

Agenda
449th Meeting of the
Illinois Community College Board

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January 28, 2022

<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	—
3. Board Member Comments	
3.1 Illinois Board of Higher Education Report <i>Dr. Teresa Garate</i>	—
4. Executive Director Report <i>Dr. Brian Durham</i>	
4.1 Illinois Community College Board Goals Update	1
5. Advisory Organizations	
5.1 Student Advisory Council <i>Mr. Jaleel Harris</i>	—
5.2 Adult Education and Family Literacy <i>Ms. Ginger Harner</i>	
6. Committee Reports	
6.1 Academic, Workforce, and Student Support <i>Ms. Jennifer Foster</i>	2
6.2 Finance, Budgeting, Accountability, and External Affairs <i>Mr. Matt Berry</i>	3
7. Future of Work Panel Discussion	4-14
8. New Units (<i>ACTION</i>) <i>Dr. Marcus Brown</i>	
8.1 <i>Permanent Approval: Southwestern Illinois College</i>	15-17
9. Community College Cooperative Agreements	
9.1 Saluki Step Ahead Agreement	
9.1a Danville Area Community College, Harper College, John A. Logan College Kishwaukee College, Lincoln Land Community College, Oakton Community College	18-30
9.1b South Suburban College	31-33
9.1c Shawnee Community College	34-36

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<u>9:00 a.m. – Board Meeting</u>		<u>Page</u>
10.	Adoption of Minutes (<i>ACTION</i>)	
10.1	Minutes of the December 3, 2021 Board Meeting	37-50
10.2	Minutes of the December 3, 2021 Executive Session	—
11.	Consent Agenda (<i>ACTION</i>)	
11.1	Fiscal Year 2023 Community College Capital Budget	51-66
11.2	High School Equivalency State Constitution Requirement	67
11.3	Approval for Lease of Office Space	68
12.	Information Items	
12.1	Fiscal Year 2022 Financial Statements	69-72
12.2	FY2021 Federal Adult Education and Literacy Narrative and Performance Report	73-84
12.3	Basic Certificate Program Approval approved on behalf of the Board by the Executive Director	85
12.4	FY2022 Career and Technical Education Annual Report	86-107
12.5	Illinois Community College Board Annual Joint Report of the Illinois Articulation Initiative	108-120
12.6	Legislative Report	121
12.7	Diversity, Equity, and Inclusion (DEI) Action Plan	122-129
13.	Other Business	—
14.	Public Comment	—
15.	Executive Session (<i>ACTION</i>)	
15.1	Employment/Appointments Matters	130
16.	Executive Session Recommendations (<i>ACTION</i>)	
16.1	Employment/Appointment Matters	—
17.	Adjournment	—

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:

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.

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:

- Diversity, Equity, and Inclusion (DEI) Update
 - ICCB DEI Plan
 - ICCCA- Diversity Commission

- Agenda Item Updates:
 - FY21 Illinois Adult Education & Literacy Federal Performance and Narrative Report
 - FY21 Career & Technical Education (CTE) Annual Report
 - High School Equivalency Constitution Requirement Revision
 - Saluki Step Ahead

- New Units

- Other

- Public Comment

- Adjournment

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

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

- Public Relations and Marketing Update
- Spring 2022 Legislative Update
- Fiscal Year 2023 Capital Budget Recommendations
- Illinois Longitudinal Data System Update
- Fiscal Year 2023 Board Priorities
- ICCB 4th Floor Office Lease
- Other
- Public Comment
- Adjournment

Item #7
January 28, 2022

Illinois Community College Board

THE FUTURE OF WORK PANEL DISCUSSION

During the August 2021 ICCB Retreat, the Board heard a presentation on the Future of Work that presented several trends affecting the community college sector, including both opportunities and threats that the Future of Work concept might hold for the sector. Since then, the Governor has signed the Climate and Equitable Jobs Act, which among other things, establishes a goal of investing in workforce development, establishes climate hubs throughout the state to focus on pre-apprenticeships, and commits the state to adopting one million electric vehicles by 2030. The Community colleges are well-positioned to be leaders in these efforts. To that end, the panel today will provide an update on three areas directly related to this work. Dr. Keith Cornille will update the Board on Heartland's partnership with Rivian, an electric car manufacturer. Katie Davis will discuss work going on through the Illinois Green Economy Network (IGEN). Dr. Mike Boyd, President of Kankakee Community College will share information on their nationally recognized technology program, including renewable energy/solar training.

Panelists: Katie Davis, Executive Director for the IGEN network
 Keith Cornille, President of Heartland Community College
 Mike Boyd, President of Kankakee Community College

The Climate and Equitable Jobs Act of 2021 is the most sweeping legislation to be passed in over a decade. With its passage, Illinois will have some of the most significant clean energy and decarbonization commitments in the nation.

CLIMATE AND EQUITABLE JOBS ACT OF 2021

Overview and Summary



Analysis by:

Mark Pruitt, Principle, The Power Bureau

Michael Munson, Energy Counsel, BOMA/Chicago

CLIMATE AND EQUITABLE JOBS ACT OF 2021

(SB 2408 HARMON/EVANS)

OVERVIEW AND SUMMARY

It took an extraordinary extension of the 2021 legislative session but in September, the Illinois House and Senate finally agreed and passed an omnibus energy bill that was signed by the Governor. The Climate and Equitable Jobs Act of 2021 is the most sweeping legislation to be passed in over a decade. With its passage, Illinois will have some of the most significant clean energy and decarbonization commitments in the nation. It will require Illinois to be reliant on 100% renewable energy by 2050. It also provides \$694 million in subsidies for nuclear power; expands aid programs for renewable energy; and takes steps to provide jobs and clean communities.

The Act is the result of over three years of legislative negotiations in Springfield. Those legislative negotiations were influenced by incumbent energy interest (e.g., Exelon, ComEd and Ameren Illinois), the Clean Jobs Coalition (environmental organizations, social and equity advocates), Climate Jobs Illinois (organized labor), and the Path to 100 (developers of renewable energy generation assets). Truly little time or consideration were granted to consumer groups (AARP, PIRG) or business interests (BOMA/Chicago, IMA, IRMA, Illinois Chamber).

In the end, the 958 pages of the Act establishes a range of new programs, requirements, and costs intended to support clean energy (existing nuclear, proposed renewable energy assets) electric vehicles and infrastructure, energy efficiency programs, and social justice and job training programs.

The legislation does end the formula rate making that was created under IEMA, which virtually amounted to automatic rate increases. The new legislation introduces “performance based rate making” that will go into effect January 1, 2024. The ICC will begin holding workshops to discuss what metrics will be used to determine whether the utility is performing well.

There is still no agreement about what the cost of the legislation will be to consumers, with much of the costs difficult to determine until the Illinois Commerce Commission (ICC) begins to adopt rule-making for many of the programs and policies in the new law.

Analysis done for BOMA/Chicago estimates that for all customers in the ComEd Service Area, the total cost increase will be about \$9.5B over the next 10 years and will represent a major rate increase that will be borne by Illinois businesses. For BOMA/Chicago members, that translates into a cumulative increase of about \$1.2 million for a large office building; and as much as \$7.8 million for those that fall into the Extra Large Commercial Customer rate.

The total cost of this legislation is more than \$800 million annually that will be paid by Illinois families and businesses. Annual program costs include (but are not limited to) nuclear (\$140 million), energy transition fund or social programs (\$185 million), Renewable Portfolio Standard (RPS) rate cap doubled (\$230 million), RPS base year change (\$115 million), and Coal to Solar (\$37 million). This does not include market-based changes or the ROE in rate cases at the Illinois Commerce Commission.

According to industry estimates, the average annual cost increases for all ratepayers will be \$1.2B, or approximately \$14.6B over the first 10 years. This equates to a levelized average increase of over \$12/MWh for all Illinois utility customers.

SUMMARY OF MAJOR CHANGES

- **Nuclear Subsidies:** The legislation will provide \$694 million in subsidies over five years for the Braidwood, Byron, and Dresden plants. If federal funds are provided through the infrastructure bill, funds will be returned to Illinois ratepayers, so they do not receive double funding.
- **Renewable Portfolio Standard:** The bill more than doubles funding for the RPS program and revises the policy target to require procurement of 100 percent clean energy by 2050. It requires the Illinois Power Authority to procure 40 percent renewable energy by the year 2030 and 50 percent by 2040. Utility-scale wind and solar projects must have project labor agreements and the prevailing wage shall be paid on all non-residential wind and solar projects.
 - **Renewable Self-Direct Program:** Creates a new **self-direct market** to provide RECs that equal 40% of customer load to customers that use 10MW and up (including C&I customers that can aggregate to 10MW and up). Self-direct program includes projects that generate renewable energy (not just REC purchases); however, RPS credit is based on REC compliance only.
- **Power Sector Decarbonization:** All private coal and gas plants must cease operating by 2045 and reduce emissions by 45 percent by the year 2035. Municipal coal plants (CWLP and Prairie State Generating Campus) must reduce emissions by 45 percent by 2035. If they miss that goal, they have three more years to hit the target or close one of their generating plants. All private-fired coal and oil-fired electric generating units must be closed by January 1, 2030. Additional decarbonization initiatives include:
 - **Coal-to-Solar Program:** Creates a coal to solar program to support the transition of five coal plants to renewable energy/battery storage facilities. Program set to begin March 31, 2022.
 - **Co-Generation:** Requires the closure of all combined heat-power or co-generation plants by 2045 unless those facilities are converted to green hydrogen or other technology that can reduce emissions to zero.
 - **CHP and WHP:** Allows Combined Heat-Power and Waste Heat-Power to operate in Illinois until 2045.
- **Rate Formula:** Replaces current “formula rate” structure with “performance-based” rate cases at the Illinois Commerce Commission that provides a guaranteed return on investment (ROI). Utilities will be required to file multi-year plans with rates based on performance metrics including demand response, supplier diversity, reliability, affordability, customer service, and interconnection response time.

- **Electric Vehicles:** Illinois is creating a goal of 1 million electric vehicles on the road by 2030 through a new \$4,000 electric vehicle purchasing incentive that will take effect in July 2022. Authorizes the ICC to initiate a workshop process for the purpose of soliciting input on the design of beneficial electrification programs that a utility shall offer. No later than July 1, 2022, electric utilities serving more than 500,000 customers in the state shall file a Beneficial Electrification Plan with the ICC. Such plan will implement programs that start by January 1, 2023.

SUMMARY OF DETAILED CHANGES

Ethics

- Expands statement of economic interest requirements to include any spouse or immediate family member employed by a public utility in Illinois.
- Subjects the Illinois Power Agency to ex-parte communication requirements.
- Creates a Public Utility Ethics and Compliance Monitor to ensure utility companies are meeting the highest level of ethical standards.
- Requires the ICC to initiate an investigation into how ratepayer funds were used in connection with the conduct outlined in ComEd’s Deferred Prosecution Agreement, potentially putting refunds back into residential ratepayers’ pockets.
- Requires each utility to establish the position of a Chief Ethics and Compliance Officer who must submit annual reports to the ICC.

Consumer Protections

- Eliminates the customer deposit requirement and late fees for low-income utility residential customers.
- Eliminates the online payment fee for all customers’ utility bills.
- Requires utility companies to accurately report to the ICC on the number of shutoffs and reconnections monthly.
- Provides utility-funded compensation to non-profit representatives of consumer interests that intervene in ICC proceedings to increase public engagement and transparency, expand information available to the ICC, and improve decision-making.
- Requires the ICC to conduct a comprehensive study to assess whether low-income discount rates for residential customers are appropriate and consider the design and implementation of such rates.
- Requires the ICC to initiate a docket to provide for the refunding of excess deferred income taxes by the end of 2025.

Decarbonization

- Requires the closure of all private coal-fired and oil-fired electric generating units by January 1, 2030.
- Requires municipal coal, including Prairie State and CWLP Dallman, to be 100% carbon-free by December 31, 2045, with an interim emissions reductions goal of 45% from existing emissions by no later than January 1, 2035.
- Requires the closure of all private natural gas-fired units by 2045, prioritizing those with higher rates of emissions and those in and near environmental justice communities.
- Requires the closure of all municipal natural gas-fired units by 2045, unless companies convert units to green hydrogen or similar technology that can achieve zero carbon emissions.
- Requires the closure of all units that utilize combined heat and power or cogeneration technology by 2045, unless companies convert units to green hydrogen or similar technology that can achieve zero carbon emissions.
- Allows a unit to stay open if it is determined that ongoing operation is necessary to maintain power grid supply and reliability.
- Requires every 5 years, starting in 2025, IEPA, IPA, and ICC to jointly conduct a study on the State's progress toward its renewable energy resources development goals and the current and projected status of electric resource adequacy and reliability throughout the state.
- Provides \$694 million in financial support over 5 years for the Byron, Dresden, and Braidwood nuclear plants, which will also keep the LaSalle nuclear plant viable and cost the average residential ratepayer an estimated \$0.80/month.
- Creates a coal to solar program to support the transition of coal plants to renewable energy facilities. Sets timeline of coal-to-solar to begin on March 31, 2022 – allowing the Illinois Power Agency (IPA) adequate time to prepare to conduct its initial procurement.
- Authorizes the Governor to create a commission on market-based carbon pricing solutions.
- Creates a Nonprofit Electric Generation Task Force to investigate carbon capture and sequestration and debt financing options for Prairie State.

Renewable Energy and Labor Standards

- Provides that it is the policy of the State to move toward 100% clean energy by 2050.
- Makes changes to the Illinois Power Agency Act to double the state's investment in renewable energy, put the state on a path to 40% renewable energy by 2030 and 50% by 2040, and shift to indexed Renewable Energy Credits, costing residential ratepayers around \$1.22/month.
- Requires project labor agreements on all utility-scale wind and solar projects.
- Requires prevailing wage on all non-residential wind and solar projects (except for projects up to 100 kw on houses of worship).

- Requires the ICC to initiate an energy storage proceeding.
- Expands clean energy transmission by allowing the ICC to grant a certificate of public convenience and necessity to construct, operate, and maintain a qualifying direct current project.
- Requires the ICC to open an investigation to develop and adopt a renewable energy access plan to achieve transmission capacity to support renewable energy expansion.
- Permits Ameren to establish up to 2 utility-scale solar pilot projects.
- Permits schools to lease property more than 25 years to support renewable energy projects.
- Prevents municipal and cooperative electric providers from imposing discriminatory financial repercussions on customers who self-generate electricity.
- Requires the IPA to issue upfront REC payments to equity eligible contractors that need assistance in paying the prevailing wage.
- Requires renewable industry reporting on diversity and inclusion efforts.
- Establishes a self-direct program for large commercial and industrial users to offset a portion of their RPS payments through the procurement of RECs from utility-scale renewable projects.

Ratemaking

- Ends formula rates and transitions to performance-based ratemaking.
- Requires an independent audit of the current state of the grid and expenditures made since 2012.
- Requires utilities to file a Multi-Year Rate Plan where they will be rewarded and penalized based on achievement of ICC-approved performance metrics, which will be based on reliability and resiliency, peak load reductions attributable to demand response programs, supplier diversity expansion, affordability, interconnection response time, and customer service performance.
- Requires annual performance evaluations to evaluate utilities' performance on their metric targets during the previous year.
- Requires utilities to file a Multi-Year Integrated Grid Plan to support the state's clean energy goals and comprehensive grid planning.
- Creates a new Division of Integrated Distribution Planning at the ICC.

Workforce Development

- Creates the Energy Transition Assistance Fund to allocate funding from ratepayers to support \$180 million in state clean energy programs.
- Allows local governments to engage in community energy and climate planning.
- Creates a displaced energy workers bill of rights, administered by DCEO and IDES, to provide state support to transitioning energy sector workers.

- Creates a Clean Jobs Workforce Network Hubs Program, establishing 13 program delivery hub sites that leverage community-based organizations to ensure members of equity-focused populations have dedicated and sustained support to enter and complete the career pipeline for clean energy and related sector jobs.
- Establishes Energy Transition Navigators to provide education, outreach, and recruitment to equity-focused populations to ensure they are aware of workforce development programs.
- Requires DCEO to develop a Climate Works Pre-apprenticeship Program and provide funding to three Climate Works Hubs throughout the state which will recruit, prescreen, and provide pre-apprenticeship training to equity focused populations.
- Creates a clean energy contractor incubator program to provide access to low-cost capital and financial support for small clean energy businesses and contractors.
- Creates a returning residents clean jobs training program to provide training for careers in the clean energy sector to individuals who are currently incarcerated.
- Creates a clean energy primes contractor accelerator program to mentor and support businesses and contractors through business coaching and operational support.
- Creates a jobs and environmental justice grant program to provide upfront and seed capital to support community ownership and development of renewable energy projects.
- Establishes the Energy Workforce Advisory Council within DCEO to make recommendations to the state on clean energy workforce programs.

Social Justice and Equity for Workforce and Community Transition

- Creates an Energy Transition Workforce Commission to report on the anticipated impact of the energy transition and recommend changes to the workforce through 2050.
- Requires plant owners to provide written notice of a plant closure to DCEO and community leaders and aid impacted communities through displaced energy worker dependent transition scholarships, an energy transition barrier reduction program, and just transition grants to promote economic development in eligible communities.
- Requires DCEO to establish a grant program to award grants to promote economic development in eligible, transitioning communities.
- Requires DCEO, in collaboration with IDES, to implement a displaced worker bill of rights that provides benefits to displaced energy workers, including notice of a plant closure.
- Requires DCEO to administer a transition scholarship program to support youth who are deterred from attending or completing an educational program at an Illinois institution of higher education because of his or her parent's layoff from a retiring power plant.
- Requires DCEO to create or commission a report on the energy worker and transition programs.

- Allows a local unit of government to establish Community Energy and Climate Plans, which are intended to aid local governments in developing a comprehensive approach to combining different energy and climate programs and funding resources.
- Requires plant owners to notify employees and public officials of a plant closure two years in advance.

Climate Financing

- Designates the Illinois Finance Authority as the climate bank and allows the Authority to aid clean energy efforts by providing financial products and programs to finance and otherwise develop and implement clean energy.
- Creates a clean energy jobs and justice fund and board to finance and support clean energy investments.

Transportation

- Establishes a goal of adopting 1,000,000 electric vehicles in Illinois by 2030.
- Authorizes the ICC to initiate a workshop process for the purpose of soliciting input on the design of beneficial electrification programs that a utility shall offer.
- No later than July 1, 2022, electric utilities serving more than 500,000 customers in the state shall file a Beneficial Electrification Plan with the ICC.
- Requires electric utilities to file beneficial electrification plans with the ICC to support the rapid deployment of electric vehicles and make-ready infrastructure statewide. Such plan will include the following:
 - Make-ready investments to facilitate the rapid deployment of charging equipment throughout the state, facilitate the electrification of public transit and other vehicle fleets.
 - Development and implementation of beneficial electrification programs, such as time-of-use rates, optimized charging programs (signals allow EV charging to respond to local system conditions and manage critical peak periods).
 - Optional commercial tariffs utilizing alternatives to traditional demand-based rate structures to facilitate charging for light duty, heavy duty, and fleet electric vehicles.
 - Financial and other challenges to EV usage in low-income communities.
 - Methods of minimizing ratepayer impacts and exempting/minimizing low-income ratepayers from the costs associated with facilitating the expansion of EV charging.
 - Plans to increase access to Level 3 Public Electric Vehicle Charging Infrastructure.
 - Whether to establish charging standards for type of plugs eligible for investment or incentive programs.

- Opportunities for coordination and cohesion with EV and EV charging equipment incentives established by the state or federal programs.
- Ideas for development of online tools, applications, and data sharing for essential information to charging EVs and price signals; and
- Customer education, outreach, and incentive programs to increase awareness of programs and benefits of transportation electrification.
- Requires IEPA to award rebates to help fund up to 80% of the cost of the installation of charging stations and requires recipients to pay prevailing wage on installation projects.
- Creates an Electric Vehicle Coordinator within IEPA.
- Requires IDOT to conduct a study to consider how the adoption of EVs will adversely affect resources needed for transportation infrastructure.
- Creates an up to \$4,000 rebate for consumers who purchase an electric vehicle.

Energy Efficiency

- Requires CDB, in consultation with DCEO, to create and adopt a stretch energy code to allow municipalities and projects authorized or funded by CDB to achieve more energy efficiency in buildings than the Illinois Energy Conservation Code.
- Extends electric energy efficiency goals until 2040, expands low-income weatherization, and permits large energy consumers to opt out and develop their own energy efficiency efforts with demonstrated compliance.
- Establishes a Public Schools Carbon-Free Assessment program to analyze the infrastructure necessary for energy efficiency and solar energy installation in public schools, especially those in Tier 1 and Tier 2 districts.
- Requires public utilities to adopt an Equitable Energy Upgrade Program to permit customers to finance the construction of energy projects through tariffs on their bills.

CLIMATE AND EQUITABLE JOBS ACT OF 2021 COST CENTER ANALYSIS

COMED SERVICE REGION COST IMPACTS											
2021 Energy Bill Cost Centers	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	TOTAL
Coal to Solar	\$28,035,000	\$32,760,000	\$32,760,000	\$32,760,000	\$32,760,000	\$32,760,000	\$32,760,000	\$32,760,000	\$32,760,000	\$32,760,000	\$322,875,000
Credit Card Socialization	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$9,000,000	\$90,000,000
Distributed Generation Incentive	\$33,969,986	\$46,062,137	\$60,361,466	\$74,138,875	\$87,394,365	\$100,127,935	\$112,339,586	\$124,029,318	\$135,197,130	\$145,843,023	\$919,463,821
DG Storage Incentive	\$30,572,987	\$41,455,923	\$51,947,420	\$62,047,477	\$71,756,095	\$81,073,273	\$89,999,012	\$98,533,311	\$106,676,170	\$114,427,590	\$748,489,259
Energy Assistance	-\$16,750,800	\$6,913,052	\$30,576,904	\$54,240,756	\$54,240,756	\$54,240,756	\$54,240,756	\$54,240,756	\$54,240,756	\$54,240,756	\$400,424,452
Energy Efficiency Programs	\$18,099,234	\$35,623,929	\$52,512,657	\$68,590,973	\$81,749,584	\$95,760,797	\$110,875,031	\$127,211,867	\$144,303,460	\$162,129,116	\$896,856,647
Electric Integrated Grid Planning	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$3,000,000	\$30,000,000
Electric Vehicle Incentives											
Incentives paid from Existing Alternative Fuels Fund Collections											
Beneficial Electrification	\$7,301,382	\$14,544,914	\$21,729,150	\$28,852,608	\$35,913,767	\$42,911,071	\$49,842,923	\$56,707,688	\$63,503,686	\$70,229,201	\$391,536,390
Equitable Energy Upgrade Program	\$786,667	\$786,667	\$786,667	\$786,667	\$786,667	\$786,667	\$786,667	\$786,667	\$786,667	\$786,667	\$7,866,667
Equity Programs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Exelon Incentive	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$138,800,000	\$694,000,000
ICC Division of Int Dist Planning	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$5,200,000	\$52,000,000
Intervenor Compensation	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000	\$450,000	\$4,500,000
Performance Based Rates	\$0	\$0	\$97,240,000	\$144,716,000	\$194,565,800	\$246,908,090	\$301,867,495	\$359,574,869	\$420,167,613	\$483,789,993	\$2,248,829,860
Renewable Portfolio Standard	\$265,170,737	\$265,416,758	\$265,432,884	\$264,772,074	\$263,615,497	\$263,696,304	\$264,770,458	\$266,345,938	\$266,345,938	\$266,352,625	\$2,651,919,215
Utility-Scale Pilot Projects (Storage)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL COST CENTERS	\$523,635,193	\$600,013,381	\$769,797,148	\$887,355,430	\$979,232,532	\$935,914,894	\$1,035,131,928	\$1,137,840,414	\$1,241,631,421	\$1,348,208,971	\$9,458,761,311
Annual Consumption (MWh)	84,670,393	84,748,949	84,754,098	84,543,098	84,173,797	84,199,599	84,542,582	85,045,641	85,045,641	85,047,776	846,771,574
Average Rate Impact (\$/MWh)	\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17

CLIMATE AND EQUITABLE JOBS ACT OF 2021 PROJECTED COST INCREASE BY RATE CLASS AND PROPERTY TYPE ANALYSIS

Energy Bill Cost Increases (ComEd)													
Account Types / Examples	PLC (kW)	Annual kWh	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	10-Year Total
Large Commercial (400 - 1,000 kW Peak Demand)													
Medium Office Building													
Annual Cost Increase	500	2,759,400	\$17,065.22	\$19,536.25	\$25,062.84	\$28,962.37	\$32,101.37	\$30,671.92	\$33,785.85	\$36,918.49	\$40,286.11	\$43,743.03	\$308,133.46
Average Monthly Charge Increases			\$1,422.10	\$1,628.02	\$2,088.57	\$2,413.53	\$2,675.11	\$2,555.99	\$2,815.49	\$3,076.54	\$3,357.18	\$3,645.25	\$2,567.78
Volumetric Charge Increases (\$/MWh)			\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17
Walmart													
Annual Cost Increase	650	3,701,100	\$22,889.07	\$26,203.39	\$33,616.03	\$38,846.35	\$43,056.60	\$41,139.32	\$45,315.94	\$49,517.66	\$54,034.54	\$58,671.21	\$413,290.12
Average Monthly Charge Increases			\$1,907.42	\$2,183.62	\$2,801.34	\$3,237.20	\$3,588.05	\$3,428.28	\$3,776.33	\$4,126.47	\$4,502.88	\$4,889.27	\$3,444.08
Volumetric Charge Increases (\$/MWh)			\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17
Very Large (<1,000 kW Peak Demand)													
Large Downtown Office Building													
Annual Cost Increase	2500	10,950,000	\$67,719.13	\$77,524.81	\$99,455.71	\$114,930.04	\$127,386.39	\$121,713.98	\$134,070.84	\$146,501.95	\$159,865.50	\$173,583.47	\$1,222,751.83
Average Monthly Charge Increases			\$5,643.26	\$6,460.40	\$8,287.98	\$9,577.50	\$10,615.53	\$10,142.83	\$11,172.57	\$12,208.50	\$13,322.13	\$14,465.29	\$10,189.60
Volumetric Charge Increases (\$/MWh)			\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17
College Campus													
Annual Cost Increase	9000	47,304,000	\$292,546.64	\$334,907.20	\$429,648.66	\$496,497.79	\$550,309.21	\$525,804.38	\$579,186.01	\$632,888.44	\$690,618.97	\$749,880.60	\$5,282,287.89
Average Monthly Charge Increases			\$24,378.89	\$27,908.93	\$35,804.05	\$41,374.82	\$45,859.10	\$43,817.03	\$48,265.50	\$52,740.70	\$57,551.58	\$62,490.05	\$4,409.07
Volumetric Charge Increases (\$/MWh)			\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17
Extra Large (>10,000 kW Peak Demand)													
Very Large Office Complex													
Annual Cost Increase	12000	70,430,400	\$435,569.44	\$498,639.60	\$639,699.11	\$739,230.04	\$819,349.27	\$782,864.30	\$862,343.61	\$942,300.56	\$1,028,254.91	\$1,116,488.89	\$7,864,739.75
Average Monthly Charge Increases			\$36,297.45	\$41,553.30	\$53,308.26	\$61,602.50	\$68,279.11	\$65,238.69	\$71,861.97	\$78,525.05	\$85,687.91	\$93,040.74	\$65,539.50
Volumetric Charge Increases (\$/MWh)			\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17
University Campus													
Annual Cost Increase	50000	284,700,000	\$1,760,697.38	\$2,015,645.17	\$2,585,848.39	\$2,988,181.14	\$3,312,046.17	\$3,164,563.41	\$3,485,841.72	\$3,809,050.79	\$4,156,503.04	\$4,513,170.27	\$31,791,547.49
Average Monthly Charge Increases			\$146,724.78	\$167,970.43	\$215,487.37	\$249,015.09	\$276,003.85	\$263,713.62	\$290,486.81	\$317,420.90	\$346,375.25	\$376,097.52	\$264,929.56
Volumetric Charge Increases (\$/MWh)			\$6.18	\$7.08	\$9.08	\$10.50	\$11.63	\$11.12	\$12.24	\$13.38	\$14.60	\$15.85	\$11.17

Item #8.1
January 28, 2022

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

Southwestern Illinois College

- Diagnostic Medical Sonography Certificate (42 credit hours)

BACKGROUND

Southwestern Illinois College **Diagnostic Medical Sonography Certificate (42 credit hours)**

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

Catalog Description: The SWIC Sonography program prepares students with the skills necessary to become a registered sonographer, prepared to work in a variety of clinical settings including hospital or privately-owned facilities. Sonographers are trained professionals in diagnostic imaging equipment to assist healthcare professionals to make accurate diagnoses and treatment options. Registered sonographers are skilled in operating imaging equipment, reviewing normal and abnormal images and preparing patients for various medical procedures following review of the patient’s medical records. The program is designed to include classroom education, laboratory/simulation, and clinical experience in a sonography setting. Upon successful completion of the Sonography curriculum, graduates are awarded a certificate as a sonographer. Graduates of the sonography curriculum are eligible to take the certification examination by the American Registry of Diagnostic Medical Sonography (ARDMS). To work in Illinois, graduates of the program must provide proof of graduation from a sonography training program. Illinois sonography employers prefer professional certification by the ARDMS for students to gain employment as a sonographer.

Curricular Information: The certificate program requires 28 credit hours of required career and technical education coursework, and 14 credit hours in diagnostic medical sonography clinical practicum. Career and technical coursework includes instruction in introductory diagnostic medical sonography, introductory and advanced DMS physics and instrumentation, introductory and advanced sonography labs, introductory and advanced abdominal sonography, introductory and advanced obstetrics and gynecology sonography, DMS vascular specialties, and required clinical practical learning. Assessment of student learning will be achieved through evaluation of the student’s performance during their clinical learning experience and through a practice registration exam. The program will prepare graduates for necessary credentialing as a Registered Diagnostic Medical Sonography (RDMS) through the American Registry of Diagnostic Medical Sonography (ARDMS).

Justification for Credit hours required for the degree: Credit hours required to complete the program mirror the contact hours in clinical practicum required for credentialing through the ARDMS.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in a certificate program in this field of study. According to the Illinois Department of Employment Security (IDES), overall growth in employment of “diagnostic medical sonographers” is expected to increase by 7.2% Statewide through 2028. Nationally, growth in this occupation is expected to increase by 14%, according to the U.S. Department of Labor-Bureau of Labor Statistics.

Table 1: Employer Partners

Employers	Location
Memorial Hospital	Shiloh, IL
Memorial Hospital	Belleville, IL
Alton Memorial Hospital	Alton, IL
BJC Healthcare	St. Louis, MO

Table 2: Projected Enrollments

DMS Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	15	20
Part-Time Enrollments:	0	0	0

Item #8.1
January 28, 2022

Completions:	8	12	16
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Financial / Budgetary Information: One (1) new full-time and one (1) new part-time faculty will be necessary to implement the program. Qualified faculty will hold at least an Associate’s degree in a related healthcare field from an accredited program, hold a current RDMS credential, at least three years of work experience as a medical assistant, and one year teaching experience preferred. All facilities are adequately in place. Costs associated with implementation relate to hiring qualified faculty and equipment expenditures. The program will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	\$46,805	\$52,848	\$53,905
Administrator Costs	0	0	0
Other Personnel Costs	0	0	0
Equipment Costs	\$108,150	\$25,000	0
Library/LRC Costs	0	0	0
Facility Costs*	0	0	0
Other (specify)	0	0	0
TOTAL NEW COSTS	\$154,955	\$77,848	\$53,905

Table 4: Faculty Requirements

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

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE AND ILLINOIS COMMUNITY COLLEGES**

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

Individual community colleges have signed individual sub-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:

- Danville Area Community College
- Harper College
- John A. Logan College
- Kishwaukee College
- Lincoln Land Community College
- Oakton 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 Danville Area Community College, Harper College, John A. Logan College, Kishwaukee College, Lincoln Land Community College, and Oakton Community College.

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 Danville Area 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

DACC Contact:

Stephane Potts
Director of Advisement/Counseling
Danville Area Community College
2000 E Main Street, LH-104
Danville, IL 61832
Phone: 217/443-8749
Fax: 217/443-8555
spotts@dacc.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.

Danville Area Community College




Dr. Stephen Nacco
President

11/19/21

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor

Southern Illinois University Carbondale

11/18/21

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 Harper 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

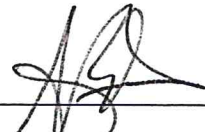
Harper College Contact:

Agnes Szemborski
Transfer Coordinator
Harper College
1200 W Algonquin Rd
Palatine, IL 60067
Phone: 847/925-6914
aszembor@harpercollege.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.

Harper College



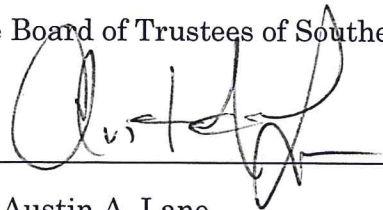
Dr. Avis Proctor

10-5-2021

Date

President

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane

10/5/21

Date

Chancellor

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 John A. Logan 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

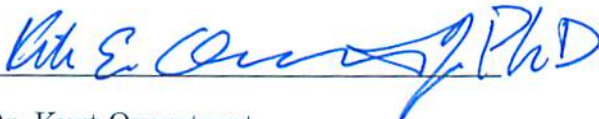
JALC Contact:

Emily Monti
Coordinator for Academic Programs
John A. Logan College
700 Logan College Drive
Carterville, IL 62918
Phone: 618/985-2828
Fax: 618/985-2867
emilymonti@jalc.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.

John A. Logan College

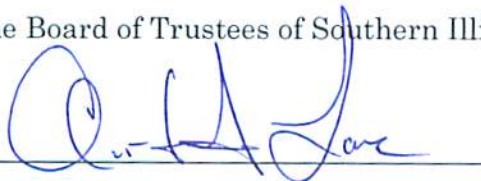


Dr. Kurt Overstreet
President

11/30/2021

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor

Southern Illinois University Carbondale

11/30/21

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 Kishwaukee 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

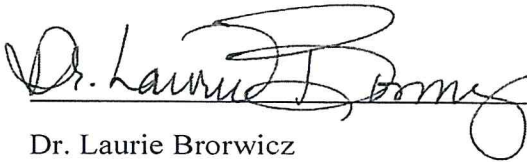
KC Contact:

Terry Lynn Funston
Director of Curriculum &
Program Development
Kishwaukee College
21193 Malta Rd
Malta, IL 60150
Phone: 815/825/9338
tfunston@kish.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.

Kishwaukee College

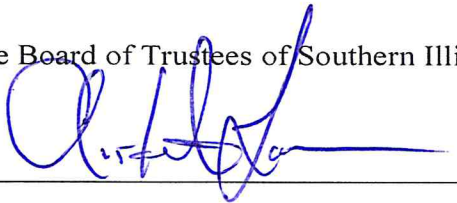


Dr. Laurie Brorwicz
President

11/15/21

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A Lane
Chancellor

11/15/21

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 Lincoln Land 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

LLCC Contact:

Dr. Jason Dockter
AVP, Academic Services
Lincoln Land Community College
5250 Shepherd Rd
Springfield, IL 62703
Phone: 217/786-4947
jason.dockter@llcc.edu

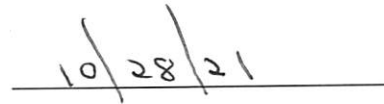
- 4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument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

Lincoln Land Community College



Dr. Charlotte Warren
President

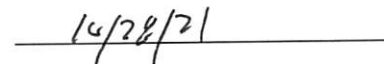


Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor



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 Oakton 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

Oakton Community College Contact:

Brian Bacon
Manager, College Transitions Programs
Oakton Community College
1600 E Golf Rd
Des Plaines, IL 60016
Phone: 847/635-1267
bbacon@oakton.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.

Oakton Community College



Dr. Joianne Smith
President

10/5/2021

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor

Southern Illinois University Carbondale

10/5/21

Date

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE AND SOUTH SUBURBAN 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 Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs.

Individual community colleges have signed individual sub-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:

- South Suburban 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 South Suburban College.

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 South Suburban 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

SSC Contact:

Anissa Jones
Dean of Student Development
South Suburban College
15800 State Street
South Holland, IL 60473
Phone: 708/596-2000
ajones@ssc.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.

South Suburban College

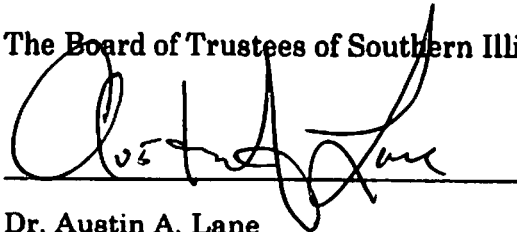


Dr. Lynette Stokes
President

11/17/21

Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor

Southern Illinois University Carbondale

11/17/21
Date

Illinois Community College Board

**SALUKI STEP AHEAD AGREEMENTS BETWEEN SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE AND SHAWNEE 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 Accounting, Business Administration, Criminology & Criminal Justice, Psychology, Health Care Management, and Radiologic Sciences programs.

Individual community colleges have signed individual sub-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:

- Shawnee 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 Shawnee Community College.

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 Shawnee 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.
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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

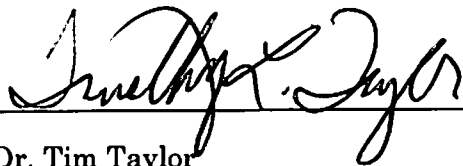
SCC Contact:

Danielle Boyd
Registrar
Shawnee Community College
8364 Shawnee College Rd
Ullin, IL 62992
Phone: 618/634-3298
Fax: 618/634-3346
danielleb@shawneecc.edu

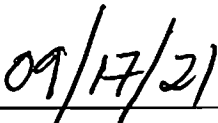
4. This Subagreement represents the entire agreement of the Parties regarding the subject matter hereof and supersedes all prior agreements or understandings, oral or written, regarding same. Except as otherwise expressly stated herein, this Subagreement may be amended only by further written instrument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

Shawnee Community College

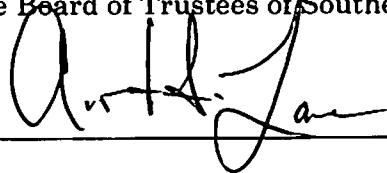


Dr. Tim Taylor
President

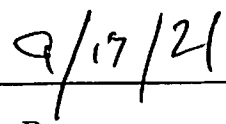


Date

The Board of Trustees of Southern Illinois University



Dr. Austin A. Lane
Chancellor



Date

Southern Illinois University Carbondale

Item #10.1
January 28, 2022

UNAPPROVED

Agenda
448th Meeting of the
Illinois Community College Board

Zoom Meeting
<https://us02web.zoom.us/j/88470182079?pwd=MmtyZGJzOXdzSUkzNnVkc0ZpOXF3dz09>

Meeting ID: 884 7018 2079
Passcode: GrJtM3
One tap mobile
+13126266799,,88470182079#,,, *400269# US (Chicago)

Dial by your location
+1 312 626 6799 US (Chicago)
Meeting ID: 884 7018 2079
Passcode: 400269

December 3, 2021

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the December 3, 2021 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:05 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the zoom call: Craig Bradley, An-Me Chung, Teresa Garate, Suzanne Morris, Larry Peterson, Paige Ponder, Lynette Stokes, and Jaleel Harris, Student Board member, were present. Terry Bruce and Nick Kachiroubas were absent. A quorum was declared.

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

Chair Lopez called the meeting to order with the following statement: Though the Governor's disaster proclamation does not in person meetings are necessarily infeasible, the head of a public body may determine that an in-person meeting is not practical or prudent given the disaster. Given the onset of the variant, he made that determination, hence we find ourselves now meeting remotely. He stated that he does anticipate the January 28, 2022 meeting to be held in person at Lincoln Land Community College in the Trutter Center. It is important to note that as a part of this determination, the ICCB will be keeping a verbatim recording of this meeting for a period of 18 months, as required by law. This zoom meeting will be recorded. Also, to be noted, ICCB staff, Jeff Newell, is present at the ICCB 2nd floor conference room, per requirements of the OMA law.

Chair Lopez stated that he, and Dr. Durham, participated in the Governor's Commission on Workforce Equity and Access meeting last week. It was the third meeting of this commission. The central goal of this commission is to create a vision for an equitable, accessible, and effective future state workforce system with a focus on three recommendation areas: key design enhancements/improvements to the state workforce

system, the streamlining of state agencies, and the governance structure and state leadership needed for execution.

Though the meeting seems to be mostly about the Workforce Innovation and Opportunity Act (WIOA), community college programs are coming up in the conversation often. The community college system is in a great position to be responsive to the needs of the Commission. As open access institutions, community colleges are perhaps best situated to meet the needs of the students being discussed in the conversation.

Chair Lopez also wanted to acknowledge the efforts of the community colleges in meeting the COVID vaccine and test mandate that was issued by the Governor. In the face of enrollment challenges, COVID fatigue, and vaccine hesitancy, community colleges are all doing their very best to implement the mandate and meet the spirit of the mandate, which is to get more people vaccinated. The Board thanks them for their hard work as they navigate through the mandate and everything else.

One of the items on the agenda is about how colleges have been helping students through mental health needs. These needs have been heightened and highlighted throughout the pandemic. In addition to managing through this mandate, colleges have also been working to meet the heightened needs of students. The Board will be hearing from two community colleges on their best practices in achieving this goal while facing obstacles.

Chair Lopez went on to acknowledge Craig Bradley, who was recently featured in piece on WSIL-TV in Southern IL (Carterville) entitled: *Unsung Hero*. Among the many things that the video and accompanying article pointed out was that Craig serves as the coordinator for Phi Theta Kappa at Shawnee Community College and that he was instrumental in bringing a food pantry to campus, that he often helps to keep stocked. Finally, he acknowledged the recent “semi-retirement” of Paige Ponder from One Million Degrees, where she served as the CEO for over 9 years. One Million Degrees is an organization that helps support community college students as they go down their career path, providing wrap around services. They are very active in the City of Chicago. The new CEO of the organization is Aneesh Sohoni, while Ms.Ponder has transitioned to Senior Advisor and is currently exploring her next career pathway.

Item #2.1 - Appointment to the Illinois Community College System Foundation Board

The ICCB has a seat reserved on the Illinois Community College System Foundation Board, which was last occupied by member Heuerman and vacated some time ago when he resigned from the ICCB Board. As the Foundation has recently transitioned to new leadership, the Board will now be charged with assigning a new member to fill that seat again.

Chair Lopez then opened the floor for nominations for the position of ICCB representative on the Illinois Community College Foundation Board.

Larry Peterson made a motion to nominate and elect Craig Bradley for the position of representative on the Illinois Community College Foundation Board, which was seconded by Suzanne Morris.

There were no other nominations.

A roll call vote was taken with the following results:

An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
Larry Peterson	Yea	Lazaro Lopez	Yea

The motion to nominate and elect Craig Bradley as the new ICCB Board member representative on the Illinois Community College Foundation Board was approved. Student advisory vote: Yes.

Chair Lopez congratulated and thanked Member Bradley.

Item #3 - Board Member Comments

There were no comments.

Item #3.1 - Illinois Board of Higher Education Report

Teresa Garate reported the IBHE has not met since the last ICCB meeting, which was held on September 17th. The IBHE last met on September 15th. However, given the revised timeline for the Governor's Budget address, IBHE has been busy putting together the budget recommendation for higher education. They have a statutory obligation to present a budget recommendation on behalf of all higher education, which includes ICCB, ISAC, and the public universities. The IBHE staff has met with ICCB leadership on their budget request, which they have incorporated into the final budget recommendation. The IBHE plan is to approve those budget recommendations at the January 2022 meeting, which is currently scheduled for January 28th, but they will be moving it up in January, likely around January 10th, to vote on this. The expectation is that IBHE will be requesting 5% for all of higher education in the recommendation.

The IBHE also has a meeting on December 14th, where Dr. Durham will be presenting on the Economic Impact study. This is also the time when the Community College Presidents will be giving their annual update to IBHE, so it is a nice opportunity to highlight community colleges overall.

IBHE kicked off their Commission on Equitable Public University Funding on November 9th. The Commission must provide a report of its findings to the General Assembly no later than July 1, 2023. Community Colleges are not involved in this commission, but in conversations with Dr. Durham, there has been some discussions with Advocacy organizations on community college funding.

Meanwhile, IBHE is busy working on the implementation of the Early Childhood Consortium and their Strategic Plan. One of their staff will be primarily responsible for the tracking of the plan. ICCB staff will continue to work closely on the plan.

Item #4 – Executive Director Report

Executive Director Brian Durham also congratulated Board member Bradley on the article as well as member Ponder for her move from OMD CEO and wished her luck with her future plans. Dr. Durham attended a virtual luncheon held by OMD to introduce their new CEO.

Beginning next week, ICCB staff, along with Deputy Governor for Education Martin Torres, will hold four virtual regional meetings with the community college presidents to discuss the following three topics: A Discussion of Capital, COVID Protocols for Spring, and Enrollment Trends on Campuses.

Dr. Durham also discussed the proposed schedule for priority areas and how those are developed going forward. This document was made outlining specific areas of focus for each upcoming Board meeting in 2022.

- January 28 Board meeting will focus on:
 - Board Goals Update
 - Future of Work
 - proposed presentation from the Illinois Green Economy Network and an update from Heartland Community College and their partnership with Rivian.
 - Committees are also charged with discussing their proposed Board priority areas as well.
- March 25 Board meeting will focus on:
 - Rural Partnerships:

Item #10.1
January 28, 2022

- proposed presentation from Southeastern IL College and Rend Lake College on their shared services agreement, which is on December 3, 2021 meeting's agenda for approval.
- proposed panel discussion of rural dual credit participants, colleges and high schools.
- Committees Discuss their proposed Board Priority areas
- June 17 Board meeting will focus on:
 - Board Goals Update, tying strands together
 - Committees Report out on their proposed Board Priority areas for the upcoming year
- August Board Retreat will focus on:
 - Board Goals Review
 - Board Priority Area Review

The document will be emailed out to the members after the Board meeting.

Item #5 – Financial Empowerment Task Force Presentation

Under House Resolution 270 it specifies that universities, community colleges, and financial institutions in Illinois are required to participate in a task force for financial empowerment. The Financial Empowerment Task Force for the Bank On Illinois Commission has two team members, Jorge Arteaga, Midwest Program Manager at Young Invincibles, and Bola Delano, Deputy Director for the Illinois Office of Comptroller, that presented to the Board on the initiatives and directives of the program.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Faculty Association

Dr. Julia DiLiberti stated the annual conference, named the “Year of the Pandemic”, took place virtually on November 12th. During the conference, attendees shared stories of what the pandemic brought to their campus and what the community colleges are doing for the students during these tough and stressful times. There were grant winners, faculty scholarships, and student scholarships given out during the conference also. The main speaker, Preston Jackson, was also there to give a presentation.

Lastly, Dr. DiLiberti stated there is a need for faculty to have standing and the voice that they deserve as an advisory board; however, the members have trouble meeting because their institutions do not provide them with a standing release time to do so. If these faculty members meet, it is either late after hours or they are required to take their own time to do so.

Item #6.2 - Illinois Community College Trustees Association

Mr. Jim Reed stated the Association met on November 12-13th and discussed the following: Adopted ICCTA's 2022 Legislative Goals; received a report on the Illinois General Assembly's fall 2021 veto session and coordinated efforts with higher education partners to oppose House Bill 2778 (mandated paid COVID leave for education personnel); learned that the Illinois Community College Board will ask for a 5% increase in Fiscal Year 2023 community college funding; discussed the legislature's accelerated 2022 spring session schedule, which will run January 4 – April 8; were informed that ICCTA has been invited to participate in monthly legislative briefings on diverse vendor contracts which ICCB reports indicate that Illinois community colleges are not yet meeting the 20% aspirational goal; noted that the 2021 Illinois Community College System Economic Impact Study found that Illinois community colleges account for \$3.5 billion in economic output and more than 43,000 jobs; were informed that Gov. JB Pritzker's administration will move forward soon on appointing the trustee representative to the ICCB board; and heard updates on federal legislation, including the proposed \$1.75 trillion Build Back Better Act and the \$1.2 trillion Infrastructure Investment and Jobs Act.

Item #10.1
January 28, 2022

The Association also adopted the guidelines and criteria for ICCTA's new Gregg Chadwick Student Service Scholarship; removed the age requirement for the ICCTA Lifelong Learning Award; were informed that the ICCTA Diversity Committee is developing an anti-racism statement for consideration at ICCTA's March 2022 board meeting; and congratulated three trustees on their elections during the Association of Community College Trustees' October 13-16 Leadership Congress in San Diego: Dr. Maureen Dunne (Central Region director, ACCT Board); Torrie Newsome (Central Region member, ACCT Diversity Committee), and Greg Wolfe (chair, ACCT Central Region Nominating Committee).

The members learned that ICCTA's November 12 Trustees Roundtable drew record participation. Three topics were discussed: techniques to reverse enrollment trends; new vocational/technical curricula and programs; and COVID compliance and accountability. They also heard that ICCTA's March 2022 seminar will focus on college budgeting and finance; and received a suggestion to sponsor a seminar on the Business Enterprise for Minorities, Women, and Persons with Disabilities Act.

There will be a Legislative Summit held in February 2022.

Item #6.3 - Illinois Council of Community College Presidents

Dr. Jonathan Bullock stated the first in-person meeting was held this past November. There will also be a new president orientation breakfast that will be held on Friday, January 21, 2022 at Parkland College.

The Presidents are actively working with the Illinois Community College Marketing Collaborative (ICCMC) and the universities in making a case for the Governor to veto HB 2778. The messaging will emphasize several key points:

- The op-ed will be positive in nature, focusing foremost on sharing a summary of the positive contributions the institutions have made to bring students back safely to campus and ensure they are meeting their educational goals, despite pandemic operations over the last year. This effort will require data to share from various colleges and universities, which our marketing and public relations which is already being compiled.
- The second part of the editorial will focus on how HB 2778, which was drafted without input from higher education, could jeopardize and disrupt the systems and processes that are already in place that allow higher education to provide critical courses and services on campus, while mitigating spread. It is important to ensure the educational goals of every student remain uninterrupted and acknowledge HB 2778 could lead to significant staffing challenges that may drive of our institutions back to a more remote, and less effective, environment.

The meeting with the executive committee of the university presidents and chancellors' group at the end of November went extremely well. It was agreed to form small working groups to collaboratively address areas related to MAP funding, SURS earnings cap, shared purchasing opportunities, Business Enterprise Program (BEP) goals, CDB funds release, joint marketing, and legislative advocacy. Also addressed was workforce shortages through multiple means, such as consortium models, collaborative partnerships, streamlining transfer, and focused applied community college baccalaureate degrees.

The updated list of appropriated capital funding projects has been submitted to the ICCB and Deputy Governor Torres' office. The ICCB staff held regional meetings with the presidents and Deputy Governor Torres to help assist community colleges and the students with this issue.

Finally, an opportunity has recently arisen to work with a key legislator on drafting potential legislation for creating an AIM High type program for short-term community college certificates

and credentials in high demand areas. This will be a key legislative focus for spring. It is hopeful to be able to share more information in January. The Council will also continue to move forward with assembling a small taskforce of presidents to address this issue long-term. Also, a focused topic for 2022 will be specific funding for students, such as, the MAP or federal funding that isn't available for community college students.

Item #6.4 - Student Advisory Council

Student Board member, Jaleel Harris, stated there was a meeting held on November 18th. There were introductions of members and updates of what is currently happening with individual institutions. Committee officers were also named.

Item #7 - Committee Reports

Item #7.1 - Finance, Budgeting, Accountability and External Affairs Committee

The committee met on the morning of December 3rd at 8:00a with An-Me Chung, Larry Peterson, and Lynette Stokes in attendance. The following items were discussed: Spring 2022 Legislative Agenda – this item is on the agenda to be voted on by the Board; Legislative Update – there was a brief update given; Public Relations and Marketing Update – the National Apprenticeship Week and Illinois Postsecondary Profiles Release were discussed; Fall 2021 Enrollment Report – is under the information items to be reviewed by the board; January 2022 Regulatory Agenda – this item is on the agenda to be voted on by the Board under the consent agenda; and the Employee Guidebook Update – there is an addition being made under the Remote Work Policy and Procedures and will need to be approved under the consent agenda.

Item #7.1a - Spring 2022 Legislative Agenda

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

The Illinois Community College Board hereby approves the following Spring 2022 Legislative Agenda and authorizes board staff to introduce legislation to enact Agenda:

1. Accelerated Placement into Dual Credit
2. High School Equivalency (HSE) Certificate Name Change

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #7.2 - Academic, Workforce, and Student Support Committee

The committee met on the morning of December 3rd at 8:00a with Paige Ponder, Suzanne Morris, Teresa Garate, Jaleel Harris, and Craig Bradley in attendance. The following items were discussed: ICCB Recognition Manual Process; Transfer Boost; Diversity, Equity, and Inclusion (DEI) Update; New Units– were also reviewed.

The High School Equivalency – State Constitution Timeline was also discussed.

- ICCB will extend the suspension of the state constitution test to June 30, 2022. It was due on December 31, 2021. There is a new online test in development with CAIT at Western IL University. Additional time is needed to complete the test, the Spanish language version,

and the Corrections version. It's estimated to be completed before the end of the 1st quarter in 2022. The new date for implementation of the State Constitution requirements is July 1, 2022.

Item #8 - Community College's Usage of Federal Funds to Support Student Mental Health

Before the Pandemic and as the state began to enter it, there was discussion about how to serve the mental health needs of students on campus.

Some included legislation: Mental Health Early Action on Campus Act (110 ILCS 58) which passed in 2019 and intended to address gaps in mental health services on college campuses across Illinois, including both 2-year and 4-year institutions, through training, peer support, and community-campus partnerships, and included areas of focus such as advisor, mental health conditions, telehealth, campus ratios for service, and technical assistance. P.A. 102-0373: Student ID Mental Health Info - Suicide Prevention Efforts requires a suicide prevention number on student ID cards and adds a provision to the Mental Health Early Action on Campus Act requirements for raising mental health awareness. If the college issues student ID cards, it must provide contact information for the National Suicide Prevention Lifeline, the Crisis Text Line, and the college's mental health counseling center or program on the back of each student ID. Otherwise, the college must publish the contact information on its website.

The session on Mental Health provided an overview of how community colleges have utilized federal COVID relief funding to address mental health challenges that have been exasperated by the pandemic. The discussion focused on best practices and the challenges that colleges are facing in this context. Two colleges, Lincoln Land Community College, Dr. Lesley Frederick the Vice President for Student Services, and Moraine Valley Community College, Dr. Scott Freidman the Dean for Student Engagement, highlighted some of their local efforts to address student mental health.

Dr. Frederick provided an overview on their Telemental Health program which is a type of virtual mental health support, asynchronous and synchronous resources, unlimited texting, emailing, and asynchronous video messaging. LLCC implemented this in Spring 2021. It began with 1 live session per month: increasing to 2 live sessions per month beginning in January 2022. Students log into the app/webpage and create a profile and identify characteristics that are important to them, e.g. gender, ethnicity, religion, gender identity, veteran status, etc. Students can also choose a language preference (service is open to our Adult Ed students and many are ESL). There are countless resources available to the students and can access various assessments, guides, pamphlets, and other digital resources. LLCC also provided resources to employees such as, provided Mental Health First Aid Training to large numbers of campus constituents, including faculty, and provided Professional Development for student services staff and other employees around topics such as poverty informed practice, compassion fatigue, trauma informed care, etc.

Dr. Freidman provided an overview of mental health services offered at Moraine Valley Community College, which includes: The Counseling & Career Development Center staffed by licensed master's counselors and social workers. Counselors provide holistic academic, career, and personal counseling focused on short-term intervention. Intensive mental health services, medication management, long-term therapy, and mental health emergencies are referred to community mental health agencies. The Center is staffed by 6 full-time and 6 part-time Counselors and is in the process of utilizing targeted federal funding to temporarily increase staffing. The power point presentation can be found on the ICCB website.

Item #9 - New Units

Item #9.1 - Permanent Approval: Carl Sandburg College, College of DuPage, Elgin Community College

Paige Ponder made a motion, which was seconded by Lynette Stokes, 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

Carl Sandburg College

- Agribusiness Associate of Applied Science (A.A.S.) degree (60 credit hours)
- Advanced Agriculture Certificate (30 credit hours)
- Agricultural Mechanization A.A.S. degree (63 credit hours)
- Agricultural Mechanization Certificate (31 credit hours)
- Medical Assistant A.A.S. degree (60 credit hours)
- Welding A.A.S. degree (60 credit hours)
- Advanced Welding Certificate (31 credit hours)

College of DuPage

- Internet of Things Proficiency Certificate (36 credit hours)

Elgin Community College

- Medical Assisting Certificate (30 credit hours)

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Absent	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. An-Me Chung had to step out of the meeting and was absent for this vote. Student advisory vote: yes.

Item #10 - Adoption of Minutes

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

Item #10.1 - Minutes of the September 17, 2021 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the September 17, 2021 meeting as recorded.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Absent	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. An-Me Chung had to step out of the meeting and was absent for this vote. Student advisory vote: yes.

Item #11 - Consent Agenda

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

Item #11.1 - Illinois Community College Board January 2022 Regulatory Agenda

The Illinois Community College Board hereby approves the January 2022 Regulatory Agenda listed below:

ILLINOIS COMMUNITY COLLEGE
BOARD JANUARY 2022 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 2022
- 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
Rules Coordinator
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 anticipates possible amendments to its administrative rules to conform with the Grants Accountability and Transparency Act.
- B) Statutory Authority: Grant Accountability and Transparency Act [30 ILCS 708/]
- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: September 2022
- 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
Rules Coordinator
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): New Part Assignment Pending

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 2022

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
Rules Coordinator
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): New Part Assignment Pending

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]

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- C) Scheduled meeting/hearing dates: None have been scheduled.
- D) Date agency anticipates First Notice: May 2022
- 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
Rules Coordinator
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 #11.2 - Rend Lake College and Southeastern IL College Institutional and Academic Alliance Intergovernmental Agreement

The Illinois Community College Board hereby approves the Institutional and Academic Alliance Intergovernmental Agreement Between Rend Lake College and Southeastern Illinois College.

Item #11.3 - Revision to ICCB Employee Guidebook Appendix III: Remote Work Policy and Procedures

The Illinois Community College Board hereby approves the following addition to the employee guidebook:

Appendix III: Remote Work Policy and Procedures

Eligibility Considerations for Remote Work

Remote work is not an entitlement and can only be approved through a voluntary agreement between supervisor and employee. Supervisors have discretion in deciding whether an employee is a candidate for remote work. Some employees may not be eligible for remote work arrangements due to specific job requirements, impact on a team, or the supervisor's assessment of the employee's ability to be successful in this arrangement. Any remote work arrangement made will be on a trial basis for the first three months.

ICCB has the right to cancel, suspend or alter employee remote work privileges at any time for any reason.

Position Eligibility for Remote Work:

- Has job functions that can be performed at a remote site without diminishing the quality of the work or disrupting productivity.
- Does not require an employee's presence in the office on a daily or routine basis.
- Allows for an employee to be as effectively supervised as they would be if the job functions were performed in the office.
- Does not impact overall operations of the division and the agency and interactions required with colleagues or constituents is minimal.
- Involves measurable or quantifiable work product.
- Has minimal or flexible need for specialized materials or equipment available only in the

office.

Emergency Authorized Remote Work

In the event of an emergency, such as building mechanical failure, weather disaster, or pandemic, ICCB may allow or require employees to temporarily work from home to ensure the safety of its employees to maintain the continuity of agency business. These employees will be advised of such requirements by their supervisor.

Temporary Expanded Remote Work (New Addition)

Temporary expansion of remote work beyond the two or three day maximum allowed under this policy may be an option for employees in extraordinary circumstances. In those circumstances, an employee may work up to five days per week remotely within one concurrent 30-day period per fiscal year. A request for temporary expanded remote work shall initially be approved by the employee’s direct supervisor. If approved, the employee shall submit the request to the Human Resources Department for final approval.

Temporary expanded remote work does not require completion of a new remote work agreement; however, approval must be documented, which can be done by email. Temporary expanded remote work is not appropriate as a substitute for sick time off and should not be used when the employee’s own or a family member’s illness or injury interferes with the employee’s ability to perform their work as they would in a normal office setting

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Absent	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. An-Me Chung had to step out of the meeting and was absent for this vote. Student advisory vote: yes.

Item #12 - Information Items

There was no discussion.

Item #12.1 - Fiscal Year 2021 and 2022 Financial Statements

Item #12.2 - Fall 2021 Enrollment Report

Item #12.3 - Recognition Manual for the Illinois Public Community College Districts 2021-2025

Item #12.4 - Basic Certificate Program Approval approved on behalf of the Board by the Executive Director

Item #13 - Other Business

There was no other business.

Item #14 - Public Comment

There was no public comment.

Item #15 - Executive Session

Item #15.1 - Employment/Appointment Matters

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Suzanne Morris made a motion, which was seconded by Teresa Garate, to approve the following motion:

I move to enter Executive Session for the purpose of **Employment/Appointment Matters** which qualify as acceptable exceptions under Section 2(c) of the Open Meetings Act to hold a closed session.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Absent	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. An-Me Chung had to step out of the meeting and was absent for this vote. Student advisory vote: yes. The Board entered executive session at 11:35 a.m.

* * * * *

An-Me Chung entered the executive session at 11:43 a.m.

* * * * *

Lynette Stokes made a motion, which was seconded by Teresa Garate, to reconvene Public Session at 11:45 a.m.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #16 - Executive Session Recommendations

There were no recommendations.

Item #16.1 - Employment/Appointment Matters

Item #17 - Extension of the Executive Director Employment Agreement

Suzanne Morris made a motion, which was seconded by Paige Ponder, to approve the following motion:

It is recommended that the following motion be adopted: The Board hereby approves the proposed revisions to the Employment Agreement between Dr. Brian Durham and the Board, effective immediately.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #18 - Adjournment

Teresa Garate made a motion, which was seconded by Paige Ponder, to adjourn the Board meeting at 11:50 a.m.

Chair Lopez announced once again, the plan is to conduct the January 28, 2022 Board meeting in person at Lincoln Land Community College in the Trutter Center.

A roll call vote was taken with the following results:

Craig Bradley	Yea	Larry Peterson	Yea
An-Me Chung	Yea	Paige Ponder	Yea
Teresa Garate	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Illinois Community College Board

FISCAL YEAR 2023 CAPITAL BUDGET REQUEST

The Illinois Community College Board Fiscal Year 2023 Capital Budget Request contains three components: recommended funding allocations to all projects that have been appropriated but not funded, capital renewal grants, and college specific projects.

RECOMMENDED ACTION

The motion recommended for adoption:

The Illinois Community College Board hereby:

1. Approves the Fiscal Year 2023 Capital Budget Request for the Illinois Community College System as presented in the attached Table 1 and Table 2;
2. Authorizes the submission of the request to the Governor's Office of Management and Budget, the Illinois Board of Higher Education, and the Illinois General Assembly; and,
3. Authorizes its Executive Director, with the concurrence of the Chair, to make technical adjustments to the request if new, pertinent data become available.

BACKGROUND

Three components of the fiscal year 2023 capital request:

1. Support for allocating funds to the projects appropriated in the fiscal year 2020 Rebuild Illinois Capital Plan (Public Act 101-0029): The Rebuild Illinois Capital Program, established in FY2020, is the largest ever program for higher education. It included \$479 million for new capital projects and statewide deferred maintenance at community colleges. The appropriated projects included 37 projects from ICCB's fiscal year 2020 capital list, capital renewal funds, and legislative initiatives.

Re-appropriations for projects funded in prior years but never released is needed as the State must issue bonds to finance the projects and authorize the release of funding before the projects can commence. Table 1 summarizes the Rebuild Illinois projects and the re-appropriation projects.

2. Capital Renewal/Deferred Maintenance: The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities. Historically, capital renewal grants were allocated to each community college based on the amount of owned gross square feet of each district, however CDB and GOMB may choose to fund projects of need submitted by districts that do not correlate with gross square footage. The first project on Table 2 is the Capital Renewal/Deferred Maintenance request.

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3. College Specific Projects: Colleges request state funding for construction projects in their Resource Allocation and Management Plan (RAMP) which is submitted annually to the ICCB. This year the ICCB received 97 requests which totaled over \$973 million. Community colleges are required to match state resources with a twenty five percent local match for each project. Table 2 summarizes the 52 projects prioritized on the ICCB capital list that will be submitted to the Governor's Office of Management and Budget, the Illinois General Assembly, and the Illinois Board of Higher Education. Projects were evaluated and ranked using criteria established in the Administrative Rules of the Illinois Community College Board. Narratives follow to support the 52 specific college project requests. An additional project includes the Capital Renewal/Deferred Maintenance request. Table 3 lists every project submitted by the colleges as part of their FY2023 RAMP requests.

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Table 1
Illinois Community College Board
Fiscal Year 2023 Capital Budget Recommendation for Release of Funds

College	Project	State Funding	Local Match	Project Total
Black Hawk College	Energy Efficient Upgrades	\$ 1,000.0	\$ 333.3	\$ 1,333.3
Carl Sandburg College	Customer service renovations and other improvements	\$ 200.0	\$ 66.7	\$ 266.7
City Colleges of Chicago	Misc. capital improvements	\$ 27,613.4	\$ 9,204.5	\$ 36,817.9
City Colleges of Chicago Kennedy King College	Culinary Arts Facility	\$ 12,020.0	\$ 4,006.7	\$ 16,026.7
City Colleges of Chicago Olive Harvey College	Funding for New Building	\$ 533.7	\$ 177.9	\$ 711.6
City Colleges of Chicago Olive Harvey College	Additional funding for new building	\$ 1,943.2	\$ 647.7	\$ 2,590.9
City Colleges of Chicago Truman College	Capital improvements	\$ 5,000.0	\$ 1,666.7	\$ 6,666.7
City Colleges of Chicago- Wilbur Wright College	Feasibility study for expansion of the Humboldt Park Vocational Ctr	\$ 1,000.0	\$ 333.3	\$ 1,333.3
City Colleges of Chicago Wright College	Humboldt Park Ed Center Improvements	\$ 5,255.0	\$ 1,751.7	\$ 7,006.7
College of DuPage	Instructional Center Noise Abatement	\$ 1,560.0	\$ 520.0	\$ 2,080.0
College of DuPage	Temporary Facilities Replacement	\$ 20,000.0	\$ 6,666.7	\$ 26,666.7
College of DuPage	Science , Technology, Engineering, Mathematics Center *	\$ 125.0	\$ 41.7	\$ 166.7
College of Lake County	Student Services Building	\$ 35,274.0	\$ 11,758.0	\$ 47,031.9
College of Lake County	Construction of a classroom building and other capital improvements	\$ 26,713.1	\$ 8,904.4	\$ 35,617.5
College of Lake County	Classroom Building at Grayslake Campus	\$ 6,143.1	\$ 2,047.7	\$ 8,190.7
College of Lake County	Building Renovations	\$ 800.0	\$ 266.7	\$ 1,066.7
Elgin Community College	Optician laboratory technology space	\$ 300.0	\$ 100.0	\$ 400.0
Elgin Community College	Capital improvements for mechatronics	\$ 200.0	\$ 66.7	\$ 266.7
Harper College	Engineering and Technology Center Renovations	\$ 619.7	\$ 206.6	\$ 826.3
Harper College	Upgrading parking lots and other improvements	\$ 1,410.0	\$ 470.0	\$ 1,880.0
Heartland Community College	Challenger Learning Center construction costs	\$ 86.1	\$ 28.7	\$ 114.8
IL Eastern Community Colleges Lincoln Trail College	Refrigeration and Sheet Metal Technology Building	\$ 1,660.0	\$ 553.3	\$ 2,213.3
IL Eastern Community Colleges Olney Central College	Collision Repair Technology Center	\$ 120.0	\$ 40.0	\$ 160.0
IL Eastern Community Colleges Wabash Valley College	Student Center	\$ 4,480.0	\$ 1,486.7	\$ 5,966.7
IL Eastern Community Colleges Frontier College	Student education and support center renovation	\$ 2,642.9	\$ 881.0	\$ 3,523.9
Illinois Central College	Classroom renovations and other improvements	\$ 80.0	\$ 26.7	\$ 106.7
Illinois Central College	Building	\$ 5,163.8	\$ 1,721.3	\$ 6,885.1
Illinois Valley Community College	Agriculture facility building	\$ 150.0	\$ 50.0	\$ 200.0
Illinois Valley Community College	Community Technology Center	\$ 210.0	\$ 70.0	\$ 280.0
Joliet Junior College	Renovation of Utilities	\$ 320.0	\$ 106.7	\$ 426.7
Joliet Junior College	Infrastructure improvements	\$ 50.0	\$ 16.7	\$ 66.7
Kankakee Community College	Laboratory Classroom Facility	\$ 47.0	\$ 15.7	\$ 62.7
Kankakee Community College	Infrastructure improvements	\$ 1,494.1	\$ 498.0	\$ 1,992.1
Kaskaskia	Vandalia Campus Infrastructure Improvements	\$ 6,200.0	\$ 2,066.7	\$ 8,266.7
Lake Land College	Rural Development Technology Center	\$ 8,400.0	\$ 2,800.0	\$ 11,200.0
Lake Land College	Workforce Relocation Center	\$ 10,930.0	\$ 3,643.3	\$ 14,573.3
Lake Land College	Student Services Building Addition	\$ 8,950.0	\$ 2,983.3	\$ 11,933.3
Lewis & Clark Community College	Daycare and Montessori	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Lewis & Clark Community College	Engineering Annex	\$ 1,700.0	\$ 566.7	\$ 2,266.7
Lewis & Clark Community College	Greenhouse renovations	\$ 875.0	\$ 291.7	\$ 1,166.7
Lewis & Clark Community College	Erickson Hall renovations	\$ 200.0	\$ 66.7	\$ 266.7
Lincoln Land Community College	Sangamon Hall Renovations	\$ 3,315.0	\$ 1,105.0	\$ 4,420.0
Lincoln Land Community College	Exterior repairs and other improvements	\$ 335.0	\$ 111.7	\$ 446.7
McHenry County College	Greenhouse	\$ 750.0	\$ 250.0	\$ 1,000.0
McHenry County College	Pump house	\$ 120.0	\$ 40.0	\$ 160.0
Morton College	Emergency Generator	\$ 195.0	\$ 65.0	\$ 260.0
Morton College	Construction of a new facility	\$ 660.0	\$ 220.0	\$ 880.0
Moraine Valley Community College	Renovation of buildings A, B, and L and health careers center	\$ 43,063.4	\$ 14,354.5	\$ 57,417.9
Oakton Community College	Skokie Campus Improvements	\$ 100.0	\$ 33.3	\$ 133.3
Oakton Community College	Addition and remodeling of Des Plaines Campus	\$ 31,866.5	\$ 10,622.2	\$ 42,488.7
Oakton Community College	Classroom Renovations	\$ 125.0	\$ 41.7	\$ 166.7
Parkland College	Student Services Center Addition	\$ 215.0	\$ 71.7	\$ 286.7
Parkland College	Safety Improvements to Chemistry Lab	\$ 100.0	\$ 33.3	\$ 133.3
Prairie State College	Capital Improvements*	\$ 2,839.4	\$ 946.5	\$ 3,785.8
Prairie State College	Roof Replacement	\$ 2,100.0	\$ 700.0	\$ 2,800.0
Richland Community College	Student Success Center Renovation and Addition	\$ 330.9	\$ 110.3	\$ 441.2
Richland Community College	Student Success Center Renovation and Addition additional funds	\$ 391.6	\$ 130.5	\$ 522.1
Rock Valley College	Infrastructure Improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Arts Instructional Center	\$ 8,600.0	\$ 2,866.7	\$ 11,466.7
Rock Valley College	Classrooms Building II	\$ 17,000.0	\$ 5,666.7	\$ 22,666.7
Rock Valley College	Renovation and Expansions	\$ 1,766.1	\$ 588.7	\$ 2,354.8
Rock Valley College	Science Lab Improvements and campus improvements	\$ 100.0	\$ 33.3	\$ 133.3
Rock Valley College	Reconstruction and Improvements to the Stenstrom Center	\$ 200.0	\$ 66.7	\$ 266.7
Shawnee Community College	Metropolis facility improvements	\$ 70.0	\$ 23.3	\$ 93.3
South Suburban College	Construction of Allied Health Addition in addition to funds previously appropriated	\$ 35,776.3	\$ 11,925.4	\$ 47,701.7

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Table 1
Illinois Community College Board
Fiscal Year 2023 Capital Budget Recommendation for Release of Funds

College	Project	State Funding	Local Match	Project Total
South Suburban College	Gym and Maintenance Facility renovations	\$ 1,040.0	\$ 346.7	\$ 1,386.7
South Suburban College	Infrastructure improvements	\$ 100.0	\$ 33.3	\$ 133.3
South Suburban College	Roofing and exterior repairs	\$ 145.0	\$ 48.3	\$ 193.3
Southeastern Illinois College	Construction of a Vocational Building	\$ 1,650.0	\$ 550.0	\$ 2,200.0
Southwestern Illinois Community College	Site improvements at Central Quad	\$ 880.0	\$ 293.3	\$ 1,173.3
Triton College	Technology Building	\$ 330.0	\$ 110.0	\$ 440.0
Triton College	Infrastructure improvements	\$ 400.0	\$ 133.3	\$ 533.3
Triton College	ADA Compliance	\$ 20.5	\$ 6.8	\$ 27.4
Triton College	Infrastructure improvements	\$ 105.0	\$ 35.0	\$ 140.0
Waubonsee Community College	Replace Building A	\$ 2,900.0	\$ 966.7	\$ 3,866.7
Waubonsee Community College	Construction & Renovation of CTE building	\$ 12,669.7	\$ 4,223.2	\$ 16,892.9
TOTAL \$=Thousands		\$ 426,705.4	\$ 142,235.1	\$ 568,940.5

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**Illinois Community College Board
Table 2
Fiscal Year 2023 New Capital Budget Recommendations**

Rank	District	Project Title	Request for Local Funds	Request for State Funds	Total Project Funding
	Statewide	Capital Renewal Grants/Deferred Maintenance	\$52,870,140	\$158,610,420	\$211,480,560
1	508 City Colleges	STEM Labs	\$5,040,000	\$15,120,000	\$20,160,000
2	515 Prairie State	Allied Health Building	\$4,899,689	\$14,699,066	\$19,598,755
3	513 Illinois Valley	Library / Student Success Center	\$1,391,900	\$4,175,900	\$5,567,800
4	504 Triton	Window Replacements Student Resource Buildings	\$538,100	\$1,614,200	\$2,152,300
5	517 Lake Land	Rehabilitation of Kluthe Center	\$1,263,563	\$3,790,688	\$5,054,251
6	524 Moraine Valley	Career & Technical Education Lab Expansion	\$2,187,800	\$6,563,200	\$8,751,000
7	510 South Suburban	Renovate Labs	\$748,976	\$2,246,927	\$2,995,903
8	526 Lincoln Land	Menard Hall Renovations	\$3,642,725	\$10,928,175	\$14,570,900
9	540 Heartland	Agriculture Building/Complex	\$5,844,200	\$17,532,600	\$23,376,800
10	513 Illinois Valley	Center for Excellence in Teaching, Learning, and Assessment	\$770,800	\$2,312,400	\$3,083,200
11	504 Triton	Window Replacements Line Buildings Phase 2	\$626,200	\$1,878,500	\$2,504,700
12	522 Southwestern Illinois	Belleville Main Complex Renovations and Repair	\$9,892,566	\$29,677,669	\$39,570,235
13	525 Joliet Junior	Eastern Portion of District Campus Construction	\$4,401,975	\$13,205,925	\$17,607,900
14	505 Parkland	Biological/Chemical and Physical Sciences Training Center	\$5,981,681	\$17,934,285	\$23,915,966
15	529 IL Eastern	ADA Improvements to Public Restrooms and Other Capital Improvements	\$1,513,774	\$4,541,321	\$6,055,095
16	532 College of Lake County	Wellness and Health Sciences Center	\$4,609,432	\$13,828,297	\$18,437,729
17	540 Heartland	Career Technical Education Building	\$12,110,279	\$36,330,839	\$48,441,118
18	520 Kankakee	Phase II of the Technology Center Building Renovation	\$945,600	\$2,836,800	\$3,782,400
19	528 McHenry County	First Responder Training Center	\$2,424,850	\$7,274,551	\$9,699,401
20	502 College of DuPage	S.T.E.M Center	\$15,365,505	\$46,096,514	\$61,462,019
21	506 Sauk Valley	CTE Expansion	\$2,875,000	\$8,625,000	\$11,500,000
22	507 Danville Area	Julius W Hegeler II Hall	\$951,325	\$2,853,953	\$3,805,278
23	539 John Wood	Parking Lot Repairs - Main Campus	\$106,000	\$318,000	\$424,000
24	523 Kishwaukee	Art and Floral Design Program Space Consolidation	\$1,050,000	\$3,150,200	\$4,200,200
25	531 Shawnee	Main Campus Parking	\$79,957	\$239,873	\$319,830
26	530 John A. Logan	Student Life Building C and Library Remodel	\$1,986,642	\$5,959,923	\$7,946,565
27	516 Waubensee	Collins Hall Remodel	\$4,165,200	\$12,495,600	\$16,660,800
28	536 Lewis and Clark	Roadway, Parking Lot & Sidewalk Improvements	\$1,426,200	\$4,278,500	\$5,704,700
29	501 Kaskaskia	Parking Lot & Drainage Improvements	\$716,880	\$2,150,640	\$2,867,520
30	535 Oakton	Eastern District Expansion – Building Addition	\$7,055,000	\$21,165,000	\$28,220,000
31	514 Illinois Central	Architectural Panel/Window/Door Replacement Academic Building	\$667,761	\$2,003,284	\$2,671,045
32	521 Rend Lake	Student Center Addition	\$3,147,800	\$9,443,700	\$12,591,500
33	521 Rend Lake	Applied Science Center Addition	\$1,512,900	\$4,565,400	\$6,078,300
34	539 John Wood	Learning Center (B Building) Roof Replacement	\$95,400	\$286,200	\$381,600
35	518 Carl Sandburg	Asphalt Sidewalk Replacement Project	\$112,898	\$338,697	\$451,595
36	537 Richland	Master Plan Phase II (Innovative Learning Arts)	\$3,725,000	\$11,175,000	\$14,900,000
37	522 Southwestern Illinois	Manufacturing Training Academy Phase II	\$2,531,914	\$7,595,743	\$10,127,657
38	503 Black Hawk	New Career and Technical Education Building at the Quad-Cities Campus	\$12,680,743	\$38,042,227	\$50,722,970
39	528 McHenry County	Multi-Purpose Addition	\$3,421,564	\$10,264,692	\$13,686,256
40	534 Spoon River	Drama Auditorium/Theater Addition to Multipurpose Facility	\$3,219,000	\$9,657,000	\$12,876,000
41	522 Southwestern Illinois	Allied Health Sciences Building	\$15,582,220	\$46,746,661	\$62,328,881
42	508 City Colleges	Student Success Centers	\$3,877,875	\$11,633,625	\$15,511,500
43	509 Elgin	Building F Remodel and Renovation	\$4,390,300	\$13,170,900	\$17,561,200
44	503 Black Hawk	New Student Center at the East Campus	\$7,488,707	\$22,466,000	\$29,954,707
45	527 Morton	Building Envelope Upgrades	\$965,300	\$2,895,900	\$3,861,200
46	521 Rend Lake	Advanced Technology Center	\$7,187,300	\$21,561,700	\$28,749,000
47	539 John Wood	Ag Center Heat Pumps Replaced	\$23,850	\$71,550	\$95,400
48	517 Lake Land	Remodel of Northwest Classroom Building	\$3,161,063	\$9,483,187	\$12,644,250
49	525 Joliet Junior	Health Professions Expansion	\$4,401,975	\$13,205,925	\$17,607,900
50	528 McHenry County	Library / Student Success Center Renovations	\$2,098,862	\$6,296,585	\$8,395,447
51	515 Prairie State	New Student Life and Campus Center	\$9,331,855	\$27,995,564	\$37,327,419
52	526 Lincoln Land	Sangamon and Menard Hall Renovations	\$2,682,725	\$8,048,175	\$10,730,900
Total FY2023 Capital Project Request			\$249,788,970	\$749,382,681	\$999,171,652

PROJECT DESCRIPTIONS:

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

Priority #1 City Colleges of Chicago STEM Labs: Scope of work to include the design and construction of district wide STEM labs. The colleges with the most immediate need are Truman College (Biology Labs), Wright College (Science & Technology Labs), Olive-Harvey (Chemistry), Kennedy King (Launch Pad Technology Lab), and Dawson Technological Institute (Combination Welding Program Lab). At Truman College the project scope includes the renovation of Microbiology Labs, Anatomy & Physiology, and Prep Areas. The scope of work at Wright College and Olive-Harvey includes the renovation of existing 1,400 sq. ft. labs to bring them up to the modern standards of the current curriculum. The renovated Welding Labs at Kennedy King College's satellite campus Dawson Technical Institute will modernize the existing 5,000 sq. ft. welding laboratory to include 12-16 new welding booths, lecture space, tool crib, and related equipment. At Kennedy King College the Tech Launch Pad lab will convert an existing 1,000 sq. ft. classroom into a 24-student technology lab. Scope of work to include new floor finishes, dropper ceiling & lighting, upgrade mechanicals, computer stations and related power & data, and AV system.

Priority #2 Prairie State Allied Health Building: The Allied Health building will add 27,840 gross square feet of laboratory, classroom, and faculty office space to the College's physical plant. The two remaining temporary bungalows that are in poor condition will be demolished and the new Allied Health Building will be constructed between the Health Training Center and the Wellness Center. Another 10,000 gross square feet (GSF) of space in the Main Building will be renovated and reassigned to other academic programs after the nursing and nursing assistant programs move to the new building.

Priority #3 Illinois Valley Library / Student Success Center: Jacobs Library is situated in Buildings A and C on the IVCC Oglesby Campus. Currently, the space occupied by the library functions solely as a library. Remodeling the library has the potential to allow IVCC to establish and grow a comprehensive student success center, which would integrate library services with academic support services, specifically the Writing Center, the Peer Tutoring Center, and the Student Technology Help Desk. In order to renovate the existing Library and create a new Student Success Center within this space for Illinois Valley Community College, the existing 15,720 square feet Library currently located on the middle level of Buildings A and C along with the immediately adjacent corridor space will require complete renovation.

Priority #4 Triton Window Replacements Student Resource Buildings: Triton College's Line Buildings are comprised of four buildings. These buildings were constructed in the late 1960's and still have the original windows which are now over 50 years old. The windows leak and offer no thermal rating. New windows would eliminate the leaks as well as greatly improve the energy efficiency of the buildings.

Priority #5 Lake Land Rehabilitation of Kluthe Center: The Kluthe Center was completed in the mid-1990s. The college has made numerous, renovations and improvements in order to accommodate the growth in the number of students it serves, repair/replace inefficient or worn-out equipment, comply with federal and state laws relevant to disabled students, or update classroom space to facilitate a new instructional program. The college has attempted to address the maintenance and improvement projects in our existing buildings through the use of Protection, Health, and Safety funds, ADA funds, Capital Renewal Grants, as well as various college based budgetary funds. These projects have helped to address individual problems but will not be sufficient to deal with many of the more serious structural, design, and mechanical issues the college faces as the buildings continue to age.

Priority #6: Moraine Valley Career & Technical Education Lab Expansion: This project will consist of a renovation of the existing building. The current programs exist within Building T located at the southwest portion of the academic core of the campus. The expansion requirements for the programs include approximately 11,000 square feet. Instructional spaces will also accommodate hands-on labs, and audiovisual/technical equipment will be designed to allow for various types of teaching and learning configurations to be developed.

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A major accommodation will include access drives for the Automotive Technology Lab and the Welding Lab to accommodate deliveries and vehicle access. Storm water management strategies will also be implemented to account for the additional impervious area being added to the campus footprint. This project will be designed in accordance with Leadership in Energy and Environmental Design (LEED) standards and will incorporate energy-efficient mechanical systems. Additionally, renewable energy systems will be considered and may be incorporated into the project to support the programmatic components within the building.

Priority #7” South Suburban College Renovate Labs: The general scope of work entails the renovation of two biology labs and two physics labs. The current labs are outdated and have equipment that is over 20 years old. Their current layout and equipment do not meet today’s high-tech standards for learning environments. The new learning environment in each lab shall consist of 4 chair student workstations with center isles for circulation. The new spaces will serve a dual function for lecturing and lab work. New ceilings with new dimmable LED lighting appropriate for the working environment. Walls will be repaired and painted along with a new chemical resistant epoxy floor system will be installed. New electrical power will be provided as required along with new plumbing, air and gas as needed for new student workstations. An ADA workstation will be a part of the new student workstations. The existing HVAC system and temperature controls will be upgraded as required to provide comfort in the space. New fixed equipment such as base and wall cabinets with glass doors will be installed. A new teacher workstation with the flexibility to lecture and instruct during lab sessions will also be installed. New markerboard(s) and a new smart board will be installed. Existing emergency shower and fume hoods will be upgraded or replaced.

Priority #8 Lincoln Land Menard Hall Renovations: Renovation to areas on the 1st floor and lower level of Menard Hall to improve student services and college function. The renovation will include mechanical updates to lighting, heating and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radius, etc.

Priority #9 Heartland Agriculture Building/Complex: The new Agriculture building/complex project consists of a new stand-alone building of approximately 48,400 gross square feet, along with site utility work and other site improvements. The project will include classrooms, laboratories, offices, general use spaces, and support facilities spaces for the instruction of Agriculture and Horticulture programs. The laboratories provided will accommodate plant science, soils, precision agriculture, Ag-mechanics, and general computer work. The special use facilities will consist of a fully functioning greenhouse with related ancillary spaces.

Priority #10 Illinois Valley Community College (IVCC) Center for Excellence in Teaching, Learning, and Assessment: The Learning Commons is situated in Building D on the IVCC Oglesby Campus. Currently, the large open space is occupied by the Writing Center, the Student Help Desk, and the Peer Tutoring Center. The space also houses six offices. Four of the offices are occupied by academic support staff and two offices are currently occupied by full-time faculty from the science department. Changes to the Learning Commons have the potential to allow IVCC to establish and grow a larger space that will serve professional development and instructional technology needs of IVCC faculty. Paired with the potential of renovating the current library into a comprehensive student success center, remodeling and changes in the current Learning Commons would include relocating the Student Technology Help Desk, the Writing Center and the Peer Tutoring Center from the Learning Commons to the current library to create a student success center. Once the Help Desk, Writing Center and Peer Tutoring Center are relocated to the student success center, considerations should be made to remodel the current Learning Commons into a new space to house and expand services and programs provided by IVCC’s Center for Excellence in Teaching, Learning, and Assessment (CETLA).

Priority #11 Triton Window Replacements Line Buildings Phase 2: Replace existing original windows in Triton College's Line Buildings which are comprised of four buildings. In order to install new windows in the Line Buildings, a thorough site analysis needs to be completed. The following lists activities, which will be related to proper installation of new windows: A detailed site analysis of the windows will be required.

The site analysis will determine what interior work is required as well as whether or not any of the window caulking needs to be abated; A detailed set of construction documents will then be prepared for bidding; and replacement of windows.

Priority #12 Southwestern Illinois College Belleville Main Complex Renovations and Repair: The Main Complex suffers from overuse and lack of funding for repairs. The complex houses classrooms, laboratories, lecture halls, administrative and faculty offices, primary athletic facilities, a theatre, campus food service facilities, printing services, and central shipping and receiving. The 275,000 gross square foot building is a three-story structure with a basement that also houses offices, the Print Shop and athletic support facilities. The building is typically in operation 18 hours daily serving in excess of 7,000 full time equivalent students each day. Interior renovations would include: fire protection systems, classrooms, offices and lecture halls, upgrade technology services, modify heating and cooling system for zoned dampers to reduce energy costs, heating ventilating air conditioning and refrigeration (HVAC) laboratory, main theatre, accessibility improvements, science labs, flooring, plumbing mechanical electrical. Exterior renovations would include doors, masonry, electrical and roofing. All renovations will employ sustainable design elements utilizing LEED guidelines for Existing Buildings.

Priority #13 Joliet Eastern Portion Campus Construction: Location and acquisition of an acceptable new site for the Eastern portion of the district Campus. This would involve identifying an available property within the desired service area of the district. Additionally, the selected location will need to meet the accessibility needs of the college in terms of public and private modes of transportation. Construct a new facility of approximately 40,000 square feet to serve all students in the district. The facility will be designed to provide a full range of credit and non-credit classes, including all of the required courses for an Associate in Arts transfer degree as well as GED, English as second language (ESL), special interest, youth, adult and life-long learning classes and provide space for proctored testing. Within the structure will be general education classrooms, labs space for biology and chemistry, computer lab space, conference space, food service, resource center, student lounge space, faculty/staff and administrative support office space, mechanical and custodial operations, and storage space. An appropriately sized utility building will be provided for grounds maintenance equipment and operation.

Priority #14 Parkland Biological/Chemical and Physical Sciences Training Center: The new Science Addition will be a 2-story, approximately 44,000 gross square feet structure located on available land immediately adjacent to the existing L-Wing on the north side of the Parkland College campus. The building will connect to the L-Wing on both floor levels and be designed to meet the specific programmatic needs identified below. It will also be designed to be compatible with the existing campus architecture in terms of form and materials usage.

Priority #15 Illinois Eastern ADA Improvements to Restrooms and Other Capital: The District has an estimated 19,500 square feet of restroom space at its existing locations. However, the District has a limited number of ADA compliant restrooms on its campuses. This remodel project will take our current restroom space located on each campus and ensure accessibility exists in every building. The work necessary to accomplish this would consist of a re-design of the current floor plan(s) of the existing restrooms. This redesign would include the removal and reduction of commode stalls to accommodate individuals in wheelchairs and other physical limitations. Washing sinks would require adjustment to necessary minimum heights to ensure proper access. Some of our existing wash sinks currently have exposed plumbing that require insulation or other protective barriers. Entryways to restrooms would require reconfiguration to allow for minimum width and clearance requirements as well as purchase and installation of automatic door openers to accommodate entrance to the restrooms.

Priority #16 College of Lake County Wellness and Health Sciences Center: Fifty years ago, the average person was under the care of one or two health-care professionals. Now, the average healthy person relies in upwards of 5-6 professionals for their overall health care. Consequently, integrated patient care is increasingly necessary for the future of health sciences. The College of Lake County (CLC) has over 12 high-demand, health career academic programs delivered across three campuses, including Grayslake, Lakeshore, and Southlake. However, programs on the Grayslake campus are scattered across various buildings and in spaces that lack a dynamic learning environment reflective of the professional settings in healthcare and limit an ability to design learning that models the integrated delivery of healthcare today.

The Wellness and Health Sciences Center would bring health and wellness programming into a single state-of-the-art learning environment. The Center will provide students with opportunities to work seamlessly in a setting that better mirrors the way they will be engaging in patient care as professionals at area hospitals and other healthcare facilities. The Center will be designed with a specific focus to train on nursing, allied health, and wellness professions. The Wellness and Health Sciences Center will be an integrated training facility where students will learn patient care using the tools and techniques used in top-notch healthcare facilities.

Priority #17 Heartland Community College Career Technical Education Building: In order for Heartland Community College to seize the current and future opportunities in the CTE areas, a new 83,400 GSF building is necessary at the College's main campus in Normal, Illinois. Based on current and projected enrollment trends as well as the findings from a recent gap analysis associated with these programs, the proposed new facility will accommodate the following programs: maintenance, welding, manufacturing, building facilities (BULD), construction (CNST), computer aided design/drafting Program (CAD), flexible learning for industrial technology education (FLITE), business technology and digital media.

Priority #18 Kankakee Phase II of the Technology Center Building Renovation: The renovation of the Technology Center at Kankakee Community College will enhance program space that has been in use since the 1970's. The Scope of Work associated with Phase II of this project includes the renovation of approximately 13,600 square feet (SF) of existing space located on the First Floor and Second Floor of Building V at Kankakee Community College. The primary purpose of this project is to upgrade and expand the following programs: Automation / Hydraulics, Automotive Technology, and Criminal Justice, Electrical Engineering Technology, and Innovation Lab.

Priority #19 McHenry First Responder Training Center: A First Responder Training Center at McHenry County College is needed to accommodate and expand existing programs and to be able to develop new ones that will serve the residents of the larger McHenry County area needs. Current space restrictions limit the ability and type of training current programs can offer, in particular Fire Science and Criminal Justice.

Priority #20 College of DuPage S.T.E.M. Center: This new facility would consist of 105,000 square feet within three stories located on west side of the College of DuPage main campus. The building will create a learning environment designed to meet evolving S.T.E.M. educational needs of today as well as enable the College to creatively address the needs of the future. The S.T.E.M. Center will serve as the foundation for the College of DuPage efforts to create interactive blended learning in Science, Technology, Engineering and Mathematics (STEM).

Priority #21 Sauk Valley Community College (SVCC) CTE Expansion: The project planning phase will encompass a College-wide assessment to determine critical enhancements necessary to ensure SVCC's Career and Technical Education (CTE) space and equipment is suitable to serve the District's students. Additionally, the College will engage a certified architect/engineer to assist with project planning and construction oversight. The CTE expansion at SVCC will require a 10,000sqft addition to the west-end of the SVCC main facility. The expansion will make room for SVCC's CTE programs, including but not limited to, Agriculture, Welding, Multi-craft Technology, HVAC, and Electrical Engineering. Site preparations for the expansion footprint will require the demolition of two existing substandard structures and excavation of existing employee parking. The expansion will also require additions to SVCC's main facility's electrical and HVAC infrastructure.

Priority #22 Danville Area Community College Julius W Hegeler II Hall: Danville Area Community College plans to move and expand the Healthcare Professions Department to the former Army Reserve Center adjacent to the campus, which has been acquired by the college. The location will serve as classrooms and training labs for nursing students. This new facility will be named Julius W Hegeler II Hall, Danville Area Community College.

Priority #23 John Wood Parking Lot Repairs - Main Campus: Portions of main driving lanes constructed in 2001 are used daily for deliveries by Tractor-Trailer style trucks in addition to large Box Trucks and waste/recycling trucks. Additionally, several areas have developed "alligating" due to fluctuations of the subsurface, primarily from ground water

beneath with seasonal changes. Finally, we have many "seams" unraveling in the pavement in our oldest asphalt parking lot, circa 1996, that serves our Science and Technology building. All of these areas create potential risks to pedestrians and vehicles.

Priority #24 Kishwaukee Art and Floral Design Program Space Consolidation: The Project Scope includes the relocation of the existing Ali Program and Floral Design Program from the B1400 Wing into existing vacant space within the A Wing. Once this relocation consolidation work is complete, the B1400 Wing will be completely vacant and no longer required to support the College's long-term needs. As a result, the College will demolish the existing B1400 Wing and restore the site in an effort to reduce ongoing operating costs for the College.

Priority #25 Shawnee Main Campus Parking: The main campus entrance, parking lot, and driveway around campus needs rehabilitation and upgrading due to the lifecycle condition and need of ADA upgrades. Existing pavement needs to be replaced and new pedestrian walkways and features need to be constructed. Project will consist of pavement rehabilitation and resurfacing for facility entrances and facility access ways. Project will also include new sidewalk/walking path construction. Included will also be pavement maintenance for parking areas and adjoining site facility areas at the main campus facility.

Priority #26 John Logan First & Second Floor Student Life Building C and Library Remodel: The spaces in lower and upper "C" building have gone largely unchanged for 40 years, though the delivery of services to students has changed dramatically. The spaces are no longer functional. The proposed renovations provide additional and properly designed office, meeting/conference, and facility space for Student Services and auxiliary services such as the student life areas and food services. The available 47,996 square feet area for the renovation provides offices, testing areas, tutoring areas, waiting area, and administrative staff spaces to support the college.

Priority #27 Waubensee Collins Hall Remodel: This building has not been significantly remodeled since it was built in 1970. This building contains a large portion of student services i.e., tutoring, supplemental education, and the library. This is a critical resource to the college and needs to be updated. The building suffers from many technological deficiencies as well as accessibility and general safety concerns. The scope of the Collins renovation includes a full interior renovation. Primary areas and offices in Collins that will be impacted by the renovation of the building include the library, tutoring, and other academic support areas which provide direct support to students. Other areas in Collins include training and support for faculty and online instruction, a TV studio, information technology support spaces and administrative offices.

Priority #28 Lewis and Clark Roadway Parking lot, Sidewalk Improvement: This project includes pervious pavers to lots such as the Wade faculty/staff parking lot, Ringhausen and Gilman parking areas and the Math and Science building parking lots. Construction of the final phases of bioswales in the Hatheway parking lot will promote further sustainable practices by controlling storm water runoff. The campus sees steady traffic during the spring and fall semesters and through events hosted throughout the year of nearly 200,000 visitors. In addition, delivery trucks are routinely on campus adding wear and tear on the roads over time. This has led to deterioration of the asphalt roadway. Extensive patching of roadways is no longer adequate and requires replacement. Civil Engineers have identified the most severely damaged roadways and parking lots that need immediate attention and this project addresses those concerns.

Priority #29 Kaskaskia Parking Lot Drainage: The scope of work includes removal and replacement of the existing West, East, ST Annex and Agricultural Education Center (AEC) parking lots on the Main Campus and includes drainage improvements. The parking lot improvements involve the replacement of approximately 468,850 square feet of parking area. The work includes removing the existing concrete pavement, constructing stone sewers (including concrete gutters, inlets and pipe), grading the subgrade, and constructing the proposed pavement (hot-mix asphalt pavement on aggregate subgrade on lime modified soil), and completing all miscellaneous work, including the restriping of the parking lots.

Priority #30 Oakton Eastern District Expansion – Building Addition: The College is looking to construct and renovate a building approximately 50,000 gross square feet for the Eastern Campus that will serve as the new entrance to the College,

coordinate services most needed by students and the community, and better connect with the Des Plaines and Skokie campuses. It will include the construction of interior spaces highlighted in the next section. The final result is a campus that is student and community centered, while enhancing the ability of the faculty to provide the highest quality environment for teaching and learning.

Priority #31 Illinois Central Architecture panel window door replacement: The current air handling units (AHUs) are approximately 45 years old and have reached their serviceable life-span. The current HVAC system continually has maintenance issues and is frequently under repair. The system is not energy efficient and would be replaced by Air Handlers and new duct work that would be significantly more reliable and energy efficient. The current air handlers are still on pneumatic controls, we would upgrade these to electronic controls allowing us better control resulting in more efficiency of the system. We would also upgrade the control sequences to improve efficiency also. Additionally, if we added cooling to areas that don't currently have it, we would significantly increase comfort to the students and staff. We would maximize comfort and efficiency of the building as it pertains to HVAC.

Priority #32 Rend Lake Student Center Addition: Building an addition to the existing Student Center will enhance Rend Lake College student life and expand institutional opportunities. The addition would expand the Student Center to include a student commons area, bookstore, and conference center. Currently, there is no central location on campus for students to gather, interact, eat, relax, and participate in recreational activities. Over half of the original Student Center space has been converted to house the addition and growth of the Culinary Arts program; thus, the Student Center space has dwindled in size and functionality.

Priority #33 Rend Lake Applied Sciences Center Addition: Growth centered in the Applied Science Center shop and classroom area is most conspicuous in the Diesel, Agricultural Mechanics, and Heavy Equipment. The new Applied Sciences Center Addition will be an extension of the existing facility. Spaces planned for the addition include three new service bays, a combine bay, two classrooms for instruction, a diesel laboratory, a small student lounge, restrooms, and storage spaces. Site Improvements to consist of accessible walks, site lighting, aprons and drives, connection to the facility storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, and HVAC controls system. A sub-surface investigation will be performed along with soil borings for building suitability.

Priority #34 John Wood Community College Learning Center (B Building) Roof Replacement: Remove and replace 23,500 sq ft of extremely durable synthetic roofing membrane (EPDM) roofing which is original from 2001 construction.

Priority #35 Carl Sandburg Asphalt Sidewalk Replacement Project: This project includes a topographic survey of the existing asphalt sidewalks and concrete ramps to determine their compliance with ADA and establish a base map for the replacement of the asphalt walkways. This project will replace approximately 33,000 square feet of existing asphalt sidewalks with new 5" concrete sidewalks. Site work will include regarding the existing surfaces to address areas that are found to be out of compliance with accessibility requirements.

Priority #36 Richland Master Plan Phase II (Innovative Learning Arts): The scope of this project reflects the future space needs and incorporates utilizing the "Doing It Right This Time" (DIRTT) System for interior partitions. Refinements to the specific scope of this project will be addressed once funding for planning has been determined. In following with College efforts to increase sustainability, the project's estimate has been adjusted to reflect current building costs necessary to meet LEED criteria.

Priority #37 Southwestern Illinois College Manufacturing Training Academy Phase II: The project includes 14,313 square feet dedicated to expanding the manufacturing trades. With the recent award from DCEO, Southwestern Illinois College plans on breaking ground on Phase I of the Manufacturing Training Academy (MTA) in the mid-summer of 2022. The demand for skilled employees in trades such as welding, computerized numerical control (CNC) machining, and precision machining has grown. According to the Bureau of Labor Illinois is 2nd in the nation for states seeking machinists with more than 31,790 employed across the state. Phase II of the MTA will add 14,313 square feet to the state-of-the-art

facility by adding four (4) large classrooms, four (4) large computer rooms for programming, two (2) offices, and supporting areas. When this facility is complete, it will have over 45,455 square feet and house multiple large scale, high-end manufacturing equipment such as 3D printers, CNC machines, precision machines, welding, and robotics.

Priority #38 Black Hawk College New Career and Technical Education Building at the Quad-Cities Campus: As part of the Strategic Plan, in 2019 Black Hawk College (BHC) contracted EMSI to complete an Economic Overview and Gap Analysis. This report compared current credit degree and certificate offerings as well as non-credit offerings with the job demands within a 90 mile radius of the Quad-Cities campus and compared the education level required for employment and the number of individuals completing the educational requirements within this region. Based on the research and data collection gathered and looking at innovative business "startups" in the region, Black Hawk College is looking to develop a Career and Technical Education (CTE) Center on its Quad-Cities (QC) campus in Moline, Illinois. This new CTE facility will allow existing programming to be modernized and accommodate programming that has not been offered on the QC campus. New programming will be accommodated in this new space as well, including automotive body repair, diagnostic medical sonography, occupational therapist assistant, HVAC/Refrigeration, and microbrewing/craft distillery. Program support spaces including program specific classroom space, shared classroom space, and faculty/staff offices will allow for students to have convenient access to support their success.

Priority #39 McHenry Multi-Purpose Addition: In order to address the lack of large meeting space on campus to support events such as career fairs, college fairs, and industry-related events, as well as to create space to support the health and wellness of the college community and the community-at-large, a new addition and a series of renovations to the existing facilities will need to be implemented.

Priority #40 Spoon River Drama Auditorium/Theatre Addition Multipurpose Facility: The plans for the Multipurpose Facility originally included a 16,200 square foot drama theater, classrooms for physical education classes, a student-athlete study center and additional storage space, making it truly a "multipurpose" facility, but the theater and classrooms were removed from the revised plans in 2015 due to lack of available funding. This project would construct a Drama Theater connected to the existing Multipurpose Facility so they would share the common entryway, lobby, restrooms, and concession stand. In addition to the theater, the College would construct two 600 square foot classrooms, an 800 square foot athletic study center, two offices for athletic/student services staff and additional storage space for athletics.

Priority #41 Southwestern Allied Health Sciences Building: In 2019, the District requested an Environmental Scan and Gap Analysis report be produced as part of its Strategic Planning Process. The group preparing the report analyzed the area's economy and projected job openings between 2018-2028. The report indicated Hospitals as a Key Industry subsector in the District, with a projected 9.7% growth in the job market over the next decade. Several programs were identified as areas in which a gap needed to be filled within the area including Nursing Assistant / Aide and Patient Care Assistant / Aide, Emergency Medical Technology as well as Phlebotomy Technicians. The District assessed the capacity and utilization of the current facilities and compared the results against space needs, concluding that the utilization of the facilities for allied health science programs and educational venues were well beyond capacity. Programs proposed for this facility include Health Information Technology, Medical Assistant, Medical Laboratory, Nursing Education, Nursing Assistant, Emergency Medical Technology, Pharmacy Tech, Physical Therapist Assistant, Radiologic Technology, and Respiratory Care. Considering the anticipated growth in these allied health science fields and the district population, along with the age of the current facilities, there remains a need to expand the campus facilities.

Priority #42 City Colleges of Chicago Student Success Centers: Scope of work to include the design and construction of district wide Student Success Centers. At Malcolm X College's satellite campus West Side Learning Center, work would include architectural services to complete the design and construction of an addition, limited renovation necessary to add a Student Success & Community Center to the building. This would create a student support space that currently does not exist on campus that would also provide additional public rest-rooms, storage, and new main entrance to the existing building. The Harold Washington and Truman College Student Success Centers will modernize the existing 21,000 and 25,000 sq. ft. libraries to include support services, student collaboration spaces, a maker's space, and traditional library

functions. At Daley College's satellite campus, Arturo Velazquez Institute, the scope of work includes the conversion of a 3,500 sq. ft. portion of an existing conference room space into a Student Success and Welcome Center. Design and construction to include breakout rooms for small group instruction, service desks for student support, new AV/IT systems, computer stations, lounge space, and upgraded finished.

Priority #43 Elgin Community College Building F Remodel and Renovation: Building F is a two (2) story structure that consists of 67,376 gross sq. ft./34,726 net sq. ft., it was built in 1995, and is currently in need of renovation. The building currently contains twenty-eight (28) classrooms/labs, twenty-four (24) offices, two (2) conference rooms, four (4) restrooms, and a study-lounge/lobby area. This project proposes to replace and upgrade the mechanical/HVAC systems. The building is currently served by two aging variable air volume (VAV) air handling units. Both supply conditioned air to a total of sixty-six parallel fan powered VAV boxes with hot water reheat; all are in need of replacement.

Priority #44 Black Hawk College New Student Center at the East Campus: The East Campus is lacking a Student Center that consolidates student service functions as well as multi-purpose space to serve students and the community. This proposed new 46,500 SF Student Center will be designed to accommodate the following programmatic needs: student service functions, campus bookstore, multi-purpose room, pre-function/support space, fitness center, locker rooms, collaborative classrooms, computer labs and office space. In order to create a new ""front door"" for the campus and to provide a more welcoming experience for students and the community, the new facility is planned to be connected to the first and second floor levels of existing Building A on campus and will be positioned toward the main entrance drive. By connecting the new facility at both floor levels, overall circulation throughout the campus will also be improved, and access to these critical functions on campus will be greatly enhanced.

Priority #45 Morton College Building Envelope Upgrades: The Building Envelope Upgrades project at Morton College is required to address deteriorating roofing systems and masonry walls throughout various portions of the campus. Without these upgrades, the current conditions on campus will continue to allow water infiltration into the buildings, causing ongoing damage to interior finishes as well as potential structural degradation to the buildings. The existing roofing systems on Buildings A, C, D, and F are all well beyond their normal service life of 20 years and are in need of complete removal and replacement. The College is currently spending thousands of dollars annually to repair and patch these existing roofing systems in an effort to protect the facilities. In many cases, as roof leaks appear, classes are disrupted as repairs are made within classrooms and labs caused by roof leaks.

Priority #46 Rend Lake College Advanced Technology Center: This project would provide several enhancements to the Advanced Technology Center, the hub for career technical programs, including: 10 classrooms large enough to instruct from 25 to 45 students each with a mix of tables and desks to be used and the teachers desks all to comply with current accessibility standards; 12 laboratories for the use of all the computers, welding, robotics, criminal justice, and electronics labs large enough to seat 25 to 35 students; a new state of the art welding department, occupied by 42 new welding booths, and 12 grinding stations with proper ventilation; a new state of the art robotics lab; two study lounges are to be provided that will seat 15-20 students each; 30 offices for the entire department to be provided for the faculty and staff. Site Improvements consist of a new entry plaza and development, accessible walks, site lighting, connection to the campus storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, a building emergency generator and HVAC controls system. The Advanced Technology Center is home to multiple programs including Welding, Industrial Electronics, and Office Systems Technology.

Priority #47 John Wood Community College Ag Center Heat Pumps Replaced: Project would replace 15 existing geothermal heat pumps. The heat pumps have been rated to be in Poor Condition after an inspection by a mechanical engineer from Klingner and Associates.

Priority #48 Lake Land College Remodel of Northwest Classroom Building: This major remodeling project will include a comprehensive renovation of the Northwest Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors, and restrooms. The mechanical and electrical systems will also

be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room. Programs involved: Math and Science, Social Science, Humanities, Allied Health, Student Common Areas, Student Study Areas, and Instructional Design.

Priority #49 Joliet Junior College Health Professions Expansion: The Health Professions Expansion will be a new structure that will help the college expand the high-demand nursing, allied health, and emergency services programs to meet projected growth. The structure site will be located in close proximity to the current Health Professions building. The expanded facilities will include laboratory, classroom, office, and instructional space designed to incorporate new and future technologies, especially in simulation centers providing situational skills practice. The project will provide for the following: create expanded space for the health professions curriculum including: the addition of six new biology, health sciences, and simulation laboratory rooms; the addition of up to twelve new classrooms or group study; space for up to ten offices, reception, and conference room for faculty and support staff.

Priority #50 McHenry County College Library / Student Success Center Renovations: As one of the major hubs on campus that supports student engagement and overall student success as well as a tremendous resource that serves the community-at-large, the existing Library at McHenry County College is in need of significant renovations, re-organization, and upgrades. Once completed, the new Library / Student Success Center will accommodate the following spaces / functions: library, student success center, on-line learning center, teaching and learning center (TLC), open collaborative space for faculty and staff training, TLC staff offices and conference space. As part of the proposed renovation work, the existing mechanical, electrical and plumbing (MEP) infrastructure that serves the existing spaces will be completely upgraded, and the technology that serves the spaces will be replaced in order to accommodate the significant amount of technology and audio-visual equipment that will be incorporated within the area of renovation.

Priority #51 Prairie State College New Student Life and Campus Center: The Student Life and Campus Center will be located on the east side of the Main Building. The facility will add 45,000 gross square feet of new flexible, student activity and support spaces. This will be the fifth addition to the Main Building since initial occupancy in 1975. The new facility will house 7,500 gross square feet (gsf) of classroom space; 3,400 gsf of office space for student government and other student organizations; 5,600 gsf of meeting rooms, flexible student activity and gathering spaces; and 28,500 gsf of general use space to accommodate relocation of the bookstore and food service/dining areas. Prairie State College needs an adequate gathering space for student activities that is acoustically isolated from instructional areas. This building will afford students, faculty, and staff appealing spaces to gather and engage in meaningful ways. With a national focus on increasing retention and graduation rates for community college students, student engagement is imperative.

Priority #52 Lincoln Land Community College Sangamon and Menard Hall Renovations: Scope will include renovation to the 1st floor and lower level of Sangamon Hall South, 2nd floor of Sangamon Hall North, and 2nd floor of Menard Hall to relocate and improve the art program classrooms and labs, police station, faculty offices, and the create conference and student lounge/study spaces. The renovation to 2nd floor of Menard Hall will include classrooms, labs, lecture halls, offices, and the creation of conference and student space. The renovation will include mechanical updates to lighting, heating and air conditioning, electrical service, data access, plumbing, and asbestos remediation. The renovation will also include remediation of accessibility issues such as hallway widths, door push and pull areas, turning radii, etc. This project will establish more efficient utilization of existing space by consolidating the Art program classrooms and labs, creating student lounge and study spaces, providing adequate storage, meeting spaces, and offices, and upgrading the lecture halls to provide space for student functions.

Item #11.1
January 28, 2022

Illinois Community College Board
Table 3
All Projects submitted for Fiscal Year 2023 Recommendations

District	Project Title	Request for	Request for	Total Project
		Local Funds	State Funds	Funding
501 Kaskaskia	HVAC Equipment and Control Replacement	\$1,124,578	\$3,159,528	\$4,284,106
501 Kaskaskia	Parking Lot & Drainage Improvements	\$716,880	\$2,150,640	\$2,867,520
502 College of DuPage	S.T.E.M Center	\$15,365,505	\$46,096,514	\$61,462,019
502 College of DuPage	Student Success Center Renovation and Expansion	\$4,188,647	\$12,565,941	\$16,754,588
502 College of DuPage	Community Education and Training Center	\$3,047,129	\$9,141,387	\$12,188,516
502 College of DuPage	Cleve Carney Museum Expansion	\$2,583,829	\$7,751,486	\$10,335,315
503 Black Hawk	New Career and Technical Education Building at the Quad-Cities Campus	\$12,680,743	\$38,042,227	\$50,722,970
503 Black Hawk	New Student Center at the East Campus	\$7,488,707	\$22,466,000	\$29,954,707
504 Triton	Industrial Careers 2nd Floor Addition	\$18,717,300	\$56,151,800	\$74,869,100
504 Triton	Construction of Physical Plant	\$11,417,500	\$34,252,400	\$45,669,900
504 Triton	Career Discovery Center Building	\$9,948,500	\$29,845,400	\$39,793,900
504 Triton	New Health Career Building	\$7,944,800	\$23,834,400	\$31,779,200
504 Triton	Rehabilitation of Potable Water	\$646,200	\$1,938,500	\$2,584,700
504 Triton	Window Replacements Line Buildings Phase 2	\$626,200	\$1,878,500	\$2,504,700
504 Triton	Cerman Earth & Space Center Expansion	\$578,100	\$1,734,400	\$2,312,500
504 Triton	Window Replacements Student Resource Buildings	\$538,100	\$1,614,200	\$2,152,300
505 Parkland	Biological/Chemical and Physical Sciences Training Center	\$5,981,681	\$17,934,285	\$23,915,966
506 Sauk Valley	CTE Expansion	\$2,875,000	\$8,625,000	\$11,500,000
506 Sauk Valley	Community and Corporate Space	\$2,832,000	\$8,496,000	\$11,328,000
506 Sauk Valley	Learning Commons Upgrades	\$1,337,000	\$4,011,000	\$5,348,000
507 Danville Area	Julius W Hegeler II Hall	\$951,325	\$2,853,953	\$3,805,278
507 Danville Area	Storage Facility	\$138,712	\$416,136	\$554,848
508 City Colleges	STEM Labs	\$5,040,000	\$15,120,000	\$20,160,000
508 City Colleges	Student Success Centers	\$3,877,875	\$11,633,625	\$15,511,500
508 City Colleges	Boiler Replacements & Mechanical Upgrades	\$3,750,000	\$11,250,000	\$15,000,000
508 City Colleges	Elevator & Escalator Modernization	\$2,137,500	\$6,412,500	\$8,550,000
508 City Colleges	Parking Lot and Site Repaving & Upgrades	\$1,875,000	\$5,625,000	\$7,500,000
508 City Colleges	Bathroom Renovation & Galvanized Piping Replacement	\$1,750,000	\$5,250,000	\$7,000,000
509 Elgin	Building F Remodel and Renovation	\$4,390,300	\$13,170,900	\$17,561,200
509 Elgin	Building F Remodel and Renovation	\$4,390,300	\$13,170,900	\$17,561,200
510 South Suburban	Replace Deteriorated Galvanized Domestic Water Piping	\$2,630,250	\$7,515,000	\$10,145,250
510 South Suburban	Renovate Labs	\$748,976	\$2,246,927	\$2,995,903
513 Illinois Valley	Library / Student Success Center	\$1,391,900	\$4,175,900	\$5,567,800
513 Illinois Valley	New Agriculture Center	\$1,106,700	\$3,319,800	\$4,426,500
513 Illinois Valley	Center for Excellence in Teaching, Learning, and Assessment	\$770,800	\$2,312,400	\$3,083,200
514 Illinois Central	Pre-Engineered Metal Building - Grounds	\$845,478	\$2,536,432	\$3,381,910
514 Illinois Central	Architectural Panel/Window/Door Replacement Academic Building	\$667,761	\$2,003,284	\$2,671,045
514 Illinois Central	Remodel Study Carrel/Classrooms - Collaboration Rooms/Spaces	\$658,658	\$1,975,974	\$2,634,632
514 Illinois Central	AIT - AHU Replacement	\$334,513	\$1,003,538	\$1,338,051
515 Prairie State	New Student Life and Campus Center	\$9,331,855	\$27,995,564	\$37,327,419
515 Prairie State	Allied Health Building	\$4,899,689	\$14,699,066	\$19,598,755
515 Prairie State	Reconfiguration and Electrical Lighting to Parking Lots A,B,C,D and E	\$3,448,500	\$10,345,500	\$13,794,000
515 Prairie State	Music and Fine Arts Building	\$2,729,160	\$8,187,480	\$10,916,640
516 Waubensee	Collins Hall Remodel	\$4,165,200	\$12,495,600	\$16,660,800
517 Lake Land	Remodel of Northwest Classroom Building	\$3,161,063	\$9,483,187	\$12,644,250
517 Lake Land	Remodel of Northeast Classroom Building	\$1,877,375	\$5,632,125	\$7,509,500
517 Lake Land	Rehabilitation of Kluthe Center	\$1,263,563	\$3,790,688	\$5,054,251
518 Carl Sandburg	Asphalt Sidewalk Replacement Project	\$112,898	\$338,697	\$451,595
520 Kankakee	Renovation of the east portion of the existing third floor of the L Building	\$1,721,200	\$5,163,500	\$6,884,700
520 Kankakee	Phase II of the Technology Center Building Renovation	\$945,600	\$2,836,800	\$3,782,400
520 Kankakee	Relocation of Book Store	\$423,900	\$1,271,600	\$1,695,500
521 Rend Lake	Advanced Technology Center	\$7,187,300	\$21,561,700	\$28,749,000
521 Rend Lake	Student Center Addition	\$3,147,800	\$9,443,700	\$12,591,500
521 Rend Lake	Applied Science Center Addition	\$1,512,900	\$4,565,400	\$6,078,300
522 Southwestern Illinois	Allied Health Sciences Building	\$15,582,220	\$46,746,661	\$62,328,881
522 Southwestern Illinois	Belleville Main Complex Renovations and Repair	\$9,892,566	\$29,677,669	\$39,570,235
522 Southwestern Illinois	Student Recreation Gym	\$7,486,665	\$22,459,996	\$29,946,661
522 Southwestern Illinois	Belleville Campus Quadrangle	\$11,978,055	\$3,992,685	\$15,970,740
522 Southwestern Illinois	Manufacturing Training Academy Phase II	\$2,531,914	\$7,595,743	\$10,127,657
522 Southwestern Illinois	Sam Wold Granite City Campus Aviation Hangar	\$889,877	\$2,669,630	\$3,559,507
522 Southwestern Illinois	Belleville Campus Green Houses	\$320,170	\$960,510	\$1,280,680
523 Kishwaukee	Art and Floral Design Program Space Consolidation	\$1,050,000	\$3,150,200	\$4,200,200
524 Moraine Valley	Career & Technical Education Lab Expansion	\$2,187,800	\$6,563,200	\$8,751,000

Item #11.1
January 28, 2022

Illinois Community College Board
Table 3
All Projects submitted for Fiscal Year 2023 Recommendations

District	Project Title	Request for Local Funds	Request for State Funds	Total Project Funding
525 Joliet Junior	Eastern Portion of District Campus Construction	\$4,401,975	\$13,205,925	\$17,607,900
525 Joliet Junior	Health Professions Expansion	\$4,401,975	\$13,205,925	\$17,607,900
526 Lincoln Land	Menard Hall Renovations	\$3,642,725	\$10,928,175	\$14,570,900
526 Lincoln Land	Sangamon and Menard Hall Renovations	\$2,682,725	\$8,048,175	\$10,730,900
526 Lincoln Land	Millennium Center Renovations	\$1,030,913	\$3,092,737	\$4,123,650
527 Morton	Building Envelope Upgrades	\$965,300	\$2,895,900	\$3,861,200
528 McHenry County	Multi-Purpose Addition	\$3,421,564	\$10,264,692	\$13,686,256
528 McHenry County	First Responder Training Center	\$2,424,850	\$7,274,551	\$9,699,401
528 McHenry County	Library / Student Success Center Renovations	\$2,098,862	\$6,296,585	\$8,395,447
529 IL Eastern	ADA Improvements to Public Restrooms and Other Capital Improvements	\$1,513,774	\$4,541,321	\$6,055,095
530 John A. Logan	Student Life Building C and Library Remodel	\$1,986,642	\$5,959,923	\$7,946,565
530 John A. Logan	Parking Lot A, C, and Adjacent Roadways Resurfacing	\$901,425	\$2,704,278	\$3,605,703
530 John A. Logan	G Wing First Floor Renovations and Moisture Issue Mitigation	\$298,955	\$896,860	\$1,195,815
531 Shawnee	Main Campus Parking	\$79,957	\$239,873	\$319,830
532 College of Lake County	Deferred Maintenance	\$6,413,233	\$19,239,700	\$25,652,933
532 College of Lake County	Fine and Performing Arts Expansion	\$5,257,080	\$15,771,241	\$21,028,321
532 College of Lake County	Wellness and Health Sciences Center	\$4,609,432	\$13,828,297	\$18,437,729
532 College of Lake County	Automotive Technician/Collision Repair Expansion	\$4,085,748	\$12,257,245	\$16,342,993
532 College of Lake County	Student Center	\$3,369,829	\$10,109,488	\$13,479,317
532 College of Lake County	Conference and Professional Development Center	\$1,194,101	\$3,582,303	\$4,776,404
534 Spoon River	Drama Auditorium/Theater Addition to Multipurpose Facility	\$3,219,000	\$9,657,000	\$12,876,000
535 Oakton	Eastern District Expansion – Building Addition	\$7,055,000	\$21,165,000	\$28,220,000
536 Lewis and Clark	Automotive and Diesel Technology Center	\$3,039,100	\$9,117,400	\$12,156,500
536 Lewis and Clark	Student Success Center	\$1,564,200	\$4,692,700	\$6,256,900
536 Lewis and Clark	Roadway, Parking Lot & Sidewalk Improvements	\$1,426,200	\$4,278,500	\$5,704,700
537 Richland	Master Plan Phase II (Innovative Learning Arts)	\$3,725,000	\$11,175,000	\$14,900,000
537 Richland	Agriculture Program Building	\$750,000	\$2,250,000	\$3,000,000
539 John Wood	Parking Lot Repairs - Main Campus	\$106,000	\$318,000	\$424,000
539 John Wood	Learning Center (B Building) Roof Replacement	\$95,400	\$286,200	\$381,600
539 John Wood	Back-up Generator Installation	\$67,500	\$202,500	\$270,000
539 John Wood	Restroom Stall Partition Replacements - Main Campus & Ag Education Center	\$26,500	\$79,500	\$106,000
539 John Wood	Ag Center Heat Pumps Replaced	\$23,850	\$71,550	\$95,400
539 John Wood	D3 Entrance Vestibule	\$15,900	\$47,700	\$63,600
540 Heartland	Career Technical Education Building	\$12,110,279	\$36,330,839	\$48,441,118
540 Heartland	Agriculture Building/Complex	\$5,844,200	\$17,532,600	\$23,376,800
All FY2023 Capital Projects		\$339,790,910	\$986,856,461	\$1,326,647,372

Rock Valley, Harper, Highland and Southeastern did not submit an FY23 project.

Illinois Community College Board

HIGH SCHOOL EQUIVALENCY CONSTITUTION REQUIREMENT REVISION

On January 15, 2021, the Illinois Community College Board (ICCB) approved the suspension of all Constitution test requirements through December 2021. With the onset of the COVID-19 pandemic, access to testing and in particular constitution testing, was not available. Previously, the ICCB required that all individuals who pass one of the High School Equivalency (HSE) tests must also take and pass the United States (U.S.) and Illinois Constitution test and the Flag tests.

On March 26, 2021, the board also approved the elimination of the U.S. Constitution requirement. This was based upon a review of the HSE exams which determined a duplication of content. In addition, the board also approved the development of a module to satisfy the Illinois Constitution test requirement for implementation beginning January 1, 2022.

Due to the continuing COVID-19 issues as well as staffing shortages and technology issues, development of the new Illinois Constitution module is delayed and will now be available for use until July 1, 2022. The ICCB staff in consultation with the AWS Committee is recommending delaying the implementation of the Illinois Constitution requirement until July 1, 2022.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the extension of the suspension of the Constitution test requirement through June 30, 2022.

The Illinois Community College Board hereby approves the updated timeline for the development and implementation of the Illinois Constitution requirement, effective July 1, 2022.

Illinois Community College Board

APPROVAL FOR LEASE OF OFFICE SPACE

ICCB policy provides for contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require notification to the Board Chair before execution, and those under \$5,000 require no Board approval.

The agency is seeking a supplemental lease for space on the 4th floor of the ICCB building for period of two years. Approval must be given before a new lease can be signed with the building owner.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Executive Director to enter into a real estate lease agreement for a term of 24 months with the Illinois Community College System Foundation for 1267 square feet of space at the Harry L. Crisp Educational Center at 401 East Capitol Avenue, Springfield Illinois, 62701.

BACKGROUND

The ICCB is leasing 1267 square feet of space at the Harry L. Crisp Educational Center to provide office space for Springfield employees.

Period	Annual Square Footage Rate	Monthly Expense	Annual Expense
March 1, 2022 – February 28, 2023	\$22.92	\$2419.92	\$29,039
March 1, 2023 - February 29, 2024	\$22.92	\$2419.92	\$29,039

FISCAL YEAR 2022 FINANCIAL STATEMENTS

Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
July 1, 2020 - December 31, 2021

	FY 2022 Appropriation	Year -to-Date Expenditures	% Expended
<u>STATE GENERAL FUNDS*</u>			
GENERAL REVENUE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 48,460,000	\$ 9,457,052	19.5%
ADULT EDUCATION	33,887,700	13,401,857	39.5%
GED TESTING PROGRAM	1,148,000	359,275	31.3%
CAREER & TECH EDUCATION	18,069,400	8,336,612	46.1%
OFFICE ADMINISTRATION	2,083,900	976,394	46.9%
TOTAL	\$ 103,649,000	\$ 32,531,190	31.4%
EDUCATION ASSISTANCE FUND			
GRANTS TO COLLEGES AND PROVIDERS	\$ 145,574,100	\$ 72,787,050	50.0%
TOTAL	\$ 145,574,100	\$ 72,787,050	50.0%
<u>SPECIAL STATE FUNDS *</u>			
CONTRACTS AND GRANTS FUND	\$ 62,000,000	\$ 1,938,051	3.1%
GED TESTING FUND	100,000	5,172	5.2%
ICCB RESEARCH & TECHNOLOGY FUND	100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND	105,570,000	52,785,000	50.0%
TOTAL	\$ 167,770,000	\$ 54,728,223	32.6%
<u>FEDERAL FUNDS*</u>			
FEDERAL ADULT EDUCATION FUND	\$ 30,902,681	\$ 2,631,597	8.5%
FEDERAL CAREER & TECH ED FUND	21,416,477	1,884,388	8.8%
ICCB FEDERAL TRUST FUND	525,000	52,976	10.1%
TOTAL	\$ 52,844,158	\$ 4,568,961	8.6%
GRAND TOTAL, ALL FUNDS	\$ 469,837,258	\$ 164,615,424	35.0%

* See detail on following pages

**Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
State General Funds
July 1, 2020 - December 31, 2021**

	FY 2022 Appropriation	Year-to-Date Expenditures	% Expended
<u>GENERAL REVENUE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
City Colleges of Chicago	\$ 13,265,400	\$ 6,632,700	50.0%
P-20 Council Support	150,000	-	0.0%
East St. Louis Educational Center	1,457,900	3,185	0.2%
Illinois Veterans Grant	4,264,400	-	0.0%
ILDS	560,300	197,779	35.3%
Lincoln's Challenge Program	60,200	-	0.0%
Performance Grants	359,000	-	0.0%
Small College	548,400	548,388	100.0%
Alternative Schools Student Re-enrollment	3,000,000	1,750,000	58.3%
Transitional Math and English Development (TIME and DEI)	1,000,000	-	0.0%
Bridge and Transition	4,394,400	-	0.0%
Workforce Equity Initiative	19,400,000	325,000	1.7%
TOTAL	\$ 48,460,000	\$ 9,457,052	19.5%
OFFICE ADMINISTRATION	\$ 2,083,900	\$ 976,394	46.9%
TOTAL	\$ 2,083,900	\$ 976,394	46.9%
ADULT EDUCATION			
Adult Education Basic Grants	\$ 22,651,000	\$ 9,042,021	39.9%
Adult Education Performance Grants	11,236,700	4,359,836	38.8%
TOTAL	\$ 33,887,700	\$ 13,401,857	39.55%
GED TESTING PROGRAM			
TOTAL	\$ 1,148,000	\$ 359,275	31.3%
CAREER & TECHNICAL EDUCATION			
CTE LPN RN	500,000	-	0.0%
CTE Administration	375,000	169,797	45.3%
CTE Formula	15,600,000	7,800,011	50.0%
CTE Early School Leavers Grants	615,000	359,932	58.5%
CTE Early School Leavers Administration	84,950	6,872	8.1%
CTE Corrections	894,450	-	0.0%
TOTAL	\$ 18,069,400	\$ 8,336,612	46.1%
<u>EDUCATION ASSISTANCE FUND</u>			
GRANTS TO COLLEGES AND PROVIDERS			
Base Operating	\$ 74,370,200	\$ 37,185,100	50.0%
Equalization	71,203,900	35,601,950	50.0%
TOTAL	\$ 145,574,100	\$ 72,787,050	50.0%
GRAND TOTAL	\$ 249,223,100	\$ 105,318,240	42.3%

Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
Federal Funds
July 1, 2020 - December 31, 2021

FEDERAL FUNDS*

	FY 2022 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	%
				Expended
FEDERAL ADULT EDUCATION FUND				
GRANTS TO PROVIDERS				
Federal Basic	\$ 16,497,373	\$ 4,995,951	\$ 1,447,822	6.7%
Federal Basic Leadership	2,244,602	1,033,937	301,548	9.2%
EL Civics Grants	2,795,403	1,166,412	293,302	7.4%
	\$ 21,537,378	\$ 7,196,300	\$ 2,042,672	7.1%
ADMINISTRATION				
Federal Basic	\$ 999,841	\$ 675,273	\$ 488,499	29.2%
EL Civics	143,194	95,184	19,614	8.2%
Leadership	255,000	511	80,812	31.6%
	\$ 1,398,035	\$ 770,968	\$ 588,925	27.2%
TOTAL	\$ 22,935,413	\$ 7,967,268	\$ 2,631,597	8.5%
FEDERAL CAREER AND TECHNICAL EDUCATION FUND				
GRANTS				
Perkins Program Grants	\$ 15,447,475	\$ 1,264,144	\$ 1,505,357	9.0%
Perkins Leadership	1,510,626	1,859,410	211,741	6.3%
Perkins Corrections	377,656	413,203	-	0.0%
Reserve	-	-	-	0.0%
	\$ 17,335,757	\$3,536,757.00	\$ 1,717,098	8.2%
ADMINISTRATION				
CTE Federal	\$ 944,141	\$ (400,178)	\$ 167,290	30.8%
TOTAL	\$ 18,279,898	\$ 3,136,579	\$ 1,884,388	8.8%
ICCB FEDERAL TRUST FUND				
ADMINISTRATION	\$ 525,000	\$ -	\$ 52,976	10.1%
TOTAL	\$ 525,000	\$ -	\$ 52,976	10.1%
GRAND TOTAL, FEDERAL FUNDS	\$ 41,740,311	\$ 11,103,847	\$ 4,568,961	8.6%

* Expenditures from these funds cannot exceed receipts.

**Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT
Special State Funds
July 1, 2020 - December 31, 2021**

SPECIAL STATE FUNDS*

	FY 2022 Appropriation	Year-to-Date Expenditures	%
			Expended
CONTRACTS AND GRANTS FUND			
GRANTS			
NGA		-	
DOL CAP-IT		63,371	
ILCCO		5,350	
DHS CURES Grant		-	
CHSA Grant		690	
Advance CTE		-	
ADMINISTRATION			
NGA		-	
DOL CAP-IT		-	
Governor's Emergency Education Relief (GEER II)		2,114	
ILCCO		-	
Advance CTE		-	
	10,000,000	\$ 71,525	0.1%
STRATEGIC INITIATIVES			
Governor's Emergency Education Relief - (GEER I/II)	27,000,000	\$ 1,866,526	
Early Childhood	25,000,000	\$ 0	
	52,000,000	\$ 1,866,526	
TOTAL	\$ 62,000,000	\$ 1,938,051	3.1%
GED TESTING FUND	\$ 100,000	\$ 5,172	5.2%
	\$ 100,000	\$ -	0.0%
ICCB RESEARCH & TECHNOLOGY FUND			
	\$ 105,570,000	\$ 52,785,000	50.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND			
GRAND TOTAL, SPECIAL FUNDS	\$ 167,770,000	\$ 54,728,223	32.6%

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**FY2021 ILLINOIS ADULT EDUCATION & LITERACY FEDERAL NARRATIVE AND
PERFORMANCE REPORT**

Adult Education and Literacy is one of four core partner programs under the Workforce Innovation and Opportunity Act (WIOA) and the Federal Department of Education (DOE) requires the Illinois Community College Board to submit annual narrative, data, and fiscal reports consisting of:

- The Annual Report of Adult Education and Literacy Activities
- Federal Financial Reports
- Current Adult Education and Literacy Assessment Policy
- Aggregate programmatic performance summary which includes approximately 16 tables of information collected by all ICCB funded adult education programs using the approved AEL data system (DAISI).
- Data Quality Checklist which describes the validity, reliability, and accuracy of the Illinois data submission.

The data reports were submitted by the required date of October 15, 2021. The narrative and fiscal reports were submitted on December 28, 2021, prior to the deadline of January 4, 2022.

The ICCB staff utilized all the technical assistance provided by the Office of Career and Technical Adult Education to ensure the narrative reports described the impact of COVID-19 on statewide programmatic outcomes. The full Annual Report of Adult Education and Literacy Activities is included as an information item and highlights the following activities:

1. State Leadership Activities (Section 223 of WIOA: Title II – Adult Education)
 - Includes information about alignment of adult education and literacy activities with one-stop required partners to implement the strategies in the Unified State Plan and the operation of a high-quality professional development program. Specifically highlighted is the technical assistance provided to programs in order to stabilize and then increase student enrollment.
2. Annual Performance Data Analysis Summary
 - Includes a discussion about the impact of COVID-19 on performance outcomes with focus on performance indicators such as median earning and credential attainment that were exceeded.
3. Integration with the WIOA One-Stop Partners
4. Integrated English and Civics Education (Section 243 of WIOA: Title II - Adult Education)
5. Adult Education Standards
6. Programs for Correction Education and the Education of Other Institutionalized Individuals (Section 225 of WIOA: Title II – Adult Education)



**ILLINOIS NARRATIVE REPORT
2020 - 2021
NATIONAL REPORTING SYSTEM
FOR
ADULT EDUCATION AND LITERACY**

2020 - 2021



A proud partner of the American Job Center® network

1. State Leadership Funds (AEFLA Section 223)

Describe how the State has used funds available under 223 (State Leadership Activities for each of the following activities:

- a) *Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).*

Throughout PY20, the Senior Director for Adult Education joined key staff members from the Illinois Department of Commerce & Economic Opportunity, The Illinois Department of Employment Services, and the Illinois Department of Human Services, and all core WIOA partners as a member of the Illinois Technical Assistance Team in monthly meetings to ensure the infrastructure for service integration and partnership at state level is modeled and implemented at the local level.

Furthermore, the ICCB Adult Education Executive Leadership staff remains engaged in all Illinois Workforce Innovation Board (IWIB) policy workgroups and state-level committees such as the IWIB Service Integration policy workgroup, the Integrated Business Services Committee, the Certification Policy Workgroup, and the WIOA Summit Planning Group. Specific activities that span multiple years to ensure consistency and sustainability include the following:

- The Illinois WIOA state plan worked to **align equity goals** across education and workforce. In PY20, an equity committee was convened and tasked with identifying equity gaps. The work continues through PY21 with the goal of creating tools that disaggregate data by race, gender, and target populations to reveal disparities in policies and programs and developing strategies for increasing equity.
- The Illinois Longitudinal Data System (ILDS) continued to use two **intergovernmental agreements (IGAs) to support interagency data governance and sharing.**
- Starting with the 2020–2024 WIOA regional and local plans, all Illinois plans must indicate a commitment to implement **local service integration action plans.**
- Illinois has a **Service Integration Policy Development Workgroup** that met regularly to refine and develop policies related to expanded service integration. The workgroup used the Workforce Innovation Technical Assistance Center’s Service Integration Continuum Model, which has five stages and six core functions for service integration. Three sub-workgroups formed around the six core functions to explore policy and implementation best practices to achieve service integration.
- The Illinois **Interagency Technical Assistance Team** and Service Integration Policy Workgroup identified the business, career, training, and supportive services of the state’s workforce, education, and economic development partners. This informed the Illinois Workforce Innovation Board policy process, which considers the additional needs of target populations.
- The Illinois **Integrated Eligibility System** promoted service integration and improved how eligibility is determined for health and human services, education, employment training, and placement activities, along with other viable services needed to improve economic stability.

These leadership efforts informed the Adult Education and Literacy activities and priorities throughout PY20.

Adult Education and Literacy Advisory Council

The ICCB convened a year-long Adult Education Advisory Council consisting of WIOA state agency core and required partners as well as selected adult education providers representing community colleges,

community-based organizations, public schools, and regional offices of education from each region of the state. Building on the PY19 focus areas of retention and recruitment, the Advisory Council recommendations informed the direction and focus areas of the PY20 Council.

The Advisory Council Committees were tasked with developing guidance and resources focusing on key areas of Remote Support Services, Recruiting and Onboarding Learners Virtually, and Equity.

- **Remote Support Services:** This committee created a comprehensive toolkit modeling promising practices to include promising practices, strategies, tools, and resources used to engage and re-engage students, address barriers, and aid retention through support services. The toolkit is shared through ongoing professional development.
- **Recruiting and Onboarding Learners Virtually:** This committee addressed virtual enrollment services that address the needs of the target audience. The recommendation was to aid local program outreach by implementing a statewide outreach campaign. The ICCB responded to this request with a combination of developing a statewide campaign and combining the strategies with ongoing professional development and technical assistance to ensure the new practices are meaningful, successful, and sustainable.
- **Equity:** The equity work is an ongoing priority for the ICCB Adult Education and Literacy Program. Building on the recommendations from the Advisory Committee, a data quality checklist was implemented to improve both data practices and data analysis at the local level and the PY20 statewide conferences focused on equity-based practices.

These focus areas connect the priorities identified from the WIOA state plan such as equity goals and virtual service integration to move the system from policy to practice. The committee recommendations are then integrated into the professional development plans for PY21.

- *Establishment or operation of a high-quality professional development programs as described in section 223(1) (b).*



The ICCB oversees the Professional Development Network (PDN) as they provide statewide training and technical support for 74 adult education programs spanning 57,914 square miles consisting of community colleges, public schools, and community-based organizations. In PY20, the PDN supported 1,687 educators across the state.

Throughout PY20, the PDN built a training database that would allow for ongoing data-driven research connecting trainings and technical assistance to increased student outcomes. The database was completed, adding training transcripts for all adult education professions. Research on outcomes began in PY21 and will inform the ongoing work of the PDN. Key focus areas included standards based instructional practices, emerging practices in digital literacy, Student Achievement in Reading (STAR)/Evidence Based Reading Instruction, Universal Design for Learning and Equity for All Learners, English Language Acquisition, Assessments, Workplace Literacy, IET/IELCE, Career Pathways, and Bridge programming. Furthermore, the PDN supported the iLEARN system, a catalogue of over 139 relevant web-based on-demand learning opportunities.

Finally, in PY20, the ICCB successfully completed a competition for centers to continue the work of the PDN. Priorities outlined in the Notice of Funding included expertise in providing technical assistance and professional develop in the areas of Workplace Development, ABE/ASE/ELL Assessments, Standards-

based Instruction, Evidence Based Reading Instruction, and English Language Learning. Three individual centers were awarded funding to support adult education professionals in the key priority areas.

b) Provision of technical assistance to funded providers as described in section 233(1)(c)

WIOA 223 Leadership funds were used to provide technical assistance to all funded providers through the Professional Development Network and the i-Pathways project, the state supported distance learning curriculum. These multi-year initiatives result in a continuity of services aligned with the ICCB Strategic Plan and the WIOA State Plan.

Recognizing the significant impact of the pandemic on enrollment, the existing infrastructure and expertise of the PDN allowed for the successful implementation of a statewide mandate for programs to submit continuous improvement plan addressing declining student enrollment. A series of webinars and technical assistance was provided, beginning with *Adult Education Recruitment Planning: 1) Understanding the Process, 2) Gap Analysis Presentation, 3) Next Steps and Successful Submissions of Plans*. This process was completed with panel discussions facilitated by the PDN and featured programs who implemented innovated and successful ideas. These plans were not developed in isolation, as the PDN featured strategies for onboarding students virtually and effective retention practices. The health crisis from COVID-19 is still impacting enrollment; however, the effectiveness of this project is demonstrated by the current (mid-December) PY21 student enrollment within 4,100 learners of PY20's total year end enrollment.

Instructional Effectiveness: ABE/ASE

The expectation of instructional effectiveness occurs through intentional and expert delivered professional development beginning with a New Teacher Orientation (NTO) course required of all new instructional hires. This course offers an overview of the Illinois Adult Education system including policies, data practices, importance of assessment, instructional methodology for adult learners, program design, and the introduction to professional development resources.

Professional development courses support the development of Instructional Staff Professional Pathways with the goal of sustaining a systematic development of Standards Proficient Instructors and the development of Content Specialists and Master Teachers to provide instructional leadership, coaching, and curriculum improvement in all adult education content areas. As a part of the standards-based instruction, the PDN continued the STAR training and integrated this training as a foundational component of the Evidence Based Reading Instruction, EBRI, Content Specialist Pathway. Illinois policy requires every program to have standards proficient instructors.

English Language Learning

The ICCB, through its PDN, focused sustained efforts across multiple fiscal years to ensure continuous improvement of English Language Acquisition (ELA) instruction and delivered ESL Proficient, Specialist and Master Teachers training. This sustained initiative ensured instructors have the tools, resources, and training to align classroom curriculum and instruction with rigorous academic content standards. Additionally, the PDN supports a catalogue of web-based, on-demand learning opportunities through their iLEARN system with 22 specific ELL topics.

Assessments

The ICCB Adult Education and Literacy Program authorizes the local programs to use the following OCTAE approved tests in assessing the skills of learners enrolled in Adult Basic Education, Adult Secondary Education and English Language Acquisition instruction.

- TABE 11/12
- CASAS
- BEST Plus and BEST Literacy

Staff administering these assessments must be trained in test administration with an understanding of how forms, levels, and content ranges play a role in interpreting test results. ICCB Adult Education and Literacy and the Illinois Professional Development Network (PDN) provide required training on each of the assessment instruments to ensure programs adhere to standardized processes that ensure validity of the assessment process. As a result of COVID-19 and the allowance of remote testing, the PDN facilitated training for the implementation of remote testing. This training is ongoing and required for all test proctors who deliver virtual assessments.

Distance Education and Technology

Distance learning and technology integration remained a focus area in student enrollment / onboarding, support services, and instruction. The ICCB continued the relationship with the Improving Education for Adult Learner (IDEAL) project sponsored through the Ed Tech Center at World Education to ensure evidence-based practices for distance learning were incorporated into the professional development trainings. The ICCB continued the mission of ensuring equitable access for distance learners through the statewide deployment of i-Pathways and Burlington English. Both platforms are standards aligned, ADA accessible, web-based curriculums. To further maintain integrity in distance learning options, the ICCB developed an approval process for all program-developed distance learning instruction which mirrored existing course approval processes.

Bridge, Integrated Education and Training, and Career Pathways



Under the guidance of the ICCB, the PDN convened the annual Transitions Academy to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the State's ICAPS

model, Perkins V, and Illinois Programs of Study.

The outcomes of this year-long academy include expanded services to multiple populations of students that connect individuals to trainings for middle-skill jobs which require some postsecondary education leading to sustainable wages.

Through the continued and focused support, local programs adapted to the changing workplace landscape and developed a variety of approved Bridge and Integrated Education and Training programs. Currently, there are 174 approved Bridge program and 99 approved IET programs designed to serve a diverse population.

Adult Education programs submitted a proposal for each Bridge or IET. This process ensured that programs received customized technical assistance in the planning and implementation stages. Bridge programs are designed to serve students with less than a 9th grade education functioning level with the goal of transitioning them into an IET, postsecondary program, or employment opportunity. As only 9% of our students enter our adult education programs at an EFL that qualifies them to begin an IET, these Bridge programs have been instrumental in enrolling students in a career pathway program that will guide them to better opportunities.

The development and tracking of Bridge and IET programs lead to improved data collection related to industry-recognized credentials. This played a large part in helping us exceed our credential attainment target for this year. The negotiated target was 27%, and the ICCB documented a credential attainment rate of 34.86%. With the challenges of remote learning and the changing workforce system, the Bridge and IET system in Illinois has proven to be robust and relevant.

Focusing on equity and reducing barriers to participation in ICAPS programs, the ICCB began the process to submit an Alternative State Plan to utilize Ability to Benefit. (AtB) The purpose of the AtB plan is to outline the state-defined process to increase access to federal financial aid for eligible adults without a high school diploma. The plan was submitted early in PY21.

Equity and Access for All Learners and ADA Coordinator Training



To best combine current educational research with the needs of adult learners, the former Special Learning Needs training was transformed to *Designing for Equity and Access for All Learners*. In FY2021, 534 students were identified as having a documented disability as defined by the American with Disabilities Act. This newly adapted training is available as a stand-alone training and also embedded in the Instructional Staff Professional Pathways.

The transformation of the special learning needs training reflects the priority of ensuring equity and access for all learners by infusing elements of Universal Design for Learning, effective instructional practices, and designing standards-based instruction with learner needs in mind.

Finally, all adult education programs are required to have an officially trained American with Disabilities Act staff representative who completes training on ADA and accessibility.

Statewide Meetings, and Conferences

The strategic and coordinated planning of the statewide meetings and conferences by ICCB staff, the Professional Development Network, and key stakeholders provided extensive opportunities for providers to network with state staff, receive high quality professional development aligned with OCTAE priorities, connect individuals for peer-to-peer support, and connect with staff members to schedule program specific technical assistance.

- **Statewide meetings** included the annual Fall and Spring Administrator's meetings where 100% of adult education administrators were required to attend. These meetings focused on instructional

quality, data practices, and key Adult Education Priorities. Additionally, the ICCB state staff facilitated monthly webinars to address areas of concern for programs and address program specific questions.

- **Conferences** included the annual Forum for Excellence conference with engaging and dynamic sessions focused on looking **through the equity lens**. Over 800 participants attended Illinois' premier Career and Technical Education (CTE) and Adult Education (AE) professional development event. The annual Fall Conference focused on the needs of English Language Learners and IELCE programming, and the WIOA Summit brought all partners together to focus on core components of the WIOA state plan.
- *Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).*

The ICCB demonstrated the capacity to monitor and evaluate the quality and improvement of adult education activities with an adult education staff with expertise in educational leadership, compliance, data analysis, curriculum and instruction, career pathways and Bridge /ICAPs programs, and corrections education. As an agency, the ICCB has a fiscal staff with grant management expertise, a research and policy division with data management and analysis expertise, and a career and technical education division. The executive leadership team provides oversight in all areas of the agency ensures coordination between divisions and has demonstrated expertise in workforce education, adult education, and career and technical education.

Regional Support staff oversee adult education programs through ongoing communication, desk-top monitoring, and regular review of data. Additionally, the adult education division had weekly staff meetings and staff retreats to jointly review program data and discuss program needs. 100% of adult education programs had a program support visit to ensure compliance with the adult education program expectations, foster positive relationships between programs and the ICCB, and identify areas of support needed to ensure high quality programming which leads to student outcomes. Program level monitoring was determined by risk assessments and programs identified at risk were subject to a full monitoring that was conducted by the ICCB Adult Education leadership, compliance, and fiscal staff.

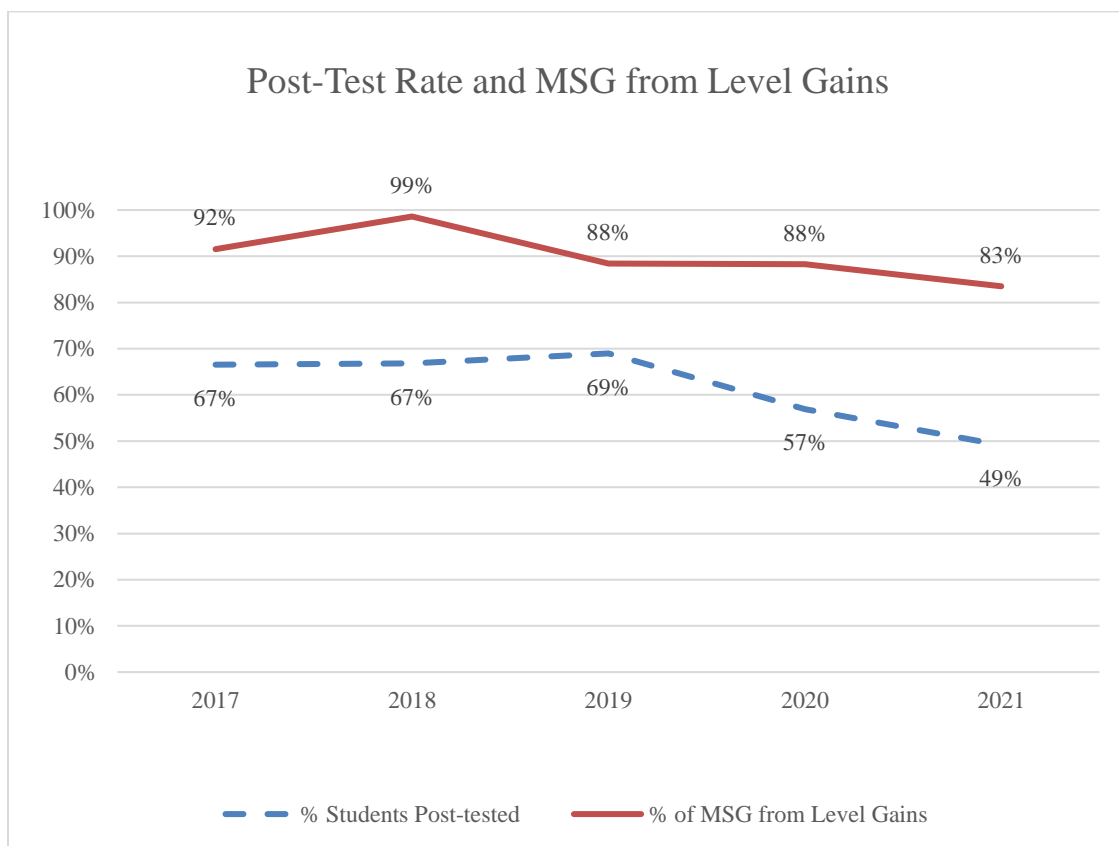
2. Performance Data Analysis

During PY2020, the COVID-19 continued to burden our adult education providers with unprecedented challenges that affected enrollment and performance. The most significant challenge was that it prevented many programs from administering NRS-approved tests. Before the COVID-19 pandemic began, most providers conducted pre- and post-assessments in-person, and many programs did not have the infrastructure, training, or equipment necessary to administer assessments virtually. Some providers chose to administer provisional assessments, but as our State Management Information System was designed to omit students who lack an NRS-approved assessments from reports, we were unable to include these students in our PY2020 federal reports. Therefore, the way in which COVID-19 prevented adult education programs from administering NRS-approved assessment was a leading cause of enrollment decline during PY2020.

COVID-related testing challenges also hindered the ability to meet Measurable Skill Gains (MSG) target. Figure 1 below summarizes the percentage of our students that are post-tested each year and the percentage of our MSG's that come from level-gains. As shown by the blue line, about 90% of our MSG's were earned through education functioning level gains during program years 2017-2019. This was made possible by programs' ability to capture level gains using NRS-approved assessments during these years. As shown by

the dashed orange line, pre-COVID, our programs were able to post-test nearly 70% of students. However, due to the testing challenges, our programs were only able to post-test 49% of students in FY21. Without post-tests, we were not able to capture as many level gains, and as a result, our MSG rate declined.

Figure 1



Six NRS Core Indicators of Performance

During PY20, Illinois Adult Education providers' performance were measured for outcomes by the following NRS Core Indicators of Performance:

- **Employment Rate 2nd Quarter:** 25.60% of participants who exited programs were in unsubsidized employment during second quarter. *Performance in this indicator falls within the 90% threshold of the negotiated target (27.6%).*
- **Employment Rate 4th Quarter:** 26.7% of participants who exited programs were in unsubsidized employment during fourth quarter. *Performance in this indicator falls within the 90% threshold of the negotiated target (28.3%).*
- **Median Earnings:** The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was \$5,053.00. *Performance in this indicator exceeds the negotiated target (\$4,650.00).*
- **Credential Obtainment:** 34.86% of program participants eligible to be included in this measure obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. *Performance in this indicator exceeds the negotiated target (27%).*

- **Measurable Skill Gains:** 31.58% of participants who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment. This metric was significantly impacted by the challenges related to virtual assessment brought on by the COVID-19 pandemic.
- **Effectiveness in Serving Employers:** The rate of retention with the same employer during FY2020 was 66.8% of 48,968 employers. The employer penetration rate for FY2020 is 4.2%.

3. Integration with One-Stop Partners

The ICCB, the state-level entity responsible for Title II, is a member of the state Illinois Workforce Innovation Board (IWIB) and is represented on all state-level major Workforce Innovation and Opportunities Act workgroups and committees.

Title II funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB). A state-level Interagency Technical Assistance Team includes Title II representation and provides direct technical assistance to strengthen the Memorandum of Understanding process which includes negotiations of infrastructure costs and shared local one-stop delivery costs among partners. The Technical Assistance Team also develops regional and local plans within the twenty-two Local Workforce Investment Boards (LWIB). The ICCB continues to work with other partners around service integration to reduce duplication and ensure effective collaboration. Information is continually updated and made available on the Illinois WorkNet website www.illinoisworknet.com. Additionally, webinars are hosted regularly for all workforce partners (core and required), and state-level partners collaboratively send updates via email to respective partners. Finally, joint professional development for all ICCB funded programs is provided by the PDN, WIOA partners, and Career and Technical Education partners.

The ICCB staff remained a core partner within the Comprehensive One-Stop Service Centers (COSC)/American Job Centers. Services delivered include outreach, intake, orientation, skills and supportive needs assessments, program coordination and referrals, training provider performance, cost information, information on the availability of supportive services and referrals, and classroom instruction. These services are offered either on-site or via a direct linkage to a site near the COSC. Additionally, Title II partners contribute infrastructure and shared delivery system costs related to meeting their partner responsibilities.

4. Integrated English Literacy and Civics Education (IELCE) programs (AEFLA Section 243)

- *Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.*

The ICCB held its AEFLA competition, including IELCE 243, in PY20. A total of 29 programs across the state received IELCE funding.

- *Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.*

The ICCB continues to provide guidance, research, professional development, and technical assistance to IELCE funded adult education programs to ensure the state IELCE services are meeting the guidelines of WIOA 243 regulations. In 2019, the Adult Education Advisory Committee developed a logic model for the

development of high quality IELCE programs. Throughout PY19, the IELCE logic model was disseminated with ongoing technical assistance provided by the PDN.

- *Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

IELCE providers were required to collaborate with WIOA partners to ensure IELCE programs were aligned with regional and local job sector needs that lead to unsubsidized employment in in-demand industries and occupations that lead to economic sufficiency for students. While the number of IELCE learners achieving unsubsidized employment were impacted by the economic downturn resulting from COVID-19, 23.48% of IELCE learners were employed the second quarter after exit. While this is only a .46% increase, it is important to note this occurred during the height of the pandemic. Additionally, the median earnings for IELCE learners increase from \$7,303.00 in PY19 to \$7,492.00 in PY20. These outcomes reflect the coordinated effort from the ICCB and the PDN to focus on technical assistance designed to aid IELCE programs to prepare adults, including professionals with degrees and credentials in their native countries who are ELLs, to transition to unsubsidized employment in in-demand industries. The technical assistance utilizes the IELCE Logic Model developed in 2019 and the expectation of continuous improvement to guide program administrators and instructors through the steps to design, implement, and evaluate their IELCE program.

The ICCB will continue to research effective national IELCE models and work with WIOA partners to implement comprehensive support services and provide technical assistance to scale effective strategies and models to meet the needs of all ELLs transitioning into postsecondary education and careers.

- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.*

The State enforces policies to ensure that IELCE providers participate in regular meetings with local workforce boards and Area Planning Councils (APC) to ensure program activities are aligned with local workforce demand and economic needs. The state has developed a process for local boards to review provider applications to ensure alignment efforts at the local and regional level. This encompasses IELCE programs.

IELCE programs are required to engage with their local boards to ensure they are addressing local workforce needs and are in alignment with key industry sectors as identified in local planning efforts. The ICCB has all the components, including Adult Education activities, Civics competencies, and the IET, and are working toward a deliberate integration of these activities as well as meeting the needs of the local workforce. In PY20, the ICCB increased training efforts to ensure a complete comprehension of IELCE requirements.

5. Adult Basic Education, Adult Secondary Education, and ELL Standards

Illinois's strategic plan for implementing standards aligned curriculum and instruction began in 2014 with the integration of the Illinois Adult Education ABE/ASE Content Standards with the College and Career Readiness (CCR) Standards released by the Illinois State Board of Education as well as the Office of Career

Technical and Adult Education (OCTAE). The Illinois Professional Development Network offers specialized training on standards-proficient instruction throughout the state. This ensures every adult education program has the guidance and resources needed to deliver high-quality, standards-aligned instruction to students. The ICCB Adult Education Policy requires that every adult education program incorporates content standards in curricula and instruction through the use of Standards Proficient instructors. Standards-aligned instruction through comprehensive professional development has been an ongoing priority for the ICCB and maintains a priority in all PD delivery.

6. Programs for Corrections Education and the Education of Other Institutionalized individuals (AEFLA Section 225)

The Illinois Department of Corrections has a current recidivism rate of 38.5% for fiscal year 2018. IDOC tracks recidivism rates on a three-year track. The individuals released in fiscal year 2018 are tracked for re-incarceration the following three fiscal years to determine the rate of recidivism. The next recidivism calculation results for the Illinois Department of Corrections for the FY19 will not be calculated or published until the fall of 2022. The recidivism rate for the Illinois Department of Corrections does not separate students served from individuals not served in the academic or vocational areas.

Item #12.3
January 28, 2022

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

John Wood Community College

- Advanced Nursing Assistant Certificate (18 credit hours)

Kaskaskia College

- Warehouse and Distribution Certificate (10 credit hours)

Oakton Community College

- Sterile Processing Technician Certificate (10 credit hours)

Item #12.4
January 28, 2022

Illinois Community College Board

FY2021 CTE ANNUAL REPORT

The Fiscal Year 2021 CTE Annual Report provides a summary of postsecondary Career and Technical Education (CTE) related initiatives and activities led by the Illinois Community College Board (ICCB). This annual report serves as an important tool to inform the Board, community colleges, stakeholders, and the broader CTE community of ICCB-led CTE initiatives and accomplishments in the previous fiscal year. The report details technical assistance and professional development offered by the ICCB and its partners as well as the impact of ICCB-funded projects on the system and students. Major initiatives in SFY2021 were the development and submission of the CTE State Plan; technical assistance regarding culturally-responsive pedagogy and data disaggregation to advance equitable outcomes; the rollout and completion of the Comprehensive Local Needs Assessment by each community college district, required by the Strengthening CTE for the 21st Century Act (Perkins V); and ICCB staff leadership and efforts to assist the system in responding to the challenges of COVID-19.



**CAREER AND TECHNICAL
EDUCATION ANNUAL REPORT:
FISCAL YEAR 2021**

EXECUTIVE SUMMARY

In collaboration with other divisions, ICCB CTE staff provide support to the community college system, specifically as it relates to career and technical education (CTE) programming, through grant administration, policy guidance, professional development, and technical assistance. At the outset of fiscal year 2021, state-wide, CTE credit program enrollments accounted for more than one-quarter of all credit students (25.8 percent). Career and Technical Education accounted for 34,911 graduates in the community college system, with over half of the earned degrees and certificates in CTE programs during fiscal year 2021 (53.1 percent).

The 39 community college districts receive funds from ICCB to support postsecondary CTE programs. Federal Perkins Title I funds are divided between the secondary and postsecondary CTE systems where administration is shared between the Illinois State Board of Education (ISBE) and ICCB. The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), which amended the Carl D. Perkins Career and Technical Education Act of 2006, was signed into law on July 31, 2018. The purpose of the Act is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in CTE programs. The intent of Illinois postsecondary CTE is to provide students with the skills and knowledge necessary to excel in the global economy.

Throughout fiscal year 2021, the ICCB CTE staff pursued and supported projects to achieve its goals, promoted and imbedded equity components within project work, and assisted the field in responding to challenges of COVID-19.

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Section 1: Perkins V State Plan

I. State Plan Implementation: Year 1

Effective July 1, 2019, The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) reauthorized the Carl D. Perkins Career and Technical Education Act of 2006. The purpose Perkins V is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education programs. Perkins V maintains a commitment to driving improvement through programs of study, a comprehensive local needs assessment that requires data-driven decision-making on local funding priorities, involves significant stakeholder consultation and focuses on innovation, modernization, and accountability. Additionally, Perkins V significantly changed the process for setting performance targets, shifted accountability indicators and placed a focus on the disaggregation of data by maintaining the required disaggregation by student populations. Perkins V also requires that States develop a State Plan for a four-year period, detailing how the Strengthening Career and Technical Education for the 21st Century Act will be administered within the state. Fiscal year 2021 marked the first year of implementation of the Illinois State Plan for State Fiscal Years 2021-2024 (July 1, 2020- June 30, 2024), which the Illinois Community College Board and the Illinois State Board of Education developed in collaboration with educators, administrators, businesses, workforce board representatives, students, parents, and communities.

II. State Plan Implementation

The State Plan was implemented on July 1, 2020. For the first year of the State Plan's implementation, colleges submitted the Comprehensive Local Needs Assessment (CLNA) with the Fiscal Year 2021 Local Perkins Application. Additionally, the Illinois Postsecondary Program of Study Approval Process became effective during the first year of the State Plan implementation. Finally, the Perkins Online Data System (PODS) was updated and released as PODS 2.0. This data system houses institutional trend data for each college for the three core indicators of performance for Perkins V; 1P1: Postsecondary Placement, 2P1: Earned Recognized Postsecondary Credential, and 3P1: Non-traditional Program Concentration.

Section 2: CTE Program Review

In Spring 2021, the ICCB released the FY2022-2026 Program Review Manual. The manual and accompanying templates were revised by ICCB staff after careful consideration of the recommendations from the ICCB Program Review Advisory Committee, Office of Community College Research and Leadership, ICCB Diversity, Equity, and Inclusion committee, as well as the system through a public comment period. In addition to a revised schedule and new templates, the program review manual was strengthened by adding language and questions throughout the manual and accompanying templates to support program review as a process for uncovering inequities and advancing equitable outcomes. The ICCB continued to contract with the Office of Community College Research and Leadership (OCCRL), University of Illinois to provide support for the Program Review Advisory Committee and provide

space for a learning community to access program review resources through briefs, blogs, podcasts, and webinars. Specifically, resources were created to assist colleges in disaggregating data and identifying issues of equity, even in small programs as well as engaging student voice.

The Program Review Advisory Committee consists of 11 administrators and faculty from across the system. This committee is charged with 1) Improving the efficiency and effectiveness of the program review process by identifying challenges, redundancies, and omissions and providing recommendations for refining the process. 2) Identifying, developing, and/or refining professional development, technical support processes, and supplemental materials that reinforce and improve outcomes associated with program review. And 3) Creating opportunities for institutions across the state to share experiences, procedures, and resources, as well as to provide feedback about the program review process.

Program Review Advisory Committee Members

C. Viggly Alexandersson, English and Interdisciplinary Studies Faculty, Malcolm X College, City Colleges of Chicago

Dr. Jason Dockter, Associate Vice President of Academic Services, Lincoln Land Community College

Jonita Ellis, CTE Program Improvement Manager, College of DuPage

Dr. Kathleen Gorski, Dean of Learning Outcomes, Curriculum and Program Development, Waubensee Community College

Michelle Johnson, Dean of Institutional Planning, Carl Sandburg College

Dr. Cherie Meador, Dean of Academic Services, Moraine Valley Community College

Dr. Lonetta Oliver, Dean of Humanities, Illinois Central College

Daniel Pattley, District Director of Academic Programs, City Colleges of Chicago

Lori Ragland, Vice President of Instruction and Student Affairs, Rend Lake College

Dr. Kristin Shelby, Dean of Academic Affairs and Student Learning, Shawnee Community College

Patty Zuccarello, Dean of Career and Technical Education, Joliet Junior College

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

Section 3: Grant Development and Administration

I. Perkins Basic Grant

To apply for the fiscal year 2021 Perkins Basic Grant, colleges were required to submit a four-year local application, covering fiscal years 2021-2024. For the application, colleges conducted a data analysis by disaggregating data by student populations to ensure all state-determined levels of performance were met and provided a narrative description describing any gaps or disparities in performance for each subpopulation. Colleges were required to submit a performance improvement plan detailing how the college would increase performance for each indicator falling below the state determined level of performance. Colleges also submitted an application narrative which required colleges to develop long-term goals in alignment with Illinois' State Plan goals, as well as annual objectives to meet the established goals over the span of four years. The annual work plan allowed

colleges to detail the activities planned for fiscal year 2021 to achieve long-term goals and annual objectives. Colleges were also required to submit a copy of the completed comprehensive local needs assessment and an annual budget.

II. Title I Perkins Leadership Grants

Through Perkins Title I Leadership funds, the ICCB develops innovative grant opportunities to support the improvement and innovation of career and technical education programming throughout the Illinois community college system. Grants range in scope and funding amounts and align with Section 135 of Perkins V. The funding opportunities also represent a strategic alignment with various statewide education and workforce initiatives and priorities (e.g. work-based learning expansion, the Workforce Education Strategic Plan, and the state's implementation of WIOA). Additionally, the grants aim to fulfill the ICCB's strategic goals for FY2021. Taking into consideration these initiatives, priorities, and goals, the following grant opportunities were made available in FY2021 totaling a little over \$1.6 million:

- a. *CTE Leadership Grant Package*: The purpose of this grant was to support the improvement and innovation of CTE programming throughout the Illinois community college system. The selected focus areas align with statewide need and national initiatives in CTE. Grant recipients were able to choose from the following three improvement project areas:
 - 1) Enhancing Student Transitions
 - 2) Support Services for CTE Students
 - 3) Strengthening the CTE Educator Pipeline

In all, \$1,690,218, was granted to support 21 colleges beginning August 2020 and culminating December 31, 2021. The grant recipients, including a synopsis of their project outcomes, are outlined in Appendix III.

III. Monitoring and Technical Assistance

Per Federal Perkins legislation, community colleges are subject to monitoring. All on-site monitoring and desk audits are based on the previous fiscal year's activities. During fiscal year 2021, 14 virtual monitoring visits were conducted altogether. Due to COVID-19, monitoring was conducted via an enhanced desk review process culminating in a video conference. Colleges' CTE-Perkins performance is rated based on the following criteria: S (satisfactory), AR (advisory recommendation), and CF (compliance finding). Any institution receiving an Advisory Recommendation is encouraged to employ recommendations offered by the ICCB staff. All Compliance Findings must be addressed by the colleges via a corrective action plan that is submitted to the ICCB. Technical Assistance is based on persistent patterns within the colleges that reflect barriers to meeting CTE performance measures as defined by Perkins. ICCB CTE staff works with each college's CTE team to identify efforts that address these barriers. A schedule of technical assistance is then produced with the college in support of enhancing CTE performance.

Section 4: Professional Development and Technical Assistance

I. Professional Development

In fiscal year 2021, the ICCB continued partnerships with both the Illinois Center for Specialized Professional Support (ICSPS) and the Office of Community College

Research and Leadership (OCCRL). The ICSPS is based out of Illinois State University and specializes in providing professional development and technical assistance to Illinois community colleges, and partners with the ICCB on a number of projects and opportunities. The OCCRL is based out of the University of Illinois, Champaign-Urbana, and their mission is to use research and evaluation methods to improve policies, programs, and practices to enhance community college education and transition to college for diverse learners. The ICCB, ICSPS, and OCCRL collaborated on several webinars, conferences, and workshops; these opportunities are summarized below. Both ICSPS and OCCRL are funded through Title I Perkins Leadership funds.

- a. **Forum for Excellence-** The Forum for Excellence is Illinois' premier professional development event. The conference highlights the continuing partnership of Career, Technical, and Adult Education in Illinois. The Forum is sponsored by the Illinois Community College Board and hosted by the Illinois Center for Specialized Professional Support and the Southern Illinois Professional Development Center. The 2020 conference was hosted virtually on the Whova app offering both live and on demand sessions on September 23 – 24, 2020. The Forum was an authentic, engaging, and dynamic virtual conference with amazing content that was offered free of charge. Highlights included the opening session by Dr. Luke Wood, the closing session presented by Dr. Victor Rios and over 40 sessions showcasing effective practices from the community college postsecondary CTE system. 965 attendees included Postsecondary Perkins Directors/Coordinators, Adult Education Administrators/Coordinators, Deans, Chief Academic Officers, ABE/ASE/ESL Instructors, EFE System Directors, Superintendents, and Principals. All recordings and resources can be found at <https://icsps.illinoisstate.edu/forum-resources/15-cte/121-2020-forum>.
- b. **Transitions Academy-** The Transitions Academy is designed to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs by increasing awareness of the expanding partnership between Adult Education and Career and Technical Education as it relates to the IET/ICAPS models, Illinois Bridge programs, and Illinois Programs of Study. The Illinois Community College Board presented the Transitions Academy Fall Convening 2020. This convening was designed to assist colleges and partnerships working on developing Bridge and ICAPS (Integrated Career and Academic Preparation System) programs and expanding the partnerships between Adult Education and Career and Technical Education as it relates to the IET/ICAPS models, Illinois Bridge programs, and Illinois Programs of Study. The event took place on November 5-6, 2020. All recordings, presentation and resources can be found at <https://icsps.illinoisstate.edu/events/transitions-academy-2020-fall-convening>. In addition, the Transitions Academy supported monthly learning communities for programs developing and expanding both ICAPS/IET programs and bridge programs.
- c. **Comprehensive Local Needs Assessment Support-** The Comprehensive

Local Needs Assessment (CLNA) was created by OCCRL, in conjunction with the ICCB. The CLNA is a core component of Perkins V and moves beyond checklist types of assessment processes and instead aims to facilitate a data-informed, continuous improvement process for community colleges to biannually assess the extent to which their career and technical education (CTE) programs and programs of study are aligned with local workforce and economic needs. Using an equity lens, the CLNA requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations. Under the direction of the ICCB, OCCRL provided targeted technical assistance to a select number of community colleges. The culminating events for this assistance were two Equity Academies, in which the OCCRL further assisted colleges in closing equity gaps by utilizing the program review process. ICCB provided similar assistance to a small cohort of colleges that were not selected to receive OCCRL's intensive assistance. Additionally, OCCRL produced and presented two webinars instructing colleges how to utilize the CLNA process to identify racial, equity and opportunity gaps. The Equity Academies were held on 02/21/20 in Chicago, IL, and on 03/06/20 in Centralia, IL.

- d. **Perkins Administrator Cohort-** The Perkins Administrator Cohort (PAC) is comprised of postsecondary CTE individuals from the Illinois community college system. It is designed to update and inform such individuals and to build awareness and understanding of the processes necessary to navigate the system. The cohort structure utilizes a networking resource to disseminate information, share resources, and provide details on opportunities for professional development. The PAC meeting twice a year. One meeting is planned in coordination with the Forum for Excellence in September and the other in the spring in March to align with the grant guideline distribution.
- e. **Training on Instructional Practices Postsecondary Support (TIPPS)-** In FY21, ICSPPS developed and piloted the Training on Instructional Practices Postsecondary Support (TIPPS) curriculum. This series of professional learning modules provides postsecondary instructors in career and technical education with an overview of evidence-based practices that strengthen the teaching and learning process. Ultimately, TIPPS leads to a better prepared workforce. Using TIPPS, each instructor can work through the learning modules, constructing a Universal Design for Learning (UDL) framework for their teaching by infusing pedagogical strategies with diverse learners in mind. Access to the curriculum can be found at <https://icspsequityu.org/courseselection>. Educators can engage in TIPPS in various ways: Individually at their own pace, collaboratively with a group of peers, and/or by participating in facilitated professional learning sessions. TIPPS content is divided into four 1.5-hour sessions. Sessions are interactive and provide practical activities for applying new knowledge in ways specific to participants' contexts. TIPPS spans topics related to learning conditions, curriculum, instruction, and assessment, and focuses on the following

learning objectives:

- Create optimal conditions for learning in an equitable and effective learning environment.
 - Design an accessible curriculum that embraces learner variability.
 - Apply instructional practices that are both rigorous and relevant to increase student engagement
 - Use a balanced assessment and feedback system to inform teaching and learning.
- f. **Webinars, Newsletters, Podcasts, and Other Engagement-** Webinars are offered throughout the year to reach a broader audience by CTE staff, ICSPS, OCCRL, and NIU. In response to the trauma COVID created for CTE students, faculty, and administrators, ICSPS created a 4-part series to support the CTE system and explore strategies to overcome Trauma. Perkins professionals from across Illinois were invited to join a cohort of professionals committed to learning and applying trauma-informed practices in postsecondary CTE and adult educational settings. Additionally, both ICSPS and OCCRL release newsletters to keep the field abreast on professional development opportunities and resources pertinent to CTE and the education community at large. Lastly, the OCCRL maintains an interactive blog for practitioners to learn about CTE topics, equity, transitions, among others.

II. Technical Assistance

In fiscal year 2021, staff continued the CTE Learning Community. The purpose of the Postsecondary CTE Learning Community is to provide a platform where Perkins Administrators can share effective practices within their institutions and programs and troubleshoot concerns/issues in relation to Perkins and CTE programs. Community talks were held once a month, and a new topic was posted to the community prior to each webinar with a request for questions and discussion points. Additionally, CTE staff communicate daily with Perkins Administrators to provide necessary technical assistance.

Section 5: Civil Rights Compliance

General Background and Update

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

1. Utilizing data collected for Perkins analysis and reporting such as performance data for each of the three indicators of performance, data disaggregated by race/ethnicity and gender, and identified equity gaps gleaned from the

Comprehensive Local Needs Assessment

2. A review of the disparities between total enrollment and CTE enrollment in the areas of race, sex, and disability; and 2) when, if ever, the college last received an on-site civil rights review.

Two reviews were completed in fiscal year 2021; these reviews had been postponed due to the unforeseen circumstances of SARS-CoV-2.

Background: MOA State Plan

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

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

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

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

Section 6: Additional Initiatives, Projects, and Achievements

I. Facilitating Access to Information and Best Practices

ICCB Board Goal 3 (FY2021) promotes engaging with all stakeholders to align board policies with student outcome improvement and increasing access to public information on system effectiveness. Several digital mediums are utilized to help share

career and technical information with stakeholders and the system.

- a. **Program of Study Approval Cohort:** ICCB CTE liaisons hosted a 10-week cohort and assisted colleges with navigating the Program of Study Approval Process. Each meeting focused on one component of the Program of Study Expectations Tool, and liaisons conducted a deep-dive into that component, expectations for that component, and acceptable supporting materials. Participants were encouraged to complete homework after each cohort meeting and to share the results the following week. In addition, participants shared thoughts and ideas and voiced questions and concerns. The intention of the cohort was to complete the Program of Study Expectations Tool gradually, gathering and collecting evidentiary support along the way. The end goal was to have all necessary information to complete a Program of Study Approval Form.
- b. **CTE Month:** In February, the CTE community celebrates CTE Month to heighten awareness for how career and technical education helps students prepare for careers and college. CTE Month is a time to recognize and celebrate achievements and accomplishments in CTE and at the community colleges. Colleges are encouraged to advocate for CTE within their own networks and invite community partners to participate in celebratory events on campus. A series of CTE spotlight topics were explored throughout February including: CTE as a strong lever for economic recovery; Resources for CTE practitioners; Recognizing and supporting CTE faculty; and Elevating student voices.

II. Programs of Study Models and Guides

In conjunction with ICCB, Educations Systems Center, at Northern Illinois University, worked to develop four additional model Programs of Study, as identified by the CTE State Plan. The primary purposes of the models and guides 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; establish a framework for State agencies to develop and implement program supports; identify priority dual credit courses that are foundational to the industry area and well-situated for statewide scaling and articulation; define the competencies that should be sequenced across a program of study course sequence to prepare students for the future of work in that industry area; and identify entry points for employers to support coursework and related experiences. The four focus areas for fiscal year 2021 were Agriculture, Food, and Natural Resources; Architecture, Construction, and Energy; Arts and Communications; and Finance and Business Services.



The final models and guides were released in August 2021. They can be found at

the following link: <https://edsystemsniu.org/model-programs-of-study-guides/>

III. Scaling Apprenticeships

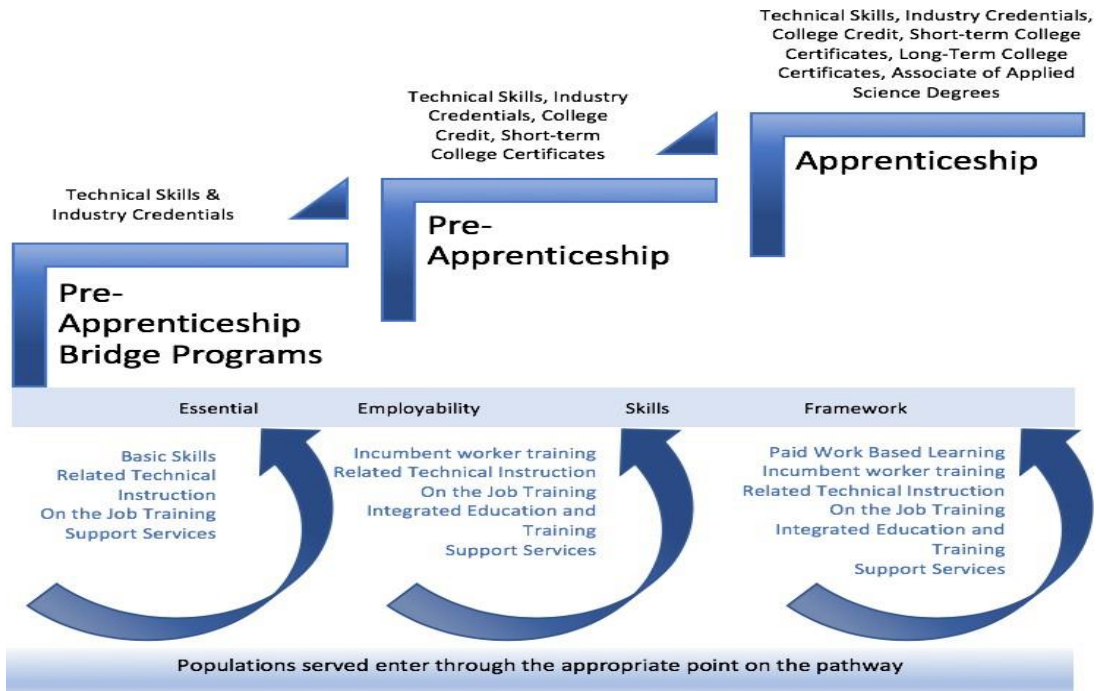
The ICCB is committed to supporting and expanding work-based learning opportunities for Illinois' students. As a main type of work-based learning, the state has placed significant priority on scaling apprenticeship programming. Apprenticeships not only offer benefits to students such as “earn while you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

During FY2021, ICCB continued its implementation of the four-year Customized Apprenticeship Programming in Information Technology project, a federally-funded grant supported by the U.S. Department of Labor. The CAP-IT project is supporting the development and expansion of apprenticeship programs in partnership with ten Illinois community colleges from across the state. The CAP-IT model is inclusive of bridge and integrated education and training programs to help low-skilled and low-wage workers improve their basic skills; related technical instruction; and on-the-job training to provide paid work-based learning. The participating colleges have received extensive professional development, support, and technical assistance. The ICCB is utilizing its existing Professional Development Network, supplemented by support from CompTIA, Jobs for the Future, and Harper College to ensure that the colleges have the resources they need to be successful.

The ten partner colleges are:

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

The image below shows the model that is being implemented by the colleges and supported by the ICCB. An innovation that has been utilized this year was the Integrated Education and Training (IET) component of the pre-apprenticeship. This component allows Adult Education students who are concurrently working on post-secondary credentials to explore pre-apprenticeship options. Their pre-apprenticeship though this grant serves as the workforce training component of their IET. It has served as another step in their pathway.



Although the first year proved challenging due to COVID-19, the colleges built a foundation for successful implementation in the remainder of the grant.

Year 1 and 2 Performance (SFY2021) - Customized Apprenticeship Programming in Information Technology	
1. Total participants served.	215
2. Total apprentices that are hired by an employer and enrolled in an apprenticeship education/ training program.	14
3. Total apprentices who complete an apprenticeship education/ training program.	10
4. Total apprentices who complete an apprenticeship education/ training program and receive a degree or other credential .	10
5. Total number of unemployed or underemployed apprentices prior to enrollment who complete an apprenticeship program and maintain their employment status with a current or new employer. Incumbent workers are not counted in this measure.	7

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

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Appendices

I. CTE Programs Approved as of December 2021 **Career & Technical Education Program Totals by College & Program Type: December 2021**

College	AAS	CERT 30+	CERT less than 30	TOTALS
Kaskaskia College	49	37	53	139
College of DuPage	75	56	120	251
Black Hawk College	26	20	27	73
Triton College	35	31	51	117
Parkland College	38	28	61	127
Sauk Valley Community College	15	4	26	45
Danville Area Community College	26	17	33	76
Kennedy-King College	20	20	29	69
Harold Washington College	15	14	15	44
Malcolm X College	16	11	16	43
Harry S Truman College	12	15	21	48
Olive Harvey College	11	13	22	46
Richard J Daley College	15	23	29	67
Wilbur Wright College	14	9	17	40
Elgin Community College	31	28	63	122
South Suburban College	33	22	61	116
Rock Valley College	23	14	51	88
William Rainey Harper College	34	23	75	132
Illinois Valley Community College	21	13	43	77
Illinois Central College	42	12	42	96
Prairie State College	21	20	44	85
Waubensee Community College	23	15	37	75
Lake Land College	48	41	48	137
Carl Sandburg College	15	16	16	47
Highland Community College	18	16	29	63
Kankakee Community College	22	35	73	130
Rend Lake College	27	21	58	106
Southwestern Illinois College	54	31	74	159
Kishwaukee College	20	12	40	72
Moraine Valley Community College	31	31	71	133
Joliet Junior College	55	43	81	179
Lincoln Land Community College	30	27	47	104
Morton College	17	13	30	60
McHenry County College	30	9	57	96
Lincoln Trail College	5	5	17	27
Olney Central College	14	8	22	44
Wabash Valley College	14	11	21	46
Frontier Community College	8	6	13	27
John A Logan College	32	19	20	71
Shawnee Community College	16	13	21	50

College of Lake County	51	38	95	184
Southeastern Illinois College	11	10	14	35
Spoon River College	10	4	31	45
Oakton Community College	28	31	81	140
Lewis & Clark Community College	29	26	56	111
Richland Community College	28	37	68	133
John Wood Community College	22	15	18	55
Heartland Community College	10	7	49	66
TOTALS	1240	970	2086	4296

II. CTE Staff Contact Information

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Deja Lockett	Associate Director for CTE	deja.lockett@illinois.gov	(217)785-0028
Ann Storey	Associate Director for CTE	ann.l.storey@illinois.gov	(217)558-4635
Dana Wynn	Associate Director for CTE	Dana.wynn@illinois.gov	(618)801-8161

III. Title I Perkins Leadership Grant Package Summaries

- Black Hawk College: The college developed a cybersecurity program that offered a short-term certificate, a 1-year certificate, and a 2-year AAS degree, specifically focused on the Department of Homeland Security's body of knowledge and skills through alignment with the National Initiative for Cybersecurity Education (NICE) preparation areas. The program developed transition points for both high school students and adult education students.
- Carl Sandburg College: The college offered specialized professional development and continuing support for CTE educators. In 2021, a conference for Sandburg's CTE faculty and dual-credit and secondary CTE teachers within the district was hosted, helping to solidify connections between high school and college educators.
- College of DuPage: The college used these funds to support a program to actively engage young adults interested in culinary workforce training in order to gain employable skills in the culinary industry.
- College of Lake County: The college used these funds to help sustain the use of an advising-coaching model that provided a personalized, culturally relevant onboarding experience for incoming CTE students and other students interested in CTE programs. Specifically, the money allowed for a position that recruited and engaged prospective CTE students and that assisted students as they explored college and career options.
- Heartland Community College: The college provided high-touch CTE academic and career advising to current and prospective students by helping students connect to Heartland CTE programs. The project also aided in increasing a student's sense of belonging and built a pipeline of future Heartland CTE students by supporting the establishment of a broad-based Career and Technical Student Organization (CTSO).
- Illinois Valley Community College: Through the CTE Adult Learner Initiative, the college enhanced its ability to serve their CTE adult learner populations by attracting more adult students and subsequently enhancing the services available to these students.
- John. A. Logan College: The college expanded its dual credit program in each of the eleven district high schools. The college utilized a full-time career coach and worked directly with high school personnel to expand CTE class enrollment, helped to fast-track students into employment and job readiness upon graduation and assisted those students pursuing further credentials, training, or certifications as they considered postsecondary options.
- John Wood Community College: The college improved and developed new curriculum for the CTE Automation and Robotics career pathway. The project partnered with the Quincy Area Vocational Technical Center (QAVTC) and other regional secondary schools to provide faculty training and curriculum upgrades with employer advisory committee input.

- Kaskaskia College: The college planned to create a redesigned, contextualized technical math course to improve success rates in technical math course(s) and related CTE programs. The project also included training for the lead math faculty.
- Lewis and Clark Community College: The college developed a welding program that meets employer needs and aligns with multiple certificates and an AAS in Welding. Delivery of welding classes included dual credit courses, online courses, and an adult education/CTE hybrid model.
- Malcolm X College: The college created a Networking and Coaching Academy that provided an intentional and guided pathway for professional development for new educators.
- McHenry County College: The college's CTE Connections project increased education and employment opportunities for CTE students by strengthening secondary and postsecondary collaboration with industry. This was accomplished through curriculum alignment, innovative delivery modes, work-based learning, and faculty development.
- Moraine Valley Community College: The college subsidized the rental cost of firefighting gear to increase the likelihood that more students would be able to afford to participate in the Fire Academy.
- Morton College: The college's project focused on increasing support services available for both students and faculty. The college assisted with advising and increasing retention in introductory-level CTE courses and job attainment for CTE completers. They also provided opportunities for professional development for the faculty members of emerging CTE programs.
- Oakton Community College: The college provided high-touch engagement to enhance relationships with students of color, mitigated barriers for these students, and worked to ensure they completed CTE credentials.
- Prairie State College: Titled "Pathway to a Bright New Smile," the college's project provided a sustainable pathway for district students to the dental hygienist program, beginning with the dental assisting certificate. The project focused on enhancing student transitions and providing student support services for underrepresented high-risk groups in dental assisting and hygiene.
- Rend Lake College: The college expanded WiFi access for CTE students to help improve their retention rates and reduce barriers that are common for students who live in the rural southern Illinois Region that the college serves.
- Richland Community College: The college introduced local professionals to adjunct faculty opportunities in CTE programs through an employment pipeline that included a team of representatives for engagement, current professional development programs, a recruitment program, and mentorship.
- Sauk Valley Community College: The college developed a 3-tiered mentorship program

for faculty that progresses from initial employment through retirement. The mentorship program aimed to improve faculty retention and engagement.

- Southeastern Illinois College: The college provided high-touch advising and support to CTE students. They worked with area high schools, the financial aid office, and students, particularly those with barriers to success, to provide seamless transitions into and through the postsecondary process.
- Truman College: The college integrated college CTE with Chicago Public Schools, Department of Family and Support Services educators, and parents to address shortages in Bilingual/ESL teachers and early childhood education. The project oversaw the enrollment and retention of 120 students in Early Childhood Education cohorts and Educator Endorsement cohorts.

IV. Resources

1. Illinois State Plan for Perkins V: <https://www.iccb.org/cte/wp-content/uploads/2020/06/Illinois-State-Perkins-Plan-approved-by-USDOE-5.21.20.pdf>
2. ICCB Civil Rights Compliance webpage: <https://www.iccb.org/cte/civil-rights-reviews/>
3. Illinois Civil Rights Review Tool: <https://www.ilcivilrightsreview.com/>
4. MOA State Plan for Postsecondary Education: <https://www.iccb.org/cte/wp-content/uploads/2020/12/Illinois-Postsecondary-MOA-State-Plan.pdf>
5. Model Programs of Study Guides: <https://www.iccb.org/cte/pos-models/>
6. Programs of Study Expectations Tool: <https://www.iccb.org/cte/wp-content/uploads/2020/05/POS-Expectations-Tool-Final-FILLABLE.pdf>
7. Postsecondary Perkins Grant Manual: <https://www.iccb.org/cte/wp-content/uploads/2020/04/CTE-Grant-Manual-12.19.pdf>
8. Program Review Portal (OCCRL): <https://occril.illinois.edu/pri>
9. Program Review webpage (ICCB): https://www.iccb.org/academic_affairs/?page_id=36
10. ICSPS: <https://icsps.illinoisstate.edu/>
11. OCCRL: <https://occril.illinois.edu/>

Item #12.5
January 28, 2022

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD ANNUAL JOINT REPORT OF
THE ILLINOIS ARTICULATION INITIATIVE**

The Illinois Articulation Initiative Act (Public Act 99-636) directs the Illinois Community College Board (ICCB) with the Board of Higher Education (IBHE) to report annually to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act.

This report was informed by data collected by the Illinois Articulation Initiative, Illinois State University, the Illinois Board of Higher Education, and the Illinois Community College Board.



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December 22, 2021

TO: Governor JB Pritzker
Members of the Illinois General Assembly
P-20 Council Members

FROM: Ginger Ostro, Executive Director

RE: Annual Joint Report of the Illinois Articulation Initiative
(Public Act 99-636)

The Illinois Articulation Initiative Act directs the Illinois Board of Higher Education (IBHE) and the Illinois Community College Board (ICCB) to report annually to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act.

This report was informed by data collected by the Illinois Articulation Initiative, Illinois State University, the Illinois Board of Higher Education, and the Illinois Community College Board.

I am pleased to submit to you this report, prepared in collaboration with the ICCB.

CC: Legislative Research Unit
Illinois State Library

ANNUAL REPORT ON THE ILLINOIS ARTICULATION INITIATIVE 2021



December 2021
Illinois Board of Higher Education

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Executive Summary

As part of the annual review of transfer under the Illinois Articulation Initiative Act, the Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Articulation Initiative (IAI) as an entity jointly prepared this report on the state of seamless transfer among and between Illinois' 110 public community colleges and universities and participating private institutions.

In response to the pandemic, the IAI, IBHE, and ICCB provided guidance to institutions shifting courses to remote learning to ensure the 9,000 currently active IAI-approved courses remained transferable and to ensure students who selected to receive pass/fail grades during the pandemic could transfer coursework with pass/fail grades at any point in the future. In Fiscal Year 2021 (Academic Year 2020-2021) and despite the pandemic, institutions submitted and IAI panels reviewed 1,037 courses across six General Education and 21 Major panels. Of those submitted, 662 courses received IAI approval for transfer.

Among the 41,042 students who transferred in Fiscal Year 2021, more than 7,000 students completed an IAI-approved General Education Core Curriculum (GECC) credential, indicating that those students completed their lower-division general education coursework and would be automatically granted "junior" status at the IAI-participating four-year institution that receives them as transfer students.

Faculty and institutional participation remained high in Fiscal Year 2021: 126 faculty from public four-year institutions, 181 faculty from public two-year institutions, and 36 faculty from private institutions participated in the six General Education and 21 Major courses. Meanwhile, 48 public community colleges, 12 public universities, and 19 private institutions submit courses to IAI for approval as transfer courses and receive IAI-approved courses, while 31 private institutions receive IAI-approved courses for transfer.

As a matter of evaluation, the Boards look at the number of courses submitted and reviewed by panels, faculty and institutional participation, and overall administration of the IAI. IBHE and ICCB staff serve as GECC and Major panel managers, provide policy guidance, and serve as external communications services. The Boards and the IAI meet annually to discuss and evaluate the work of the previous year, collaborate on developing and implementing IAI policies and procedures, and recruit faculty.

This report serves as the required IAI annual report to the Illinois General Assembly under the Illinois Articulation Initiative Act. ¹

COVID-19 Updates

The Coronavirus forced all Illinois public and private institutions to shift to alternative teaching and grading methods. In the spring of 2020, the IAI State Director worked with the IBHE and ICCB staff and key stakeholders throughout the state to establish and widely distribute institutional COVID-19 guidance regarding course modalities and grading policies for IAI-approved courses. The following guidance memos were released to provide flexibility during the pandemic for science lab and speech courses as well as grading policies for IAI-approved courses:

- [COVID-19 Guidance - Online Labs & Speech - Through Summer 2022](#)
- [COVID-19 Guidance - FAQ for IAI Course Grading per SB 1569](#)
- [COVID-19 Guidance - Pass/Fail Grades in IAI - Updated for Spring 2020 and Summer 2020](#)
- [COVID-19 UPDATES - IBHE Institutional Information](#)

¹ P.A. 99-636, eff. 1-1-17

GECC Package at Public Institutions

In January 2019, the Illinois Community College Board officially launched the General Education Core Curriculum (IAI GECC Credential or GECC package) for all 48 community colleges. All colleges and universities participating in IAI agree to accept a completed IAI GECC package in lieu of their own comparable lower-division general education requirements. The IAI GECC package consists of 37–41 semester credit hours in communications, humanities and fine arts, social and behavioral sciences, life and physical sciences, and mathematics and now appears on students' community college transcripts when transferring the completed package to another Illinois institution.

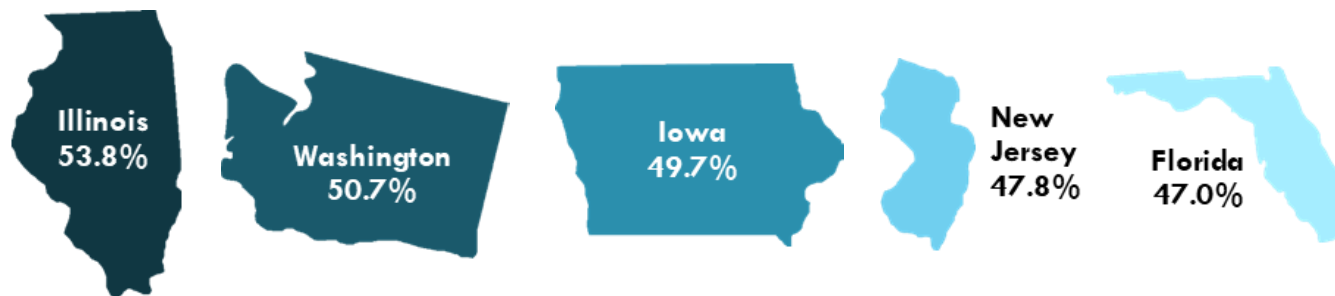
Students who complete the IAI GECC package at a community college can now transfer the package as a credential, which is guaranteed to be accepted by all IAI-participating institutions and, with some exceptions, fulfills the accepting institution's general education requirements.² Students pursuing an Associate of Science degree do not complete the IAI GECC package until they transfer to the four-year university due to the additional math and/or science courses necessary to be on track for junior standing status in a STEM major. However, once the additional Humanities & Fine Arts and Social & Behavioral Sciences courses are completed at the receiving four-year institution, students can reverse-transfer³ their completed lower-division coursework to the sending community college if the student wishes to get the GECC Package credential transcribed.

In Fiscal Year 2021, more than 7,400 students completed a GECC credential from a community college, which enables those students to enter a baccalaureate institution as a junior. Further, granting GECC-credentialed students junior status unlocks upper-division coursework to transfer students, saving them time and money to degree completion.

Success with Transfer

The IAI is a model for transfer initiatives in other states, including Indiana, Missouri, and California. Nationally, Illinois is a leader in successful degree completions among transfer students:

The five states with the highest bachelor's completion rates⁴ among students who started at a community college (transfer-out) are:

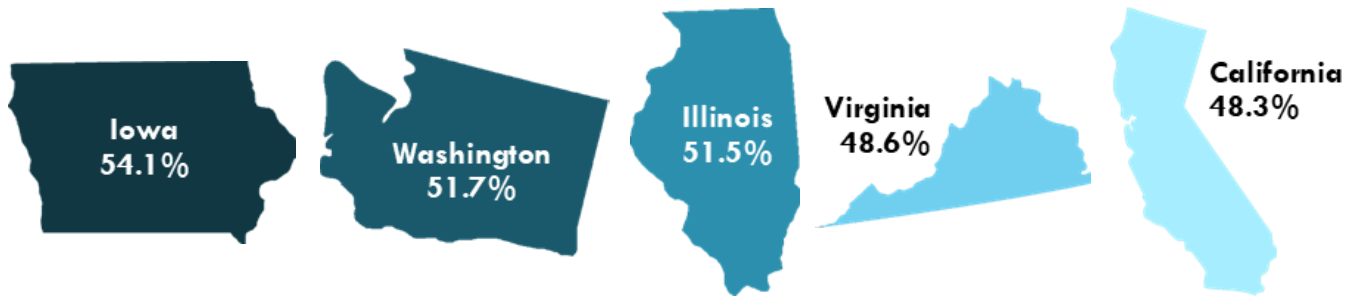


² Section 20(b) of the IAI Act

³ Under the Student Transfer Achievement Reform Act (amended: PA 100-824), "reverse transfer" means that a former community college student who completed at least 15 hours of coursework at the community college and is now attending a public university may apply for an associate degree using requisite courses earned at the university. Through reverse transfer, these individuals have the potential to "transfer back" university courses that count toward an associate degree and earn that associate degree even while they are in progress to completing the baccalaureate degree.

⁴ National Student Clearinghouse (2017) definition of "**transfer-out bachelor's completion rate**" is: "The number of transfer students who started at the community college and earned a bachelor's degree from any four-year institution within six years of community college entry, divided by the number of transfer students in the community college's fall 2010 cohort." Unit of analysis: CC. See page 5: https://nscresearchcenter.org/wp-content/uploads/SignatureReport13_corrected.pdf

The five states with the highest bachelor's completion rates⁵ among students who transferred-in to a baccalaureate institution are:



IAI and A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth⁶

On June 15, 2021, Illinois approved a new higher education strategic plan, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#), which articulates 25 strategies to achieve the three goals of Equity, Sustainability, and Growth. Specifically, this report demonstrates IAI's contributions to achieving Growth Strategy #8 via seamless transfer and reverse transfer, ensuring that transfer students, who often identify as first-generation, low-income, rural, working adults, and/or students of color, complete a baccalaureate within an appropriate timeframe and as affordably as possible. The seamless transfer created by IAI supports students' ability to transfer between and among Illinois' degree-granting institutions and is an important tool for achieving the goals of Illinois' higher education strategic plan:

Growth Strategy #8

Students increasingly take courses at multiple institutions of higher education to earn their degrees. However, without careful attention and alignment, students can also accumulate credits that are not recognized at subsequent institutions, with the result that their time to and cost of degree is extended. The IBHE and ICCB, working in cooperation with transfer leaders across the state, identified ways to enhance transfer so that adults with some college but no degree can finish their degrees. In 2019-2020, the agencies also undertook a study of options for improving the state's transfer infrastructure.

- **Create a state communications campaign** to locate and target adults who hold substantial college credits about their options to finish up a degree or be awarded a degree for which they are already eligible.
- **Publicize and scale options for reverse transfer** so that individuals who transferred from a community college prior to completing the associate degree can receive the associate degree while working toward a bachelor's degree; leverage reverse transfer options in certain STEM fields where it may be more efficient for the student to transfer before completing their associate degree.
- **Evaluate impact of public universities offering associate degrees** for students who may have to drop out before completing a bachelor's degree. If students have completed a course of study equivalent to an Associate of Arts degree at the university, they could be awarded the degree, reducing the number of people who leave school with some college but no degree. Evaluation should focus on potential near- and long-term impacts on the higher education ecosystem.
- **Develop strategies for maximizing transfer of degree-applicable courses** including math pathways and meta-majors.

⁵ National Student Clearinghouse (2017) definition of "**transfer-in bachelor's completion rate**" is: "The number of transfer students in the fall 2010 cohort who started at any community college and earned a bachelor's degree from the four-year institution within six years of community college entry, divided by the number of transfer students in the fall 2010 cohort who started at any community college and enrolled at the four-year institution. Transfer students who enrolled at multiple four-year institutions were counted for each four-year institution." Unit of analysis: 4-year. [See page 5: https://nscresearchcenter.org/wp-content/uploads/SignatureReport13_corrected.pdf](#)

⁶ <https://ibhestrategicplan.ibhe.org/IBHE-Strategic-Plan-2021.html>

- **Develop transfer options for students holding the Associate of Applied Science degree** and evaluate near-term and long-term impacts on the higher education ecosystem of establishing authority for community colleges to offer baccalaureate degree programs in specific fields.
- **Expand the use of 2+2, 3+1, and dual degree agreements** to ensure students have clear information about and coordinated advising for their academic journey
- **Launch a transfer guarantee initiative** that provides students with upfront information about their total cost, time to degree, and full details about their transfer path.
- **Enhance student information and advising about transfer** in relation to high-demand majors, majors with specific licensure requirements, and institution-specific requirements for graduation at receiving institutions.
- **Provide stable funding for the Illinois Articulation Initiative and the MyCredits Transfer/ Transferology tool.** These state systems and tools ensure that students who are taking courses and have a major in mind but do not know what baccalaureate institution they want to transfer to have the information and support they need for seamless transfer to their four-year institution.

Institutional Participation

The Act mandates all Illinois public two-year and four-year institutions to participate in IAI as Full Participants by submitting and reviewing courses for IAI approval; maintaining a complete IAI General Education Core Curriculum package (GECC package); and, if applicable to the institution, maintaining up to four major courses approved for transfer.⁷ IAI staff conduct an annual audit to ensure public institutional compliance with the Act.

IAI Fiscal Year 2021 Quick Facts:

Total Number of Institutions	110
Full Participating Institutions ⁸	79
Public	60
Private	19
Receiving-Only Institutions ⁹	31
Private	31

Academic Year 2020 Total Transfer Population¹⁰

41,042

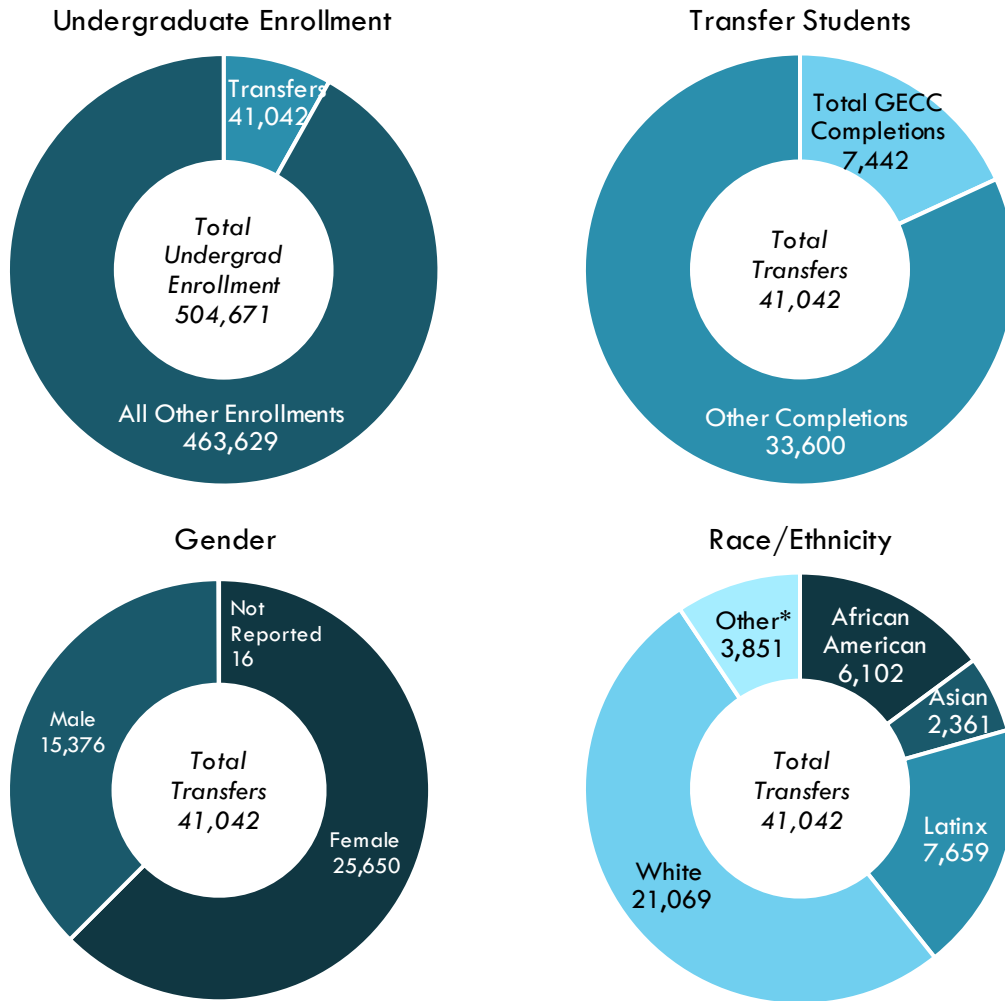
⁷ 110 ILCS 152/1

⁸ Full Participating Institutions are required to be accredited by the Higher Learning Commission or other regional accreditor; seek approval for and maintain a complete GECC package; agree to accept as meeting all lower-division general education requirements of the institution a completed GECC package from any other participating institution. Source: *Policies and Procedures Manual for the Illinois Articulation Initiative*. Illinois Board of Higher Education, Illinois Community College Board: 2020.

⁹ Receiving-Only institutions agree to accept as meeting all lower-division general education requirements of the institution a completed GECC package from any other participating institution. Institutional references to IAI must include a receiving-only disclaimer. Receiving institutions will allow transfer-in students with a partially completed GECC package the option of completing the GECC after transfer under certain conditions. Source: *Policies and Procedures Manual for the Illinois Articulation Initiative*. Illinois Board of Higher Education, Illinois Community College Board: 2020.

¹⁰ IBHE Information Management and Research: IHEIS Fall Enrollment Collection and Fall Enrollment Survey II; ICCB Centralized Data System – Fall Enrollment 2020

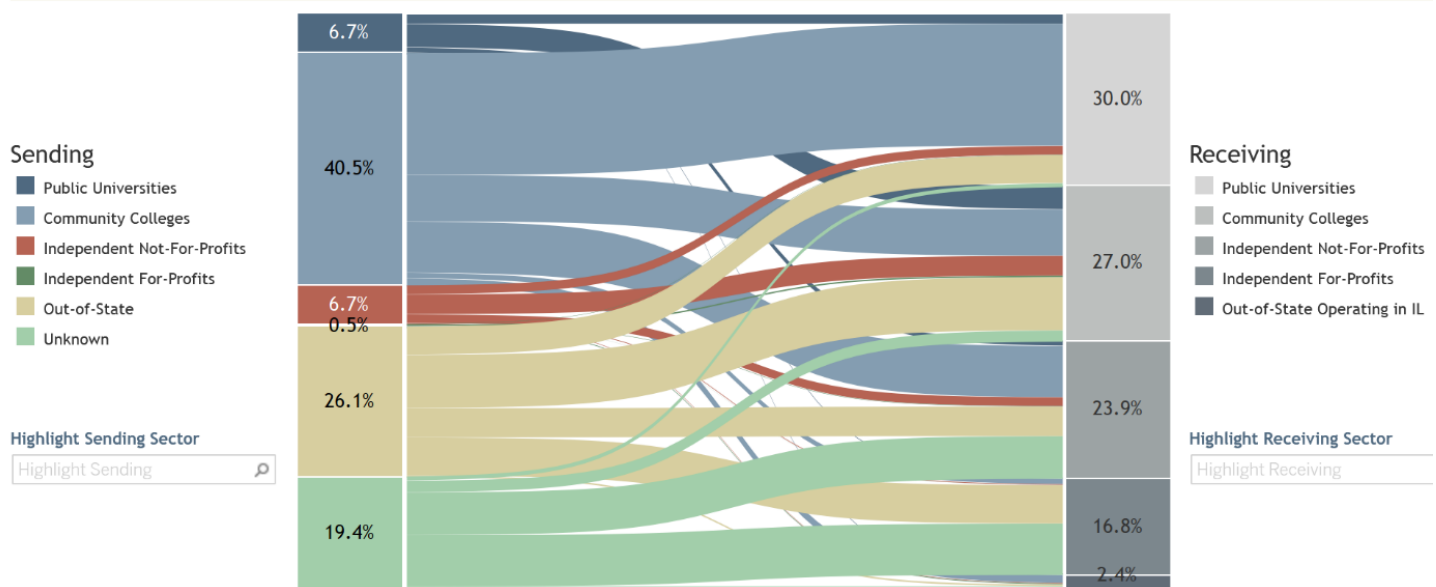
The chart below, generated from IBHE's [Transfer Dashboard](#), shows the total transfer population (41,042) as a portion of Total Undergraduate Enrollment (504,671) by gender and race/ethnicity. Not included in the chart is ICCB's preliminary number of transfer students earning a GECC package credential, equaling approximately, 7,442.



*The Other category includes: Native American and Alaska Natives, Native Hawaiian and Other Pacific Islander, Multiracial, International, and No Report

The 2020 Transfer Student Distribution chart¹¹ below, generated from IBHE's [Transfer Dashboard](#), shows the flow of transfer students from the sending institutions to the receiving institutions demonstrating that the majority of transfer students flow from public community colleges to public universities.

Distribution of Sending Sector by Receiving Sector



Panel Information

The IAI GECC and Major faculty panels serve as the foundation for IAI course review. Each fully participating institution must provide appropriate and qualified full-time faculty to serve three-year terms on relevant panels. In addition, seats on each panel are reserved for one executive or staff-level institutional representative to provide institutional perspective. There are currently six general education (GECC) panels and 15 active major panels in which faculty meet to review new and ongoing courses every spring and fall; only full-participating institutions or institutions working toward becoming full participants submit courses for review.

Faculty Participation on the IAI GECC and Major Panels:

Total Faculty	343
Public Four-Year Faculty	126
Public Two-Year Faculty	181
Private Institution Faculty	36

Panel Process

For a course to receive IAI approval, a participating institution must submit a representative course syllabus and other applicable course materials (e.g., sample labs) to the appropriate GECC or Major panel for review. All panels meet in the spring and fall semesters to determine each course's alignment to a panel's course descriptors and approval criteria. The iManage system and the iTransfer database are the IAI's formal database and information repository, respectively, for all course submissions, panel decisions, and faculty and institutional participant access to course submission materials. If a course is approved by a panel, it receives an IAI Code

¹¹ IBHE's Fall Enrollment Collection and Fall Enrollment Survey II; ICCB's Centralized Data System – Fall Enrollment

assignment communicating to students and institutions' registrars that the course has been approved for transfer by the IAI. Students and institutions may access the iTransfer website to determine whether a course at a particular institution has received IAI approval and an associated course code, indicating approval for transfer.

IAI Panel Activity Quick Facts:

GECC Panels	
# GECC Panels	6
GECC Course Descriptors	197
Active GECC Courses	6,670

Major Panels¹²	
# Major Panels	15
Major Course Descriptors	180
Active Major Courses	2,372

Total Active Courses (GECC and Major)	
9,042	
Total #Courses Submitted for Fiscal Year 2021 Review	1,037
# Approved	662
# Sent Back for More Information	259
# Returned to Institution Unapproved	116

Along with the IAI, the IBHE and ICCB assist in ensuring institutional participation and adequate course submissions in IAI General Education and Major panels, faculty and institutional representation in the process, and compliance with the Act.

IAI History and Transfer in Illinois

The Illinois Articulation Initiative, created in 1993 as a joint effort between the Illinois Board of Higher Education, the Illinois Community College Board, and transfer coordinators from Illinois colleges and universities, is a mature, coordinated, well-functioning statewide system that serves an average of nearly 48,000 transfer students annually¹³ and includes 110 participating public and private institutions. The IAI was designed to support students who have not necessarily determined the specific major(s) they want to pursue or the particular institution(s) to which they would like to transfer. The need for and importance of “seamless transfer” among and between Illinois’ degree-granting institutions was codified in 2017 by the Illinois General Assembly in the Illinois Articulation Initiative Act (the Act) (110 ILCS 152/1). The Act mandates the IBHE and ICCB to:

- (a) . . . co-manage the implementation, oversight, and evaluation of the Illinois Articulation Initiative. . . and
- (b) The Board of Higher Education and the Illinois Community College Board shall provide a joint report on an annual basis to the General Assembly, the Governor, and the Illinois P-20 Council on the status of the Illinois Articulation Initiative and the implementation of this Act” (Source: P. A. 99-636, eff. 1-1-17)

...and requires all Illinois public community colleges and universities:
to participate in IAI; maintain a complete GECC package; accept all courses approved for IAI GECC codes for transfer as fulfilling parts of the GECC package; and to prohibit additional lower-division general

¹³ Annually 2016-2020 for undergraduate degree-seeking students only; non-degree-seeking students are not included in transfer data since 2016.

education course requirements for students with a complete GECC package. (Source: P. A. 99-636, eff. 1-1-17).

The IAI has been administratively housed and supported via State funds at Illinois State University (ISU) since 1997, a pivotal move by the Boards that, because ISU initiated the iTransfer website that year, created a comprehensive transfer system in Illinois and enabled the launch of a fully functioning IAI and GECC Package in 1998. The IAI staff consists of a full-time director, coordinator, and system programmer as well as a part-time technology/programming consultant. IBHE and ICCB staff serve as GECC and Major panel managers and provide policy and other guidance and external communications services.

Faculty from public community colleges and universities and participating private institutions from across the state take responsibility for ensuring that GECC and lower-division major courses meet expected standards of quality and rigor, ensuring that receiving IAI-approved courses meet accepted standards for general education and prepare transfer students for upper-division and major coursework; faculty participation in IAI panels is key to seamless transfer in Illinois and student success. In Fiscal Year 2021, 21 IAI panels comprised of 343 faculty¹⁴ reviewed 1,037 courses. IAI maintains more than 9,000 active general education and major courses across 197 course categories. Once approved, courses are reviewed by faculty panels regularly, ensuring that IAI-approved courses remain relevant, adhere to IAI policies, and provide students and institutions confidence in the integrity of transferred coursework.¹⁵

Today, Illinois is recognized nationally as a model for transfer student success and now leads the nation in bachelor's degree completion rates among community college students who transfer to four-year colleges, significantly exceeding the national average. ¹⁶ This success comes from a nearly 25-year history of coordinating the transfer needs of an average 48,000 students annually through the Illinois Articulation Initiative, which serves students and their families by guaranteeing transferability of approved courses. The IAI serves Illinois' institutions by ensuring approved courses retain integrity, remain relevant and applicable, and provide the appropriate rigor and preparation expected of college-level courses. These dual features of IAI are intentional and vital to seamless transfer and to ensuring student success.

¹⁴ Number of faculty varies year to year, with more than 400 faculty in 2019 and 343 faculty in FY21.

¹⁵ Updated and revised from Executive Summary, STAR Act and SJR 22 Report, Jan. 31, 2020.

¹⁶ Transfer Success in Illinois: IBHE DataPoint, 2018. <https://www.ibhe.org/DataPoints/DataPoint-Transfer-Success-in-Illinois.html>

Item #12.6
January 28, 2022

Illinois Community College Board

LEGISLATIVE REPORT

Matt Berry will provide the legislative report upon completion by the date of the Board meeting.



**DIVERSITY, EQUITY, AND INCLUSION (DEI)
ACTION PLAN
October 2020**

Illinois Community College Board – DEI Action Plan

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.

- Key:** ED – Executive Director
DED– Deputy Executive Director
COS – Chief of Staff
DDIT – Deputy Director for Information Technology Budgeting
DDAEI – Deputy Director for Academic and Institutional Effectiveness
SDPTS – Sr. Director for Professional and Technical Services
SDRPS – Sr. Director for Research and Policy Studies
SDCTE – Sr. Director for Career and Technical Education
SDAS – Sr. Director for Academic Affairs and Student Services
- AASS – Academic Affairs and Student Services Division (ICCB)
CTE – Career and Technical Education Division (ICCB)
- CSSO – Community College Chief Student Officers
CAO – Community College Chief Academic Officers
MISAC – MIS Research and ILDS Advisory Committee
ICCP – Illinois Council of Community College Presidents

Illinois Community College Board – DEI Action Plan

Goal 1: ICCB employees understand, are committed to, and have the infrastructure needed to operationalize diversity, equity, and inclusion in the workplace.

Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Improve the cultural awareness and cultural competency of the agency through ongoing employee training and education • Empower employees to provide diverse perspectives on agency education and training activities 	- Introduce the DEI to the ICCB Board, Executive Team & Senior Level Staff	September/October 2020	ED, DED, COS	The Board, executive team and senior level staff are introduced to DEI concepts	COMPLETE
	- Conduct a Diversity Equity and Inclusion Committee interest survey	November 2020	DED, COS, SDPTS	Interest survey is completed and distributed to agency employees to complete	COMPLETE
	- Establish an agency DEI Committee and empower the committee to make recommendations for enhancement of the DEI Action Plan	November 2020	DED, COS	DEI committee has been formed and agency staff is participating	COMPLETE Six Members
	- Examine agency cultural training efforts	December 2020	DDIT, SDPTS	Agency training efforts that are related to cultural training are identified	COMPLETE
	- Develop ongoing training that ensures diversity inclusion and cultural awareness (committee, staff, board, etc.)	June 2022 Updated	DEI Committee, DED, COS, SDPTS	5 cultural trainings will be identified and/or developed to ensure all staff, board, and committees are aware of diversity and inclusion	IN PROGRESS Recommendations presented
	- Require all staff to complete DEI training	July 2022 Updated	ED, COS, DED	All agency staff completed DEI Training and training a part of the onboarding of new employees	IN PROGRESS Recommendations presented

Illinois Community College Board – DEI Action Plan

Goal 2: ICCB workforce reflects the diversity of the state by focusing on diversity, equity, and inclusion in recruitment and retention.					
Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Ensure equitable access to employment opportunities by improving recruitment and retention efforts • Support the intentional hiring and retention of agency staff from underrepresented groups • Identify diverse markets to ensure equitable access to employment opportunities • Establish internship opportunities by expanding outreach efforts to underrepresented student populations 	- Review agency recruitment and retention strategies	March 2021	COS, DDIT	All agency strategies will be reviewed (HR information, EEO, etc.)	IN PROGRESS Recommendations presented.
	- Present this information to the agency DEI Committee	April 2021	COS, DDIT	DEI Committee discussed agency hiring and diversity practices	COMPLETE
	- Determine what elements are needed to enhance current policy	June 2022 - updated	DEI Committee	5 new diverse markets identified to ensure equitable access to employment and internship opportunities	IN PROGRESS
	- Revise current recruitment and retention strategies.	July 2022 Updated	COS, DDIT	New procedures developed for recruitment of new employees and retention of existing employees	NOT STARTED

Illinois Community College Board – DEI Action Plan

Goal 3: ICCB policies and procedures reflect the Board’s commitment to diversity, equity, and inclusion.					
Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Perform a review of internal (agency) and external (colleges) policies and procedures • Increase opportunities to expand skills and knowledge and to cross-train, providing staff with opportunities to prepare to take on greater authority and new duties • Ensure the inclusion of diversity and equity in agency policies and procedures • Align board and agency policies and procedures to support the inclusion of diversity and equity • Approve new diversity and equity policies and procedures • Provide training on new diversity and equity policies and procedures 	- Form a team to review current policies and procedures to ensure diversity inclusion and accessibility	November 2020	Executive Team	Agency polices reviewed including: EEO, agency manuals and materials - Program Recognition and Program Review, Accessibility and Employee Guidebook, Administrative Rules, and websites	COMPLETE Executive staff has had initial conversations / Task assigned to DEI Committee.
	- Define equity and diversity elements to include in new policies and procedures	December 2022 Updated	DEI Committee, COS, DED, DDIT	A list of elements developed to include in new agency policies	IN PROGRESS Working with other agencies to define equity
	- Revise policies and procedures	March 2021	Executive Team	All agency materials are updated to reflect the list of elements	IN PROGRESS NOT STARTED
	- Board approval of new policies as necessary	June 2022 Updated	ED, COS, DED, ICCB Board	Websites updated to reflect changes	IN PROGRESS
	- Train staff on new policies and procedures	August 2022 Updated	COS, DED, SDPTS	Those policies requiring Board approval will be approved by the Board	NOT STARTED
	- Evaluate the training	August 2022- Updated	SDPTS	All agency staff receive training	IN PROGRESS In consultation with the Governor's Equity Office.
	- Revise Administrative Rules to reflect new policies and procedures.	Fall 2022 Updated	COS	Training is evaluated by staff to determine needed improvements	NOT STARTED
	- Revised Administrative Rules submitted to JCAR				

	<ul style="list-style-type: none"> - Review agency website and communication tools to ensure they are accessible to people with disabilities and non-English readers and develop remediation plan. - Review Board advisory committees and workgroups to ensure diverse representation and perspectives - Develop a process for review of board committees and workgroups. - Meet with Advisory Organization to gain input and to discuss DEI. - Provide recommendations to each Advisory Committees and workgroups on diversity of representation. 	<p>August 2022 - Updated</p> <p>August 2022 Updated</p> <p>September 2022 Updated</p> <p>Fall 2021</p> <p>Fall 2022 Updated</p>	<p>DEI Committee, COS, DED</p> <p>Executive Team, Senior Staff</p> <p>Executive Team</p> <p>Executive Team, Senior Staff</p> <p>ED</p>	<p>A plan for improved access to information is adopted</p> <p>A list of all members of advisory committees and workgroups is developed</p> <p>All advisory committees and workgroups reviewed using the developed process</p> <p>All advisory committees participate in meetings with agency staff to discuss DEI.</p> <p>All advisory committees and workgroups provided with recommendations on diversity and inclusion</p>	<p>IN PROGRESS</p> <p>IN PROGRESS</p> <p>NOT STARTED</p> <p>COMPLETE</p> <p>NOT STARTED</p>
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Illinois Community College Board – DEI Action Plan

Goal 4: Community college system goals are data driven and promote equity and access for all students.					
Objectives	Strategies	Timeline	Accountability	Performance Measure	Progress Report
<ul style="list-style-type: none"> • Ensure data driven system goals promote equity and access to all community college students as well as completion • Promote student success through the revision and adoption of equity standards • Collaborate with education agencies to establish state equity measures • Ensure equity standards in higher education include elements that reduce barriers to student success (i.e., transition and recruitment activities, supportive services, academic and instruction, accessibility, Program Review, and Illinois Postsecondary Profile). 	- Utilize existing data system committee to examine current data to ensure services are equitable to all students	March 2021	DDAIE, SDRPS, MISAC	MIS Research and ILDS Advisory Committee met review equity related services to students	IN PROGRESS & ONGOING
	- Review goals of the system to determine if data supports the goals, access, and completion	March 2021	DDAIE, SDRPS, MISAC, ICCCP	MIS Research and ILDS Advisory Committee makes recommendations on data supporting the mission of the community college system	IN PROGRESS
	- Establish appropriate data points to measure equitable access and completion	June 2021	Executive Team, Senior Staff, RPS Division, MISAC,	3 to 5 data points to measure access and completion are developed	ONGOING Race, Ethnicity, Socio-economic Status (Pell), geographic.
	- Establish P20 Statewide Postsecondary Equity Benchmarks	October 2021	Cross Agency Collaboration: P-20 Council, ICCB, BHE	A postsecondary target for completion of a college degree or certificate by 2025 and beyond is established -- Goal TBD	ON-GOING
	- Revise equity planning and reporting for the community college system to include the assessment of college’s methods and strategies to achieve goals as well as methods to ensure equity and access	January 2022	AASS Division, CTE Division, CSSOs, CAOs	A framework for college equity planning is developed	IN PROGRESS

	<ul style="list-style-type: none"> - Strengthen current ICCB Program Review processes to ensure equity and inclusion - Enhance the profile of best practices across the community college system through targeted curation efforts utilizing reports such as the Underrepresented Groups Report and other ICCB publications/ reporting tools - Enhance and expand Illinois Postsecondary Profile (IPP) tool to increase transparency around equity and access 	<p>Spring 2021</p> <p>July 2022 Updated</p> <p>Spring 2022- Updated</p>	<p>DED, SDCTE</p> <p>DED, SDCTE, SDAS</p> <p>DDAIE, Cross Agency Collaboration: IBHE</p>	<p>Current Program Review process revised to include equity, diversity and inclusion</p> <p>Best practices released across the community college system that support student success and equity and inclusion</p> <p>The next version of the IPP tool is released</p>	<p>COMPLETE</p> <p>IN PROGRESS</p> <p>ON-GOING -Release of the equity section of the IPP tool soon.</p>
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Updated 1/19/22

Item #15
January 28, 2022

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.