Agenda
447th Meeting of the
Illinois Community College Board

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September 17, 2021

		Page
9:00 a.m. – Board Meeting		***Page***
1.	Roll Call and Declaration of Quorum	—
2.	Announcements and Remarks by Dr. Laz Lopez, Board Chair	—
	2.1 Adult Education Week Resolution	1
3.	Board Member Comments	—
	3.1 Illinois Board of Higher Education Report ***Dr. Teresa Garate***	
4.	Executive Director Report ***Dr. Brian Durham***	—
5.	Committee Reports	
	5.1 Finance, Budgeting, Accountability and External Affairs Committee ***Mr. Matt Berry***	2
	5.2 Academic, Workforce, and Student Support Committee ***Ms. Jennifer Foster***	3
6.	Advisory Organizations	
	6.1 Illinois Council of Community College Presidents ***Dr. Jonathan Bullock***	—
	6.2 Illinois Community College Trustees Association ***Mr. Jim Reed***	—
	6.3 Adult Education and Family Literacy ***Ms. Ginger Harner***	—
	6.4 Illinois Community College Faculty Association ***Ms. Julia DiLiberti***	—
	6.5 Student Advisory Council ***Mr. Jaleel Harris***	—
7.	Adult Education: Responding to the Future of Work Presentation ***Ms. Whitney Thompson***	4
	7.1 Tina Raymond-Carter, Adult Education Administrator, A Safe Haven	—
	7.2 Kerry Urquizo, Adult Education Administrator, Heartland Community College	—
	7.3 Kelaia Claveria, Heartland Community College Graduate	—
8.	New Units ***Dr. Marcus Brown*** (ACTION)	
	8.1 Richard J. Daley College, College of DuPage, Illinois Valley Community College, Heartland Community College, Kennedy-King College, Olive-Harvey College, Harry S. Truman College	5-25

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September 17, 2021

Illinois Community College Board

RESOLUTION
ADULT EDUCATION & FAMILY LITERACY WEEK

WHEREAS, on November 3, 1966 the Adult Education Act was signed into law by President Lyndon Johnson establishing a new education system comprised of a partnership between the federal government and the states; and

WHEREAS, in Illinois close to 1 million residents lack basic academic skills and over 2.7 million residents speak a language other than English in their home; and

WHEREAS, the national and state economy is transforming into a knowledge-based economy where 65% of jobs in the United States requires some level of postsecondary education; and

WHEREAS, the purpose of Adult Education is to assist adults become literate and obtain the knowledge and skills necessary for self-sufficiency and assist adults who are parents develop the skills to be full partners in their child's education; and

WHEREAS, Adult Education and Literacy instruction is an essential strategy addressing inequities in access to learning opportunities and is instrumental in Illinois' recovery efforts from the Covid-19 pandemic; and

WHEREAS, the focus of adult literacy provides individuals with Integrated Education and Training (IET) and Bridge programs designed to accelerate and connect the adult literacy instruction with technical or workforce training leading to industry-recognized/postsecondary credentials and meaningful employment; and

WHEREAS, through the challenges brought on by COVID-19 and its impact on education, the Illinois Community College Board and its network of diverse providers remained steadfast in providing adult learners with high quality education access; and

WHEREAS, a network of over 50,000 adult learners access adult literacy instruction annually and are provided with career and workforce preparation to improve the Illinois' talent pipeline;

THEREFORE, BE IT RESOLVED, that the Illinois Community College Board do hereby proclaim September 19 – 25, 2021 as Adult Education and Family Literacy Week in Illinois to raise public awareness about the importance of adult education, workforce skills, and family literacy; and be it further

RESOLVED, the we recognize the teachers, adult educators, community partners and thousands of adult learners for their efforts, persistence, and accomplishments.

Illinois Community College Board   _____
September 17, 2021   **Lazaro Lopez, Chair**

Illinois Community College Board

FINANCE, BUDGETING, ACCOUNTABILITY, & EXTERNAL AFFAIRS COMMITTEE

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

➢ Timeliness of State Payments

➢ Public Relations and Marketing Update
  - o Economic Impact Study Press Conference
  - o Adult Education Week

➢ Spring 2022 Legislative Proposals

➢ Legislative Update

➢ Illinois Postsecondary Profiles – New Equity Profiles

Illinois Community College Board

ACADEMIC, WORKFORCE, AND STUDENT SUPPORT COMMITTEE AGENDA

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

➢ Strategic Initiatives
  o Learning Renewal
  o High Impact Tutoring

➢ High School Equivalency
  o Name Change Consideration
  o Educational Testing Services (ETS) Changes

➢ Workforce Education
  o Ability to Benefit Plan (Information Item)
  o Adult Education (Presentation)

➢ New Units

➢ Other

➢ Public Comment

➢ Adjournment

Illinois Community College Board

**ADULT EDUCATION: RESPONDING TO THE FUTURE OF WORK
PRESENTATION AND DISCUSSION**

This presentation will provide an overview of the implementation of Adult Education and Literacy programming by the Illinois Community College Board as authorized by the Workforce Innovation and Opportunity Act of 2014. Adult education aims to serve the diverse need of those who lack basic literacy, knowledge, and skills as well as immigrants and English language learners by providing a wide variety of instructional services and supports. The presenter will share provider and funding information, the strategic goals and initiatives driving adult education implementation, as well as current challenges. The presentation will conclude with two local providers of adult education as well as an adult education program graduate student sharing information about their program and highlighting student success stories.

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
Richard J. Daley College
➢ Industrial Supervision Engineering Technology A.A.S. degree (61 credit hours)
➢ Industrial Supervision Engineering Technology Certificate (30 credit hours)
➢ Mechatronics Engineering Technology A.A.S. degree (61 credit hours)
➢ Mechatronics Engineering Technology Certificate (30 credit hours)

College of DuPage
➢ Web Development A.A.S. degree (67 credit hours)

Illinois Valley Community College
➢ Dental Assisting A.A.S. degree (60 credit hours)

Heartland Community College
➢ Electric Vehicle Technology A.A.S. degree (60 credit hours)
➢ Electric Vehicle Technology Certificate (33 credit hours)
➢ Trades Management A.A.S. degree (60 credit hours)

Kennedy-King College
➢ Networking Systems and Technologies Associate in Applied Science (A.A.S) degree (61 credit hours)
➢ Networking Systems and Technologies Certificate (30 credit hours)

Olive-Harvey College
➢ Networking Systems and Technologies Associate in Applied Science (A.A.S) degree (61 credit hours)
➢ Networking Systems and Technologies Certificate (30 credit hours)

Harry S. Truman College
➢ Barbering A.A.S. degree (65 credit hours)
➢ Cosmetology A.A.S. degree (65 credit hours)

BACKGROUND

<u>**Richard J. Daley College**</u>
Industrial Supervision Engineering Technology A.A.S. degree (61 credit hours)
Industrial Supervision Engineering Technology Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for advancement into supervisory employment in positions within industrial and/or manufacturing environments.

Catalog Description: Industrial Supervision Engineering Technology A.A.S. degree - This A.A.S. degree is for students who have completed the Advanced Certificate and are looking to further advance their skills for increased career opportunities in operations supervision and management with additional courses in industrial electricity, maintenance technology, quality systems, automated metrology/quality assurance, business operations, supervision, and human resource management. Technical environments such as manufacturing have many leadership roles that require technical knowledge in combination with business and supervisory skills. This A.A.S. allows students to pursue further studies such as a Bachelor's degree programs in Industrial Management. Transfer opportunities are available for those individuals interested in pursuing further educational opportunities.

Industrial Supervision Engineering Technology Certificate - This program builds on the skills attained in the Basic Certificate in Computerized Numerical Control (CNC) Technology. Supervisors are the manufacturing company leaders that organize the production operations to achieve production goals, improvements, and targets. Students in this program will gain an understanding of production process, robotics, and quality assurance process to be able to be knowledgeable of the operations that they may be responsible for leading. Students take courses in production processes with hands on labs as well as in management, human resources, and supervision to be knowledgeable of the many facets involved with participating on or heling to lead a production or project team in a technical environment such as manufacturing.

Curricular Information: Industrial Supervision Engineering Technology A.A.S. degree - The curriculum includes 16 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory/intermediate/advanced levels of advanced manufacturing, robotics, manual machining, introductory CNC operations, GMAW welding skills, introductory automated fabrication, industrial electricity, maintenance technology, quality systems, automated metrology/quality assurance, business operations, supervision, and human resource management.

Industrial Supervision Engineering Technology Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 30 credit hours. Career and technical coursework includes instruction in instruction in introductory/intermediate/advanced levels of advanced manufacturing, robotics, manual machining, introductory CNC operations, GMAW welding skills, business operations, supervision, and human resource management.

Assessment of student learning for both programs will be achieved through evaluation of the student's performance on a comprehensive lab project. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Basic Certificates in Manufacturing Technology and CNC Technology.

Accrediting Information: NA.

Justification for Credit hours required: This program exceeds 60 credit hours in total due to a required math course totaling four (4) credit hours.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study.

According to the Illinois Department of Employment Security (IDES), employment growth for "industrial production managers" and related occupations is expected to increase statewide by 3.99% through the year 2028.

Table 1: Employer Partners

Employer	Location
Illinois Manufacturers Association	Springfield, IL
Bedford Park-Clearing Industrial Association	Bedford Park, IL
National Coalition of Certification Centers (NC3)	Pleasant Prairie, WI
Calumet Area Industrial Commission	Calumet City, IL
German American Chamber of Commerce of the Midwest	Chicago, IL
American Gear Manufacturer Association	Alexandria, VA
Southern Illinois University	Carbondale, IL
Dearborn Tool & Manufacturing	Burr Ridge, IL
S&C Electric	Chicago, IL
TempelSteel	Chicago, IL
UPS	Hodgkins, IL
Skolnik Industries	Chicago, IL
Worlds Fines Chocolate	Chicago, IL
Ed Miniat Foods	South Holland, IL
Chunichi Precision Molding USA	Elmhurst, IL
AllCell Technologies	Chicago, IL
WaterSaver Faucet	Chicago, IL
ABET Industries	LaGrange Park, IL
Pipe Fitters Local 597	Mokena
I.B.WE.W. Local 134	Chicago, IL
Int. Assoc. of Machinists & Aerospace Workers	Hinsdale, IL
Dudek & Bock Spring MFG	Chicago, IL
Ferrara Candy Company	Bellwood, IL
ARYZTA	Cicero, IL
Freedman Seating	Chicago, IL
PEPSICO	Chicago , IL
Principal Manufacturing Corp.	Broadview
Focal Point Lighting	Chicago, IL
John Crane	Morton Grove, IL
Atlas Tool Works	Lyons, IL
Donson Machine Company	Alsip, IL
FANUC CNC	Hoffman Estates, IL
AIDEX Corp.	Rossville, IN
APT Manufacturing Solutions	Hicksville, OH
Carl Zeiss Microscopy, LLC	Thornwood, NY
Snap-On Tools	Kenosha, WI
Lincoln Electric	Cleveland, OH
Tower Automotive	Chicago, IL
Dart/Solo Cup Company	Chicago, IL
Chicago Cook Workforce Partnerships	Chicago, IL
A. Finkl & Sons Co.	Chicago, IL
Pactiv Corporation	Bedford Park, IL

Table 2: Projected Enrollments

Industrial Supervision Eng Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	10	20	30
Completions:	-	5	15
Industrial Supervision Eng Tech Cert	**First Year**	**Second Year**	**Third Year**

Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	20	30	40
Completions:	5	20	35

Financial / Budgetary Information: The programs will require three (3) existing full-time and 10 part-time faculty the first year. Qualified faculty will hold at least an Associate's degree in Manufacturing Technology or closely related field for manufacturing classes, at least a Bachelor's degree in Engineering for engineering-technology classes, and at least a Bachelor's degree in Business, Management or closely related field for supervision courses; at least one year work experience in manufacturing technology, one year of work experience at the supervisory or management level in an industrial setting; and one year of teaching experience is preferred. All facilities are adequately in place to support the program and will share existing resources with the Manufacturing Technology programs currently being offered. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	$0	$0	$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$0**	**$0**	**$0**

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	3	10	3	10	3	10

Richard J. Daley College
Mechatronics Engineering Technology A.A.S. degree (61 credit hours)
Mechatronics Engineering Technology Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals entry-level employment in and for advancement into mechatronics engineering positions within industrial and/or manufacturing environments.

Catalog Description: Mechatronics Engineering Technology A.A.S. degree - This A.A.S. degree is for students who have completed the Advanced Certificate and are looking to further advance their skills in mechatronics engineering technology with additional instruction in automation and integration technologies. Industrial maintenance technicians are needed in every manufacturing production facility to maintain, repair, and install the equipment utilized in the production processes manufacturing companies utilize. In addition to careers in manufacturing facilities, this program will prepare you to pursue related careers in service, installing and modification of automation and production equipment.

This A.A.S. degree will prepare individuals to pursue leadership positions on teams and projects, and to continue to pursue additional education.

This A.A.S. allows students to pursue further studies such as a Bachelor's degree programs in Industrial Maintenance. Transfer opportunities are available for those individuals interested in pursuing further educational opportunities.

Mechatronics Engineering Technology Certificate - This program builds on the skills attained in the Basic Certificate in Computerized Numerical Control (CNC) Technology. The Advanced Certificate is for those students looking to work within industrial maintenance, the field of automation robotics, programmable logic controllers (PLCs), electrical and mechanical systems in manufacturing related industries repairing and maintaining these systems. Mechatronics skills are desired by manufacturers for roles in automating and maintaining production systems. Employers are looking for employees with these skills in the automated warehouse, automotive assembly and various automated manufacturing industries.

Curricular Information: Mechatronics Engineering Technology A.A.S. degree - The curriculum includes 16 credit hours of required general education, and 45 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory/intermediate/advanced levels of advanced manufacturing, introductory/intermediate levels of robotics, manual machining, introductory CNC operations, GMAW welding skills, introductory/intermediate levels of industrial electricity, maintenance technology, computer-aided manufacturing (CAM), introductory/intermediate/advanced levels of industrial PLCs, and process technology.

Mechatronics Engineering Technology Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 30 credit hours. Career and technical coursework includes instruction in instruction in introductory/intermediate/advanced levels of advanced manufacturing, introductory/intermediate levels of robotics, manual machining, introductory CNC operations, GMAW welding skills, introductory/intermediate levels of industrial electricity, and introductory/intermediate/advanced levels of industrial PLCs.

Assessment of student learning for both programs will be achieved through evaluation of the student's performance on a comprehensive lab project. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Basic Certificates in Manufacturing Technology and CNC Technology.

Accrediting Information: NA.

Justification for Credit hours required: This program exceeds 60 credit hours in total due to a required math course totaling four (4) credit hours.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "industrial machinery mechanics" and related occupations is expected to increase statewide by 5.74% through the year 2028.

Table 1: Employer Partners

Employer	Location
Illinois Manufacturers Association	Springfield, IL
Bedford Park-Clearing Industrial Association	Bedford Park, IL
National Coalition of Certification Centers (NC3)	Pleasant Prairie, WI
Calumet Area Industrial Commission	Calumet City, IL
German American Chamber of Commerce of the Midwest	Chicago, IL
American Gear Manufacturer Association	Alexandria, VA
Southern Illinois University	Carbondale, IL
Dearborn Tool & Manufacturing	Burr Ridge, IL
S&C Electric	Chicago, IL
TempelSteel	Chicago, IL

UPS	Hodgkins, IL
Skolnik Industries	Chicago, IL
Worlds Fines Chocolate	Chicago, IL
Ed Miniat Foods	South Holland, IL
Chunichi Precision Molding USA	Elmhurst, IL
AllCell Technologies	Chicago, IL
WaterSaver Faucet	Chicago, IL
ABET Industries	LaGrange Park, IL
Pipe Fitters Local 597	Mokena
I.B.WE.W. Local 134	Chicago, IL
Int. Assoc. of Machinists & Aerospace Workers	Hinsdale, IL
Dudek & Bock Spring MFG	Chicago, IL
Ferrara Candy Company	Bellwood, IL
ARYZTA	Cicero, IL
Freedman Seating	Chicago, IL
PEPSICO	Chicago , IL
Principal Manufacturing Corp.	Broadview
Focal Point Lighting	Chicago, IL
John Crane	Morton Grove, IL
Atlas Tool Works	Lyons, IL
Donson Machine Company	Alsip, IL
FANUC CNC	Hoffman Estates, IL
AIDEX Corp.	Rossville, IN
APT Manufacturing Solutions	Hicksville, OH
Carl Zeiss Microscopy, LLC	Thornwood, NY
Snap-On Tools	Kenosha, WI
Lincoln Electric	Cleveland, OH
Tower Automotive	Chicago, IL
Dart/Solo Cup Company	Chicago, IL
Chicago Cook Workforce Partnerships	Chicago, IL
A. Finkl & Sons Co.	Chicago, IL
Pactiv Corporation	Bedford Park, IL

Table 2: Projected Enrollments

Mechatronics Eng Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	5	10	15
Part-Time Enrollments:	10	20	30
Completions:	-	5	15

Mechatronics Eng Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	10	20	30
Part-Time Enrollments:	20	30	40
Completions:	5	20	35

Financial / Budgetary Information: The programs will require three (3) existing full-time and 10 part-time faculty the first year. Qualified faculty will hold at least an Associate's degree in Manufacturing Technology or closely related field for manufacturing classes, and at least a Bachelor's degree in Engineering for engineering-technology classes; at least one year work experience in manufacturing technology; and one year of teaching experience is preferred. All facilities are adequately in place to support the program and will share existing resources with the Manufacturing Technology programs currently being offered. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	$0	$0	$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$0**	**$0**	**$0**

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	3	10	3	10	3	10

College of DuPage
Web Development A.A.S. degree (67 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment and advancement opportunities in web development.

Catalog Description: The Web Development A.A.S. degree is designed for students who wish to enter into the web development market or who are already working as web developers in the industry and wish to obtain a formalized educational credential. This degree prepares students to design and develop web sites using the popular web development technologies of the day.

Curricular Information: The degree program requires 19 credit hours of general education coursework and 48 credit hours of career and technical education coursework. The career and technical component includes instruction in introductory computers and information systems, human computer interaction, introductory networking, web design software, HTML and CSS, programming logic and technique, introductory Java, advanced Java technologies, introductory/advanced levels of JavaScript programming, structured query language (SQL), database management, and introductory systems analysis and design. Assessment of student learning will be achieved through evaluation of the student's professional portfolio by program faculty.

Justification for Credit hours required for the degree: The proposed program meets the requirement for completion of an A.A.S. degree, including 18 credit hours of general education, at College of DuPage. Further, the curriculum includes the skills/content/coursework outlined by local employer's for graduates of the program to be successful in acquiring entry-level employment within the district.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of web development-related occupations is projected to increase between 4.5 – 15.9% statewide through 2028. The college currently offers a related Web Development Certificate program of which all 29 credit hours will ladder into the proposed A.A.S. degree.

Table 1: Employer Partners

Employers	Location
Viskase	Lombard, IL
Nokia	Naperville, IL

Table 2: Projected Enrollments

Web Development AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	20	30	40
Part-Time Enrollments:	15	20	20
Completions:	-	35	50

Financial / Budgetary Information: Two (2) existing part-time faculty will be required to implement the program. Qualified teaching faculty will hold at least a Master's degree in Computer Information Systems, Web Development or closely related field, have at least two years occupational experience in the field, and two years teaching experience preferred. The program will utilize educational funds to cover costs during the first three years and will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Illinois Valley Community College
Dental Assisting A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare individuals for entry-level employment as a dental assistant in a variety of dental healthcare environments.

Catalog Description: The A.A.S. degree in Dental Assisting prepares students for an active role in dentistry through classroom, laboratory, and hands-on experiences in modern, high-tech facilities where highly experienced and qualified dental professionals teach and supervise all on- and off-campus activities. Members of the dental community also donate their time and expertise to the program to ensure well-rounded and highly trained dental assistants enter the workforce. The degree uses the A.A.S. General Education Package, similar to other A.A.S. degrees at IVCC which allows students to choose, based on their individual career goals, which general education courses best fit their needs and interest. Students successfully completing either the A.A.S. or Certificate in Dental Assisting will also hold the designation as an Expanded Functions Dental Assistants (EFDA). This is a designation that, in the state of Illinois, is currently only awarded to graduates of IVCC's Dental Assisting Programs.

Curricular Information: The degree program requires 19 credit hours of general education coursework and 41 credit hours of career and technical education coursework.

The career and technical component includes instruction in introductory/intermediate levels of dental science, infection control, dental materials and lab procedures, introductory/intermediate levels of chairside assisting, communication in healthcare, introductory/intermediate levels of dental lab procedures, dental software, dental administrative assistant, body systems, pharmacology, oral pathology, introductory/intermediate levels of expanded functions, medical emergencies, preventative dentistry, dental radiography, clinical practice in dental assisting, and a supervised work-based learning experience in dental assisting. Assessment of student learning will be achieved through evaluation of the student's performance during the clinical practicum by program faculty, and during the work-based learning experience by the worksite supervisor. This program will prepare individuals for the Certified Dental Assistant (CDA) credentialing exam through the Dental Assisting National Board (DANB), as well as preparing graduates for the designation as an Expanded Functions Dental Assistant (EFDA).

Justification for Credit hours required for the degree: The proposed degree uses the A.A.S. General Education Package, similar to other A.A.S. degrees at IVCC which allows students to choose, based on their individual career goals, which general education courses best fit their needs and interest. This general education package will fully articulate towards the Dental Hygiene Bachelor's of Science (B.S.) degree at Southern Illinois University at Carbondale (SIUC). Further, course content meets the requirements and standards for accreditation by the Commission on Dental Accreditations (CODA).

Accrediting Information: IVCC aims to attain CODA accreditation for this program. As such the curriculum was designed to meet their requirements and standards including 300 clinical practice hours. CODA accreditation for the proposed Dental Assisting A.A.S. degree will allow students to transfer into CODA accredited dental hygiene bachelor's degree programs. Full accreditation of the program will be applied for once all appropriate state approvals have been granted.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of "dental assistants" is projected to increase by 4% statewide through 2028. The college currently offers a related Basic Dental Office Management Certificate (8.5 credit hours), and an Advanced Dental Office Management Certificate (8.5 credit hours) both of which fully ladder into the proposed A.A.S. degree.

Table 1: Employer Partners

Employers	Location
Dr. Mark Benavides	Ottawa, IL
Dr. Steven Ludford	Peru, IL
Dr. Shawn Sydlowski	Wenona, IL
Dr. William Vesely (retired)	Ottawa IL
Dr. Brendan Graham	Streator, IL
Dr. Sharar: Alliance Dental	Oglesby, IL
Dr. Fiedler	Granville, IL
Dr. Kim: Modern Dentistry	Yorkville, IL
Dr. Villalobos	Mendota, IL
Dr. Brewer	Ottawa, IL
Dr. Puhr	Princeton, IL
Lifetime of Smiles: Dr. Ed Monroe	Peru, IL
Dr. Davis	Ottawa, IL
Ottawa Children's Dentistry: Dr. Bobbi Laun	Ottawa, IL
Dr. Manny Valerin	Peoria, IL
Dr. Heather Mueller	Princeton, IL
Community Health Partnership of Illinois	Mendota, IL
Dr. Pedro Monzon	Princeton, IL
Dr. Elvin Krabill	Princeton, IL
Dr. Johathon Faber	Ottawa, IL

Table 2: Projected Enrollments

Dental Assisting AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	10	12
Part-Time Enrollments:	5	7	9
Completions:	-	10	12

Financial / Budgetary Information: One (1) existing part-time faculty and three (3) existing part-time faculty will be required to implement the program. The program administrator and instructors of didactic coursework must hold a Bachelor's degree and a current CDA credential; program faculty over laboratory, preclinical or clinical coursework must hold an Associate's degree in Dental Assisting and a current CDA credential; all faculty must have at least two years occupational experience in the field, and one year teaching experience preferred. Most resources for the proposed degree will be shared with existing related programs. The program will utilize educational funds to cover costs during the first three years and will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Heartland Community College
Electric Vehicle Technology A.A.S. degree (60 credit hours)
Electric Vehicle Technology Certificate (33 credit hours)

Program Purpose: These programs meet the emerging needs of the district's workforce for individuals trained for entry-level through advanced employment in electric vehicle technology in advanced manufacturing settings.

Catalog Description: Electric Vehicle Technology A.A.S. degree – The Electric Vehicle Technology program prepares students to meet the demands of the emerging field of manufacture, diagnosis, service, and repair of electric powered vehicles. The A.A.S. and Certificates are designed to prepare individuals with the skills and competencies necessary for a variety of successful career options in assembly, maintenance and light repair, service advising, and as electric vehicle technicians through adoption of the habits and attitude necessary to excel in a highly competitive environment. The energy storage component of the program can be transferred from vehicles to post-vehicle battery second-life applications in stationary residential, commercial, and utility-scale energy storage systems.

Electric Vehicle Technology Certificate - The Electric Vehicle Technology Certificate prepares students for entry-level employment or upskill opportunities in the field of manufacturing, diagnosis, service, and repair of electric powered vehicles through intensive training on electric vehicle systems and components.

The Electric Vehicle Technology Certificate will be earned by individuals completing the EV Technology A.A.S. program and can be completed as an upskill opportunity for those with traditional automotive industry-recognized credentials and/or an existing A.A.S. in Automotive Technology for specialization as an Electric Vehicle Technician.

Curricular Information: Electric Vehicle Technology A.A.S. degree - The curriculum includes 16 credit hours of required general education, and 44 credit hours of required career and technical education coursework. The career and technical component includes instruction in business communications, employment success strategies, DC electronics, AC electronics, digital electronics and microprocessors, introductory electric vehicle technology, braking systems 1 and 2, steering and suspension systems 1 and 2, climate control and thermal management, electrical and chassis control systems 1 and 2, high voltage architecture, battery technologies, OSHA Industry Certification, and an internship in electric vehicle technology.

Electric Vehicle Technology Certificate – This curriculum includes a subset of the required courses from within the proposed degree totaling 33 credit hours. Career and technical coursework includes instruction in business communications, DC electronics, AC electronics, digital electronics and microprocessors, introductory electric vehicle technology, braking systems 2, steering and suspension systems 2, climate control and thermal management, electrical and chassis control systems 2, high voltage architecture, battery technologies, and an internship in electric vehicle technology.

The proposed degree and certificate will prepare individuals for Automotive Service Excellence (ASE) certifications in ASE G1 Maintenance & Light Repair, ASE A5 Brakes, ASE A6 Electrical/Electronic Systems, ASE A7 Heating and Air Conditioning, ASE A4 Suspension and Steering, ASE L3 Hybrid/Electric Vehicle.

Assessment of student learning for both programs will be achieved through evaluation of the student's performance during the required work-based learning component by program faculty and worksite supervisor. The proposed programs provide a continued educational ladder opportunity for students completing the College's recently approved Basic Certificates in Maintenance and Light Repair, and Service Advisor.

Accrediting Information: Accreditation is not required for students to sit for certification exams.

Justification for Credit hours required: The certificate program exceeds 30 credit hours in total due to the required Business Communications and Internship courses. The Business Communications course is included in both related (Basic) Certificates, thus students earning those stackable certificates will have earned those credit hours in prior coursework. The Internship was added to the proposed Certificate program based on the recommendation of Advisory Committee members and local employers.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for occupations related to automotive technology is expected to increase statewide by about 5% statewide through the year 2028.

Table 1: Employer Partners

Employer	Location
Rivian, LLC	Normal, IL
Power Up Illinois	Chicago, IL
Invenergy	Chicago, IL
Connect Transit	Bloomington, IL
Zeller Electric	Goodfield, IL

Table 2: Projected Enrollments

Electric Vehicle Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	8	16	24
Part-Time Enrollments:	4	8	12
Completions:	-	8	16

Electric Vehicle Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	18	32	32
Part-Time Enrollments:	-	-	-
Completions:	12	16	24

Financial / Budgetary Information: The programs will require one (1) new full-time, three (3) existing full-time, and one (1) new part-time faculty the first year. Qualified faculty will hold at least one year work experience in automotive technology, one year of work experience in electrical vehicle technology, Automotive Service Excellence (ASE) Certification, and some teaching experience is preferred. Equipment purchases are being covered by grant funds through the Illinois Department of Commerce and Economic Opportunity (IDCEO). The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	$74,036	$15,600	$15,600
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	$358,189	$80,000	$50,000
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$432,225**	**$95,600**	**$65,600**

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	1	0	1	0	1
Existing Faculty	0	3	1	4	1	5

Heartland Community College
Trades Management A.A.S. degree (60 credit hours)

Program Purpose: The program will prepare existing trade union apprentices or individuals who have completed a trades apprenticeship for entry-level employment and advancement opportunities in supervision or management.

Catalog Description: The Trades Management A.A.S. program prepares a trade union apprentice to transition to a supervisor or management role. Apprenticeship courses completed through a trade union such as laborers, electricians, plumbers and pipefitters, boilermakers, etc. may be used towards this degree. Students will also learn supervisory, computer, customer relations, and other basic business skills that enhance their existing trades skills and can be applied in a variety of work settings.

Curricular Information: The degree program requires 15 credit hours of general education coursework, 16 credit hours of business and technical coursework, and 29 credit hours of trades apprenticeship coursework. The career and technical education component includes instruction in business communications, customer relations, supervision, introduction to computer applications, construction mathematics, craft orientation, asbestos abatement, asphalt technology and construction, introductory and intermediate levels of concrete specialist, blueprint reading and specifications, grade checking, mason tending, pipelaying, bridge construction/renovation/demo, global positioning systems, hoisting and rigging, landscaping, and hazardous waste operations and procedures. Assessment of student learning will be achieved through evaluation of the student's performance during the work-based learning component of the apprenticeship coursework by program faculty and worksite supervisor(s).

Justification for Credit hours required for the degree: NA.

Accrediting Information: NA.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for a two-year degree program in this field of study. According to the Illinois Department of Employment Security (IDES), employment of first-line supervisors and managers in construction trades-related occupations is projected to increase by 2.9% statewide through 2028. The college currently offers a related Technical Skills Certificate program of which all existing credit hours will ladder into the proposed A.A.S. degree.

Table 1: Employer Partners

Employers	Location
Illinois Laborers' and Contractors Joint Apprenticeship and Training Program	Stanford, IL
Bloomington/Normal Joint Apprenticeship Training Committee of Electrical Workers	Bloomington, IL

Table 2: Projected Enrollments

Trades Management AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	1	2	3
Part-Time Enrollments:	2	6	10
Completions:	-	2	8

Financial / Budgetary Information: Two (2) existing part-time faculty will be required to implement the program. Qualified teaching faculty will hold a Bachelor's degree in a related field plus one year work experience for business/technical core courses; an Associate's degree in a related trades field or at least one year work experience as a trades journeyperson at the supervisory/management level for trades courses; and some teaching experience preferred. The program will utilize educational funds to cover costs during the first three years and will otherwise be fiscally supported through student tuition and fees.

Table 3: Financial Information

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

Table 4: Faculty Requirements

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

Kennedy-King College
Networking Systems and Technologies A.A.S. degree (61 credit hours)
Networking Systems and Technologies Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in the field of information technology, specifically related to networking systems technologies.

Catalog Description: Networking Systems and Technologies A.A.S. degree - The Networking Systems and Technologies A.A.S. program is for students interested in administering and maintaining network equipment such as routers, switches, and servers, as well as, maintaining software and services that are common in modern network infrastructures. The curriculum covers both hardware and software components which help prepare students for jobs in the Information Technology (IT) market. It also offers students relevant knowledge and skills required in a variety of industry certifications including A+, Network+, CCENT, CCNA, and CCNA Security.

Networking Systems and Technologies Certificate – The Networking Systems and Technologies Advanced Certificate program is for students interested in pursuing entry-level employment in network technician capacity. The program builds on the content and coursework required for completion of the Basic Certificate in Networking Systems and Technologies. Coursework in the AC will allow students to sit for multiple industry credentials.

Curricular Information: Networking Systems and Technologies A.A.S. degree – The curriculum includes 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. The career and technical education component includes instruction in computer science, computer operations, introductory/intermediate levels of operating systems, information security essentials, introductory/intermediate/advanced levels of internetworking technologies, operating systems servers, cloud computing and services, a required work-based learning experience in computer information systems, and technical electives to allow for specialization in computer systems analysis, advanced networking, or cybersecurity. The curriculum was developed according to industry guidelines that will prepare individuals for credentials in CompTIA A+, CompTIA Network+, Certified CISCO Network Administrator (CCNA), CCNA-Security, and Cisco Certified Network Entry Technician (CCNET). Assessment of student learning objectives for both programs will be achieved through an evaluation of the students work-based learning field project/internship by program faculty and field/worksite supervisor.

Networking Systems and Technologies Certificate – The AC curriculum includes 30 credit hours of coursework required in the degree program and builds off existing coursework required for completion of the Basic Certificate. Career and technical education coursework includes instruction in computer science, computer operations, introductory/intermediate levels of operating systems, information security essentials, introductory/intermediate/advanced levels of internetworking technologies, operating systems servers, cloud computing and services. The curriculum was developed according to industry guidelines that will prepare individuals for credentials in CompTIA Network+ and Cisco Certified Network Administrator (CCNA).

Accrediting Information: NA.

Justification for Credit hours required: This program exceeds 60 credit hours in total due to a required math course totaling four (4) credit hours.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "networking technicians" and related occupations is expected to increase statewide by 5% through the year 2028.

Table 1: Employer Partners

Employer	Location
AWS-Global Growth Systems	Jacksonville, FL
Apple-IOS	Cupertino, CA
Cisco-Educational Programming	San Jose, CA
Fortinet	Sunnyvale, CA
SDI Presence	Chicago, IL

Table 2: Projected Enrollments

Networking Systems & Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	4	6	8
Part-Time Enrollments:	8	10	10
Completions:	10	12	15

Networking Systems & Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	7	8
Part-Time Enrollments:	7	8	8
Completions:	10	12	14

Financial / Budgetary Information: The programs will require three (3) existing full-time and one (1) new part-time faculty the first year. Qualified faculty will hold a Master's degree in Information Technology or closely related field; at least one year work experience in IT with networking; and one year of teaching experience is preferred. All facilities are adequately in place to support the program and will share existing resources with the Information Technology programs currently being offered. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	$6,000	$6,000	$6,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$6,000**	**$6,000**	**$6,000**

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	1	0	1	1	1	1
Existing Faculty	3	0	4	0	5	1

Olive-Harvey College
Networking Systems and Technologies A.A.S. degree (61 credit hours)
Networking Systems and Technologies Certificate (30 credit hours)

Program Purpose: These programs will prepare individuals for entry-level employment and advancement opportunities in the field of information technology, specifically related to networking systems technologies.

Catalog Description: Networking Systems and Technologies A.A.S. degree - The Networking Systems and Technologies A.A.S. program is for students interested in administering and maintaining network equipment such as routers, switches, and servers, as well as, maintaining software and services that are common in modern network infrastructures. The curriculum covers both hardware and software components which help prepare students for jobs in the Information Technology (IT) market. It also offers students relevant knowledge and skills required in a variety of industry certifications including A+, Network+, CCENT, CCNA, and CCNA Security.

Networking Systems and Technologies Certificate – The Networking Systems and Technologies Advanced Certificate program is for students interested in pursuing entry-level employment in network technician capacity. The program builds on the content and coursework required for completion of the Basic Certificate in Networking Systems and Technologies. Coursework in the AC will allow students to sit for multiple industry credentials.

Curricular Information: Networking Systems and Technologies A.A.S. degree – The curriculum includes 16 credit hours of required general education coursework and 45 credit hours of career and technical education coursework. The career and technical education component includes instruction in computer science, computer operations, introductory/intermediate levels of operating systems, information security essentials, introductory/intermediate/advanced levels of internetworking technologies, operating systems servers, cloud computing and services, a required work-based learning experience in computer information systems, and technical electives to allow for specialization in computer systems analysis, advanced networking, or cybersecurity. The curriculum was developed according to industry guidelines that will prepare individuals for credentials in CompTIA A+, CompTIA Network+, Certified CISCO Network Administrator (CCNA), CCNA-Security, and Cisco Certified Network Entry Technician (CCNET). Assessment of student learning objectives for both programs will be achieved through an evaluation of the students work-based learning field project/internship by program faculty and field/worksite supervisor.

Networking Systems and Technologies Certificate – The AC curriculum includes 30 credit hours of coursework required in the degree program and builds off existing coursework required for completion of the Basic Certificate. Career and technical education coursework includes instruction in computer science, computer operations, introductory/intermediate levels of operating systems, information security essentials, introductory/intermediate/advanced levels of internetworking technologies, operating systems servers, cloud computing and services. The curriculum was developed according to industry guidelines that will prepare individuals for credentials in CompTIA Network+ and Cisco Certified Network Administrator (CCNA).

Accrediting Information: NA.

Justification for Credit hours required: This program exceeds 60 credit hours in total due to a required math course totaling four (4) credit hours.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth for "networking technicians" and related occupations is expected to increase statewide by 5% through the year 2028.

Table 1: Employer Partners

Employer	Location
AWS-Global Growth Systems	Jacksonville, FL
Apple-IOS	Cupertino, CA
Cisco-Educational Programming	San Jose, CA
Fortinet	Sunnyvale, CA
SDI Presence	Chicago, IL

Table 2: Projected Enrollments

Networking Systems & Tech AAS	First Year	Second Year	Third Year
Full-Time Enrollments:	2	5	8
Part-Time Enrollments:	2	5	8
Completions:	-	5	10

Networking Systems & Tech Certificate	First Year	Second Year	Third Year
Full-Time Enrollments:	5	7	8
Part-Time Enrollments:	7	8	8
Completions:	10	12	14

Financial / Budgetary Information: The programs will require one (1) existing full-time, three (3) existing part-time, and one (1) new part-time faculty the first year. Qualified faculty will hold a Master's degree in Information Technology or closely related field; at least one year work experience in IT with networking; and one year of teaching experience is preferred. All facilities are adequately in place to support the program and will share existing resources with the Information Technology programs currently being offered. The programs will otherwise be supported fiscally through student tuition and fees.

Table 3: Financial Information (Combined)

	First Year	Second Year	Third Year
Faculty Costs	$110,000	$130,000	$150,000
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other (Software subscriptions)	$6,000	$6,000	$6,000
TOTAL NEW COSTS	**$116,000**	**$136,000**	**$156,000**

Table 4: Faculty Requirements (Combined)

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	2	0	2	1	1
Existing Faculty	1	3	1	5	1	7

Harry S. Truman College
Barbering A.A.S. degree (65 credit hours)

Program Purpose: This program will prepare individuals for required state licensure, entry-level employment, and advancement opportunities, as barbers.

Catalog Description: The Associate in Applied Science degree in Barbering offers students an opportunity to gain industry knowledge and practice in haircutting/shaping, razor shaving, styling, creative and graphic designs, chemical services, skincare, and nailcare. Additionally, students will acquire information about operating and owning a business to best prepare them to assume key consulting positions within the industry and to successfully own and manage their own barbershop. Training with live models and consultation with industry professionals are highlights of the program in emphasizing a myriad of career opportunities in the field. Required proficiency exams and exam preparation/reviews are part of the program in meeting the Illinois Department of Professional Regulation (IDFPR) standards. All discipline courses are taught by licensed teaching staff, using standard industry equipment, approved facilities, and quality course content that meets industry requirements. In the Barbering A.A.S. degree program, students will also complete general education courses that include English composition, mathematics, computer information science, and business courses.

Curricular Information: Barbering A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 50 credit hours of required career and technical education coursework. The career and technical component includes instruction in introduction to barbering, introductory/intermediate/advanced levels in the art of barbering, introductory/intermediate /advanced levels of salon technology, chemical styling, barber styling, and barber license review. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Barber Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR). Assessment of student learning will be achieved through evaluation of the student's performance during the salon technology sequence of courses. Students will be evaluated during their work-based learning experience in the college's barber lab by program faculty, including a licensed barber-instructor.

Accrediting Information: The program must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The college's existing Barbering Certificate program is IDFPR approved.

Justification for Credit hours required: Barber curriculum in the State of Illinois must be a minimum of 50 credit hours, according to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements. The proposed degree builds on the minimum requirements for a certificate to include the minimum amount of general education requirements for an A.A.S. degree.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to barbering is expected to increase statewide around 2.1% through the year 2028.

Table 1: Employer Partners

Employer	Location
Creative Beauty Concepts LTD	Chicago, IL
Antje Kastner Studio	Chicago, IL
Larry's Barber College	Chicago, IL
O'Hara & Friends Salon	Chicago, IL
Expect Success Salon	Chicago, IL
Pivot Point Salon	Chicago, IL
Zhen Beauty School	Chicago, IL

Table 2: Projected Enrollments

Barbering AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	36	45	57
Part-Time Enrollments:	2	4	6
Completions:		3	29

Item #8.1
September 17, 2021

Financial / Budgetary Information: The program will require one (1) existing full-time and four (4) existing part-time faculty the first year. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Barber License, have at least two years work experience as a professional barber and one year teaching experience. The proposed degree will share resources with the existing certificate program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$0	$0	$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-
TOTAL NEW COSTS	**$0**	**$0**	**$0**

Table 4: Faculty Requirements

	First Year		Second Year		Third Year	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	4	1	5	1	6

Harry S. Truman College
Cosmetology A.A.S. degree (65 credit hours)

Program Purpose: This program will prepare individuals for required state licensure, entry-level employment, and advancement opportunities, as cosmetologists.

Catalog Description: The Associate in Applied Science (A.A.S.) degree in Cosmetology offers students an opportunity to gain industry knowledge and practice in haircutting, styling, chemical services, skincare, and nailcare. Additionally, students will acquire information about operating and owning a business to best prepare them to assume key consulting positions within the industry and to successfully own and manage their own salon. Training with live models and consultation with beauty-industry professionals are highlights of the program in emphasizing a myriad of career opportunities in the field. Required proficiency exams and exam preparation/reviews are part of the program in meeting the Illinois Department of Professional Regulation (IDFPR) standards. All discipline courses are taught by licensed teaching staff, using standard industry equipment, approved facilities, and quality course content that meets industry requirements. In the Cosmetology A.A.S. degree program, students will also complete general education courses that include English composition, mathematics, computer information science, and business courses.

Curricular Information: Cosmetology A.A.S. degree - The curriculum includes 15 credit hours of required general education, and 50 credit hours of required career and technical education coursework. The career and technical component includes instruction in introductory/intermediate/advanced levels of cosmetology, introductory/intermediate /advanced levels of salon technology, chemical styling, styling technology, and cosmetology license review. The curriculum was developed according to standards outlined in the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act to prepare individuals for the required Cosmetologist Licensure through the Illinois Department of Financial and Professional Regulation (IDFPR).

Assessment of student learning will be achieved through evaluation of the student's performance during the salon technology sequence of courses. Students will be evaluated during their work-based learning experience in the college's cosmetology lab by program faculty, including a licensed cosmetology-instructor.

Accrediting Information: The program must be approved by IDFPR in compliance with Section 1175.330 Barber Curriculum Requirements of the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act. The college's existing Cosmetology Certificate program is IDFPR approved.

Justification for Credit hours required: Barber curriculum in the State of Illinois must be a minimum of 50 credit hours, according to the Barber, Cosmetology, Esthetics, Hair Braiding, and Nail Technology Act Section 1175.330 Barber Curriculum Requirements. The proposed degree builds on the minimum requirements for a certificate to include the minimum amount of general education requirements for an A.A.S. degree.

Supporting Labor Market Data (including employer partners): Labor market information provided by the college supports the interest in and the need for training programs in this field of study. According to the Illinois Department of Employment Security (IDES), employment growth in occupations related to cosmetology is expected to increase statewide around 2.1% through the year 2028.

Table 1: Employer Partners

Employer	Location
Creative Beauty Concepts LTD	Chicago, IL
Antje Kastner Studio	Chicago, IL
Larry's Barber College	Chicago, IL
O'Hara & Friends Salon	Chicago, IL
Expect Success Salon	Chicago, IL
Pivot Point Salon	Chicago, IL
Zhen Beauty School	Chicago, IL

Table 2: Projected Enrollments

Cosmetology AAS degree	First Year	Second Year	Third Year
Full-Time Enrollments:	36	45	57
Part-Time Enrollments:	2	4	6
Completions:		3	29

Financial / Budgetary Information: The program will require one (1) existing full-time and four (4) existing part-time faculty the first year. Qualified faculty will hold a current professional license in barber instruction, hold a current Illinois Cosmetologist License, have at least two years work experience as a professional cosmetologist and one year teaching experience. The proposed degree will share resources with the existing certificate program. The program will be supported fiscally through student tuition and fees.

Table 3: Financial Information

	First Year	Second Year	Third Year
Faculty Costs	$0	$0	$0
Administrator Costs	-	-	-
Other Personnel costs	-	-	-
Equipment Costs	-	-	-
Library/LRC Costs	-	-	-
Facility Costs*	-	-	-
Other	-	-	-

TOTAL NEW COSTS	$0	$0	$0

Table 4: Faculty Requirements

	First Year		**Second Year**		**Third Year**	
	Full-time	Part-time	Full-Time	Part-time	Full-Time	Part-time
New Faculty	0	0	0	0	0	0
Existing Faculty	1	4	1	5	1	6

UNAPPROVED

Minutes of the 446th
Meeting of the
Illinois Community College Board

Marriott Bloomington-Normal Hotel & Conference Center
Room Redbird F/G
201 Broadway
Normal, IL

June 4, 2021

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 4, 2021 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum

Chair Lopez called the Board meeting to order at 9:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the call: Paige Ponder, Doug Mraz, Larry Peterson, Terry Bruce, Lynette Stokes, Suzanne Morris, Teresa Garate, and Nick Kachiroubas. Enrique Velazquez, Student Board member, was absent. A quorum was declared.

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

Chair Lopez welcomed everyone to the first in-person Board meeting since January 24, 2020, when COVID-19 was still a foreign concept to all of us. Chair Lopez expressed his thankfulness to see everyone.

Speaking of the budget, the ICCB and the community college system were level funded and there were a number of new pieces related to federal funds that came out of the effort, not the least of which was an appropriation for 25 million for addressing shortages in the Early Childhood Education field. It all started with pressure around the ECE applied baccalaureate, which maybe didn't get done, but did lead to an acknowledgement of the need in this area and the necessity of resources to address that need.

The IBHE is likely to approve their strategic plan very soon. Once it is, the Board will need to think about when ICCB should consider endorsing that plan. It probably makes the most sense to do this at the Retreat in August.

Chair Lopez acknowledged Sylvia Jenkins, President of Moraine Valley Community College, who is finishing her term as the President of the IL Council of Community College Presidents, as well as, the Student Board Member, Enrique Velazquez, from Kankakee Community College, who is not present at this meeting, is his last meeting. The Board looks forward to welcoming the new student Board member Jaleel Harris, from South Suburban College, who will join the Board at the August Retreat.

The Chair concluded his remarks by stating that the Board Retreat will be held on August 19 at the ICCB Springfield Office. During this meeting the Board would like to discuss the Free College initiative, the Future of Work and will most likely endorse the IBHE Strategic Plan which will be an action item.

Item #3 – Board Member Comments
There were no comments.

Item #3.1 – Illinois Board of Higher Education Report
Dr. Teresa Garate stated the IBHE will be voting to approve the new strategic plan at a Special Board meeting on June 13th.

Item #4 – Nomination of the Illinois Community College Board Vice Chair
Larry Peterson nominated Suzanne Morris for the position of Vice Chair of the Illinois Community College Board. Seeing as there were no other nominations, Chair Lopez closed the floor. Paige Ponder made a motion, which was seconded by Nick Kachiroubas, to re-elect Suzanne Morris as the Vice Chair of the Illinois Community College Board.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. The motion to nominate and re-elect Suzanne Morris for the position of Vice Chair of the Illinois Community College Board was approved. The Board thanked member Morris for serving as ICCB Vice Chair.

Item #5 – Executive Director Report
Dr. Brian Durham began by stating thanking Dr. Sylvia Jenkins and appreciate her leadership. He also thanked student member Enrique Velazquez for his service to the Board during this difficult time. The new student member, Jaleel Harris from South suburban College, will begin his role on July 1, 2021. Dr. Durham continued his report by stating the Board's responses to the IBHE's Strategic Plan that were put in letter form was sent to the IBHE. As of today, there has not been a response; however, Dr. Durham explained he has seen some changes made to the Plan. Board member Teresa Garate explained that Ginger Ostro did acknowledge ICCB's letter during the IBHE meeting.

The Executive Director stated that it is not set in stone that the disaster proclamations set in place by the Governor's Office will continue. It seems meetings are well attended virtually vs in person, which is one of the reasons the upcoming Board retreat was planned on being virtual. However, it may be better to hold it at the ICCB Springfield Office just in case the previous OMA rules are put back in place. This would mean the meetings will have to have an in-person quorum.

Item #5.1 - Illinois Community College Board Goals Update
Dr. Durham gave a brief update of the progress on all the board goals which occurs annually during the June Board meeting. He distributed a memo which detailed the progress ICCB has made on the Board goals, based upon the report provided at the January 15, 2021 Board meeting. Dr. Durham highlighted a few key initiatives for each Board Goal: Goal 1: Diversity, Equity, and Inclusion Plan (DEI): In July 2020, Governor Pritzker required each of the state agencies to develop a DEI plan; Workforce Equity Initiative (WEI)*:* For the past two years (FY20 and FY21) the ICCB has awarded $18.7 million dollars to ensure workforce equity for African Americans in Illinois, who must represent 60% population served; P20 Council Revised Focus on COVID-19: ICCB staff are participating in P20 Council efforts to address COVID 19 effect on students; Goal 2: Developmental Education Innovation Grant: Awarding up to $250,000 in funding for 10 – 15 grants to support faculty, students and institutions to develop successful developmental education models that assist with moving students into gateway coursework.

Transitional Instruction Innovation Grant: ICCB is awarding up to $200,000 in funding for 10 – 15 grants to support Transitional Instruction across the K-12 and community college system; Goal 3: ICCB Collective Conversations web series. A series of short videos with community college leaders to highlight best-practices and explore system efforts around timely topics of statewide interest (e.g. COVID response, enrollment, etc.). Released monthly; Economic Impact Study: An in-depth Economic Impact Study for the community college system. This updates the FY 2014 Economic Impact Study. There will be equity analysis as a part of this study; Illinois Postsecondary Profiles (IPP): A new regional planning path will allow for the synthesis of reporting elements to improve planning. A new equity path will allow for subgroup analysis.

Item #6 - Advisory Organizations

Item #6.1 - Illinois Community College Trustees Association

Mr. Jim Reed stated the last ICCTA meeting was in March. The members heard updates on activities of the Illinois Community College Board, the Illinois Council of Community College Presidents, the Illinois Board of Higher Education, and the Association of Community College Trustees; received the Nominating Committee's recommendations for 2021-2022 officers: Dr. Maureen Dunne (DuPage) – vice president, Maureen Broderick (Joliet) – treasurer, Bishop Wayne Dunning (Richland) – secretary; will vote on the recommended slate at today's annual meeting; were informed that within the last month, ICCTA staff has provided guidance, and research on such topics as trustee elections, legislation, student trustee eligibility, the Illinois Open Meetings Act, administrative succession policies, and board retreats.

They welcomed feedback and suggestions on ICCTA's proposed 2022 Strategic Plan, which lays out four goals: information exchange, training, advocacy, and administrative efficiencies and will be asked to adopt the proposal at ICCTA's June 5 annual meeting; adopted the association's 'back-to-normal' Fiscal Year 2022 budget, which includes no dues increase and a small surplus; adopted a resolution allowing eligible ICCTA employees to participate in the State Universities Retirement System Deferred Compensation Plan.

They also adopted the ICCTA Bylaws Committee's proposed amendments to add the Linden A. Warfel Trustee Education Award and the ICCTA Presidents Award to the association's Operations Manual; and learned that the ICCTA Executive Committee heard a presentation from One Point of Care health insurance consultants on a possible non-dues revenue source, which will be further discussed at the meeting in June.

The next meeting will be held on September 11, 2021, at the Wyndham Springfield City Centre Hotel in Springfield. Highlights will include leadership training, awards presentations, and networking opportunities for new and returning board members.

Item #6.2 - Illinois Council of Community College Presidents

Dr. Sylvia Jenkins stated the last council meeting was held in March and heard updates on the Illinois Supreme Court's ruling regarding faculty layoffs. Shawn Jackson discussed Senate Bill 1832 proposing the ability of community colleges to offer an Applied Bachelor's Degree in Early Childhood Education (ECE).

There was much discussion of the possible harm to the ECE legislation if the Presidents pursued a BSN at the same time. The group decided to make the ECE a priority and pause any larger effort for the BSN at this time. Transferability is still a big issue.

Many of the community college courses are still not being accepted by four-year universities when students transfer. It is unclear why since the community college courses are also approved by the IBHE. There continue to be return to campus issues which include, require a mask or not since it's hard to know who is vaccinated or not, social distance guidance has not been released, and employees wanting to continue to work remotely.

The American Association of Community Colleges presented awards to Joliet Junior College and College of DuPage. The next president of the ICCCP will be Dr. Josh Bullock.

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The Board took a BREAK at 10:14 a.m.

RETURNED at 10:25 a.m.

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Item #7 - Committee Reports

Item #7.1 - Academic, Workforce, and Student Support

The committee met on the morning of June 4th at 8:00a with Paige Ponder, Suzanne Morris and discussed the following items: Workforce Consolidation - the goal of the feasibility study is to examine possible consolidation scenarios as a part of its ongoing work to promote and structure an effective and equitable workforce system that benefits all Illinoisans. The report: gives a picture of the current state of the Illinois workforce system and indicates the areas where there is room for improvement; describes the range of workforce consolidation choices while identifying fundamental questions that still need to be answered; and identifies models and lessons learned from other states that have consolidated or partially-consolidated their workforce systems.

The report makes two recommendations as important next steps to be considered as part of the program improvement and consolidation decision-making process: Examine and memorialize participant and stakeholder experience in WIOA-funded and non-WIOA funded workforce development programs and evaluate infrastructure and technology systems across WIOA-funded and non-WIOA funded programs. GED Testing Online Proctored "OP" price change- given the impact of the COVID-19 virus on the availability of high school equivalency testing at physical testing centers, the Illinois Community College Board work with GED Testing Service®, in cooperation with other states, to begin offering an online proctored option for the GED® exam on June 1, 2020.

The online proctored GED® option ("OP") was initially launched at the same pricing structure as in-person GED® exam. After further analysis it was determined that there is an increase in the cost of technology, test security and staff costs associated with online-proctored exams. The committee also discussed the Perkins waiver, ability to benefit plan, and the new units of instruction.

Item #7.1a - GED® Online Proctored "Op" Test Price Change

Doug Mraz made a motion, which was seconded by Terry Bruce, to approve the following amended item:

> The Illinois Community College Board hereby approves the increase in the cost of the GED® online proctored test "OP" test to a cost of $144.00 per battery or $6.00 per test subject.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #8 - Economic Impact Study Presentation
Nathan Wilson, Deputy Director for Research and Information Technology, gave a brief presentation on the findings from the three main components of the soon-to-be-released Illinois Community College System Economic Impact Study will be shared.

First, the need for and value of community colleges as a key factor in meeting the current demographic and economic conditions will be addressed. Second, a student level outcome analysis will highlight the return on investment of community college certificates and degrees for students. Third, an economic impact analysis will demonstrate the importance of colleges as economic engines and employment hubs in their host communities.

Item #9 - Legislative and Budget Update
The General Assembly was scheduled to adjourn May 31, 2021. ICCB staff provided an update on the fiscal year 2022 state budget and gave a legislative report highlighting action taken during the Spring 2021 legislative session. Illinois lawmakers approved a $42 billion budget on June 1, 2021 and relies on a stronger-than-expected economy, federal relief dollars, and $600 million in revenue by closing corporate tax loopholes; and allows pay back of $2.0 billion in outstanding debt on an emergency Federal Reserve loan taken out last year amid the pandemic.

Illinois expects to receive $8.1 billion from the federal American Rescue Plan, $2.5 billion in fiscal year 2022, and remaining $6 billion available to spend through 2024. Funding for public universities, community colleges, and adult education was kept at FY2021 appropriated levels. Also, funding for MAP increased to $28 million.

The budget also includes federal relief funds for the following: $27.0 million for community colleges from the Governor's Emergency Education Relief Fund (GEER) to overcome barriers created by the pandemic and support student learning renewal; $25.0 million to support rapid expansion of the early childhood workforce and implementation of an Early Childhood Education Consortium (SB 2878); and $10.0 million for the State Coronavirus Urgent Remediation Emergency Fund (CURE) for college bridge programs.

Illinois Community Colleges received the following stimulus funding: Stipulations in the stimulus bills required minimum percentages for spending on student aid; Coronavirus Aid, Relief, and Economic Security Act (CARES)– $154.5 million; Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) – $299.6 million; and American Rescue Plan Act (ARP) - $509.6 million, which comes to a total stimulus awarded to date - $963.8 million.

The legislative report was given with the highlighting of the following bills: HB 2878 – Early Childhood Access Consortium for Equity Act; Student Supports: HB 374 - Community College Affordable Housing; HB 641 – Access to Menstrual Hygiene Products; HB 1778 - Suicide Prevention Information on Student ID; HB 3438 - Undocumented Student Resource Liaison; and HB 3950 - Students with Disabilities. Other bills mentioned were HB 1443 – Cannabis and SB815 – Commission on Equitable Public University Funding.

Item #10 – New Units of Instruction
Chair Lopez asked that the South Suburban College degree be approved separately from the other new units.

Item #10.1 – Elgin Community College, Frontier Community College, John Wood College, Richard J. Daley College, Triton College, Joliet Junior College
Suzanne Morris made a motion, which was seconded by Doug Mraz, to approve the following items:

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

PERMANENT PROGRAM APPROVAL

Elgin Community College
➢ Ophthalmic Technician Associate of Applied Science (A.A.S.) degree (62.5 credit hours)

Frontier Community College
➢ Coal Mining Technology A.A.S. degree (60 credit hours)

John Wood Community College
➢ Web Development A.A.S. degree (64 credit hours)

Richard J. Daley College
➢ CAD Engineering Technology A.A.S. degree (61 credit hours)
➢ CAD Engineering Technology Certificate (30 credit hours)
➢ CNC Engineering Technology A.A.S. degree (61 credit hours)
➢ CNC Engineering Technology Certificate (30 credit hours)
➢ Welding Engineering Technology A.A.S. degree (61 credit hours)
➢ Welding Engineering Technology Certificate (30 credit hours)

Triton College
➢ Social Media Digital Marketing Certificate (30 credit hours)

Joliet Junior College
➢ Respiratory Care Therapy A.A.S. degree (70 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #10.1 – South Suburban College

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

PERMANENT PROGRAM APPROVAL

South Suburban College
➢ Solar Photovoltaic Installation Technician Certificate (30.5 credit hours)
➢ Visual Communication Certificate (30 credit hours)

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Abstain
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. Lynette Stokes abstained.

Item #11 – Adoption of Minutes

Nick Kachiroubas made a motion, which was seconded by Doug Mraz, to approve the following items:

Item #11.1 – Minutes of the March 26, 2021 Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the March 26, 2021 meeting as recorded.

Item #11.2 - Minutes of the April 30, 2021 Special Board Meeting

The Illinois Community College Board hereby approves the Board minutes of the April 30, 2021 meeting as recorded.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #12 - Consent Agenda

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

Item #12.1 - Calendar Year 2022 Board Meeting Dates and Locations

The Illinois Community College Board hereby approves the Calendar Year 2022 Board Meeting Dates and Locations listed below:

Calendar Year 2022 Board Meeting Dates and Locations

January 28
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

March 25
9:00 a.m. – Heartland Community College, Bloomington

June 17
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

July
Subject to Call

August - Board Retreat
TBD

September 16
9:00 a.m. – Richland Community College, Decatur

December 2
9:00 a.m. – Harry L. Crisp II Community College Center, Springfield

Item #12.2 - Authorization to Enter into Interagency Contracts and/or Agreements

The Illinois Community College Board hereby authorizes its Executive Director, in concurrence with the ICCB Chair, to enter into interagency contracts/agreements, as needed for fiscal year 2022.

Item #12.3 - Authorization to Transfer Funds Among Line Items
The Illinois Community College Board hereby authorizes its Executive Director to transfer funds among fiscal year 2022 appropriated operating line items, as needed.

Item #12.4 - Authorization to Enter into Contracts for Office Operations
The Illinois Community College Board approves the following Fiscal Year 2022 contractual agreements:

Funding Source	Contractor	Estimated Amount*	Contract Period	Description
All funds /allocated	IL Community College System Foundation	$576,831	7/1/21 - 6/30/22	Rental of Office Space
GED/GRF	Turn-Key Solutions International, Inc.	$200,322	7/1/21 - 6/30/22	Sole Source Provider: High School Equivalency Testing Data submission to feds
Adult Ed /Federal	Turn-Key Solutions International, Inc.	$23,040	7/01/21 – 6/30/22	Sole Source Provider: Data submission to feds
GRF	Sorling, Northrup, Hanna, Cullen & Cochran Ltd.	$20,000	7/1/2021 - 6/30/2022	Legal, as needed

* Amounts are estimated based on the Fiscal Year 2021 appropriation or obligations. Amounts may vary from the estimate. Any contract that exceeds 10 percent of the estimate will be brought back to the Board for approval.

Item #12.5 - ICCB Employee Guidebook Updates
The Illinois Community College Board hereby approves the following additions to the employee guidebook and further authorizes the executive director to make minor additions and modifications necessary to remediate agency audit findings.

Section 8 Leave and Vacation

8.1 Holidays
ICCB observes ~~nine~~ ten and one-half (9.5) official holidays for which full-time (37.5 hours per week) employees will receive their usual compensation. Part-time employees' holiday time will be prorated. The official holidays are:

New Year's Day	January 1
Martin Luther King's Birthday	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth National Freedom Day	June 19
Independence Day	July 4
Labor Day	First Monday in September
Thanksgiving	Fourth Thursday in November
Friday after Thanksgiving	Fourth Friday in November
Christmas Eve (half day)	December 24
Christmas Day	December 25

When an official holiday falls on Saturday, the preceding Friday will be treated as the observed holiday. When an official holiday falls on Sunday, the following Monday will be treated as the observed holiday.

Three floating holidays are available for each employee at the beginning of each fiscal year (July 1) and can be used at the discretion of the employee with prior approval from their supervisor; however, they must be used by the end of the fiscal year (June 30). Part-time employees will receive three prorated floating holidays. Floating holiday time may be taken in 15-minute increments.

New employees' floating holidays will be prorated based on their start date. Employees transferring from other State of Illinois agencies, boards, universities, or commissions will not receive floating holidays if they did with their previous employer. They may transfer in a maximum of three floating holidays from their previous employer. The new employee should secure a letter from their former employer which certifies the number of floating holidays to be transferred from that agency/department.

<u>NEW SECTION</u>

Appendix III: Remote Work Policy and Procedures

Objective

Remote work is a work arrangement that allows employees to work at an alternate location, most often the employee's home. Although not all jobs can be performed satisfactorily from other locations, The Illinois Community College Board (ICCB) recognizes that, in some cases, these arrangements can provide a mutually beneficial option for both the agency and the employee when a thoughtful plan is in place. ICCB considers remote work to be a viable, flexible work option when both the employee and the position are suited for such an arrangement. Remote work may be appropriate for some employees and positions but not for others.

Policy Statement

Remote work is not an employee right or benefit, but rather is permitted in accordance with the policies and procedures set forth herein. Establishment of a remote work agreement in no way changes the employee's obligation to observe all applicable rules, policies, and procedures. All existing terms and conditions of employment including, but not limited to, the job description, wages, benefits, vacation, leave, and time reporting remain the same as they would be if the employee worked in the office. Employee will be held to the same job performance standards as those established for the employees working on-site.

Eligibility Considerations for Remote Work

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

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

Position Eligibility for Remote Work:

- Has job functions that can be performed at a remote site without diminishing the quality of the work or disrupting productivity.
- Does not require an employee's presence in the office on a daily or routine basis.

- Allows for an employee to be as effectively supervised as they would be if the job functions were performed in the office.
- Does not impact overall operations of the division and the agency and interactions required with colleagues or constituents is minimal.
- Involves measurable or quantifiable work product.
- Has minimal or flexible need for specialized materials or equipment available only in the office.

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

Availability
Staff are eligible for a maximum of two remote workdays per week. During the summer months (Memorial Day through Labor Day), staff are eligible for a maximum of three remote workdays per week. These days must occur on a fixed schedule established via an approved Remote Work Agreement. If a scheduled remote workday falls on a State holiday, employees are not entitled to adjustment.

Request Process
Employees requesting to work from home shall submit a Work from Home Application to their supervisor. The employee and supervisor will evaluate the work habits of the employee and job responsibilities to determine suitability for remote work. Employees requesting remote work should provide an overview of technology services, equipment, and software resources that will be necessary to support the proposed remote work arrangement.

The request form must be completed and approved by the supervisor and appropriate Deputy Director. If approval is denied, the employee is not authorized to work remotely and the request form is placed in the personnel file.

A Remote Work Agreement must be reviewed and approved prior to an employee beginning remote work. The approval form and agreement shall be forwarded to Human Resources and placed in the personnel file.

Expectations
It is important that expectations regarding productivity/volume of work, quality of work, and timelines must be clearly communicated with the employee in writing and that communication strategy and expectations are outlined in advance as part of the Remote Work Agreement.

When working remotely, an employee's job duties and expectations do not change. The employee will be held to the same job performance standards as those established for the employees working on-site.

Supervisors
Supervisors are responsible for administration of the remote work policies and procedures within their respective areas of responsibility. In doing so, supervisors are responsible for:

- Determining if remote work arrangements are mutually beneficial prior to submitting request to the next higher level of approval. Supervisors should consider whether remote work will contribute to program objectives, while maintaining or improving efficiency, productivity, and customer service.

- Overseeing the day-to-day performance of remote employees, as they would on-site employees, including communicating general office updates and related information to remote employees.
- Providing remote employees with specific, measurable, and attainable assignments, just as they would non-remote employees. These expectations shall be reviewed with the employee on a quarterly basis.
- Ensuring employees who remain in the office are not negatively impacted by handling the remote worker's regular assignments (answering telephone calls, dispensing information, etc.)
- Ensuring remote employees indicate the hours they worked remotely in accordance with the established policy and procedures.

Supervisors may need to adjust division and individual meetings to ensure remote employees are included and involved.

Employees
While working remotely, employees must be available to supervisors and co-workers during regularly scheduled work hours. Employees are expected to attend scheduled meetings and participate in other required office activities when practical to do so or when required by their supervisor. Upon reasonable notice of the need to report to the workplace, a remote employee must forgo remote work when their physical presence is required in the office on regularly scheduled remote workdays.

Staff attending in-person meetings on their established workdays shall not use State time to travel to or from the work site. Staff may choose to use their appropriate benefit time or their non-compensated lunch period to travel between their worksite and remote work location. No exceptions to this policy shall be granted.

Employees are not permitted to meet with third-party representatives at their place of residence to conduct agency business. All in-person meetings should be scheduled for the ICCB office.

Employees that are working remotely are responsible for:

- Establishing a dedicated, appropriate workspace and maintaining a healthy and safe environment at their remote worksite. Employees working at home must complete the Safety Checklist/Acknowledgement, Attachment B, and certify its accuracy on an annual basis.
- Arranging for childcare during their work hours. Remote Work is not intended to serve as a substitute for child or adult care. If children or adults in need of primary care are in the alternate work location during employees' work hours, another person must be present to provide the care.
- Keeping personal disruptions, such as non-business phone calls and visitors to a minimum.
- Submitting vacation, sick, or personal leave according to policy and procedure when unable to maintain regular business hours or availability. Employees cannot use remote work in place of sick leave, FMLA, Workers' Compensation leave, or other types of leave.
- Reporting security incidents immediately to their supervisor.
- Determining any tax or legal implications under IRS, state, and local government laws, and/or restrictions for working out of a home-based office.
- Completing the Remote Work Plan Agreement and having the agreement approved prior to engaging in any regularly scheduled remote work.

Evaluation
A system of evaluation of the employee's performance during the three-month trial period shall be established. This evaluation may include regular interaction by phone and e-mail between the employee and the supervisor, as well as weekly face-to-face meetings to discuss work progress

and problems. At the end of the trial period, the supervisor will determine if a continued agreement is appropriate and if any modifications need to be made. Any modification shall be documented accordingly on the agreement.

Evaluation of employee's performance beyond the trial period will be consistent with that received by employees working at the office in both content and frequency.

Equipment & Supplies
If an employee is not otherwise provided a state-issued cell phone, internet hot spot, or laptop, ICCB will not provide an employee a state-issued cell phone, internet hot spot, or laptop for the sole purpose of participating in remote work.

Desks, chairs, and other furniture for the remote work location will not be provided by ICCB

Employee Expenses
The ICCB will not compensate employees for expenses incurred because of remote work, such as cell phones and internet. Employee's personally owned equipment maintenance and repairs remain the responsibility of the employee. ICCB does not assume any liability for loss, theft, damage, or wear of employee's personally owned equipment because of remote work-related activity.

Employees will not be reimbursed for out-of-pocket expenses for materials and supplies that are normally available in the office.

Equipment Policy
ICCB equipment located at the remote work site is subject to all policies and restrictions related to the management and use of agency property.
If agency equipment is lost, stolen, or damaged, the employee agrees to participate in any investigation and follow all other requirements (see 6.8 – Agency/State Property Policies).

Equipment Malfunctions
If equipment malfunctions, the employee must notify his or her supervisor immediately.

- The supervisor, in consultation with IT, will determine if equipment down time warrants the employee to report to the office.
- IT will provide telephone service and assistance to teleworkers for state-owned network and connections. IT will not provide any at home service.

Health and Safety
ICCB expects remote employees to maintain the same safe working environment at home as they would have at the office.

- Employees shall have a fire extinguisher and smoke detector in the home.
- Employees shall have pre-established evacuation plans and first aid supplies.
- In-home offices shall be clean and free of obstructions and hazards.

Employees are responsible for self-certifying that the in-home office complies with identified safety requirements by completing and signing the "Safety Checklist/Acknowledgement". ICCB retains the right to make inquiries as to the status of the in-home office work environment. Failure to maintain a safe work environment, in accordance with this policy, is cause for discontinuing employee participation in the Remote Work Program.

Workers' Compensation
If a remote work employee sustains an injury arising out of and in the course of employment, workers' compensation laws and rules apply in the same manner as if such injury occurred at the office. An injured employee should notify human resources and complete the necessary paperwork within 24 hours of the incident as well as follow all other requirements as related to returning to work (*see 9.8.1 – Workers' Compensation*).

Data and Information Security
Consistent with the ICCB's expectations of information security for employees working at the office, employees will be expected to ensure the protection and confidentiality of colleague, student, and any other information accessible from their remote worksite.

Copies of all records and correspondence must be safeguarded by the employee to protect them from unauthorized disclosure, loss, or damage. No original documents should be taken home and original records shall remain in the office. Release or destruction of any records shall only be done at the office according to policy and procedure.

Public Records Disclosure
The work employees complete while remote working remains subject to ICCB and other applicable regulations including the Illinois Freedom of Information Act. Employees who use their personal computing equipment for work purposes subject their hard drive, software, and/or any other type of electronic storage media, to the possibility of subpoena or lack of privacy through legal action taken against, or by, the State (Electronic Communication Privacy Act).

Termination of Agreement
The remote work agreement is a bilateral voluntary arrangement between ICCB and the remote employee that can be discontinued by either the agency or employee. Violations of the remote working agreement or ICCB policy and procedures will be subject to discipline up to and including termination for serious misconduct.
The employee may terminate participation in the Remote Work Program, without cause, at any time, for any reason, by written notice to his or her supervisor. The ICCB may terminate an individual employee's participation in

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #13 – Information Items
There was no discussion.

Item #13.1 - Fiscal Year 2021 Financial Statements

Item #13.2 - Workforce Consolidation Feasibility Study Report

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

Item #13.4 - Statewide Articulation Agreement with the University of Northern Iowa

Item #13.5 - ICCB Administrative Rules – Update of Required Reports & Due Dates

Item #14 - Other Business
There was no other business.

Item #15 - Public Comment
Frank Brooks spoke to the Board on some community college employees, who work at multiple community colleges, are required to do the same trainings for each community college. He asked the Board and ICCB staff to review this requirement and help cut down the duplicate trainings.

Item #16 - Executive Session

Item #16.1 - Employment/Appointments Matters
Suzanne Morris made a motion, which was seconded by Nick Kachiroubas, to approve the following motion:

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

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved. The Board will take a break before entering executive session. The Board entered executive session at 11:19 a.m.

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Nick Kachiroubas made a motion, which was seconded by Terry Bruce, to reconvene Public Session at 11:36 a.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #17 - Executive Session Recommendations
Suzanne Morris made a motion, which was seconded by Nick Kachiroubas, to approve the following motion:

The Illinois Community College Board authorizes the Executive Director to implement a cost of living adjustment of 3.5% to all staff and adjust ranges as necessary, pending budget authority on July 1 for FY 2021.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Doug Mraz	Yea	Lazaro Lopez	Yea
Suzanne Morris	Yea		

The motion was approved.

Item #18 - Adjournment
Paige Ponder made a motion, which was seconded by Larry Peterson, to adjourn the Board meeting at 11:37 a.m. The motion was approved by unanimous voice vote.

UNAPPROVED

Minutes of the
Illinois Community College Board
Retreat

Join Zoom Meeting
https://us02web.zoom.us/j/87139605481?pwd=OW1IbzlpNkt4T3NXQVVrbFh2OVJIdz09

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August 19, 2021

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Board minutes of the June 4, 2021 meeting as recorded.

Item #1 – Roll Call and Declaration of Quorum
Chair Lopez called the Board meeting to order at 10:00 a.m. and asked Ann Knoedler to call roll. The following Board members were present on the call: Paige Ponder, Larry Peterson, Terry Bruce, Lynette Stokes, Suzanne Morris, Teresa Garate, Nick Kachiroubas and Jaleel Harris, Student Board member, were present. A quorum was declared.

Item #2 – Announcements and Remarks by Dr. Lazaro Lopez, Board Chair
Chair Lopez called the meeting to order with the following statement: Though the Governor's disaster proclamation does not in person meetings are necessarily infeasible, the head of a public body may determine that an in-person meeting is not practical or prudent given the disaster. Given the onset of the delta variant, I have made that determination, hence we find ourselves now meeting remotely. He stated that he does anticipate the same plan for September 17th, assuming the Governor reissues the disaster proclamation.

It is important to note that as a part of this determination, the ICCB will be keeping a verbatim recording of this meeting for a period of 18 months, as required by law. This zoom meeting will be recorded. Also to be noted, ICCB staff, Matt Berry, is present at the ICCB 2nd floor conference room, per requirements of the OMA law.

Chair Lopez then welcomed everyone to the Board's second remote Board retreat. There are a couple action items to get through this morning, just because the timing was right. The first topic for discussion is about the Biden administration's conversation on Free College.

For this, there is a recorded presentation with David Baime, Vice President for the American Association for Community Colleges, who is leading the advocacy effort at the federal level. After this, there will be a discussion amongst the Board on any questions that need to be answered. After lunch, beginning around 12:30, Dr. Barbara Endel, will talk about the Future of Work, where the Board will be encouraged to engage in some discussion about the implication of the Future of Work. This session will run until about 2pm. This issue is particularly timely, as the Governor is poised to sign a bill establishing a Future of Work Taskforce. In the last 30 minutes, there will be a discussion about the topic areas the Board will want to see some focus on from the staff in the coming year. The retreat will finish with Executive Session. Chair Lopez then welcomed the new student Board member Jaleel Harris from South Suburban College to the Board. There were no other comments.

Item #3 – Executive Director Report
Dr. Brian Durham began by also welcoming student member Jaleel Harris to the Board. There has been many challenges that everyone is working through right now as life tries to return to normal, with significant turnover in staff due to the pandemic. So many are busy reacting to this issue and making decisions and trying to add new staff. The ICCB office had originally been slated to go to a fall in person schedule, with the remote work policy, beginning just right after Labor Day; however, this has already been delayed until the end of September. The schedule will remain in the summer format, which is two days in the office and three work remotely status in order to keep the density down in the building. There will be rolling extensions on this plan to see how everything plays out with the new COVID strain. Hopefully, by January the office schedule will be back to normal.

Dr. Durham went on to say the ICCB staff put together a list of accomplishments for the agency that was requested by the Governor's Office. This consists of a long list of everything that the agency has accomplished over the last couple of years. This document was recently emailed to the Board. One major accomplishment is that in addition to the base operating and equalization dollars, since FY19, ICCB has almost doubled the amount of money distributed to the system in grants due to the federal money coming in and connections to the Governor's Office Relief Funds. Chicago will be the site for the 2022 National State Directors for Community Colleges Summer Conference. This will host all the community college executives from across the country. It will most likely be happening in July 2022.

Lastly, Matt Berry will now report out to the Board on the Illinois Council of Community College Presidents marketing collaborative. Mr. Berry will give a brief overview of what the work the President's are doing to market community colleges in the state. ICCB staff Matt Berry presented on the Illinois Community College Marketing Collaborative: Statewide Community College Brand Development. This marketing campaign was begun to maximize awareness and understanding of community colleges among key/target constituencies throughout the state, with the ultimate goal of driving enrollment and enhancing reputation. Deliverables: A clear, identifiable brand identity; key message and positioning statements that have statewide relevance; visual identify elements that span across all markets; cost-effective public relations and marketing strategy for use and reach across all communities in Illinois; and integration with each institutions visual creative, as well as social media and other digital platforms.

Item #4 - Endorsement of the IBHE Strategic Plan
At the Illinois Board of Higher Education's (IBHE) June 15, 2021 meeting, they approved the Strategic Plan for Higher Education entitled A THRIVING ILLINOIS: Higher Education Paths to Equity, Sustainability, and Growth. The IBHE is statutorily required to develop a strategic plan for higher education in cooperation with the ICCB. The plan was developed in partnership and collaboration with the ICCB and the Illinois Student Assistance Commission (ISAC) as well as the involvement of hundreds of higher education leaders and stakeholders across Illinois, and with input from nearly 10,000 individuals. ICCB Board members and community college leaders were involved in many different aspects of the plan, including as participants on the IBHE Strategic Plan Advisory Committee, as participants in focus groups, and as representatives in Design Working Groups.

The plan contains 25 strategies designed around three goals: 1) Equity: Close the equity gaps for students who have historically been left behind; 2) Sustainability: Build a stronger financial future for individuals and institutions; and, 3) Growth: Increase talent and innovation to drive economic growth. Community colleges and the students they serve figure prominently in the plan. ICCB was disappointed with there being no changes made to the MAP funding section of the plan.

Paige Ponder made a motion, which was seconded by Nick Kachiroubas, to approve the following motion:

> The Illinois Community College Board hereby endorses the IBHE Strategic Plan for Higher Education, A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #5 - Memorandum of Understanding For Construction Management of Laborers Apprenticeship Program AAS between the Illinois Laborers' & Contractors Joint Apprenticeship & Training Program and Shawnee Community College

The Illinois Community College Board is requested to approve the Memorandum of Understanding and articulation agreement between Shawnee Community College (SCC) and the Illinois Laborers' & Contractors Joint Apprenticeship and Training Program (JATP). This Memorandum of Understanding is a joint effort between SCC and the Illinois Laborers' & Contractors JATP. SCC and JATP to offer a Construction Management of Laborers Associate of Applied Science (AAS) degree. The AAS degree is already approved for SCC, but this extends this offering to JATP students only across the state. The AAS degree curriculum includes sixty-two (62) credit hours consisting of thirty-two (32) credit hours of general education courses, provided by SCC, and thirty (30) hours of technical core courses, provided by the JATP, which make up the AAS degree and include classroom and occupational field training. All instructors teaching courses with an LBR (Labor) prefix will be employees of the JATP; however, the parties hereto will jointly review and approve instructors utilized in the JATP. SCC and JATP agree that Applicants selected for the program must meet requirements based on the JATP's apprenticeship standards that are registered by the Bureau of Apprenticeship and Training with the U.S. Department of Labor.

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

> The Illinois Community College Board hereby approves the Memorandum of Understanding between Shawnee Community College and Illinois Laborers' & Contractors Joint Apprenticeship and Training Program.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #6 - Free College Video Presentation and Discussion by Dr. Brian Durham
President Biden's American Families Plan calls for a 109 billion dollars investment in free community college across the country so that every student can obtain a degree or certificate.

In addition, the plan is calling for approximately $85 billion investment in Pell Grants, which would help students seeking a certificate or a two- or four-year degree. On July 19, 2021, Chair Lopez and Executive Director Durham had the opportunity to record a presentation from and ask questions to David Baime, Senior VP for Government Relations and Policy Analysis, at the American Association of Community Colleges about the free community college movement. Mr. Baime has led AACC's efforts to advocate for free community college in Congress. Among the topics discussed are the implications of free college, the status of the effort at the White House and in Congress, and potential hurdles to its passage.

The Board viewed the recorded presentation and followed with a discussion. The following are some of the concerns raised regarding the loss of tuition as an income source for colleges: Tuition does not cover cost of instruction for Illinois community colleges—especially the high cost of STEM and health care programs; the incentive to maintain or develop new high-cost programs seems to vanish; well over half of our students currently receive some sort of financial aid; tuition is the only source of revenue that institutions still have some control over; taxes and State funding are essentially out of the colleges control; without tuition revenue during the budget crisis, some colleges might not have survived; some districts have higher tuition rates because of a lower property tax base; local control and autonomy would definitely be diminished; programs such as this are only focused on high school graduates; and funding to continue meeting the needs of the incumbent workforce, returning adults, online, and adult education is critical.

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At this time, the Board took a lunch break at 11:45 a.m. and returned at 12:30 p.m.

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Item #7 – The Future of Work Presentation and Discussion by Barbara Endel
Barbara Endel is an independent consultant and senior advisor to national non-profit, Jobs for the Future (JFF). She specializes in system-building and innovation in adult education and workforce development. Dr. Endel has worked extensively with Illinois and ICCB for close to 7 years supporting inclusive career pathways, and bridge programs. She supported the development of the Illinois Adult Education 5 -Year Strategic Plan and coached IL w Accelerating Opportunity for 5 years. This state and local level work has informed her published research, such as What Works for Adult Learners, a meta-analysis of career pathways. Barbara has worked with the US Department of Education, Tyson Foods, CA and FL to build stronger equity-driven student outcomes. She has spoken nationally and internationally on career pathways and the Future of Work.

This session defined the Future of Work and presented several trends that directly impact community colleges, such as workforce training and jobs that are at risk of automation. As part of the discussion, the presenter also showcased what other state community college systems are doing. The overall goal was to present the opportunities and threats of Future of Work concepts and to help inform the system's strategic direction.

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Chair Lopez stated the Board will take a break.

BREAK at 2:05 p.m.

RETURNED at 2:11 p.m.

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Item #8 – Focus Areas for the Upcoming Year
Chair Lopez facilitated a guided discussion with the Board members to consider the areas of discussion during the retreat and what areas the Board would like to see additional focus on during the remainder of this fiscal year.

A number of items came forward, such as, rural high schools and the community, the future of work model state plans, adult education, and the IL Board of Higher Education Strategic Plan. The Board agreed that in light of what has occurred this past year and a half, and continues to affect everyone, the Future of Work should be more of the main focus of the Board going forward. This area of focus will also keep in line with the Governor's Office Future of Work Task Force, which the ICCB and community college system will be following closely.

Item #9 - Executive Session

Item #9.1 - Employment/Appointments Matters
Suzanne Morris made a motion, which was seconded by Lynette Stokes, to approve the following motion:

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

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes. The Board entered executive session at 2:23 p.m.

* * * * * * * * *

Terry Bruce made a motion, which was seconded by Paige Ponder, to reconvene Public Session at 2:39 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Item #10 - Executive Session Recommendations
There were no recommendations.

Item #11 - Adjournment

Chair Lopez stated the September Board meeting will be virtual as long as the disaster proclamation is extended. Suzanne Morris made a motion, which was seconded by Lynette Stokes, to adjourn the Board meeting at 2:41 p.m.

A roll call vote was taken with the following results:

Terry Bruce	Yea	Larry Peterson	Yea
Teresa Garate	Yea	Paige Ponder	Yea
Nick Kachiroubas	Yea	Lynette Stokes	Yea
Suzanne Morris	Yea	Jaleel Harris	Yea
		Lazaro Lopez	Yea

The motion was approved. Student advisory vote: yes.

Illinois Community College Board

CERTIFICATION OF ELIGIBILITY FOR SPECIAL TAX LEVY
(110 ILCS 805, SECTION 3-14.3)

Section 3-14.3 of the Public Community College Act allows districts eligible for equalization grants in the previous or current fiscal year to levy up to or at the combined statewide average tax rate for educational and operations and maintenance purposes if they currently are levying less than the average. The certification is due by November 1 of each year.

RECOMMENDED ACTION

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby authorizes the Executive Director to issue the annual certificates of eligibility for additional taxing authority to the community college districts meeting the following statutory criteria:

1. Received an equalization grant in fiscal year 2021 and/or received an equalization grant in fiscal year 2022; and

2. Had combined educational and operations and maintenance purposes tax rates less than 29.07 cents per $100 of equalized assessed valuation.

Item #10.1
September 17, 2021

BACKGROUND
The following table identifies the districts eligible for the additional levy, the amount authorized and actual tax levy, the amount of additional tax rate, and the amount of additional revenue available if they choose to exercise the authority.

The additional levy authority is subject to "backdoor" referendum. Within ten days after the adoption of a resolution expressing the district's intent to levy all or a portion of the additional taxes, the district is required to publish notice of its intent. A petition signed by 10 percent or more of the registered voters in the district will cause the proposed increase to be placed on the ballot at the next regularly scheduled election. A 30-day period is allowed for such a petition to be received.

This special tax levy authority does not circumvent tax cap legislation. All tax cap legislation is still applicable to those districts that fall under it.

District	Authorized Operating Tax Rates*	Actual Operating Tax Rates*	Additional Tax Rate Authority	Estimated Additional Tax Revenue
Black Hawk College	19.00¢	19.00¢	10.07¢	$ 4,221,153
Carl Sandburg College	22.00¢	22.00¢	7.07¢	$ 1,357,644
Heartland College	22.50¢	22.50¢	6.57¢	$ 3,025,175
Illinois Central College	25.00¢	24.94¢	4.07¢	$ 2,954,618
Illinois Eastern Community College	25.00¢	25.00¢	4.07¢	$ 672,004
Illinois Valley Community College	17.00¢	17.00¢	12.07¢	$ 4,145,429
John Wood Community College	22.50¢	22.31¢	6.57¢	$ 1,160,096
Kankakee Community College	18.00¢	18.00¢	11.07¢	$ 2,790,907
Kaskaskia College	25.00¢	24.76¢	4.07¢	$ 729,437
Lake Land College	18.00¢	18.00¢	11.07¢	$ 3,349,574
Lewis and Clark Community College	25.00¢	24.37¢	4.07¢	$ 1,776,229
Rend Lake College	25.00¢	25.00¢	4.07¢	$ 449,167
Sauk Valley Community College	27.50¢	27.50¢	1.57¢	$ 292,068
Southwestern IL College	16.00¢	15.88¢	13.07¢	$ 9,566,275
Spoon River College	25.00¢	25.00¢	4.07¢	$ 396,586

*Combined Ed and O&M Maximum
Tax Rates

Illinois Community College Board

**COOPERATIVE EDUCATION AGREEMENT BETWEEN
HEARTLAND COMMUNITY COLLEGE
AND
ILLINOIS LABORERS' & CONTRACTORS' JOINT
APPRENTICESHIP & TRAINING PROGRAM**

The Illinois Community College Board is requested to approve the Cooperative Agreement between Heartland Community College and the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program.

The participating parties desire to enter into this Cooperative Agreement for the expressed purpose of providing Heartland Community College students with a pathway for union apprentices to earn quality, accessible, and affordable associate degrees utilizing credits earned through the apprenticeship program. The program addresses the regions need for a highs skills workforce while increasing the number of citizens who engage in apprenticeships and earn college degrees.

RECOMMENDED ACTION:

It is recommended that the following motion be adopted:

The Illinois Community College Board hereby approves the Cooperative Education Agreement between Heartland Community College and the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program.

HEARTLAND COMMUNITY COLLEGE
and
ILLINOIS LABORERS' & CONTRACTORS' JOINT APPRENTICESHIP & TRAINING PROGRAM

Articulation of Apprenticeship Credit into Associate of Applied Science in Trades Management Agreement

This Agreement is made and entered into on this __13th__ day of ___September___, 20_21_, by and between the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program and Heartland Community College.

NOW, THEREFORE, Heartland Community College ("Heartland") and the Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program ("Training Program") agree as follows:

The Apprenticeship to AAS Program, a unique partnership between the Training Program and Heartland, provides an excellent pathway for union apprentices to earn a quality, accessible, and affordable associate degree utilizing credits earned through the apprenticeship program. The program addresses the region's need for a highly skilled workforce and the nation's agenda to increase the number of citizens engaging in apprenticeships and earning college degrees.

1. After completing their apprenticeship, students in the program are guaranteed acceptance to Heartland.

2. The initial term of this Agreement shall begin on the date of the signing of the agreement and will be effective for one year thereafter. The Agreement will be reviewed annually for continuation. The term will be extended for future academic years unless terminated by either party. Either party may terminate this Agreement, without cause, by providing at least ninety (90) days written notice to the other party. The Agreement may also be cancelled at any time by mutual agreement of the parties. In the event of termination, no additional students may be admitted to the program; however, any students already participating in the program will continue with the privileges specified under this Agreement as they continue to meet academic progress toward their degree.

3. Students who complete the apprenticeship program will we awarded up to 29 credit hours of credit for:

   - Asbestos Abatement Worker (ILAP 142)
   - Asphalt Technology & Construction (ILAP 143)
   - Blueprint Reading & Specification (ILAP 151)
   - Bridge Construction, Renovation & Demolition (ILAP 161)
   - Concrete Specialist I (ILAP 144)
   - Concrete Specialist II (ILAP 152)
   - Construction Math (ILAP 145)
   - Global Positioning Systems (ILAP 162)
   - Grade Checking (ILAP 153)
   - Hazardous Waste Operations Procedures (ILAP 163)
   - Hoisting and Rigging (ILAP 164)
   - Landscaping (ILAP 165)
   - Mason Tending (ILAP 154)
   - New Apprentice – Craft Orientation (ILAP 141)
   - Principles of Pipelaying (ILAP 155)

4. Heartland agrees to defend, indemnify, and hold Training Program, its affiliates, trustees, directors, officers, faculty, employees, and agents, past or present, harmless from and against all claims, causes

of action, fees, liabilities, damages, expenses (including reasonable attorney's fees) and costs relating to or arising from or based upon the negligent or willful acts or omissions of Heartland, its employees or its agents.

5. Training Program agrees to defend, indemnify, and hold Heartland, its affiliates, trustees, directors, officers, faculty, employees, and agents, past or present, harmless from and against all claims, causes of action, fees, liabilities, damages, expenses (including reasonable attorney's fees) and costs relating to or arising from or based upon the negligent or willful acts or omissions of Training Program, its employees or its agents.

6. In the performance of this Agreement, Training Program and Heartland are at all times acting as independent contractors and neither of them nor their respective employees shall claim to be employees, partners, joint ventures, or agents of the other.

7. This Agreement is intended to be non-exclusive. It shall not prevent either party from entering into similar agreements with other organizations.

8. This Agreement constitutes the entire agreement between the parties and supersedes prior articulation agreements, understandings, covenants, representations or warranties, oral or written, not incorporated herein. It may not be modified, amended, supplemented, or otherwise changed, except by a writing signed by both parties.

IN WITNESS WHEREOF, Illinois Laborers' & Contractors' Joint Apprenticeship & Training Program and Heartland Community College have executed this Agreement as of the day and year written above.

HEARTLAND COMMUNITY COLLEGE

ILLINOIS LABORERS' & CONTRACTORS' JOINT APPRENTICESHIP & TRAINING PROGRAM

Richard Pearce, Provost and VPAA

Terrance Whitecotton, Administrator

Date: 9-13-21

Date: 9/13/2021

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

		FY 2021 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 48,460,000	$ 44,534,681	91.9%
ADULT EDUCATION		33,887,700	33,136,180	97.8%
GED TESTING PROGRAM		1,073,000	615,921	57.4%
CAREER & TECH EDUCATION		18,269,400	17,909,390	98.0%
OFFICE ADMINISTRATION		2,158,900	2,003,730	92.8%
	TOTAL	**$ 103,849,000**	**$ 98,199,900**	**94.6%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 145,574,100	$ 145,524,510	100.0%
	TOTAL	**$ 145,574,100**	**$ 145,524,510**	**100.0%**
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 29,000,000	$ 14,518,728	50.1%
GED TESTING FUND		100,000	40,364	40.4%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	105,570,000	100.0%
	TOTAL	**$ 134,770,000**	**$ 120,129,092**	**89.1%**
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 28,769,183	$ 17,175,442	59.7%
FEDERAL CAREER & TECH ED FUND		19,124,798	9,682,652	50.6%
ICCB FEDERAL TRUST FUND		525,000	138,473	26.4%
	TOTAL	**$ 48,418,981**	**$ 26,996,566**	**55.8%**
GRAND TOTAL, ALL FUNDS		**$ 432,612,081**	**$ 390,850,068**	**90.3%**

* See detail on following pages

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

		FY 2021 Appropriation		Year-to-Date Expenditures	% Expended			
GENERAL REVENUE FUND								
GRANTS TO COLLEGES AND PROVIDERS								
City Colleges of Chicago		$ 13,265,400	$	13,265,400	100.0%			
P-20 Council Support		150,000		127,500	85.0%			
East St. Louis Educational Center		1,457,900		1,107,549	76.0%			
Illinois Veterans Grant		4,264,400		2,754,319	64.6%			
ILDS		560,300		477,361	85.2%			
Lincoln's Challenge Program		60,200		2,000	3.3%			
Performance Grants		359,000		-	0.0%			
Small College		548,400		548,386	100.0%			
Alternative Schools Student Re-enrollment		3,000,000		3,000,000	100.0%		7200	No dept
Transitional Math and English Development (TIME and DEI)		1,000,000		438,018	43.8%		7200 $ 367,501.40 DEI	$70,516.45 TIME
Bridge and Transition		4,394,400		4,104,400	93.4%		7100	
Workforce Equity Initiative		19,400,000		18,709,749	96.4%		7000	
	TOTAL	**$ 48,460,000**	**$**	**44,534,681**	**91.9%**			
OFFICE ADMINISTRATION		$ 2,158,900	$	2,003,730	92.8%			
	TOTAL	**$ 2,158,900**	**$**	**2,003,730**	**92.8%**			
ADULT EDUCATION								
Adult Education Basic Grants		$ 22,651,000	$	22,348,085	98.7%			
Adult Education Performance Grants		11,236,700		10,788,095	96.0%			
	TOTAL	**$ 33,887,700**	**$**	**33,136,180**	**97.78%**			
GED TESTING PROGRAM		$ 1,073,000	$	615,921	57.4%			
	TOTAL	**$ 1,073,000**	**$**	**615,921**	**57.4%**			
CAREER & TECHNICAL EDUCATION								
CTE LPN RN		500,000		500,000	100.0%	8250		
CTE Administration		575,000		328,340	57.1%	8100		
CTE Formula		15,600,000		15,599,998	100.0%	8000		
CTE Early School Leavers Grants		615,000		560,193	91.1%	8350		
CTE Early School Leavers Administration		84,950		26,409	31.1%	8300		
CTE Corrections		894,450		894,450	100.0%	8200		
	TOTAL	**$ 18,269,400**	**$**	**17,909,390**	**98.0%**			

CAREER & TECHNICAL EDUCATION side table:

State Budget appropriation	$ 18,069,400
Less:	
Early School Leaver Grant	$ (615,000)
IDOC PIG	$ (894,450)
CTE Grant LPN Transfer from ISBE	$ (500,000)
CTE State Operations	$ (375,000)
Early School Leaver Ops.	$ (84,950)
	$ (2,469,400)
Amount to be allocated FY20	$ 15,600,000

EDUCATION ASSISTANCE FUND						
GRANTS TO COLLEGES AND PROVIDERS						
Base Operating		$ 74,370,200	$	74,370,200	100.0%	
Equalization		71,203,900		71,154,310	99.9%	
	TOTAL	**$ 145,574,100**	**$**	**145,524,510**	**100.0%**	
	GRAND TOTAL	**$ 249,423,100**	**$**	**243,724,410**	**97.7%**	

Illinois Community College Board
FISCAL YEAR 2021 APPROPRIATION SUMMARY REPORT

Special State Funds
July 1, 2020 - August 31, 2021

<u>**SPECIAL STATE FUNDS***</u>

	FY 2021 Appropriation	Year-to-Date Expenditures	% Expended			
CONTRACTS AND GRANTS FUND						
GRANTS						
NGA		-		3100		
NGA - early care		54,680		3200		
Apprenticeship Grant		561,778		3300		
ILCCO		79,154		3000	Total in grants	refund to DHS
Cares ACT		2,998,035		4100	2,984,114	13921.14 2,998,035.00
Advance CTE						
Governor's Emergency Education Relief (GEER)		10,795,081		1000		
		$ 14,488,728	50.0%			
ADMINISTRATION						
NGA		-				
NGA - early care		-		3200		
ILCCO		-				
IBHE for server		30,000		6000		
Advance CTE						
		$ 30,000	0.1%			
TOTAL	$ 29,000,000	$ 14,518,728	50.1%			
	$ 100,000	$ 40,364	40.4%			
GED TESTING FUND						
	$ 100,000	$ -	0.0%			
ICCB RESEARCH & TECHNOLOGY FUND						
	$ 105,570,000	$ 105,570,000	100.0%			
PERSONAL PROPERTY REPLACEMENT TAX FUND						
GRAND TOTAL, SPECIAL FUNDS	$ 134,770,000	$ 120,129,092	89.1%			

* Expenditures from these funds cannot exceed receipts.

Federal Funds
July 1, 2020 - August 31, 2021

FEDERAL FUNDS*	FY 2021 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended	
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic	$ 16,205,727	$ 3,184,381	$ 12,266,535	63.3%	4000
Federal Basic Leadership	2,332,643	861,639	1,868,569	58.5%	4500
EL Civics Grants	2,720,690	1,806,276	1,912,726	42.3%	5000
	$ 21,259,060	$ 5,852,297	$ 16,047,830	59.2%	
ADMINISTRATION					
Federal Basic	$ 982,165	$ 271,890	$ 880,802	70.2%	1000
EL Civics	143,194	137,806	51,591	18.4%	3500
Leadership	122,771	-	195,219	159.0%	4505
	$ 1,248,130	$ 409,696	$ 1,127,612	68.0%	
TOTAL	**$ 22,507,190**	**$ 6,261,993**	**$ 17,175,442**	**59.7%**	
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants	$ 15,447,475	$ 1,785,925	$ 8,615,926	50.0%	3000
Perkins Leadership	1,409,880	-	655,764	46.5%	4000
Perkins Corrections	363,470	(5,272)	76,644	21.4%	5000
Reserve	-	-		0.0%	
	$ 17,220,825	$1,780,653.28	$ 9,348,334	49.2%	
ADMINISTRATION					
CTE Federal	$ 908,675	$ (785,355)	$ 334,317	271.1%	2000
TOTAL	**$ 18,129,500**	**$ 995,298**	**$ 9,682,652**	**50.6%**	
ICCB FEDERAL TRUST FUND					
ADMINISTRATION	$ 525,000	$ -	$ 138,473	26.4%	
TOTAL	**$ 525,000**	**$ -**	**$ 138,473**	**26.4%**	
GRAND TOTAL, FEDERAL FUNDS	**$ 41,161,690**	**$ 7,257,291**	**$ 26,996,566**	**55.8%**	

Expenditures from these funds cannot exceed receipts.

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

		FY 2022 Appropriation	Year -to-Date Expenditures	% Expended
STATE GENERAL FUNDS*				
GENERAL REVENUE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 48,460,000	$ 4,676,501	9.7%
ADULT EDUCATION		33,887,700	-	0.0%
GED TESTING PROGRAM		1,148,000	54,634	4.8%
CAREER & TECH EDUCATION		18,069,400	71,046	0.4%
OFFICE ADMINISTRATION		2,083,900	379,816	18.2%
	TOTAL	**$ 103,649,000**	**$ 5,181,997**	**5.0%**
EDUCATION ASSISTANCE FUND				
GRANTS TO COLLEGES AND PROVIDERS		$ 145,574,100	$ 21,183,592	14.6%
	TOTAL	**$ 145,574,100**	**$ 21,183,592**	**14.6%**
SPECIAL STATE FUNDS *				
CONTRACTS AND GRANTS FUND		$ 62,000,000	$ -	0.0%
GED TESTING FUND		100,000	1,086	1.1%
ICCB RESEARCH & TECHNOLOGY FUND		100,000	-	0.0%
PERSONAL PROPERTY REPLACEMENT TAX FUND		105,570,000	26,392,500	25.0%
	TOTAL	**$ 167,770,000**	**$ 26,393,586**	**15.7%**
FEDERAL FUNDS*				
FEDERAL ADULT EDUCATION FUND		$ 22,939,345	$ 108,835	0.5%
FEDERAL CAREER & TECH ED FUND		19,152,817	75	0.0%
ICCB FEDERAL TRUST FUND		525,000	2,984	0.6%
	TOTAL	**$ 42,617,162**	**$ 111,894**	**0.3%**
	GRAND TOTAL, ALL FUNDS	**$ 459,610,262**	**$ 52,871,069**	**11.5%**

* See detail on following pages

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

		FY 2022 Appropriation	Year-to-Date Expenditures	% Expended	
GENERAL REVENUE FUND					
GRANTS TO COLLEGES AND PROVIDERS					
City Colleges of Chicago		$ 13,265,400	$ 3,316,350	25.0%	
P-20 Council Support		150,000	-	0.0%	
East St. Louis Educational Center		1,457,900	-	0.0%	
Illinois Veterans Grant		4,264,400	-	0.0%	
ILDS		560,300	61,763	11.0%	
Lincoln's Challenge Program		60,200	-	0.0%	
Performance Grants		359,000	-	0.0%	
Small College		548,400	548,388	100.0%	
Alternative Schools Student Re-enrollment		3,000,000	750,000	25.0%	
Transitional Math and English Development		1,000,000	-	0.0%	
Bridge and Transition		4,194,400	-	0.0%	
Workforce Equity Initiative		19,600,000	-	0.0%	
	TOTAL	**$ 48,460,000**	**$ 4,676,501**	**9.7%**	
OFFICE ADMINISTRATION		$ 2,083,900	$ 379,816	18.2%	
	TOTAL	**$ 2,083,900**	**$ 379,816**	**18.2%**	
ADULT EDUCATION					
Adult Education Basic Grants		$ 22,651,000	$ -	0.0%	
Adult Education Performance Grants		11,236,700	-	0.0%	
	TOTAL	**$ 33,887,700**	**$ -**	**0.00%**	
GED TESTING PROGRAM		$ 1,148,000	$ 54,634	4.8%	
	TOTAL	**$ 1,148,000**	**$ 54,634**	**4.8%**	
CAREER & TECHNICAL EDUCATION					
CTE LPN RN		500,000	-	0.0%	8250
CTE Administration		575,000	71,046	12.4%	8100
CTE Formula		15,400,000	-	0.0%	8000
CTE Early School Leavers Grants		615,000	-	0.0%	8350
CTE Early School Leavers Administration		84,950	-	0.0%	8300
CTE Corrections		894,450	-	0.0%	8200
	TOTAL	**$ 18,069,400**	**$ 71,046**	**0.4%**	
EDUCATION ASSISTANCE FUND					
GRANTS TO COLLEGES AND PROVIDERS					
Base Operating		$ 74,370,200	$ 9,296,275	12.5%	
Equalization		71,203,900	11,887,317	16.7%	
	TOTAL	**$ 145,574,100**	**$ 21,183,592**	**14.6%**	
	GRAND TOTAL	**$ 249,223,100**	**$ 26,365,589**	**10.6%**	

SPECIAL STATE FUNDS*

	FY 2022 Appropriation	Year-to-Date Expenditures	% Expended	
CONTRACTS AND GRANTS FUND				
GRANTS				
NGA		-		3100
NGA - early care				3200
Apprenticeship Grant				3300
ILCCO				3000
Advance CTE				
Early Childhood				
Governor's Emergency Education Relief (GEER)				
		$ 0	0.0%	
ADMINISTRATION				
NGA		-		
NGA - early care		-		
ILCCO		-		
Advance CTE		-		
		$ 0	0.0%	
TOTAL	$ 62,000,000	$ -	0.0%	
GED TESTING FUND	$ 100,000	$ 1,086	1.1%	
ICCB RESEARCH & TECHNOLOGY FUND	$ 100,000	$ -	0.0%	
PERSONAL PROPERTY REPLACEMENT TAX FUND	$ 105,570,000	$ 26,392,500	25.0%	
GRAND TOTAL, SPECIAL FUNDS	$ 167,770,000	$ 26,393,586	15.7%	

Expenditures from these funds cannot exceed receipts.

Illinois Community College Board
FISCAL YEAR 2022 APPROPRIATION SUMMARY REPORT

Federal Funds
July 1, 2021 - August 31, 2021

FEDERAL FUNDS*

	FY 2022 Appropriation	Carryover/Transfer	Year-to-Date Expenditures	% Expended	
FEDERAL ADULT EDUCATION FUND					
GRANTS TO PROVIDERS					
Federal Basic	$ 16,497,373		$ -	0.0%	4000
Federal Basic Leadership	2,499,602			0.0%	4500
EL Civics Grants	2,645,403			0.0%	5000
	$ 21,642,378	$ -	$ -	0.0%	
ADMINISTRATION					
Federal Basic	$ 999,841		$ 106,912	10.7%	1000
EL Civics	147,126		1,923	1.3%	3500
Leadership	150,000	-	-	0.0%	4505
	$ 1,296,967	$ -	$ 108,835	8.4%	
TOTAL	$ 22,939,345	$ -	$ 108,835	0.5%	
FEDERAL CAREER AND TECHNICAL EDUCATION FUND					
GRANTS					
Perkins Program Grants	$ 15,113,466	$ 720,029		0.0%	3000
Perkins Leadership	1,470,626			0.0%	4000
Perkins Corrections	417,656			0.0%	5000
Reserve	936,928	-		0.0%	
	$ 17,938,676	$720,029.00	$ -	0.0%	
ADMINISTRATION					
CTE Federal	$ 944,141	$ (450,029)	$ 75	0.0%	2000
TOTAL	$ 18,882,817	$ 270,000	$ 75	0.0%	
ICCB FEDERAL TRUST FUND					
ADMINISTRATION	$ 525,000	$ -	$ 2,984	0.6%	
TOTAL	$ 525,000	$ -	$ 2,984	0.6%	
GRAND TOTAL, FEDERAL FUNDS	$ 42,347,162	$ 270,000	$ 111,894	0.3%	

* Expenditures from these funds cannot exceed receipts.

Illinois Community College Board

**BASIC CERTIFICATE PROGRAM APPROVAL APPROVED ON BEHALF
OF THE EXECUTIVE DIRECTOR**

Following is a list of Basic Certificates (less than 29 credit hours) that have been approved on behalf of the Illinois Community College Board by the Executive Director since the last Board meeting:

Permanent Program Approval

<u>College of DuPage</u>
➢ Python Language Proficiency Certificate (12 credit hours)

<u>Heartland Community College</u>
➢ Maintenance and Light Repair Certificate (18 credit hours)
➢ Service Advisor Certificate (27 credit hours)

<u>Kennedy-King College</u>
➢ Networking and Systems Technologies Certificate (18 credit hours)
➢ Racial Healing Practitioner Certificate (19 credit hours)

<u>Oakton Community College</u>
➢ Cannabis Cultivation Certificate (12 credit hours)
➢ Mental Health and Crisis Response for Public Safety Certificate (13 credit hours)

<u>Olive-Harvey College</u>
➢ Networking and Systems Technologies Certificate (18 credit hours)

<u>Rend Lake College</u>
➢ Spray Applicator Certificate (12 credit hours)

<u>Triton College</u>
➢ Truck Drive Train Repair Certificate (21 credit hours)

<u>Harry S. Truman College</u>
➢ iOS and MacOS Development Certificate (18 credit hours)

Illinois Community College Board

ABILITY TO BENEFIT ALTERNATIVE STATE PLAN

The ICCB is seeking approval from the U.S. Department of Education for Illinois to have an Alternative State Defined Process for Ability to Benefit use. The purpose of Illinois' Ability to Benefit State-Defined Process is to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion.

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

In the spring of 2021, ICCB Workforce Education staff convened a focus group of key stakeholders from adult education programs, community college leadership, financial aid, and other relevant partners to develop an Illinois Ability to Benefit Alternative State Plan. The State Plan encompasses required expectations for participation, expected student services, outcome measures, and required data and accountability processes to support the educational acceleration of adults without a high school diploma. ICCB staff shared an informational webinar with the field in April and will hold information sessions on September 27 and October 1, 2021 for community colleges in order to finalize institutions who will opt to participate in the alternative plan.

Included in this item is the Ability to Benefit Alternative State Plan that the ICCB will submit to the U.S. Department of Education this fall for approval for use in SFY2023-202

Illinois Ability to Benefit Alternative State Plan

For Submission to the U.S. Department of Education, 2021

ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

Table of Contents

Executive Summary

The purpose of Illinois' Ability to Benefit Alternative State Plan is to outline ae state-defined process to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion. Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners who are participating in a career pathway program, as amended in Public Law 114-113 under section 484(d)(2) of the HEA to align with the definition of Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(7)), at a Title IV eligible institution to have access to financial aid.

The Illinois Community College Board (ICCB) convened a focus group of key stakeholders from adult education programs, community college leadership, financial aid, and other relevant partners to develop an Illinois Ability to Benefit Alternative State Plan which outlines an alternative method for ATB use beyond the two currently approved methods[1]. The State Plan encompasses required expectations for participation, expected students services, outcome measures, and required data and accountability processes to support the educational acceleration of adults without a high school diploma, a population that is traditionally underserved and faces inequitable access to opportunities for postsecondary credential and degree attainment leading to economic self-sufficiency.

The ICCB conducted a survey in 2019 to understand ATB implementation in the community college system. The survey found that 19 institutions were implementing ATB in limited circumstances. The survey also shed some light on the challenges and reticence for ATB implementation. The two most cited reasons for not utilizing ATB were lack of knowledge of who qualified and that the current provisions were too limiting. From this, it was determined that an Alternative State-Defined Process could enhance ATB implementation for eligible students in Illinois.

The Illinois State-Defined Process for Ability to Benefit provides the following:
1. Participating institutions of higher education
2. Program design
3. Student eligibility
4. Required services that will be provided to ATB students by the participating institutions, including, but not limited to:
   A) Orientation;
   B) Assessment;
   C) Tutoring;
   D) Career Goal Development;
   E) Counseling; and,

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[1] https://studentaid.gov/understand-aid/eligibility/requirements

F) Follow Up.
5. Calculation and reporting requirements of the rate of success, as defined by the U.S. Department of Education
6. Data Collection and Reporting
7. Provisions for monitoring participating institutions
8. Corrective Action
9. Termination Clause

Section I: Background

Illinois Community College Board

The Illinois Community College Board (ICCB) is governed by a twelve-member, governor-appointed board responsible for administering the Illinois Public Community College Act (P.A. 78-669) and providing leadership and coordination for Illinois' system of 39 public community college districts. The ICCB administers the Public Community College Act in a manner that maximizes the ability of the community colleges to provide high-quality educational programs and services that are affordable, accessible, and meet the needs of a diverse student population. The ICCB has statutory responsibility for the statewide planning and coordination of the community college system. It administers state and federal grants to the community college districts and adult education providers and manages high school equivalency testing for Illinois. As the administrator of WIOA Title II, Adult Education and Literacy, the ICCB has outlined goals in *Expanding Career Pathway Opportunities in Adult Education: Strategic Directions for Illinois[2]* which addresses the following key priorities of Adult Education and Literacy and aligns with the mission and goals of the ICCB:

- Scaling effective strategies and models across the system,
- Providing opportunities for postsecondary transitions and credential attainment,
- Preparing learners for college and career readiness, and
- Establishing lifelong career pathways systems and integrating enabling technologies.

Illinois is poised to scale ATB use for eligible students. This plan's program design is built on the foundations of longstanding work in Illinois regarding career pathways, equity, and integrated education and training program development.

Illinois' Postsecondary Attainment Goal

Expanding access and use of ATB will further contribute to Illinois' Postsecondary Attainment Goal adopted by the P-20 Council established under 105 ILCS 5/22-45 which "strives to increase the proportion of adults in Illinois with high-quality postsecondary degrees and credentials to 60% by the year 2025"[3]. To aid Illinois in achieving this goal, the ICCB Adult Education and Literacy funded programs provided 50,725 adult learners with career services instruction in Fiscal Year 2020. Of these learners, 63% identified as female and 76% identified as students of color (NRS Table 1: FY2020)[4]. Yet, the need to increase the number of adults who obtain a postsecondary credential must improve. According to the U.S. Census Bureau, nearly 1.4 million of Illinois' residents age 18 and over are in need of a high school credential, equivalent to 10.8% of the State's

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[2] https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/ICCB_AE_Strategic_Plan_Draft_1-4-18.pdf
[3] https://www2.illinois.gov/sites/P20/Pages/default.aspx
[4] https://nrs.ed.gov/rt/il/2019

population. For Illinois to achieve its postsecondary attainment goal, the State must continue to provide viable pathways to these adults.

Part of demonstrating the effectiveness of an ATB-eligibility process requires considering the cultural diversity, economic circumstances, and educational preparation of the populations served. In Illinois, many residents in need of a high school and postsecondary credential struggle to pay for the first six college credits or have been out of school for many years and have difficulty passing a standardized test, the two currently approved methods for ATB use. These realities place the potential of ATB out of reach for many students who would benefit from and succeed with federal student aid. While many institutions have attempted to address the affordability issue by utilizing WIOA Title I dollars, college foundation scholarships, and community resources, an Alternative ATB plan provides a route to a more sustainable and scalable option.

Section II: Participating Institutions

Requirement: Not every eligible institution of higher education in the state needs to participate in the Alternative State-Defined Process. However, every institution that plans to utilize and implement the state-defined ATB process must be listed within the plan.

Institutions must opt in for inclusion in Illinois' ATB State-Defined Process prior to submission to the U.S. Department of Education for approval. Institutions cannot be added annually. If your institution would like to utilize the state-defined process, during the period of the plan (July 1, 2022-June 30, 2026), please submit a notification of interest form for the institution utilizing the template in Appendix A.

Section III: Program Design

This plan is designed to support ATB implementation within a career pathway system. In 2017, the ICCB in partnership with other education and workforce agencies and partners created a working group that developed the Career Pathway Dictionary[5]. The dictionary outlines a definition of a career pathway program (aligned with WIOA), identifying quality elements, while defining other key education and workforce activities. This set the groundwork for interagency collaboration, common messaging, and local development and implementation of career pathways in Illinois. In order to utilize ATB, institutions must identify the career pathway program that the eligible student will be pursuing. Eligible career pathway programs must fall within one of Illinois 17 Career Clusters as identified in the Illinois State Perkins V Plan[6]. Institutions should prioritize

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[5] https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/6Perkins_V_Resource_IL-Career-Pathways-Dictionary.pdf

[6] https://www.iccb.org/cte/perkins-v-state-plan/#:~:text=What%20is%20the%20Illinois%20Perkins,%2D%20June%2030%2C%202024

programs of study that lead to occupations that are high-skill, in-demand, and high-wage. The allowable career clusters in Illinois can be found in Appendix B.

To satisfy U.S. Department of Education guidance, institutions must be able to document (1) how the career pathway meets the definition as set forth by section 484(d)(2) of the Higher Education Act, which aligns with the Career Pathway Dictionary; and (2) how the career pathway program includes workforce preparation activities and training for a specific occupation or occupational cluster and is aligned with local needs.

One specific strategy within a career pathway is integrated education and training (IET)[7]. Illinois uses its Integrated Career and Academic Preparation System (ICAPS) for the development, implementation, and evaluation of integrated education and training programming. ICAPS fosters a partnership between Adult Education and Career and Technical Education by integrating both credit technical training and basic skills education into the educational experience, delivering education in a team-taught environment, and culminating in educational functioning level gains and industry recognized credentials. Illinois envisions integrated education and training programs as the main vein for ATB implementation.   The coordination of integrated education and training programs between adult education instruction and college credit programs, in combination with the fiscal support of ATB, accelerates learners' education and credential attainment.

A key component to this program design is case management and comprehensive wraparound student support services. This is evident in the required student services along with the student eligibility requirements. Students are recommended to work towards their High School Equivalency (HSE) attainment while also working towards a postsecondary certificate or degree. The combination of these achievements will assist students in improving their skills and employment options.

Extensive professional development will be provided by the ICCB and its partners prior to and during the first year of implementation (expected to be SFY2023) to help promote programmatic success. Ongoing professional development, technical assistance, and monitoring will be offered throughout the period of the plan.

Section IV: Student Eligibility Criteria

Illinois' Process for Ability to Benefit defines eligibility as any adult student (beyond the age of Illinois Compulsory Education) who *does not* meet other ATB eligibility criteria. Students who may make ideal candidates include those who:

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[7] IET is adult education and literacy, workforce preparation, and workforce training "each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals" that "occur simultaneously," "use occupationally relevant instructional materials," and are "organized to function cooperatively" with "a single set of learning outcomes" (34 CFR §463.37).

o are enrolled in an Early School Leaver Transition[8] or an ICCB approved Alternative Methods of Credentialing for High School Equivalency[9] programming **OR**

o have successfully completed a Bridge Program within Adult Education.

Section V: Required Student Services

Requirement: Each participating institution will provide students with each of the following six student service components.

Under this plan, participating institutions of higher education will provide each eligible ATB student with comprehensive support services. Evidence of student support and engagement are essential to each student's success. These services must include:

1. **Assessment of each student's existing capabilities through means other than a single standardized test.**
   To be eligible for the alternative process, an assessment must be conducted utilizing multiple measures of assessment. Institutions need to utilize two or more assessment methods as provided below. Evidence must be documented in the student ATB file. This information may be requested as part of the monitoring conducted by the ICCB. Potential assessment methods include:
   - GED Ready practice tests
   - Instructor or employer referrals
   - High school transcript review
   - HSE and ESL assessments
   - Writing samples
   - Student interviews

2. **Orientation regarding the institution's academic standards and requirements and student rights.**
   All ATB students must attend orientation to become familiar with college and academic policies, processes, and terminology. Participants must have access to student resources that include information on technology (computer labs, email, learning management systems, online classes, wi-fi and laptops), advising and counseling, financial aid requirements and literacy, and tutoring. ATB students may attend orientation offered to all other students.

3. **Assistance with goal setting and career pathway planning.**
   Colleges will provide goal setting assistance from advisors. Goal setting involves both education and employment short and long-term planning. Those advisors may be from the

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[8] https://www.esltpillinois.com/
[9] https://www.iccb.org/adult_ed/illinois-high-school-equivalency/students-test-takers/transcript-based-alternative-methods-of-credentialing/

career services or advising functions of the college, adult education program (transition coordinators, navigators, etc.), or specific academic programming.

4. **Counseling and Academic Advising**

   The terms counseling and advising can also be categorized as case management. Students will receive assistance in creating an academic program plan that is aligned to their career goals; students will also identify academic and non-academic supports, as well as financial resources, that will help them reach their goals. This service will be customized to each student, and it will include components of a holistic student support model. Other important provisions of this service will be assisting students in identifying academic and non-academic supports and addressing the function(s) of financial aid or other financial resources that will help the student reach their goals. The Illinois process will require a multi-faceted approach to counseling/advising services, this includes providing career, academic, and financial information as needed (34 CFR 688.156 (c)(5)).

   Participants must enroll in a Title IV eligible program with a goal of completing the program. The college should not enroll a student in an educational program that is not consistent with the student's career and educational goals.

5. **Tutoring in basic verbal and quantitative skills if appropriate.**

   All ATB students will have access to tutoring services in order to support academic instruction. If the student is part of an ICAPS program, that tutoring could occur in their support course. Tutoring could also be provided by Learning/Tutoring Centers on campus or specific tutoring offered by instructors or other staff connected to a course. Tutoring is only required when the student demonstrates need.

6. **Follow-up regarding progress.**

   Students must be provided with follow-up regarding their classroom performance and any progress made towards their educational and career goals. These follow-up services must be provided by instructors, counselors, case managers, advisors, and/or others who are appropriately trained in retention and case management strategies. Throughout the student's journey, this support could lead to tutoring or advising recommendations. After a student completes their goals, this support could involve notifying institutional partners of HSE attainment or earned college credit.

Section VI: Success Rate

Requirements: ATB enrolled students must have a success rate that is within 95 percent of the success rate of students with high school diplomas (non-ATB students).

The ICCB has the capacity to collect and produce the required state success rate data as defined by the U.S. Department of Education (see below). With the approval of the ICCB state-defined ATB process, students participating in ATB and those not participating in ATB will be identified and reported by approved institutions through the annual student data submission process. Student success rates will be calculated by the ICCB at the end of each academic year for Illinois as an aggregate and for each Illinois ATB institution. Institutions with less than a 95% success rate will follow corrective action planning as identified in Section IX. Results will help to inform compliance with the state defined process and to identify technical assistance needs.

The Success Rate Formula is prescribed by the U.S. Department of Education and is as follows:

STUDENTS WITH HIGH SCHOOL DIPLOMAS OR EQUIVALENT

The number of students during the applicable award year enrolled who-
(i) Successfully completed education or training programs;
(ii) Remained enrolled in education or training programs at the end of that award year; or
(iii) Successfully transferred to and remained enrolled in another institution at the end of that award year.

DIVIDED BY

The number of students who enrolled in education or training programs in participating institutions during that award year who remained enrolled (minus the number of students who subsequently withdrew or were expelled from participating institutions and received a 100 percent refund of their tuition under the institutions' refund policies.)

EQUALS

Success Rate for Students with High School Diplomas or Equivalent

STUDENTS <u>WITHOUT</u> HIGH SCHOOL DIPLOMAS OR EQUIVALENT

The <u>number of students without high school diplomas</u> (or equivalent) who, during the applicable award year enrolled in participating institutions and –
(i) Successfully completed education or training programs;
(ii) Remained enrolled in education or training programs at the end of that award year; or
(iii) Successfully transferred to and remained enrolled in another institution at the end of that award year;

DIVIDED BY

the <u>number of students with high school diplomas</u> who enrolled in education or training programs in participating institutions during that award year who remained enrolled after subtracting the number of students who subsequently withdrew or were expelled from participating institutions and received a 100 percent refund of their tuition under the institutions' refund policies.

EQUALS

Success Rate Among Those Without a High School Diploma

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The success rate for students without a high school diploma or equivalent must be at least 95% of the success rate for the peer group (students with a high school diploma or equivalent).

Section VII: Data Collection and Reporting

The ICCB uses several data reporting methods and resources to accurately monitor and analyze student data. The primary data repository source used by ICCB from the colleges is through the collection of student-level data submissions. The data reside in the ICCB Centralized Data System which is a secure, centralized interface through which data is stored and retrieved. Only authorized ICCB staff are allowed access to the data and consult with other agency staff to generate tables and reports to monitor performance. The Illinois Ability to Benefit State-Defined Process will ensure that the all required data can be accessed for the purpose of calculating the rate of success for students within participating institutions.

Colleges will submit annual implementation reports following each academic year, due August 30. These reports will include aggregate student information (no PII)- career clusters and program of study ATB students are participating in, types of industry credentials earned, college credentials earned, dates of ATB orientation offered, how many of each assessment option was utilized, tutoring and other academic and career planning services offered, etc. Additionally, space will be provided on the annual report for story-telling data of student success.

Section VIII: Monitoring

Requirement: States must monitor each institution annually for compliance with standards and requirements within the state-defined process.

Monitoring will occur annually. A review of reports will be completed by ICCB ATB staff and contact with institutions will be made when data and reporting illustrate potential issues. If needed, an on-sight or virtual visit may occur to help remedy any issues.

In addition to data collection and reporting to determine compliance with success rate requirements and ATB processes, institutions must be able to document (1) how the career pathway(s) utilized meet the definition as set forth by WIOA, which aligns with the Career Pathway Dictionary; (2) how the career pathway program(s) include workforce preparation activities and training for a specific occupation or occupational cluster and is aligned with local needs, and (3) that the institution has a process for tracking and confirming that ATB students a) have utilized one of the three methods for ATB utilization as approved by the U.S. Department of Education (e.g. successfully completed an approved exam, attained 6 credit hours, participating as a part of the approved state process) to make them eligible for federal financial aid; AND b) are enrolled in adult education and postsecondary education. Concurrent enrollment is not required.

Section IX: Corrective Action

Requirements: A corrective action is required for any institutions found to be out of compliance.

Institutions that report not performing any of the required components will be placed on a Watch List with a Corrective Action Plan for how they intend to meet that requirement.

Institutions with a 91-94% Success Rate will be put on a Watch List for one year with no Corrective Action Plan required.   In Year 2, if the success rate increases to at least 95%, the institution is removed from the Watch List and placed in good standing. If the institution continues to have less than the required 95% success rate, they will need to submit a Corrective Action Plan. If an institution has a Success Rate of 90% or lower, the program will complete a Corrective Action Plan. If an institution reports a success rate of less than 95% for three consecutive years, the institution will be terminated from participating under this State-Defined Plan.

Section X: Termination of Alternative Ability-to-Benefit State Plan or Institutional Participation

Requirement: Termination of an institution is mandated if they refuse or fail to comply with policies.

If the ICCB decides to terminate this plan or not renew this plan at any given time, institutions will be notified within 90 days of its termination. At that time, institutions will need to determine which of their students are mid-program utilizing the state-defined process. Institutions will not be allowed to enroll new students upon notification. However, institutions will be required to continue the support of existing ATB students until they have obtained at least 6 credit hours and therefore eligible for ATB through that policy option.

If an institution is terminated due to non-compliance, the institution is required to continue the support of existing ATB students until they have obtained at least 6 credit hours and therefore eligible for ATB through that policy option.

Appendix A – Institutional Notification of Interest Form

Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners who are participating in a career pathway program as amended in Public Law 114-113 under section 484(d)(2) of the HEA to align with the definition of Section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102(7)) at a Title IV eligible institution to have access to financial aid.

The purpose of Illinois' Ability to Benefit State-Defined Process is to increase access to federal financial aid for eligible adults without a high school diploma, who with proper support can be as successful as their peers in postsecondary credential and degree completion.

Institutional Obligations:
    a. Request to be part of the State-Defined Process via this form
    b. Collaborate internally to enroll, support, and track eligible students per the requirements of Illinois' Ability to Benefit State-Defined Process
    c. Submit Program Implementation Reports on an annual basis (August 30)
    d. Maintain a success rate of 95% as defined in Section VI or be in compliance with Section IX.

Institutions are *not* obligated to:
    e. Enroll a minimum number of students in ATB via this State-Defined Process, even if they have opted into the plan.

Institutional participation under this plan is set for SFY2023-2027 (July 1, 2022- June 30, 2026).

Community College:

District #:

College Designee for Agreement:
Phone #:
Email:

President: Date:

Please complete, sign, and return the following document to Angela Gerberding, Associate Director for Integrated Career Programs at angela.gerberding@illinois.gov.

Appendix B - Allowable Career Clusters in Illinois

1. Agriculture, Food, and Natural Resources
2. Arts (Performing and Visual), Audio/Video Technology and Communications
3. Business Management and Administration
4. Finance
5. Marketing
6. Hospitality and Tourism
7. Transportation, Distribution, and Logistics
8. Education and Training
9. Government and Public Administration
10. Law, Public Safety, Corrections, and Security
11. Human Services
12. Health Sciences
13. Information Technology
14. Architecture and Construction
15. Manufacturing
16. STEM
17. Energy

Illinois Community College Board

SPRING 2021 LEGISLATIVE UPDATE

HB 132 (Delgado / Muñoz) **BEP STATE AGENCY CERTIFICATION** P.A. 102-0585

Amends the BEP Act to provide that BEP shall recognize and accept MBE/WBE certifications by the City of Chicago, Cook County, or other entities approved by the BEP Council; provided that such entities have certification requirements that are equal to or more restrictive than BEP's certification requirements.

HB 158 (Lilly / Hunter, Mattie) **HEALTHCARE & HUMAN SERVICES** P.A. 102-0004

Creates the Community Health Worker Certification and Reimbursement Act. Community health workers shall be provided with multi-tiered academic and community-based training opportunities that lead to the mastery of community health. For academic-based training programs, IDPH shall collaborate with the ISBE, ICCB, and IBHE to adopt a process to certify academic-based training programs that students can attend to obtain individual community health worker certification. Certified training programs shall reflect the approved core competencies and roles for community health workers.

The Illinois Community Health Worker Certification Board shall serve as the regulatory body that develops and has oversight of initial community health workers certification and certification renewals for both individuals and academic and community-based training programs. The Board shall propose a certification process for and be authorized to approve training from academic institutions, in consultation with the ISBE, ICCB, and IBHE. The Board shall establish criteria to grandfather in any community health workers who were practicing prior to the establishment of a certification program. Certification shall not be required for employment of community health workers. Noncertified community health workers may be employed through funding sources outside of the medical assistance program.

The Behavioral Health Workforce Education Center of Illinois is created and shall be administered by a public institution of higher education. Subject to appropriation, the Center shall be operational on or before July 1, 2022. IBHE shall select a public institution of higher education, with input and assistance from the Division of Mental Health of the Department of Human Services.

Creates the **Racial Impact Note Act** to require the estimate of the impact on racial and ethnic minorities of certain bills. If a bill affects community colleges, the ICCB shall prepare a statement specifying the impact on racial and ethnic minorities.

HB 226 (Greenwood / Belt) **TEST-OPTIONAL ADMISSION POLICY** P.A. 102-0054

Each public institution of higher education must adopt a policy to make the submission of ACT, SAT, or any other standardized college admission test scores optional as part of its undergraduate admissions process. Effective January 1, 2022.

HB 332 (Burke / Murphy) **COLLEGE COURSE MATERIALS COLLABORATIVE STUDY ACT** P.A. 102-0122

Creates a task force within ISAC to examine the cost-saving methods and practices utilized by public and private institutions of higher learning in this State and throughout the United States for improving students' equitable first-day-of-class access to required course materials and conduct an affordability comparison of providing students' course materials, including digital learning tools. Task force membership includes one member representing the ICCB appointed by the Governor. The task force must submit an initial report of its findings no later than October 1, 2022. Members of the public shall have until February 1, 2023, to submit written comments about the initial report. The task force must submit a final report no later than March 31, 2023, at which time the task force is dissolved.

Item #11.4
September 17, 2021

HB 374 (Smith / Sims) **COMMUNITY COLLEGE HOUSING** P.A. 102-0062

The bill allows the board of trustees of a community college district to develop affordable housing for community college students in coordination with the local Housing Authority or nonprofit organization. Effective January 1, 2022.

HB 375 (Smith / Bennett) **ADJUNCT PROFESSOR NOTIFICATION** P.A. 102-0260

A community college must notify an adjunct professor about the status of class enrollment of the class the adjunct was assigned to teach at least 30 days before the beginning of a semester or term and again at 14 days before the beginning of the semester or term. Collective bargaining agreements that are in effect on the effective date (January 1, 2022) of this legislation are exempt.

HB 641 (Stuart / Villa) **MENSTURAL HYGIENE PRODUCTS** P.A. 102-0250

Requires public universities and community colleges to make menstrual hygiene products available, at no cost to students, in their restrooms.

HB 645 (Evans / Villivalam) **FUTURE OF WORK TASK FORCE** P.A. 102-0407

Creates the Illinois Future of Work Task Force that shall propose workforce development, training, education, and apprenticeship programs for the jobs of the future. Appointments include the Executive Director of the ICCB or designee. Sets reporting standards. Appointments shall be finalized by August 31, 2021, meetings shall be held 1/month for a total of 7 meetings, beginning within 30 days after appointments are finalized. DCEO shall provide administrative support to the Task Force.

The final report shall be written by an independent authority with subject matter expertise on the future of work. The task force dissolves upon the filing of the report, no later than May 1, 2022.

HB 796 (Mazzite / Cunningham) **U of I COMMUNITY COLLEGE TRANSFER** P.A. 102-0187

This bill seeks to include the University of Illinois in the uniform admission bill that passed in the 101st General Assembly (HB 26). In HB 26, U of I was excluded from the requirements. The bill requires the U of I to create a 4-year admission system pilot program for community college transfer students beginning with the 2022-2023 academic year. Under the program the University shall guarantee admission to all applicants who:
(1) have only enrolled at an Illinois community college after graduating from an Illinois high school;
(2) have earned a minimum of 36 graded, transferable semester hours at the time of application;
(3) have a minimum GPA of 3.0 in all transferable coursework; and
(4) have satisfied the University's English language proficiency requirement.

The bill also amends the initial uniform admissions bill to require that an institution identify and connect a student to a community college that offers the required college preparatory curriculum and that has an articulation agreement with the institution, or the institution must offer the required curriculum through online instruction to the student. The requirement applies in situations where a high school student is unable to successfully complete the minimum college preparatory curriculum requirements because courses are unavailable and the university elects to require a student's successful completion of such curriculum requirements prior to or concurrently with enrollment.

HB 832 (Davis / Morrison) **DCEO MANDATES** P.A. 102-0276

Among the changes within the bill is the repeal of the 21st Century Workforce Development Fund Advisory Committee. Required membership included the Chairman of ICCB, or designee who oversees technical and career education, and a representative of ICCB involved in energy education and sustainable practices.

HB 1443 (Ford / Lightford) **CANNABIS CLEAN-UP LEGISLATION** P.A. 102-0098

The bill includes the following changes to the Community College Cannabis Vocational Training Pilot Program:
- Removes the 8 license limit regarding cannabis programs being administered at community colleges if the requirements are met.
- Allows for rule making authority regarding a licensee's enclosed, locked facilities being subject to random inspections.
- Allows for an agent to begin employment at a community college while the agent ID card application is pending.

These changes went into effect when the bill was signed on July 15, 2021.

HB 1778 (Rohr / Cullerton) **STUDENT ID – SUICIDE PREVENTION INFO** P.A. 102-0416

Amends the Mental Health Early Action on Campus Act. Requires every public college and university to provide contact information for the National Suicide Prevention Lifeline, Crisis Text Line, and mental health counseling/programs offered by the institution on the back of each student ID card. The information shall also be included in the student handbook and student planner if one is custom printed by the school for distribution to students. Effective date July 1, 2022

The Mental Health Early Action on Campus Act is subject to appropriation, and at this time, there are no funds appropriated for the Act.

SB 2014 (Cullerton / Conroy) **STUDENT ID – SUICIDE PREVENTION INFO** P.A. 102-0373

Amends the Mental Health Early Action on Campus Act. Requires every public college and university to provide contact information for the National Suicide Prevention Lifeline, Crisis Text Line, and mental health counseling/programs offered by the institution on the back of each student ID card. If the college or university does not issue student identification cards to its students, the college or university must publish the contact information on its website.

HB 2412 (Mayfield / Johnson) **NOTICE BY PUBLICATION – MINORITY GROUPS** P.A 100-0592

Amends the Notice By Publication Act. Provides that if a notice is required to be published in a newspaper where the city, town, or county consists of more than 45% of a single minority group, the notice shall also be published in a local newspaper of that minority group and in the native language of that minority group.

HB 2746 (Stuart / Bennett) **NOW BEFORE YOU OWE EDUCATION LOANS** P.A. 100-0583

Creates the Know Before You Owe Private Education Act. It provides that before a private educational lender disburses a private education loan, the lender shall obtain certification from the educational institution where the loans are to be used:
      (1) the enrollment status of the borrower;
      (2) the borrower's cost of attendance at the institution; and
      (3) the difference between the cost of attendance and the borrower's estimated financial assistance.

The school's financial aid office is required to provide the borrower whose loan application prompted the certification request notification of the amount of additional federal assistance for which the borrower is eligible and detail the benefits of federal loans.

<u>The bill requires institutions of higher education to certify annually to IBHE or ICCB whether it has made all certifications required under the Act. In each instance where IBHE or ICCB provides the institution with approval to operate, the certification provided by IBHE or ICCB shall be required for the maintenance of approval to operate.</u>

The bill provides that private educational lenders must file reports with the Department of Financial and Professional Regulation and the Student Loan Ombudsman.

It provides that loan statements must be provided at least quarterly to borrowers. The legislation exempts from reporting educational lenders that fund 10 or fewer educational loans per calendar year. <u>The bill takes effect upon being signed into law.</u>

HB 2878 (Stuart / Pacione-Zayas)   **EARLY CHILDHOOD ACCESS CONSORTIUM**   P.A. 102-0174

Requires the IBHE and ICCB to create and establish the Early Childhood Access Consortium for Equity. The Consortium will serve the needs of the current early childhood workforce and employers. The Consortium will provide streamlined paths for students to attain associate degrees, bachelor's degrees, master's degrees, certificates, and Gateways Credentials in early childhood education.

Provides that a community college student who earns an Associate of Applied Science (AAS) degree in early childhood education is deemed eligible for transfer into an early childhood education baccalaureate program at a public university if the student meets specified requirements.

Requires public universities to grant junior level status in an early childhood education program to any community college student who has graduated from an Illinois community college with an Associate of Applied Science Degree in early childhood education. Public universities cannot require students transferring in to repeat courses previously taken that were successfully completed and applied towards the student's associate degree.

HB 3276 (Flowers / Harris)   **DCFS – FOSTER CARE COMMISSION**   P.A. 102-0470

Creates the Advisory Commission on Reducing the Disproportionate Representation of African American Children in Foster Care. <u>ICCB among other state agencies shall appoint a liaison to serve as an ex officio member of the Commission.</u> Members shall be appointed within 60 days after the effective date (August 20, 2021) of this Act. The Advisory Commission shall hold its initial meetings within 60 days after at least 50% of the members have been appointed. The Advisory Commission shall submit an initial report on its findings and recommendations to the Governor and the General Assembly one year after it convenes its first meeting and every 2 years thereafter.

HB 3359 (Bos / McConchie)   **PERSONAL SUPPORT WORKER**   P.A. 102-0568

The bill provides that if a community college (or public university) student has a personal support worker, the community college (or public university) must permit the personal support worker to attend class with the student but is not responsible for providing or paying for the personal support worker. The college or university may not charge the personal support worker tuition and fees if the worker's attendance in class is solely to provide personal support services to the student. Effective August 23, 2021.

HB 3438 (Hirschauer / Villa)   **UNDOCUMENTED STUDENT LIAISON**   P.A. 102-0475

Beginning with the 2022-2023 academic year, requires each public university and community college to designate an employee as an Undocumented Student Resource Liaison to be available on campus to provide assistance to undocumented students in streamlining access to financial aid and academic support to successfully matriculate to degree completion. Encourages each institution to establish an Undocumented Student Resource Center on each of its campuses to offer support services, as well as mental health counseling options. Effective July 1, 2021.

HB 3922 (Ford / Lightford)   **JUNETEENTH STATE HOLIDAY**   P.A. 102-0014

This bill provides that June 19th shall be a State holiday to be known as Juneteenth National Freedom. Provides that if June 19th falls on a Saturday or Sunday, neither the preceding Friday or following Monday shall be considered a paid holiday.

SB 1965 (Lightford / Ford)　　　　**JUNETEENTH STATE HOLIDAY**　　　　P.A. 102-0334

This bill provides that June 19th shall be a State holiday to be known as Juneteenth National Freedom. Provides that if the date falls on a Sunday, the holiday shall be observed on the following Monday. Effective date August 9, 2021

HB 3950 (LaPointe / Fine)　　　　**STUDENTS WITH DISABILITIES**　　　　P.A. 102-0516

Amends the Dual Credit Quality Act to require that within one year after the effective date (August 20, 2021), each community college district in partnership with the appropriate high schools, shall modify its dual credit plan to ensure access to dual credit courses by students with disabilities. The agreement shall provide that a student has access to the supplementary aids and accommodations included in the student's IEP while the student is accessing a dual credit course on a high school campus, in accordance with established practices at the high school, and a student who accesses a dual credit course on a community college campus has access to supplementary aids and accommodations provided in the partnership agreement, including access to the community college's disability services.

Amends the Public Community College Act to stipulate that each community college district shall provide access to higher education for students with disabilities, including, but not limited to, students with intellectual or developmental disabilities. Each community college is encouraged to offer for-credit and non-credit courses as deemed appropriate for the individual student based on the student's abilities, interests, and postsecondary transition goals, with the appropriate individualized supplementary aids and accommodations, including general education courses, career and technical education, vocational training, continuing education certificates, individualized learning paths, and life skills courses for students with disabilities. In addition, each community college is strongly encouraged to have its disability services coordinator participate in meetings held by high schools to provide information to the student's IEP team, including the student and the student's parents, about the community college and the availability of courses and programs at the community college.

SB 166 (Belt / Harper)　　　　**PROCURMENT / BEP**　　　　P.A. 102-0029

This is the trailer bill for P.A. 101-0657, SB 1608. The trailer bill adds a new subsection to Section 4 of the BEP Act to clarify that the goals are subject to the most recent disparity study conducted by the State. This will provide some protection if the most recent study does not support the increased goals and will also allow the current study to control while the new study is underway, despite the increase in goals listed in the Act. The trailer bill strikes this language from subsection (d) and adds a new subsection clarifying that the CPO may adopt rules regarding the use of BEP certified vendors on emergency and quick purchases.

SB 1608 included multiple changes to the Procurement Code that would require duplicative review by the Procurement Policy Board and the new Commission on Equity and Inclusion ("Commission"). Those sections were modified in the trailer bill to clarify that the Commission will review procurements and procurement related rules and practices for the purpose of diversity, equity, and inclusion. This distinguishes the scope of the Commission's review from the PPB's review.

The trailer bill reinserts the language allowing for waivers upon a demonstration of good faith efforts and added new language regarding the factors to be considered when making such determinations. Additional language was also added to address monitoring performance during the term of the contract and determining whether a vendor made good faith efforts to comply with their BEP commitments at the end of the contract.

Race and Gender Wage Reports. Each state agency, public university, and community college must annually submit to the Commission on Equity and Inclusion a report, categorized by both race and gender, specifying the respective wage earnings of employees of the agency or institution. The Commission shall compile the information and make it available online.

SB 190 (Hilton / West) **HIGHER ED HOMELESS LIAISON** P.A. 102-0083

Creates the Higher Education Housing and Opportunities Act (Effective Date August 1, 2022) to require an institution of higher education to designate at least one employee who works within the financial aid department, campus housing services, or any other appropriate office or department to serve as a liaison between the institution and a homeless student or student in care who is enrolled at the institution. After three academic years, if the data submitted to IBHE or ICCB indicates that the number of students experiencing homelessness or the number of students in care exceeds 2% or more of the student body of the institution, the institution must create a position whose primary function is to carry out the responsibilities of a liaison.

Among duties of the liaison is to report annually to IBHE or ICCB the number of homeless students and students in care enrolled at the institution. The report must include the number of students who received assistance or services through the liaison and the type of service or assistance received by the student. If the information is available, the report may describe the outcome for the student because of the services or assistance he or she received through the liaison.

The IBHE and ICCB shall adopt rules, policies, and procedures to implement and administer this Act. Each Board must do the following
> (1) provide access to a training program developed by a homeless advocacy organization;
> (2) require a liaison to receive training on an annual basis;
> (3) collaborate with the State Coordinator for McKinney-Vento Homeless Education and the contact liaisons to facilitate the efficient transition of homeless students from secondary to postsecondary education and provide homeless students and students in care information about support services,   including financial aid, on-campus and off-campus housing, food and meal plan programs, and counseling services, and other resources and relevant information to assist these students;
> (4) issue annual reports about students experiencing homelessness and students in care enrolled.

SB 267 (Villanueva / Guzzardi) **STUDENT PARENT DATA COLLECTION** P.A. 102-0088

Creates the Student Parent Data Collection Act to require that IBHE, in consultation with ICCB, public institutions of higher education, and advocates, prepare a question or questions to be placed on one or more forms that are used by an institution on an annual basis to collect demographic data from its students for the purpose of determining the parental status or legal guardian status of each of its enrolled students. The data collected must be disaggregated by all variables collected normally, including, but not limited to, the student's race, ethnicity, income, gender, age, enrollment status, type of credential sought, receipt of financial aid, grade point average, persistence toward a degree or credential, and completion outcomes.

Also requires each public institution of higher education that operates one or more childcare centers or early learning centers on its campus or is otherwise affiliated with a childcare center or early learning center to collect specified information concerning the number of children served.

On or before July 1, 2022 and annually afterwards, each public university shall report the data collected to the IBHE and each public community college shall report the data to the ICCB. Each institution, IBHE, and ICCB shall make the data reported publicly available annually on their Internet websites.

IBHE and ICCB, in consultation with public institutions of higher education and advocates, may adopt
rules concerning the reporting of data to protect student privacy while satisfying the requirements of this Act.

SB 641 (Murphy / Burke) **HIGHER ED VETERANS SERVICE ACT** P.A. 102-0295

Institutions that are required to have a Coordinator of Veterans and Military Personnel and Student Services must regularly advertise access to the Coordinator on their website and social media accounts.

Each community college (and public university) is required to annually report to IBHE on the efforts of the institution in attracting, recruiting, and retaining veterans and military personnel. This requirement is in addition to items institutions are already required to report on their veteran activities and costs thereof. Effective date August 6, 2021.

SB 815 (Lightford, / Ammons) **EQUITABLE PUBLIC UNIVERSITY FUNDING** P.A. 102-0570

Creates the Commission on Equitable Public University Funding to recommend specific data-driven criteria and approaches to the General Assembly to adequately, equitably, and stably fund public universities in Illinois and evaluate existing funding methods for public universities.

The Commission shall meet at least once per quarter beginning no later than October 15, 2021. On or before July 1, 2023, the Commission shall deliver a report on the Commission's recommendations.

SB 820 (Lightford, / Ammons) **EDUCATION OMNIBUS TRAILER BILL** P.A. 102-0209

Amends the accelerated placement language of the School Code. States that for a student entering grade 12, the next most rigorous level of advanced coursework in English or mathematics shall be a dual credit course, as defined in the Dual Credit Quality Act, an Advanced Placement course, as defined in the College and Career Success for All Students Act, or an International Baccalaureate course. Under the current accelerated placement statute, no later than the beginning of the 2023-2024 school year, a school district's accelerated placement policy must allow for the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered. Effective date January 1, 2022.

SB 1610 (Cunningham / Ammons) **HIGHER ED SEXUAL VIOLENCE SURVEY** P.A. 102-0325

Requires institutions of higher education to annually conduct a sexual misconduct climate survey of all students at the institution. A base survey will be provided by IBHE (every 2 years) and institutions may add campus-specific questions as long as those questions do not require the disclosure of any personally identifying information by students and are trauma informed. Institutions that violate or fail to carry out any provision of this legislation shall be imposed a penalty of up to $50,000 for each violation.

Within 120 days after completion of a sexual misconduct climate survey, but no later than one year after IBHE issued the last base survey, each institution shall compile a summary of the results of the survey, including, but not limited to, the complete aggregated results for each base survey question, and shall submit the summary to IBHE, as well as publish the summary on the institution's website in an easily accessible manner.

Creates the Task Force on Campus Sexual Misconduct Climate Surveys. Members of the task force serve for two years and develop the base survey to be administered by institutions. <u>Membership includes one member who is representative of ICCB and one member who is a community college student appointed by the Governor.</u> The Task Force shall deliver the base survey and related recommendations to IBHE no less often than every two years and for the first time on or before July 31, 2022. Thereafter, the Task Force shall meet in the year 2024 and in the year 2026 to review the results of the survey and to implement updates and improvements. The Task Force is dissolved after the completion of the 2026 base survey. Effective date August 6, 2021.

SB 1697 (Bennett / Hoffman)   **GATA – HIGHER ED AWARDS**   P.A. 100-0626

Removes state Higher Ed funding, Personal Property Replacement Fund, Motor Fuel Tax Fund, Transportation Renewal Fund, Local Government Distributive Fund, and Downstate Transit Fund from GATA purview. With this change, GATA would only apply to awards funded by federal pass-through awards from a State agency to public institutions of higher education.

SB 2103 (Martwick / Halpin)   **SURS DEFERRED COMPENSATION PLAN**   P.A. 102-0540

Adds default enrollment to the currently optional SURS deferred compensation (now defined contribution) plan. Eligible employers shall offer the plan starting no later than 9/1/2021. Beginning 7/1/2023, adds a 3% automatic additional contribution. SURS may increase the default percentage for automatic enrollees each plan year by not more than 1% of compensation.

An employee shall have 30 days from the date on which the System provides the required notice to elect to not participate in the deferred compensation plan or to elect to increase or reduce the initial amount of elective deferrals made to the plan. In the absence of such affirmative election, the employee shall be automatically enrolled in the plan on the first day of the calendar month, or as soon as administratively practicable thereafter, following the 30th day from the date on which the System provides the required notice. An employee who has been automatically enrolled in the plan may elect, within 90 days of enrollment, to withdraw from the plan and receive a refund of amounts deferred.

Excludes new SURS participants from CMS' State Employees Deferred Compensation Plan beginning 7/1/2023. Effective date August 20, 2021.

SB 2665 (Villanueva / Ortiz)   **IMMIGRANT IMPACT TASK FORCE**   P.A. 102-0236

Creates the Illinois Immigrant Impact Task Force Act. The task force shall consist of 28 appointed members and shall have at least six meetings with no compensation. Includes the chairman of the ICCB or designee. The Task Force shall report its findings and recommendations on or before May 31, 2022.

Illinois Community College Board

EXECUTIVE SESSION

ONLY to be read if entering into executive session.

Mr. Chair reads:

Under the Open Meetings Act, Section 2a, a public body may hold a meeting closed to the public, or close a portion of a meeting to the public, upon a majority vote of a quorum present. A quorum is present and the vote of each member on the question of holding a meeting closed to the public shall be publicly disclosed at the time of the vote. Is there a motion to enter Executive Session?

A Board member will then read the following motion:

(All reasons for entering Executive Session must be clearly stated during the reading of the motion)

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

Mr. Chair asks for roll call vote and Executive Secretary conducts a roll call vote.

Illinois Community College Board

APPROVAL OF CONFIDENTIALITY OF EXECUTIVE SESSION MINUTES

The Open Meetings Act (5 ILCS 120/2.06 (d)) requires public bodies to review at least semi-annually all minutes of closed meetings (Executive Session) that have not been made available to the public.

RECOMMENDED ACTION:

The Illinois Community College Board hereby determines the Executive Session Minutes held on September 16, 2005; September 21, 2005; September 15, 2006; November 17, 2006; January 22, 2007; February 26, 2007; March 26, 2007; June 8, 2007; May 19, 2008; September 19, 2008; March 26, 2010; June 4, 2010; January 28, 2011; March 18, 2011; June 3, 2011; September 16, 2011; January 27, 2012; November 16, 2012; January 25, 2013; February 6, 2013; March 22, 2013; September 20, 2013; June 6, 2014; September 18, 2015; November 20, 2015; January 22, 2016; June 3, 2016; March 17, 2017; June 2, 2017; June 1, 2018; August 28, 2018; October 2, 2018; November 30, 2018; March 15, 2019; June 7, 2019; June 12, 2020; September 11, 2020; December 4, 2020 are to remain confidential. All other Executive Session Minutes are available for public inspection.