ensure Illinois has a skilled workforce to effectively compete in the global economy. The workforce partners throughout the state agreed that the strategies and activities laid out in its 2020 were still relevant. They also agreed that as part of the lessons learned during the COVID-19 pandemic, the state needed to further reduce barriers for individuals and businesses seeking workforce services. A new strategy was developed to meet emerging needs for supportive services to overcome barriers.

The following outlines the progress made during PY21 on the commitments the state made in its Unified State Plan.

Strategy 1: Coordinate Demand-Driven Strategic Planning at the State and Regional Levels

Activity 1.1: Develop Strategic Indicators, Benchmarks and Related Planning Data Resources

The Illinois Workforce Innovation Board (IWIB) Continuous Improvement Committee (CIC) continued to research and identify metrics that:

- determine whether the Unified State Plan and other WIOA requirements are being carried out effectively; and
- identify opportunities to improve the effectiveness and efficiency of Illinois' workforce development system during PY21.

As part of the 2022 WIOA Unified State Plan modification process, the CIC mapped commitments and outcomes made in the plan to ensure activities were being addressed effectively.

Activity 1.2: Establish Regional Planning Areas

The state continued to recommend that Chief Elected Officials (CEOs) and Local Workforce Innovation Boards review the patterns in WIOA funding, participant service levels, and administrative costs to consider how each would impact service delivery and the ability to meet administrative requirements.

Activity 1.3: Conduct Integrated Regional Planning

Illinois went through the required state plan modification process during PY21. Much of the updates to the plan reflected the economic impact and continued recovery from the COVID-19 pandemic. The state assisted local areas and regions in their plan modification process to ensure an integrated and coordinated effort at all levels, including offering regional planning technical assistance to support regional planning and modification processes.

The WIOA Interagency Technical Assistance Team also continued to coordinate a Regional & Local Plan / One-Stop Memorandum of Understanding review process to ensure all 10 Economic Development Regions and all 22 LWIAs adopted their vision and commitments in response to the emerging economic conditions and required updates about how partners would coordinate around ways to ensure equity and access in all methods of service delivery.

Strategy 2: Support Employer-Driven Regional Sector Initiatives

Activity 2.1: Promote Employer-Driven Regional Sector Partnerships

A key charge given to the Illinois Workforce Innovation Board Business Engagement Committee (BEC) was to help develop and support sector-based partnerships across the state. Sector-based partnerships are a mechanism through which businesses identify what is most critical to them and partner with public organizations (including the workforce system) to develop and implement solutions that deliver the greatest value. The BEC's Industry Partnerships Work Group was developed on this charge. Specifically, the work group seeks to create a network of sector-based champions and a community of practice for each target industry. The intent of this effort is to ensure the alignment of publicly funded workforce development investments and efforts with the workforce needs of critical industries across the state.

The approach is to ensure that a network of industry champions assists in outreach to business within targeted industries, respects existing industry leadership, leverages existing relationships and brings additional value to the champions and the businesses within their industry. As such, the work group sought to partner with Technology & Manufacturing Association (TMA) to pilot this approach, learn more about workforce needs directly from industry leaders, and ensure that sector partnership activities deliver a clear return on investment for businesses in the industry.

The work group asked TMA and its member companies to provide input and insights to shape the work moving forward. Work group members are charged with translating that feedback into actionable plans, which will be reviewed with TMA for validation and refinement. The work group developed an initial listing of components of a return on investment for organizations (beginning with TMA) that would act as sector champions.

Return on investments for Trade Associations/Sector Champions include:

- Expanding the association’s awareness of statewide workforce initiatives.
- Providing the opportunity to broadcast and magnify the association’s industry voice to influence state and local workforce system’s services, processes, and policies.
- Adding value to association members by:
 - expanding the association’s networking partnerships;
 - better communicating business services available through the state and local workforce system;
 - providing a more streamlined approach to utilizing these services for its members;
 - accessing additional traditional and non-traditional talent pools for its members; and
 - Assisting the achievement of company inclusion and equity goals.
- Increasing brand awareness, and in-turn membership expansion.
- Depending upon the level of involvement and state funding available, potential funding for additional staff.
- Being part of a network of industry champions in which to validate and share best practices of the association with others throughout the state.

This pilot will result in an action plan for launching a statewide industry champion network to be presented to the IWIB and Illinois Department of Commerce and Economic Opportunity (DCEO) for consideration. Program Year 2022 will see the creation of a draft list of responsibilities for future sector champions, partner entities, and the BEC. Additionally, there will be a finalization of responsibilities by roles and develop the implementation plan for doing the outreach.

Activity 2.2: Promote Sector-Based Business Services and Employer Initiatives

In addition to the sector champion project discussed in Activity 1.1, the BEC also worked to develop an executive-level training deck to introduce a wider audience of business decision-makers to the concepts, uses and advantages of Talent Pipeline Management (TPM) sector strategies. The resources are designed to help executive level understanding the concepts of public private partnerships, sector partnership, and talent pipeline management. They need to have an understanding of how those concepts are operationalized for when their staff get involved in a local sector partnership or are engaged in a TPM process or collaborative. This led to creating a training aimed at business executives around sector strategies across the state. This project built upon previous work and provides focused information regarding TPM to help reach the workforce goal of effectively communicating and aiding sector strategies and to educating potential partners regarding sector strategies, including the TPM approach.

Additionally, through the BEC, the IWIB seeks to focus Illinois’ workforce development system on the needs of businesses and their priorities on skills and education. The BEC has in turn found that a lack of uniform messaging between Illinois WIOA partners has led to low levels of engagement by the business community.

In response, the BEC gathered a diverse group of employers and workforce practitioners to develop a common message to business that will succinctly identify the advantages of utilizing Illinois’ workforce partners. That mes-

sage is:

We provide sustainable no-cost and low-cost strategies to recruit, hire, train and retain the skilled workforce businesses need to thrive.

This message was and will continue to be tested with employers. Initial reactions indicated that this message clearly and succinctly indicates the value that working with Illinois’ workforce development system can bring to businesses.

Based on insights gained during PY21, the BEC intends to ask partners across the state and at all levels to implement this message as an entry point of their outreach materials to businesses. The “we” in this message applies to each of the workforce development partners and particularly to all partners working in concert to meet the needs of business.

Incumbent Worker Training Sector Analysis

Following a PY20 lull due to COVID-19, incumbent worker training (IWT) began a return to pre-pandemic levels in PY21. More than 260 companies in fourteen sectors engaged in IWT. These companies conducted over 300 projects and trained over 2,000 workers using over \$4,000,000 in IWT funds. See Table 1.

TABLE 1 PY21 IWT Activity by Sector - All Projects

Sector	Employers	% of Total	Projects	% of Total	Workers	% of Total	\$ Invested (Thousands)	% of Total
Manufacturing	174	65.9%	229	69.8%	1,588	76.3%	\$ 2,986.7	72.5%
Healthcare	22	8.3%	23	7.0%	118	5.7%	\$ 408.4	9.9%
Architecture and Construction	14	5.3%	20	6.1%	78	3.8%	\$ 122.4	3.0%
Transportation, Distribution and Logistics	12	4.5%	14	4.3%	50	2.4%	\$ 120.3	2.9%
Prof & Technical Serv	11	4.2%	11	3.4%	79	3.8%	\$ 144.2	3.5%
Hospitality and Tourism	7	2.7%	7	2.1%	46	2.2%	\$ 167.3	4.1%
Wholesale Trade	7	2.7%	7	2.1%	26	1.3%	\$ 37.7	0.9%
Utilities	7	2.7%	7	2.1%	13	0.6%	\$ 16.1	0.4%
Information Technology	4	1.5%	4	1.2%	14	0.7%	\$ 45.4	1.1%
Education and Training	2	0.8%	2	0.6%	2	0.1%	\$ 3.2	0.1%
Prof Organizations	1	0.4%	1	0.3%	39	1.9%	\$ 57.3	1.4%
Agriculture	1	0.4%	1	0.3%	21	1.0%	\$ 2.0	0.0%
Finance	1	0.4%	1	0.3%	3	0.1%	\$ 5.9	0.1%
Other Services	1	0.4%	1	0.3%	3	0.1%	\$ 0.5	0.0%
TOTAL	264	100.0%	328	100.0%	2,080	100.0%	\$ 4,117.4	100.0%

Strategy 3: Provide Economic Advancement for All Populations through Career Pathways**Activity 3.1: Promote Leading Career Pathway Models and Best Practices**

The Illinois Community College Board (ICCB) promoted evidence-based and effective practices in career pathway implementation through all of its initiatives and grants. The ICCB fully adopted and utilized the Career Pathway Dictionary as the foundational resource for our programming, grants, etc. A main lever for career pathway development in adult education is through the development and implementation of bridge and integrated education and training programs. See Activity 3.2 for more information about work done on that item in PY2021.

The ICCB supported other initiatives, not funded by Title II but in close partnership with the core partners, that promoted career pathway development within Illinois' education and workforce system. These initiatives include:

- **Perkins Program of Study Development:** the development of Model Programs of Study Guides in crucial industry areas is part of the Illinois State Plan for Strengthening Career and Technical Education for the 21st Century Act. Program of Study Guides were developed in consultation and collaboration with the Illinois State Board of Education (ISBE) through a process led and facilitated by Education Systems Center at NIU (EdSystems). The process involved extensive research into labor market information and credential programs, and dialogue across secondary, postsecondary, and employer stakeholders. The primary purposes and goals for the Model Programs of Study are to provide guidance and exemplars for local programs to adopt or customize as they develop programs of study for approval as part of the Perkins V Plan. Models have been developed for information technology, health sciences, education, and advanced manufacturing.
- **Innovative Transition and Bridge Program:** The ICCB provided approximately \$4 million in grant funding opportunities to be administered to support innovative bridge and transition programs and initiatives that support the seamless transition of students between education systems as well as employment. COVID-19 has disrupted education and employment opportunities for Illinoisans, disproportionately affecting racially minoritized communities and youth. Supporting and scaling effective and equitable education and career programming is essential for preparing targeted populations for post-pandemic recovery. The ICCB funded 33 grantees consisting of community colleges, community-based organizations, and school districts.
- **Customized Apprenticeship Programming in Information Technology:** Through the CAP-IT program (detailed in 3.4), the ICCB worked with participating colleges to create pre-apprenticeship programs for adult education programs operationalized through the integrated education and training model.

Activity 3.2: Expand and Improve Bridge and Integrated Education and Training Models

The ICCB continued to lead and support the development of work-based educational programs for the most vulnerable Illinois residents. Using key labor and market trends, the adult education programs worked to expand Illinois' talent pipeline and provide adult learners with opportunities to expand their academic, English language, and workplace skills. The evolving workforce created the need for the ICCB to develop and expand Integrated Education and Training (IET) and Bridge programs that accelerate and connect

adult literacy instruction with technical or workforce training leading to industry-recognized/postsecondary credentials and meaningful employment.

PY21 saw growth in bridge programs in the following sectors: information technology and transportation, distribution, and logistics. Integrated education and training programs in PY21 saw growth in the health science sector.

The ICCB received approval from the U.S. Department of Education for its Ability to Benefit Alternative State Plan on May 15, 2022 developed during PY21. The ICCB submitted the Alternative State Plan in November 2021, after developing the plan over an 8-month period, engaging key stakeholders from adult education programs, community college leadership, financial aid, and other relevant partners. The purpose of Illinois' Ability to Benefit State-Defined Process is to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion. Forty-four (44) of the 48 community colleges are approved to carry out activities under this plan.

Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners who are participating in a career pathway program as amended in Public Law 114-113 under section 484(d) (2) of the HEA at a Title IV eligible institution to have access to financial aid. However, the two currently approved methods of ATB are underutilized due to the challenges they place on students. Thus, this alternative plan aims to overcome barriers to postsecondary attainment and scale ATB use.

Activity 3.3: Promote Innovative Career Pathway Solutions

The ICCB continues to support the Early School Leaver Transition Program (ESLTP) which is designed for out-of-school youth between the ages of 16 and 24. The program is specifically aimed at helping youth become reoriented and motivated to complete their education and engage in career and work training activities. In PY21, there were 8 ESLTP sites across Illinois. The work-based learning portion of the ESLTP included training in all 16 Career Clusters. The sites include Black Hawk College, John A. Logan College, Joliet Junior College, Lewis and Clark Community College, Malcolm X College- A City College of Chicago, Parkland College, Richland Community College, and Southwestern Illinois College.

The work-based learning component offered students the opportunity to gain work experiences while fine-tuning their employability skills. Most experiences were connected to employers who will likely employ the student upon completion of the ESLTP program.

Activity 3.4: Promote the Use of All Types of Apprenticeships

DCEO provides technical assistance to LWIAs and other grantees to integrate incumbent worker training with apprenticeships. In PY21, 98 companies used over \$1.2 million to conduct 104 IWT projects that incorporated some form of apprenticeship model. Of these, 42 companies used nearly \$615,000 in workforce funding to support 47 IWT projects providing Registered Apprenticeship training to 372 workers.

The ICCB continued the USDOL Customized Apprenticeship Programming in Information Technology, entering its third year at the close of PY21. The goals of this grant project are to:

- Expand existing industry-led customized apprenticeships through IT sector partnerships;
- Innovate new apprenticeship models for pilot and expansion;
- In partnership with Jobs for the Future, scale and expand apprenticeship model nationally.

By the end of PY21, the ICCB grant had served 593 participants with 91 hired as apprentices, putting it on track toward its goal of 1,728 participants, 842 apprentices hired, and 590 completers.

Strategy 4: Expand Service Integration

Activity 4.1: Provide Coordinated and Enhanced Career Services

The U.S. Department of Education's Office of Career, Technical, and Adult Education provided sub-regulatory guidance related to the implementation and operation of the performance accountability system. Per the guidance, all participants in WIOA Title II Adult Education and Family Literacy Act (AEFLA) programs are considered to be in an education program leading to a recognized postsecondary credential or employment. The services classified as career services include 1) outreach, intake, and orientation, 2) referrals to and coordination of activities with other programs and services, 3) provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of program, 4) provisions of information on availability of supportive services or assistance and appropriate referrals (including child care; child support; medical or child health, assistance available through the State's Medicaid program and CHIP; SNAP benefits; EITC; assistance under TANF, and other supportive services and transportation).

In the PY21 AEFLA Notice of Funding, digital literacy was identified as a priority service to integrate technology focused instruction to improve learning and the skills necessary for success of students. To support this priority, the Professional Development Network provided ongoing professional development for teachers and programs support staff, emphasizing strategies for digital inclusion, equity, and technology integration. This occurred through the delivery of virtual training, customized and program-specific professional development, online courses in the iLEARN system, and virtual learning communities.

Activity 4.2: Provide Coordinated and Enhanced Case Management Services

The ICCB Adult Education Professional Development Network (PDN) provided ongoing technical assistance and training for all appropriate NRS assessments. The PDN remained informed of all national trends and test publisher guidelines. The professional development was delivered via online on-demand courses, virtual learning communities, and program-specific technical assistance. Trainings and resources were shared through an annually developed Professional Development Catalogue, the Excellence in Adult Education website, listservs, and social media channels. This robust system ensured all Adult Education staff had access to ongoing, relevant, and accurate training as it relates NRS assessments. Furthermore, the PDN provided training, technical assistance, and support to Title 1 staff members regarding TABE 11&12, CASAS GOALS, and CASAS Life & Work.

Activity 4.3: Promote Continuous Improvement and Ongoing Professional Development

The ICCB supported ample professional development opportunities for adult education providers in PY21 on the following topics:

- Expanding virtual instruction and student services
- Collaboration with core partners and other workforce stakeholders on career pathway implementation
- Recruitment and retention efforts
- Workplace literacy

At a statewide level, there were two professional development activities of note. The WIOA Summit offered both in person and virtual attendance options. Held in April, 2022, the summit provided a day and a half of dialogue and

discussion on the state of the Illinois Workforce Development system. Presenters discussed innovations in apprenticeship, equity, and economic recovery.

Several cohorts of workforce practitioners also participated in a multi-week Human Centered Design professional development opportunity. The training was designed to provide new methods and processes for practitioners to learn how to put the customer in the center of service delivery models. The training emphasized the system from the perspective of our customers by exploring how to build a better relationships with customers, partners, and peers. It gave participants strategies to improve touchpoints with customers and partners to improve the customer experience and customer outcomes.

See Appendix 1 for more details on the number of individuals who took advantage of the professional development services offered for WIOA in Illinois.

Activity 4.4: Promote the Incorporation of Required Partner Services

During the year the Illinois Department of Employment Security (IDES) continued its work on the National Governors Association (NGA) Workforce Innovation Network (WIN) grant. Illinois' NGA WIN proposal was to revamp its coordinated-veteran service delivery model and better serve high-risk veterans who are confronting significant barriers to employment. The State of Illinois focused on veterans because of the disproportionate barriers faced when entering and maintaining high-quality employment, including culture gaps between civilian society, challenges in connecting service members' skills and abilities to career opportunities, and a lack of coordination among Illinois' veteran programs.

The project was led by a cross-agency task force that included key staff from the Governor's Office, IDES, DCEO, ICCB, Illinois Department of Human Services (Department of Human Services and TANF/SNAP), Illinois Department of Central Management Services, and Illinois Department of Veterans Affairs. The team was guided by relevant demographic data (the NGA WIN Veterans Data Research Report) that highlighted the diversity of veteran populations entering the local workforce and the barriers that they may face as jobseekers. To help fill gaps in quantitative data, the team organized and hosted the statewide Share Your Thoughts Veterans Focus Group Series in urban and rural regions to identify the current challenges veteran populations experience when interacting with employment services.

From both the qualitative and quantitative data analysis, it became clear that too many veterans are not finding their way to services of the JVSG program or other services in the WIOA ecosystem. Armed with this information and the shared commitment by state agencies that administer both core and required WIOA programs, IDES worked with a contract consultant (EDSI) to map a veteran's journey through the workforce system to identify specific "leakage" points. The work with EDSI resulted in: journey maps in multiple local workforce areas; a statewide journey map for use in planning; and the development of a pilot referral-improvement project in one local area to serve as a model for statewide implementation. The pilot project is currently underway. In addition, IDVA quickly revised its referral process directly to the JVSG program, and the JVSG program manager started a series of trainings available for all frontline staff on the use of the Veterans Intake Form to improve referrals and reduce duplicative information collection.

Strategy 5: Promote Improved Data-Driven Decision Making

Activity 5.1: Improve Employer Tools for Communicating and Accessing Information

The IWIB BEC worked with DCEO and the Illinois workNet team to provide guidance and recommendations re-

garding the implementation of workNet's "BizHub" (<https://www.illinoisworknet.com/bizhub/Pages/default.aspx>). BizHub is an employer-centric portal that seeks to provide quick access to information for employers across a wide range of topics such as hiring, recruiting and training, small business and entrepreneurship, business-related data, international trade, unemployment taxes and reporting. The BEC will continue to monitor the content, form and use of this portal to help ensure its utility and accessibility for employers.

Activity 5.2: Improve Access to Career and Education Guidance Tools and Information

The WIOA Interagency Technical Assistance Team convened a reopening subgroup to assist one-stop centers transition back to serving walk-in customers. A pilot of three American Job Centers was performed in April 2021 to identify any unknown issues of moving towards serving walk-in customers. The three local areas reported no issues during their pilot phase and the guidance outlining the process to amend reopening plans to accept walk-in customers was distributed to all local areas in May 2021. Guidance was distributed to local chief elected officials, Local Workforce Innovation Board chairpersons and staff, WIOA fiscal agents and grant recipients, WIOA program administrators, state agency partners and others (Appendix 2). The guidance outlined the need to amend American Job Centers reopening plans when changing how services are delivered in-person, changes to public office hours, changes to staffing levels and more.

The TA Team continued to monitor and provide technical support to local areas as they moved back to offering services to walk-in customers.

The TA Team and the newly reformed IWIB Service Integration Committee, team continued to explore ongoing training and support to front-line career services and case management staff to improve access and use of these tools and resources as part of the Workforce Academy.

Activity 5.3: Improve Access and Integration of Eligible Training Provider Lists

The Eligible Training Provider List (ETPL) Policy Workgroup reconvened in March 2022 with the charge of responding to Department of Labor (DOL) monitoring findings and ensuring the policy addresses the relevant findings as they pertain to the ETPL. The DOL findings included:

- dissemination of the State ETPL, with accompanying performance and cost information, to the Local Workforce Innovation Boards (LWIBs);
- ensuring the maintenance of the State list of eligible training providers and programs;
- ensuring that programs meet eligibility criteria and performance levels established by the State; and
- verifying the accuracy of information provided.

The workgroup revisions within the revised ETPL Policy sought to improve equitable access to the ETPL with accompanying performance and cost information to enhance informed customer choice. The workgroup aims to create mechanisms within the policy to develop and maintain the ETPL and also to verify the information submitted by providers. The DOL also noted that Illinois did not have an established mechanism for Registered Apprenticeship Programs (RAPs) to be informed of their automatic eligibility to be included on the State ETPL. The ETPL Policy Workgroup will create this mechanism, further integrating the ETPL into the broader workforce system with the inclusion of RAPs. In addition to these prior findings, the DOL also found that in some cases, case managers did not present the entire State ETPL to participants so they could make informed choices when selecting both their training program and provider. To remedy these findings, the ETPL workgroup will seek to ensure the revised ETPL policy includes explicit instructions for case managers in relation to career planning so customers are truly able to access training leading to high-skill, in-demand, family sustaining wages.

In order to accomplish the charges above, the ETPL Policy Workgroup started meeting once a month during PY21 to revise the current ETPL policy. Stakeholders from across the workforce and education systems were chosen to ensure the policy successfully integrates entities and perspectives throughout the state. Going forward, the workgroup will also create recommendations regarding the implementation of the ETPL policy to ensure the Local Workforce Innovation Boards, career centers and planners, and customers have access to the information needed to utilize and access the ETPL. Further, the workgroup staff will collaborate with the IWIB's Continuous Improvement Committee, Equity Task Force, and the Illinois Workforce Partnership to ensure that the policy is meeting the needs of customers facing a broad range of barriers to employment and to ensure further integration of the workforce system in Illinois.

Activity 5.4: Improve Access and Utilization of Labor Market and Workforce System Information

The 'Unemployment-to-Reemployment' Portal was released to the local areas in Spring, 2022. This data visualization informs local decision makers on the impact of unemployment spell duration on reemployment probability by education levels. The equity lens for this approach takes advantage of the rich demographic characteristics of claimants; e.g., low wage workers, race, ethnicity, gender and geography.

The labor market economists at IDES released several data visualizations that enable our workforce partners to better understand the market dynamics for the coming decade in terms of growth of industries in Illinois, as well as demand for certain occupations/workers. The Tableau-based visual allows users to view data at the state-levels, as well as drilling down into the economic development regions.

Strategy 6: Advance Public-Private Data Infrastructure

Activity 6.1: Enhance the State Labor Market Information System

IDES and its partners have continued its interagency grant activity under the U.S. DOL/ETA Workforce Data Quality Initiative (WDQI) that links WIOA Title I and Title III program participants to WIOA program performance quarterly measures, stable job quarterly measures, and monthly employment measures. The project team has developed a dashboard for senior agency management and local program administrators to report outcomes by longitudinal cohort, demographics and local geographies.

Activity 6.2: Expand and Improve the State Longitudinal Data System

HS2Careers and College2Careers web-based applications were launched in 2021 and subsequently expanded to mobile-based formats to engage a wider audience, and additional data streams were integrated. These two products are a result of a multi-agency effort of workforce and education partners to cross-match decades-long IDES employment/earnings with training/student records and augment the discussion on completers and graduates with longitudinal outcomes, such as multiple jobholding, job stability, career earnings and career job profiles.

Activity 6.3: Improve the Integration of Program and Case Management Information Systems

The Illinois Data Team's work with core partners and the Illinois Chief Information Officer, as well as the Illinois Department of Innovation and Technology (DoIT) to improve the integration of program and case management systems was put on hold as the Governor's Commission on Workforce Equity and Access developed recommendations around improving data sharing and information systems. Once those recommendations are made, the Illinois Data Team will assist in carrying them out.

Strategy 7: Increase Barrier Reduction Services

Activity 7.1: Leverage barrier reduction resources and WIOA supportive services to increase equitable access to training and employment

This strategy was added during PY21 as part of the WIOA Unified State Plan modification process. Despite its newness, the state made great progress on braiding WIOA supportive services, state funding and other resources to ensure programs are accessible and equitable for all. Examples of barrier reduction services being incorporated into workforce programs include:

- Illinois set aside \$50 million in American Rescue Plan Act of 2021 funds to address the economic impact experienced by employers and individuals either under-employed, unemployed, or facing one or more barriers to employment. These funds were invested to retool the Job Training and Economic Development Program (JTED) that had been previously eliminated due to funding cuts. A significant component to the revamped program is a flexible pool of funds (barrier reduction funds) to help increase family stability and job retention by covering accumulated emergency costs for basic needs, such as housing-related expenses (rent, utilities, etc.), transportation, child care, digital technology needs, education needs, mental health services, substance abuse services, income support, and work-related supplies that are not typically covered by programmatic supportive services.
- The Climate and Equitable Jobs Act was signed by Gov. JB Pritzker in PY21. The law puts the state on a path toward 100 percent clean energy by establishing of the Energy Transition Barrier Reduction Program, which will provide supportive and financial assistance services to individuals participating in Clean Jobs Workforce Network program and Climate Works Preapprenticeship Program to overcome barriers to engaging and completing in workforce programs.
- The Governor's Healthcare Workforce Initiative directs the Department of Healthcare and Family Services (HFS) to reinvest \$180 million to preserve and grow the healthcare workforce, with a focus on Medicaid providers and providers in underserved areas of the State, including rural areas. This significant infusion of revenue will provide funding for staff bonuses, continuing education trainings for providers and other vital investments in staff retention and recruitment that result in expanded healthcare access. Funding will be available to a broad range of healthcare providers, including hospitals, clinics, behavioral health providers, home health workers and more. This new workforce initiative is in addition to the almost \$1 billion the State has invested through appropriations to healthcare providers from federal COVID-19 response and recovery funds. It is also in addition to the significant investment that was made in safety net hospitals through over \$80 million in new funding beginning in fiscal year 2020 and approximately \$800 million provided through rate increases to medical providers such as hospitals, nursing homes, physicians and other providers in the last two years.

CUSTOMER SATISFACTION

STATE CUSTOMER SATISFACTION SURVEY

The Southern Illinois University (SIU) team developed a Customer Feedback Survey via SurveyMonkey. The purpose of the Customer Feedback Survey is to assess customers' overall satisfaction with the Illinois workNet web portal and the resources and tools offered to help individuals and partners meet their employment and training goals. The feedback survey is available to all users, linked in the footer of the Illinois workNet website. The feed-

back collected via the survey is used to inform function and content available across the Illinois workNet portal as approved by the appropriate DCEO program leads. Users rated Illinois workNet 4 out of 5 stars with 79% of respondents being likely or very likely to refer Illinois workNet to friends or colleagues. The top three reasons users visited Illinois workNet was for:

- Finding Job Openings
- Exploring Career Options
- Finding Training & Education Opportunities

Feedback received during PY21 focused on additional content that users felt would assist them in reaching their employment and training goals. Examples include having more information on the WIOA application process, better visibility of quick start guides and their information for users, and more ways to search employer booth information.

Governor's Commission on Workforce Equity and Access and the IWIB Equity Task Force

PY21 saw the conclusion of two parallel efforts to identify equity and access issues around the state's workforce system and suggest improvements to correct the issues.

Governor J.B. Pritzker created the Governor's Commission on Workforce Equity and Access in September 2021. The commission was charged with recommending how to create an equitable, accessible, and effective workforce for all. The work of the commission was grounded in the user and stakeholder experience.

The commission set up a user-stakeholder experience working group to focus on recommending human-centered design improvements, especially relating to equity and the needs of workers and vulnerable youth.

Focus groups included job seekers that had exited their workforce programing as well as employers who have interacted with the system. Feedback around the workforce system from these interactions will be used to develop the final recommendations of the Commission, which are due in Program Year 2022. The recommendations will center around developing a position within the Governor's office specifically to head and coordinate the workforce efforts as well as a reconstituting of the state's workforce board. Meeting summaries from the commission and the final report once completed can be found at <https://cwea.illinois.gov/>.

The other statewide effort that paralleled and intertwined with the Governor's commission was the Illinois Workforce Innovation Board's Equity Task Force, which was charged in October 2020 to create recommendations to ensure all workforce customers were put on a pathway to success.

The task force examined workforce data to identify gaps in service delivery and to develop recommendations around closing those gaps.

Additionally, the task force was provided the information and feedback gathered from the Governor's Commission.

The task force issued its report and recommendations in May 2022. It is available at <https://www.illinoisworknet.com/WIOA/Pages/IWIB-Resources.aspx>.

Recommendations from the task force include building a culture of equity in the workforce system, investing in data systems to identify disparities and contributing factors to disparities, and prioritizing supportive services that complement workforce services for participants.

While the task force's work is complete, the IWIB is investigating creating a standing equity committee to support and monitor the implementation of the task force's recommendations.

SECTION 2 PROMISING PRACTICES

Equity and Access

Illinois is committed to applying an equity lens to its workforce investment strategies to help ensure that our most vulnerable populations gain skills and access good, family-supporting jobs. Key to that work is identifying inequitable outputs and outcomes in the workforce system, exploring the cause of those inequities, and implementing solutions to advance equity within the system. The IWIB's Equity Task Force recommendations issued PY21 will continue to guide policy and operations in Program Year 2022 and beyond.

The Governor's Commission on Workforce Equity & Access planted seeds for continued priorities around addressing racial, social, geographic and economic disparities to expand access and promote equity and inclusion in all industries. These seeds will be explored over the next two years and will inform the 2024 state workforce plan.

SECTION 3 APPROACHES ILLINOIS CHOSE FOR THE EFFECTIVENESS IN SERVING EMPLOYERS PERFORMANCE INDICATOR PILOT.

Effectiveness in Serving Employers (ESE) began as a pilot program in PY16 and PY17. States were required to collect information on two of the three indicators or develop their own indicator. The two indicators chosen by Illinois were 1) Employer Penetration Rate and 2) Retention with the Same Employer. Illinois did not change their choice of DOL ESE pilot measurements, or add any other metrics for performance goal measurement, for PY21. These performance goals (not yet defined by DOL and the U.S. Department of Education) are to be based on indicators identified in WIOA Section 116 (b)(2)(a)(4). Baseline data continued to be reviewed to assist in determining potential performance goal selection moving forward. In PY21, Illinois achieved a 63 percent retention rate with the same employer in the 2nd and 4th quarters after exit for nearly 23,212 participants. During the same period, the penetration rate for more than 397,311 businesses was 3.1 percent. Additional information on Illinois' success with the two pilot approaches is included in Appendix 3.

Evaluations

Early in PY21 representatives from all four titles of WIOA participated in a U.S. DOL evaluation learning community to ensure Illinois had an evaluation process that met WIOA requirements. Building on this experience, the IWIB's CIC tasked the evaluation workgroup to create an evaluation toolkit that was widely available, relevant, and applicable for the workforce system at the state and local level. Using the 2020 U.S. DOL evaluation toolkit Key Elements for State Workforce Agencies and incorporating a focus on equity, the outcome is an online, accessible, and interactive evaluation toolkit which includes guidance on how to:

- complete a rigorous evaluation;
- review policies and processes across the workforce, education and economic development systems;
- analyze evaluation results to determine if results conform to intended outcomes leading to continuous improvement at the local level; and
- ensure processes remain consistent and valid across the system and lead to organizational and management change.

The evaluation framework consists of an introduction to the framework and an overview of equity, an introduction to evaluation and an evaluation checklist, logic models, evaluation planning, selecting an evaluator, implementing evaluation, requests for data and information, and a glossary and acronym list. The toolkit also includes embedded professional development webinars focusing on WIOA system requirements, equity, and evaluation that supports the content of the toolkit.

Research staff from Northern Illinois University piloted use of the evaluation toolkit to evaluate the Apprenticeship Navigator Grant Program, using the Evaluation Checklist included in the Framework to guide evaluation. After the pilot, the Evaluation Toolkit was presented to the IWIB's Continuous Improvement Committee and then presented at the annual statewide WIOA Summit in April 2022. After each presentation, feedback from participants was solicited and incorporated into the final Evaluation Toolkit.

The evaluation workgroup continues to meet quarterly to discuss potential updates to the toolkit, ensuring it remains relevant and meaningful, and to discuss strategies to disseminate this toolkit to local level workforce system staff.

The Evaluation Toolkit can be found here: <https://ilworkforceacademy.com/evaluation-toolkit/>.

Performance Accountability System

Performance and Transparency Dashboard

In April 2021, the DCEO launched a public WIOA All Title Performance & Transparency webpage per the request of the IWIB's CIC. DCEO worked with performance Subject Matter Experts from DCEO (WIOA Title I), ICCB (WIOA Title II), IDES (WIOA Title III), and IDHS (WIOA Title IV) to collaborate on the content and gather the necessary performance data. The webpage highlights all four WIOA titles, their performance measures, federal reporting agencies, and past and current aggregate annual performance data in a variety of interactive tables and graphs. The public page was reviewed by the equity committee and bureau of blind services to ensure the page met diversity and accessibility standards. A second round of updates was made to the WIOA All Title Performance & Transparency webpage in April 2022 to include quarterly performance data in addition to the annual metrics. Additionally, a new data graph highlighting enrollment and demographic data was added. The updated performance page was highlighted at the WIOA Summit as part of a joint Performance session hosted by Subject Matter Experts from all four WIOA titles.

In addition to the information available about WIOA, the dashboard provides visitors the ability to look at each performance indicator by program year and by each title through a user-friendly interface and visual. The dashboard provides an option to look at information isolated to a single program year through a Snapshot View or to look at performance across multiple program years by each title through a Timeline View. In each view the user can hover over a visual to see data related to the target goal, performance, and status of meeting the measure by title. The dashboard also allows the underlying data to be exported into a spreadsheet so users can have access to the data for further analysis if desired.

The Performance Workgroup continues to work closely with the CIC to explore ways to maximize the use of the new resource and address performance-related questions from the committee and larger IWIB.

Illinois Performance Accountability and Transparency Page (IPATS)

DCEO worked with Southern Illinois university (SIU) to launch the first iteration of the Illinois Performance Accountability and Transparency System (IPATS) in January of 2021. IPATS was created as a universal platform where data extracted from existing WIOA systems could be uploaded and interacted with through graphics, lists, and maps to monitor and access existing performance accountability indicators and performance reporting requirements. IPATS displays data in both macro and micro levels to access the state and local areas' effectiveness in achieving positive outcomes from individuals served by the local workforce development areas. It aggregates and has comparison data for local areas. It tracks participant activity based on customer service activity tracked to Participant Individual Record Layout (PIRL) performance measures. A participant tracking dashboard provides a high-level overview filterable at the State or local level or by career planner with the ability to drill down to participant-level data and export the data and information contained within for tracking and maintenance of participant files. It tracks participant activity based on customer service activity tracked to Participant Individual Record Layout (PIRL) performance measures. The system was initially developed for the Title I Adult, Dislocated Worker, and Youth programs, but has the flexibility and integration capacity to utilize the WIOA six core programs, as well as other required partners such as the Trade Adjustment Assistance (TAA) program. Throughout PY21 IPATS was expanded with usability enhancements and to include Dashboards for Apprenticeship IL and Youth Career Pathways. In the years ahead it will be further expanded to include additional performance displays for Apprenticeship Illinois and other special program data. In May 2022 a virtual statewide training was provided with over 120 participants attending. The webinar highlighted using the Illinois Performance Accountability & Transparency System (IPATS) for Performance and Case Management and Program Implementation



SECTION 4 WAIVERS

WAIVER #1 REDUCE OUT-OF-SCHOOL YOUTH EXPENDITURE RATE FROM 75% TO 50%

Waiver associated with the requirement at the Workforce Innovation and Opportunity Act (WIOA) Section 129(a) (4)(A) and 20 CFR 681.410 that the State and local areas expend seventy-five (75) percent of the Governor's reserve youth funds and local formula youth funds on out-of-school youth (OSY) and calculation of the local area expenditure for each local area.

Intent of Waiver

Illinois' current efforts for aligning education, workforce, and economic development are laying a solid foundation for promoting leading career pathway models and best practices. Career pathway development in Illinois is being expanded to encompass every level of the education system as well as across the needs of our diverse populations including those that face multiple barriers to achieving self-sufficiency.

Of importance to the Governor's vision, the Illinois Workforce Innovation Board (IWIB) Strategic Plan, and the Unified State Plan is the expansion of career pathway systems into the secondary system for opportunity youth. This waiver will allow Illinois to provide youth with barriers the necessary support to successfully equip them with the academic and technical skills necessary to improve their employability. Furthermore, Illinois anticipates that this waiver will provide greater opportunity for blending funds at the federal, state, and local levels across the partners to increase innovative strategies for improving career pathway opportunities for youth.

Goals and Performance Outcomes from Waiver Request

As a result of this waiver, Illinois expects that:

- The number of in-school youth (ISY) served will increase; and
- Performance accountability outcomes for overall WIOA Youth (including both in- and out-of-school youth) will remain steady or increase for the majority of the WIOA Youth performance indicators.

*Note at this time, the effects of the pandemic on registrant numbers and performance have yet to be realized; therefore, the projected outcomes listed above may not be achieved.

DOL Approval Letter

The United States Department of Labor’s Employment and Training Administration (ETA) approves for Program Year (PY) 2022 and PY 2023, which includes the entire time period for which states are authorized to spend those funds, the State’s request to waive the requirement that the State expend seventy-five (75) percent of Governor’s reserve youth funds on OSY. ETA reviewed the State’s waiver request and plan and has determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system. Illinois may lower the expenditure requirement of Governor’s reserve funds to fifty (50) percent for OSY.

In addition, ETA approves for PY 2022 and PY 2023, which includes the entire time period for which states are authorized to spend those funds, the State’s request to waive the requirement that local areas expend seventy-five (75) percent of local youth formula funds on OSY. Illinois may lower the local youth funds expenditure requirement to fifty (50) percent for OSY. As a result of this waiver, ETA expects that the number of in-school youth (ISY) served will increase, and performance accountability outcomes for overall WIOA Youth (including both ISY and OSY) will remain steady or increase for the majority of the WIOA Youth performance indicators. The State is also approved to calculate the lowered fifty (50) percent expenditure rate at the State level instead of individually for each local area.

Progress Toward Achieving the Goals and Performance Outcomes

Under this waiver authority, the state has seen an increase in the number of in-school youth (ISY) served every program year; however, out-of-school youth served decreased during the same timeframe.

	In-School Youth (ISY)	Out-of-School Youth (OSY)
PY 2019	1,030	5,708
PY 2020	1,123	5,380
PY 2021	1,284	5,354

Performance accountability outcomes for overall WIOA Youth (including both ISY and OSY) slightly decreased in PY 2020, which is the latest year performance outcomes are available, is a direct result of the lower OSY served due to the Illinois workNet centers and program service providers being closed during the COVID pandemic. The majority of the WIOA Youth performance indicators are on track to either remain steady or increase for PY21.

Program Year	No. Served	Employment/ Education Rate 2 nd Quarter	Employment/ Education Rate 4 th Quarter	Median Earnings	Credential Rate	Measurable Skill Gains
PY 2018	7,923	74.13%	71.05%	\$3,600.00	68.30%	46.18%
PY 2019	6,738	73.43%	73.07%	\$3,715.41	70.59%	44.25%
PY 2020	6,503	71.79%	67.78%	\$4,234.28	69.88%	52.18%
PY21 YTD	6,638	73.66%	69.27%	\$4,668.31	70.86%	51.96%

WAIVER #2 PROVIDING ITAS TO WIOA IN-SCHOOL YOUTH

Waiver of 20 CFR 681.550 to allow individual training accounts (ITAs) for in-school youth (ISY).

Intent of Waiver

The request is made to permit Local Workforce Innovation Boards (LWIBs) to use the state’s list of eligible training providers to secure training for all youth including the ISY who are preparing to graduate and extend their educational goals into post-secondary opportunities. The waiver is designed to increase program flexibility, enhance informed customer choice, allow all youth to benefit from services provided by Illinois’ certified training providers, and expand training options without requiring Illinois workNet (One-Stop) operators to register ISY participants eighteen (18) years old or older in the adult program. Funds used for ITAs would be tracked separately for each funding stream.

Using ITAs also allows youth service providers an opportunity to promote and encourage training as another option to entering an increasingly tough labor market. Approval of this waiver would allow youth to select approved training programs from Illinois’ list of demand occupation training programs.

Goals and Performance Outcomes from Waiver Request

As a result of this waiver, Illinois expects that:

- Increase in the number of local workforce innovation areas that offer ITAs to in-school youth.
- Increase in the number of youth that utilizes an ITA to receive an industry-recognized and/or some other post-secondary credential.
- Increase in performance accountability measures for youth as found in section 116(b)(2)(A)(ii) of WIOA (e.g., increases in credential attainment and measurable skills gains).

DOL Approval Letter

United States Department of Labor’s Employment and Training Administration (ETA) approves, for PY 2022 and 2023, the State’s request to waive the requirement limiting ITAs to only out-of-school youth (OSY), ages 16–24. In addition to these out-of-school youth (OSY), the State may use ITAs for ISY, ages 16–21. ETA reviewed the State’s waiver request and plan and has determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system. Approval of this waiver should not impede the State’s efforts to prioritize OSY, including outreach to the OSY population.

Progress Toward Achieving the Goals and Performance Outcomes

- Through PY21, sixteen (16) of the state’s twenty-two (22) local workforce innovation areas, spread across eight (8) of the ten (10) Economic Development Regions, have ISY into ITAs, indicating a broad geographic use of the waiver.

- The number of ISY enrolled in ITAs has increased over 12% since the inception of the waiver. For PY 2020, which is the latest year performance outcomes are available, ISY that received an ITA have successfully exited the program with the following characteristics:
 - a. Measurable Skill Gains: 36
 - b. Completed Training: 31
 - c. Earned Industry-Recognized Credential: 34
 - d. Entered employment: 25

WAIVER #3 AMEND THE DEFINITION OF INCUMBENT WORKER BY ELIMINATING OR REDUCING THE SIX-MONTH EMPLOYMENT REQUIREMENT

Waiver of 20 CFR 680.780 to adjust the six-month employment requirement for incumbent worker training (IWT).

Intent of Waiver

The request is made to eliminate an arbitrary barrier to providing incumbent worker training to companies and workers struggling to stay competitive. Removing this barrier aligns directly with priorities espoused by the Department of Labor, the Governor's Executive Order #3, the Five-Year Economic Development Plan and WIOA Unified State Plan to:

- Be more responsive to the needs of businesses;
- Support establishing long-term relationships between businesses and the workforce system;
- Promote the expansion of Registered Apprenticeships to more businesses as a means to meet their workforce needs;
- Provide upward mobility for workers into career pathways; and
- Promote increased use of work-based learning that allows workers to learn and earn at the same time.

Goals and Performance Outcomes from Waiver Request

As a result of this waiver, Illinois expects that:

1. Increase in the number of local workforce innovation area incumbent worker training projects;
2. Increase in number of businesses utilizing incumbent worker training; and
3. Increase the number of incumbent workers able to receive training.

DOL Approval Letter

ETA approves, through June 30, 2024, the State's request to adjust the six-month employment requirement for the purposes of conducting IWT. ETA reviewed the State's waiver request and plan and has determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system. The following conditions apply to implementation of this waiver:

1. IWT may only be used to provide an employee skills to advance in their job or get skills to stay in a job (layoff aversion);
2. Report individual records based on the Participant Individual Record Layout for all IWT participants through the Workforce Integrated Performance System (WIPS); and
3. Track employment retention and earnings outcomes to measure whether use of this waiver has a positive effect.

Progress Toward Achieving the Goals and Performance Outcomes

From program year (PY) 2020 to PY 2021 Illinois has seen the number of local workforce innovation area incumbent worker training projects increase from thirty-three (33) to sixty-four (64), the number of businesses utilizing incumbent worker training increased from thirty-one (31) to sixty-two (62), and an increase in the number of incumbent workers able to receive training from seventy-two (72) to one-hundred twenty-five (125).

WAIVER #4 PLANNING REGION ALIGNMENT

The State of Illinois is seeking a waiver from the following Section(s):

WIOA Sec. 106(a)(2) and 20 CFR § 679.210 (preamble)

“In accordance with WIOA Section 106(a)(2), a single local area may not be split across two planning regions. Local areas must be contiguous to be a planning region and effectively align economic and workforce development activities and resources.”

Intent of Waiver

This waiver will provide Illinois with the flexibility to remove a regulatory barrier for counties that have demonstrated the ability to plan and deliver services in the context of the current local workforce area and regional planning area boundaries.

The intent of the waiver is to not impose an unviable mandate on local Chief Elected Officials (CEOs) and workforce boards not able to restructure their county alignment at this time.

Goals and Performance Outcomes from Waiver Request

The projected outcome of the waiver is to avoid creating a dysfunctional and disorganized environment that ultimately would have a negative impact on service delivery and customer outcomes if realignment were forced on local Chief Elected Officials (CEOs).

DOL Approval Letter

The State’s request to waive the requirement that a planning region consist of one local workforce development area, two or more intrastate local areas, or two or more interstate local areas is approved through June 30, 2024. This waiver allows the State to assign a single local workforce development area to more than one planning region. In its WIOA state Plan and waiver request, Illinois identified regions in the state that correspond with its economy, the labor market, and other factors. However, the existing geography of designated local workforce development areas span multiple regions. The State and local workforce areas indicate local areas have experienced success in planning and delivering services in the context of the State’s identified regions in their early efforts. ETA reviewed the State’s waiver request and plan and determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system.

Progress Toward Achieving the Goals and Performance Outcomes

To date the burden of contributing to multiple regional plans has not risen to the level of the locally perceived burden of realignment. As mentioned previously, Illinois successfully brokered realignment of several counties during the current planning cycle. Our position is to continue to encourage local areas to consider realignment and offer technical assistance to implement but stopping short of imposing this requirement on local CEOs determined to maintain the status quo.

The local areas that were allowed not to realign have continued to effectively plan and deliver services while maintaining fiscal sustainability and performance accountability under the current local workforce area and regional planning boundaries.

WAIVER #5 INCREASE ON-THE-JOB TRAINING REIMBURSEMENT

The State is requesting a waiver of WIOA Section 134(c)(3)(H)(i) and 20 CFR 680.720(b) in order to increase on-the-job training (OJT) employer reimbursement up to 90 percent for businesses with 50 or fewer employees.

Intent of Waiver

Illinois currently has the authority under WIOA Section 134(c)(3)(H)() to provide reimbursements to employers of on-the-job training programs up to 75 percent, and is seeking expansion of the authority to the current allowable employer reimbursement for the wage rate of an On-the-Job Training (OJT) participant for the extraordinary costs of providing training and additional supervision related to the OJT as described in WIOA Section 134(c)(3)(H)(i) and further outlined at 20 CFR 680.720 (b).

Illinois is proposing a sliding reimbursement scale to the employer based on its size and capability. Under this waiver, employers with fifty (50) or less employees would be reimbursed up to ninety percent (90%), those with between 51 and 250 employees up to seventy-five (75%) reimbursement and all other employers up to the statutory limit of 50%. Further, Illinois will develop policy as documentation of the factors used when deciding to increase the wage reimbursement level above 50 percent (50%) as required under WIOA Section 134(c)(3)(H)(i)(I) and 680.730.

This waiver is being requested to apply for all OJT contracts supported by WIOA formula funds, including Adult, Dislocated Worker, and Youth, as appropriate.

Many small businesses are facing unprecedented demands to keep their doors open and avoid layoffs. Extra incentives such as the increased wage reimbursement is a tool to support a strengthened recovery strategy. Illinois needs to have the flexibility to provide an increased incentive to establish new on-the-job training opportunities during a time of uncertainty and recovery.

Goals and Performance Outcomes from Waiver Request

The state estimates that the waiver will improve outcomes and provide other tangible benefits in the following ways:

- Increase in the number of OJT placements;
- Increase in the number of OJT placements in targeted sectors and occupations;
- Increase in the employment retention rates in the OJT-related industry 2nd and 4th quarter following exit; and
- Increase in the number of unique employer work sites using OJT.

DOL Approval Letter

ETA approves the State's waiver request through June 20, 2024, for the WIOA Title I Adult, Dislocated Worker, and Youth formula funds. ETA reviewed the State's waiver request and plan and has determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system. Existing statutory authority permits the State and its local workforce areas to increase the reimbursement rate for OJT contracts up to 75 percent. The State may also reimburse up to 90 percent for OJT for businesses with 50 or fewer employees. ETA expects the utilization of OJT to increase in the State as a result of this waiver.

Progress Toward Achieving the Goals and Performance Outcomes

As a result of this waiver, the number of OJT placements (including those in apprenticeships) and the number of unique OJT employer worksites has steadily increased each program year. Additionally, the overwhelming majority of the OJT placements have been in the manufacturing sector.

	OJT Placements	Unique OJT Work Sites	OJT Participants w/ Training Related Job at Exit
PY 2019	343	134	320
PY 2020	353	162	232
PY 2021 YTD	424	162	170

For PY 2020, which is the latest year performance outcomes are available, employment retention rates for OJT participants that exited with a job in a related industry in which they were trained in the second (2nd) and fourth (4th) quarters following exit has decreased. This may be a direct result of the shuttering of employers in the manufacturing industry during the COVID pandemic.

WAIVER #6 INCREASE IN TRANSITIONAL JOBS EXPENDITURE THRESHOLD

Waiver of WIOA Section 134(d)(5) and 20 CFR 680.195 to allow up to 20 percent of WIOA Title I Adult and Dislocated Worker local formula funds (Act and Final Rules allows up to 10 percent) to be used for the provision of transitional jobs.

Intent of Waiver

Transitional Jobs are an important employment strategy best used when there is higher than normal unemployment or during an economic shock, such as COVID-19, especially for hardest-hit chronically unemployed individuals. Transitional Jobs can provide employment, earned income, and connections to future unsubsidized employment to help stabilize individuals and families. Increasing the allowable amount local areas can allocate toward transitional jobs will support these efforts and offer maximum local flexibility to meet locally determined demand for using transitional jobs as an employment strategy.

This waiver would contribute to the economic recovery and provide an essential avenue for participants that are traditionally long-term unemployed or underemployed with the support they need to secure employment.

Goals and Performance Outcomes from Waiver Request

The state estimates that the waiver will improve outcomes and provide other tangible benefits for jobseekers and employers in the following ways:

- Increase in number of employers that use transitional jobs as a tool to find skilled workers.
- Increase in number of participants using transitional jobs program as tool to gain employment and address barriers to employment.
- Increase in the number of local workforce innovation boards using transitional jobs as a strategy to serve Adults with barriers to employment.
- Increase in reported costs for transitional jobs.

DOL Approval Letter

ETA approves the State's waiver request through June 30, 2024, for the WIOA Title I Adult and Dislocated Worker formula funding streams. ETA reviewed the State's waiver request and plan and has determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system. To accurately report participants in receipt of transitional jobs, Illinois must record code value "6" in Participant Individual Record Layout (PIRL) element 1205 "Work Experience," and code value "1" in PIRL element 1211.

Progress Toward Achieving the Goals and Performance Outcomes

In PY21, one (1) local workforce innovation area provided transitional job services to thirty-eight (38) participants through three (3) employers.

WAIVER #7 USE OF STATEWIDE FUNDS FOR QUALIFYING EVENTS

The State of Illinois is requesting from the Employment and Training Administration (ETA) a waiver to allow flexibility in the use of the funds reserved by the Governor for use to provide statewide rapid response activities (i.e. WIOA section 134(a)(2)(A)), and for use to provide statewide employment and training activities (i.e. WIOA section 134(a)(2)(B) and (3)) in order to provide comprehensive Disaster Recovery assistance to affected areas as described in WIOA 170(d) and 20 CFR 687.100(b).

Intent of Waiver

Illinois's WIOA Unified State Plan articulates many of the WIOA-related statewide activities it does, or can do, when facing a qualifying event. For example, the Office of Employment and Training is responsible for applying and administering applicable National Dislocated Worker Grants (NDWG), consistent with WIOA Sec. 170 and its corresponding regulatory requirements. These grants are helpful once allocated, but in the time between the event and allocation, aid is urgently needed and there is much work to be done. If months pass before the NDWG allocation occurs, damage can be exacerbated, and work is not completed. The state is mindful of this time gap and strives to apply as soon as the state is eligible for NDWG funding assistance, as appropriate. The efficient use of time right after a qualifying event occurs is a critical variable in how well recovery is measured.

This waiver will allow the State of Illinois' to efficiently and effectively respond to disasters by aligning the program requirements of a disaster recovery project regardless if they are funded with WIOA Statewide Rapid Response funds or the National Dislocated Worker Grant Program.

Under this waiver the state will have the ability to expeditiously allocate funds to a local workforce innovation board, or local board, so they may respond quickly to a disaster, emergency, or other qualifying event as described at 20 CFR 687.100(b). Only those events, and cascading events caused by a qualifying event, that have been declared as an emergency or disaster by the Federal Emergency Management Agency (FEMA), by the chief official of a Federal Agency with jurisdiction over the Federal response to a disaster with potential significant loss of employment, or the Governor of Illinois qualify for the use of WIOA statewide funds.

Goals and Performance Outcomes from Waiver Request

The state estimates that the waiver will improve outcomes and provide other tangible benefits in the following ways:

- Increase statewide and local area workforce development response times to a qualifying event;
- Increase public safety and help support humanitarian activities;
- Availability of disaster relief employment will provide grant participants with access to employment and training activities;
- Increasing of eligible grant participant's employment and training activities will lead towards a higher probability of securing unsubsidized employment; and
- Alleviation of some of the time-sensitive variables arising from a qualifying event affecting an employer and lessening the severity of possible layoffs or business closings.

DOL Approval Letter

ETA approves, through June 30, 2024, the State's request to use statewide funds for disaster-relief employment, as described in WIOA Section 170(d) and 20 CFR 687.100(b).

ETA reviewed the State's waiver request and plan and has determined that the requirements requested to be waived impede the ability of Illinois to implement its plan to improve the workforce development system. Therefore, ETA approves this waiver under the following conditions:

1. The Governor, or any federal agency, declares an emergency in the local area (or areas) where the State wishes to use statewide funds for the purpose of public service employment;
2. WIOA-funded public service employment opportunities are short-term in nature;
3. WIOA-funded public service employment opportunities increase the likelihood of participants entering unsubsidized employment; and
4. The State collects and tracks use of funds under this waiver and complies with all WIOA- required performance and fiscal reporting.

Progress Toward Achieving the Goals and Performance Outcomes

The Rapid Response disaster and emergency waiver has allowed the State and local areas to respond to disasters using readily available State Rapid Response funds and assist laid off workers with obtaining temporary disaster recovery employment as well as permanent employment. Since receiving this waiver, three local workforce innovation boards have received an award and provided disaster recovery employment to twenty-two participants at five disaster worksites.

1

APPENDIX

WIOA PROFESSIONAL DEVELOPMENT ACTIVITIES FOR PROGRAM YEAR 2021



APPENDIX 1

WIOA Professional Development Activities for Program Year 2021

ICSPS leads the WIOA Professional Development Committee to facilitate and support the Wednesday Webinar series which began in fall 2019. Direction and selection of topics for the webinars are determined by evaluations from previous events and guided by the WIOA Professional Development Committee.

Every Monday an announcement is shared with the WIOA system (800+ participants) on upcoming WIOA Professional Development. All webinars are recorded and shared with registrants. All recordings from this quarter can be viewed at <https://ilworkforceacademy.com/workforce-webinars/> In addition, all webinars are archived on Illinois workNet at <https://www.illinoisworknet.com/WIOA/Resources/Pages/Archived-Training.aspx>. The evaluations from each of the webinars are reviewed quarterly by the WIOA Professional Development Committee to ensure the needs of the system are being met.

Information on upcoming webinars can be found at <https://ilworkforceacademy.com/workforce-webinars/> [This fiscal year the following webinars were developed/coordinated, presented, and supported by ICSPS.](#)

- Demand Occupation Training List and Associated Career Planning
July 14, 2021 – 208 attendees
- Migrant Seasonal Farm Workers, Foreign Labor, and the Agricultural Recruitment System – July 21, 2021
– 67 attendees
- Resume to Interviewing – 6 Steps to Getting the Job – August 4, 2021 – 68 attendees
- WIOA Webinar to Present a Fiscal Toolkit – August 13, 2021 – 66 attendees
- A Hire Calling – Re-entry Employment – August 18, 2021 – 95 attendees
- The Multi-Generational Workplace – August 25, 2021 – 75 attendees
- Nonviolent Crisis Intervention and How It's Affected by This Pandemic – September 8, 2021 - 31 attendees
- Learning about Curt's Cafe: Cultivating Unique Restaurant Training – October 6, 2021 - 23 attendees
- WIOA Performance 101: An Overview of the Primary Indicators of Performance – October 27, 2021- 90 attendees
- How are My Local WIOA Performance Outcomes Determined and What are the Impacts of Success or Failure? – November 3, 2021 – 40 attendees
- Mental Illness Signs and Symptoms: Safe and Effective Responses - November 10, 2021 - 102 attendees
- PY 2022 Updates to the Governor's Guidelines and Regional/Local Planning guide – November 17, 2021- 123 attendees

- WIOA Performance Measures – Providing a Better Understanding of Measurable Skill Gains (MSG) – November 17, 2021- 96 attendees
- WIOA Performance – Credential Attainment Rate: Practical Discussion Towards Understanding the Methodology and Operational Parameters of the Measure - December 1, 2021 – 82 attendees
- WIOA Performance indicators - Employment (or Education/Training) - Based Measures for Title I – December 15, 2021- 60 attendees
- WIOA Title I YOUTH Performance Accountability - Understanding the Youth measures to optimize successful performance outcomes – January 19, 2022 – 155 attendees
- Understanding Substance Use Disorder – January 26, 2022 – 56 attendees
- WIOA Unified State Plan Modification Public Input Webinar – February 2, 2022 – 82 attendees
- Demand Occupation Training List (DOTL) Updates: What they mean to career planning and training programs – February 16, 2022 – 187 attendees
- WIOA Title I Program Exits - Rules on Exiting your WIOA Title I Program Participants in accordance with the Act – February 23, 2022 – 313 attendees
- Impact of Trauma – March 2, 2022 – 165 attendees
- Vicarious Trauma – March 9, 2022 – 135 attendees
- Culture and Trauma – March 16, 2022 – 161 attendees
- Trauma Informed Supervision – March 23, 2022 – 130 attendees
- Covid-19 and Trauma – March 30, 2022 – 154 attendees
- Building Trauma-Informed Remote Work Culture ICOY – April 6, 2022 – 142 attendees
- WIOA Title I Performance – Testing Your Knowledge – April 6, 2022 – 54 attendees
- ETPL Search Conversion to ProPath – April 20, 2022 – 139 attendees
- The Art of Case Notes – April 27, 2022 – 248 attendees
- Introduction to Grant Writing – May 10, 2022 – 59 attendees
- Reminders for WIOA Notice 20-NOT-09 Implementation and Reopening Plans – May 18, 2022 – 49 attendees
- Listen to Understand and Solution-Creation: Tips for Active Listening – June 15, 2022 – 67 attendees
- IWIB Transportation, Distribution, and Logistics Task Force Report – June 22, 2022 – 45 attendees
- The Art of Meeting Facilitation – June 29, 2022 – 63 attendees
- PY2020 Performance & SAM Roundtable – Recap and Next Steps – June 29, 2022 – 50 attendees

In addition, ICSPS supported the Governor’s Commission on Workforce Equity & Access by provided logistical support for the Commission Focus Groups for front line staff.

December 1, 2021 – focus on Title I in the morning session and Title II in the afternoon

December 8, 2021 – focused on Title II and then December 15, 2021, focused on Title IV.

The 2022 WIOA Summit reflects the commitment to collaboration and the unified mission fostered by WIOA law. The WIOA Summit is intentionally designed to assist our local core partner staff and board members, by providing practical guidance on service and system integration with a focus on equity, alignment, and collaboration. The WIOA Professional

Development Committee representing the Illinois Department of Commerce and Economic Opportunity, Illinois Department of Employment Securities, Illinois Community College Board, and the Illinois Department of Human Services hosted the 2022 WIOA Summit on April 28 – 29, 2022 with a theme of Economic Recovery and the Future of Work.

The Summit featured, 30 breakout sessions both in person, online, and on demand, three plenary sessions, greeting from each core partner and a welcome from the Governor of Illinois.

Statistics:

- 471 registered attendees.
- 225 attendees participated in person
- 470 attendees downloaded the app
- 344 personal agendas
- 58 community boards
- 72% felt the Summit met or exceeded their expectations
- 67% of attendees felt the Summit was very accessible.
- 78% of attendees found the Whova platform easy to navigate

All sessions and recordings are available at <https://ilworkforceacademy.com/wioa-summit-2022/>

APPENDIX

REMINDERS FOR WIOA NOTICE 20-NOT-09 IMPLEMENTATION AND AMENDMENTS TO REOPENING PLANS FOR AMERICAN JOB CENTERS



APPENDIX 2

Reminders for WIOA Notice 20-NOT-09 Implementation and Amendments to Reopening Plans for American Job Centers

TO: Chief Elected Officials

Local Workforce Innovation Board Chairpersons

Local Workforce Innovation Board Staff

WIOA Fiscal Agents and Grant Recipients

WIOA Program Services Administrators

Illinois WorkNet® Operators

WIOA State Agency Partners

Other Interested Persons

SUBJECT: Reminders about local implementation of WIOA Notice 20-NOT-09 and amendments to local American Job Center Reopening Plans

DATE: May 12, 2022

I. PURPOSE

The purpose of WIOA Notice 20-NOT-09, issued June 2021, was to issue guidance for a safe return-to-work and reopening plan for American Job Centers (AJCs) that aligns with the existing Checklist for Reopening American Job Centers in Illinois in accordance with the Governor's "Restore Illinois" Plan. This WIOA Notice included a required reopening form that all centers listed within the notice must have completed and submitted to the Illinois WIOA Interagency Technical Assistance (TA) Team to start or to continue offering in-person services.

Since the initial enactment of this policy and the submission of local reopening forms, circumstances related to safety, security and mandates have evolved. This memo offers important reminders regarding the requirement to amend local reopening plans when substantive changes to local service delivery occurs at an AJC.

II. **CONTEXT**

The State of Illinois has been analyzing local data and tracking threats and incidents of violence at American Job Centers, resulting in protocols around known risks and the desire to mitigate risks for in-person staff and customers going forward. The following are some examples contributing to these ongoing safety concerns:

- Staff located at AJCs have encountered substantial security threats, which warrants the need for ongoing diligence to reduce risks and ensure all partners are in agreement before local service delivery models and staffing arrangements change.
- Processing the high volume of Unemployment Insurance claims associated with federal programs created in response to the pandemic.

The State has also monitored local data about the demand of different types of services and the need to consider walk-in services in combination with innovative outreach strategies to reach dislocated workers and other populations in need. Due to processing pandemic-related unemployment insurance claims, IDES plans to continue offering all IDES-administered services by appointment only for the foreseeable future.

Pursuant to best practices and recommendations from the Illinois State Police and Illinois Central Management Services, the WIOA Interagency Team of all required program partners in Illinois offer these reminders to ensure local workforce systems remain safe with processes and procedures in place to de-escalate or respond to situations that arise as various service delivery methods are applied through walk-in, on-demand technology or by appointment.

III. **CIRCUMSTANCES THAT REQUIRE AN AMENDMENT TO AN AJC REOPENING PLAN**

As described in WIOA Notice 20-NOT-09 dated June 24, 2021, reopening plans are intended to be updated as circumstances change in a local area. Local Workforce Innovation Boards (LWIBs) must resubmit reopening plans to the WIOA Interagency TA Team through the WIOA inbox at wioaplans-mous@illinoisworknet.com when substantive changes are made to the plan. Substantive changes include but are not limited to:

- Change in service delivery method by any onsite partner from what was already agreed upon in the original reopening plan.
 - Example 1: Walk-in services will be offered for some program services (excluding services that are administered by IDES that will remain by appointment only) for the first time since the original reopening plan was enacted.
 - Example 2: Orientations, job fairs, group classes will be offered in person and by appointment, if not already agreed upon by partners in the original reopening plan.
- Change to hours of operation or public office hours.
- Change to staffing levels or staffing plans to address service delivery changes and security measures.

IV. **REQUIRED FORM FOR AMENDING AJC REOPENING PLANS**

When substantive changes are planned to an AJC Reopening Plan, partners must complete the required form entitled, "Amendment to an American Job Center Reopening Plan." (See Exhibit 1 to this memo.)

Responses to the questions in the Amendment form must be completed with as much specificity as possible each time a substantive change in service delivery or staffing commitments are made throughout a program year.

V. **REMINDERS ABOUT OBTAINING AGREEMENT OF AMENDED REOPENING PLANS**

To recap, the four scenarios that apply to American Job Centers subject to WIOA Notice 20-NOT-09 follow.

- **Scenario A:** Comprehensive One-Stop Centers, Designated Affiliate and Specialized Centers or office where IDES staff provide in-person UI services, where a State Agency is the leaseholder of the center and IDES, Illinois Department of Veterans Affairs, DCEO or DHS staff are currently on-site or plan to return on-site with an agreed-upon reopening plan.
- **Scenario B:** Comprehensive One-Stop Centers, Designated Affiliate and Specialized Centers or office where IDES, Illinois Department of Veterans Affairs, DCEO or DHS staff provide in-person services, but where a State Agency is not the leaseholder.
- **Scenario C:** Designated Affiliate and Designated Specialized Centers that are not leased by a State Agency and do not typically have on-site State Agency staff.
- **Scenario D:** WIOA access sites that are not included in other scenarios, including where a State Agency is not the leaseholder and State Agency staff members are not typically on-site (e.g., libraries).

The following requirements apply to "Scenario A," which include Comprehensive One-Stop Centers, Designated Affiliate and Specialized Centers or offices where IDES staff provide in-person UI services, where a State Agency is the leaseholder of the center and IDES, Illinois Department of Veterans Affairs, DCEO or DHS staff are currently on-site or plan to return on-site with an agreed-upon reopening plan (See WIOA Notice 20-NOT-09, IV(B)(3) for a list of centers categorized as "Scenario A"):

1. The State Agency Director or designee must agree to the local reopening plan before the plan or modified plan is signed by Local Workforce Innovation Board Chairs and Chief Elected Officials, submitted to the WIOA Interagency Team, and communicated to the public.
2. The State Agency Director or designee will determine whether State Agency employees will transition to or from an on-site presence at a particular center based on ongoing evaluations of security and risk mitigation measures in place.

3. Where IDES or DHS is the leaseholder and/or where in-person UI service are offered, the centers have been required to follow a phased-in plan, starting with opening for appointments only, then limited public hours, then walk-in services as permitted by the Governor's Restore Illinois Plan.

State Agency Directors or designees have discretion about when State Agency staff expand appointment availability or when services are offered to walk-in customers, as circumstances may arise that require a modification to the reopening plan in coordination with required partners in the applicable center (WIOA Notice 20-NOT-09, IV(A)15).

American Job Centers in all scenarios above must engage required partners with an onsite presence in the center during the process of amending original reopening plans. Following is a general process for amending and obtaining agreement on amended reopening plans in all LWIAs.

1. Convene all program partner representatives in good faith negotiations around proposed parameters that will be documented in the amended reopening plan. Any preferred alternative language should be brought to negotiation meetings for discussion and decision making.
2. Obtain agreement by all program partner representatives at the local level.
3. Then route the agreed-upon plan or amendment through the State Agency Directors or designees of state-administered programs, as applicable to centers where State Agency staff are or will be physically present.
4. After State Agency Director or designee confirm agreement, if applicable, then obtain signatures of the LWIB Chair and Chief Elected Officials.
5. Submit the fully executed reopening plan or amendment to the WIOA Interagency Technical Assistance (TA) Team as noted below.
6. Communicate the updated service delivery options to customers pursuant to the agreed-upon communications plan.

Submit amended and signed reopening plans to wioaplans-mous@illinoisworknet.com. Questions about the amendment process may also be submitted to the same WIOA email address.

Once reopening plans or amendments are fully agreed upon, signed and submitted to the WIOA Interagency TA Team, the plan or amended plan may be implemented.

The WIOA Interagency TA Team will review reopening plans and amendments to offer feedback or assistance to ensure compliance during implementation.

ADDITIONAL RESOURCES

Resources for safely reopening AJCs may be found at the following links:

- [Illinois workNet WIOA Implementation During COVID-19](#) page
- [WIOA e-Policy, Chapter 1, Section 12.8](#)
- [WIOA Notice 20-NOT-09](#)
- [Required form](#) to document a local reopening plan and amendments for American Job Centers
- [Frequently asked questions](#) document

In addition, a variety of resources are under development to support required partners at the State and local levels in considering and implementing new outreach strategies given the ongoing emergence of service delivery models. Technical assistance and webinars will be announced as new resources become available.

AMENDMENT

to an American Job Center Reopening Plan Under WIOA Notice 20-NOT-09

The Required Form to Document a Local Reopening Plan for American Job Centers must include this completed and agreed upon Amendment form each time substantive changes to service delivery or staffing commitment are made throughout a program year.

All required program partners, including State Agency directors or designees of state-administered programs, if applicable, must agree to responses in this Amendment form before announcing and implementing the amended reopening plan.

1. Describe the process in which all partners reviewed and verified that the information and assurances provided in any initial reopening plan are accurate and current.

[type response here]

2. Explain the steps taken to ensure all staff within the AJC are aware of the reopening plan and are trained on all applicable AJC procedures, especially related to the safety and security such as de-escalation training (click on the link to access a webinar recording).

[type response here]

3. Identify the anticipated volume of customers for walk-in services. This includes reflecting on the volume of customers from pre-pandemic levels, to current levels, to anticipated levels. Examples of information that will inform a local area of anticipated customer volume includes reviewing a combination of data points available from local sources. Select the data points that are most applicable and available. Data points may include but are not limited to:

1. Volume of phone calls
2. Resource Room utilization levels
3. Number of eligibility determinations
4. Number of UI filings
5. Number of supportive services/referrals made
6. Number of career planner visits
7. Internet utilization levels
8. Description of specific unmet needs or demographics of individuals not served when walk-in services have not been available
9. Number of new participants needed to be served or enrolled in services to meet federally required performance metrics

[type response here]

4. List the specific services that are planned to be made available to walk-in customers and that are agreed upon by program partners.
[type response here]
5. Describe the agreed-upon plan for handling waiting lines outside of the AJC entrance, as well as times when public waiting areas have reached capacity limits.
[type response here]
6. Describe the agreed-upon plan for holding in-person orientations, workshops or other group events, including capacity limits for such group events. Include a description of how walk-in events will be handled versus appointment only events. Events include but are not limited to hiring events, orientations and classes.
[type response here]
7. Describe the agreed-upon staffing plan with a designated program position(s) for who will direct walk-in customers at the front door to ensure they have an appointment for IDES services or can access other program services as a walk-in that same day. As a best practice, the staffing plan should specify that a qualified program representative, not a security guard, should be the first point of contact for a customer to determine whether that customer needs an appointment or can access walk-in services on demand. However, the plan may outline any special circumstances that are agreed upon by all partners if someone other than a program representative will be the first point of contact for walk-in customers. In all cases, the staffing plan must be agreed upon by the State Agency Director or designee of state-administered programs present in the AJC.
[type response here]
9. Describe the agreed-upon security plan to ensure initial staff interaction with the public is within the security guard's line of sight, that security guards are aware of the service area, or that protocol for alerting security is known if staff need assistance during service delivery.
[type response here]

8. Confirm how the staffing plan prepares staff to de-escalate tension when walk-in customers also seek UI services while they are in the center even though they need to make an appointment for UI services.

[type response here]

10. Describe the Resource Room protocol when capacity is reached, and customers wait to access the Resource Room services.

[type response here]

11. Describe agreed-upon messaging, signage and communications plan to make it explicit to customers which services are available on a walk-in basis and which require appointments. If there will be external communication, describe the timeline, platform (e.g., email, social media, press releases, etc.) and the general language to be used.

[type response here]

12. Document the date and method of communications between all partners acknowledging their review and approval of this amended reopening plan.

[type response here]

APPENDIX

ILLINOIS'S EFFECTIVENESS IN SERVING EMPLOYERS



APPENDIX 3

Illinois's Effectiveness in Servicing Employers

Effectiveness in Servicing Employer Data Program Year 2021					
Employer Services					
Category of Services	DCEO Title I	ICCB Title II	IDES Title III	IDHS Title IV	Total Reported
Employer Information and Services	266	0	4591	626	5483
Workforce Recruitment Assistance	279	0	7068	0	7347
Engaged in Strategic Planning/Economic Development	64	0	111	0	175
Accessing Untapped Labor Pools	157	0	37	0	194
Training Services	757	587	2	341	1687
Incumbent Worker Training Services	207	0	1	0	208
Rapid Response/Business Downsizing Assistance	319	0	0	0	319
Planning Layoff Response	240	0	0	0	240

PY 2021	Numerator	Denominator	Rate
Pilot Approaches			
Retention with The Same Employer in the 2 nd and 4 th Quarter After Exit Rate	14,635	23,212,	63.0%
Employer Penetration Rate	12,444	397,311	3.1%

EFFECTIVENESS IN SERVING EMPLOYERS DEFINITION OF SERVICES

Employer Information Services

Total unduplicated number of establishments that, during the reporting period, received staff assisted series designed to educate them about and engage them in the local job market/ economy and the range of services available through the local One-Stop delivery system. Establishment information services may be provided in a variety of service interventions including orientation sessions, workshops, or other busi-

ness consultations. Information and support services that are delivered to establishment newsletters, brochures, or publications are not reportable services under this category

Workforce Recruitment Assistance

Enter the total number of unduplicated establishments that, during the reporting period, received workforce recruitment assistance from staff or remotely through electronic technologies.

Engaged in Strategic Planning/Economic Development

Enter total number of unduplicated establishments that, during the reporting period, were engaged in either workforce investment strategic planning or business growth and economic development strategic planning.

Assessing Untapped Labor Pools

Enter the total number of unduplicated establishments that, during the reporting period, established pipeline activities in partnership with the public workforce system.

Training Services

Enter the total number of unduplicated establishments that, during the reporting period, received publicly funded training assistance, including customized training, OJT, and incumbent worker training.

Incumbent Worker Training Services

Enter the total number of unduplicated establishments that, during the reporting period, received publicly funded incumbent worker training assistance.

Rapid Response/ Business Downsizing Assistance

Enter total number of unduplicated establishments that, during the reporting period, received an initial on-site visit or contact regarding one of two conditions.

Planning Layoff Response

Enter the total number of unduplicated establishments that received an initial on-site visit or contact, as required by WIOA section 3(51)(A), to plan a layoff response following notification of current or projected permanent closure of mass layoff, including natural or other disasters.

APPENDIX

SUCCESS STORIES



LWIA 21 MARSHALL BROWN

Marshall Brown went through a re-entry program before the end of a seven-year prison stint to prepare him for a return to normal life. Marshall arrived in Carlinville homeless and met the local Catholic Charities, which guided him through the process of obtaining a State ID as well as possible assistance with rent while he found housing and employment.

As part of his return to civilian life, Marshall came into the Carlinville Job Center to search for jobs.

Since he did not have his own phone, he used the Job Center phone to look for housing. During the heavy rains the staff at the job center would try to find shelter for Marshall and continued to assist him with his search for housing assistance. Until Marshall obtained his own phone and found safe and secure housing, it would be hard to for him to obtain permanent employment.

IDES assisted him in creating a resume and job search on Illinois Job Link along with the Job Center staff assisting with his job search. Marshall took the train to Springfield for a job opportunity, but that situation did not work out.

Back to the housing and job search, Don Adams from Express Personnel was hosting a Job Fair at R&R Bindery in Girard, Illinois. Marshall attended a job fair in Girard, Illinois, where he found an opportunity, applied, interviewed, and was hired on the spot. But Marshall had one more obstacle to overcome – housing. The Job Center staff continued to help him in his search. A staff member told Marshall about a family that tries to help the “underdog.” It was a weekend and bad weather was expected again. The staff provided drinks, snacks, gift cards and made a make-shift bedroll from whatever items they could find in the center. The staff left work Friday night giving Marshall access to stay outside the building if needed. Marshall proceeded to stop by and see the caring family in Carlinville. The family offered Marshall temporary shelter at their home. Marshall started working full-time at his new position, found an apartment in Carlinville and was subsequently offered a permanent position after a 90-day probation period.

LWIA 3 CHRISTOPHER ROBARE

The Workforce Connection was first introduced to Christopher Robare through a referral from the Rockford Rescue Mission. He was homeless and wanted to work in an office or customer service setting, but he lacked the experience. His previous work experience was in retail and factory work. He wanted to change careers. Living at the Mission and contending with COVID restrictions and lockdowns made the situation even more difficult.

The staff's first interactions were over Zoom, but even then, they could see that he was kind, bright, polite and driven to improve his situation. The Workforce Connection Career Center, which was within walking distance of the mission, hired him into the WIOA temporary work experience program as a Career Center Assistant WEX. He performed so well that when a full time Career Center position became available, he was hired to fill that role. His life challenges and positive attitude make him uniquely qualified to assist participants in the Career Center.

"By going through the Work Experience program I was able to learn the office skills I had been lacking and unable to learn on my own, enabling me to be

able to find employment, first as human resources at a security company and then being hired full time with The Workforce Connection as a Community Navigator," Christopher said. "I was also able to get linked up with services allowing me to rent my own apartment, help paying for electricity through LIHEAP, and get connected with SNAP assistance for food."

"With my job at The Workforce Connection, I am able to connect people with resources of their own to both help them through hard times and get them training or assistance with finding a job. It is my chance to give back to those who are in a similar or even worse position than I was at the time. I am grateful to be able to give back to the community in such a way."

too much for her and her family to afford. CALC referred Elizabeth for tuition assistance.

At the time of her WIOA enrollment, Elizabeth was married with a six-year-old daughter, Libby, who was born with a pituitary gland problem and requires frequent medical injections. Also during this time, Elizabeth's husband, Jacob, had been fighting a two year battle with cancer that often led to ongoing hospital visits. He had both hip bones replaced

LWIA 22 ELIZABETH WATERS BOTTERBUSH

Elizabeth contacted the Jersey/Calhoun Employment and Training office in Jerseyville, Illinois while she was employed as a CNA at Calhoun Nursing and Rehabilitation Center earning \$13 an hour. In this position, Elizabeth was not able to fully support her family. She wanted to obtain her License Practical Nursing to increase her employment opportunities and income.

Elizabeth decided to make her career advancement during the initial phase of COVID-19 and the WIOA office building were closed. LWIA staff were able to communicate and provide assistance to Elizabeth over the telephone and the internet. Elizabeth gathered all the necessary documentation, completed the assessments and began to move forward. Elizabeth and staff made arrangements outside of the office to meet and complete WIOA paperwork.

With a desire to seek better employment opportunities, Elizabeth applied to the Career Alternatives Learning Center in Alton (CALC), Illinois - License Practical Nursing (LPN) program. Elizabeth was granted admission into the LPN program, but she quickly realized that the cost of the program was

and got around in a wheelchair. He had a part time job as a dispatcher at the local sheriff's office. Jacob was very supportive and encouraging for Elizabeth to complete the LPN program.

Elizabeth was able to begin her first term at CALC on May 28, 2020 and maintain a 3.6 GPA throughout program. Due to COVID-19 her classes were held online and in-school when necessary. Elizabeth continued working midnights as a CNA while completing classes during the day.

Elizabeth graduated from CALC with her LPN certificate August 30, 2021 and secured her Illinois State Board December 2021. Unfortunately, in February 2022, Elizabeth's husband Jacob passed away. Elizabeth continued her employment at Calhoun Nursing and Rehabilitation Center, but with a different title and level of pay. On October 1, 2021, she began working as a LPN earning \$24.50 an hour.

Elizabeth's work ethic and a positive attitude provided a stable environment and household for her and her daughter while facing a number of hardships. She did not let any of those hurdles stop her from reaching her goal.

LWIA 2 CALI RUDD

Cali's job layoff started a string of positive career and life changing decisions. That layoff was impacted by foreign trade and Cali was eligible for TAA benefits. The first tool needed was occupational skills training through the TAA grant. Her father had recently passed and there were other things in her life that needed her attention at the time, but she had to decide on training.

She worked with McHenry County Workforce to pull together all the Trade requirements to start her Occupational training. Through an assessment process with her career planner at McHenry County Workforce she realized that her original choice of an accounting career was not the best fit for her, so she decided on office management.

Cali started her classes at MCC for Administrative Office Management Certificate training. She attended classes full time, cared for an infant and toddler while also working part time as a waitress. With determination she completed the training as scheduled.

Cali started a Work Experience through McHenry County Workforce at Miller Formless to put her classroom skills into practice. After two weeks she received an offer for a position as Office Administrator.

McHenry County Workforce assisted her to continue her skill and career development in a Department of Labor Registered Apprenticeship. Cali started a Human Resource Registered Apprenticeship. She receives On the Job Training through Miller Formless and the related classroom instruction through the Society of Human Resource Management, SHRM. She currently represents the company at job fairs as well as other recruitment and HR duties while contributing to a growing company.

"Without the assistance of the McHenry County Workforce, I would not have known about the agencies and programs available to assist me in furthering my career," Cali said. "This knowledge gave me the confidence to obtain my goals and to keep striving for more"

LWIA 20 ILLINOIS RURAL WATER ASSOCIATION

Land of Lincoln Workforce Alliance began an Apprenticeship program with the Illinois Rural Water Association after a referral from Illinois Department of Human Services – Rehabilitation Services. This project helped start a Water Systems Operation Specialist Apprenticeship with five water districts in Central Illinois. The water industry is unique in that it involves the daily responsibilities of public health protection, technical operations, and maintenance of critical but unseen infrastructure.

It takes more than 380,000 highly skilled water and wastewater personnel to ensure the public supply of safe drinking water and to protect our lakes, streams, and groundwater. Advancements in water treatment and supply technology have increased the skills and training required of individuals in this industry. Water professionals are ultimately responsible for meeting stringent regulatory standards, replacing aging infrastructure, recruiting and training new operations specialists, and responding to and recovering from disaster. Jeff Tumiaty, the Apprenticeship Coordinator for the Illinois Water Association said, “There is such a workforce shortage and this program has impacted each local community

greatly because in two and half years each community will have a Water/Wastewater Specialist that can handle the operations of water facilities and support their infrastructure.

In addition to increasing professional demands, utilities will soon be forced to replace many of their most experienced employees. Over the next decade, the water sector is expected to lose between 30 and 50 percent of the workforce due to retirement. Many of these employees have worked at the same facility for the majority of their careers and they will depart with decades of valuable institutional knowledge. Due to these issues, Tumiaty stated, “Partnering with the workforce system is overall a great deal. This project impacted the apprentices in each community with financial help and resources that we did not otherwise know about. Also, Land of Lincoln Workforce Alliance was very easy to work with and helped whenever we needed assistance.”

This innovative project is the perfect example of what the local workforce areas do throughout the State. This apprenticeship has led to the training and employment of five full-time Water Systems Operation Specialists. Their training and education, all due to partnering with Land of Lincoln Workforce Alliance, will impact communities in Central Illinois for many years to come.

LWIA 22 GATEWAY BRONCO

Gateway Bronco is a handcrafted assembly line, specializing in restoration and custom build Broncos, producing over 50 custom builds a year, with a goal over 70 per year. All production is completed in house, providing multiple opportunities for training and employment throughout the manufacturing process. The company culture is to strive to empower and invest in all employees as well as foster a collaborative, team focused environment, adding to the employee's quality of life and overall satisfaction. Gateway Bronco is the picture of leadership in our local workforce area. They are in the small rural village of Hamel, Illinois with less than 1,000 residents.

Gateway Bronco is a relatively young company less than 10 years old and growing. The company was an unknowing WIOA supporter, before partnering with Madison County Employment and Training by hiring WIOA trained CDL drivers. Gateway Bronco has partnered with Madison County Employment and Training (LWIA 22) on multiple projects in the last year. Currently, they have 2 individuals participating in On-The-Job training and have started an Incumbent Worker Training for Continuous Im-

provement Transformation. Seth and the team are prioritizing growth for all individuals of the company, with a strong emphasis on, "Character, Competence, and Culture."

They are consistently looking inside and outside of the company for ways to advance their process and procedures for every employee including leadership. The Gateway Bronco team understands how important community is to their business, Seth has participated with a local Career Days, visiting his old high school as a keynote speaker, inspiring students to look at the trades for self-sustaining and advancing careers, encouraging students to hold on to their dreams and find a path to accomplish them. After career days, the Gateway Bronco Team was introduced to the Collinsville Area Vocational Center, where they subsequently hired a graduating senior, providing him an opportunity to utilize his skills, while acquiring additional skills.

Their leadership shows that it does not matter how big, small, or what a company does, that anyone can be a leader and benefit their local communities. Seth and Gateway Bronco are the epitome of how business should operate.

LWIA 1 JODI JENKINS

Jodin Jenkins always listened to his grandmother and knew when she suggested he visit the Job Center of Lake County to help with his job search he should listen.

Jodin graduated from high school in 2017 and worked a variety of labor jobs but wanted to begin a business career and it was through the Job Center and his participation in employment and training programs that helped him get a job at the Lake County Treasurer's Office as a Real Estate Tax Information/ Collections Specialist and on a career pathway in business.

Jodin participated in career awareness and job readiness activities including resume assistance, financial literacy, and leadership development. Ready to go to work, Jodin was a candidate for an internship/ work experience opportunity and was placed at the Lake County Treasurer's Office in June 2021. During his six-month internship, Jodin was exposed to different roles and responsibilities in the office while receiving on-the-job training, coaching, and mentoring. He stated that the position allowed him to improve his custom-

er service and math skills and increased his attention to detail. He describes the Treasurer's Office as "the best place I've worked so far." Jodin's supervisor said that he grew in confidence throughout the internship.

After successful completion of the internship and demonstrated job skill gains, Jodin was hired permanently as a Real Estate Tax Information/ Collections Specialist at the Lake County Treasurer's office. He works on the front line of the busy office, interacting with property owners in Lake County. He resolves problems concerning accounts, analyzes statistical data, and prepares reports. Jodin's long term goal is to complete a college degree in business and gain financial stability to buy a house. In his current role, he is learning different rules and regulations for home ownership and says that he will have a better understanding about buying and keeping a home.

Lake County Workforce Development is dedicated to working with young people ages 18 to 24 as they enter the workforce. "The youth program and services remained mission-focused during the pandemic," explained Jennifer Everett, Program Manager. "Young people need to be connected to careers regardless of environmental pressure. This is the start of their professional lives."



A proud partner of the AmericanJobCenter® network



Illinois
Department of Commerce
& Economic Opportunity
OFFICE OF EMPLOYMENT & TRAINING

Item #11.4
January 27, 2023

Illinois Community College Board

DIVERSITY, EQUITY, INCLUSION AND ACCESS PLAN

The Diversity, Equity, Inclusion and Access (DEIA) Plan was developed by the ICCB staff, including the Executive Team and the agency Diversity, Equity and Inclusion (DEI) Committee. The three -year plan includes both internal agency specific goals as well as external goals specific to the community college system. The plan includes goals, objectives, and estimated time to completion of activities. The plan is consistent with the goals established and reaffirmed by the board and follows the guidance provided by the Governor's Office on Equity.

The Governor's Office on Equity oversees the process and requires each state agency to submit a plan that ensures a focus on DEIA activities. Each agency is limited to three internal and external goals. The attached plan was submitted in October 2022. Periodic reports will be submitted to the Governor's Office on Equity to show progress toward completion of the DEIA Plan goals and objectives.



**DIVERSITY, EQUITY,
INCLUSION AND ACCESS
PLAN**

October 2022

ICCB Board Goals

The Illinois Community College Board hereby affirms the mission of the state's 48 community colleges to provide all Illinois residents with opportunities for economic and personal growth, civic engagement, and cultural awareness through a commitment to the following three goals.

- **GOAL 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in system wide improvement of equity metrics that reduce equity gaps.
- **GOAL 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.
- **GOAL 3:** Contribute to economic development by supporting the Illinois community college system's effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.

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

THE PLAN

The Diversity, Equity, Inclusion and Access (DEIA) Plan was developed by the ICCB staff, including the Executive Team and the agency Diversity, Equity, and Inclusion (DEI) Committee. The three -year plan includes both internal agency specific goals as well as external goals specific to the community college system. The plan includes goals, objectives, and estimated time to completion of activities. The plan is consistent with the goals established and reaffirmed by the board and follows the guidance provided by the Governor's Office on Equity.

The Governor's Office on Equity oversees the process and requires each state agency to submit a plan that ensures a focus on DEIA activities. Each agency is limited to three internal and external goals. The plan was submitted in October 2022. Periodic reports will be submitted to the Governor's Office on Equity to show progress toward completion of the DEIA Plan goals and objectives.

INTERNAL GOALS:

Goal 1: ICCB employees understand, are committed to, and have the infrastructure needed to operationalize diversity, equity, and inclusion in the workplace.

Objectives:

1. Improve the cultural awareness and cultural competency of the agency through ongoing employee training and education
 - *Estimated time to completion: 7–18 months*
 - *Outcomes:*
2. Empower employees to provide diverse perspectives on agency education and training activities
 - *Estimated time to completion: 7–18 months*
3. Develop training for DEI Committee, staff, and board members
 - *Estimated time to completion: 7–18 months*

Goal 2: ICCB workforce reflects the diversity by focusing on diversity, equity, and inclusion in hiring of workers.

Objectives:

1. Ensure equitable access to employment opportunities by improving recruitment, retention efforts, and support the intentional hiring and retention of agency staff from underrepresented groups
 - *Estimated time to completion: 19+ months*
2. Establish internship opportunities by expanding outreach efforts to underrepresented student populations
 - *Estimated time to completion: 7–18 months*
3. Identify diverse markets to ensure equitable access to employment opportunities
 - *Estimated time to completion: 7–18 months*

Goal 3: ICCB policies and procedures reflect the Board’s commitment to diversity, equity, and inclusion.

Objectives:

1. Perform an annual review of internal and external policies and procedures
 - *Estimated time to completion: 7–18 months*
2. Develop a process for review of board committees and workgroups
 - *Estimated time to completion: 7–18 months*
3. Align board and agency policies and procedures to support the inclusion of diversity and equity
 - *Estimated time to completion: 7–18 months*

EXTERNAL GOALS:

Goal 1: Community college system goals promote equity and access for all students.

Objectives:

1. Promote best practices throughout the state that encourage access and equity through professional development and training, including data tools, success models, planning tools, etc.
 - *Estimated time to completion: 7-18 months*
2. Expand online learning opportunities within the community college system
 - *Estimated time to completion: 19 months+*
3. Provide access to equity training throughout the system.
 - *Estimated time to completion: 19 months+*

Goal 2: Community College system will establish equity plans that are data driven.

Objectives:

1. Collaborate with education agencies to establish state equity plan timelines
 - *Estimated time to completion: 7-18 months*
2. Establish a committee to provide feedback in the development of equity planning guidance
 - *Estimated time to completion: 7-18 months*
3. Establish appropriate data points to be used in the equity planning process.
 - *Estimated time to completion: 7-18 months*

Goals 3: Community College system will partner with education, workforce, and the community to promote equity and access to services.

Objectives:

1. Enhance opportunities for student access to education and workforce to promote student success
 - *Estimated time to completion: 19 months+*
2. Enhance college awareness and knowledge of services that promote student success
 - *Estimated time to completion: 19 months+*
3. Promote best practices that specifically target underrepresented groups through professional development workshops
 - *Estimated time to completion: 19 months+*

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

Harper College

- Physical Education Endorsement Certificate (18 credit hours)

Illinois Central College

- Basic Construction Certificate (16 credit hours)

Kankakee Community College

- Auto/Diesel Mechanic Certificate (13 credit hours)
- Diesel Mechanic Certificate (18 credit hours)

Southwestern Illinois College

- Video Editing Certificate (18 credit hours)

Triton College

- Cannabis Dispensary Certificate (16 credit hours)

Wilbur Wright College

- Manufacturing Technology Certificate (12 credit hours)
- CNC Technology Certificate (21 credit hours)

Item #14
January 27, 2023

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

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

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.