

Illinois Community College Board

365th Meeting Agenda and Materials

June 9, 2006

Hilton Hotel
Vista 5 & 6 (29th Floor)
700 East Adams
Springfield, Illinois



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Agenda
365th Meeting of the
Illinois Community College Board
Hilton Hotel
700 East Adams
Springfield, Illinois

June 9, 2006

Committee Meetings

8:30 a.m. - Adult Education & Family Literacy Committee

8:30 a.m. - Budget and Finance Committee

9:00 a.m. - Business Meeting

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1. Roll Call and Declaration of Quorum	-
2. Announcements and Remarks by Guy H. Alongi, Chair	-
3. Acknowledgments	-
3.1 Recognition of Jenna Altadonna, Student Member, Illinois Community College Board; Alice Jacobs, President of Danville Area Community College; Tom Bennett, and Kevin Weston	-
4. Committee Reports	
4.1 Adult Education & Family Literacy Committee	-
4.2 Budget and Finance Committee	-
5. President/CEO Report	-
6. Advisory Organizations	
6.1 Presidents Council <i>Alice Jacobs</i>	-
6.2 Adult Education and Family Literacy Advisory Council <i>Gay Graves</i>	-
6.3 Illinois Community College Faculty Association <i>Kevin Weston</i>	-
6.4 Student Advisory Committee <i>Jenna Altadonna</i>	-
6.5 Illinois Community College Trustees Association <i>Mike Monaghan</i>	-

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**ADULT EDUCATION AND FAMILY LITERACY
FY 2007 STATE PLAN**

Adult Education and Family Literacy State Plan

As required in Title II of the Workforce Investment Act, the Adult Education and Family Literacy Act, a State Plan for Adult Education and Family Literacy services supported with federal funds must be submitted to the United States Department of Education, Office of Vocational and Adult Education (OVAE) on April 1 of each year prior to the release of the next fiscal year's funding. Because the Workforce Investment Act been reauthorized, the current State Plan has been extended to FY 2007. On March 28, 2006, the Illinois Community College Board submitted a revised State Plan for Illinois Adult Education and Family Literacy to the OVAE.

The Illinois State Plan provides a description of planned activities for Adult Education during the above period of time. The Plan describes:

- the need for Adult Education in Illinois,
- the eligible population and those most in need of services,
- how equitable access to funding is achieved,
- allowable Adult Education activities,
- procedures for funding providers,
- an annual evaluation of literacy activities,
- provision of services to persons in correctional facilities,
- integrated activities with the one-stop career centers (Illinois Employment and Training Centers), and
- proposed leadership and professional development activities.

Each year the State Plan is revised to reflect changes in the above activities for the next fiscal year. Also included in the revisions are the yearly negotiated performance targets for Adult Education, including educational gains, GED/secondary completions, retained employment, obtained employment, and transition to postsecondary education or vocational training. As required, a copy of the revised State Plan was provided to the Governor's Office.

Upon approval by the U.S. Department of Education, Office of Adult and Vocational Education, the Illinois State Plan will be posted to the ICCB website.

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ADULT EDUCATION MINORITY REPORT

Adult Education and Family Literacy Monitoring Process

In fiscal year 2005, Illinois Community College Board began an annual monitoring process of the ICCB-funded Adult Education and Family Literacy Programs. Each year, approximately one third of the funded programs in each of the four adult education regions in Illinois are monitored. The programs monitored represent diverse provider types, as well as a diversity of instructional services offered. Thirty-seven programs are scheduled to be monitored in FY 2007.

The purpose of the monitoring process is to promote continuous program improvement and to ensure compliance with state and federal policies and requirements. Programs are monitored by a team of ICCB Adult Education staff and trained consultants who are retired Adult Education Program Directors. During the process, records from the two previous completed fiscal years in the areas of fiscal, administrative, programmatic, staffing/professional development, curriculum and instruction, and indicators of program quality are reviewed.

Following the monitoring visit, an exit interview is conducted with the program director at the conclusion of the monitoring visit. Findings are then compiled into a written report that is sent to the President/CEO of the funded organization and to the program director. All findings with required actions must be addressed in a written corrective action plan that is submitted to the ICCB. Upon approval of the corrective action plan, program support staff provide technical assistance and follow-up documentation regarding the implementation of the corrective actions.

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**ADULT EDUCATION AND FAMILY LITERACY
FY 2007 PROGRAM MONITORING SCHEDULE**

Region I

Albany Park Community Center
Blue Gargoyle Community Services
Daley College
Olive-Harvey College
Harold Washington College
DeLaSalle Institute/Tolton
Greater West Town Community Development Project
Jobs for Youth/Chicago, Inc.
Polish American Association
Pui Tak Center
Spanish Coalition for Jobs, Inc.

Region II

College of DuPage
Community High School, District #94
Triton College
Township High School District #214
Aurora East District #131
Kishwaukee College
Moraine Valley Community College
SERS/Jobs for Progress, Inc.
Mundelein Consolidated HS District #126
Oakton Community College

Region III

Black Hawk College
Parkland College
Illinois Valley Community College
Illinois Central College
Carl Sandburg College
Kankakee Community College
John Wood Community College
DeWitt, Livingston, McLean ROE

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Region IV

Illinois Department of Corrections
Kaskaskia College
St. Clair County ROE
Monroe Randolph ROE
John A. Logan College
Lewis and Clark Community College

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ESSENTIAL SKILLS WORK GROUP UPDATE

In March 2006, the Illinois Community College Board (ICCB) convened a work group to begin discussion on how community colleges can best serve the educational needs of the developmental disabled populations. The ICCB Statewide Essential Skills Work Group will formulate recommendations after thorough discussion of the issues, current practices, and the potential of providing additional educational opportunities for developmentally disabled students. The 20 member work group composition represents executive, instructional, and student service constituencies at the community colleges plus representatives from the Illinois Board of Higher Education, Illinois State Board of Education and the Office of Developmental Disabilities. Dr. Hank Lindborg, Executive Director of the National Institute for Quality, facilitates the work group and Dr. Elaine S. Johnson, ICCB Vice President for Instruction and Policy Studies, chairs the group.

The Essential Skills Work Group conducted its first meeting on March 24, 2006. Dr. Maryam Mostoufi, Chief of Bureau of Best Practices with the Office of Developmental Disabilities, provided information and definitions of individuals with developmental disabilities. The definitions provided the framework for the following topics:

- Discussion of postsecondary education needs for the identified populations.
- Discussion on how community colleges and others currently serve the identified populations.
- Identification of gaps.
- Discussion on how community colleges can assist in filling the gaps.
- Future directions.

The Work Group formed three subcommittees to work on the identified issues and will provide information at the next meeting on Wednesday, June 7, 2006. The next meeting will be conducted at the Trutter Center Building on the campus of Lincoln Land Community College in Springfield.

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Statewide Essential Skills Work Group

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Dr. Scott Parke	Senior Director for Policy Studies	IL. Community College Board	sparke@iccb.state.il.us	217-785-0154

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Dr. Karen Hunter Anderson	Senior Director for Student & Instructional Development	IL. Community College Board	kanderson@iccb.state.il.us	217-785-0086
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**COMMUNITY COLLEGE
GUARANTEED ADMISSION PROGRAM**

An oral report will be presented to the Board at the meeting on June 9.

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EXTERNAL AFFAIRS REPORT

An oral report on External Affairs activities will be provided at the Board meeting on June 9 and will include a status report on the redesign of the ICCB website. Attachments relative to the website redesign status report include Website Redesign Notes, a copy of the invitation to bid letter, and the Website Redesign Specification document included with the invitation to bid letter.

WEBSITE REDESIGN NOTES FROM TEAM REPS

Kristy

David and I did a rough sketch for the adult ed section. There are several different sections that could easily be combined. We envisioned possibly each section with drop down menus for programs to navigate through easily. Possible titles of sections include:

About AE

Contact Info.

Data Collection System

- includes STAIRS Info, links to STAIRS docs.

FAQ's

- Regional program support personnel put these together monthly

- How to become a provider

Forms

Professional Development

- Calendar of events

- Service Center Network sites

Publications

- this would include subcategories for all of the different types of publications that are completed

RFP's

- Continuation plan, Early School Leaver, Leadership Grants, etc.

Student Resources

- Provider Locator

- Adult Learner Gateway

- 800 Number Info.

The GED would be something that is indeed part of adult ed but would have its own section. I have put together something for Jenn and David to review so that we have an idea of what we want for this section. It would basically provide the basic information students or outside agencies call for on a regular basis and provide the appropriate contact information for that. Ideas for sections include:

Who is Eligible to Take the Test

Cost of the Test

Contents of the Test

Scores Needed to Pass

How to Register to Take the Test

GED Test Preparation Classes

Transcript Requests

Listing of Regional Offices of Education with Contact Numbers

Special Accommodations for Students with Disabilities

Special Accommodations Forms

GED Chief Examiners Manual

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Hope this helps get an idea of some of the things we would like to see. I know now we have a hard time navigating through the adult ed section. Various pieces are not altogether which is why the reason for the section headings and drop down menus. We feel it should just be a couple clicks away to get to what you wish to view.

Our section for adult ed I believe is geared more for the providers that serve students, whereas the GED section is for students, testing sites, and outside agencies with questions as it relates to Illinois standards.

Meeting notes:

- Determine audience and structure site to fit each group - possibly establish a clear link for students, but overall site for administrators. Sections with drop down menus instead of color coded sections.
- Update SEARCH feature.
- Navigation button with subsections that would allow easier movement through each division
- Possibly archive old reports, publications, etc. in separate area
- Looking into software that allows each division the ability to upload current information and remove old information. Responsibility falls on each division to keep updated.
- Year round activity section - to include calendar of meetings/conferences
- Main updates, news, conferences/meetings on front page
- One section established for GED related information
- Possible "Community College Finder" link

Leanne

- At the last meeting it was agreed that the web site should be reorganized with an audience focus. The current layout of the web site is based on how ICCB's departments are structured and makes little sense to outsiders.
- We need to identify our audience.
 - o Community College Administrators
 - o Students
 - o Who else?
- It was suggested that getting audience feedback may be helpful
- The following suggestions were also made:
 - o Move "What We Do" to the "About Us" section
 - o Combine "What's New" & "Initiatives" and display on Home Page.
 - o Have a link on the Home Page "For Students" that takes the user to a student-focused section

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- Offer a Spanish language version of everything in the “For Students” section
- Students are looking primarily for information about programs and money so this section will probably be mostly links to other sites (e.g., ISAC)
- The core committee will meet again and draw up some organization suggestions for us to look at and give feedback on.

Preston

I agree with the premise that the Web site should be focused for the audience. For an example, one looking for community college budget allocations would not necessarily know to look under system finances section. Visit the IBHE Web site and look at their section for students. They have a section that politely says don't call us if you want but here is who to contact. I think that would be a nice feature. I think that Karen would agree that the student section should address student complaints and that they should utilize all local avenues before calling us.

We need to make sure that the website meets any requirements mandated by the American Disabilities Act and ensure that visually impaired and other individuals with a disability can fully access the website.

Nathan

- Eliminate the color-coding structure.
- Off to the left on the homepage (similar to ISBE) include Community College News, Board, Budget, Agency Information, Divisions. Below that include About Us, What's New, Initiatives, For Students, The System, Resources (Chad name to Related Links), Publications.
- Clicking Division on the homepage would link to the current WHAT WE DO page for each division.
- On the homepage include a Calendar of Events/Meetings

Andy

Major issue of “search” button (doesn't work)

Navigation problems - horizontal bar feed into left side pulldown

State Seal - changes color from main page to other pages

Lots of dead buttons, links that go to same place (purple) - especially “For Students”

Double Links (purple) - Are they necessary?

Barb Student Transfer (itransfer.org) and Course Articulation info (CAS @ transfer.org) or Illinois CAS (www.ibhe.org/CAS/default.htm)

Tricia Add info on Program Approval Process/General Narrative; step by step for college program staff

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May 19, 2006

Dear:

The Illinois Community College is seeking to enhance its internet web presence in order to meet the needs of its various audiences. The goal of this project is the redesign of the existing ICCB website (www.iccb.state.il.us) to provide easier navigation, more visual appeal, and include greater functionality. It is our desire for the new site to be unveiled by fall 2006.

The Illinois Community College Board, therefore, would like to invite you to submit a proposal to redesign our existing website. The submission deadline is June 9, 2006.

Your proposal should include:

- ✓ company bio (Who are You?)
- ✓ your vision of how this process will unfold
- ✓ cost estimate
- ✓ expected completion date
- ✓ three web addresses of previous work
- ✓ reference contact information, including name and phone number

A copy of our specifications is attached. We hope to hear from you soon.

Sincerely,



Randy J. Barnette
Vice President
External Affairs

Illinois Community College Board

**Website Redesign 2006
SPECIFICATION DOCUMENT**

The Illinois Community College Board (ICCB) is seeking to enhance its Internet Web presence in order to meet the needs of its various audiences. The goal of this project is the redesign of the existing ICCB website (www.iccb.state.il.us) to provide easy navigation, visual appeal, and include greater functionality. It is our desire for the new site to be unveiled by fall 2006. The completion date of the project will be dictated by the fall 2006 time frame.

The final deliverable website will include a redesigned home page, reforming of the content on the existing ICCB website into the new redesigned site, creation of a site navigational structure, site content search engine, site map, and template for additional future content pages. The following minimum requirements must be met:

1. The site will be structured so that the primary content areas will be linked from and back to the homepage – no orphan pages.
2. Incorporate search technology so that every page is included.
3. Provide comprehensive site map with clickable links.
4. Navigation structure must be uniform throughout the site and easy to use.
5. Provide templates for future additions to the site which are consistent with the look and feel of the remainder of the site.
6. The site will be created without the use of frames.
7. Graphics should be kept to a format and size suitable for quick loading.
8. Site must be Bobby approved (<http://www.cast.org/bobby/>).
9. Include metadata in the HTML code of all pages for inclusion in search engine queries.
10. Site must be compatible with Internet Explorer as a preferred browser and designed for 1024 x 768 screen resolution.
11. Place contact information on the homepage, including address, agency phone number, TDD, and email address. Contact information (email address) should appear on all subsequent pages.

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12. Provide a link (including identifying graphic) to the main page of the State of Illinois website: <http://www.illinois.gov>; Illinois Amber Alert: <http://www.amberillinois.org>; National Center for Missing Kids: <http://www.missingkids.com>; and AllKids: <http://www.allkidscovered.com>.
13. Include copyright information.
14. All components of the revised site must be compatible with Windows Server IIS 6.0.
15. A listing of all software and hardware requirements to maintain the website shall be provided.
16. Periodic progress meetings will be held at the discretion of the ICCB.

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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

Illinois Central College

- ▶ Games Programming A.A.S. degree (69 semester credit hours)
- ▶ Surgical Technology A.A.S. degree (65 semester credit hours)

John A. Logan College

- ▶ Business Management A.A.S. degree (65-67 semester credit hours)
- ▶ RCT-Judicial Reporter A.A.S. degree (70 semester credit hours)

BACKGROUND

Illinois Central College is seeking approval to offer a 69 semester credit hour “Games Programming” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as programmers in the computer gaming industry. The curriculum consists of 25 semester credit hours of required general education coursework, 41 semester credit hours of required career and technical education coursework, and three (3) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in C++ programming, object-oriented programming in C++, Windows programming, C# programming, introductory game theory and design, advanced game design and mechanics, writing Direct-X Windows games, writing network and web-based games, computer illustration, and graphic design for gaming in Illustrator/Photoshop. Assessment of student learning objectives will be achieved through a comprehensive final exam(s) that evaluate the students’ abilities to create, design and program a game in a variety of computer applications.

Labor market information provided by the college supports the interest in and need for formalized educational programs in gaming. According to the Illinois Department of Employment Security, employment in computer-related occupations is expected to increase by over 20% for the college’s district through 2012. The college anticipates an enrollment of 24 full- and part-time students the first year, increasing to 72 full- and part-time students by the third year. The program will require two (2) existing full-time faculty the first year. No new costs will be incurred to implement this program.

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Illinois Central College is also seeking approval to offer a 65 semester credit hour “Surgical Technology” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment as surgical technologists. This program was developed based on the Core Curriculum for the Surgical Technologist defined by the Association of Surgical Technologists (AST) and will prepare graduates for the Certified Surgical Technologist (CST) Levels I and II certification exams. The curriculum consists of 27 semester credit hours of required general education coursework, 38 semester credit hours of required career and technical education coursework, and four (4) semester credit hours of related technical electives. The career and technical component of the curriculum includes instruction in medical terminology, sterile processing, surgical technology, interdisciplinary health care, pharmacology, and introductory, intermediate and advanced levels of surgical technology practice. Assessment of student learning objectives will be achieved through a pre-certification exam administered during the students’ last semester of their program.

Labor market information provided by the college supports the interest in and need for an associate degree level program in surgical technology. Currently the college offers a certificate level program. Local employers and members of the college’s program advisory committee have expressed a preference for degreed individuals for entry-level hiring, as well as for advancement opportunities within their profession. The college anticipates an enrollment of 10 full- and 10 part-time students the first year, increasing to 15 full- and 20 part-time students by the third year. The program will require one (1) existing full-time and eight (8) existing part-time faculty the first year. No new additional costs will be incurred to implement this program.

John A. Logan College is seeking approval to offer a 65-67 semester credit hour “Business Management” Associate of Applied Science (A.A.S.) degree program. This program will prepare individuals for employment and advancement opportunities in supervision and management. The curriculum consists of 18 semester credit hours of required general education coursework, 42-44 semester credit hours of required career and technical education coursework, and 6-8 semester credit hours of elective coursework. The career and technical component includes instruction in introduction to business, business accounting, business statistics, business law, principles of marketing, computer applications, sales, small business management, marketing on the internet, principles of management, supervisory techniques, purchasing, safety and environmental issues in management, case studies in business management, and a work-based learning experience in business management. Assessment of student learning objectives will be accomplished through the evaluation of an educational portfolio.

Labor market information provided by the college supports the interest in and need for a formalized business management training program. The college was approached by district employers to offer coursework that would lead towards a degree program that met local needs for supervisors and managers. The college anticipates an enrollment of 10 part-time students the first year. The program will require one (1) existing full-time and two (2) existing part-time instructors the first year. Costs of implementing this program will be approximately \$9,400 the first year, and \$11,500 the second and third years.

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John A. Logan College is also seeking approval to offer a 70 semester credit hour “RCT (Realtime Captioning Technology)-Judicial Reporter” Associate of Applied Science (A.A.S.) degree program.

This program will prepare individuals for entry-level employment as realtime court reporters capable of taking verbatim reports of speeches, conversations, legal proceedings, meetings and other events when written accounts of the spoken word are necessary. The curriculum consists of 15 semester credit hours of required general education coursework, and 55 semester credit hours of required career and technical education coursework. The career and technical component of the curriculum includes instruction in medical terminology, legal terminology, legal and social environment of law, introductory and advanced Realtime Theory and Practice Laboratory, Realtime vocabulary, Realtime Skill Development and Laboratory, Realtime Speedbuilding, judicial technology, judicial procedures, grammar and punctuation for reporters, and a required work-based learning experience in court reporting. Assessment of student learning objectives will be accomplished through a comprehensive final performance test based on National Court Reporters Association requirements.

Labor market information provided by the college supports the interest in and need for a two-year training program in Realtime Captioning Technology. Federal legislation recently mandated that by the end of 2006 all new television programming be captioned for the deaf and hard-of-hearing increasing the need for skilled captioners. Furthermore, Southern Illinois University at Carbondale is eliminating its Court Reporting Technology program, which leaves the community without a formalized training program in this area. The college currently offers several related certificate programs which may provide educational ladder opportunities for students interested in seeking the A.A.S. degree.

The college anticipates an enrollment of five (5) full-time and two (2) part-time students the first year, increasing to 10 full-time and five (5) part-time students by the third year. The program will require two (2) existing part-time and two (2) new part-time faculty the first year. Costs of implementing the program will be approximately \$64,000 the first year, and \$72,000 per year during the second and third years.

TEMPORARY PROGRAM APPROVAL

Rend Lake College

- ▶ Wireless Communications Technology A.A.S. degree (69 semester credit hours)

BACKGROUND

Rend Lake College is seeking temporary approval to offer a 69 semester credit hour “Wireless Communications Technology” Associate of Applied Science (A.A.S.) degree program with a statewide classification for a period of three years. This program will prepare individuals for entry-level employment designing, maintaining, and troubleshooting wireless and cellular networks. The curriculum consists of 18 semester credit hours of required general education coursework and 51 semester credit hours of required career and technical education coursework.

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The career and technical component of the curriculum includes instruction in AC/DC electronics, solid state electronics, digital fundamentals, network fundamentals, network router technology, wireless Local Area Networks/Wide Area Networks, LAN switching, land based communications, cellular technology, voice over IP, and a work-based learning experience in wireless communications. Assessment of student learning objectives will be accomplished through an evaluation of the student's supervised work experience and a comprehensive final project in cellular technology.

Labor market information provided by the college supports the interest in and need for a wireless communications technology program within the college's district and statewide. The college anticipates an enrollment of 12 full-time and three (3) part-time students the first year, increasing to 28 full-time and nine (9) part-time students by the third year. Temporary approval is requested to evaluate the continued need for such new and emergent training both locally and statewide. *Permanent approval will be considered after a period of three years based on program outcomes.*

INFORMATION ITEM - BASIC CERTIFICATE APPROVAL

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

Permanent Approval

Lincoln Trail College

- ▶ Work Place Skills Certificate (22 semester credit hours)
- ▶ Industrial Manufacturing Certificate (21 semester credit hours)
- ▶ Supervisory Skills Certificate (23 semester credit hours)

McHenry County College

- ▶ Internet Game Programming Certificate (13 semester credit hours)
- ▶ Game Development Certificate (26 semester credit hours)
- ▶ Animation Certificate (23 semester credit hours)

Southwestern Illinois College

- ▶ Warehousing and Distribution Certificate (10 semester credit hours)

Agenda Item #12.1
June 9, 2006

UNAPPROVED

Minutes of the 364th Meeting of the
Illinois Community College Board
Business Session
May 19, 2006
Harry L. Crisp II Community College Center
401 East Capitol Avenue
Springfield, Illinois

Item #1 - Roll Call and Declaration of Quorum

Chairman Alongi called the meeting to order at 9:00 a.m. Roll call was taken with the following members present: Jenna Altadonna, John Aurand, Marikay Hegarty, Bill Naegele, Jake Rendleman, John Donahue, Rudolph Papa, Suzanne Morris, Angela Perez Miller, Guy Alongi, and nonvoting member Addison Woodward. Dianne Meeks and Judith Rake were absent.

Item #2 - Announcements and Remarks by Guy H. Alongi, Chair

Chairman Alongi wanted to first off thank the staff for working so hard to protect the ICCB's interests during this year's session negotiations.

There have been many commencement ceremonies within the past few weeks that President Geoff Obrzut and Chairman Alongi have been attending. The Board congratulates all 2007 graduating students.

There has been some headway made with the hiring of ICCB staff members. So far, the Governor's Office has given their approval to hire three (3) new staff members to fill the vacant positions at the ICCB. They include: Director for Policy Studies, Director for Career and Technical Education, and Associate Director for Adult Education. However, the remaining vacant positions are still a major issue.

By serving on their board of higher education, Chairman Alongi has access to one of the hot topics on the board's agenda, how the IBHE will administer HECA Grants in the coming years. It's recommendation is that no program will stay on a HECA Grant for more than three years. This could affect the community colleges own Minority Transfer Centers who have lived on HECA Grants for many years. Chairman Alongi has made it very clear to IBHE that the ICCB will continue to receive its fair share of the HECA funding. Even though Minority Transfer Centers may not be funded like they have been in the past, the ICCB will still demand their share for new programs at the community colleges.

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Item #3 - Committee Reports

Item #3.1 - Adult Education & Family Literacy Committee

Marikay Hegarty reported on the information discussed at their morning meeting. A Federal Program called the Starr Project, which is a Reading Research Project, is focused on individuals reading within the 4.0 and 8.9 reading levels. Illinois was one of the six states that was selected to participate in this pilot study that has been going on for the past two years. On June 5-6, there will be a symposium where representatives from Illinois will get together with the reps from the other five states and discuss the results of the project and where to go next.

The math institute is a Federal program as well that is going to mirror the “No Child Left Behind Act” as it relates to math. There will be a symposium at the end of August that also calls for Illinois representatives to attend.

On the State level, there still has been no reauthorization yet.

GED testing training will be taking place in June statewide. This is to provide some training and development to the instructors for the GED program.

Item #3.2 -Budget and Finance Committee

Bill Naegele reported that the committee reviewed ICCB financial statements and Fiscal Year 2006 cost expenditures.

The system received a 1.7% increase. The Adult and Career and Technical received a .2% increase.

Item #4 -President/CEO Report

Geoff Obrzut mentioned an item on the agenda that was left out. Starting in June, there will be an item on the agenda for “Public Comment”. Anyone who would like to address the board is welcome to do so. A sign up sheet will be provided at the entrance.

ICCB will be hosting a number of meetings the week of June 5. They include the new member orientation will be held on Thursday, June 8 from 9:00 - 11:00 a.m. at the ICCB downtown office. The Board retreat will be held on June 8 from 12:00 noon - 6:00 p.m. at the Hilton Hotel in Springfield. The Board meeting will be held on June 9 beginning at 9:00 a.m.

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The ICCTA will be hosting their annual convention on June 9 at the old Renaissance Hotel. Guy Alongi will be receiving the 2006 Muriatic Service Award at the ICCTA awards reception. Please let Ann Chandler, assistant to the President/CEO, know as soon as possible if you will be attending the ICCTA lunch and awards reception on June 9, and if your spouse will be joining you.

Geoff thanked Elliot Regenstein for his assistance with the increase of funds for the P-16 Initiative and Dual Credit.

Preliminary budget numbers went out to each of the community colleges before the City Colleges of Chicago's numbers were received. This caused a problem with the finalized budget numbers of the community colleges. Some were upset with their actual figures after Chicago's numbers were factored in, the numbers were much lower. A couple of colleges even put an article in their local paper about the mix up, Joliet and Peoria. There will be discussions of penalties being given for figures not being turned in on time.

Geoff attended the Illinois Eastern Robinson Correctional Facility's commencement address. There were 88 students that graduated. It was very moving to see these inmates trying to turn their lives around by getting their Associate Degree through Illinois Eastern. He also attended the Shawnee Community College and Lewis and Clark commencement ceremonies as well, which proved to be very nicely put together.

In a newspaper article the University of Illinois declared they were going to limit the number of Illinois residents that could get accepted to the school their freshman year, which proved to be a mistake. So, within a few days, they withdrew the proposal.

Geoff has heard discussions of a program created by the University of Virginia that will guarantee enrollment for community college students. Wisconsin is also in the processes of starting the same program. Dr. Elaine Johnson, Vice President for Instruction and Policy Studies, will be following up on this topic and will present her findings to the Board at the meeting on June 9.

Geoff and Elaine were able to attend the AACC convention in Long Beach, California on April 22-26. It was an excellent convention. Geoff acquired names of some very good guest speakers for upcoming Homeland Security Conferences. He was also very involved in the Essential Skills workshops that were provided.

Geoff Obrzut was nominated by his peers as the Secretary Treasurer for the State Director's of Community Colleges.

Geoff then introduced Ray Hancock, President of the Illinois Community College System Foundation, who spoke on many issues the Foundation was involved with.

Ray Hancock spoke on a few issues of interest to the ICCB. Progress has been made on the idea of building a third floor to the downtown building. An architecture firm has successfully completed a test that shows the building can hold a third level.

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The Foundation's board will meet on June 9th as well, and a full write up will have been submitted by that time.

If a fourth floor was added on to the building, there are thoughts of bringing other groups in to occupy that floor. However, there has not been a conclusion made on that topic.

Ray gave an update on the progress of the Purchasing Consortium. The Foundation has a contract with the Horizon Resource Group to set up a Purchasing Consortium. This has been set up and in operation for about a year. It is going as well and even better than was expected. Recently, they arranged contracts with a corporation to manufacture diplomas and academic regalia. Thirty-five community colleges participated in purchasing these items.

The Foundation and community colleges have had a hard time raising money through the corporate world. The Foundation is concerned about competing with the community colleges in raising money. There are several proposals they have put out in the hopes of continuing to raise money without taking it away from the community colleges.

The Foundation is sponsoring the luncheon for the ICCTA convention on Friday, June 9, and will also be giving the presentation during that lunch.

Ray thanked Geoff and Ellen for their hard work at succeeding on budget negotiations, and also welcomed ICCB Board member Marikay Hegarty as a new member to the Foundation's board.

Geoff Obrzut concluded his report by giving an update on the Union negotiations. There was a meeting held May 1 that went very well. The ICCB management was provided with several proposals for their review. The next three meetings are set up for June 15, June 23, and July 24.

Item #5 - Committee Reports

Item #5.1 - Illinois Community College Trustees Association

Mike Monaghan reported the Illinois Community College Trustees Association (ICCTA) will be hosting their annual meeting, June Convention, in Springfield at the old Renaissance Hotel. Chairman Alongi, member John Donahue, and member Jake Rendleman will all be recognized by each receiving an individual award at the ICCTA awards banquet on Friday evening.

The community college system is concerned about the new Ethics Act which now includes all the community colleges. The Trustees Association has been looking in to the options community colleges might be able to take in the next couple of weeks. There will be another update given to the Board within the next few weeks.

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Senate Bill 49, "Pension Fix", passed the General Assembly during this past session. It is in regards to the State University Retirement System (SURS). The Illinois Federation of Teachers (IFT) assisted in creating this bill in order to address the unintended consequences generated in Senate Bill 27, which was devised one year ago regarding the SURS pension.

A Senate Joint Resolution was adopted by the General Assembly during this past session which forms a task force to study the issue of the City Colleges of Chicago's employees becoming participants in the Retirees Health Insurance Program. The Trustees Association will be a part of this task force and is looking forward to it.

Item #5.2 - Presidents Council

Alice Jacobs reported the Council is very appreciative of the percentage increase from the budget and the reinstate of the Disadvantage Student Success Grant. However, some of the institutions have been negatively impacted by the latest distribution of funds. This will cause hardships on some campuses.

The Council is still concerned with the Veteran's Grant, which is still unfunded. The Council is hopeful that there will be adequate funding provided soon for this grant.

The Attorney General's Opinion is already causing many problems and concerns within the system and President's Council. The Council is hopeful that by working together with the ICCB, the issues will be addressed and a solution will be provided.

Item #5.4 - Illinois Community College Faculty Association

Kevin Weston reported the association's last meeting was held at the ICCB building on March 24. There were discussions of several issues. Their upcoming retreat, community college funding, Illinois State Ethics Act, and Senate Bill 27 changes were part of the discussion.

Their retreat will be held on June 23-24, 2006. There will be a Teaching and Learning Excellence Conference provided by the association. It will be held on October 12-13, 2006. The attendance to this conference has been low in the past, so everyone is encouraged to attend. It is a very educational conference and will benefit anyone who attends.

ICCB Board member Bill Naegele attended the association's meeting in March and will also be coming to the retreat.

Item #5.5 - Student Advisory Committee

Jenna Altadonna stated the documents and letters created were sent out to all the new student trustees. The document produced was a report of all the local issues that occurred on campus and did not necessarily need to have big solutions provided for them.

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The students could solve the problems themselves. It also includes the processes they need to take to achieve these solutions.

The care packages were also successfully sent out to the American soldiers.

Item #6 -Legislative/Budget Report

Randy Barnette, Vice President for External Affairs, reported on this year's session and the results. Session adjourned this year on May 4. November 14, 2006 will start Veto Session.

Both Houses passed the budget, which was Senate Bill 1520. There were budget discussions towards the end of session which caused a few minor complications and made movements go a little slower than anticipated. This was the typical "Election Year Budget" which concentrated on education and healthcare issues. A thanks goes out to Geoff Obrzut, Guy Alongi, staff, and the advisory committees for everyone's efforts to sustain the 1.9% increase. This is the first increase the community college system has seen in five years.

Randy reported on a change in the Open Meetings Act. From now on, a quorum is defined as the actual body that meets. If meetings are to be conducted, a quorum has to physically be present. Videoconferencing and teleconferencing will no longer be accepted if a board wants to conduct business. A member of a board is allowed to sit in on a meeting when not physically present; however, their votes do not count.

Randy concluded his report by speaking about the House Joint Resolution 122 mandates the ICCB to put together a task force consisting of two co-chairpersons from the Illinois General Assembly majority party, two other members will be selected by the minority party, the President's Council will have three representatives, the Trustees will also have three, the Student Advisory Council will have two, the Faculty Association will have two, and the ICCB chairman will appoint two representatives. The resolution was developed to look at what kinds of things community colleges do, provide, and to look at the overall plan for how to run the community colleges in the future.

The two appointments made by the ICCB has no deadline; however, the final report from the task force has to be submitted by the end of 2006. So, the Board will most likely appoint the two task force members at the June 9, 2006 meeting.

Ellen Andres, Interim Chief Financial Officer, reported the system received a 1.7% increase, with a .2% increase for Special Appropriations.

The Student Success Grant is brand new and received \$3 million. There is also the Dual Enrollment/Dual Credit Task Force, which has been studying the P-16 Grant for over a year. There needs to be separate expenditure guidelines and formulas connected to both of these grants. These will be presented to the Board at the June 9 meeting.

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As mentioned before by Geoff Obrzut, there was a significant difference in the preliminary budget numbers and the finalized budget numbers for the community colleges. The preliminary budget numbers are usually totaled and distributed to the community colleges so they may have a rough idea what their budget will be for the next fiscal year. However, City Colleges of Chicago submitted their numbers after the preliminary budget numbers had been gathered. This late submission threw the preliminary budget numbers off quite a bit. The finalized budget numbers showed some colleges taking a loss.

The Finance Advisory Committee will look at the pros and cons of giving the community colleges preliminary budget numbers in the future. Since these numbers are not guaranteed, it might be more harmful to continue distributing them. The Committee will provide the Board with some recommendations at the September 2006 meeting.

Item #7 - Appointments to Joint Task Force on Community Colleges: House Joint Resolution 122

The Board was provided with a copy of House Joint Resolution 122, as shown below.

HJ0122

LRB094 20275 RAS 58269 r

1

HOUSE JOINT RESOLUTION

2 WHEREAS, There are 39 public community college districts

3 serving all 102 counties within the State of Illinois; and

4 WHEREAS, Within the 39 community college districts, there

5 are 48 community colleges, serving nearly 1.2 million

6 Illinoisans annually; and

7 WHEREAS, Over the past decade, enrollment at the 48

8 community colleges has increased by more than 20% and the role

9 of the community college has expanded dramatically; local

10 communities and businesses have become reliant on community

11 colleges as the primary provider of worker education and

12 training; and

13 WHEREAS, The U.S. Department of Labor estimates that by the

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14 end of this decade 85% of all jobs in the State of Illinois
15 that are capable of sustaining a middle-class lifestyle will
16 require access to post-secondary education; and

17 WHEREAS, The U.S. Department of Labor also reports that 75%
18 of all current workers will require re-skilling or retraining
19 during the current decade in order to maintain the jobs they
20 presently hold; and

21 WHEREAS, The reimbursement rules that are currently in
22 place for community colleges are, in some instances, more than
23 30 years old and do not reflect the vast diversity of the
24 structure and operation of the community college model of
25 today; therefore, be it

26 RESOLVED, BY THE HOUSE OF REPRESENTATIVES OF THE

27 NINETY-FOURTH GENERAL ASSEMBLY OF THE STATE OF ILLINOIS, THE
28 SENATE CONCURRING HEREIN, that there is created a Joint Task

29 Force on Community Colleges, to be facilitated by the Illinois

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1 Community College Board, for the purpose of reviewing the

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2 present community college system and making recommendations to
3 the General Assembly pertaining to whether the mechanisms that
4 are in place will handle the expanded role and demands on the
5 system in the future; and be it further

6 RESOLVED, That the Joint Task Force on Community Colleges
7 shall consist of the following members: 2 co-chairpersons, each
8 a member of the General Assembly, with one appointed by the
9 Speaker of the House and one appointed by the President of the
10 Senate; 2 spokespersons, each a member of the General Assembly,
11 with one appointed by the Minority Leader of the House and one
12 appointed by the Minority Leader of the Senate; 3 community
13 college presidents appointed by an organization representing
14 public community college presidents; 3 community college
15 trustees appointed by an organization representing Illinois
16 community college trustees; 2 community college faculty
17 members appointed by the Chairperson of the Illinois Community
18 College Board; 2 community college students appointed by the

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19 Illinois Community College Board Student Advisory Committee;
20 and 2 members appointed by the Chairperson of the Illinois
21 Community College Board, one of whom is a nationally recognized
22 community college expert; and be it further

23 RESOLVED, That the Joint Task Force members shall serve on
24 a voluntary basis and shall not be responsible for any costs
25 associated with their participation in the Joint Task Force;
26 and be it further

27 RESOLVED, That the Joint Task Force shall meet initially at
28 the call of the Chairperson of the Illinois Community College
29 Board and thereafter as necessary and shall report its findings
30 to the General Assembly by filing copies of its report with the
31 Clerk of the House and the Secretary of the Senate no later
32 than December 31, 2006; and that upon filing its report the
33 Joint Task Force is dissolved; and be it further

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1 RESOLVED, That suitable copies of this resolution be

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2 delivered to the Chairperson of the Illinois Community College

3 Board and to the Illinois Community College Board Student

4 Advisory Committee.

Item #8 - Illinois Articulation Agreement Update

Elaine Johnson, ICCB Vice President for Instruction and Policy Studies, introduced Barb Risse, ICCB Director for Transfer Programs, who reported on the recently completed evaluation of the Illinois Articulation Initiative (IAI). It is a culmination of over two and one-half years of discussions among the IAI General Education Core Curriculum and major panels, the IAI Steering Panel, Illinois Board of Higher Education and Illinois Community College Board staffs, the Technical Task Force, Illinois Transfer Coordinators, institutional Chief Academic Officers, the Student Advisory Committee, and others; a report on the major panels commissioned by the IAI Steering Panel; a report commissioned by the Illinois Community College Board and Illinois Board of Higher Education and conducted by Dr. Ivan Lach and Dr. Kathleen Kelly (included as an external attachment), as well as feedback to these reports. This document presents proposed revisions to the IAI processes and procedures based upon the findings of this comprehensive evaluation.

The review of institutional and staff roles and responsibilities suggested minor changes aimed at streamlining processes and ensuring a fair and equitable review of course submissions by the GECC panels. Additionally, the review suggested a restatement of the roles and responsibilities of all constituent groups, including the Steering Panel, the Technical Task Force, board staffs, and the institutions.

Based on this evaluation, the following revisions to the Illinois Articulation Initiative were proposed:

1. Clarify the general goals of the Initiative;
2. Clarify the roles and responsibilities of the GECC faculty panels;
3. Revise the GECC course review and approval processes;
4. Redefine the roles and responsibilities of the major field panels;
5. Clarify the roles and responsibilities of participating colleges and universities;
6. Clarify the roles and responsibilities of the ICCB and IBHE;
7. Recommend that Illinois colleges and universities allow students to complete the GECC package after transfer. For example, when the transfer student has completed a statewide articulated associate degree model such as the Associate of Fine Arts (AFA), Associate of Engineering Sciences (AES), or Associate of Arts in Teaching (AAT), or; When the transfer student has completed 30 semester hours of transfer credit without having completed the GECC;
8. Revise the iTransfer.org website to serve as a general transfer information site.

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After reviewing the attached report and consulting with the various interest groups, the staffs of the IBHE and the ICCB are collaborating to implement the changes they deem appropriate.

Timetable

Spring 2006

- Current course review and approval processes remain in effect.
- GECC panel reviews will migrate to the iTransfer.org course review site.
- IBHE and ICCB staffs will communicate process changes to participating institutions.
- Website staff will begin revision of site.
- Institutions will identify institutional process for course submission.

Fall 2006

- Course review for GECC panels will begin phasing in a rolling schedule.
- IBHE and ICCB staffs will work with GECC panels to identify objective criteria for course review.
- IBHE and ICCB staffs will work with major panels to identify lower-division recommendations for students undecided about baccalaureate institution.
- Website staff will present proposed site revisions to IBHE and ICCB staff.

Spring 2007

- Complete transition to new processes and procedures.

* * * * *

A motion was made by Rudy Papa, which was seconded by Jake Rendleman, to approve the report entitled "*Evaluation of the Illinois Articulation Initiative*, and directs the Illinois Community College Board staff to collaborate with staff of the Illinois Board of Higher Education to implement the recommendations contained in this report as they deem appropriate.

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

Item #9 - New Units of Instruction (ACTION)

Bill Naegele made a motion, which was seconded by Jake Rendleman, to approve the following new units of instruction:

PERMANENT PROGRAM APPROVAL

College of DuPage

- ▶ Radiation Therapy Certificate (39 semester credit hours)

Illinois Central

- ▶ Games Programming Certificate (41 semester credit hours)
- ▶ Surgical Technology A.A.S. degree (65 semester credit hours)

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Kennedy-King College

- ▶ Baking and Pastry Arts A.A.S. degree (60 semester credit hours)

College of Lake County

- ▶ Medical Assisting A.A.S. degree (61 semester credit hours)

Lincoln Land Community College

- ▶ Associate of Arts in Teaching-Special Education (64 semester credit hours)
- ▶ Associate of Arts in Teaching-Early Childhood Education (64 semester credit hours)

John A. Logan College

- ▶ Business Management A.A.S. degree (65 semester credit hours)

Oakton Community College

- ▶ Associate of Arts in Teaching-Special Education (61 semester credit hours)

Rock Valley College

- ▶ Industrial Computer Systems A.A.S. degree (65 semester credit hours)

Sauk Valley Community College

- ▶ Associate of Arts in Teaching-Secondary Mathematics (64 semester credit hours)

Waubensee Community College

- ▶ Health Care Interpreting A.A.S. degree (64 semester credit hours)

TEMPORARY PROGRAM APPROVAL

Parkland College

- ▶ Dietetic Technician A.A.S. degree (72 semester credit hours)
- ▶ Construction: Plumbers and Pipefitters Certificate (43 semester credit hours)

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

Item #10 - Ethics Act Update

Ellen Andres, Interim Chief Financial Officer, gave a thorough update on the revised Ethics Law. It states the community college personnel will have to abide by from now on. The State Officials and Employee Ethics Act (Public Acts 93-0615 as amended by 93-0617, effective November 19 and December 9, 2003, respectively) expanded and revised Ethics laws in the State of Illinois. This Act not only calls for the adoption and implementation of personnel policies for all state employees and all boards and commissions, but also specifically requires the Illinois Community College Board to adopt and implement personnel policies “with respect to State employees of community colleges.”

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Based on the Illinois Constitution of 1970 and the Illinois Public Community College Act (110 ILCS 805), the Board has never considered employees of the colleges to be State employees. They are employed by the college district, which is, by definition, a unit of local government having taxing authority and a locally elected board of trustees.

The Act also further defined state employees of higher education institutions as being employees of institutions defined in Section 2 of the Higher Education Cooperation Act (HECA), which does include community colleges.

Due to those conflicting definitions within the Ethics Act, the Illinois Community College Board requested an official opinion from the Honorable Lisa Madigan, Attorney General of the State of Illinois, regarding the impact of the Act as it pertained to community colleges. On October 5, 2005, the Attorney General issued an Opinion 05-009 stating that the employees of the public community colleges, for the purposes of the Ethics Act, are to be considered State employees, and she went on further to state that they must also comply with the personnel policies established by the Illinois Community College Board.

In response to the Attorney General Opinion, the Illinois Community College Trustees Association (ICCTA) had legislation drafted to clarify the Act with respect to community colleges. This Legislation was not acted on by the Legislature during the Spring Session. Consequently, the Inspector General's Office sent out a letter to the community colleges to begin the process of conducting Ethics Training and has requested the name and contact information for each of their Ethics Officers. Under the Ethics Act, the Inspector General has the responsibility to conduct Ethics Training of all State employees, as well as the jurisdiction to investigate allegations of Ethics Act violations. There are about 105,500 state employees excluding the community colleges. The colleges employ over 38,000 employees.

The ICCB staff has been in communication with the colleges (via the President's Council), the ICCTA, and the Inspector General's Office regarding the Attorney General's Opinion. On April 11, 2006, President Obrzut issued a memorandum to the colleges presidents in response to the Inspector General's letter asking them to submit their Ethics Officer's name to the Board for transmission to the Inspector General's Office. As of May 9, twenty-five of the community colleges have complied with this request. ICCB staff will continue to monitor this situation.

Item #11 - Consent Agenda (ACTION)

Jake Rendleman made a motion, which was seconded by Bill Naegele, to approve the following item:

Item #11.1 - Minutes of the March 31, 2006 Meeting

The Illinois Community College Board hereby approves the minutes of the March 31, 2006 meeting, as recorded.

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

Item #12 - Information Items

Item #12.1 - Reports on Restricted Grants for FY 2005

Documents were provided to the Board for their information and review.

Item #12.1a - P-16 Initiative Grant

Documents were provided to the Board for their information and review.

Item #12.2 - Fiscal Year 2006 Financial Statements

Financial statements were provided to the Board for their information and review.

Item # 14 - Adjournment

At 11:10 a.m., Bill Naegele made a motion, which was seconded by Suzanne Morris, to adjourn the meeting. The motion was approved by unanimous voice vote. Student advisory vote: Yes.

Guy H. Alongi
Chairman

Geoffrey S. Obrzut
President/CEO

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Illinois Community College Board

**POLICY GUIDELINES FOR RESTRICTED GRANT
EXPENDITURES AND REPORTING
*EFFECTIVE JULY 1, 2006***

P-16 Initiative Grant

Purpose of Grant. P-16 Initiative Grant funding is intended to allow community colleges to expand their service to high school students desiring to take college-level classes prior to receiving their high school diploma to accelerate their college coursework (formerly known as the Accelerated College Enrollment Grant). Funds are to be used primarily to support in-district high school students. In instances where students from outside the college district are being served, a written agreement must be in place between the community college providing the instruction and the student's home community college.

PLEASE NOTE: Beginning in fiscal year 2007, the P-16 Initiative Grant can no longer be used to support programs and services related to teacher preparation, certification, and recertification.

Dual Credit – An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit (see ICCB Rule 1501.507(b)(11)-Credit Hour Claims

Dual Enrollment – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion the student exclusively earns college credit. No high school credits are earned.

Allowable Expenditures

Tuition and Fees for Dual Credit/Dual Enrollment - the expense of course tuition and universal fees associated with the coursework of the high school student participating in dual credit or dual enrollment opportunities. The student must be enrolled as of the midterm to receive the funding (i.e., eligible for credit hour grant funding). Funds are to be used primarily to support in-district high school students. In instances where students from outside the college district are being served, a written agreement must be in place between the community college providing the instruction and the student's home community college.

College districts will receive credit for eligible midterm student enrollments at local in-district 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 for courses generating ICCB reimbursable credit hours during a semester in the current fiscal year.

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Expenditure Limitations

Dual Credit/Dual Enrollment - All allowable expenditures (i.e., the expense of course tuition and universal fees) must be directly associated with high school students involved in dual credit/dual enrollment opportunities offered during a semester in the current fiscal year. Courses must be selected from transfer courses that have been articulated with senior institutions in Illinois or from the first-year courses in ICCB approved associate in applied science degree programs (i.e., the courses must be approved by the ICCB as funding category: Baccalaureate, Business, Technical, or Health). 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.

Grant Administrative Standards

Report of activities supported by the P-16 Initiative Grant shall be filed with the ICCB by August 1 following the end of the fiscal year on forms provided by the ICCB. Individuals directly served by the grant should be identified in the college's administrative data system.

The grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund and verified in the audit of the college district.

The grant funds shall be expended or obligated prior to June 30 each year, the last day of the fiscal year. Grant funds should be accounted for in the same period as in the credit hour claiming process. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.

Grant funds not used in accordance with these criteria regardless of the amount shall be returned to the ICCB by October 15 following the end of the fiscal year. Other identification of improper expenditures subsequently verified by the ICCB shall be returned upon notification by the ICCB.

Workforce Development Grant
Business and Industry Services Component

Purpose of Grant. The Workforce Development Grant-Business and Industry Services Component recognizes the importance of the community college system in assisting local businesses, associations, labor, government and others to develop and enhance a qualified, well trained labor force. The grant funds are dedicated to the operation of a business assistance center and/or involvement with state and local economic development efforts.

Activities in the Workforce Development Grant-Business and Industry Services Component may include any of the following:

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1. Conduct customized training programs for new or existing businesses and industry through the following activities:
 - develop and offer customized industrial or commercially sponsored courses
 - establish apprenticeship, internship, or work-based learning programs with area business and industry.

2. Provide the following employment training services for unemployed or underemployed adults to improve their job skills and assist them in seeking employment:
 - establish and/or operate career counseling and testing programs
 - provide job placement assistance
 - conduct courses, workshops, and seminars not claimed for credit hour grant funding.

3. Cooperate with business and industry and economic development entities such as Chambers of Commerce, economic development commissions, and local governments involved in commercial and industrial expansion and/or retention to:
 - provide courses, workshops, seminars, or conferences to area business and industry and economic development entities on such topics as training; financing, starting and operating a business; government contract procurement; export assistance; purchasing and accounting; occupational/workforce training open to the general public, such as continuing professional development; and use of advanced technology equipment, such as computers
 - identify and develop educational programs needed by business and industry for emerging or high growth occupations
 - obtain the use of equipment from business and industry for employment training programs
 - assist with assessments of the area's assets and liabilities in attracting and retaining business and industry
 - assist with retention surveys to assess the need for training or other assistance by area businesses and other organizations
 - provide appropriate training assistance or services determined necessary by surveys or assessments
 - help to market the area to prospective business and industry.

4. Cooperate with community colleges, public universities, private colleges, and other organizations to conduct assessments of the need for higher education, to articulate the educational services being provided, and to utilize telecommunications networks for instructional delivery and support.

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Allowable Expenditures

Personnel – salaries and benefits are allowed for the following personnel based on the percentage of time they spend on business and industry/economic development activities:

- administrative and support staff of the business assistance centers or economic development offices
- counselors that provide employment and educational counseling to unemployed or underemployed individuals
- instructional personnel who teach courses not claimed for credit hour grant funding to unemployed or underemployed persons or who teach customized courses not eligible for credit hour grant funding for business and industry.

Promotional Materials – brochures, newsletters, slide presentations, films, and advertisements used to market the districts' business and industry/economic development services.

Staff development – seminars, courses, and conferences related to workforce development or economic development for administrative staff that spend 51 percent or more of their time working in the business assistance center and/or economic development office.

Instructional Equipment - lease or purchase of demonstrators, models, trainers, or other equipment for use as instructional aids for unemployed and underemployed individuals or persons receiving customized training designed for business and industry.

Conference and Meeting Expenses – expenses for conducting conferences and meetings related to business assistance center/economic development grant activities as specified in the activities listed above.

Travel – travel expenses related to business assistance center/economic development activities for staff that spend 51 percent or more of their time working in the business assistance center/economic development office.

Office Operating Costs – operating costs related to operating a business assistance center/economic development office including, but not limited to, office equipment, utilities and telephone, consumable supplies, duplicating, and facility rental.

Contractual Services – expenditures for professional services that are determined by the college district to be more appropriately or efficiently provided by other public or private entities to complete specific programmatic work.

Instructional Materials – books, films, and testing/evaluation materials for use in courses taught to unemployed and underemployed individuals or persons receiving customized training designed for area businesses or other organizations.

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Other expenditures if approved in writing by the appropriate ICCB staff.

Expenditure Limitations

No more than 25 percent of each community college district's grant funds may be used for expenditures for office or instructional equipment.

Funds can not be used for courses that are claimed for credit hour reimbursement.

Grant Administrative Standards

Those courses eligible to be claimed on the ICCB S3 instructional credit hour claim, but are funded by this grant, must be reported as nonreimbursable on the ICCB S3 instructional credit hour claim.

Reports of activities and services supported by the Workforce Development Grant-Business and Industry Services Component shall be filed with the ICCB by August 1 following the end of the fiscal year on forms provided by the ICCB.

The grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund.

The grant funds shall be expended or obligated prior to June 30 each year, the last day of the fiscal year. Goods for which funds have been obligated shall be received and paid for prior to August 31 following the end of the fiscal year for which the funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.

Grant funds not used in accordance with these criteria regardless of the amount shall be returned to the ICCB by October 15 following the end of the fiscal year. Other identification of improper expenditures subsequently verified by the ICCB shall be returned upon notification by the ICCB.

Student Success Grant

Purpose of Grant. Student Success Grant funding is intended to provide needed supplemental services to assist students in developing the academic skills necessary to remedy or correct educational deficiencies to allow the attainment of college educational goals.

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The students to be served by the Student Success Grant are those students with social, economic, physical, or developmental disabilities, and/or academic deficiencies that make it difficult for such a student to adapt to a college environment. Colleges will designate which of their students are eligible for services through the Student Success Grant as determined by college assessment procedures and instruments selected by the colleges.

The priority populations to be served by the grant include:

- Developmental/Remedial Students
- Students with Disabilities
- Low Income Students
- First Generation Students

Allowable Expenditures

Personnel - salaries and benefits for personnel providing direct services to the priority populations. Personnel covered under this include:

- Professional and paraprofessional staff who provide special retention services designed for the identified priority populations.
- Direct support service personnel who provide assistance to students with disabilities, e.g., readers, notetakers, and sign language interpreters.
- Tutors, both student and professional.

Supplemental instructional materials - books, computer software, and publications designed to improve student learning outcomes.

Auxiliary aids and services - includes qualified interpreters and readers, notetakers, transcription services, written material, assistive devices, open and closed captioning, taped texts, audio recordings, Brailled materials, or other effective methods that make aurally or visually delivered materials available to person with visual or hearing impairments.

Instructional equipment - lease, acquisition, or modification of equipment or devices such as small recorders, small computers, readers, desks, or special lab equipment.

Staff development - staff development expenditures for skill building for faculty and staff who provide direct services to students.

Contractual services - expenditures for professional services that are determined by the college district to be more appropriately or efficiently provided by other public or private entities to complete specific programming work.

Other expenditures - if approved in writing by the appropriate ICCB staff.

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Expenditure Limitations

All allowable expenditures must be directly associated with providing services, supplemental instructional materials and auxiliary aids designed to improve student learning outcomes. All allowable expenditures must **supplement, not supplant**, funds currently being utilized to improve student retention and success.

Grant Administrative Standards

Reports of activities and services supported by the Student Success Grant shall be filed with the ICCB by August 1 following the end of the fiscal year on forms provided by the ICCB.

The grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund.

The grant funds shall be expended or obligated prior to June 30 each year, the last day of the fiscal year. Goods for which funds have been obligated shall be received and paid for prior to August 31 following the end of the fiscal year for which funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds totaling \$100 or more shall be returned to the ICCB by October 15 following the end of the fiscal year. Unexpended funds totaling less than \$100 need not be returned to the ICCB provided the funds are spent in the next fiscal year and for the restricted grant purpose.

Grant funds not used in accordance with these criteria regardless of the amount shall be returned to the ICCB by October 15 following the end of the fiscal year. Other identification of improper expenditures subsequently verified by the ICCB shall be returned upon notification by the ICCB.

Agenda Item #12.4
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Illinois Community College Board

FISCAL YEAR 2007 RESTRICTED GRANT FORMULAS

Documents will be handed out to the Board at the meeting on Friday, June 9, 2006.

Agenda Item #12.5
June 9, 2006

Illinois Community College Board

**ILLINOIS GENERAL ASSEMBLY RESOLUTION
TASK FORCE APPOINTMENTS**

Documents will be passed out to the Board at the meeting on Friday, June 9, 2006.

Illinois Community College Board

**AUTHORIZATION TO ENTER INTO INTERAGENCY
CONTRACTS/AGREEMENTS**

Each fiscal year the ICCB enters into interagency contracts and agreements for the benefit of the community college system.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2007.

BACKGROUND. Each fiscal year, the ICCB enters into interagency contracts and grant agreements for the benefit of the community college system. Examples of annual contracts include Department of Children and Family Services State Ward Scholarships, Adult Education with the U. S Department of Education, Career and Tech Ed agreement with the Illinois State Board of Education, and Workforce Investment Act incentive grants with the Department of Commerce and Economic Opportunities.

Since several of the fiscal year 2007 grants and contracts are negotiated during June and early July, this authorization will allow the President/CEO to execute agreements with concurrence of the Board Chair, as they are finalized.

Illinois Community College Board

**AUTHORIZATION TO TRANSFER FUNDS
AMONG LINE ITEMS**

Each year, the President/CEO seeks ICCB authorization to transfer funds among appropriated line items, as may be necessary.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes its President/CEO to transfer funds among fiscal year 2007 appropriated operating line items, as needed.

BACKGROUND. The State Finance Act allows state agencies to transfer up to 2 percent of the operating budget among appropriated line items, within the same fund. This authorization will allow the President to transfer funds among the operating lines in the General Revenue fund. This is the only flexibility the General Assembly allows in an appropriated budget. Transfers exceeding 3 percent or lines other than agency operations must have General Assembly approval before the funds can be transferred and expended.