

Illinois Community College Board

339th Meeting Agenda and Materials

Business Session

February 21, 2003
9:00 a.m. - 12:00 noon

Black Hawk College
Building 4, 2nd Floor
Lecture Rooms 1 & 2
Moline, Illinois



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Agenda
 339th Meeting of the
 Illinois Community College Board
 Business Session
 Black Hawk College
 Building 4, 2nd Floor
 Lecture Rooms 1 & 2
 Moline, Illinois

February 21, 2003

Committee Meetings

Meeting Site

7:30 a.m. - Adult Education Transition Committee	Overlook Room, Building 4, 2 nd Floor
8:00 a.m. - Budget and Finance Committee	College Restaurant Area Building 4, 2 nd Floor

9:00 a.m. - 12:00 noon - Business Meeting

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UNAPPROVED

Minutes of the 338th Meeting of the
Illinois Community College Board
Work Session
January 17, 2003
Harry L. Crisp II Community College Center
Conference Room
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Duffy called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: James Berkel, Marjorie Cole, Edward Duffy, Laurna Godwin, Joe Neely, Martha Olsson, Judith Rake, Mark Weber, Edward Welk, and James Zerkle. Delores Ray and Gwendolyn Rogers were absent.

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

Chairman Duffy welcomed Marjorie P. Cole of Glen Ellyn to membership on the Illinois Community College Board.

Item #3 - Dr. Hazel Loucks Recognition

Chairman Duffy commended Dr. Hazel Loucks, former Deputy Governor for Education and Workforce Development, for her many contributions to Illinois higher education and presented her with a plaque. Dr. Cipfl read a Resolution recognizing Dr. Loucks for her outstanding work as Deputy Governor for Education and Workforce Development. Joseph Neely made a motion, which was seconded by James Berkel to adopt the following Resolution:

WHEREAS, Dr. Hazel Loucks was appointed Deputy Governor for Education and Workforce under Governor George H. Ryan; and

WHEREAS, Dr. Loucks served in that capacity throughout Governor Ryan's administration with diligence, professionalism, and objectivity; and

WHEREAS, Dr. Loucks was instrumental in the revival and vigorous activity of the Joint Education Committee which promoted and encouraged meaningful and consistent discussion and dialogue among the three state educational boards and the Illinois Workforce Investment Board; and

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WHEREAS, recognizing the need for more direct interaction among educational agency heads to discuss education policy and form stronger links that will ultimately aid Illinois students in preparing for both higher education and a place in the workforce, Dr. Loucks organized informational meetings attended by the State Superintendent of Schools, the Executive Director of the Illinois Board of Higher Education, the President and Chief Executive Officer of the Illinois Community College Board, and herself; and

WHEREAS, Dr. Loucks promoted the essential connection between continual learning and meaningful work; and

WHEREAS, Dr. Loucks has acted as a stalwart friend to education in Illinois and, in particular, as a proponent of the mission and activities of the Illinois Community College System in its pursuit of educational and workforce development excellence;

THEREFORE, we, the members of the Illinois Community College Board, do hereby bestow upon Dr. Hazel Loucks this award in appreciation of her service to the cause of affordable, accessible, and accountable education in Illinois, and express our sincere best wishes for her future undertakings.

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

Item #4 - Consent Agenda

Judith Rake made a motion to approve the following items, which was seconded by Martha Olsson:

Item #4.1 - Minutes of the October 18, 2002 Meeting

The Illinois Community College Board hereby approves the minutes of the October 18, 2002 meeting as recorded.

Item #4.2 - Review of Executive Session Minutes

The Illinois Community College Board hereby determines that minutes of its executive sessions held on June 14, 2002; September 20, 2002; and October 18, 2002 will remain confidential. All prior minutes of executive sessions have been made available for public inspection.

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Item #4.3 - New Units of Instruction

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

PERMANENT PROGRAM APPROVAL

College of Lake County

- CAD/Drafting Technology A.A.S. degree-Architectural/Civil Option (66 semester credit hours)

Heartland Community College

- Radiologic Technology A.A.S. degree (65 semester credit hours)

Joliet Junior College

- Process Operations Technology A.A.S. degree (64 semester credit hours)
- Process Operations Technology certificate (39 semester credit hours)

Lincoln Land Community College

- Electrical Lineman Distribution A.A.S. degree (61 semester credit hours)

Parkland College

- Customized Career Preparation A.A.S. degree (60 semester credit hours)

Shawnee Community College

- Medical Coding Specialist Certificate (36 semester credit hours)

John Wood Community College

- Emergency Medical Technology A.A.S. degree (64 semester credit hours)

Item #4.4 - Adjustments Necessary for the Fiscal Year 2004 Budget

The Illinois Community College Board hereby authorizes its President/CEO, with concurrence of the Board Chair, to make any necessary adjustments to the funding levels included within the ICCB fiscal year 2004 appropriations bill.

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

Item #5 - Work Session

Joe Cipfl introduced Sarah Aughenbaugh as the first ICCB Director for Human Resources. Sarah will report directly to Dr. Cipfl. Dr. Cipfl commended ICCB Chief Operating Officer Ellen Andres for her services in the area of human resources prior to Sarah's appointment.

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Don Wilske, ICCB Chief Financial Officer, reviewed recommendations that were identified in the recent *Illinois Community College System Funding Study*. Those recommendations remain in place, but are subject to change. Equalization, credit hour grants, funding priorities, data collection, and residual funding continue to be reviewed. The Illinois Community College System Funding Study Task Force met on January 10 and follow-up assignments have been made to task force committees. The task force will meet next on February 28, 2003. A recommendation for Board approval of the *Illinois Community College System Funding Study* is anticipated on June 20, 2003. Chairman Duffy would like to have a few community college presidents comment on the funding study and its implication for the system at its May 16 Work Session.

Sarah Hawker reported on the status of the Adult Education Funding Study Task Force and its subcommittee work that is currently being conducted. Sarah reported on the differences in federal and state adult education funding dollars. At some period, it is expected that the Adult Education Funding Study and the Illinois Community College System Funding Study will need to merge. June 30, 2003, is the target date to finalize the Adult Education Funding Study with a recommendation for Board action on October 17, 2003. Jennifer Foster, ICCB Senior Director for Adult Education and Family Literacy, was commended for her efforts in this study. *Illinois Reads*, a report on literacy in Illinois, was provided to the Board. ICCB has been a very active partner in the family literacy program.

Tom Ryder briefed the Board on current community college marketing practices. Consensus was that a marketing technique should be developed that would cover the system as a whole to complement the marketing initiatives currently being conducted at individual community colleges. Laurna Godwin suggested that ICCB staff determine an appropriate marketing initiative. Dr. Cipfl responded that staff will return to the Board with a marketing recommendation for Board consideration.

At 12:45 p.m., Martha Olsson made a motion, which was seconded by Joseph Neely, to go into Executive Session to discuss potential litigation. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

At 1:13 p.m., the Board returned to Open Session

Item #6 - Requests of Shawnee Community College and Southeastern Illinois College to Appear Before the Illinois Community College Board Regarding Providing Instructional Services at the Vienna Correctional Center and the Shawnee Correctional Center

At 1:15 p.m., the Board heard testimony from Shawnee Community College Legal Counsel Mark Johnson, along with Shawnee Community College President Terry Ludwig. Testimony was completed at 1:45 p.m.

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At 1:50 p.m., the Board heard testimony from Southeastern Illinois College Legal Counsel Ken Florey, along with Southeastern Illinois College President Mary Jo Oldham. Testimony was completed at 2:20 p.m.

Persons testifying responded to questions from the Board.

At 2:55 p.m., Lorna Godwin made a motion, which was seconded by Judith Rake, to return to Executive Session to discuss potential litigation.

At 3:20 p.m. the Board returned to Open Session. Edward Welk made the following motion, which was seconded by James Zerkle:

1. Notwithstanding, Shawnee Community College has had and continues to have the ability to contract with the Department of Corrections.
2. Southeastern Illinois College's ability to contract with the Department of Correction remains in full force and effect.

A written order will be prepared for approval at the next meeting of the Illinois Community College Board.

The motion was approved by roll call vote. Voting aye were: James Berkel, Marjorie Cole, Lorna Godwin, Joseph Neely, Martha Olsson, Judith Rake, Edward Welk, James Zerkle, and Edward Duffy. There were no dissenting votes.

The next meeting of the Illinois Community College Board will be held on February 21, 2003, at Black Hawk College in Moline.

Item #7 - Information Only

Item #7.1 - Paraprofessional Task Force Report

This report provides background information on the requirements set forth in the federal Elementary-Secondary Education Act regarding Illinois' teacher aides/assistants. Several community colleges offer programs to enable these paraprofessionals to meet these requirements. A task force was formed, and a final report with recommendations will be presented to the ICCB for action on February 21, 2003.

Item #7.2 - Student Enrollments and Completions in the Illinois Community College System - Fiscal Year 2002

This report identifies student enrollments and completions in the Illinois Community College System based on fiscal year 2002 data for students as provided by the colleges at the close of the fiscal year.

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Item #8 - Adjournment

At 3:25 p.m., Joseph Neely made a motion which was seconded by Judith Rake, to adjourn the meeting. 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

NEW UNITS OF INSTRUCTION

The Illinois Community College Board is requested to approve new units of instruction for the following community colleges:

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

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

PERMANENT PROGRAM APPROVAL

Lincoln Land Community College

< Web Authoring and Design certificate (33 semester credit hours)

Wm. Rainey Harper College

< Emergency Medical Services A.A.S. degree (64 semester credit hours)

Richard J. Daley College

< Electrical Construction Technology A.A.S. degree (65 semester credit hours)

Southwestern Illinois College

< Associate in General Studies degree (64 semester credit hours)

BACKGROUND

Lincoln Land Community College is seeking approval to offer a 33 semester credit hour certificate program in "Web Authoring and Design". This program will prepare individuals for entry-level employment as web programmers, designers or web masters. The curriculum includes coursework in computer systems and business applications, computer literacy for graphic design, two-dimensional design, introductory web design, graphic design, HTML (Hyper Text Markup Language) programming, introductory and advanced Macromedia Dreamweaver, and Macromedia Flash. The curriculum also allows students to choose their electives to focus on either web application programming or web page design. The college anticipates an enrollment of 25 full-time and 50 part-time students the first year, increasing to 35 part-time and 60 full-time students by the third year. Labor market information provided by the college supports the need for and interest in web authoring training programs both statewide and within the college's district. The program will require one existing full-time faculty member the first year. Costs for implementing the program will be approximately \$60,000 the first year, \$9,000 the second year, and \$9,000 the third year.

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Higher first year costs reflect initial equipment and software purchases needed to support the program.

William Rainey Harper College is seeking approval to offer a 64 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Emergency Medical Services”. A related 29 semester credit hour “Paramedic” certificate program has also recently been approved. The programs are a joint venture between the college and Northwest Community Healthcare-Emergency Medical Services Department. The certificate program will prepare individuals for employment as licensed Emergency Medical Technician-Paramedics (EMT-Ps) capable of providing emergent pre-hospital care in a variety of settings including hospitals, police, fire and public service departments, private rescue and ambulatory service providers. The curriculum consists of coursework in basic, intermediate and paramedical emergency medical technician training, and both a field-based and hospital-based paramedic internship.

The A.A.S. degree program provides an educational ladder for certificate graduates to expand their employment opportunities beyond entry-level EMT positions. The degree curriculum builds on the certificate to include additional coursework in human anatomy and physiology, medical terminology, physical assessment, psychology, biomedical ethics, and electives in addition to general education studies. The curriculum is based on the guidelines for EMT-P training programs as established by the National Highway Traffic Safety Administration and will prepare students for taking the required EMT-P licensure examination through the Illinois Department of Public Health.

The college anticipates an enrollment of 35 full-time students each year for the first three years. Labor market information, as well as local survey data, provided by the college support the interest in and continued need for skilled emergency medical technicians statewide and within their district. The program will require one new full-time and three new part-time faculty the first year. Cost for implementing this program will be approximately \$98,500 the first year, \$103,375 the second year, and \$108,494 the third year.

Richard J. Daley College, one of the City Colleges of Chicago, is seeking approval to offer an 65 semester credit hour Associate in Applied Science (A.A.S.) degree program in “Electrical Construction Technology”. This program was developed in cooperation with the Electrical Joint Apprenticeship and Training Trust (EJATT) which includes both the National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW) Local Union 134. The EJATT Local 134 serves the entire Chicagoland area and therefore Daley Colleges requests approval to offer the program throughout the City Colleges District. Under the college’s current agreement with the EJATT Local 134, related vocational skills courses are offered through the West Side Technical Institute.

This A.A.S. degree program was developed for the purpose of broadening the educational opportunities for individuals admitted into the Electrician Apprenticeship program and is designed to articulate into the Bachelor’s of Construction Technology degree program at the Illinois Institute of Technology (IIT). The program will prepare students for employment as journeymen electricians

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in industrial, commercial and residential construction, and repair and maintenance settings. The curriculum consists of technical course work in construction technology, electrical circuitry, conduit bending, programmable control, HVAC systems, motor control systems, fire alarm systems, print reading, communication systems and instrumentation, in addition to general education studies. The apprenticeship portion of this program includes 8,000 hours of on-the-job training.

The college anticipates a projected enrollment of 300 full-time students each year for the first three years of the program. Labor market information provided by the college supports the need for skilled electricians within the district and statewide. The program will require 25 existing full-time faculty members the first year. The program will cost approximately \$6,000 the first year, \$6,250 the second year, and \$6,500 the third year.

Southwestern Illinois College is seeking approval to offer a 64 semester credit hour Associate in General Studies (A.G.S.) degree program. The nature of the degree is to serve students whose interests and educational objectives do not fall within either a traditional transfer or occupational program. The degree is not designed to transfer to four-year colleges or universities. To ensure that certain standards are met, the college will require students to establish a formal degree plan with an academic counselor and participate in the college assessment process for appropriate course placement in English and Math. Even though considerable flexibility is allowed, 31 of the 64 credit hours will represent specific course requirements. Specifically, the 64 credits in the degree are comprised of 26 credits in general education, 5 credits in other institutional requirements (computer literacy and human well-being), and 33 credits in electives.

ICCB Rules for A.G.S. programs specify that proposals meet three degree intentions. The first is that the proposal must show that it is a liberal studies program. The college responds that the program will facilitate personal growth and development and provide learning experiences that prepare students to assume a variety of roles in society, including that of a life-long learner. The second intent is to meet needs of students that are not met by other programs. Through the A.G.S. degree, Southwestern will provide a broad array of courses so that students are allowed considerable freedom in designing and pursuing a course of study that meets their individualized learning goals. The third intent is to provide a capstone program for graduates of occupational certificate programs. Because some certificates do not naturally lead to an associate degree, the college's proposal allows students to utilize the A.G.S. as a capstone program, thereby shortening their time to degree.

The college anticipates enrollment of 20-40 students of diverse ages and backgrounds each year. The specific target audience for the program will be returning adults with a wide variety of work, military, and higher education experiences.

TEMPORARY PROGRAM APPROVAL

Rend Lake College

< Electrician Certificate (32 semester credit hours)

John Wood Community College (*Information Item*)

- < A.A.S. in Corrections for IDOC employees:
 - Corrections Officer/Youth Supervisor option (65 semester credit hours)
 - Parole Officer option (65 semester credit hours)

South Suburban College (*Information Item*)

- < A.A.S. in Corrections for IDOC employees:
 - Corrections Officer/Youth Supervisor option (64 semester credit hours)

BACKGROUND

Rend Lake College is seeking temporary approval to offer a 32 semester credit hour “Electrician” certificate program for a period of three years. This certificate will prepare individuals for entry-level employment as electricians with independent electrical contractor employers. The curriculum consists of coursework in electrical theory, National Electrical Code regulations, safety, electrical and electronic circuitry, blueprint reading and troubleshooting. The program was developed in collaboration with the district’s local Independent Electrical Contractors Association. The college anticipates an enrollment of four full-time students every other year for the first four years of the program. The college has established its completion benchmarks at graduating four students every other year after the first two years of the program have been completed. Temporary approval of this program is being sought to allow the college to re-evaluate the constantly changing needs of local business and industry. *Temporary approval is recommended for a period of three years, after which permanent approval will be considered, based on program outcomes.*

John Wood Community College and South Suburban College have submitted applications to offer Associate in Applied Science in Corrections and Corrections Officer/Youth Supervisor options within that degree. Additionally John Wood is proposing to offer the Parole Officer option to the degree. All of these proposals meet the guidelines endorsed by the Illinois Community College Board on June 14, 2002. The Board indicated in its action at that time, that colleges meeting the guidelines would be granted temporary approval without further Board action needed.

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:

Lincoln Land Community College

- < CISCO Network Administrator Training certificate (12 semester credit hours)

William Rainey Harper College

- < Paramedic certificate (29 semester credit hours)

Rend Lake College

- < Professional Electrician certificate (16 semester credit hours)

Rock Valley College

- < Truck Driver Training certificate (7 semester credit hours)

Illinois Community College Board

**EXTENSION OF
COURSES AND CURRICULA OUT OF STATE**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the out-of-state extension of Parkland College courses in English composition, art, history, music, speech communications, accounting, business, management, marketing, and agribusiness to be offered to students of the Beijing Vocational College of Agriculture, located in Beijing, China.

BACKGROUND. Parkland College is requesting approval to offer courses in English composition, art, history, music, speech communications, accounting, business, management, marketing, and agribusiness to students of the Beijing Vocational College of Agriculture (BVCA) in Beijing, China. The courses will be taught by Parkland College faculty through both on-line and on-site delivery. These course offerings are part of an initiative between Parkland College and BVCA to jointly offer coursework to BVCA students that will lead to Associate in Applied Science degrees in Accounting, Landscape Design, Construction and Maintenance, and E-Commerce to be awarded by Parkland College. The intended purpose of this initiative is for the two institutions to collaborate to develop Chinese students with the skills and knowledge to enable them to better cope with the requirements of economic globalization. BVCA will offer 45-50 semester credit hours of coursework toward the degrees, and Parkland College will offer the remaining 15-20 semester credit hours to complete the degrees.

Highly qualified Parkland College faculty will teach all courses the college will offer at BVCA, and department chairs and program directors from the appropriate program areas will make on-site visits for the purpose of counseling students, evaluating Parkland College faculty, and coordinating development of the programs and related activities. BVCA courses to be included in the degree programs will be reviewed by Parkland to ensure that they meet all requirements and will articulate to the Parkland degrees. Parkland transfer advisors will provide assistance to BVCA students who complete Parkland degrees and want to transfer to Illinois universities to continue their studies.

It is anticipated that this initiative will enroll a minimum of 90 students. The program will be funded entirely by BVAC, and no state or local tax funds will be used to support the activity.

Illinois Community College Board

**BARBOUR GRIFFITH & ROGERS, INC.
CONTRACT EXTENSION**

ICCB policy provides for contracts over \$20,000 to be approved by the Board. Contracts under \$20,000 require written notification to the Board before execution, and those under \$5,000 require no Board approval. At the beginning of each fiscal year, all known contracts are presented to the Board for approval. This is a mid-year contract renewal.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby gives its President/CEO authority to extend the current contractual agreement with Barbour Griffith & Rogers, Inc. through December 31, 2004.

BACKGROUND. The ICCB, the Illinois State Board of Education, and the Illinois Board of Higher Education entered into a contractual agreement with the firm of Barbour Griffith and Rogers, Inc., to provide professional services and strategic counseling on legislative and regulatory matters before the federal government. The original contract started in January 2000 and was amended twice to continue through December 2002. The annual compensation rate was \$71,000. This new agreement decreases the annual rate to \$55,500 per annum. The contract can be terminated with 30 days written notice.

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Illinois Community College Board

**ISSUANCE OF FINAL ORDER OF ICCB POSITION ON
SHAWNEE COLLEGE AND SOUTHEASTERN ILLINOIS COLLEGE
CONCERNING PROGRAM OFFERINGS AT
SHAWNEE AND VIENNA CORRECTIONAL CENTERS**

On January 17, 2003, by unanimous roll call vote, the Illinois Community College Board unanimously voted that Southeastern Illinois College may continue to enter into contracts with the Illinois Department of Corrections to provide educational services at the Vienna Correctional Center and at the Shawnee Correctional Center. This decision does not limit the authority of Shawnee Community College to enter into a contract with the Illinois Department of Corrections to provide educational services to those same correctional facilities.

An Order will be presented on February 21, 2003, as final confirmation of Illinois Community College Board action.

**ILLINOIS COMMUNITY COLLEGE BOARD
DECISION RE REQUEST FROM
SHAWNEE COMMUNITY COLLEGE**

Matter: Request of Shawnee Community College re Southeastern Illinois College

Date Presented to the Board: January 17, 2003

Issue/Relief Sought from the Board: Shawnee Community College wishes to provide educational services for the Illinois Department of Corrections at the Vienna Correctional Center and at the Shawnee Correctional Center, both of which are within its service region. Pursuant to the authority of the Illinois Community College Board granted in 1976, Southeastern Illinois College has been, and currently is, providing educational services at the Vienna Correctional Center. In 1984 the provision of such educational services was expanded to include the Shawnee Correctional Center, a separate facility in Vienna, Illinois. Shawnee Community College has requested that the Illinois Community College Board notify Southeastern College that it no longer may provide such educational services to the two correctional facilities and that Shawnee Community College will take over such educational programs.

Decision: The Illinois Community College Board having considered all evidence tendered and all arguments made on behalf of Shawnee Community College and Southeastern Illinois College does hereby order and determine as follows:

Southeastern Illinois College may continue to enter into contracts with the Illinois Department of Corrections to provide educational services at the Vienna Correctional Center and at the Shawnee Correctional Center. This decision does not limit the authority of Shawnee Community College to enter into a contract with the Illinois Department of Corrections to provide educational service to those same correctional facilities.

Approved:

Chairman of the Board
On behalf of the
Illinois Community College Board

Dated: _____

Agenda Item #9
February 21, 2003

Illinois Community College Board

ROCK VALLEY COLLEGE RECOGNITION STATUS

The Illinois Community College Board will consider the recognition status of Rock Valley College at its meeting on February 21, 2003.

Illinois Community College Board

**ARTICULATION AGREEMENT
BETWEEN DEVRY UNIVERSITY AND ILLINOIS COMMUNITY COLLEGES**

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby endorses the efforts of DeVry University and the Illinois community colleges to articulate associate and baccalaureate degrees and supports the signing of the attached agreement between its President/Chief Executive Officer and the President of DeVry University recognizing that DeVry will accept ICCB approved Associate of Applied Science degrees as validation of the student's mastery in an area of specialized study.

BACKGROUND. For over a year, DeVry University and three community colleges – College of Lake County, Oakton Community College, and Waubensee Community College – have been involved in an pilot initiative to articulate community college Associate of Applied Science degrees with DeVry baccalaureate degrees. As a result of this pilot, DeVry University has expressed interest in pursuing these endeavors statewide with other community colleges and has approached the Illinois Community College Board regarding a letter of agreement. The proposed agreement formally signifies the University's willingness to accept a student who has obtained an Associate in Applied Science at an Illinois community college into its Bachelor's of Science in Technical Management (BSTM) degree through either online or onsite participation.

As indicated in the attached letter of agreement, degree requirements are specified in an individual plan of study developed with each student. Students who complete any required coursework as part of their associate degree program are assigned alternate coursework for their plan of study. Students who complete appropriate coursework beyond the associate degree may receive up to 20 hours of transfer credit toward the Technical Management degree. At least 42 credit hours of the 62 credit hour total requirement must be earned through coursework completed at DeVry.

DeVry has established an Illinois Community College Scholarship program that will provide two \$1,500 per semester scholarships to each Illinois community college to be awarded to alumni and current Associate in Applied Science degree graduates. DeVry is also offering fellowships to community college faculty members that provide tuition for up to 12 credit hours of graduate or undergraduate classes in a variety of content areas at its ten Chicago land locations to assist faculty in their professional development.

Letter of Agreement

Between

DeVry University and the Illinois Community College Board

Effective Date: February 21, 2003

This agreement between DeVry University (DeVry) and the Illinois Community College Board (ICCB) is intended to capitalize on the synergies that exist between DeVry and the Illinois community colleges by providing students who hold the Associate in Applied Science degree from an Illinois community college the opportunity to articulate into the Bachelor of Science in Technical Management (BSTM) degree through DeVry either online or onsite.

There is no restriction placed on the Associate in Applied Science degree content; the degree does not have to be "DeVry-compatible." It does, however, have to be an associate of applied science (AAS) degree and not an associate in arts or associate in science degree (typically AA or AS). An ICCB approved AAS degree awarded by an Illinois community college is validation of the student's mastery in an area of specialized study; DeVry will provide the management and general education to add value to the associate degree.

"Baccalaureate degree requirements are specified in an individual plan of study developed with each student. Students who complete any DeVry required coursework as part of their associate degree program are assigned alternate coursework for their plan of study. Students who completed appropriate course work beyond the associate degree may receive up to 20 hours of transfer credit toward the Technical Management degree. At least 42 credit hours of the 62 credit hour total requirement must be earned through coursework completed at DeVry while in this program."

AGREED TO:

DeVry University President

Date

Illinois Community College Board
President/Chief Executive Officer

Date

Illinois Community College Board

PARAPROFESSIONAL TASK FORCE REPORT

BACKGROUND. The reauthorization of the federal Elementary-Secondary Education Act, titled “No Child Left Behind” (NCLB), was enacted on January 8, 2002, and had a significant impact on teacher aides/assistants in Illinois and throughout the nation. Under NCLB, education paraprofessionals (teacher aides/assistants) hired after January 8, 2002, to assist in schools and/or programs that receive Title I funds must have either completed two years of study at an institution of higher education, obtained an associate’s degree or higher, or met a rigorous standard of quality through a formal state or local assessment. Title I paraprofessionals who are currently employed have until 2006 to meet these requirements. Though the option of a state assessment will be available, it is believed that college coursework will be widely pursued by paraprofessionals in the state to meet the requirements set forth in NCLB (see Attachment A).

Currently in Illinois, paraprofessionals are required to have completed 30 semester credit hours of higher education. While this continues to be the standard for teacher assistants working in non-Title I programs, it is believed that the new requirements of NCLB will eventually become the standard for all paraprofessionals.

Numerous community colleges in Illinois offer programs to prepare paraprofessionals. The majority of programs are at the certificate level, since state requirements have not generated a demand for the associate degree. Recognizing the large role community colleges could play in assisting paraprofessionals to meet the new requirements of NCLB, staff from ISBE and the Illinois Community College Board (ICCB) met several times during the summer of 2002 to discuss the development of a statewide model associate degree curriculum. On August 12, 2002, the boards jointly hosted a focus group meeting comprised of representatives from the K-12 community and higher education. The purpose of the focus group was to discuss the issues and needs surrounding the NCLB legislation and seek input on the best way to meet those needs. The group unanimously recommended that a model for an Associate in Applied Science degree be developed, as well as a transfer option for those wishing to pursue a baccalaureate degree in teacher preparation. Participants also recommended that consideration be given to the development of shorter preparation programs for paraprofessionals who already have some college credit. Developing a mechanism to award credit for prior learning for individuals with significant professional experience was identified as an important component, as well.

Based on this input, ICCB and ISBE staff convened a Paraprofessional Task Force on September 23, 2002. A list of members is attached to this report. Following discussion of the feedback from the focus group, the task force formed three subcommittees with the following charges:

1. The curriculum subcommittee, chaired by Margaret Lehner from Moraine Valley Community College and Bernard Ferreri from City Colleges of Chicago, focused its work

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February 21, 2003

on the development of an AAS model. *The group chose to delay work on a transfer option until more information about the ongoing effort to develop an Associate of Arts in Teaching degree is available.*

2. The policy and procedures subcommittee, chaired by Denis Wright from Joliet Junior College, focused on developing recommendations/guidelines for currently employed paraprofessionals, such as credit for prior learning.
3. The affordability/accessibility/delivery subcommittee, chaired by Sandy Krsak from the Illinois Federation of Teachers, focused on developing recommendations for approaches to affordable tuition and leveraging monetary resources, accessibility of coursework and support systems, and delivery mechanisms for providing courses and programs.

During the months of October and November, the subcommittees met separately to work on crafting their recommendations. On December 2, 2002, the full task force convened to share and discuss the final recommendations of each subgroup. Margaret Lehner presented the work of the curriculum committee. The policies and procedures committee and the affordability/accessibility/ delivery committee joined forces to develop a combined recommendation. Denis Wright presented on their behalf. Following each presentation, consensus and endorsement of task force members was reached.

CURRICULUM: AAS DEGREE AND CERTIFICATE MODELS

The AAS degree and certificate were designed with the following premises in mind:

- After investigation of numerous paraprofessional standards from a variety of professional organizations, the American Federation of Teachers (AFT) standards were incorporated in the design of the degree and certificate programs.
- The degree and certificate programs were created to allow for flexibility at the local community college level.
- The degree and certificate programs are broadly defined to accommodate students at all levels.
- A key element in the development of these offerings was transferability; therefore, components of the Illinois Articulation Initiative (IAI) were incorporated wherever possible.
- It is assumed that students will be provided with appropriate advisement in terms of the options available to them.
- The curriculum committee of the Paraprofessional Task Force will continue its work in order to achieve alignment with professional teaching standards and outcomes for courses associated with the degree and certificate. Alignment with the current development of an Associate of Arts in Teaching (AAT) degree will also be addressed where appropriate.

AAS Degree

Component 1: General Education

- 18-22 hours comprised of math, communications, social and behavioral science, and humanities and fine arts. Designed to provide a broad, basic foundation.

Component 2: Professional Core

- 22-28 hours designed to help students understand their role in the classroom and the legal and policy implications of their actions, as well as to understand the social, emotional, physical, and intellectual development of the learner.

Component 3: Electives

- 16-28 hours designed to help students acquire additional skills and knowledge that can increase learning in the classroom (workplace); reduce the time-to-degree for paraprofessionals who have already completed several semester hours of credit; improve articulation and transfer to senior institutions through completion of IAI coursework; and/or allow students to concentrate in a focus or specialty area (content, special education, bilingual, etc).

Total Hours for Associate in Applied Science Degree: 62-64

Certificate of Achievement

The certificate requirements are comprised of the Professional Education Core requirements supplemented with general education and elective components to bring the total to **31-37 semester hours**. In the opinion of the subcommittee on Curriculum, the Professional Education Certificate addresses the most meaningful skills and standards for the paraprofessional.

The certificate has the potential to serve three groups of students:

- **Future paraprofessionals for non-Title I programs.** By completing this curriculum, students who have little or no college experience will have a set of courses in general education and teacher preparation to be certified as a paraprofessional in non-Title I positions.
- **Future paraprofessionals pursuing an associate degree.** Individuals can use the certificate as a stepping stone toward completion of the AAS degree. By completing the certificate program, they would achieve a credential at the half-way point of their program. (They would also be certified as a paraprofessional for work in non-Title I programs.)
- **Incumbent paraprofessionals.** This curriculum will serve those who possess college credits that, when combined with or applied to the certificate requirements, total 60 or more credit hours. These individuals would meet the requirements of NCLB and be eligible to work in Title I positions.

**POLICIES AND PROCEDURES
AND
AFFORDABILITY/ACCESSIBILITY/DELIVERY**

Program Components

The Paraprofessional Task Force is proposing the following recommendations concerning the components of a successful paraprofessional program:

1. Recommend that the state adopt (and set a baseline score for) a standardized test, such as the ETS or ACT exam, for paraprofessionals hired prior to January 8, 2002. If a test is approved, the community colleges should take an active role in preparing current paraprofessionals for the test. It is also recommended that community colleges take an active role in becoming approved sites for administration of the test.
2. Recommend the development of a mechanism — such as a portfolio process — for community colleges to evaluate and award credit for prior learning for current paraprofessionals.
3. The joint subcommittee fully recommends and supports the curriculum subcommittee's recommendation of an AAS in Paraprofessional Studies.
4. The joint subcommittee fully recommends the continuing work on an AAT degree in Teacher Education and supports the inclusion of transfer-like coursework within the AAS in Paraprofessional Studies.
5. A key component of the work of community colleges in this initiative is to build a full continuing education network for current and future paraprofessionals, including collaborating with union training programs.
6. A comprehensive advertising campaign should occur to heighten awareness about courses offered, financial aid opportunities, and other program information.

Delivery Methods

The joint subcommittee encourages community colleges to provide courses onsite (in the elementary/middle/high schools) as much as possible. This coursework should be delivered in a timeframe appropriate for working paraprofessionals to take full advantage of all opportunities (i.e., use teacher in-service days to structure courses spread out over the whole year; offer courses immediately following the regular school day).

The development and use of online courses is strongly encouraged in those areas of the curriculum that work with this nontraditional delivery method. The joint subcommittee encourages ICCB, IBHE, and ISBE to develop funding sources which promote online course development.

CURRENT STATUS

The draft report of the task force was released for public comment from January 15 to February 3, 2003. While significant support for the proposal was received, there were several issues raised during the public comment period that need to be addressed before the report is finalized. Those issues have been provided to the Paraprofessional Task Force for immediate review and reaction.

NEXT STEPS

1. Once consensus is achieved by the Task Force on the issues raised through public comment, final modifications will be made to the report. It is anticipated that the proposal will then be presented to the Illinois Community College Board at its May meeting.
2. After consideration by the Community College Board, the report will be shared with the Illinois Board of Higher Education, as well as with the Illinois State Board of Education and the Illinois State Certification Board.

ATTACHMENT A

QUALIFICATIONS AND DUTIES OF PARAPROFESSIONALS

The following qualifications for paraprofessionals working in Title I programs and permissible duties are set forth in Section 1119, subsections (c) through (g), of the ESEA of 1965, as amended by the No Child Left Behind Act, P.L. 107-110.

Qualifications

Paraprofessionals working in Title I programs hired after the effective date of the Act (January 8, 2002) shall have:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment — 1) knowledge of, and the ability to assist in the instruction of, reading, writing, and mathematics; or 2) knowledge of, and the ability to assist in the instruction of, reading readiness, writing readiness, and mathematics readiness, as appropriate. Paraprofessionals qualifying under this criterion must have a secondary school diploma or its equivalent, but the receipt of a high school diploma is not sufficient to satisfy the requirements for meeting this standard.

Existing paraprofessionals hired before January 8, 2002 and working in Title I programs have four years (until January 8, 2006) to meet the foregoing qualifications. Title I paraprofessionals who serve primarily as translators or who solely conduct parental involvement activities, regardless of hiring date, are exempt from these qualifications.

All paraprofessionals working in Title I programs, regardless of hiring date, must have earned a secondary school diploma or its equivalent.

Duties

Paraprofessionals working in Title I programs may be assigned to:

- Provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assist with classroom management, such as organizing instructional and other materials;
- Provide assistance in a computer laboratory;
- Conduct parental involvement activities;
- Provide support in a library or media center;
- Act as a translator; or
- Provide instructional services, while working under the direct supervision of a teacher.

Illinois Community College Board

STATE LEGISLATIVE REPORT

As of February 14, 2003, all committees in the House and Senate have been populated and several met during the week of February 4, 5, and 6, 2003. Very few actions took place. The House and Senate were not in session during the week of February 10, 2003. Both the House and Senate will be in session during the week of February 18, 2003. A copy of the legislative schedule is attached.

The Senate passed a House bill that will allow the Governor to delay his budget address to a date as late as April 9, 2003. The bill now goes to the Governor for his signature. If the Governor presents his budget on that date, the General Assembly will have 23 days to evaluate the budget before the scheduled adjournment date of May 23, 2003. If the Legislature goes beyond May 31, then a 60 percent vote would be necessary to pass legislation rather than the simple majority needed before that date. The extraordinary vote of 60 percent would require Republican participation. Neither of the Democratic majorities in the House nor the Senate has enough votes to meet the 60 percent vote. The Democrats in the House have 66 votes and the Republicans have 52. The 60 percent vote would require 72 votes out of the total 118. In the Senate, the Democrats have 33 votes (including the single independent) and the Republicans have 26. The 60 percent requirement equals 36 votes.

The question is: will the Democrats, who have control of the House, Senate, and Governor for the first time in three decades, wish to confront the budgetary problems of the state alone or do they wish to include the Republicans? What price would encourage Republican participation? The delay of the budget message will allow all of the parties to contemplate this issue.

The House Higher Education Appropriation Committee met on Thursday, February 6, 2003, to hear from the Illinois Board of Higher Education regarding both their operations and their proposed budget. The ICCB has been invited by the Chair of the committee, Ricca Slone from Peoria Heights, to offer our perspective on the community college system and our financial situation. We will notify you of the date and time.

Attached are copies of the hearing schedule and members of the House and the Senate committees. In the future, we will provide you with updates on bills, committees, and other information.

INFORMATION ONLY



ILLINOIS HOUSE OF REPRESENTATIVES
93rd General Assembly
Michael J. Madigan, Speaker

FEBRUARY 2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4 S <u>SESSION</u>	5 S <u>SESSION</u>	6 S <u>SESSION</u>	7	8
9	10 Perfunctory <u>SESSION</u>	11	12 <i>Lincoln's Birthday</i> STATE HOLIDAY	13	14 <i>Valentine's Day</i>	15
16	17 <i>Presidents' Day</i> STATE HOLIDAY	18 S Perfunctory <u>SESSION</u>	19 S <u>SESSION</u>	20 S <u>SESSION</u>	21 <u>SESSION</u>	22 <i>Washington's Birthday</i>
23	24	25 Primary Municipal Election	26 S <u>SESSION</u>	27 S <u>SESSION</u>	28 S <u>SESSION</u> DEADLINE Introduction of House Bills	

S = Senate in Session



ILLINOIS HOUSE OF REPRESENTATIVES
93rd General Assembly
Michael J. Madigan, Speaker

MARCH 2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3	4 S <u>SESSION</u>	5 S <u>SESSION</u> <i>Ash Wednesday</i>	6 S <u>SESSION</u>	7	8
9	10	11 S <u>SESSION</u>	12 S <u>SESSION</u>	13 S <u>SESSION</u> DEADLINE Committee Substantive HBs	14	15
16	17 <i>St. Patrick's Day</i>	18 S <u>SESSION</u>	19 S <u>SESSION</u>	20 S <u>SESSION</u>	21 S <u>SESSION</u>	22
23	24 S	25 S <u>SESSION</u>	26 S <u>SESSION</u>	27 S <u>SESSION</u>	28 S <u>SESSION</u>	29
30	31 <u>SESSION</u>					

S = Senate in Session



ILLINOIS HOUSE OF REPRESENTATIVES
93rd General Assembly
Michael J. Madigan, Speaker

APRIL 2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 <u>SESSION</u>	2 <u>SESSION</u> S	3 <u>SESSION</u> S	4 <u>SESSION</u> S <div style="border: 1px solid black; background-color: #cccccc; padding: 2px; text-align: center;">DEADLINE 3rd Reading House Bills</div>	5
6 Daylight Saving Time Begins	7	8 <u>SESSION</u> S	9 <u>SESSION</u> S	10 <u>SESSION</u> S	11	12
13 <i>Palm Sunday</i>	14 <u>SESSION</u>	15 <u>SESSION</u> S	16 <u>SESSION</u> S	17 <u>SESSION</u> CANCELLED <i>Passover</i>	18 <i>Good Friday</i>	19
20 <i>Easter Sunday</i>	21 ←	22 →	<i>Spring Break</i> <i>Professional Secretaries Day</i>		25 →	26
27	28	29 <u>SESSION</u> S	30 <u>SESSION</u> S			

S = Senate in Session



ILLINOIS HOUSE OF REPRESENTATIVES
93rd General Assembly
Michael J. Madigan, Speaker

MAY 2003

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 <u>SESSION</u> S	2 <u>SESSION</u> DEADLINE Committee Senate Bills	3
4	5	6 <u>SESSION</u> S	7 <u>SESSION</u> S	8 <u>SESSION</u> S	9 <u>SESSION</u> S	10
11 <i>Mother's Day</i>	12 S	13 <u>SESSION</u> S	14 <u>SESSION</u> S	15 <u>SESSION</u> S	16 <u>SESSION</u> S DEADLINE 3rd Reading Senate Bills	17 <u>SESSION</u> S <i>Armed Forces Day</i>
18 <u>SESSION</u> S	19 <u>SESSION</u> S	20 <u>SESSION</u> S	21 <u>SESSION</u> S	22 <u>SESSION</u> S	23 <u>SESSION</u> S	24 ADJOURNMENT
25	26 <i>Memorial Day Observed</i> STATE HOLIDAY	27	28	29	30	31

S = Senate in Session

HOUSE COM	Cap Room 114	Cap Room 115	Cap Room 118	Cap Room 122B	SOB Room C-1	SOB Room D-1
Tuesday 2-4 p.m.	Transportation & MV 11-9 Dem Rep Hoffman, Ch Wait, MS Miller, V Ch Bassi Brosnahan Black Forby Mathias Fritchey McAuliffe Joyce Millner J. Lyons Moffitt Molaro Tenhouse O'Brien J. Watson Reitz Soto		Approp-Elem/Sec Ed 13-10 Dem. Rep. Smith, Ch J. Mitchell, MS Flowers, V Ch. Aguilar Acevedo Brauer Chapa LaVia Coulson Collins Cultra W. Davis Eddy Delgado Kurtz Flider Pihos Hartke Sacia Howard Wirsing Jakobsson McCarthy Younge	Insurance 8-6 Dem Rep Mautino, Ch Parke, MS Yarbrough, V Ch Brady Berrios Dunn Bradley B. Mitchell Dunkin Osmond Colvin Pankau Phelps Rita	Public Utilities 10-8 Dem Rep S. Davis, Ch Krause, MS Morrow, V Ch Bost M. Davis Hultgren Giles Meyer Granberg Myers Holbrook Saviano L. Jones Sommer May E. Sullivan Novak Scully	Housing & Urban Dev 11-9 Dem Rep Hamos, Ch Leitch, MS McKeon, V Ch Biggins Bailey E. Lyons Feigenholtz Munson Graham Poe Jefferson Rose Kelly Froelich Nekritz Stephens Osterman Winters Ryg Slone
Tuesday 4-6 p.m.	Health Care Av & Accs 11-9 Dem Rep Flowers, Ch Kurtz, MS May, V Ch Aguilar Bailey Coulson Berrios Hassert Chapa LaVia Krause Fritchey Mulligan Graham Munson Howard Sommer Miller Stephens Ryg Slone		Financial Institutions 10-8 Dem Rep J. Lyons, Ch B. Mitchell, MS Burke, V Ch Bellock Capparelli Dunn M. Davis Hultgren S. Davis Kosel Giles Mathias Holbrook McAuliffe L. Jones Meyer Molaro Morrow	Elect & Campaign Ref. 5-4 Dem Rep Boland, Ch Brady, MS Jefferson, V Ch Osmond Jakobsson E. Sullivan Nekritz Wait Osterman	Consumer Protection 6-5 Dem Rep Brosnahan, Ch Tenhouse, MS McCarthy, V Ch Churchill McGuire Millner Mendoza Parke Rita Pihos Washington	Ag & Conservation 9-7 Dem. Rep. Reitz, Ch Moffitt, MS Forby, V Ch Brauer Brunsvold Cultra Flider Eddy Hartke Myers Mautino Sacia O'Brien Winters Phelps Smith
Wed. 8 a.m.-Noon	Elem & Secondary Ed 10-8 Dem Rep Giles, Ch Kosel, MS M. Davis, V Ch Bassi Collins Eddy Colvin Krause Forby J. Mitchell Joyce Moffitt Miller Mulligan Osterman Watson Smith Yarbrough		Executive 7-5 Dem Rep Burke, Ch Pankau, MS Bradley, V Ch Biggins Acevedo Hassert Capparelli Saviano L. Jones Wirsing McKeon Molaro		Judiciary I- Civil Law 10-8 Dem Rep Fritchey, Ch Hultgren, MS Scully, V Ch Cultra Bailey Mathias Berrios Osmond Brosnahan Rose Hamos Sacia Hoffman Wait Lang Froelich May Nekritz	Human Services 5-4 Dem Rep Delgado, Ch Bellock, MS Feigenholtz, V Ch Kurtz Flowers Lindner Howard Sullivan Ryg
Wed. 2-4 p.m.	Registration & Regulat 8-9 Dem Rep Fritchey, V Ch Saviano, Ch Bradley Coulson, MS Burke Kosel M. Davis Krause S. Davis E. Lyons Granberg McAuliffe Novak Millner Reitz Mulligan E. Sullivan	State Govt. & Admin 6-5 Dem Rep Franks, Ch Myers, MS Smith, V Ch Brady Brunsvold Brauer Chapa LaVia Lindner Jakobsson Rose Washington	Labor 8-6 Dem Rep McKeon, Ch Winters, MS Soto, V Ch Bellock Acevedo Cultra Hoffman Hultgren Howard Tenhouse Jefferson Wirsing Joyce O'Brien	Tourism 5-4 Dem Rep Holbrook, Ch J. Mitchell, MS J. Lyons, V Ch Bassi Bailey Munson Feigenholtz Osmond McGuire	Local Government 12-10 Dem Rep Osterman, Ch Mathias, MS Colvin, V Ch Biggins W. Davis Kurtz Flider Meyer Hartke B. Mitchell Kelly Moffitt Mautino Pihos May Sommer Nekritz J. Watson Phelps Froelich Ryg Slone	Gaming 8-6 Dem Rep Lang, Ch Stephens, MS Molaro, V Ch Beaubien Berrios Dunn Boland Hassert Capparelli Pankau Dunkin Schmitz Rita Scully

HOUSE COM p2	Cap Room 114	Cap Room 115	Cap Room 118	Cap Room 122B	SOB Room C-1	SOB Room D-1
Wed. 4-6 p.m.	Approp- Public Safety 15-11 Dem Rep Morrow, Ch Schmitz, MS Mautino, V Ch Hultgren Colvin Mathias Delgado McAuliffe Franks Millner L. Jones B. Mitchell J. Lyons Osmond McGuire Saviano Molaro Stephens Nekritz Wait Phelps Froelich Rita Ryg Washington Yarbrough		Approp- Gen Services 4-3 Dem Rep M. Davis, Ch Biggins, MS Boland, V Ch Dunn Brunsvold Sommer Burke	Higher Education 7-6 Dem Rep McCarthy, Ch Wirsing, MS Mendoza, V Ch Black Brosnahan Bost W. Davis Brady Giles Myers Howard Rose Jakobsson	Commer & Busn Dev 10-8 Dem Rep Scully, Ch J. Watson, MS Dunkin, V Ch Aguilar Chapa LaVia J. Mitchell Flider Moffitt Flowers Pihos Hartke Poe Kelly Sacia Miller Winters Soto Younge	Environment & Energy 9-6 Dem Rep Holbrook, Ch Meyer, MS Stone, V Ch Churchill Bradley Kosel Collins Leitch S. Davis Parke Hamos Tenhouse Joyce Novak Reitz
Thurs. 8 a.m.-Noon	Approp- Human Serv. 7-6 Dem Rep Feigenholtz, Ch Mulligan, MS Osterman, V Ch Bassi Graham Coulson Hamos Leitch Kelly Munson Miller Pihos Washington	Revenue 5-4 Dem Rep Molaro, Ch Beaubien, MS Currie, V Ch Biggins Hannig Pankau Lang E. Sullivan Turner	Approp- Higher Ed 10-8 Dem Rep Slone, Ch Myers, MS Joyce, V Ch Aguilar Boland Bost M. Davis Brady W. Davis Cultra Dunkin Eddy Jakobsson Poe May Wirsing Soto Younge			Judiciary II- Crim Law 7-6 Dem Rep O'Brien, Ch Lindner, MS Delgado, V Ch E. Lyons Bailey Millner Bradley Rose Collins Sacia Howard Wait L. Jones
Thursday 11 a.m.					Devel. Disabilities & MH 4-5 Dem Rep Brosnahan, V Ch Daniels, Ch Jakobsson Bellock, MS Ryg Churchill Washington Kurtz Froelich	
Thurs. Noon-2 p.m.	Aging 8-6 Dem. Rep. McGuire, Ch. Bassi, MS J. Lyons, V Ch Coulson Forby Mathias Franks J. Mitchell Holbrook Saviano Jefferson Wait Joyce McKeon	Personnel & Pensions 5-4 Dem Rep Bradley, Ch Poe, MS Reitz, V Ch Brauer Colvin Leitch McCarthy Schmitz Smith	Veterans Affairs 8-8 Dem Rep Mautino, V Ch McAuliffe, Ch Acevedo Sommer, MS Chapa LaVia Bost Flider Meyer Fritchey Moffitt Hartke Sacia Novak Stephens Phelps J. Watson	Juvenile Justice Reform 5-4 Dem Rep Collins, Ch E. Lyons, MS Hamos, V Ch Aguilar Graham Bellock L. Jones Lindner Yarbrough		Computer Tech 5-4 Dem Rep Howard, Ch Parke, MS Hannig, V Ch Eddy Brunsvold Munson Mendoza E. Sullivan Rita

Rules 3-2

Dem	Rep
Currie, Ch	Hassert, MS
Hannig	Black
Turner	

Conflicts of Interest 3-3

Dem	Rep
Lang, Ch	Black, MS
Granberg	Hassert
Turner	Schmitz

SENATE COMM.	Cap. Room 212	Cap. Room 400	SOB Room A-1
Tuesday 1:00 p.m.	Insurance & Pensions 6-4 Dem. Rep. Jacobs, Ch Peterson, Min Sp Martinez, V Ch. Brady Cullerton Roskam Shadid Sieben Clayborne Harmon	Education 7-4 Dem. Rep. del Valle, Ch Cronin, Min Sp Woolard, V Ch. Burzynski Demuzio Luechtefeld Lightford Winkel Garrett Meeks J. Sullivan	Local Government 6-4 Dem. Rep. Haine, Ch W. Jones Sandoval, V Ch. Bomke Link J. Jones Obama Klemm Walsh Hunter
Tuesday 3:30 p.m.	Appropriations I 8-5 Dem. Rep. Trotter, Ch Syverson, Min Sp Schoenberg, V Ch. Burzynski Welch Lauzen del Valle Radogno Viverito Rauschenberger Maloney Collins Sandoval	Judiciary 6-4 Dem. Rep. Cullerton, Co-Ch Dillard, Co-Ch Harmon, V Ch. Petka Clayborne Roskam Obama Winkel Silverstein Haine	Transportation 6-4 Dem. Rep. Shadid, Ch Bomke, Min Sp Garrett, V Ch. J. Jones Halvorson Righter Link Risinger Munoz J. Sullivan
Wednesday 9:00 a.m.	Environment & Energy 7-4 Dem. Rep. Clayborne, Ch D. Sullivan, Min Sp Hendon, V Ch. Dillard Welch Rauschenberger Jacobs Rutherford Haine Collins Sandoval	Health & Human Services 7-4 Dem. Rep. Obama, Ch Righter, Min Sp Hunter, V Ch. Radogno Ronen Syverson Schoenberg Wojcik Crotty Garrett Martinez	Agriculture & Conservation 5-4 Dem. Rep. Walsh, Ch J. Jones, Min Sp J. Sullivan, V Ch. Bomke Halvorson Brady Woolard Luechtefeld Meeks
Wednesday 1:00 p.m.	Executive 8-5 Dem. Rep. Silverstein, Ch Roskam, Min Sp Halvorson, V Ch. Burzynski E. Jones Petka Demuzio Sieben del Valle Watson DeLeo Viverito Shadid	Revenue 6-4 Dem. Rep. Link, Ch Lauzen, Min Sp Collins, V Ch. W. Jones Welch Peterson Jacobs Philip Trotter Maloney	State Government 5-4 Dem. Rep. Woolard, Ch Risinger, Min Sp Meeks, V Ch. Cronin Ronen Dillard Lightford Klemm Hunter
Wednesday 3:30 p.m.	Appropriations II 8-5 Dem. Rep. Welch, Ch Radogno, Min Sp Schoenberg, V Ch. Burzynski Halvorson Lauzen Trotter Rauschenberger Clayborne Syverson Meeks Martinez Harmon	Labor & Commerce 6-4 Dem. Rep. Ronen, Ch Brady, Min Sp Maloney, V Ch. Cronin Hendon Rutherford Walsh Wojcik Woolard Sandoval	Licensed Activities 5-4 Dem. Rep. Munoz, Ch Winkel, Min Sp Crotty, V Ch. W. Jones DeLeo Peterson Silverstein D. Sullivan Haine
Thursday 9:00 a.m.		Financial Institutions 5-4 Dem. Rep. Lightford, Ch Rutherford, Min Sp Viverito, V Ch. Geo-Karis Cullerton Righter Link Risinger Munoz	

Executive Appointments 5-4 Dem. Rep. Hendon Co-Ch Geo-Karis, Co-Ch DeLeo, V Ch. Luechtefeld Demuzio Petka Shadid Philip Crotty	Rules 3-2 Dem. Rep. Demuzio, Ch Petka, Min Sp Viverito Roskam Cullerton
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Agenda Item #12.2
February 21, 2003

Illinois Community College Board

FEDERAL LEGISLATIVE REPORT

An oral report will be presented at the Board meeting on February 21.

Illinois Community College Board

REPORTS ON FISCAL YEAR 2002 RESTRICTED GRANTS

In fiscal year 2002, the Illinois Community College Board originally allocated \$52,184,000 to the system's 39 community college districts for statewide priorities in the following areas: (1) special populations, (2) workforce development, (3) advanced technology, (4) accelerated college enrollment and (5) deferred maintenance. In November 2001, these grants were reduced by 2.1 percent (\$1,093,200) as part of the higher education \$25 million reduction in spending authority as requested by then Governor George Ryan. The breakdown of these funds is as follows:

<u>Grant</u>	<u>Original Amount</u>	<u>Revised Amount</u>
Special Populations	\$13,260,000	\$12,982,200
Workforce Development	19,317,000	18,912,300
Advanced Technology	14,607,000	14,301,000
Accelerated College Enrollment	1,500,000	1,468,600
Deferred Maintenance	<u>3,500,000</u>	<u>3,426,700</u>
TOTAL	\$52,184,000	\$51,090,800

Each district was required by ICCB policy guidelines to submit a report to the ICCB by September 1, 2002, in a format provided by the ICCB as to how they used the funds provided to their district. ICCB staff have summarized and analyzed the reports submitted by the college districts and have prepared the attached statewide reports for the board's information and for dissemination to the community college system.

INFORMATION ONLY

Illinois Community College Board

FISCAL YEAR 2002 SPECIAL POPULATIONS GRANT REPORT

Executive Summary

This report describes the services, students served, and expenditures for the fiscal year 2002 Special Populations Grant program. The Illinois Community College Board has provided Special Populations Grant funding to community colleges for nearly three decades. This grant program is intended to help colleges provide special or additional services to assist students who may have a physical, developmental, or academic disability that prevents them from succeeding in college. Students from special populations may include persons from low-income families, minority racial/ethnic groups, first generation college students, and persons with disabilities.

Funded at \$13.3 million for fiscal year 2002, Special Population Grant funds were used by community colleges to supplement special support services funded through general revenue funds or other grants specifically designed to serve these populations. Due to fiscal constraints facing the state in fiscal year 2002, the ICCB was required to withhold approximately \$278,000 from this original allocation, reducing the grant program to just under \$13 million. Using this adjusted allocation, individual grants to community college districts ranged in size from \$41,264 to \$6.3 million.

Colleges use Special Populations Grant funding to support a variety of services, programs, and instruction.

- Special services include counseling, tutoring, testing and assessment, outreach and special retention activities, and assistance to students with disabilities, such as readers, note takers, and sign interpreters. In fiscal year 2002, community colleges reported more than 2.7 million contact hours of service were provided to special populations students.
- Special programs funded by Special Populations Grants include adult literacy, minority and international student programs, mentoring and retention programs, and disability support programs. Examples of these programs are included in this report.
- Instructional activities supported by this grant include adult basic education, adult secondary education, English as a Second Language, and remedial education. Over 598,000 credit hours of instruction in these areas delivered in fiscal year 2002 were supported through Special Populations Grants.

Illinois Community College Board

FISCAL YEAR 2002 SPECIAL POPULATIONS GRANT REPORT

The Illinois Community College Board distributes Special Populations Grants to community colleges to provide special programs and additional support services that help students initiate, continue, or resume their education or to offer instruction to remedy or correct educational deficiencies. Special populations students are defined as students with social, physical, developmental or academic disabilities that make it difficult for students to adapt to a college environment primarily designed for persons who do not possess these characteristics. Special populations may include students from low-income families, minority racial/ethnic groups, first generation college attendees, and persons with disabilities. Some of these students lack basic skills or need special accommodations in the classroom and would find it difficult to pursue and attain their educational goals without special assistance.

In fiscal year 2002, Special Populations Grants totaling \$13.3 million were allocated to community colleges. Each college received a flat amount of \$20,000 plus an additional amount based on student credit hours generated in remedial/developmental, adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) courses. Due to fiscal constraints facing the state in fiscal year 2002, the ICCB was required to withhold approximately \$278,000 from the original allocation, reducing the amount available for the Special Populations Grant program to just under \$13 million. Using this adjusted allocation, individual grants were awarded that ranged from \$41,264 to \$.6.3 million. This report highlights fiscal year 2002 services and programs supported by this grant program.

Students Eligible to Receive Special Populations Services. Community colleges serve a substantial number of students who are defined as special populations. Students in this population may have multiple educational and economic barriers to overcome for them to initiate, resume or continue their education. These populations include students who need additional basic academic skills to succeed in college-level work, students from low-income families, people who are first generation college students, some students from minority racial/ethnic groups, and persons with disabilities. Of the 676,412 students enrolled in credit course work in Illinois community colleges in fiscal year 2002, 42 percent were eligible to receive special or additional support services.

Table 1 shows the duplicated student headcount reported in each major special needs category. These students are eligible to receive any of the services provided through Special Populations Grant funds or other local funds and grants dedicated to special needs services. The largest segment (162,607 students) are educationally disadvantaged students whose entry assessment test results indicate that they are underprepared for college work and who would benefit from remedial/developmental courses and tutoring. The second largest group (120,964 students) includes students who are defined as economically disadvantaged, such as students from low-income families who receive PELL and/or MAP awards, loans, or other types of assistance to meet their educational and living expenses.

Table 1

**FISCAL YEAR 2002 DUPLICATED HEADCOUNT ENROLLMENT
 BY SPECIAL NEEDS/POPULATION CATEGORIES**

Student Headcount	Disabled	Economically Disadvantaged	Educationally Disadvantaged	Limited English Proficient
Duplicated	9,706	120,964	162,607	62,320

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Limited English proficient students (62,320), the third largest group, may require support through ESL courses and support services to help acclimate them to academic expectations and, for foreign-born students, to a culture that may be dramatically different than their native culture. While students with disabilities (9,706) is the smallest number of students within the special needs community college population, they sometimes require the most intensive services. Community colleges continue to be the primary educational providers for this student group in all of Illinois higher education.

Special Support Services. Special Populations Grants provide supplemental funding for many of the support services funded by local college funds or external sources. With Special Population Grant funding, colleges provide a variety of tutoring services designed to improve reading comprehension and computational skills. Such services are offered on an individual or group basis, by faculty or peer tutors, through computer-based instructional systems which cover discipline- and/or vocational-specific content (e.g., nursing or engineering technology) or basic skills (e.g., English and math). Additional support services for special population students include counseling, testing and assessment, referrals to agencies and organizations outside of the college, recruitment, outreach and special retention activities. Other direct support services take on various forms including group study skill sessions, computer lab assistance, mentoring and coaching, job skills, goal setting, time management, exam strategies, job interviewing seminars, and supported employment and job placement.

The three highest ranked service categories provided in fiscal year 2002 were tutoring, counseling, and assessment and testing. Table 2 shows the contact hours delivered in each of the major special populations service areas.

Table 2		
STUDENT CONTACT HOURS PROVIDED IN SERVICES FUNDED BY SPECIAL POPULATIONS GRANTS FISCAL YEAR 2002		
Type of Service	# of Districts	Total Contact Hours
Tutoring	36	1,690,018
Counseling	31	535,511
Assessment and Testing	29	638,232
Referral to External Agencies	25	27,122
Direct Support Services for Students with Disabilities	27	50,633
Outreach Services	24	36,702
Other Direct Support Services	23	197,149
TOTAL		2,734,284

More than 2.7 million contact hours of service to special populations were reported by community colleges. Tutoring (nearly 1.7 million hours), counseling (535,511 hours) and testing and assessment (638,232 hours) were the three highest service categories of the total number of hours reported.

Examples of Special Support Services. The College Enhancement Center at **Kaskaskia College** provides individual, personalized attention and academic guidance that help bolster students' self-confidence in achieving their goals. The Learning Enhancement Center and the Student Support Service Program at **Waubensee Community College** provide a variety of academic support services to students. Study skills workshops, small group tutoring, and individual tutoring are among the services available.

South Suburban College's Academic Assistance Center requires tutors to participate in a ten-hour training program designed to improve the skills of persons tutoring students at the college. Since the implementation of the program, the total number of student contacts has increased almost four times over the amount from the previous year. The "Getting It Together" project at the **College of Lake County** addresses problems that are barriers to college achievement, such as truancy, teen pregnancy, poor grades, poor self-esteem, and troubled home life. Part of this project includes parental support programs to provide positive help and reinforcement to parents in their efforts to raise children to become productive young adults.

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The **College of DuPage's** Community Linkages outreach program assists community agencies serving the immigrant and refugee populations in the district. Students enrolled in ABE, ASE, or ESL courses receive special case management service and referrals to community agencies for emergency or in-depth support services.

Special Services for Students with Disabilities. To accommodate students with disabilities, community colleges have undergone considerable remodeling of facilities and made numerous site improvements, such as curb cuts and sidewalk changes. Further accommodations are made available through auxiliary services and aids, including sign language interpreters, notetakers, readers, assistive listening devices, taped texts, audio recordings, or other methods that make aurally or visually delivered materials available to persons with hearing and visual impairments.

For the past two years, community colleges have strived to develop positive relationships with local district offices of the Illinois Office of Rehabilitation Services (ORS). These relationships are built upon local agreements that identify shared payment arrangements for ORS clients who attend community colleges, joint training sessions between colleges and local ORS offices, and an exchange of information about the ORS students and the services they receive. During the development of these agreements, colleges and ORS offices were guided and supported by a statewide committee composed of representatives from ICCB, ORS, IBHE, community colleges, and universities. To assist institutions and local ORS offices, the committee developed a statewide model agreement that community colleges and other higher education institutions could use to guide their negotiations. To date, 37 agreements have been signed. A description of these agreements can be found on the ICCB website (<http://www.iccb.state.il.us>).

Examples of Services for Students with Disabilities. At **Highland Community College**, the Disabilities Services Program provides intervention strategies to ensure that needed accommodations are provided. A total of 75 students were served. **Illinois Valley Community College** purchased the Woodcock-Johnson Revised II examination, which is used for psychological testing of students with possible learning disabilities. The exam, which is expensive to administer, is given to students free of charge.

The **Lake Land College** Special Needs staff has worked actively with the local Transition Planning Council (TPC) for students with disabilities. Participation in the TPC has lead to closer relationships with professionals from the local district Office of Rehabilitation Services, Treatment and Learning Center, CCAR Industries, and other entities that provide transition planning services for high school students with disabilities. The Learning Resource Services at **Parkland College** has initiated a coaching program which includes an intervention system to identify students with disabilities early in the semester. Students meet with Learning Disability Specialists one hour per week to review academic progress, plan a schedule for an upcoming week, and to discuss challenges and successes.

Oakton Community College's ASSIST program helps students with disabilities gain equal access to programs and services at the college. Program services include transition activities, pre-employment skills training, and part-time employment guidance. Students are coached on how to highlight their strengths in job interviews and how to request accommodations with assertiveness and confidence. **Spoon River College's** Special Learning Needs Program trains staff to screen existing and potential students for learning difficulties and provide effective instruction to adults with special learning needs. During the training, individuals learn to assess and diagnosis, administer and interpret the Payne Learning Needs Inventory, and gain a better understanding of basic accommodation needs for students with disabilities.

Instruction. Special Populations Grants help support instruction in remedial/developmental, ABE, ASE and ESL instruction. The educational activities described in this part of the report reflect only a portion of the total adult education and remedial instruction offered by community colleges. Additional ABE, ASE, and ESL instruction is funded through State and federal Adult Education and Family Literacy Act funds. Table 3 shows the number of credit hours generated in courses supported in full or in part by Special Populations Grant funds in fiscal year 2002.

Table 3		
REMEDIAL, ABE, ASE, AND ESL CREDIT HOURS FUNDED WITH SPECIAL POPULATIONS GRANTS FISCAL YEAR 2002		
Type of Course	# of Districts	Total Credit Hours
Remedial (PCS 1.4)	24	177,822
ABE (PCS 1.7, except ESL)	23	65,289
ASE (PCS 1.8, except ESL)	22	50,259
ESL (PCS 1.7 and 1.8)	22	305,332
TOTAL		598,702

For fiscal year 2002, the largest portion of credit hours supported by Special Populations Grant funds were generated in English as a Second Language, comprising 51 percent of the total credit hours generated among the four categories of courses. The second largest number of credit hours generated was in remedial education with about 178,000 credit hours generated.

Examples of Instructional Services. **Kankakee Community College's** ALIVE Adult Literacy Program helps undereducated adults in Kankakee County and parts of Iroquois and Livingston

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counties. The target population of the ALIVE program is adults who read at or below the ninth grade level. English as a Second Language is offered for foreign-born residents in the communities. At no charge, trained volunteers provide instruction, one-on-one assistance, and referrals to other programs and assistance.

Project READ at **Richland Community College** is a community literacy tutoring program. Volunteers tutor students in one-on-one situations in the classroom under the supervision of instructors. Short-term classes focusing on math and English are also held. **Southwestern Illinois College**'s Early School Leavers programs located in Granite City and East St. Louis are cooperative education efforts serving 16- to 21-year-old students who are enrolled in GED programs and are employed part-time in their respective communities.

The **College of DuPage**'s ESL Family Literacy program provides customized instructional and support services to non-English speaking families to assist parents in learning the English language so they can communicate and interact with their children regarding homework and other school matters. In fiscal year 2002, the retention rate of participant families was 98 percent. All parents reported participating in at least one parent/school activity on behalf of their children and increased their hours in helping their children in homework activities.

Special Programs for a Diverse Student Population. Many community colleges have used Special Populations Grants to support programs designed specifically for special services to minorities and students identified as educationally and economically disadvantaged. Grant funds may be used to fund programs designed specifically for minorities and first generation college students, as well as for persons with disabilities. Among the 48 community colleges, 29 reported programs that were totally or partially funded by Special Population Grants. These programs include mentoring and retention programs for minorities, international student services, bridge programs and early school leavers activities for high school students, centers for special needs and disability support services, and multicultural activities.

Examples of Special Programs for Diverse Student Populations. CLIMB (Chicago Linkage for Minorities in Biomedical Sciences) is a partnership bridge program between Chicago State University and the **City Colleges of Chicago**. The program is funded by the National Institutes of Health to increase the number of minorities entering biomedical careers by enhancing the successful transition of students from two-year to four-year colleges. Students in this program receive career counseling, course enrichment, peer and mentor support, and the opportunity to spend a summer term engaged in biomedical research with a professor at Chicago State University.

The Black Women's Caucus of **Harold Washington College** organized and successfully executed activities that support and serve African American students. One of the Caucus' programs is the Black Maleness Program, which was created to honor black male students for their academic achievements. Certificates of Excellence and scholarships are presented to students each year. The Caucus saluted more than 500 African American male students during the 10th Annual Black Maleness program ceremony this past year. **Parkland College** has initiated two programs: SisterNet,

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a special populations outreach program targeting African American women and “Do the Right Thing” breakfast chats. SisterNet provides information on health and wellness and allows the college to reach out to individuals who might not otherwise consider higher education. “Do the Right Thing” breakfast chats involve Parkland faculty and staff and African American students on campus. During these chats, college members encourage students to make a commitment to their studies and class attendance.

Conclusion. Community colleges use Special Populations Grants to help meet the challenges of serving diverse student populations. During fiscal year 2002, the program enabled community colleges to provide nearly 2.7 million contact hours of services to students pursuing a community college education. Services provided to students included tutoring, counseling, testing and assessment, referrals, outreach, and special services to students with disabilities. Through programming, such as literacy development and minority and international student support, community colleges help students who might not otherwise enter higher education realize their educational and occupational goals.

Illinois Community College Board

**FISCAL YEAR 2002 WORKFORCE DEVELOPMENT GRANT AND
CURRENT WORKFORCE TRAINING GRANT**

Executive Summary

The Illinois Community College Board provided \$14 million in Workforce Development Grants to community college districts in fiscal year 2002. The Workforce Development Grant is comprised of three components: Business and Industry Services, Education-to-Careers (ETC), and Welfare-to-Work. The ICCB also provided \$4.9 million to community college districts through the Current Workforce Training Grant. The following reports show that colleges have used these grants to provide a comprehensive array of services that have significantly benefitted businesses and economic development entities, local ETC Partnerships, welfare recipients, and low-income working individuals. The following provides a brief glimpse into the activities of these grants:

Workforce Development Grant

- < **Business and Industry Services Component:** Community colleges served 148,411 people through contract training for businesses, entrepreneurship seminars and workshops, individualized counseling and management assistance, employment workshops for unemployed or underemployed individuals, public noncredit training courses, and testing and assessment services.
- < **Education-to-Careers Component:** Community colleges were integral partners in sustaining local ETC Partnerships by increasing work-based learning opportunities for students, expanding career exploration programs and resources, offering professional development opportunities for educators, supporting lifelong learning concepts, expanding articulation agreements, and delivering career awareness programs.
- < **Welfare-to-Work Component:** Community colleges provided an infrastructure to support welfare recipients and the working poor in gaining the education and training necessary to become employed. With the partnership of the Illinois Department of Human Services, 8,446 individuals were served through instruction in basic academic skills and occupational certificate programs.

Current Workforce Training Grant

During fiscal year 2002, community colleges used Current Workforce Training Grant funds to provide assistance to 1,160 companies to deliver 3,287 noncredit customized training contracts. For every dollar that a company invested in training programs delivered by Illinois community colleges, a value of \$39 in benefits was returned to the company through this grant program.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT
BUSINESS AND INDUSTRY SERVICES COMPONENT
FISCAL YEAR 2002**

Illinois Community Colleges: Helping Businesses Succeed

The Illinois Community College System has developed the capacity to successfully help businesses succeed in today's global economy. Businesses need diverse services and programs that are focused on a variety of issues, from government regulations and compliance, identifying potential employees, identifying and implementing organizational systems and upgrading skills of current employees. The Illinois Community College System has more than eighteen years of experience in offering programs and services that directly meet the needs of businesses in Illinois.

Community colleges have become intimately involved in Illinois economic and workforce growth. Colleges meet the needs of businesses through customized on-site job training; building entrepreneur skills; counseling and assisting small business owners; offering professional continuing education to area professionals; developing training programs for the unemployed and underemployed; assisting economic entities with business attraction; retention and expansion and by assisting businesses with alternative education modalities such as distance learning, CD Rom, and web-based courses.

During fiscal year 2002, The Illinois Community College Board provided approximately \$6.1 million to community colleges for workforce development services to local employers. The following report focuses on the diversity of services that are offered to the local business community.

Contract/Customized Job Training. The diversity of contract training programs is growing within Illinois as the needs of area businesses change. Not only do businesses seek assistance from community colleges to increase the skills and knowledge of their workforce but they are also seeking assistance with strategic planning, process improvement and other system-wide operations that lead to increased productivity.

During fiscal year 2002, community colleges provided 8,984 customized training courses to 2,748 companies and served 103,726 employees. This resulted in an average of 503 training days being delivered throughout the year. These customized training courses resulted in the start up of 40 companies, expansion of 92 companies, retention of 229 companies, development of 741 jobs and retention of 5,838 jobs.

The business landscape is under constant change. Businesses must be able to plan for growth yet anticipate unexpected obstacles. Recently, a local telephone company in Mattoon, Illinois,

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experienced a very unexpected challenge but was better prepared for the future due to the work that Lake Land College had provided the company earlier in the year.

Lake Land College engaged in providing strategic planning services for the Illinois Telephone Company by bringing together 15 of the company's top executives to create a three-year business strategy plan and corresponding action plans in response to the intense competition and sweeping changes that are being felt by this industry.

In October 2001, the completed strategic plan was presented to the parent company and local employees. Soon after the endorsement of the strategic plans the company was sold to a group of investors from the Mattoon area. Due to the previous work of the strategic planning process the company has been able to maintain its position in the industry by immediately implementing the action plans defined in the strategic plan. Luckily, the employment and the company and employees remain stable in the Mattoon area.

Entrepreneurship Seminars and Workshops. Community colleges across Illinois offer a variety of services to individuals who are interested in starting a business and for individuals who are currently running their own business. These services may include: development of a business plan, securing finances, addressing state and federal employment laws, and other details necessary to be successful.

During fiscal year 2002, community colleges conducted a total of 1,538 entrepreneurship seminars and workshops for 9,935 participants. A total of 128 companies started, 91 expanded and another 186 were retained for the state of Illinois. As a result, 472 jobs were created and 431 jobs were retained providing a combined total of 903 employment opportunities for Illinois workers.

Shawnee Community College continues to experience success with their Alternative Agriculture program developed to help family farms survive by providing educational programs on farm operations that are proven to provide higher revenues and profits per acre. The Small Business Development Center of Shawnee Community College partners with the Viticulture (grape growing) and the Aquaculture (fish farming) academic programs in order to assist individuals in developing and growing their farm. For the last two years the college has offered Viticulture courses. In fiscal year 2002 the college developed a one-semester certificate program to train and inform owner-operators and practitioners of the best agriculture practices for growing grapes in southern Illinois. With this addition, Shawnee Community College Small Business Development Center was able to assist the first winery to open in Johnson County.

The Small Business Development Center continues to assist the Aquaculture students establish and expand their prawn farms. This year, one individual began traveling to local fairs and selling his grilled shrimp which has resulted in two full time positions for this small business owner. Shawnee Community College Small Business Development Center is committed to assisting business and industry in the southernmost counties of Illinois to prosper.

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Counseling and Management Assistance. In fiscal year 2002, community colleges provided counseling and management assistance to 6,956 individuals or organizations, which resulted in 302 companies starting, 141 expanding and another 454 companies being retained. As a result of the expansion, 903 jobs were created and another 909 jobs were retained.

Communities have come to depend on the educational information, support and resources that are provided by local community college Small Business Development Centers. During the initial start up phase of a business, positive relationships are built as support and resources are shared. These relationships continue to grow over the years and develop into long-term mentoring relationships. Recently, a small wood pallet manufacturer in Vandalia, Illinois, experienced the benefits of a long-term supportive relationship when tragedy struck in October 2001.

During October 2001, the company experienced a major fire and lost most all office equipment including business records and computer back-up files. Luckily, the SBDC Counselor was reviewing the YTD progress of the company and had a copy of the last six months of records from the customer. The Small Business Development Center assisted the company in determining computer needs and ordering all computer equipment, replacing various licenses, records and many other tasks. With this help the company was able to obtain a half million dollars in loans as a bridge until a settlement could be reached with the insurance carrier and was back to normal production within approximately three months. Miraculously, the company closed the year out with record sales.

Contract Procurement Assistance. Community colleges are very resourceful when it comes to meeting the needs of their clients. With only 12 of the 39 community college districts reporting procurement assistance activity, partnering and collaboration becomes the key to assisting local business with obtaining state and federal contracts. In January 2002, the Procurement Technical Assistance Center at the College of DuPage joined with the College of Lake County and Oakton Community College to host a "Veterans Business Conference". The event, held at Oakton Community College, offered training opportunities and networking between small veteran owned businesses and federal and state agencies who are in need of contractors. The event received approximately 100 participants between three community college districts.

Twelve community colleges throughout the state provided 1,877 businesses with contract procurement assistance. One hundred and forty-one companies received 2,779 contracts for a total of \$115,199,362 dollars in federal contracts. As a result of the contracts, 2 companies were started, 5 companies expanded, 164 companies were retained, 317 jobs were created and another 1,224 jobs were retained.

Public Training Activities. It has been said that the amount of knowledge and information needed to be successful in business today is twice as much as what was needed just one year ago. This need has sparked a significant increase in the amount of noncredit, professional development

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enrollment at the community college. Individuals seek the opportunity to return to college to upgrade their skills or obtain certifications in an accessible location with affordable prices. Professional real estate agents, nurses, physical therapist, cosmetologist, and teachers are just among the few who rely on their local community college to design and deliver classes and programs that are counted as continuing education units necessary to continue their professional status.

In fiscal year 2002, community colleges provided 5,481 noncredit public training courses and workshops to 26,183 participants and served 2,481 organizations. On average, each community college district assists 671 individuals per year to maintain their professional license or certification.

Employment and Training Services for Unemployed or Underemployed Danville Community College continues to prove their commitment to economic growth in their community by forging a unique and permanent relationship with their local Job Training Partnership. As a result of this partnership, Danville served 347 individuals who were either unemployed or underemployed with over 11,000 hours of training for the local Job Training Partnership. That is an average of 32 hours of training per individual.

Danville's expertise in working with unemployed or underemployed individuals payed off when a local manufacturer approached the Corporate and Community Education department to prepare its staff for new job positions. The local manufacturer is planning to expand and implement a new manufacturing line. Due to new technology, this line will employ approximately 20 employees and will eliminate many current positions of existing employees. Danville Community College was asked to complete a Workkeys Job Profile on the Machine Operator position and to plan, develop and deliver a refresher training and assessment plan for employees to enhance their skills and better their chance of employment on the new line. Danville performed a job profile and hosted orientation sessions to brief employees of the number of jobs available, compensation rates and other expectations. Employees were given the option of a CD-ROM based training or an instructor led training that would increase their skills in the top three ACT Workkeys Job Profile levels. Many employees took advantage of the training. To date, the ACT Workkeys Assessment and the Ramsey ELEC and MEC Assessments have been administered to employees interested in bidding on the new positions. Currently, interviews are being conducted and the next phase will be for the manufacturer to transfer/hire employees for the new line. Employees were pleased with the opportunity to receive training to upgrade their skills and increase their chance of retaining a position with the company. Management was pleased by the effort of the employees and with a system that enables them to hire the most skilled employees for the new position.

Twenty community colleges reported offering 232 employment workshops to 1,312 unemployed or underemployed individuals. Six thousand five hundred and thirty credit and noncredit retraining courses were provided to 1,799 participants. Two thousand nine hundred and forty seven individuals received one-on-one counseling and another 5,111 individuals participated in other employment and training activities through the community college.

Business Attraction, Retention, and Expansion. Business attraction, retention, and expansion play a key role in economic development within the State of Illinois, and community colleges are one of many resources that are used in this process. Community colleges provide businesses and communities with unique incentives such as: facility usage, customized educational and training courses, and pre-hiring employee testing.

Heartland Community College was requested by a local manufacturer to assist with the potential expansion of their facility and workforce by providing an assessment of training needs, grant application, curriculum development, training program delivery, and training usefulness verification. Heartland Community College Corporate Education and Adult Education staff came together to assess the company's needs. As a result, Heartland Community College provided a total of 241 hours of instruction to 61 students which resulted in the creation of 45 jobs. The manufacturer was very pleased with the results and is committed to working with Heartland Community College on future training as needed.

As a result of the business attraction, retention, and expansion activities reported by the community colleges, a total of 46 companies started up, 41 expanded and another 225 companies were retained. This resulted in a total of 1,187 jobs being created and another 1,995 jobs being retained.

Other Activities, such as Distance Learning and Continuous Improvement. Statistics have proven that E-Learning is on the rise. According to ASTD State of the Industry Report 2002, 8.8 percent of all training is being completed online. This is the highest reported since 1997. During fiscal year 2002, many Illinois community colleges partnered with American College Testing (ACT) and developed "ACT Centers" on campus. Through this new initiative, John Wood Community College reported that ten students were completing coursework toward a certificate in the Industrial Electronic Maintenance (IEM) program, which includes 31 courses through the ACT Center. Several of the IEM students are now enrolling in peripheral courses beyond the certificate. Community colleges are also able to provide online testing for professionals such as Social Worker Boards Licensing, Microsoft Office User Specialist (MOUS), and other tests and certifications that have become valuable for current and potential job seekers.

During fiscal year 2002, community colleges offered 817 noncredit internet courses, 124 satellite broadcasts, and 63 two-way interactive video courses. The delivery of internet courses rose 22 percent from fiscal year 2001. It is predicted that companies will continue to seek out alternative education deliveries like internet courses. In addition business and industry centers provided 52 profiles/assessments of local businesses, tested 299 individuals, designed and delivered six benchmarking studies, and implemented 114 workplace literacy programs.

Illinois community colleges are proud to be able to offer such a diverse system of resources and services for local businesses. We pledge to continue to build this foundation which guides individuals to gain skills and knowledge and leads businesses to success.

Illinois Community College Board

**WORKFORCE DEVELOPMENT GRANT REPORT
EDUCATION-TO-CAREERS COMPONENT
FISCAL YEAR 2002**

The ICCB Workforce Preparation Grant - Education-to-Careers Component funds are dedicated to sustaining local ETC partnerships and institutionalizing ETC experiences and support services. The purpose of this funding is to support the community colleges in their efforts to affect systemic change. This special initiative recognizes that the community college system needs to develop a fully integrated education/employment system in order to assure that students can move easily from education to work and from work to continuing education.

Illinois community colleges made use of their ICCB/ETC funds to support both the college and local partnership ETC initiative. Among the many projects and initiatives instituted during this fiscal year, the colleges:

- increased business partnerships to provide work-based learning and internship opportunities for all students and educators;
- expanded career exploration programs and resources for students and educators;
- offered professional development opportunities for educators through conference workshops and classes;
- promoted ETC concepts to educators, parents, students, business and industry in their local communities;
- supported the lifelong-learning concept of ETC through the Illinois Employment and Training Centers (IETC One-Stops);
- cultivated partnerships with the Local Workforce Investment Board, local youth councils, Regional Offices of Education (ROE), Illinois Department of Employment Security, chambers of commerce, and community and business organizations;
- linked employers to education and visa versa;
- improved career assessment and placement services;
- expanded articulation agreements;
- developed and delivered career and academic counseling;
- purchased state-of-the-art equipment and software for career programs to enhance career exploration; and
- delivered workshops and Career Awareness Programs and resources.

During 2002, the Illinois ETC Steering Committee continued to emphasize the four goals outlined during the fifth and final year of implementation. Through the use of incentive grant monies provided by the Illinois Community College Board, Illinois community colleges have responded to these goals through innovation and support for their local ETC partnerships.

Goal I: Each and every student is involved in a comprehensive career development system that includes continuous career exploration and exploration activities, K-16.

Career Awareness and Exploration. In addition to offering support and funds for local Career Fairs, work-based learning activities, and internships, several colleges used the 2002 ICCB grant to improve college-level career awareness activities. The grant enabled Illinois Valley Community College to support the participation of two students in

Americorps and to support community college faculty to participate in the VIP professional development program through the LaSalle County ROE. Joliet Junior College developed and implemented career planning workshops and job seekers' workshops which provide students with career planning skills and which educate job seekers on resume and cover letter development and interviewing techniques. Moraine Valley Community College established a college work team to explore the possibility of centralizing all work-based learning opportunities for students and implemented the use of Skill Scan cards in career counseling. Rend Lake College initiated a leadership conference entitled "Teambuilding: Building Blocks of Leadership." The conference was designed and coordinated by career counselors to help high school students become successful in their future educational and employment pursuits.

Curriculum Integration. Most of the community colleges found the 2002 ICCB ETC grant useful when updating their technology and when integrating academic content and workplace skills. For example, Illinois Eastern Community College completed a pre-technology curriculum designed to ensure that students successfully completed multi-skill technology programs. ICCB funds were also used at Oakton Community College to allow staff to participate in professional development activities such as Career 2002: Linking Learning to Life, which is sponsored by the Center on Education and Work. In addition, it was noted that 30 to 35 faculty across the college incorporate a service learning component into their curricula. At Prairie State College, the entire counseling and advising department collaborated with the faculty in the Communications department to launch the integration of career research and planning in the Communications 101 class, which is a general education requirement for all A.A.S. degrees.

Goal II: Each and every student receives instruction based on a curriculum that integrates academic content and workplace skills and supports rigorous standards.

Goal III: Each and every student is assisted in making smooth transitions between levels of education and into employment.

Transitional Services. Illinois community colleges have responded very well to the need to provide smoother transitions for students through the use of Work Keys, dual credit and dual enrollment, staff development

activities, stronger articulation, and support for their local One-Stop Centers. A total of 400 students and community members at Sauk Valley Community College were assisted through ICCB funds for dual admissions programs and an early advisement program with four-year universities. The City Colleges of Chicago used ICCB funds to purchase training software and videos to assist students and community residents with workplace skills, soft skills, learning styles, office procedures, telephone etiquette, and customer service. At Prairie State College, the transfer coordinator updates all curricula and advising materials for A.A.S. degrees and certificates while working with the career coordinators to update the advising sheets used with high school students enrolling in Tech Prep programs and transferring to the college. The College of Lake County provided assistance to 828 community members and students through the career counseling staff at the IETC.

Work-Based Learning. The second basic element of the national School-to-Work Opportunities Act calls for guided educational experiences outside the classroom, particularly in the workplace. The most common response to this need involves internships or apprenticeships in which students or faculty spend some time in training or in employment at a work-site.

Goal IV: Each and every student has access to progressive community/work-based learning opportunities.

During fiscal year 2002, Triton College promoted and supported “Ground Hog Day/Job Shadowing Day”, “What I want to be when I Grow Up”, “If I had a Hammer”, entrepreneurship programs, career fairs, and several other activities designed to assist students in the selection and identification of their interest, goals, and career choice. Joliet Junior College hired an Internship/Employer Relations Coordinator who is working to expand the internship opportunities for the occupational programs offered at the college. Both Waubensee and Oakton Community Colleges established job shadowing program for college students.

Sustainability and Serving All Learners

Two other focus areas identified by the ETC Steering Committee for the state include strategies for continued improvement/sustainability and serving all learners. Both of these focus areas are simultaneously being addressed with ICCB ETC funds by at least twenty community colleges through support of their local IETCs. The ICCB grant funds allow the colleges to provide staff and educational and training programs through the IETCs above and beyond the required services in such areas as career planning, adult basic education, English as a Second Language, GED preparation, literacy tutoring, community education classes, preemployment skills training, and job search assistance. Additionally, funds are used to coordinate WIA services and provide faculty and staff cross training sessions.

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The College of Lake County is continuing assessment services for bilingual students enrolling in college courses and programs. Kishwaukee College hosted an Hispanic Open House for over 250 Hispanic residents that included tours and information on targeted occupational programs. Illinois Valley Community College uses ICCB funds to support single parent and displaced homemaker services through the Area Vocational Center and supports the Workways Center, which coordinates many workforce development activities for the college.

Conclusion

A focus over the past four years for many of the colleges has been the development of a plan to promote systemic change in K-14 curriculum to include career development competencies and to provide for the overall sustainability of the ETC philosophy beyond the anticipated end of the local partnership funding in June 2002. To accomplish this end, many colleges cooperatively worked with the partnerships on long-range and strategic plans and have agreed to continue support of regional ETC initiatives through their Workforce Development staffs, ICCB funds, and enrollment management programs. At a time when the federal funding for school-to-work sunsets, state partnerships are struggling to compete for funds with other education and workforce initiatives in order to sustain the foundation that school-to-work has provided in preparing students for more secure futures. Illinois community colleges are a key factor in the continuing improvement of the educational reform issues that Illinois ETC has addressed in the last four years. Many Illinois community colleges are developing innovations to implement and integrate the philosophy of school-to-work and to align this philosophy with the existing needs of the college, the student body, the curriculum, and the emerging workforce.

Illinois Community College Board

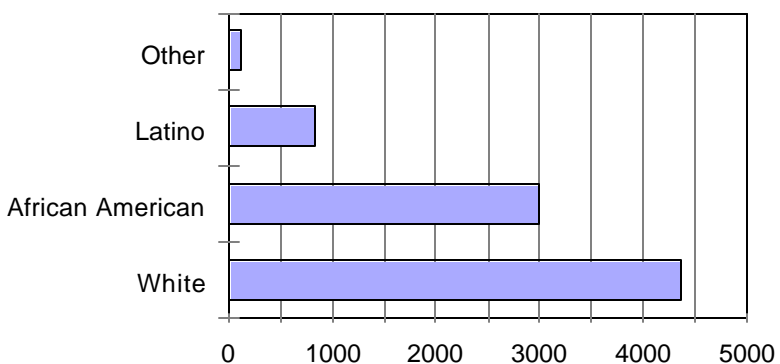
**WORKFORCE DEVELOPMENT GRANT REPORT
WELFARE-TO-WORK COMPONENT
FISCAL YEAR 2002**

During fiscal year 2002, \$3.7 million dollars were distributed to Illinois community colleges for infrastructure support to welfare recipients and the working poor. Each college received a base amount of \$60,000. The remaining funds were distributed based on need by using the TANF (Temporary Assistance to Needy Families) available-to-work caseload numbers in each district as provided by the Illinois Department of Human Services. Funding helps the colleges support a Welfare to Work liaison, development of educational workshops and skill training, student tuition, books and uniforms as well as incidental cost such as: student transportation, child care and other services that are often barriers to educational access for these individuals.

Overall Program Success. During fiscal year 2002, 8,446 students were served through this grant; 85 percent were reported female and only 15 percent male; 52 percent were reported as being White/Caucasian, 36 percent African American, and 10 percent Latino.

Educational outcomes are very important to the college as well as to the individual. Of the 8,446 clients served, 32 percent were enrolled in Adult Basic Education/GED; 23 percent were enrolled in a degree program; 17 percent were enrolled in vocational training courses and 9 percent were enrolled in an occupational/ certificate program. This is a shift from previous years with an increase in individuals enrolled in both Adult Basic Education/GED and in degree programs.

Welfare to Work Students
Race for 2002

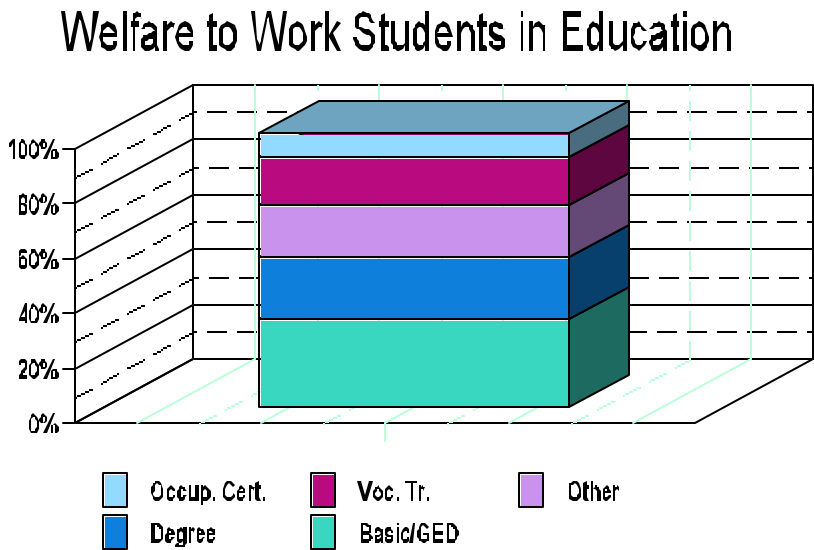


An average of 38 percent of clients who received support from this grant reported completing their program goals during fiscal year 2002 and another 21 percent of all recipients were successfully placed in employment.

New Initiatives and Projects. Illinois community colleges have many exciting new initiatives and projects which have improved their services to welfare recipients and low-income individuals. One of the most commonly reported changes has been an increase in the amount of communication and

linkage between the college Welfare-to-Work liaisons and local Employment and Training Center One-Stop. Many colleges have chosen to co-locate their Welfare-to-Work liaison at the local One-Stop which assists Career Centers in identifying client needs, providing information on work-related resources and other college services. The increased communication has assisted in the number of client referrals from the Department of Human Services and Illinois Department of Employment Security.

The college Welfare-to-Work liaison plays a key role in coordinating services between the community and the college. The liaison is responsible for developing and maintaining healthy relationships with the Department of Human Services and the Illinois Department of Employment Security. This relationship facilitates receiving referrals and coordinating services. The liaison also markets the program both internally within the college and externally to local businesses. Networking with local business and industry allows the liaison to assess local employment needs in order to correctly match individual skills and employer needs. Liaisons also work directly with individual clients and assist them in removing educational barriers, developing education and training programs, and supporting the client to reach their goals.

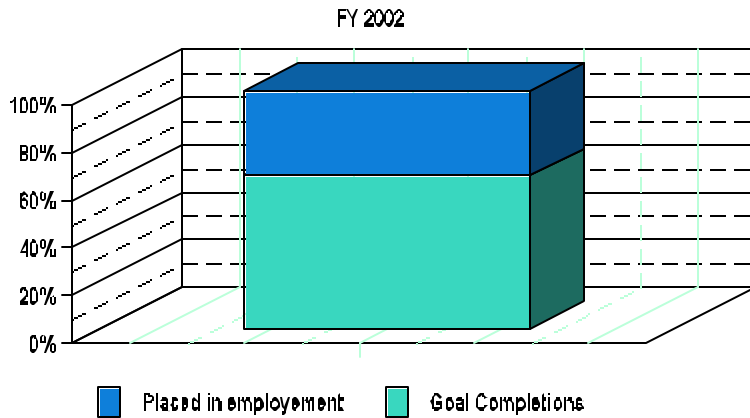


Many colleges reported increasing their customer service by developing new assessment tools, increasing follow-up efforts with clients, developing relationships with new industries in the community, offering more job fairs, expanding skill workshops to include necessary life skill classes, developing a client recognition award program for participation and completion of the program, and expanding the program to overcome language barriers by developing workshops that are

delivered in both English and Spanish. Additional initiatives included, increasing marketing by rewording program descriptions in the college catalog, offering free computer classes to bridge the digital divide, and enticing students with a new student scholarship funds.

Linkages with Business and Industry. Local business and industries utilize the college to post job openings; attend job fairs; recruit employees and to verify the training level of students that are entering the workforce. Businesses provide opportunities for students through job shadowing, mentoring, internships and other cooperative educational experiences. These opportunities offer students a nonthreatening way to explore a career and to gain workforce experience. Many colleges work closely with individual businesses and follow the student throughout their employment and continue to support both the student and employer.

Welfare to Work Outcomes

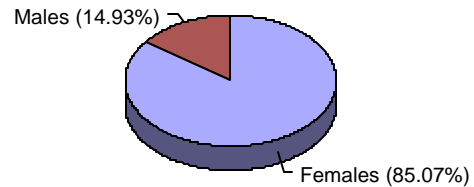


Colleges have found that communities are very willing to hire welfare recipients. Many colleges listed local business and industries, including the college that have hired welfare recipients. The success of the hire is directly related to the relationship that the college has with local business. During fiscal year 2002, 21 percent of all clients served were successfully placed in employment and another 38 percent reported successfully completing their program or goal area.

Conclusion. Many of the Illinois community colleges engaged in a reorganization during fiscal year 2002. This reorganization was spurred by the loss of the Advancing Opportunities Grant and by the maturing development of the Workforce Investment Act and Illinois Employment Training Centers throughout the State of Illinois. This reorganization has enabled colleges to refocus on customer service, reaching out to individuals in need and at the same time responding to the needs of local employers. The Welfare-to-Work grant is imperative to strengthening the colleges infrastructure to support these individuals, to develop skills that enable individuals to live a more productive and equitable life. Serving the unemployed and the underemployed within a community is one of the many challenges of a community college and colleges all over the state are meeting this challenge and reaching success within their community.

Welfare to Work Students

Gender for 2002



Illinois Community College Board

**FISCAL YEAR 2002
CURRENT WORKFORCE TRAINING GRANT REPORT**

The Illinois Community College Board's strategic plan, "The Promise for Illinois," states that the number one pledge is to address workforce development needs with flexible, responsive and progressive programs. One of the many programs developed to assist colleges with this mission is the Current Workforce

As a result of the Current Workforce Training Grant, community college Business and Industry Centers were able to serve 626 new clients during fiscal year 2002.

Training Grant. The Current Workforce Training Grant helps each community college district to increase the noncredit training opportunities for local business and industry. During fiscal year 2002, Illinois Community College Board provided \$4.8 million to community college districts. A minimum of \$50,000 is allocated to each of the 39 community college districts and the remaining funds are allocated based on the number of district residents currently in the workforce. This summary report will provide the reader with information on the type of services and the impact of those services that are being provided to local businesses and industries across the State of Illinois by the community college system.

Summary Statements of Key Findings

- Noncredit customized training contracts increased 85 percent in fiscal year 2002.
- Training trends indicate that companies with 150 employees or less are primarily requesting technology courses and companies with 500 and more employees are requesting organizational development assistance.
- The amount of web-based instruction, distance learning courses and individual consultation and assessments increased by 100 percent in fiscal year 2002.
- In fiscal year 2002, for every dollar that the company invested in training programs delivered by Illinois community colleges a value of \$39 dollars in benefits was returned to the company.

The Illinois community colleges provided grant funds to 1,160 (unduplicated) companies to deliver 3,287 noncredit customized training contracts to 48,218 (duplicated) employees during fiscal year 2002.

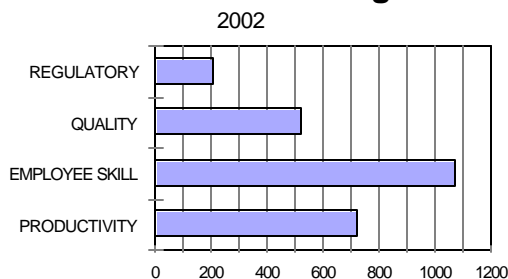
Meeting the Promise. This unique grant program allows the college flexibility to serve a variety of industries through various services such as assessments, training, consultations or curriculum development. The majority of companies served continues to be in the manufacturing industry at 36 percent with the service industry next at 31 percent. The service industry includes hospitals, pharmacies, and child

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care. It is expected that community colleges will continue to see an increase in training requests from this industry as our economic base continues to move from manufacturing to a supportive service industry. Other industries served by the current workforce training grant include public administration, financial/insurance/real estate, wholesale/retail, communication/ utility, construction, transportation, agriculture, and mining in that order.

Out of the 1,270 reporting companies, only 10 percent categorized themselves as needing training due to a company start-up or expansion and 90 percent reported needing to retrain their current employees. This statistic proves that Illinois continues to struggle with a shortage of skilled workers, despite the slow economy. As this trend continues, more companies will be seeking financial assistance due to the burden of upgrading the skills and knowledge of their employees.

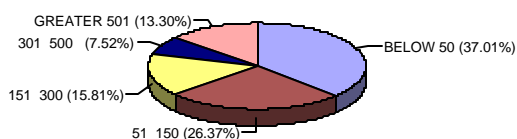
Reason for Training



Eighteen percent of all employees trained were classified as new employees who had been with the company less than a year. This statistic further indicates the lack of skilled workers on the market. Overall, community colleges assisted 31,060 (unduplicated) individuals in fiscal year 2002 to gain the skills necessary to perform their job better and faster.

Size of Companies Served

of employees, nonduplicated 2002



The current workforce training grant is primarily used for small and medium sized businesses in Illinois. This is defined as 300 employees or less at one site. It has been reported that 79 percent of all companies served by this grant have fewer than 300 employees. Furthermore, 37 percent of all companies served employ less than 50 workers. According to client companies who received community colleges services, businesses with 50

employees or less is more likely to request technology courses such as computer-based software courses or other programs that promote technology intelligence. Large businesses with employees of 500 or more are more likely to request organizational development assistance which promote overall system efficiency.

The type of training that companies are requesting is necessary to capture in order to recognize training trends and industry needs. During fiscal year 2002, the following training courses were delivered by local community colleges: computer training (23 percent), management development (11 percent), safety/environmental (9 percent), technical/industrial (7 percent), general soft skills, business communications, English as a Second Language, customer service, quality, Spanish for the workplace, and assessments and curriculum development – in that order.

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Even though community colleges received an increase in the amount of contracts written during fiscal year 2002, the types of training requested by companies remained relatively the same. The colleges did experience a rise in alternative delivery modes of courses and services. Whereas the majority of services delivered is instructor lead, the amount of web-based instruction, distance learning courses and individual consultation and assessments increased by 100 percent in fiscal year 2002.

On average, \$100.00 of grant funds were spent per employee/per district in fiscal year 2002, and an average of \$4,000 of grant resources were spent per company/per district.

Performance Outcomes. As a result of the Current Workforce Training grant, Illinois community colleges are able to provide more flexible, responsive, and progressive programs to local businesses in need of reducing their cost and increase productivity.

Forty percent of all companies served reported that the community college programs had **Significant Influence** on company productivity, quality, employee progression, customer satisfaction and employee satisfaction. Twenty five percent of all companies served reported that services offered by the community college had **Some Influence** on annual sales increase, cost control, and attendance.

The Illinois Community College Board provided \$4.8 million in assistance for noncredit client training. Client companies reported a total of \$339 million saved during the first year as a result of the services provided by the community college Business and Industry Center. In fiscal year 2002, for every dollar that the company invested in their training programs through Illinois community colleges, \$39 in benefits were returned to the company. This is a 3822 percent return on investment for the community college client companies.

Business and Industry Centers will continue to provide customer-focused, adaptable, results-oriented services to businesses and individuals in order to prepare them to perform effectively in a globally competitive marketplace. Their services continue to demonstrate a sound economic return for the State of Illinois.

Illinois Community College Board

FISCAL YEAR 2002 ADVANCED TECHNOLOGY GRANTS

Executive Summary

Illinois community colleges are responding to the constant changes in our technological society. Each year the challenge becomes greater. To prepare students for our-changing world, Illinois community colleges must keep pace with rapidly advancing technology. As these changes occur, so must community colleges adapt their educational programs and equipment to meet the educational needs of their students.

In recognition of the need to keep pace with the rate of change, Advanced Technology Grants were established in 1984 with the Instructional Equipment component. Advanced Technology equipment grants provide extra funding needed to replace obsolete instructional equipment. As a result of these grants, the community colleges provide instruction on state-of-the-art equipment.

In 1997, the Illinois Community College Board recognized the community college system's critical need for technological advancement in all areas of their operations and added the Technology Support component. The funds are designated for assisting community colleges with support efforts as they keep pace with changes and growth in technology.

In 2000, a new component was added, Staff Technical Skills Enhancement. These funds provide for technical training for both faculty and staff development. In 2002, another component was added, ILCCO Student Support Center. These funds are used at the colleges to provide support for their online students.

Four reports summarizing the activities and expenditures under the Advanced Technology Grants in the categories of Instructional Equipment, Technology Support, Staff Technical Skills Enhancement, and ILCCO Student Support during the fiscal year 2002 are presented for your information.

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT REPORT
INSTRUCTIONAL EQUIPMENT COMPONENT
FISCAL YEAR 2002**

The Illinois Community College Board Advanced Technology Grant Instructional Equipment Component provides funds for Illinois community colleges to purchase instructional equipment. The rapid technological changes in today's society require community colleges to continually upgrade their existing instructional equipment. The advanced technology equipment grant funds were used to obtain or upgrade instructional equipment in programs ranging from communications to integrated manufacturing thereby enabling community colleges to better prepare students for the challenges of a technological workforce.

Allocations. Funding allocation for the Advanced Technology Grant Instructional Equipment Component is determined by multiplying each district's occupational/vocational funded credit hours by a specified rate. During fiscal year 2002, \$5,766,545 Instructional Equipment Component funds were allocated to community college districts. Grant amounts ranged from \$33,189 to \$722,795. Of the total grant amount awarded during fiscal year 2002, the districts expended \$5,802,149 (100.6 percent). The colleges used other funds for the amount over their allocated level.

Expenditures. Table 1 lists the amount allocated to each college district and the year-end unaudited expenditures reported by the community college districts to the ICCB. In addition to the funds received from the ICCB, the community colleges used funds from other sources for the purchase of instructional equipment.

Types of Equipment Purchased. Table 2 shows the types of instructional equipment purchased by the college districts. As indicated, 97.8 percent of the community college districts purchased computers, monitors, printers, and related peripheral equipment. Sixty-four percent of the districts purchased network equipment to establish or extend local area and wide area networks. Sixty percent of the districts purchased computer software for instructional purposes. The college districts also purchased optical equipment such as cameras, scopes, and lenses and hands-on equipment such as models, trainers, and mockups. Other items purchased by the college districts included audio/visual equipment such as DVD and VCR players and recorders, test equipment and analyzers, and measuring devices such as meters, gauges, and indicators and power equipment such as power supplies and generators. Sixty percent of the college districts used advanced technology equipment grant funds to acquire a variety of workstations, medical and lab equipment, and miscellaneous instructional equipment.

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Table 1

**ADVANCED TECHNOLOGY GRANT INSTRUCTIONAL EQUIPMENT
COMPONENT EXPENDITURES**

District/College	FY 2002 Allocated	FY 2002 Expended	Percent Expended
Black Hawk	138,557	138,557	100.0%
Chicago	722,795	758,128	104.9%
Danville	53,502	53,502	100.0%
DuPage	441,984	446,930	101.1%
Elgin	149,713	149,713	100.0%
Harper	173,379	173,379	100.0%
Heartland	44,833	44,833	100.0%
Highland	40,268	38,359	95.3%
Illinois Central	207,934	208,036	100.0%
Illinois Eastern	260,722	266,304	102.1%
Illinois Valley	96,203	96,203	100.0%
Joliet	200,352	200,352	100.0%
Kankakee	80,959	81,175	100.3%
Kaskaskia	94,316	43,691	46.3%
Kishwaukee	55,051	52,079	94.6%
Lake County	171,216	171,216	100.0%
Lake Land	222,443	266,935	120.0%
Lewis & Clark	103,466	103,465	100.0%
Lincoln Land	148,128	141,148	95.3%
Logan	138,477	138,477	100.0%
McHenry	70,794	70,794	100.0%
Moraine Valley	221,522	221,522	100.0%
Morton	40,570	49,496	122.0%
Oakton	186,485	188,791	101.2%
Parkland	135,826	135,826	100.0%
Prairie State	81,018	81,018	100.0%
Rend Lake	108,336	108,336	100.0%
Richland	54,848	53,460	97.5%
Rock Valley	137,506	137,506	100.0%
Sandburg	69,934	69,934	100.0%
Sauk Valley	45,462	45,462	100.0%
Shawnee	48,027	48,279	100.5%
South Suburban	134,828	140,418	104.1%
Southeastern	109,524	115,738	105.7%
Southwestern	268,094	\$ 268,094	100.0%
Spoon River	33,189	33,189	100.0%
Triton	333,495	300,101	90.0%
Waubonsee	92,564	111,479	120.4%
John Wood	50,225	50,224	100.0%
TOTAL	\$ 5,766,545	\$ 5,802,149	100.6%

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Table 2

**ADVANCED TECHNOLOGY GRANT
INSTRUCTIONAL EQUIPMENT COMPONENT
EXPENDITURE CATEGORIES - FY 2002**

District/College	Computers/Monitors/Printers	Servers/Networking/Peripherals	Software	Telecommunications	Meters/Gauges/Indicators	Test Sets/Analyzers/Probes	Power Supplies/Generators	VCR/CD/DVD Players/Recorder	Projectors/Cameras/Scopes	Models/Simulators/Trainers	Workstations/Furniture/Labs
Black Hawk	X	X	X					X			X
Chicago-Central Office											
<i>Daley</i>	X							X		X	X
<i>Kennedy-King</i>	X	X	X		X	X	X	X		X	X
<i>Malcolm X</i>	X	X				X		X		X	X
<i>Olive-Harvey</i>	X	X			X	X					X
<i>Truman</i>	X	X	X	X			X	X	X		X
<i>Washington</i>	X	X	X					X			X
<i>Wright</i>	X	X	X		X			X		X	X
Danville	X										
DuPage	X	X	X	X	X	X		X	X		X
Elgin	X	X	X				X				X
Harper	X		X								
Heartland	X	X		X			X				X
Highland	X	X	X		X	X			X	X	
Illinois Central	X	X	X	X	X	X			X	X	
Illinois Eastern	X	X	X	X		X		X	X	X	X
Illinois Valley	X	X	X						X		
Joliet	X	X	X	X			X	X			X
Kankakee	X	X	X		X	X				X	X
Kaskaskia	X	X									
Kishwaukee	X		X			X	X		X		
Lake County	X	X									X
Lake Land	X								X	X	X
Lewis & Clark	X	X	X					X			
Lincoln Land	X	X	X	X			X		X		X
Logan	X	X	X				X		X	X	
McHenry		X	X								
Moraine Valley	X										
Morton	X		X	X					X		
Oakton	X		X						X		
Parkland	X								X		
Prairie State	X							X	X		X
Rend Lake	X	X				X		X	X		X
Richland	X	X				X	X		X		
Rock Valley	X	X	X			X	X				
Sandburg	X	X							X	X	X
Sauk Valley	X		X						X		X
Shawnee	X				X	X		X			X
South Suburban	X		X					X	X		
Southeastern	X	X	X		X	X	X		X		X
Southwestern	X	X	X	X				X	X		X
Spoon River	X		X					X	X		X
Triton	X	X		X	X	X			X		X
Waubonsee	X							X			X
John Wood	X						X				
Counts	44	29	27	10	10	15	12	18	23	11	27
Percentages	97.8%	64.4%	60.0%	22.2%	22.2%	33.3%	26.7%	40.0%	51.1%	24.4%	60.0%

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT REPORT
TECHNOLOGY SUPPORT COMPONENT
FISCAL YEAR 2002**

Fiscal year 2002 was the fifth year that the Illinois Community College Board provided funds to Illinois community colleges through the Advanced Technology Grant Technology Support Component. This initiative was implemented in recognition of the community college system's critical need for technological advancement in all areas of their operations. The funds are designated to help defray the cost of expenditures related to infrastructure, transmission, and maintenance costs associated with technology support.

Grant Allocations. Funding allocation for the Advanced Technology Grant Technology Support Component is comprised of four parts: 1) a basic allocation, 2) an allocation based on geographical size, 3) an allocation based on the market service areas (MSA), and 4) an allocation based on the student headcount. During fiscal year 2002, a total of \$5,913,499 in Technology Support Component funds were allocated to community college districts (Table 3). Grant amounts ranged from \$89,750 to \$279,750. Of the total grant amount awarded during fiscal year 2002, the districts expended \$5,913,771 (100 percent).

Expenditure Categories. The technology support activities for which the grant funds may be expended are those specified in the contract, which is executed annually with each district. Table 3 lists the expenditures allowed and includes the following categories: salaries, staff development, contractual services, materials and supplies, travel, equipment, and other. Specific activities for which funds may be expended include: salaries and travel for technical personnel, maintenance agreements, telecommunication line charges, access provider fees, equipment such as micro-, mini-, and mainframe computers, monitors, printers, and other peripherals, videoconferencing equipment, local area and wide area networks, and other technology support expenditures.

Expenditures. As shown in Table 3, the majority of expenditures were under the categories of salaries (31.5 percent), equipment (28.2 percent), and contractual services (21.2 percent).

Table 4 provides a look at the expenditures shown on Table 3 for each district from the standpoint of the percent of total funds expended by category. The data provided in Table 3 and Table 4 were derived from the annual report submitted by each district.

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Table 3

**ADVANCED TECHNOLOGY GRANT
TECHNOLOGY SUPPORT COMPONENT
EXPENDITURES BY CATEGORY (\$) - FISCAL YEAR 2002**

District No.	College	Salaries	Staff Development	Contractual Services	Materials & Supplies	Travel	Equipment	Other	Total Expended	Grant Amount	Percent Expended
503	Black Hawk			1,100	128,624	1,432	54,638		\$185,794	\$185,824	100.0%
508	Chicago	102,073		2,505	25,548	2,369	108,806	38,450	\$279,750	\$279,750	100.0%
507	Danville			143,500					\$143,500	\$143,500	100.0%
502	DuPage	109,196		25,428			51,970		\$186,594	\$165,766	112.6%
509	Elgin			56,133			44,999		\$101,132	\$121,032	83.6%
512	Harper	42,234				9,706	67,172	500	\$119,612	\$119,356	100.2%
540	Heartland			18,550	717	2,586	46,364	78,753	\$146,970	\$146,970	100.0%
519	Highland	66,081		80,812	18,209				\$165,102	\$163,534	101.0%
514	Illinois Central	68,052		5,230	91,844		10,656		\$175,782	\$175,822	100.0%
529	Illinois Eastern	181,259		332	10,496		35,937		\$228,024	\$218,472	104.4%
513	Illinois Valley				12,728		138,533		\$151,261	\$151,261	100.0%
525	Joliet			49,749	3,538		83,901		\$137,188	\$137,188	100.0%
520	Kankakee				101,888		24,435		\$126,323	\$126,323	100.0%
501	Kaskaskia	38,536		7,500	217		125,198	1,160	\$172,611	\$172,611	100.0%
523	Kishwaukee	54,870		21,311	1,500		27,978	9,682	\$115,341	\$112,396	102.6%
532	Lake County	119,463							\$119,463	\$124,007	96.3%
517	Lake Land	21,205	11,677	121,117	5,980				\$159,979	\$201,228	79.5%
536	Lewis & Clark			75,118	26,899		74,587		\$176,605	\$176,605	100.0%
526	Lincoln Land	45,699		178,448					\$224,147	\$208,363	107.6%
530	Logan	82,803		9,715	36,644	2,115			\$131,277	\$131,277	100.0%
528	McHenry	48,564	1,125	3,295	1,616		35,969	24,479	\$115,048	\$115,048	100.0%
524	Moraine Valley			95,414			25,187		\$120,601	\$120,601	100.0%
527	Morton	58,517		3,396	1,023		26,814		\$89,750	\$89,750	100.0%
535	Oakton			105,173			14,863		\$120,036	\$120,036	100.0%
505	Parkland	188,060							\$188,060	\$188,060	100.0%
515	Prairie State	105,432							\$105,432	\$105,432	100.0%
521	Rend Lake			16,572	11,490		109,202	4,048	\$141,312	\$141,313	100.0%
537	Richland	14,694	9,075		1,755	3,266	10,116	106,067	\$144,973	\$144,975	100.0%
511	Rock Valley						89,523	17,875	\$124,412	\$127,798	97.4%
518	Sandburg	170,606					14,346		\$184,952	\$184,952	100.0%
506	Sauk Valley			43,803	1,145		50,050	55,832	\$150,830	\$159,651	94.5%
531	Shawnee	90,055				1,611	3,153	32,808	\$127,627	\$127,629	100.0%
510	South Suburban	106,652			1,488			7,000	\$115,140	\$108,140	106.5%
533	Southeastern	61,842	694	29,666	355	1,431	17,058	22,527	\$133,574	\$133,574	100.0%
522	Southwestern	15,676			6,685		167,474		\$189,835	\$195,491	97.1%
534	Spoon River			96,950	21,885		39,135		\$157,970	\$157,970	100.0%
504	Triton	59,417		64,958	2,222		6,311	100,000	\$232,908	\$135,919	171.4%
516	Waubonsee						122,876		\$122,876	\$122,876	100.0%
539	Wood	15,026			11,376		42,808	32,771	\$101,982	\$172,999	58.9%
	Totals	1,866,011	22,572	1,255,775	525,872	24,515	1,670,060	531,952	\$5,913,771	\$5,913,499	100.0%
	Percent of Total Expenditures	31.55%	0.38%	21.23%	8.89%	0.41%	28.24%	9.00%	100.00%		

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Table 4

**ADVANCED TECHNOLOGY GRANT
TECHNOLOGY SUPPORT COMPONENT
EXPENDITURES BY CATEGORY (%) - FISCAL YEAR 2002**

District No.	College	Salaries	Staff Development	Contractual Services	Materials & Supplies	Travel	Equipment	Other	Total
503	Black Hawk			0.59%	69.23%	0.77%	29.41%		100.00%
508	Chicago	36.49%		0.90%	9.13%	0.85%	38.89%	13.74%	100.00%
507	Danville			100.00%					100.00%
502	DuPage	58.52%		13.63%			27.85%		100.00%
509	Elgin			55.50%			44.50%		100.00%
512	Harper	35.31%				8.11%	56.16%	0.42%	100.00%
540	Heartland			12.62%	0.49%	1.76%	31.55%	53.58%	100.00%
519	Highland	40.02%		48.95%	11.03%				100.00%
514	Illinois Central	38.71%		2.98%	52.25%		6.06%		100.00%
529	Illinois Eastern	79.49%		0.15%	4.60%		15.76%		100.00%
513	Illinois Valley				8.41%		91.59%		100.00%
525	Joliet			36.26%	2.58%		61.16%		100.00%
520	Kankakee				80.66%		19.34%		100.00%
501	Kaskaskia	22.33%		4.35%	0.13%		72.53%	0.67%	100.00%
523	Kishwaukee	47.57%		18.48%	1.30%		24.26%	8.39%	100.00%
532	Lake County	100.00%							100.00%
517	Lake Land	13.25%	5.80%	75.71%	3.74%				98.50%
536	Lewis & Clark			42.53%	15.23%		42.23%		100.00%
526	Lincoln Land	20.39%		79.61%					100.00%
530	Logan	63.08%		7.40%	27.91%	1.61%			100.00%
528	McHenry	42.21%	0.98%	2.86%	1.40%		31.26%	21.28%	100.00%
524	Moraine Valley			79.12%			20.88%		100.00%
527	Morton	65.20%		3.78%	1.14%		29.88%		100.00%
535	Oakton			87.62%			12.38%		100.00%
505	Parkland	100.00%							100.00%
515	Prairie State	100.00%							100.00%
521	Rend Lake			11.73%	8.13%		77.28%	2.86%	100.00%
537	Richland	10.14%	6.26%		1.21%	2.25%	6.98%	73.16%	100.00%
511	Rock Valley						71.96%	14.37%	86.32%
518	Sandburg	92.24%					7.76%		100.00%
506	Sauk Valley			29.04%	0.76%		33.18%	37.02%	100.00%
531	Shawnee	70.56%				1.26%	2.47%	25.71%	100.00%
510	South Suburban	92.63%			1.29%			6.08%	100.00%
533	Southeastern	46.30%	0.52%	22.21%	0.27%	1.07%	12.77%	16.86%	100.00%
522	Southwestern	8.26%			3.52%		88.22%		100.00%
534	Spoon River			61.37%	13.85%		24.77%		100.00%
504	Triton	25.51%		27.89%	0.95%		2.71%	42.94%	100.00%
516	Waubonsee						100.00%		100.00%
539	Wood	14.73%			11.15%		41.98%	32.13%	100.00%

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT REPORT
STAFF TECHNICAL SKILLS ENHANCEMENT COMPONENT
FISCAL YEAR 2002**

The Illinois Community College Board Advanced Technology Staff Technical Skills Enhancement Grant provides funds for Illinois community colleges to build technical skills in faculty and staff and add technical staff to meet growing needs. The rapid technological changes in today's society require community college faculty and staff to continually improve their technological skills. The advanced technology skills grant funds were used to increase faculty and staff ability and provide technical support staff.

Allocations. Funding allocation for the Advanced Technology Grant Staff Technical Skills Enhancement Component is determined by taking a derived rate and multiplying by the number of staff FTE in the district. During fiscal year 2002, \$2,082,360 in Technical Skills Enhancement Grant funds were allocated to community college districts. The specific grant amount for each district was determined by a formula based on the number of enrollments in occupational and technical courses. Grant amounts ranged from \$16,235 to \$364,163. Of the total grant amount awarded during fiscal year 2002, the districts expended \$1,948,817 (93.6 percent).

Expenditures. Table 5 lists the amount allocated to each college district and the year-end unaudited expenditures reported by the community college districts to the ICCB. The majority of expenditures were support staff salaries (41.7 percent), contractual services (23.8 percent), and travel (20.18 percent).

Table 6 lists the percent of expenditures by category at each community college.

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Table 5

**ADVANCED TECHNOLOGY GRANT
STAFF TECHNICAL SKILLS ENHANCEMENT COMPONENT
EXPENDITURES BY CATEGORY (\$) - FISCAL YEAR 2002**

District No.	College	Support Staff Salaries	Faculty Compensation	Contractual Services	Materials & Supplies	Travel	Other	Total Expended	Grant Amount	Percent Expended
503	Black Hawk	42,847		6,199	5,086	2,081		\$56,213	56,213	100.0%
508	Chicago	22,854		268,123	1,208	32,968	1,831	\$326,985	364,163	89.8%
507	Danville			850	489	20,416		\$21,755	21,755	100.0%
502	DuPage	53,343	18,111		14,547	24,669		\$110,670	145,753	75.9%
509	Elgin	34,923		2,500		2,000		\$39,423	58,582	67.3%
512	Harper	78,251						\$78,251	78,251	100.0%
540	Heartland				1,259	20,811		\$22,070	22,070	100.0%
519	Highland	10,752				9,851		\$20,603	20,172	102.1%
514	Illinois Central	1,983		66,434	1,591	1,627		\$71,635	71,635	100.0%
529	Illinois Eastern			6,400	48	9,411	14,870	\$30,729	45,863	67.0%
513	Illinois Valley	25,862						\$25,862	25,833	100.1%
525	Joliet			32,959	929	15,367		\$49,255	49,255	100.0%
520	Kankakee	11,740		8,900		8,500		\$29,140	28,390	102.6%
501	Kaskaskia				469	18,248	2,338	\$21,055	21,055	100.0%
523	Kishwaukee					26,484		\$26,484	26,483	100.0%
532	Lake County	12,025		9,090	3,885		49,081	\$74,081	74,081	100.0%
517	Lake Land	46,752			209	194	3,096	\$50,252	50,252	100.0%
536	Lewis & Clark	17,506				14,598	4,018	\$36,122	36,122	100.0%
526	Lincoln Land	16,689	3,218	10,000		4,626		\$34,533	50,317	68.6%
530	Logan				728	40,734		\$41,462	41,462	100.0%
528	McHenry		4,545	2,000		29,267	1,325	\$37,137	37,137	100.0%
524	Moraine Valley	63,604				15		\$63,619	63,619	100.0%
527	Morton	15,384				4,243	1,125	\$20,752	29,678	69.9%
535	Oakton	53,536			1,415		6,214	\$61,165	61,165	100.0%
505	Parkland	57,276						\$57,276	55,324	103.5%
515	Prairie State	7,170	20,923			4,580		\$32,673	32,673	100.0%
521	Rend Lake				1,354	541	24,385	\$26,280	26,280	100.0%
537	Richland	32,000						\$32,000	29,730	107.6%
511	Rock Valley	36,428	7,000					\$39,625	43,428	91.2%
518	Sandburg	23,577					1,942	\$25,519	25,519	100.0%
506	Sauk Valley	6,495			107	11,899	638	\$19,139	19,139	100.0%
531	Shawnee		7,400			4,922	3,913	\$12,322	16,235	75.9%
510	South Suburban	5,863	16,557			3,141	12,590	\$38,151	38,151	100.0%
533	Southeastern	18,000				20,838	6,214	\$45,052	45,051	100.0%
522	Southwestern	3,700	250	32,899		42,198		\$79,047	79,042	100.0%
534	Spoon River	16,640						\$16,640	16,640	100.0%
504	Triton	90,203						\$90,203	90,204	100.0%
516	Waubonsee	7,534		6,944	20,616	11,131	18,915	\$65,141	65,141	100.0%
539	Wood			12,022	500	7,975		\$20,497	20,497	100.0%
	Totals	812,938	78,004	465,320	54,441	393,335	152,495	\$1,948,817	\$2,082,360	93.6%
	Percent of Total Expenditures	41.71%	4.00%	23.88%	2.79%	20.18%	7.82%	100.00%		

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Table 6

**ADVANCED TECHNOLOGY GRANT
STAFF TECHNICAL SKILLS ENHANCEMENT COMPONENT
EXPENDITURES BY CATEGORY (%) - FISCAL YEAR 2002**

District No.	College	Salaries	Staff Development	Contractual Services	Materials & Supplies	Travel	Other	Total
503	Black Hawk	76.22%		11.03%	9.05%	3.70%		100.00%
508	Chicago	6.99%		82.00%	0.37%	10.08%	0.56%	100.00%
507	Danville			3.91%	2.25%	93.85%		100.00%
502	DuPage	48.20%	16.36%		13.14%	22.29%		100.00%
509	Elgin	88.59%		6.34%		5.07%		100.00%
512	Harper	100.00%						100.00%
540	Heartland				5.70%	94.30%		100.00%
519	Highland	52.19%				47.81%		100.00%
514	Illinois Central	2.77%		92.74%	2.22%	2.27%		100.00%
529	Illinois Eastern			20.83%	0.16%	30.63%	48.39%	100.00%
513	Illinois Valley	100.00%						100.00%
525	Joliet			66.91%	1.89%	31.20%		100.00%
520	Kankakee	40.29%		30.54%		29.17%		100.00%
501	Kaskaskia				2.23%	86.67%	11.10%	100.00%
523	Kishwaukee					100.00%		100.00%
532	Lake County	16.23%		12.27%	5.24%		66.25%	100.00%
517	Lake Land	93.04%			0.42%	0.39%	6.16%	100.00%
536	Lewis & Clark	48.46%				40.41%	11.12%	100.00%
526	Lincoln Land	48.33%	9.32%	28.96%		13.40%		100.00%
530	Logan				1.76%	98.24%		100.00%
528	McHenry		12.24%	5.39%		78.81%	3.57%	100.00%
524	Moraine Valley	99.98%				0.02%		100.00%
527	Morton	74.13%				20.45%	5.42%	100.00%
535	Oakton	87.53%			2.31%		10.16%	100.00%
505	Parkland	100.00%						100.00%
515	Prairie State	21.95%	64.04%			14.02%		100.00%
521	Rend Lake				5.15%	2.06%	92.79%	100.00%
537	Richland	100.00%						100.00%
511	Rock Valley	91.93%	17.67%					109.60%
518	Sandburg	92.39%					7.61%	100.00%
506	Sauk Valley	33.94%			0.56%	62.17%	3.33%	100.00%
531	Shawnee		60.06%			39.94%	31.76%	131.76%
510	South Suburban	15.37%	43.40%			8.23%	33.00%	100.00%
533	Southeastern	39.95%				46.25%	13.79%	100.00%
522	Southwestern	4.68%	0.32%	41.62%		53.38%		100.00%
534	Spoon River	100.00%						100.00%
504	Triton	100.00%						100.00%
516	Waubensee	11.57%		10.66%	31.65%	17.09%	29.04%	100.00%
539	Wood			58.65%	2.44%	38.91%		100.00%

Illinois Community College Board

**ADVANCED TECHNOLOGY GRANT REPORT
ILCCO STUDENT SUPPORT CENTER COMPONENT
FISCAL YEAR 2002**

In fiscal year 2002, the Illinois Community College Board added the ILCCO Student Support Center Component to the Advanced Technology Grants. The funds are designated to help defray the cost of supporting online students and other online activities.

Grant Allocations. Funding allocation for the Advanced Technology Grant ILCCO Student Support Center Component is divided equally among each district. During fiscal year 2002, a total of \$538,500 in ILCCO Student Support Center Component funds were allocated to community college districts (Table 1). Grant amounts of \$13,808 were dispensed to each community college district. Of the total grant amount awarded during fiscal year 2002, the districts expended \$550,598 (102 percent). The colleges used other funds for the amount over their allocated level.

Expenditure Categories. The ILCCO student support center activities for which the grant funds may be expended are those specified in the contract, which is executed annually with each district. Table 7 lists the expenditures allowed and includes the following categories: salaries, library support and test proctoring, marketing and promotional, travel, and other. Specific activities for which funds may be expended include: salaries and travel for technical staff and support staff in the areas of advising, counseling, registration, and tutoring, along with library support and marketing.

Expenditures. As shown in Table 7, the majority of expenditures were under the categories of salaries (73.4 percent) and marketing and promotional activities (13.7 percent).

Table 8 provides a look at the expenditures shown on Table 7 for each district from the standpoint of the percent of total funds expended by category. The data provided in Table 7 and Table 8 were derived from the annual report submitted by each district.

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Table 7

**ADVANCED TECHNOLOGY GRANT
ILCCO STUDENT SUPPORT CENTER COMPONENT
EXPENDITURES BY CATEGORY (\$) - FISCAL YEAR 2002**

District No.	College	Salaries	Library Support Test Proctoring	Marketing & Promotional	Travel	Other	Total Expended	Grant Amount	Percent Expended
503	Black Hawk	13,808					\$13,808	\$13,808	100.0%
508	Chicago	6,960	5,001	390	240		\$12,591	\$13,808	91.2%
507	Danville	9,349		3,919	539		\$13,808	\$13,808	100.0%
502	DuPage	13,807					\$13,807	\$13,808	100.0%
509	Elgin	13,808					\$13,808	\$13,808	100.0%
512	Harper	9,131	4,676				\$13,808	\$13,808	100.0%
540	Heartland	10,000			1,759	2,029	\$13,788	\$13,808	99.9%
519	Highland	8,003	3,751		2,054		\$13,808	\$13,808	100.0%
514	Illinois Central	13,808					\$13,808	\$13,808	100.0%
529	Illinois Eastern			13,633		13,633	\$27,266	\$13,808	197.5%
513	Illinois Valley	7,327	1,480	5,000			\$13,808	\$13,808	100.0%
525	Joliet	13,808					\$13,808	\$13,808	100.0%
520	Kankakee	13,808					\$13,808	\$13,808	100.0%
501	Kaskaskia	7,209	6,377		222		\$13,808	\$13,808	100.0%
523	Kishwaukee	13,808					\$13,808	\$13,808	100.0%
532	Lake County	10,758			551	2,499	\$13,808	\$13,808	100.0%
517	Lake Land	13,808					\$13,808	\$13,808	100.0%
536	Lewis & Clark	13,808					\$13,808	\$13,808	100.0%
526	Lincoln Land	13,808					\$13,808	\$13,808	100.0%
530	Logan	5,160	1,782	5,915		950	\$13,808	\$13,808	100.0%
528	McHenry	2,783		11,025			\$13,808	\$13,808	100.0%
524	Moraine Valley	8,240		5,567			\$13,807	\$13,808	100.0%
527	Morton	13,808					\$13,808	\$13,808	100.0%
535	Oakton	1,104		11,662			\$12,766	\$13,808	92.5%
505	Parkland	13,808					\$13,808	\$13,808	100.0%
515	Prairie State	14,826					\$14,826	\$13,808	107.4%
521	Rend Lake	13,808					\$13,808	\$13,808	100.0%
537	Richland	13,808					\$13,808	\$13,808	100.0%
511	Rock Valley	13,808					\$13,808	\$13,808	100.0%
518	Sandburg	10,195	2,989		116	507	\$13,807	\$13,808	100.0%
506	Sauk Valley	13,808					\$13,808	\$13,808	100.0%
531	Shawnee	5,346			1,831	6,631	\$13,808	\$13,808	100.0%
510	South Suburban	12,545	487	629	147		\$13,808	\$13,808	100.0%
533	Southeastern	5,920		7,888			\$13,808	\$13,808	100.0%
522	Southwestern		2,185	4,363	2,160	5,000	\$13,708	\$13,808	99.3%
534	Spoon River	13,807					\$13,807	\$13,808	100.0%
504	Triton	12,328		559		920	\$13,807	\$13,808	100.0%
516	Waubensee	13,808					\$13,808	\$13,808	100.0%
539	Wood	8,469	500	4,839			\$13,808	\$13,808	100.0%
	Totals	404,193	29,228	75,388	9,619	32,170	\$550,598	\$538,500	102.2%
	Percent of Total Expenditures	73.41%	5.31%	13.69%	1.75%	5.84%	100.00%		

Table 8

**ADVANCED TECHNOLOGY GRANT
ILCCO STUDENT SUPPORT CENTER COMPONENT
EXPENDITURES BY CATEGORY (%) - FISCAL YEAR 2002**

District No.	College	Salaries	Library Support Test Proctoring	Marketing & Promotional	Travel	Other	Total
503	Black Hawk	100.00%					100.00%
508	Chicago	55.28%	39.72%	3.10%	1.91%		100.00%
507	Danville	67.71%		28.38%	3.91%		100.00%
502	DuPage	100.00%					100.00%
509	Elgin	100.00%					100.00%
512	Harper	66.13%	33.87%				100.00%
540	Heartland	72.53%			12.76%	14.72%	100.00%
519	Highland	57.96%	27.16%		14.87%		100.00%
514	Illinois Central	100.00%					100.00%
529	Illinois Eastern			50.00%		50.00%	100.00%
513	Illinois Valley	53.07%	10.72%	36.21%			100.00%
525	Joliet	100.00%					100.00%
520	Kankakee	100.00%					100.00%
501	Kaskaskia	52.21%	46.18%		1.61%		100.00%
523	Kishwaukee	100.00%					100.00%
532	Lake County	77.91%			3.99%	18.10%	100.00%
517	Lake Land	100.00%					100.00%
536	Lewis & Clark	100.00%					100.00%
526	Lincoln Land	100.00%					100.00%
530	Logan	37.37%	12.91%	42.84%		6.88%	100.00%
528	McHenry	20.16%		79.84%			100.00%
524	Moraine Valley	59.68%		40.32%			100.00%
527	Morton	100.00%					100.00%
535	Oakton	8.65%		91.35%			100.00%
505	Parkland	100.00%					100.00%
515	Prairie State	100.00%					100.00%
521	Rend Lake	100.00%					100.00%
537	Richland	100.00%					100.00%
511	Rock Valley	100.00%					100.00%
518	Sandburg	73.84%	21.65%		0.84%	3.67%	100.00%
506	Sauk Valley	100.00%					100.00%
531	Shawnee	38.72%			13.26%	48.02%	100.00%
510	South Suburban	90.85%	3.53%	4.56%	1.06%		100.00%
533	Southeastern	42.87%		57.13%			100.00%
522	Southwestern		15.94%	31.83%	15.76%	36.48%	100.00%
534	Spoon River	100.00%					100.00%
504	Triton	89.29%		4.05%		6.66%	100.00%
516	Waubensee	100.00%					100.00%
539	Wood	61.33%	3.62%	35.05%			100.00%

Illinois Community College Board

**FISCAL YEAR 2002
ACCELERATED COLLEGE ENROLLMENT GRANT REPORT**

Accelerated College Enrollment (ACE) Grant funding is intended to allow community colleges to expand their services to high school students desiring to take college-level classes prior to receiving a high school diploma. The grant is designed to assist these students to accelerate their college coursework.

Colleges are eligible to receive the expense of course tuition and universal fees associated with the coursework of the ACE student. College districts will receive credit for eligible midterm student enrollments at the rate of \$55 per credit hour, regardless of the local district's tuition and universal fee rates, up to the total amount allocated to the district. The college may use these funds for full or partial coverage of the high school student's tuition and universal fees. Funds may not be used for coursework in Adult Basic or Secondary Education (ABE/ASE), English as a Second Language (ESL), General Educational Development (GED), or Remedial/Developmental (i.e., the courses must be approved by the ICCB as funding category: Baccalaureate, Business, Technical, or Health).

Fiscal Year 2002 Results. In fiscal year 2002, \$1.5 million was allocated to the system through the ACE grant, serving 17,006 secondary students who enrolled in a total of 8,318 courses. Colleges estimated that an additional 4,148 students could have received benefits if not for limited resources. Several colleges served all interested students and absorbed added costs, while others limited the enrollments to those for whom they were funded, or provided partial tuition reduction.

Dual credit and dual enrollment courses were offered on community college campuses and at high schools, as well as via distance learning and internet instruction. Transfer courses were offered for dual credit at 28 colleges and for dual enrollment at 31 colleges. Career and technical education courses were offered for dual credit at 30 colleges and for dual enrollment at 28 colleges. Students were selected to participate in these programs based on a variety of factors including academic performance, recommendations and college admissions testing. Course placement was dependent on many factors as well, including subject area testing, prerequisite course success, and entry exams.

Secondary school participation was very high in these programs. A total of 483 high schools (73 percent of the state total) offered dual credit and 375 (57 percent) offered dual enrollment options to their students. Community colleges established 58 new dual credit agreements with area high school, with 69 more expected in fiscal year 2003 .

Project Strengths and Colleges Concerns. As part of the fiscal year 2002 final report, colleges were asked to identify any strengths or concerns they have about their dual credit/dual enrollment programs. Program strengths mentioned include:

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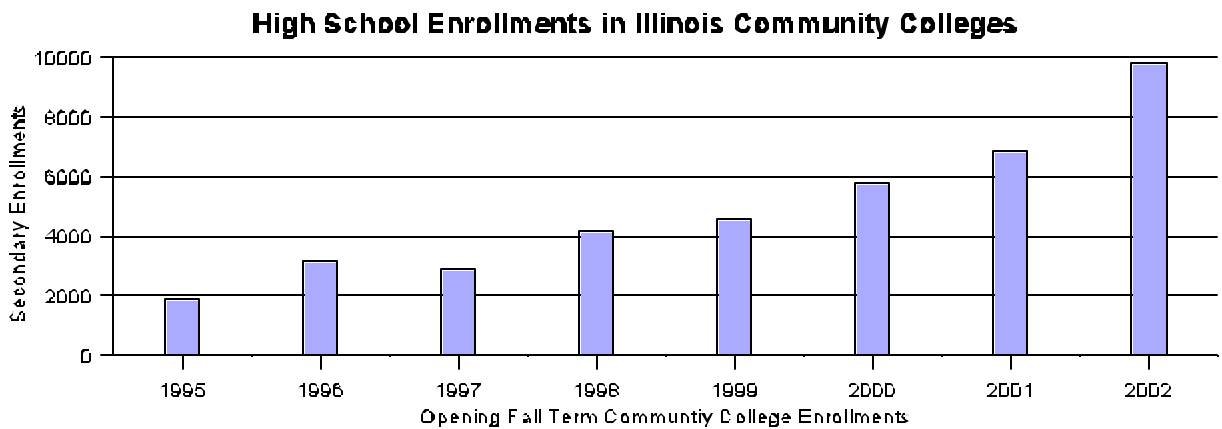
- Offering students a head start on college/acclimating students to college;
- Cost savings to Illinois families;
- Strengthening relationships with area high schools;
- Strengthening relationships with Tech Prep programs;
- Increased enrollments due to high participation;
- Helping students see themselves as college material;
- Expanding enrollment options for students (especially highly technical areas);
- Great public relations, high-level of community support;
- High-quality programs/true college-level courses;
- Strong faculty mentor system; and
- High number of student completers.

College concerns for these programs include:

- Problems with funding: uncertainty of ACE grants/funds can not meet demand;
- Some students are not ready/do not take class work seriously;
- Dual credit requires a lot of college time and attention to succeed; and
- Need to improve articulation between high schools and college.

Conclusion. Dual credit is expanding in Illinois at almost an exponential pace. Since 1995, enrollments of high school students in Illinois community colleges has increased over 400 percent (see graph below). This growth is due largely to the vision and actions of the Illinois Community College Board. By streamlining the administrative rules and providing funds to help colleges help students, the ICCB has placed Illinois in the forefront of a program that Assistant Secretary of Education Carol D'Amico has identified as a priority of the Bush Administration. By focusing on student success, the Accelerated College Enrollment grant provides community colleges the freedom and flexibility to improve their local educational structures, while at the same time holds them accountable for outcomes and results.

SOURCE: ICCB Data and Characteristics of the Illinois Public Community College System, 1996-2003



Illinois Community College Board

**FISCAL YEAR 2002
DEFERRED MAINTENANCE GRANT REPORT**

Community colleges nationwide, as well as universities and private colleges, have been facing a growing problem of maintaining facilities that are growing older and becoming more and more expensive to maintain. As these maintenance costs continue to grow, it has become more difficult to find additional dollars within the normal budgeting process to keep up with the additional demands of older facilities.

The community college system began receiving deferred maintenance funding in fiscal year 1998. The state funding is intended to supplement, not supplant, the unrestricted operating funds currently spent by the districts on operation and maintenance of facilities. This grant demonstrated a state-level recognition of the problem of aging facilities and a commitment to assist community colleges to meet growing maintenance demands. An appropriation has been received each year since fiscal year 1998 with the fiscal year 2002 spending authority level at \$3,426,700. During the five-year period, the Illinois Community College System received \$13,356,446, averaging \$2,671,289 per year. Increases in funding year to year are really dependent upon support of the General Assembly. The net increase in the funding commitment has grown 71 percent since the first year of funding.

The grant has been allocated to community colleges using a \$10,000 flat grant per district with the remaining appropriation allocated based on weighted gross square feet of owned space. For fiscal year 2002, this resulted in a \$652,040 grant to City Colleges of Chicago and other grant amounts ranging from \$23,484 to \$207,596, averaging \$87,864 per district.

Annually, community colleges are asked to complete a year-end report identifying the use of the deferred maintenance funds. Following is a brief highlight of district responses in the fiscal year 2002 report.

- Ten districts reported that they used from 1 to 30 percent of district grant funds to support custodial and maintenance staff salaries to reduce the backlog of deferred maintenance projects.
- One district reported that they added another custodial/maintenance staff person to work on deferred maintenance projects, while another reported that they paid for part-time and/or overtime to do similar work.
- The main consideration used by districts' to develop processes to identify a deferred maintenance project and to distinguish it from an ongoing routine maintenance project is the recognition that maintenance projects have repeatedly been postponed due to budgetary constraints and further postponement poses a hazard/risk to students, faculty, and staff.
- Based on conservative estimates, remaining deferred maintenance needs systemwide are estimated at \$208 million.

The following table presents a list of the type of projects completed/performed with the fiscal year 2002 spending authority.

**SUMMARY OF FISCAL YEAR 2002
DEFERRED MAINTENANCE PROJECTS**

Remodeling/renovation	\$ 685,884
Painting	370,745
Carpet Replacement/Cleaning	353,366
Exterior Building Repairs	301,108
General labor, supplies, and maintenance for deferred maintenance projects	274,406
Electrical/Utilities Modification	216,190
HVAC Improvements	202,346
Plumbing Work	167,849
Floor Covers/Hardwood Repairs	137,889
Parking lot Improvements	137,834
Boiler/Pump/Valve Testing, Repair, and/or Replacement	91,332
Chiller Repairs	89,520
Outside Lighting Improvements	66,689
Road and Walkway Improvements	56,722
Indoor Air Quality	47,533
Maintenance staff working only on deferred maintenance	44,716
Fire Alarm System Modifications	27,052
Maintenance Tools and Equipment	16,173
Miscellaneous	<u>136,343</u>
TOTAL	\$3,423,697

SOURCE: FY 2002 Deferred Maintenance Grant Reports

Illinois Community College Board

**A SUMMARY OF CAPITAL PROJECTS APPROVED
BY THE PRESIDENT/CEO DURING
CALENDAR YEAR 2002**

ICCB Rules 1501.602 and 1501.516 grant authority to the President/CEO to approve locally funded and state-funded capital renewal projects and, subsequently, report such actions to the Board. The following report summarizes 117 new projects totaling \$156.4 million that were granted such approval during calendar year 2002.

Of the 117 projects approved by the President/CEO during the year, 12 were locally funded with sources other than protection, health, and safety levy proceeds; 12 were capital renewal funded projects; 75 were funded with protection, health, and safety tax levy proceeds; 13 were funded with protection, health, and safety bond issues; and five were funded with a ADA Access for All funds (only appropriated in fiscal year 2000).

A 20-year lease agreement was approved for Black Hawk College allowing them to lease television tower space for their television station at an annual lease rate of \$26,400 and is not included in this report.

In addition, six budget/scope modification requests to existing projects were approved during the year. Five were for protection, health, and safety projects not requiring additional tax levy authority, and one was for a capital renewal (state) funded project. The modifications totaled \$213,763 and are not included in the attached report.

INFORMATION ONLY

Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2002 - December 31, 2002

ADA-Access for All

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/27/02	Highland	ADA Campuswide Improvements	0006-1102	\$103,550	FY 2003
11/27/02	John Wood	ADA Door Modifications	0014-1102	\$57,000	FY 2003
11/27/02	Logan	Accessibility Compliance Work- Phase I	0021-1102	\$110,836	FY 2003
7/1/02	Waubonsee	Collins Library ADA Counter Remodeling	0015-0702	\$24,600	FY 2003
7/1/02	Waubonsee	Erickson Hall	0016-0702	\$95,940	FY 2003
Category Sub-Total				\$391,926	

PHS Bond Issue

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
9/11/02	IECC-Frontier	Sanitary Sewer Replacement	1431-0902	\$56,900	FY 2003
9/11/02	IECC-Lincoln Trail	Bleacher Replacement -ADA & Code	1424-0902	\$181,500	FY 2003
9/11/02	IECC-Lincoln Trail	Gymnasium Floor Replcement	1426-0902	\$525,100	FY 2003
9/11/02	IECC-Lincoln Trail	Exterior Wall and Fascia Renovations	1433-0902	\$542,100	FY 2003
9/11/02	IECC-Olney Central	HVAC Unit Replacements	1427-0902	\$447,700	FY 2003
9/11/02	IECC-Olney Central	Stairway/Lobby Glazing-Wattleworth & Theatre	1432-0902	\$144,000	FY 2003
9/11/02	IECC-Wabash Valley	Storm Drain- Applied Arts Building	1423-0902	\$72,600	FY 2003
9/11/02	IECC-Wabash Valley	Interior Lighting Upgrade-Applied Arts B Id	1428-0902	\$201,300	FY 2003
9/11/02	IECC-Wabash Valley	Air Quality- Paint Booth Installation	1429-0902	\$205,700	FY 2003
9/11/02	Illinois Eastern	Door & Hardware Accessibility - WVC & FCC	1422-0902	\$149,200	FY 2003
9/11/02	Illinois Eastern	Door Replacements - LTC & WVC	1425-0902	\$33,900	FY 2003
9/11/02	Illinois Eastern	Roof Replacements/Repair	1430-0902	\$727,000	FY 2003
9/11/02	Illinois Eastern	Site Lighting - LTC & WVC	1434-0902	\$261,400	FY 2003
Category Sub-Total				\$3,548,400	

Illinois Community College Board
Capital Projects Approved by the President/CEO
January 1, 2002 - December 31, 2002

Local

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
8/19/02	Danville	Operations Facility Addition	0027-0802	\$298,600	FY 2003
7/30/02	Elgin	Advanced Technology Center Remodeling	0019-0702	\$2,050,000	FY 2003
7/30/02	Elgin	Applied Business Technology Addition	0020-0702	\$3,153,554	FY 2003
6/27/02	Harper	Science, Emerging Tech, & Health Care Bldgs	0019-0602	\$95,219,599	FY 2002
3/22/02	Heartland	Classroom Addition 2002	0005-0302	\$3,972,350	FY 2002
3/5/02	IECC-Frontier	Land & Building Acquisition in Fairfield	0026-0302	\$300,000	FY 2002
12/2/02	IECC-Frontier	Remodel Workforce Development Center	0028-1202	\$266,300	FY 2003
5/1/02	Joliet	Parking Site Acquis -265 N Ottawa St (CC)	0017-0502	\$136,500	FY 2002
8/28/02	Lake County	Waukegan Univ Ctr. Acquis/Remodeling	0019-0802	\$3,250,000	FY 2003
8/2/02	Rock Valley	Support Services Building	0012-0802	\$6,263,000	FY 2002
8/2/02	Rock Valley	Student Center Remodeling and Addition	0013-0802	\$4,590,000	FY 2002
3/5/02	Sandburg	Maintenance Building Construction	0016-0302	\$358,057	FY 2002
Category Sub-Total				\$119,857,960	

Capital Renewal

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
2/27/02	Chicago-Districtwide	Sidewalk and Parking Lot Improvements	0024-0202	\$8,000,000	FY 2002
10/21/02	Illinois Eastern	District Wide Improvements-FY 03 Cap Renewal	0027-1002	\$298,400	FY 2003
7/3/02	Lake County	Parking Lot #4 Pavement Repairs	0018-0702	\$684,020	FY 2002
10/21/02	Moraine Valley	Learning Resources Center Remodeling	0008-1002	\$850,000	FY 2003
12/2/02	Oakton	Laboratory Restorations -Phase III	0016-1202	\$371,500	FY 2003
3/18/02	Richland	Mueller Student Center Renovations	0009-0302	\$250,000	FY 2002
3/25/02	South Suburban	West Roadway Renovation	0022-0302	\$127,349	FY 2002
3/25/02	South Suburban	Restroom Renovations (selected)	0023-0302	\$71,040	FY 2002
3/25/02	South Suburban	Performing Arts Center-selected improvements	0024-0302	\$281,880	FY 2002

Illinois Community College Board
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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
12/2/02	South Suburban	Restroom Renovations-Main Building	0025-1202	\$245,000	FY 2003
11/21/02	Southeastern	Lecture Hall Renovations	0007-1102	\$372,300	FY 2003
5/22/02	Triton	Parking Lot Repairs	0023-0502	\$999,996	FY 2002
Category Sub-Total				\$12,551,485	

PHS Tax Levy

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
11/4/02	Black Hawk	Roof Restoration in Moline	1445-1102	\$598,400	FY 2003
11/4/02	Black Hawk	Parking Lot/Entry Drive Replacement/Upgrade	1446-1102	\$328,213	FY 2003
11/4/02	Black Hawk	Entry Stairs and Bridge improvements	1447-1102	\$172,480	FY 2003
12/4/02	Danville	Technology Center Mechanical/Electrical Rehab	1487-1202	\$128,880	FY 2003
11/8/02	Harper	Masonry Tuckpointing-Bldings A & B	1457-1102	\$291,448	FY 2003
11/8/02	Harper	ADA Automatic Door Openers	1458-1102	\$95,000	FY 2003
11/8/02	Harper	Walking Brudge and ADA Sidewalk Improvements	1459-1102	\$91,400	FY 2003
11/8/02	Harper	Tunnel Repairs	1460-1102	\$250,000	FY 2003
11/8/02	Harper	Sidewalk Replacement	1461-1102	\$272,152	FY 2003
11/8/02	Harper	Asbestos Abatement - Campus Wide	1462-1102	\$200,000	FY 2003
12/2/02	Heartland	Emergency Exit Lighting System	1467-1202	\$38,150	FY 2003
10/17/02	Highland	Sidewalk Replacements/Upgrade -Campuswide	1441-1002	\$144,000	FY 2003
10/17/02	Highland	Moisture Migration Control-Building S	1442-1002	\$470,690	FY 2003
3/19/02	Illinois Central	Chiller Replacement Phase I	1416-0302	\$387,200	FY 2002
11/12/02	Illinois Central	Parking Lot A & B Life Safety	1463-1102	\$320,000	FY 2003
11/12/02	Illinois Central	Campus Security System Improvements-Ph I	1464-1102	\$80,000	FY 2003
11/12/02	Illinois Central	Laboratory Exhaust System Replacement	1465-1102	\$200,000	FY 2003
9/30/02	Illinois Valley	Preheat & Cooling Coils Replacements (A-G)	1436-0902	\$155,200	FY 2003
9/30/02	Illinois Valley	Boiler and Pump Replacement - Blding E	1437-0902	\$215,500	FY 2003

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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
9/30/02	Illinois Valley	Accessibility Project-Add Elevator in Gym	1438-0902	\$312,000	FY 2003
9/30/02	Illinois Valley	Compressor Chiller Replacements (Bldings A-E)	1439-0902	\$471,225	FY 2003
12/3/02	Joliet	Roof Repairs/Replacements-Ph. II -Main Campus	1472-1202	\$600,000	FY 2003
12/3/02	Joliet	Unit Ventilators Replacement in Building K	1473-1202	\$200,000	FY 2003
12/3/02	Joliet	Window Repairs & Replacement on Main Campus	1474-1202	\$200,000	FY 2003
12/2/02	Kaskaskia	Cafeteria Renovations	1469-1202	\$529,788	FY 2003
12/2/02	Kaskaskia	Roof Replacements-Science & Technology Blding	1470-1202	\$82,552	FY 2003
11/5/02	Lake Land	Drainage, Grading, Roadway Improvements	1450-1102	\$130,000	FY 2003
11/5/02	Lake Land	Roof Replacement -SE Classroom Blding	1451-1102	\$230,000	FY 2003
11/5/02	Lake Land	Noise Level Improvements in HVAC System	1452-1102	\$85,000	FY 2003
11/5/02	Lake Land	Door Replacements & Automatic Door Openers	1453-1102	\$310,000	FY 2003
9/11/02	Logan	Roof Replacement - Building D	1418-0902	\$124,073	FY 2003
9/11/02	Logan	Accessibility Work-Auditorium C138	1419-0902	\$118,490	FY 2003
9/11/02	Logan	Accessibility Compliance Work- Phase II	1420-0902	\$177,386	FY 2003
9/11/02	Logan	Guardrail Modifications/Replacement	1421-0902	\$54,450	FY 2003
11/25/02	Moraine Valley	Air Handler Replacement in Building L	1466-1102	\$812,650	FY 2003
1/7/02	Parkland	Chemistry Lab Remodeling	1411-0102	\$550,000	FY 2002
1/7/02	Parkland	Drainage Improvements Phase III	1412-0102	\$1,050,000	FY 2002
12/13/02	Parkland	Theatre Rigging Replacement	1493-1202	\$100,000	FY 2003
12/13/02	Parkland	Electrical Transformer Relocation/Replacement	1494-1202	\$450,000	FY 2003
12/13/02	Parkland	Campus Computer Safety Monitoring Sys - Ph I	1495-1202	\$80,000	FY 2003
12/13/02	Parkland	A/C Pit Safety Improvement	1496-1202	\$150,000	FY 2003
12/13/02	Parkland	Drainage Improvements Ph IV	1497-1202	\$975,000	FY 2003
10/10/02	Prairie State	Renovation of "K" & Main Bldg	1440-1002	\$394,260	FY 2003
11/4/02	Rend Lake	Gutter and Downspout Replacements	1448-1102	\$138,900	FY 2003
11/8/02	Richland	Roof Repairs	1456-1102	\$497,400	FY 2003
10/18/02	Rock Valley	Elevator Installation in PE Center	1443-1002	\$206,500	FY 2003

Illinois Community College Board
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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
2/1/02	Sandburg	Code Compliance in Lower E- Wing	1413-0202	\$138,362	FY 2002
2/1/02	Sandburg	Bleacher Replacement	1414-0202	\$90,485	FY 2002
2/1/02	Sandburg	HVAC Unit in Building F	1415-0202	\$52,636	FY 2002
11/6/02	Sauk Valley	Domestic Water System Repair	1454-1102	\$324,000	FY 2003
11/6/02	Sauk Valley	Theater Renovation	1455-1102	\$262,543	FY 2003
4/25/02	Shawnee	Lighting Upgrade-Campus Entrance	1417-0402	\$193,600	FY 2002
12/2/02	South Suburban	Chemistry Lab Renovation (Code Upgrades)	1468-1202	\$430,000	FY 2003
12/4/02	Southwestern	Computer Room HVAC Upgrades - IS Room	1475-1202	\$77,600	FY 2003
12/4/02	Southwestern	Office Ceiling/Lighting-PSOP Center	1476-1202	\$68,600	FY 2003
12/4/02	Southwestern	Art Dept Code & Storage Code Upgrades	1477-1202	\$350,000	FY 2003
12/4/02	Southwestern	Asbestos Abatement in Farmhouse	1478-1202	\$38,400	FY 2003
12/4/02	Southwestern	Dehumidifiers-BACC	1479-1202	\$91,700	FY 2003
12/4/02	Southwestern	Parking Lot Lighting-Bell. Campus	1480-1202	\$265,314	FY 2003
12/4/02	Southwestern	Corridor Upgrades-Phase III- Bell. Campus	1481-1202	\$148,600	FY 2003
12/4/02	Southwestern	Safety Repairs to Welding Dept - Belleville	1482-1202	\$28,800	FY 2003
12/4/02	Southwestern	Incinerator Disposal-G.C. Campus	1483-1202	\$100,000	FY 2003
12/4/02	Southwestern	Replace Ceiling, Lights, & Floors - Granite C	1484-1202	\$303,800	FY 2003
12/4/02	Southwestern	Asbestos Floor Tile Replacement-PSOP Center	1485-1202	\$175,600	FY 2003
12/4/02	Southwestern	Furnace Replacements-R.B. Campus	1486-1202	\$33,000	FY 2003
11/5/02	Triton	Service Tunnel Improvements	1449-1102	\$300,000	FY 2003
10/18/02	Waubonsee	HVAC Upgrades-Dickson, Bodie, VonOhlen PhIII	1444-1002	\$1,499,625	FY 2003

Category Sub-Total \$18,441,052

Excess PHS

<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
12/3/02	Joliet	Exterior Wall Deterioration Repairs	1471-1202	\$180,000	FY 2003

Illinois Community College Board
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<u>Approval Date</u>	<u>College</u>	<u>Project Title</u>	<u>Project #</u>	<u>Approved Budget</u>	<u>Fiscal Year</u>
1/2/02	Lake County	Entrance Modifications- Southlake Campus	1410-0102	\$68,500	FY 2002
12/4/02	Lake Land	Electrical Grounding Improvements (Emergency)	1488-1202	\$120,000	FY 2003
9/11/02	Logan	Transformer Replacement	1435-0902	\$96,800	FY 2003
12/11/02	Logan	Accessibility Work in O'Neil Auditorium	1490-1202	\$90,800	FY 2003
12/11/02	Logan	Transformer Replacements-OFC & Lift Station	1491-1202	\$145,200	FY 2003
12/11/02	Logan	Roof and Parapet Repairs	1492-1202	\$224,200	FY 2003
12/11/02	Moraine Valley	Fire Sprinkler Upgrade- Buildings B & G	1489-1202	\$700,000	FY 2003
			Category Sub-Total	\$1,625,500	
			Grand Total Approved Projects	\$156,416,323	