

Illinois Community College Board

330th Meeting Agenda and Materials

September 21, 2001
9:45 a.m.

Joliet Junior College
City Center Campus
Ballroom
214 North Ottawa Street
Joliet, Illinois



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Agenda
330th Meeting of the
Illinois Community College Board

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	<u>Page</u>
1. Roll Call and Declaration of Quorum	--
2. Announcements and Remarks by Edward T. Duffy, Chair	
3. Remarks by President J.D. Ross/Joliet Junior College	
4. Committee Reports	
4.1 Adult Education Transition Committee	--
4.2 Funding Equity Study Committee	--
4.3 Budget and Finance Committee	--
5. Board Liaison Report	
5.1 Status Report on the Statewide Leadership and Core Values Initiative	1-7
6. President/CEO's Report	--
7. Advisory Organizations	
7.1 Student Advisory Committee	--
7.2 Illinois Community College Trustees Association	--
7.3 Presidents Council	--
7.4 Illinois Community College Faculty Association	--
8. Fiscal Year 2003 Community College System Budget Issues	8
9. Illinois Community College System Results Report - Fiscal Year 2001	9-10
10. Advancing Opportunities Program — Final Report	11-17

Agenda
330th Meeting of the
Illinois Community College Board

	<u>Page</u>
11. Consent Agenda	
11.1 Minutes of the June 15, 2001 Meeting	18-26
11.2 Illinois Community College Board Appointments to the Joint Education Committee	27
11.3 Illinois Community College Board Appointment to the Midwestern Higher Education Committee	28
11.4 New Units of Instruction	29-34
11.5 Certification of Eligibility for Special Tax Levy (Chapter 122, Paragraph 3-14.3)	35
11.6 Proposed Emergency Amendments to Illinois Community College Board Rules Concerning Foundation Matching Grants	36-37
11.7 Proposed Illinois Community College Board Workforce Development Advisory Committee	38
12. Information Items	
12.1 Fiscal Year 2001 Financial Statements (June-August/Final)	--
12.2 Fiscal Year 2002 Financial Statements (July-August)	--
12.3 Illinois Community College Board Advisory Committee Member Appointments	39-41
12.4 Status Report on the Plan for Enhancing the Role of Community Colleges in Teacher Preparation/Quality	42-44
13. Other Business	
14. Adjournment	

Illinois Community College Board

**STATUS REPORT ON THE STATEWIDE
LEADERSHIP AND CORE VALUES INITIATIVE**

The Leadership and Core Values (LCV) Initiative began in 1997 with the passage of a resolution by the Illinois Community College Board. That resolution requested that community colleges consider their core values and design ways to implement those values into decision-making processes at the colleges. The results of this action have led colleges to pursue the implications of what they value with students, faculty, staff, and the communities they serve. In addition to the activities on campuses, the Leadership and Core Values Initiative includes annual statewide institutes with more than 300 persons attending, a grant program designed to support individual college activities, and the creation of the Center for Applied Ethics. This report not only provides an update on these activities, but also describes a new phase of the LCV effort, including a comprehensive assessment of the impact of this initiative over the past four years.

Leadership and Core Values Institutes. At the first institute, colleges were asked to send five-member teams who would be trained to lead their college constituents in a discussion about the place of values within their respective institutions. Each team returned from the institute with a resolve to address the goals of this initiative to: (1) explore the values and ethics within the college and the workplace, (2) adopt agreed-upon values and ethics statements appropriate to the college, and (3) consider how values and ethics can be taught in the classroom and advanced throughout the communities served. Four years after the first institute, community colleges have made significant progress in achieving these goals.

The fourth institute, *Best Practices in Leadership and Core Values in Community Colleges*, was held in January 2001. Community college faculty, staff, and students presented applications of ethical leadership initiatives on their campuses. Such presentations included interactive educational programs designed primarily by students for students on core values, a model seminar to train faculty on how to address moral questions that arise in the classroom, and a step-by-step approach to forming a Leadership and Core Values Academy for unionized community college staff members. Over the past four years, more than 1,000 persons attended all four institutes. From the demands in the state for this training and national requests for information about the Illinois LCV Initiative, it was evident that a national conference was appropriate. Currently, a national conference, "Connecting and Developing through Leadership and Core Values" is planned for June 30 to July 3, 2002, at the downtown Chicago Marriott Hotel.

Center for Applied Ethics. The Center offers intensive ethical fitness and Train-the-trainer workshops across the state. Since the creation of the Center, more than 2,500 persons have participated in the ethical fitness seminars. Community colleges are using the Center as a resource for faculty and staff orientations and professional development workshops. The number of certified trainers in Illinois has increased to 38, which nearly meets the goal of having one for each community college district. A significant portion of the ethical fitness training conducted this year was coordinated through the efforts of Illinois certified trainers.

Agenda Item #5.1
September 21, 2001

Of particular note is the Center Director's work with colleges to offer ethical fitness training to the Illinois Department of Corrections personnel and instructors in correction facilities. The plan is to eventually offer the ethics instruction throughout the correctional system to include employees and the prison population.

To assist college faculty and staff to incorporate ethic topics in their courses, the Center plans to distribute two publications, a "best practices" booklet and a specialized training manual. The booklet describes community colleges activities that can be shared among institutions. The second publication provides examples and strategies to assist in operationalizing identified values within the college decision-making processes, curricula and co-curricular activities.

Campus-based Programs. The Illinois Community College Board supports community colleges' local LCV initiatives through a grant program. Since 1999, funding has been available to assist colleges in engaging in collegewide discussions about values; publishing stories about the values and beliefs expressed by faculty and staff; and sponsoring seminars on ethical dilemmas for students, trustees, faculty, staff, and business and community leaders. Through fiscal year 2001, 89 community college initiatives have been funded at approximately \$600,000.

Over the past few years, many colleges have moved beyond the values exploration stage and have begun to incorporate institutional values into their policies and practices, curricula, and co-curricular activities.

- . **Malcolm X College** Leadership and Core Values team sponsored "A Taste of Technology" workshop that resulted in the development of a policy statement on the ethical uses of technology and academic integrity. This statement was placed in students' orientation packets and incorporated in course syllabi.
- . **Harold Washington College** faculty and staff reexamined and aligned their values with the communities they serve. One of the results of this effort included a college-sponsored Student Council Government Leadership Conference where students from ten local high schools engaged in structured exercises on the challenges of leadership.
- . **Danville Area Community College**'s realignment of its core values to meet student and faculty needs emphasized one of its core values in curricular and co-curricular activities. This year, the value of *Integrity* was the focus of the college's Continuous Quality Improvement Training for all new employees and, in the Success in College, one credit hour course for first-time, full-time students.
- . **The College of DuPage** and **William Rainey Harper College** have taken steps to identify their core values through a collegewide and community-wide process. Their next steps include reviewing their value statements in the context of the college mission and goals and promoting them within the professional conduct of all employees.

Agenda Item #5.1
September 21, 2001

- . **Illinois Central College** has ensured that its identified values are incorporated in several activities at the college. They include the compilation of oral history interviews of employees and retirees who supported the college over its 34-year history, the establishment of a permanent archive and display of historical records and documents, and the publication of articles from the President's office in a central Illinois publication read by community business leaders on a different college value each month.
- . This year, **Illinois Valley Community College**'s core values activities centered around a theme, ReaCHes FaR, which stands for responsibility, caring, honesty, fairness, and respect. The activities on campus included seminars that required college employees to examine its history and the college's role in relation to the ICCB's *Promise for Illinois*, and institutional and community issues.
- . Under the guidance of **Illinois Eastern Community College**'s Continuous Improvement Team several LCV activities were implemented. Students from all four colleges (Frontier Community College, Lincoln Trail College, Olney Central College and Wabash Valley College) participated in workshops conducted by ethics leaders in the state. The district has made a concerted effort to publicize its values in college catalogs, student handbooks, and on mission and values statements posted on all four campuses.
- . **Joliet Junior College**'s LCV initiative centered around student development efforts. This year's activities included an ethical fitness seminar for 36 student leaders, a training session for America Reads and America Counts student tutors, and the publication of a training manual that identified a central set of core values essential for good advisor/advisee relationships.
- . **Kankakee Community College**'s fall and spring workshops posed a question to local high school and college student leaders: "What one thing can you do to make a difference in your school or college?" Students had an opportunity to explore and act on the question and to discuss among themselves and with guest panelists, such as local employers, civic leaders and legislators, the values underlying their actions in response to the question.
- . **Kaskaskia College**'s Core Values 101: Students Teaching Students course is designed to help students with ethical dilemmas they face in their daily lives. This initiative involved a core of Kaskaskia students who made theater-based presentations on the topic of ethics and ethical behavior to students in the Chicago metropolitan area, local high schools, and at Tech Prep workshops
- . Much of **Kishwaukee College**'s work in this area has focused on professional development workshops for faculty and staff at the college and ethical decision-making seminars for student leaders and teachers in district high schools. The college has three trainers certified by the Institute for Global Ethics who plan to continue offering their workshops to elementary school teachers, faculty members from area high schools, and business and community leaders.

Agenda Item #5.1
September 21, 2001

- . The **College of Lake County** has identified their core values, *learning, fairness and respect, integrity, and responsibility*. The college is continuing to dialog and implement a core values statement that is agreeable to all groups within the institution.

- . The goal of **Lake Land College**'s initiative is to continually align the college's values with its daily practices. This is being achieved through a series of activities, including staff development and ethical fitness workshops for college personnel and community members, initiation of a core values theater, and email discussions on the implications of academy integrity for both classroom and nonclassroom education.

- . **Lewis and Clark Community College** has realigned its mission statement to reflect the values of the college and has selected servant leadership as a means of actualizing these values. As a result of this initiative, the college has expanded its community service learning opportunities for students.

- . **Lincoln Land Community College** has incorporated its core values in numerous curricular and co-curricular activities. These activities included offering a seminar designed to help military personnel with ethical dilemmas, establishing a website devoted to Leadership and Core Values, and collaborating with the college's Business Training Institute to offer seminars for businesses wanting leadership training and assistance in evaluating workplace values.

- . Through the Center for Teaching and Learning Excellence, a series of activities and workshops were initiated to assist the faculty and staff at **John A. Logan College** in making the transition from exploring values to adopting them into college practice. These efforts included forming a Core Values and Leadership Reading Circle to talk about books and materials that advance the local initiative and developing an assessment process to determine the extent to which leadership skills and universal values are included in core course content.

- . In an effort to promote ethics across the curriculum at **McHenry County College**, the college initiated a faculty development project. To accomplish this goal, faculty seminars were held on ethical decision making, fundamentals of ethical theory, and strategies for incorporating ethical discussions and practices in the classroom. Faculty activities are tied to the college's efforts to assist students to reflect on their beliefs and commitments to the college's values. This is partly achieved in Communication classes where students must complete a set of self-reflective essay assignments as part of their service learning experiences.

- . **Morton College** faculty and staff have engaged in a series of discussions and seminars to enhance their local initiative. These activities include assistance from the Center for Applied Ethics in the form of planning workshops, involving members of the Cicero Chamber of Commerce, and drafting a working paper on core values and mission for consideration by the board of trustees.

Agenda Item #5.1
September 21, 2001

- . **Oakton Community College**'s initiative has heightened faculty and administrators' commitment to ethics by offering a forum that promotes understanding about ethical behaviors and their impact on interactions among faculty and students. The forum is designed to cover 15 weeks and is offered to faculty and staff at community colleges across the state.
- . **Prairie State College** engaged students in core values discussions through its service learning program. COPE (Community Outreach Provides Education) is a product of campus collaboration to help develop student leadership and encourage students to embrace the core values of civic responsibility and acceptance of diversity. Through this program, 75 students provided 1,200 hours of service to community-based organizations.
- . The survey results of a consultant hired by **Parkland College** showed that, while faculty and staff embraced the college's agreed-upon values, the college needed to heighten the awareness of its core values among its student population. As part of its efforts, students have been offered the opportunity to attend leadership conferences and workshops. Also, core values have been listed in several college publications, such as the catalog, board reports, and posters.
- . **Richland Community College**'s LCV focus has offered students opportunities and tools to assess their values and to translate those values into action through community service learning. To assist students in achieving this goal, "brown bag" sessions, workshops, and conferences have been sponsored on topics related to the core values of the college, including intercultural communications, disabilities awareness, and servant leadership.
- . The local initiative at **Sauk Valley Community College** included several retreats for students, faculty, and staff. One of the outcomes was the inclusion of critical and reflective thinking related to ethics and character development into classroom instruction.
- . For the past year, **Shawnee Community College** and **Harry S Truman College** have sponsored a project that supports the exchange of ideas and philosophies of students from diverse backgrounds. The project offers students, faculty, and administrators from each campus an opportunity to team up for a semester via email exchanges, shared readings, and visits to the partner campus. The experience has allowed these teams to discover that, while there may be differences geographically and culturally, there are many similarities among team members with respect to values and ethics.
- . The Professional Development Committee that coordinates the LCV initiative at **Southeastern Illinois College** has arranged a many activities to raise the awareness and actions of the college. Among the various activities were workshops on ethics and brochures highlighting standards, community, values, and history at the college.

Agenda Item #5.1
September 21, 2001

- . **Southwestern Illinois College** has expanded its LCV initiative this past year. A collegewide survey was conducted to determine gaps between identified values and the reflection of values in policies and practices at the college. Efforts to create consistency is underway. The college applied for the North Central Accreditation's new Academic Quality Improvement Program (AQIP) and was recently accepted. Local values and AQIP values were deemed to be compatible. Southwestern is now part of a pilot program with NCA that will incorporate local values into a *Comprehensive Self-Assessment* process.

- . The goals of **Triton College**'s LCV program were to communicate the core values of the college and to align its policies and practices with values performance at the college. An institutional assessment was conducted, which has produced suggestions that the college plans to act upon in the near future.

- . **Waubonsee Community College**'s project centered around the professional development activities for students, faculty, and staff. Faculty and staff members have participated in in-service workshops entitled "Validating Values." Waubonsee is increasing the exposure of the college values to its constituents through promotional publications and advertisements. A recent publication called the "view book," highlights the college's core values and is used in recruiting students. For its students, the college has created a course modeled after the Phi Theta Kappa leadership seminar.

- . At **John Wood Community College**, five committees have been working together to infuse the concepts of core values into the curricula and student activities. Through much discussion among the members of the Curriculum Advisory Council, the Instructional Team and the Faculty Senate, revisions to general education courses have been made to reflect the college's core values. Efforts to highlight the college's values among the student population have been provided through discussions of ethical scenarios that students consider in open forums.

Phase II of the Leadership and Core Values Initiative. Over the past year, community colleges have engaged in a series of activities highlighting and operationalizing the values shared among their constituents. While these efforts continue at the community colleges, it is necessary to assess their effectiveness and impact on student, faculty, and staff behaviors. As this initiative moves into another phase, it is imperative that a comprehensive assessment plan be initiated. The Center for Applied Ethics has contracted with consultants to develop an assessment process that includes three components: focus group discussions, content analysis of institutional publications and websites, and institutional surveys. Fourteen community colleges have agreed to participate in these activities for fiscal year 2002. The expectation is to demonstrate the effect of this initiative on colleges' climates, cultures, and individuals' beliefs and behaviors. Preliminary results of the assessment will be published in spring 2002.

Agenda Item #5.1
September 21, 2001

The responses to the four Leadership and Core Values Institutes have been extremely positive. Given the national momentum that is occurring in the field of ethics and character education, it is believed that a national conference on Leadership and Core Values would receive a great response from educators and business leaders from across the country. As indicated earlier, plans are underway to hold this conference in Chicago on June 30, 2002. The American Association for Community Colleges and the Association of Community College Trustees have been invited to be conference co-sponsors. Corporate and business sponsorships are also being sought. Careful planning is underway to ensure a well-organized and well-attended affair. Dr. Charles Novak, retired president of Richland Community College, has agreed to continue his leadership through even greater involvement in the initiative for the remainder of this year.

Summary. The question of ethics and ethical decision-making permeates every aspect of the lives of individuals. Ethics is a way of thinking about the hard questions arising in different ventures. Such questions might be: “My Dad has cancer and wants me to help him die. Should I do it?” “We are 97% sure this product won’t hurt anyone. Should we market it?” “I absolutely need an A on this exam to pass the class. Should I cheat?” Many persons ask themselves questions like these. Training in ethical decision-making helps individuals make choices not just between right and wrong but between right and right. The Illinois Community College Board’s 1997 resolution on leadership and core values has already had a significant affect on community colleges and their constituents. Through the various activities described in this report, colleges have addressed issues and concerns affecting high schools, community colleges, businesses, and communities. As the Leadership and Core Values Initiative evolves, the impact will be even greater as Illinois and other states’ higher education institutions and businesses and industries have an opportunity to participate in this engaging and thought-provoking initiative.

Agenda Item #8
September 21, 2001

Illinois Community College Board

**FISCAL YEAR 2003
COMMUNITY COLLEGE SYSTEM BUDGET ISSUES**

Illinois Community College System budget issues for fiscal year 2003 will be presented for discussion at the Board meeting on September 21, 2001.

Illinois Community College Board

**COMMUNITY COLLEGE SYSTEM RESULTS REPORT
FISCAL YEAR 2001**

The Illinois Community College System Results Report for Fiscal Year 2001 is presented as an external attachment. It is the third annual report to the Illinois Board of Higher Education (IBHE) that summarizes actions taken or planned by Illinois community colleges in support of the statewide goals for higher education identified in the IBHE's *Illinois Commitment: Partnerships, Opportunities, and Excellence*.

The Illinois Community College System Results Report for Fiscal Year 2001 summarizes the efforts of Illinois community colleges during the past year in support of the statewide goals for higher education identified in the IBHE *Illinois Commitment*. The statewide goals address **economic growth, teaching and learning, affordability, access and diversity, high expectations and quality, and productivity and accountability**. During fiscal year 2000, the Illinois Community College System adopted the *Promise for Illinois*, a strategic plan that outlines the role Illinois community colleges should play in building a strong future for the state and its residents. The *Promise* offers seven pledges that form a vision of how the colleges will serve Illinois and its citizens to provide: **a competitive workforce, effective course transfer, expanded adult education and literacy programs, universal technology skills, high quality, affordable access, and ethical decision making**. The individual college Results Reports provided evidence that each institution is pursuing the statewide goals set forth in the *Illinois Commitment* in ways that fit the particular needs of the district's citizens and that are consistent with the vision outlined in the *Promise*. Through the Results Reports for fiscal year 2001, the colleges continue to demonstrate both individual and collective accountability for progress toward the statewide goals for higher education in Illinois in a manner consistent with the unique contributions that community-based institutions can make to the state and its citizens.

In the *Illinois Community College System Results Report for Fiscal Year 2001*, information is provided for each of the six statewide goals identified in the *Illinois Commitment* that (1) relates the priorities and pledges that form the *Promise for Illinois*, as well as individual college priorities to the goal, and (2) identifies common and individual college initiatives and actions and state-level initiatives that support that goal. Many of the state-level initiatives support multiple goals. To reduce repetition, each initiative is included under the goal to which it is most directly applicable. Each college identified two best practices, one academic and one administrative in nature, that support one or more of the six statewide goals. Descriptions of the best practices are included in the Appendix.

Summary and Conclusions. Illinois' 39 community colleges and one multi-community college center play a vital role in the state's educational and workforce preparation system by providing access and opportunity to nearly one million students each year. Individually, the colleges provide programs and services tailored to meet the needs of their individual districts.

Agenda Item #9
September 21, 2001

Collectively, the colleges provide affordable access to a diverse student population through transfer and occupational programs, adult education and literacy programs, customized workforce training, and other programs and services that enrich the lives of Illinois' citizens. The Results Reports for fiscal year 2001 provides continuing evidence of the individual and collective accountability the colleges and the Illinois Community College Board demonstrate through their use of both human and fiscal resources to provide programs and services that support the statewide goals for Illinois higher education in a manner consistent with the vision of the *Promise for Illinois*. As the community college system continues to work toward fulfilling the *Promise*, the colleges will continue to measure and report their progress in continuously improving programs, services, and outcomes to enhance Illinois' system of higher education.

INFORMATION ONLY

Illinois Community College Board

ADVANCING OPPORTUNITIES PROGRAM

Final Report

The Advancing Opportunities Program (AOP), a “welfare to education to work” program, completed a successful year on June 30, 2001, which concluded the nine-year community college program. Advancing Opportunities (formerly Opportunities) was the response of Illinois community colleges to the challenges of the early welfare-to-work movement and later the Personal Responsibility and Work Opportunity Reconciliation Act (Welfare Reform) of 1996. The Illinois Community College Board (ICCB) and System, in partnership with the Illinois Department of Human Services (DHS), created a model program that was nationally recognized and emulated, served the citizens of Illinois and, more importantly, made a difference in the lives of individuals by preparing them with skills to become economically self-sufficient.

Fiscal Year 2001 Program

Twenty-nine community college districts throughout the state participated in the AOP during fiscal year 2001 serving people receiving Temporary Assistance for Needy Family (TANF) benefits or who had received TANF in the past. The goal of the program was to prepare, upgrade, and/or retrain welfare recipients with the skills needed to advance in the workplace and to attain economic self-sufficiency.

Community college staff, numbering 143 throughout the state, provided personalized case management, career assessment, supportive services, and served as job coaches/mentors to the students, as well as employers. Students were offered pre- and post-employability skills training, life skills training, applied basic skills training, and their choice of short-term training certificates or clusters of vocational courses leading to specific skill sets. Many students also pursued occupational certificate and degree programs.

Each AOP was individualized to meet community and workforce needs. Partnerships were formed locally with DHS offices, social services agencies, and local workforce investment boards. A strong partnership with business and industry proved crucial in enabling students to focus on career choices and jobs available in their community.

ADVANCING OPPORTUNITIES
PROGRAMS

Black Hawk College
City Colleges of Chicago
Danville Area College
College of DuPage
Elgin Community College
Illinois Central College
Joliet Junior College
Kankakee Community College
Kishwaukee College
College of Lake County
Lake Land College
Lewis and Clark Community
College
Lincoln Land Community College
John A Logan College
Moraine Valley Community College
Morton College
Parkland College
Prairie State College
Rend Lake College
Richland Community College
Rock Valley College
Carl Sandburg College
Shawnee Community College
South Suburban College
Southeastern Illinois College
Southwestern Illinois College
East St. Louis Comm. College
Ctr.
Spoon River College
Waubonsee Community College

Funding

The Department of Human Services contracted with the ICCB for a total of \$4.15M. In turn, the ICCB contracted with 29 community college districts to administer \$3.4M in program funding and \$750,000 in supportive services funding. Funds totaling \$200,000 were set aside for ICCB administration of the program.

Seventy percent of the funds were distributed to the colleges based on the number of students served. The remaining 30 percent was earned through a performance measure of job placement and retention. If a student obtained a job, worked at least 30 hours per week, and remained employed for 90 consecutive or 150 non-consecutive days, each college earned performance funds. For each student who met the criteria and was placed in the field of study, the college received \$1,500. For each out-of-field placement, the college received \$1,000. Within these earnings, each college was required to generate funds up to their total contract amount.

AOP averaged \$1,130 for education and training per student.

Supportive services funds were used for transportation, mandatory fees, books and supplies, temporary child care, employment fees, and other needed expenditures for eligible students. The DHS supportive services guidelines were followed for distribution of the funds.

ICCB Functions

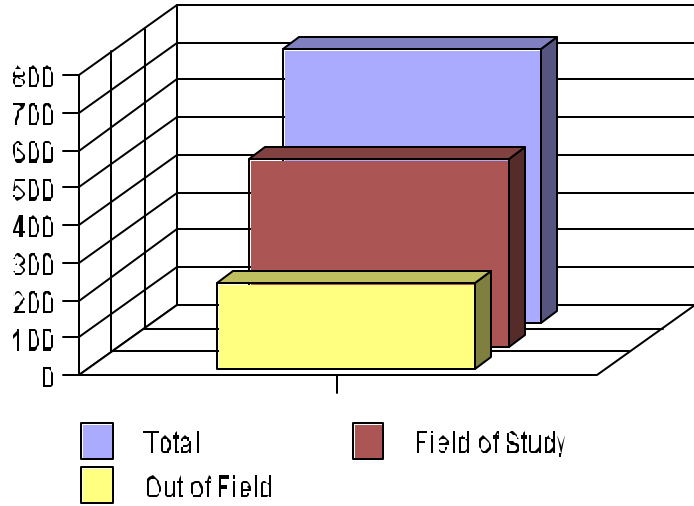
ICCB staff — consisting of a director, associate director, and a half-time fiscal person — coordinated the funding, operation, and billing process of the AOP. A comprehensive database was developed by the ICCB, which collected student information, supportive services expenditures, and other pertinent data from which monthly billings were compiled and reported to DHS. DHS and ICCB staffs collaborated continuously in order to adhere to the welfare guidelines. In addition, ICCB staff remained in contact with the colleges offering technical assistance, yearly monitoring of individual programs, and overall guidance. Participating in research projects, keeping abreast of national and state welfare issues, and representing Illinois community colleges and their commitments to welfare reform were ongoing aspects of the project.

The ICCB staff was recognized nationally for its innovative approach to welfare reform and invited to participate in the National Governors Association Center for Best Practices Workshop which was co-sponsored by the Manpower Demonstration Research Corporation. Other national publications also highlighted Illinois community college's welfare programs. AOP staff presented and participated at several state and national conferences, including AACC and the Network Consortium. Individual colleges received local and national awards.

Performance

Performance was a key issue for the success of the program. Each community college was responsible for not only training students, but placing them in jobs where they were required to work at least 30 hours a week for 90 days. Job retention became the greatest obstacle. College case managers maintained constant contact through coaching and mentoring, helping students overcome various job and personal barriers. They also served as liaisons to the employer providing transitional assistance for the students.

Job Placements



There were 3,010 students enrolled in AOP in fiscal year 2001. Of these, 1,404, or 47 percent, completed their program of study within the year. Placements with retention numbered 728, or 24 percent, of the students enrolled. Of those placed, 498, or 68 percent, were placed in their field of study leaving 230 or 32 percent who were placed outside of their field of study.

The average hourly wage for students placed was \$7.89. Wages ranged from a maximum of \$37.50 per hour to a minimum of \$2.84 per hour. For those reporting on a yearly salary basis, the average was \$23,100 with a maximum of \$35,000 and a minimum of \$14,000.

Statistics

There were 3,010 students enrolled in the AOP in fiscal year 2001. Of those students, 82 percent were TANF clients and 18 percent were former TANF clients who were working, but enrolled in the program to upgrade their skills. Ninety-eight percent of the students were female, and 2 percent were males. The ethnicity of the students is depicted below.

Ethnicity	Percentage
African American	60.0
Caucasian	27.0
Latino	3.5
American Indian	.5
Middle Eastern	.5
Other	.5
Unknown	8.0

Agenda Item #10
September 21, 2001

Of the known educational levels of the students entering the program, 44 percent entered at the 12th grade level. Seven percent of the students entered at grade level 13 and above. Three percent entered the program at less than an 8th grade level. The majority of the students, or 59 percent, functioned between the 10th and 12th grade levels.

Students were allowed to be co-enrolled in GED and vocational/occupational courses, but could not be enrolled only in GED if it was not vocationally related. There were 347 students who participated in this activity.

All students were required to be enrolled in a program or field of study that would result in skill training for a job. More students (41 percent) enrolled in the health services field than any other field. The second highest was the office/clerical field at 16 percent.

Field of Study	Percentage
Accounting	1.0
Automotive	.5
Banking/Finance	1.0
Carpentry	.5
Child Care	2.0
Education	5.0
Factory/Assembly/Packing	1.0
Food Service	1.0
Health Services	41.0
Hotel/Motel	.5
Information Technology	6.0
Janitorial	.5
Job Retention	8.0
Management	1.0
Office/Clerical	16.0
Retail	.5
Sales	.5
Transportation	.5
Welding	.5

During the year, 47 percent of the students completed the course of study in which they were enrolled. Forty percent of the students completed an occupational certificate, and 35 percent completed job-related skills to enter employment.

Agenda Item #10
September 21, 2001

Type of Completion	Percentage
Associate Degree	8
Bachelor Degree	2
Employment	35
GED	2
Occupational Certificate	40
Vocational/Occupational Cluster	11
Unknown	2

Fiscal Year 2001 Summary

The economy was right, the AOP community colleges were working with employers to hire welfare students, and the word was out that the AOP worked. It is widely believed that welfare recipients who work with a single case manager experience more gains than those in traditional settings. The AOP case managers and staff were dedicated to helping students gain the skills needed for employment and also to help them overcome other barriers they often encountered.

Fiscal year 2001 was the most outstanding year for the program serving 3,010 students with almost half of those students completing their field of study and, within the same fiscal year, one fourth worked at least three months. Thirteen of the colleges earned all of their performance funds and actually placed more students than required.

Performance Measure Exceeded	
Black Hawk College	Lincoln Land Community College
City Colleges of Chicago	Rock Valley College
Elgin Community College	Shawnee Community College
Illinois Central College	South Suburban College
Kankakee Community College	Southeastern Illinois College
College of Lake County	Southwestern - East St. Louis Center
	Spoon River College

As evidenced across numerous state evaluations, welfare-to-work programs do increase employment and earnings, produce welfare savings, and are cost-effective. Programs based on education tend to increase career mobility and wage progression opportunities for welfare and low income workers.

FINAL SUMMARY

Fiscal Year 1993 - Fiscal Year 2001

The Opportunities Program began in fiscal year 1993, in partnership with the Department of Public Aid (now DHS), as a welfare program. The program's focus was to provide clients of Aid to Families with Dependent Children (AFDC) with comprehensive education, training and counseling. The emphasis was on long-term education with students entering occupational certificate or degree programs which prepared them with lifetime skills. The program was piloted at ten community colleges in the state — those which had the highest number of welfare cases in their districts.

While welfare-to-work programs were not new to higher education, Opportunities was innovative and one of only a few programs nationwide operating through a community college system. Opportunities was extremely successful in drawing down additional federal welfare dollars set aside for Illinois. Prior to implementation of the program, a portion of the JOBS (Job Opportunities and Basic Skills Program serving AFDC recipients) federal funds were left unclaimed by the state. Over the years, the program allowed Illinois to access an additional \$20 million in federal welfare funds.

The program later expanded to 13 college districts and eventually to 30 districts. When the Personal Responsibilities and Work Opportunities Act was enacted in 1996 establishing a TANF (Temporary Assistance to Needy Families) welfare reform program with time limits and a goal to "End Welfare as We Know It," the Opportunities Program was revamped and refocused. The bill focused on placing welfare recipients in jobs with less emphasis on education and training. A key provision of the Act limited vocational education to only 12 months. Therefore, anticipating this emphasis on "work first," the program was revised and became the Advancing Opportunities Program, which concentrated on short-term training, job upgrades, and job retention. While continuing efforts in job skills and vocational and occupational training, the new program added performance standards, job retention skills, assessment, and case management. With a primary focus on developing individual self-esteem and fostering long-term independence, AOP significantly reduced welfare poverty and established economic self-sufficiency for thousands of Illinois residents.

Without close ties to employers and continued skills training, welfare recipients will simply join the ranks of the working poor.

As Congress prepares to reauthorize TANF in 2002, it will be looking at the major factor of caseload reductions across the nation. Illinois was very successful in reducing caseloads with the help of the AOP, but research is showing that many of the former welfare recipients who left TANF for work have not escaped poverty. As highlighted in the September 2001 issue of the *Illinois Welfare News*, "For these people the program's focus needs to shift to poverty reduction and not just caseload reduction." Poverty reduction can only come through giving people the "will and skill" to succeed and community colleges are dedicated to this task.

OPPORTUNITIES ANNUAL FUNDS AND SERVICES

Fiscal Year 1993

\$6.2M to fund 10 pilot sites
2,966 (average per month) students served

Fiscal Year 1994

\$6.2M to fund 10 college districts
4,410 (average per month) students served

Fiscal Year 1995

\$6.2M to fund 13 college districts
4,600 (average per month) students served

Fiscal Year 1996

\$6.2M to fund 13 college districts
5,120 students served

Fiscal Year 1997

\$6.2M to fund 15 college districts
3,966 (average per month) students served

ADVANCING OPPORTUNITIES ANNUAL FUNDS AND PERFORMANCE

Fiscal Year 1998

\$6.2M to fund 15 college districts
8,434 students served
1,062 completions (defined as degree, certificate, or GED) 13%
2,913 placed in jobs 35%

Fiscal Years 1999-2000 (contract amendment for second year)

\$6.2M to fund 30 districts and East St. Louis Center
10,333 students served
3,550 completions 34%
1,740 placements with retention 17%

Fiscal Year 2001

\$3.4M to fund 29 districts and East St. Louis Center
3,010 students served
1,404 completions 47%
728 placements with retention 24%

INFORMATION ONLY

Agenda Item #11.1
September 21, 2001

UNAPPROVED

Minutes of the 329th Meeting of the
Illinois Community College Board
June 15, 2001
Palmer House Hotel
Private Dining Room, Fifth Floor
Chicago, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:45 a.m. Roll call was taken with the following members present: James Berkel, Edward Duffy, Inez Galvan, Laura Godwin, James McFarland, Joseph Neely, Martha Olsson, Gwendolyn Rogers, Lee Walker, and James Zerkle. Dave Davis and Delores Ray were absent.

Item #2 - Announcements and Remarks by Edward T. Duffy, Chair

Chairman Duffy remarked on the success of the community college system during the past legislative session and commended Governor Ryan for his commitment to education. Mr. Duffy also commended ICCB members, Joe Cipfl, and ICCB staff for their efforts. He also reported on the planned distribution of capital funding dollars to the community college system.

Item #3 - Election of Illinois Community College Board Vice Chair for Fiscal Year 2002

Lee Walker made a motion, which was seconded by James Zerkle, to nominate Joe Neely as ICCB Vice Chair for Fiscal Year 2002. The motion was approved by unanimous voice vote. Student advisory vote: Yes. Mr. Neely accepted the appointment.

Item #4 - Committee Reports

Item #4.1 - Adult Education Transition Committee

James Berkel reported staff are reviewing applications for adult education and family literacy program awards for fiscal year 2002. Of the 125 applicants, 115 will be recommended for funding.

Applications are also currently being reviewed for selecting the final three positions in the Adult Education and Literacy division. The target date for filling these positions is July 27, 2001.

Agenda Item #11.1
September 21, 2001

The ICCB is currently seeking three Regional Program Support Specialists on a contractual basis to provide technical assistance to Adult Education and Family Literacy programs and to be liaisons between the ICCB and local programs. The target date for contracts to be signed is August.

The GED 2002 Online and Staff Development Project Advisory Committee held its first meeting on May 25, 2001. The committee's purpose is to provide input to the interagency steering committee concerning development, implementation, and promotion of the GED Online and Staff Development initiative. The committee will meet next on September 14.

The Transition Committee is nearing the end of its two-year organization. Committee discussion is now underway on plans for next year, and a report will be made to the full Board on September 21. The Committee will hold two telephone conferences prior to September.

Item #4.2 - Funding Equity Study Committee

James Zerkle reported that the June distribution of the draft study report was delayed due to the adjournment of the legislative session. The draft is now scheduled for distribution during the middle of July. Most data has been gathered and some revisions will be made.

Item #4.3 - Budget and Finance Committee

Martha Olsson reported that the committee met this morning and reviewed financial statements, as well as state general funds ending June 30. Also discussed was the 2002 office budget, the increased office headcount, office operations in three locations, and distribution of grants to the system.

* * * *

Chairman Duffy recognized Joe Cipfl's family in attendance at today's meeting.

* * * *

Item #5 - President/CEO's Report

Joe Cipfl introduced Sarah Watson, Senior Advisor to the Governor for Literacy; Jennifer Presley, Director for the Center for Education Research; Susan Kidder, Executive Director of Literacy, Chicago; and Lucy Sloan, member of the Illinois Board of Higher Education and Chair of the John A. Logan College Foundation.

Dr. Cipfl reported on the community college system funding accomplishments for fiscal year 2002 during the past legislative session. Members of the Board were commended for their assistance

Agenda Item #11.1
September 21, 2001

and support. Joe Cipfl emphasized Chairman Duffy's role in securing the increased funding for the community college system. Dr. Cipfl additionally thanked Lin Warfel, Gary Davis, Mike Monaghan, and the entire Trustees Association; and Don Crist, Gretchen Naff, Mike Murphy, and all of the members of the Presidents Council for their assistance in the General Assembly. Also discussed was the distribution of the \$250 million base for capital projects and the \$9 million additional funding for adult education for fiscal year 2002.

An agreement has been completed with the Illinois State Board of Education now making Postsecondary Perkins and Tech Prep the responsibility of the Illinois Community College Board.

In addition to the ICCB office at 401 East Capitol in Springfield, two additional ICCB offices are now operational, one in the James R. Thompson Center in Chicago and the second on the campus of Lincoln Land Community College. The May 2001 meeting of the Illinois Community College Board was held in conference facilities adjacent to the ICCB office in the Thompson Center, and the October 2001 meeting of the Board will be held at the ICCB office on the campus of Lincoln Land Community College.

Joe Cipfl commended colleagues in the Illinois Community College System for their support in the many initiatives and partnerships undertaken to offer educational opportunities for the residents in Illinois. The *Promise for Illinois* was developed this year to serve as a blueprint to ensure the continued success of these initiatives.

Lin Warfel was commended for his service as president of the Trustees Association the past year and Rich Anderson was welcomed as the incoming president of the Trustees Association. Don Crist was also commended for his service the past year as president of the Presidents Council.

Three community college presidents are retiring in the near future: Charles Novak from Richland Community College; George Jorndt from Triton College; and John Swalec from Waubensee Community College.

Charles Novak was recognized for playing a key role in the community college system's Leadership and Core Values initiative. Dr. Novak addressed the Board.

Item #6 - Reports to the Board

Item #6.1 - Legislative Report

ICCB Lobbyist Bridget Dougherty addressed the Board relative to legislative issues affecting the Illinois Community College System.

Agenda Item #11.1
September 21, 2001

Item #6.2 - Center for Policy Development/International Education

Ray Hancock addressed the Board on International Education issues under the ICCB's Center for Policy Development. A Progress Report was distributed to the Board.

Item #7 - Advisory Organizations

Item #7.1 - Illinois Community College Trustees Association

Lin Warfel reported that the Trustees Association commends community college colleagues on the success of the fiscal year 2002 budget for the community college system.

The trustees are also very pleased with system initiatives and look forward to continue working with the Illinois Community College Board in addressing these initiatives. Mr. Warfel also thanked the ICCB for its assistance in resolving the treasurers bond issue.

This past February, Illinois trustees held a conference in Washington, D.C. Every member of Congress from the State of Illinois was visited by the Illinois trustees and presidents attending the meeting.

Mr. Warfel commended Joe Cipfl on his leadership to the community college system.

A concern of the Trustees is the large number of retirements of faculty and administrators within the system.

The Trustees Association appreciates the opportunity to be involved in the Economic Impact Study.

Lin Warfel is a Trustee from Parkland College in Champaign, and he expressed appreciation to Parkland College President Zelema Harris for supporting his position as president of the Trustees Association during this past year. He also appreciates the support of all system colleagues.

Item #7.2 - Presidents Council

Gretchen Naff commended the ICCB for their efforts with the community college system budget for fiscal year 2002. Dr. Naff additionally commended Chairman Duffy, Joe Cipfl, presidents, and trustees.

Dr. Naff reported on the Commission on Persistence and Degree Completion Report. The Commission is making progress on the study.

Agenda Item #11.1
September 21, 2001

The Economic Impact Study was also mentioned and the combined efforts being made by the ICCB, Trustees, and Presidents. The completion date of the study will be in December 2001 or January 2002 to be used in working with members of the General Assembly next year.

Item #7.3 - Illinois Community College Faculty Association

No report was given.

Item #7.4 - Student Advisory Committee

No report was given.

Item #8 - ICCB Statutory Responsibilities for Community College Recognition Evaluation and Approval

Inez Galvan made the following motion, which was seconded by James Berkel:

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

Black Hawk College, District #503
College of DuPage, District #502
Prairie State College, District #515

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #9 - Consent Agenda

Chairman Duffy asked that Items #9.4, #9.5, and #9.6 be removed from the Consent Agenda for discussion later in the meeting.

Lee Walker made a motion to approve to approve the following items in the Consent Agenda, which was seconded by James McFarland.

Item #9.1 - Minutes of the May 18, 2001 Meeting

The Illinois Community College Board hereby approves the minutes of the May 18, 2001 meeting as recorded.

Agenda Item #11.1
September 21, 2001

Item #9.2 - Review of Executive Session Minutes

The last review of executive session minutes was made on January 19, 2001, and all confidential minutes were deemed available for public inspection. No executive sessions have been held since that review. The next review of executive sessions minutes will be made on January 18, 2002.

Item #9.3 - Illinois Community College Board Fiscal Year 2002 and Fiscal Year 2003 Calendars of Meetings

The Illinois Community College Board hereby adopts the revised fiscal year 2002 calendar of meetings and adopts the fiscal year 2003 calendar of meetings.

Revised Fiscal Year 2002

July 20, 2001	(Subject to Call)
September 21	9:45 a.m. - Joliet Junior College, Joliet
October 19	9:45 a.m. - ICCB Office, Lincoln Land Community College, Springfield
December 7	(Subject to Call)
January 18, 2002	9:45 a.m. - ICCB Office, 401 E. Capitol, Springfield
March 15	9:45 a.m. - Illinois Valley Community College, Oglesby
May 17	9:45 a.m. - ICCB Office, James R. Thompson Center, Chicago
*June 14	9:45 a.m. - Crowne Plaza Hotel, Springfield

Fiscal Year 2003

July 19, 2002	(Subject to Call)
September 20	9:45 a.m. - Black Hawk College, Moline
October 18	9:45 a.m. - ICCB Office, Lincoln Land Community College, Springfield
December 6	(Subject to Call)
January 17, 2003	9:45 a.m. - ICCB Office, 401 E. Capitol, Springfield
March 21	9:45 a.m. - Oakton Community College, Des Plaines
May 16	9:45 a.m. - ICCB Office, James R. Thompson Center, Chicago
* June	9:45 a.m. - (Day and Location are Undetermined)

* June meetings of the Board are held in conjunction with the ICCTA and the Presidents Council

Agenda Item #11.1
September 21, 2001

Item #9.7 - Authorization to Transfer Funds Among Line Items

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to transfer funds among fiscal year 2002 appropriated line items.

Item #9.8 - Approval of Locally Funded Construction Project at Oakton Community College

The Illinois Community College Board takes the following action for Oakton Community College:

- 1) Approves a \$3,762,000 locally funded project to expand a previously approved state-funded project request at the Ray Hartstein Campus; and
- 2) Approves an expansion in the scope of work of the project to increase total gross square feet from 42,350 GSF to 59,085 GSF (16,735 gross square feet).

Item #9.9 - Policy Guidelines for Restricted Grant Expenditures and Reporting for Fiscal Year 2002

The Illinois Community College Board hereby approves the attached policy guidelines for restricted grant expenditures and reporting and authorizes its President/CEO to implement the policy guidelines effective July 1, 2001.

Item #9.10 - New Units of Instruction

The Illinois Community College Board hereby approves the following new units of instruction:

PERMANENT PROGRAM APPROVAL

Black Hawk College

- Microsoft Networking Engineer Certificate (30 semester credit hours)

Illinois Central College

- Computer Programming AAS (64 semester credit hours)
- Data Base Administration AAS (64 semester credit hours)
- Web Technology AAS (64 semester credit hours)

Agenda Item #11.1
September 21, 2001

Kankakee Community College

- Construction Management AAS (66 semester credit hours)
- Construction Management Certificate (37 semester credit hours)

Rend Lake College

- Associate in Fine Arts (64 semester credit hours)

Spoon River College

- Web Development Certificate (33 semester credit hours)

The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Item #10 - Information Items

Item #10.1 - Fiscal Year 2001 Financial Statements (May 2001)

Financial Statements are provided to the Board for information.

Item #11 - Other Business

Chairman Duffy presented a plaque to ICCB student member James McFarland for his service to the Board during the past fiscal year.

Joe Cipfl recognized Carl Sandburg College President Don Crist for his leadership during the past year to the Presidents Council. Dr. Crist will retire from Sandburg College at the end of this calendar year.

Item #12 - Executive Session

At 11:20 a.m., James McFarland made a motion, which was seconded by Laurna Godwin, to adjourn into Executive Session for the purpose of discussing staff personnel issues and agenda items #9.4, #9.5, and #9.6. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

At 12:13 p.m., the Board reconvened into open session.

Agenda Item #11.1
September 21, 2001

James Zerkle made a motion to approve the following items, which was seconded by James Berkel:

Agenda Item #9.4

The Illinois Community College Board hereby approves the following fiscal year 2002 contractual agreements:

<u>Vendor</u>	<u>Purpose of Contract</u>	<u>FY 2002 Estimated Annual Cost</u>
Schiff Hardin & Waite IL Community College	Legal Services	\$ 40,000
System Foundation Lincoln Land	Rental of Office Space	233,573
Community College	Rental of Office Space	48,510
Dougherty, Bridget	State Legislative Services	45,000
Xerox	Maintenance on 3 Copiers	25,000
Adult Education (to be named)	Regional Technical Assistants (3 Personnel Contracts)	110,000

Agenda Item #9.5

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to set fiscal year 2002 staff salary levels and to adjust salary ranges as needed, beginning July 1, 2001.

Agenda Item #9.6

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2002.

The motions were approved by unanimous voice vote. Student advisory vote: Yes.

Item #13 - Adjournment

Laurna Godwin made a motion, which was seconded by Inez Galvan, to adjourn the meeting at 12:15 p.m. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Edward T. Duffy
Chair

Joseph J. Cipfl
President/CEO

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
APPOINTMENTS TO THE JOINT EDUCATION COMMITTEE**

By statute, the Joint Education Committee is composed of two members each of the Illinois State Board of Education, Illinois Community College Board, Illinois Board of Higher Education, and the Human Resource Investment Council/Illinois Workforce Investment Board.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby reappoints Edward Duffy and Joseph Neely to represent the Illinois Community College Board on the Joint Education Committee. Inez Galvan and James Zerkle are hereby appointed to serve as alternate Illinois Community College Board representatives.

BACKGROUND. Statute assigns the Joint Education Committee responsibility for “developing policy on matters of mutual concern to elementary, secondary, and higher education such as Career and Technical Education, Teacher Preparation and Certification, Educational Finance, Articulation between Elementary, Secondary and Higher Education, and Research and Planning.” Statute requires that the Committee meet “at least quarterly.”

The Joint Education Committee serves as the state’s official P-16 Partnership governing body. The three constituent boards have endorsed the goals and directions the P-16 Partnership should take, and the Joint Education Committee sets the state-level P-16 agenda and coordinates strategies for its implementation. The Joint Education Committee is the formal mechanism for recommending new or revised P-16 Partnership policies, goals, and directions to the individual boards when individual board action is needed. It also serves as the forum for developing consensus among agencies when disagreements arise.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD APPOINTMENT
TO THE MIDWESTERN HIGHER EDUCATION COMMISSION**

The ICCB is required each year to appoint/reappoint one of its members to serve on the Midwestern Higher Education Commission.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby reappoints Lee Walker as the Illinois Community College Board Member to serve on the Midwestern Higher Education Commission.

BACKGROUND. The Midwestern Higher Education Commission is composed of ten states (Illinois, Indiana, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, and Wisconsin) with five resident members from each state. The compact's purpose is to provide greater higher education opportunities and services in the Midwestern region. Under House Bill 240, Illinois is represented by a member of the Illinois Community College Board, a member of the Illinois Board of Higher Education, a member of the Illinois House of Representatives, a member of the Illinois State Senate, and the Governor of Illinois.

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 listed below:

PERMANENT PROGRAM APPROVAL

Danville Area Community College

- < Golf Course Equipment Technician Certificate (37 semester credit hours)

Joliet Junior College

- < Massage Therapy AAS (64 semester credit hours)
- < Massage Therapy Certificate (49 semester credit hours)

Kaskaskia College

- < Certified Respiratory Therapist AAS (70 semester credit hours)

Prairie State College

- < Personal Trainer Certificate (34 semester credit hours)

Rock Valley College

- < Electrician Apprenticeship AAS (64 semester credit hours)

Southwestern Illinois College

- < Human Services Technology AAS (64 semester credit hours)

The following colleges were approved to offer programs on a temporary basis for a period of two years and now request permanent approval of these programs.

Illinois Eastern Community Colleges

- < Computer Networking Specialist Certificate (12 semester credit hours)

BACKGROUND

Danville Area Community College is seeking approval to offer a 37 semester credit hour “Golf Course Equipment Technician” certificate program. This program will prepare individuals to repair, maintain, and manage a variety of equipment used in golf course and turf maintenance. The program will benefit not only students newly interested in golf course equipment technology, but also provide re-training and skill updates on the most up-to-date equipment being used in the field for individuals currently working as technicians. The curriculum consists of coursework in preventative maintenance and tools, small gas/diesel engine repair, turf grass culture, turf management and related equipment repair and maintenance, industrial safety, and an internship course that will provide students with necessary on-the-job work experience. The college anticipates an enrollment of 10 full-time and five part-time students the first year, increasing to 20 full-time and 15 part-time students by the third year. Labor market information provided by the college indicates a strong interest and support by employers, such as public and private golf courses and park districts, for individuals trained in the repair and maintenance of turf grass equipment. The program will be team-taught by a horticulture and an automotive technology instructor; therefore, only two existing faculty members will be required the first year. The cost for implementing the program will be approximately \$25,250 the first and second years and \$10,000 the third year. First and second year costs reflect equipment purchases for the program.

Joliet Junior College is seeking approval to offer a 64 semester credit hour Associate in Applied Science degree and a 39 semester credit hour certificate program in “Massage Therapy”. These programs will prepare students for employment as massage therapists working in a variety of settings, such as sports medicine clinics, health clubs, physician’s offices, chiropractic facilities, holistic medicine centers, spas, and private practice settings. This program was developed in collaboration with the Wellness and Massage Training Institute. The curricula consists of coursework in therapeutic massage techniques, human anatomy, physiology and kinesiology, CPR and first aide, business practices and ethics, and clinical practices. The degree program will build on this coursework to include specialized fields of massage therapy and general studies. Skill standards incorporated into the program conform to the guidelines prescribed by the American Massage Therapy Association for programs in therapeutic massage. Coursework will prepare students for completion of the National Certification Exam in Therapeutic Massage and Bodywork. The college anticipates a combined enrollment of 10 full-time and five part-time students the first year, increasing to 25 full-time and 15 part-time students by the third year. Labor market information provided by the college indicates a strong interest both statewide and districtwide in massage therapy. No new faculty will be required for implementation of these programs. The costs for implementing these programs will be approximately \$6,000 each year for the first three years.

Kaskaskia College is seeking approval to offer a 70 semester credit hour “Certified Respiratory Therapist” Associate in Applied Science degree program. This program will train students for entry-level employment as respiratory therapists. The curriculum consists of coursework in basic respiratory care, cardiopulmonary/renal anatomy and physiology, respiratory pharmacology and microbiology, pathology, patient assessment, age-specific care, critical care services, home care

Agenda Item #11.4
September 21, 2001

services, cardiopulmonary monitoring and rehabilitation, ventilatory mechanics, and clinical practice in addition to general education studies. The college currently offers a one-year certificate program in respiratory therapy, but is moving to a two-year AAS degree in order to meet the changing requirements for accredited programs as outlined by the National Board for Respiratory Care, and the Committee on Accreditation for Respiratory Care, the national accrediting bodies for respiratory care programs. Students will be prepared for completing the Certified Respiratory Therapist exam, which will qualify graduates for licensure application in the State of Illinois. The college anticipates 15 full-time enrollments the first year, increasing to 30 full-time and 10 part-time enrollments by the third year. Labor market information provided by the college supports the need for respiratory therapists both district and statewide. The program will require two existing full-time faculty members the first year. The program will require no new costs during the first three years of implementation.

Prairie State College is seeking approval to offer a 34 semester credit hour “Personal Trainer” certificate program. The program will prepare individuals for entry-level employment as fitness trainers in private and commercial fitness centers. The curriculum consists of coursework in fitness assessment and program design, athletic training techniques, aerobic instruction, nutrition for sports and exercise, anatomy and physiology, biomechanics of exercise and first aid, in addition to a work-based learning component. The program was based on guidelines for fitness programs established by IDEA-International Health and Fitness Association. Completion of the program will provide students with the opportunity to register with IDEA-Personal Fitness Trainer Recognition System, an international database of personal trainers. The program will also prepare students for certification exams offered by several industry associations, such as the American Council on Exercise, and the American College of Sports Medicine. The college anticipates an enrollment of three part-time and 10 full-time students the first year, increasing to seven part-time and 20 full-time students by the third year. Labor market information provided by the college supports the need for a formalized training program in the fitness field, both district and statewide. The program will require four existing full-time and three existing part-time faculty for implementation the first year. The college anticipates no new costs to implement this program.

Rock Valley College (RVC) is seeking approval to offer a 64 semester credit hour “Electrician Apprenticeship” Associate of Applied Science degree program. This program is a cooperative effort proposed by RVC and the Joint Apprenticeship and Training Committee of the International Brotherhood of Electrical Workers (IBEW) Local Union 364 for the purpose of broadening the educational opportunities for individuals admitted into the Electrician Apprenticeship program. The program will prepare students for employment as journeymen electricians in industrial, commercial, and residential construction and repair and maintenance settings. The AAS program, which is an extension of the college’s existing certificate program, expands on the certificate’s technical coursework to include general education studies and internships. Technical coursework includes electrical code and theory, lighting and transformers, motors and wiring systems, DC and AC systems, electronics circuitry, motor control, power control, and advanced studies in specialty electrical systems. Labor market information provided by the college indicates a demand for skilled electricians at the district and statewide levels. The college anticipates an enrollment of 52 part-time

students the first year, increasing to 88 part-time students by the third year. No new faculty members will be needed for this program. The technical core courses and the internship component will be taught by IBEW Local Union 364 instructors, while general studies courses will be taught by the college. The costs for implementing this program will be instructional costs only and will be reimbursed by the IBEW.

Southwestern Illinois College is seeking approval to offer a 64 semester credit hour “Human Services Technology” AAS degree program. This program will prepare individuals for employment as para-professionals in the human services field for agencies, organizations, and businesses involved in youth care, elder care, criminal justice services, and psychiatric rehabilitation. The curriculum consists of a general education core, a human services core, a human services practical internship, and specialized coursework in one of four occupational areas: youth care, elder care, criminal justice services, and psychiatric rehabilitation. The psychiatric rehabilitation option of the degree allows students to earn basic and advanced-level certificates within the program. These certificate programs were developed by the University of Chicago-Center for Psychiatric Rehabilitation in collaboration with the Illinois Department of Human Services-Division of Mental Health, the Illinois Community College Board, and the Illinois State Board of Education.

In addition to preparing students for employment out in the field, this curriculum was designed to allow students the opportunity for transfer into a variety of human services and related baccalaureate programs at surrounding institutions both in Illinois and Missouri. The college anticipates an enrollment of 15 full-time students and 20 part-time students the first year, increasing to 25 full-and part-time students by the third year. Labor market information provided by the college supports the need for para-professional training in the human services field within the college’s district, statewide, and in the bordering St. Louis Metropolitan Area. The program will require one existing full-time faculty member the first year. Costs for implementing the program will be approximately \$43,000 the first year, \$8,000 the second year, and \$11,000 the third year.

Temporary to Permanent Approval Recommendations

Last year the ICCB approved several colleges to offer programs on a temporary basis for a period of two years. In seeking permanent program approval, the colleges have been asked to review their programs and report on their progress, including meeting projected benchmarks, identifying program strengths/weaknesses, and recommendations for program improvement. Below is a summary of each program’s performance during this trial period.

Staff have reviewed the applications for permanent approval and find that all of the programs exceed their projected benchmarks for enrollments, completions, and job placements and, therefore, permanent approval is recommended.

Illinois Eastern Community Colleges is seeking permanent approval to offer a 12 semester credit hour “Computer Networking Specialist” certificate program at each of its campuses: Frontier

Agenda Item #11.4
September 21, 2001

Community College, Lincoln Trail College, Olney Central College, and Wabash Valley College. The program was approved on a temporary basis June 18, 1999, for a two-year period. This program prepares students for employment as networking specialists and technicians. The program consists of coursework in network connections, router configurations, local and wide area networks, operating systems, internet connections, and networking applications as prescribed by CISCO Systems. This program also leads students towards successful completion of the first level CISCO certification - CISCO Certified Network Associate. The colleges have met their objective of developing articulation agreements with seven area high schools. In addition, program enrollments have surpassed expectations with 910 students enrolled at the end of the temporary period (projected at 50-60 students), and completion rates average 90 percent (projected at 75 percent). Furthermore, all students who have completed all the courses and have taken the CISCO exam have passed. IECC has already developed the second level CISCO program - CISCO Certified Network Professional - and are ready to implement the program this fall dependent upon approval.

TEMPORARY PROGRAM APPROVAL

Parkland College

< Massage Therapy Certificate (38 semester credit hours)

BACKGROUND

Parkland College is seeking temporary approval to offer a 38 semester credit hour certificate program in “Massage Therapy” for a period of three years. The program will prepare students for entry-level employment as massage therapists in physician’s offices, hospitals, rehabilitation facilities, sports and fitness centers, health and beauty facilities, and in private practice. The curriculum consists of coursework in introductory, intermediate, and advanced massage therapy techniques, human anatomy and physiology, psychology and ethics, pathology for massage therapists, and business practices, in addition to a required clinical practicum and work-based learning experience. The program was designed based on the guidelines set forth by the Commission on Massage Training Accreditation/Approval for massage therapy programs. Labor market information provided by the college indicates a strong interest and support of a training program in massage therapy within the college’s district. Statewide employment of massage therapists is expected to increase much faster than the average for all occupations in Illinois through the year 2008. The college anticipates an enrollment of 10 full-time and 10 part-time students the first year, increasing to 15 full-time and 15 part-time students by the third year. Temporary approval will allow the college to meet the immediate demands for such training within their district. Permanent approval for this program will be considered at the end of the three years, based on program outcomes.

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

Following is a list of basic certificates that have been approved on behalf of the Illinois Community College Board by the President/CEO since the last Board meeting:

Elgin Community College

- < Personal Trainer Certificate (22 semester credit hours)
- < Psychiatric Rehabilitation Certificate (14 semester credit hours)

Illinois Valley Community College

- < Horticulture Certificate (24 semester credit hours)
- < Psychiatric Rehabilitation Certificate (14 semester credit hours)

College of Lake County

- < Computed Tomography Certificate (12 semester credit hours)
- < Magnetic Resonance Imaging Certificate (15 semester credit hours)

Lake Land College

- < Helping Paws Service Training Certificate (27 semester credit hours)

Morton College

- < Early Childhood Aide (12 semester credit hours)
- < Early Childhood Assistant (18 semester credit hours)

Shawnee Community College

- < Massage Therapy Certificate (28 semester credit hours)

Southeastern Illinois College

- < Nail Technology Certificate (10 semester credit hours)

Wilbur Wright College

- < Teacher Assistant Certificate (17 semester credit hours)

Agenda Item #11.5
September 21, 2001

Illinois Community College Board

CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(Chapter 122, Paragraph 3-14.3)

An oral report will be presented at the Board meeting on September 21, 2001.

Illinois Community College Board

**PROPOSED EMERGENCY AMENDMENTS TO
ILLINOIS COMMUNITY COLLEGE BOARD RULES
CONCERNING FOUNDATION MATCHING GRANTS**

The Illinois Community College Board received an appropriation to disburse challenge grants to Illinois community college foundations during fiscal year 2002. The ICCB must have rules in place before applications may be received and funds are distributed. Legislation was passed in spring 1999 that allows community college foundations to request a state matching grant of \$2 for every \$3 received in local funds. However, until fiscal year 2002, no appropriation was made to fund this initiative. These emergency rules, once filed with the Secretary of State's office, will be in place for 150 days and allow the ICCB to proceed with the application and funds disbursement. Emergency rules will lapse after 150 days and the ICCB must then be prepared to proceed to make permanent amendments to the Illinois Administrative Code.

RECOMMENDED ACTION

The Illinois Community College Board hereby adopts and approves the following emergency rules and authorizes its President/CEO to process these amendments in accordance with the Illinois Administrative Procedures Act and distribute to the community college system and community college foundations.

SUBPART F: FINANCE

1501.523 Foundation Matching Grants

- a) An eligible community college foundation, as referred to in this subsection, is defined as a 501c3 entity formed to benefit a community college district, students, and taxpayers of a community college district as provided for in the Public Community College Act and meets the criteria to receive an award as provided for in these rules. A foundation shall establish its eligibility by submitting a copy of its articles of incorporation (the first year of application only), a copy of its most recent signed federal 990 tax return and a copy of the foundation's most recently completed external audit with the other components of an application.
- b) Requests for foundation matching grant awards (herein referred to as challenge grants) must be submitted in a format prescribed by the ICCB no later than December 1 of each year.

Agenda Item #11.6
September 21, 2001

- c) Each community college foundation shall have the opportunity to apply for a \$25,000 challenge grant. The award amount shall be prorated to a reduced amount if sufficient funds are not available in the state's Academic Improvement Trust Fund to provide an initial grant of \$25,000 to those eligible foundations that submit an application no later than December 1.
- d) In order to be eligible to receive a challenge grant, the community college foundation board must establish, as part of the application process, that the foundation board has:
 - 1) established an academic improvement trust fund as a depository for private contributions and awarded challenge grants, and
 - 2) \$3 of local match available (contributions received after July 1, 1999, for the purpose of matching the state challenge grants) for each \$2 of state funds, and
 - 3) raised a minimum of \$10,000 from private sources and the contributions must be in excess of the total average annual cash contributions made to the community college foundation in the three fiscal years before July 1, 1999 (fiscal years 1997, 1998, 1999).
- e) Any unmatched excess funds remaining in the state's Academic Improvement Trust Fund, on April 1st of the fiscal year in which an appropriation is received, for community college foundations after the award of the initial \$25,000 challenge grants will be available for matching by any community college foundation. No community college foundation will receive more than \$100,000 in challenge grants in any one state fiscal year.
- f) The community college foundation board is responsible for determining the use of the proceeds of the challenge grants and such uses may include 1) scientific equipment, 2) professional development and training for faculty, and 3) student scholarships and other activities appropriate to improving the quality of education at the community college. The community college foundation may not use the proceeds of the challenge grant for a capital campaign or program.
- g) Each community college foundation receiving grant funds shall file a report with the ICCB in a format prescribed by the ICCB detailing how the funds were utilized within 60 days of the foundation's fiscal year end and submit a copy of the external audit of the fiscal year just ended as soon as it is completed.

Agenda Item #11.7
September 21, 2001

Illinois Community College Board

**PROPOSED ILLINOIS COMMUNITY COLLEGE BOARD
WORKFORCE DEVELOPMENT ADVISORY COMMITTEE**

An oral report will be presented at the Board meeting on September 21, 2001.

Illinois Community College Board

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBER APPOINTMENTS**

Each year, the President/CEO as authorized by the Illinois Community College Board appoints representatives to its advisory committees. Memberships are either at-large appointments selected by the Illinois Community College Board staff, appointments recommended by various community college organizations, or ex officio members who represent committees of various relevant organizations. The latter appointments change as the groups' committee leadership positions change. All new appointments are for three-year terms beginning July 1, 2001 and ending June 30, 2004, except for those vacancies created by resignations during the year.

The advisory committees perform a critical service to the Illinois Community College Board in that they provide input from a local perspective on issues that affect the entire system. Currently the Board has four advisory committees. The Finance Advisory Committee, under the leadership of Don Wilske, Chief Financial Officer, provides input on system budget development and policy issues dealing with system finance. The Program Advisory Committee, staffed by Carol Lanning, Senior Director for Program Planning and Accountability, assists staff with developing proposed policy regarding curricula and accountability matters. The MIS/Research Advisory Committee, working with Scott Parke, Senior Director for Policy Studies, reviews all issues pertaining to research and data collection activities of the Board.

Attached for your information is the list of committee members for fiscal year 2002.

INFORMATION ONLY

**ILLINOIS COMMUNITY COLLEGE BOARD
ADVISORY COMMITTEE MEMBERS
September 2001**

Finance Advisory Committee

1. J. P. Barrington - Vice President, Business Services, John A. Logan College - At Large (2003)
2. **Carole Bulakowski** - Assistant Vice President, Educational Affairs, College of Lake County - Illinois Council of Community College Administrators (ICCCA) (2002)
3. **Bob Carlock** - Dean, Administrative & Financial Services, Rend Lake College - Chair, Illinois Community College Chief Financial Officers (ICCCFO) - Ex Officio
4. Gary Davis - Executive Director, Illinois Community College Trustees Association (ICCTA) - Ex Officio
5. Abe Eshkenazi - Vice Chancellor, Finance, City Colleges of Chicago (2003)
6. **Jim Howard** - President, Lincoln Land Community College - Vice Chair, Presidents Council Finance Committee - Ex Officio
7. **Rick Radeke** - Executive Vice President, Finance and Operations, Waubensee Community College - At Large (2004)
8. Tom Ryan - Vice President, Administrative Affairs - College of DuPage - At Large (2002)
9. Michael Shirley - President, Elgin Community College - Chair, Presidents Council Finance Committee - Ex Officio
10. Roger Tuttle - Trustee, Heartland Community College - Illinois Community College Trustees Association (ICCTA) (2004)
11. Mike Vujuk - Faculty, William Rainey Harper College - Illinois Community College Faculty Association (ICCFA) (2004)
12. **TBA** - Student Advisory Committee Member - Ex Officio

MIS/Research Advisory Committee Recommendations

1. **Pamela Allmendinger**, Manager, MIS/Research, Black Hawk College - At Large (2004)
2. Guy R. Aylward - Director of Institutional Research/Title III, Illinois Central College - Illinois Council of Community College Administrators (ICCCA) - At Large (2003)
3. **Lon Feuerhelm**, Director, Production & Operations, Southwestern Illinois College - At Large (2002)
4. Earl Godt - Faculty, Spoon River College - Illinois Community College Faculty Association (ICCFA) (2002)
5. Antonio Gutierrez-Marquez - Associate Vice Chancellor for Planning & Research, City Colleges of Chicago - At Large (2003)
6. Michael Monaghan - Director, Government Relations, Illinois Community College Trustees Association (ICCTA) - (2002)

Agenda Item #12.3
September 21, 2001

7. Frankie Santos Laanan - Assistant Professor of Community College Leadership, University of Illinois at Urbana-Champaign - At Large (2003)
8. **Padriac Shinville**, Division Chair, Alternative Learning/Education Programs, Heartland Community College, - At Large (2004)
9. **Bill Simpson**, President, John Wood Community College, Presidents Council (2002)
10. Dave Whitaker - Vice President of Business Affairs and Information Services, Prairie State College - At Large (2002)
11. Denis Wright - Vice President, Academic Services, Joliet Junior College - Chief Academic Officers (CAO) (2002)
12. **TBA** - Illinois Community College Chief Financial Officers (ICCCFO) (2002)
13. **TBA** - Student Advisory Committee Member - Ex Officio

Program Advisory Committee

1. Bernard Ferreri - Associate Vice Chancellor, City Colleges of Chicago - At Large (2003)
2. Greg Florian - Vice President, Finance and Administration - Illinois Community College Chief Financial Officers (ICCCFO) (2002)
3. Robert Gaffner - Trustee, Kaskaskia College - Illinois Community College Trustees Association (ICCTA) (2003)
4. **Robert Mees** - President, John A. Logan College - Chair, Presidents Council Curriculum and Transfer Committee - Ex Officio
5. Kathy Pampe - Associate Dean, Education to Careers, Illinois Eastern Community Colleges - At Large (2004)
6. **DeRionne Pollard**, Faculty, College of Lake County, Illinois Community College Faculty Association (ICCFA) (2002)
7. **Mary Reaves** - Vice President, Student Life & Multicultural Affairs, Prairie State College - At Large (2004)
8. Julia Schroeder - Dean of Developmental Instruction, John A. Logan College - At Large (2002)
9. Douglas Tweeten - Vice President, Academic Affairs - Chief Academic Officers/Illinois Council of Community College Administrators (CAO/ICCCA) - Ex Officio
10. **Leo Welch**, Faculty, Southwestern Illinois College, Illinois Community College Faculty Association (ICCFA) (2002)
11. **TBA** - Student Advisory Committee Member - Ex Officio

Illinois Community College Board

**STATUS REPORT ON THE PLAN FOR ENHANCING THE ROLE OF
COMMUNITY COLLEGES IN TEACHER PREPARATION/QUALITY**

At a planning retreat in December 2000, members of the Illinois Community College Board identified as one of the Board's top priorities the enhancement of the role of community colleges in teacher preparation/quality. This is an appropriate priority for ICCB given the fact that over 60 percent of the graduates of public university teacher preparation programs in Illinois have some credit from a community college and, more importantly, 44 percent of teacher education graduates complete a year or more of their programs at a community. Clearly, the community colleges are integral to the preparation of teachers in Illinois.

Subsequent to the Board's December retreat, the Board and ICCB staff identified three goals to guide initial implementation of a plan to enhance the role of the colleges in teacher preparation/quality:

Goal 1: Capitalize on the accessibility of the statewide community college system to tap new pools of students, particularly in communities with large minority populations and/or those located in hard-to-serve areas.

Strategies to accomplish the goal include creating and/or supporting partnerships between K-12 school districts, community colleges, and universities to support "grow your own" teacher recruitment/preparation programs supported by dual admissions to the community college and the university; establishing baccalaureate-completion and alternative certification opportunities on community college campuses; and, expanding state scholarship programs to encourage mature/experienced nontraditional community college students to pursue careers as teachers.

Goal 2: Provide incentives to community colleges to support further involvement in teacher preparation and professional development.

An important strategy for this goal is to encourage increased numbers of full-time teacher preparation faculty at community colleges where appropriate.

Goal 3: Develop additional teacher preparation programs in the state that build on existing related community college programs.

Two important pathways that are targeted for development are capstone Associate in Applied Science programs to prepare career and technical education teachers and articulated teacher aide and early childhood programs that transition into teacher preparation programs.

Agenda Item #12.4
September 21, 2001

ICCB staff are involved in a number of activities and initiatives that relate directly to the realization of the goals identified above, including the following:

- In partnership with other education agencies and institutions, ICCB is a participant in two federal grants: a Teacher Quality Enhancement grant that calls for the development of middle school teacher preparation curricula done collaboratively by partnerships of community colleges and public universities (ICCB is a partner agency), and a Preparing Tomorrow's Teachers to Use Technology (PT3) grant that focuses on the creation of technology-infused postsecondary general education curricula that will provide teacher preparation candidates with opportunities to learn through a program that models appropriate use of learning technologies (ICCB is the lead agency).
- Illinois is one of three states that are partners in a PT3 grant awarded to the Education Commission of the States that will identify and reform policy barriers that impede the ability of two-year colleges to assist in the preparation of technology-proficient educators who are prepared to meet the needs of 21st century learners. In addition to removing barriers, the partners also want to create new policies that facilitate the involvement of community colleges in the preparation of teachers. This grant proposes to raise the discussion of the role of the community college in teacher preparation to the national level.
- ICCB staff will provide support to two projects funded this fiscal year by the Higher Education Cooperation Act in which community colleges are taking a lead role: Waubensee Community College will partner with Northern Illinois University and a consortium of public and private higher education institutions and local school districts to plan, implement, and evaluate a regional consortium alternative teacher certification model, and Shawnee Community College will partner with other colleges, universities, and school districts to develop a program for growing and retaining teachers in a hard-to-serve area of the state.
- During the spring 2001 legislative session, the House Higher Education Committee called upon the Governors' Office, the three state education agencies, and the Illinois Student Assistance Commission to provide some guidance on needed actions to address the recruitment of teachers to address a looming shortage in the state, as well as the overall quality of teacher preparation. In response, the Unified Education Policy Plan: Quality Educator Workforce was developed and shared with the House Committee in May 2001. The plan includes recommendations that support the goals identified by the ICCB.
- ICCB staff are also working to identify resources to provide support for one or more college projects to develop models of new approaches to teacher preparation that build on existing community college programs. For example, postsecondary Perkins statewide leadership funds that are available to the ICCB as a result of the transition of the administration of the postsecondary portion of this federal program from the State Board of Education to the ICCB will be used to support development of a model capstone AAS program as described in Goal 3.

Agenda Item #12.4
September 21, 2001

- During fiscal year 2000, staff worked with and supported a group of teacher education faculty from Illinois community colleges to establish the Community College Education Faculty Association. The group is small, but committed to growing and creating a recognized presence in the state for community college teacher education faculty. There is also an effort underway to establish a recognized presence for community college teacher education programs at the national level. On September 22, 2001, ICCB staff will participate along with representatives from several other states in the initial planning meeting for the formation of the National Association of Community College Teacher Education Programs.

ICCB staff will work with these and other initiatives to leverage available resources and maximize project impact in support of the goals identified by the Board for the enhancement of the community college role in teacher preparation.

While staff are working to enhance the colleges' role in teacher preparation, they also recognize the need to maintain the colleges' current role in the midst of major reform of teacher preparation programs in the state that has significant implications for the community colleges. The state is becoming an "NCATE 2000" state by requiring that all teacher preparation programs adopt standards-based curricula consistent with the NCATE 2000 standards by 2003. In addition, the state has developed both core standards and discipline-specific standards for teachers that will be reflected in teacher certification assessments. ICCB staff are working closely with staff from the Illinois State Board of Education, the agency that sets requirements for approval of teacher preparation programs, to ensure that the community colleges are knowledgeable of the changes that are occurring at the four-year institutions. In May 2001, ICCB staff held a one-day conference for community college representatives that are involved in teacher preparation. With the assistance of ISBE staff, detailed information about the standards was shared and participants began a dialog about how the colleges can be a partner in the reform to ensure that their students will not be negatively impacted by curriculum reform at transfer. Colleges were strongly urged to work directly with their primary transfer institutions to be part of any curricular changes that take place.

The movement of teacher preparation programs to standards-based curricula also has major implications for the recommendations of the education major panels of the Illinois Articulation Initiative. During fiscal year 2002, staff will work with the education major panels to reconstitute their recommendations from courses to standards, so they are consonant with the revised curricula at the four-year institutions. This will address the current reforms taking place at four-year institutions. However, additional work remains to develop transfer models that move more school-based experiences and professional preparation into the first two years of the curricula. Staff believe this would benefit **all** teacher preparation students, not just those who begin at a community college.

ICCB staff will continue working on the initiatives identified in this status report and will develop additional initiatives and activities as needed to support the goals of the Plan for Enhancing the Role of Community Colleges in Teacher Preparation/Quality. Status reports will be presented to the Board periodically.

INFORMATION ONLY