

# Illinois Community College Board

## 2001-2002 Biennial Report



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## ILLINOIS COMMUNITY COLLEGE BOARD

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## THE ILLINOIS COMMUNITY COLLEGE BOARD

### MISSION

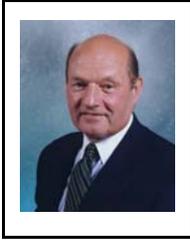
**The mission of the Illinois Community College Board, as the state coordinating board for community colleges, is to administer the Public Community College Act in a manner that maximizes the ability of the community colleges to serve their communities, promotes cooperation within the system, and accommodates those State of Illinois initiatives that are appropriate for community colleges. As an integral part of the state's system of higher education, community colleges are committed to providing high-quality, accessible, and cost-effective educational opportunities for the individuals and communities they serve.**

The Illinois Community College Board oversees the 48 public community colleges in the 39 community college districts and one community college center and has statutory responsibility for the statewide planning and coordination of the community college system. The Board consists of 12 members, 11 of whom are appointed by the Governor and confirmed by the state Senate. One student member is selected by the ICCB Student Advisory Committee.

The Board is assisted by a President/Chief Executive Officer and staff located in Springfield. The Board staff works with the colleges, state agencies, the legislature, and the Office of the Governor to support the Board in carrying out its responsibilities.

While the individual community college districts vary in terms of demographics, resources, and educational priorities, their status as locally governed institutions allows them to address varying local needs uniquely. The Illinois Community College System is the third largest in the nation. More than one million students attend Illinois community colleges each year.

## LETTER FROM THE ILLINOIS COMMUNITY COLLEGE BOARD CHAIR



*Edward T. Duffy*  
*Chair*

### **From the Chairman**

I am proud of the incredible amount of work and dedication that the members of the Illinois Community College Board have displayed in the past two years. The members have spent many hours delving into complex issues that affect everything from the programs that Illinois community colleges offer to the manner in which community colleges are funded. Along the way, the ICCB has seen some major accomplishments:

- The ICCB guided community colleges in providing customized training and other services to business and industry that resulted in companies reporting \$339 million in savings.
- The ICCB collaborated with the Department of Corrections to develop a model Associate in Applied Science Degree for corrections officers, youth supervisors, and parole officers with a curriculum available to community colleges statewide to enhance the professional skills of IDOC employees.
- Transfer articulation was expanded to further assist students in transferring credits from community colleges to universities.
- An Economic Impact Study was completed with statewide results substantiating the benefits of a community college educational experience.

I will expand especially on this last point. The spring and fall semesters of 2002 set records at a time when our state's economy has been precarious. People from all walks of life, young and old, those starting their college careers and those who have already earned their college degrees, look to their local community colleges for courses and programs that will let them learn the necessary skills to keep themselves competitive in the 21st century workplace.

These community college students know something already – that the best investment they can make is an investment in one's self, especially through taking advantage of courses and degrees offered by Illinois community colleges.

Last year, the Illinois Community College System completed a thorough study of the impact of community colleges on the Illinois economy and investment value of a community college education for students. For students, the news is great indeed. The completion of an Associate Degree can mean an average additional \$345,000 in increased earnings over the student's working life. In fact, the rate of return for students on their educational investment is more than 26 percent.

According to the study, even a three-semester-hour course can add, on average, \$360 per year, every year, to lifetime earnings. A 1-year certificate earned at an Illinois community college can mean average annual earnings that are 16 percent higher than those of a person with just a high school diploma or GED. And someone who has earned an Associate Degree at an Illinois community college stands to gain an additional 36.4 percent in increased earnings over someone with just a high school or GED diploma.

Returning to formal education as an adult can be a daunting experience, but the benefits derived from that experience are plainly shown in this study.

With the energetic contributions made by Illinois community colleges, in cooperation with members of the General Assembly and the Governor's Office, and hard work, the future of Illinois looks bright. Community colleges have always been, and will continue to be, part of the solution for a better Illinois.

## LETTER FROM THE ILLINOIS COMMUNITY COLLEGE BOARD PRESIDENT/CEO



*Joseph J. Cipfl,  
President/CEO*

### **From the President/ Chief Executive Officer**

The Illinois Community College Board has initiated multiple projects in the past two years that are designed to resolve issues facing our community college system. These initiatives encompass areas that will streamline the efficiency with which our community colleges are funded, expedite the manner in which we educate students to become quality teachers, and expand the role and contribution of community colleges in our state's workforce development system.

It is truly an advantage to the Illinois Community College System than an updated funding formula has been developed and implemented. With significant input from all facets of community college operations on both local and the statewide levels, the community colleges and the ICCB came together to revise a funding formula that is more equitable for all college districts. ICCB is committed to constantly evaluating the manner in which our community colleges are funded so that we can be certain that students will receive the best possible community college education in the most fiscally responsible manner.

In addition to the systemwide funding formula revision, the ICCB also initiated a study to improve the manner in which adult education and family literacy programs are funded in Illinois. As the administrator of these programs, the ICCB seeks to find solutions to making funding available where it is needed most and to fund qualified programs with the best use of available state and federal resources. We anticipate this study will be completed this fall with recommendations being approved by the ICCB. Any legislation that may be necessary to implement the approved changes will be introduced during the spring 2004.

To enable the creation of a more diverse and committed student population for the profession of teaching in Illinois, the ICCB is working to develop an Associate of Arts in Teaching (AAT) degree that can be awarded by Illinois community colleges. Through prudent articulation agreements with baccalaureate-granting institutions, the AAT will help alleviate the teacher shortage crisis and provide an economical and academically sound teacher education program to a whole group of students who might not otherwise have the opportunity or interest to pursue this honored career path.

Finally, in cooperation with the desires and initiatives of Governor Rod Blagojevich and the General Assembly, the ICCB will promote and expedite programs that enable and empower the working men and women of Illinois, in whatever job or profession they find themselves, to maintain or advance necessary skill development. The ICCB and the local community college districts have committed themselves to this process with the implementation of the ICCB "Promise for Illinois" strategic plan and through partnerships with private business and other governmental agencies. The ICCB has also responded to the request of the Illinois Workforce Investment Board with program development and implementation and assumed a vital role as a member of the Illinois Interagency Workforce Development Team.

In good economic times and in challenging economic times, Illinois community colleges are a source of hope, a promise for many and a resource for local communities. The ICCB is committed to the continued development of innovative and necessary educational programs and opportunities that provide unique and meaningful access to higher education for more than a million Illinois residents each and every year.

## COMMUNITY COLLEGES CARRY CRITICAL ECONOMIC IMPACT FOR ILLINOIS

An Economic Impact Study was completed with statewide results substantiating the benefits of a community college education. Among the data were several significant figures. For example, the return on investment for students on their educational investment averaged 26.1 percent. Moreover, every 3-hour class taken by a community college student means another \$360 in average increased earnings per year every year that the student remains in the workforce. Advantages accrue to the individual when they complete a degree or certificate. The study shows that those earning a one-year certificate from a community college can earn 16% more than someone with a high school diploma or GED. With the completion of an Associate Degree, the earnings increase jumps to 36% more than the person who has graduated only high school. Completing an Associate Degree can translate to more than \$345,000 in additional income over the remainder of a person's career.

Naturally, students are primary beneficiaries of the impact of a community college education; yet, taxpayers and the state also experience economic gains from the Illinois Community College System. The return to taxpayers on their tax investment in community colleges averages 13.8 percent. Hence, over time, taxpayer returns will far outweigh costs. This rate of return compares very favorably with returns available on other potential investments such as the long-term return on US stocks and bonds. Remember that 95% of community college students stay in Illinois avoiding "brain drain" and further contributing to the state's economy helping Illinois develop and retain a skilled workforce.

According to the study, community college operating and capital expenditures, along with

their wages and salaries, account for more than \$1.5 billion in the Illinois economy.

Additionally, the higher earnings of students who have attended Illinois community colleges mean a more robust economy. The study found that the accumulated contribution of past community college instruction adds more than \$8.4 billion in annual earnings to the state. When combined, the earnings explained by the colleges are equal to roughly 239,757 jobs. Several major benefits of attending an Illinois Community College emerged from the economic impact study, including:

- Higher earnings realized by exiting students
- Tax revenue generated by improved earnings of community college students
- Expansion of the skill base, a key element in attracting new business to Illinois and in retaining businesses

Each year nearly one million Illinoisans attend community colleges in both credit and noncredit courses. Nearly 64% of all students in Illinois public institutions of higher education attend community college. With full-time annual tuition ranges between \$1,162 and \$1,860, Illinois community colleges enroll nearly 66% of female students and more than 56% of all ethnic/racial minority students attending public higher education institutions. Illinois is home to the third largest community college system in the United States.

The economic impact report was conducted by CCBenefits, Inc., a nationally recognized organization specializing in such studies. The study was commissioned by the 39 Illinois community college districts, the Illinois Community College Board, and the Illinois Community College Trustees Association.

## ICCB PRODUCTIVITY ENHANCES OPPORTUNITY FOR STUDENTS & ECONOMY

### Illinois eligible for \$3 million federal incentive grant

Twelve states are eligible to receive a share of \$27.6 million available for incentive grant awards under section 503 of the Workforce Investment Act (WIA). To qualify for the incentive, a state must have exceeded performance levels for outcomes in each of WIA Title I, adult education (WIA Title II), and post-secondary vocational education programs (Perkins). States must file a short application for these grants within 45 days of publication of a notice in the Federal Register. Funds can be used to support innovative workforce development and education activities authorized under any one of these laws through June 30, 2004. The winners are:

State	Amount of Award
Connecticut	\$1,652,500
Florida	\$3,000,000
Idaho	\$975,500
Illinois	\$3,000,000
Indiana	\$2,896,500
Kentucky	\$3,000,000
Maine	\$819,700
Massachusetts	\$2,887,400
Michigan	\$3,000,000
North Dakota	\$750,000
Texas	\$3,000,000
Wisconsin	\$2,599,000

### Illinois Community College Board Review of Programs

Illinois' comprehensive community colleges continue to play a vital role in the state's educational and workforce preparation. The colleges provide access and opportunity to individuals with diverse goals, including transferring to another college or university,

preparing for a new career or upgrading skills for a current occupation, or sharpening basic skills. Individually and collectively, the colleges strive to be **productive** and responsive to the needs of their communities and the state, as well as **accountable** to the various constituencies they serve.

### Baccalaureate/Transfer Programs

For fiscal years 2001 and 2002, baccalaureate/transfer remained the largest credit instructional program area for Illinois community colleges. During FY2001, 34.9 percent (232, 931) of all credit enrollments were in this program area, increasing to 36.2 percent (244,641) for FY2002. Nearly 12,900 baccalaureate/transfer degrees were earned during fiscal year 2001 and nearly 12, 800 were earned during fiscal year 2002. In addition, in fall 2001, the most recent semester for which data are available, more than 16,000 community college students transferred to public and private universities, and nearly another 4,000 transferred to another community college.

Student transfer is facilitated through the Illinois Articulation Initiative (IAI), a joint effort among ICCB, the Illinois Board of Higher Education, the Illinois State Board of Education, and the Transfer Coordinators of Illinois Colleges and Universities. Each community college's Associate in Arts and Associate in Science degree incorporates an agreed upon set of general education courses that are included in the IAI framework. In addition, over 9,000 articulated courses are offered in the major fields of study. Detailed information regarding this initiative can be found on the IAI website at [iTransfer.org](http://iTransfer.org).

**Enhanced role for community colleges in teacher education.** The nation is facing mounting issues of both quality and quantity of teachers for K-12 schools. In Illinois, education and government leaders have acknowledged that it will take the collective efforts of all sectors of education to address the issues. As part of that collective effort, the community college role in teacher education has received increased recognition. Consensus is building that an Associate in Arts in Teaching (AAT) degree is needed to assist the large numbers of community college students who intend to become teachers in making a smooth transition into university education programs. A model framework for an AAT degree is being developed as part of a University of Illinois P-16 initiative by a task force that includes representatives from institutions and agencies representing all education sectors. Work to fully define the model continues, with the goal of having an approved degree model during calendar year 2003.

**Career and Technical Programs.** For fiscal years 2001 and 2002, career and technical programs remained the second largest credit instructional area for Illinois community colleges. During FY2001, 26.7 percent (177,682) of all credit enrollments were in this program area, increasing to 26.9 percent (181,863) for FY2002. Nearly two-thirds of all collegiate degrees and certificates earned during fiscal years 2001 and 2002 were for completion of career and technical programs. In FY2001, students successfully completed 24,633 career and technical degrees and certificates. The total increased to 25,366 during FY2002.

The ICCB has assumed expanded responsibilities in career and technical education. During FY2002, plans were implemented to transfer administrative responsibility for the postsecondary portion of federal (Perkins) and

state funds that support career and technical education programs and activities from the Illinois State Board of Education to the ICCB. The transition of administrative responsibility to ICCB, effective at the beginning of FY2003, will enable the programs and activities funded by these federal and state dollars to become a more integrated part of the colleges' full career and technical programs.

**Paraprofessional (Teacher Aide/Teacher Assistant) Preparation.** The ICCB worked with the Illinois State Board of Education to develop programs and other strategies to assist individuals in meeting increased requirements for new or continued employment as a paraprofessional, as defined in the federal No Child Left Behind legislation enacted in January 2002. The two agencies convened a task force comprised of representatives from the K-12, community college, and university sectors to identify curricular pathways for preparation, delivery mechanisms, and institutional supports. The task force has developed recommendations for both an Associate in Applied Science degree and a certificate to prepare paraprofessionals, as well as strategies for providing professional development and for increasing accessibility and affordability of programs and services that will assist individuals meet the new requirements.

**Collaboration with the Illinois Department of Corrections.** The ICCB collaborated with the Illinois Department of Corrections (IDOC) to develop a model Associate in Applied Science degree for corrections officers, youth supervisors, and parole officers with a curriculum available to community colleges statewide to enhance the professional skills of IDOC employees. The ICCB also facilitated collaboration between community colleges and the IDOC resulting in a statewide agreement for the colleges to teach CPR/First Aid to over 13,000 IDOC employees.

Illinois community colleges and the ICCB ensure that credit programs are relevant and of high quality and document outcomes and continuous improvement through multiple processes and measures.

### **Annual Occupational Follow-Up Study**

Each year, community colleges use a standardized survey to obtain information from graduates of selected career and technical programs regarding the effectiveness of their college experience and the outcomes they have achieved since program completion. Colleges use survey results for program review, to ensure that their programs stay aligned with the changing job market, and to gauge the employment and compensation outcomes of their graduates. For both fiscal years 2001 and 2002, slightly more than 90 percent of survey respondents were employed or pursuing additional education or both. More than 90 percent of respondents who were employed were working in Illinois; two-thirds in the community college district where they received their training. Graduates expressed high levels of satisfaction with components of their program, college services, and their current employment.

### **Program Review**

Since 1983, the ICCB has supported a broad-based accountability initiative through regular review of instructional programs and related services. To ensure that programs continue to

meet the needs of both students and employers, colleges conduct a review of programs once every five years. The review is based on three criteria: program need, program cost-effectiveness, and program quality. During FY2001, colleges reviewed a total of 162 academic, 680 career and technical, and 70 adult and developmental education programs. As a result, nine programs were significantly modified, and 132 programs were scheduled for further review or identified for elimination. During FY2002, colleges reviewed 84 academic, 682 career and technical, and 26 adult and developmental education programs, resulting in significant modifications for 38 programs, and further review or elimination for 107 programs.

### **Performance Indicators for Career and Technical Programs**

The Carl D. Perkins Vocational and Technical Education Act provides federal funds to states for them to support career and technical programs and services. The act also requires states to demonstrate through a number of performance measures the effectiveness of those programs and service in improving student outcomes. At the postsecondary level in Illinois, those measures include program retention and completion, placement and continuing employment, and participation in and completion of programs leading to non-traditional occupations by gender. For both fiscal years 2001 and 2002, statewide performance exceeded established goals.

## COMMUNITY COLLEGE INSTRUCTIONAL TECHNOLOGY ENABLES ACCESS

**Illinois Community Colleges Online (ILCCO).** All colleges are now able to participate in sharing of online courses. With ILCCO, students have the opportunity to take online courses and programs available statewide through Illinois community colleges. New colleges are participating in sharing, adopting OASIS and OLE for student technology training and course evaluation, and faculty from 28 colleges have participated in online faculty development workshops for teaching online through the ILCCO Learning Academy.

**PT3.** 111 technology-infused instructional modules were developed through a “Preparing Tomorrow’s Teachers to Use Technology: Using Public Policy to Prime the Pipeline” (PT3) grant which involved development partnerships between 12 community colleges and 4 universities. The modules were implemented and revised this year. Training on implementing the technology infused modules took place in May and June. A sophomore-level methods seminar course is being developed for teacher preparation students at community colleges that allows the students to apply what they have learned concerning technology and its role in the teaching and learning process.

**GED Illinois Online.** A successful roll out has been completed through numerous training sessions with Adult Education Service Centers and Adult Education Providers. Online instruction is available to GED students through their providers. Adult Ed providers can use the online curriculum to supplement classroom instruction or to offer their students independent, self-paced instruction totally online.

New tools have been added to the GED Illinois website. An online readiness/assessment survey has been added to guide online GED students. Technology tutorials have also been added for student and instructor use. A Provider Locator has been added so potential GED students can easily locate the Adult Education providers that service their area.

**International Education.** Partnerships with China began with Guan Ya American English Training Center. Representatives of ICCB have met with numerous education providers from China over this

year and future partnerships with Chinese educators look promising. Online course and program offerings, workforce development, faculty exchange opportunities, and an Illinois College/University Complex located in China are areas that ICCB is discussing with China.

**Working Connections.** The Illinois Community College System was selected to host a regional training event for Information Technology faculty. ICCB was awarded a 2003 grant to develop a Working Connections IT Faculty Development Institute. Illinois community college faculty will receive training on the latest software and cutting edge technology in order to implement their use in the classroom faster.

Lincoln Land Community College hosted the annual institute in Springfield at their Capital City Center facility. The Illinois Institute will also provide training to Missouri colleges. The total cost for each participant was \$350, which included the hotel, breakfast, lunch and hands-on training for the five-day event. A Faculty Advisory Board will help select the training tracks and also give guidance for future institutes.

**IT Academy Regional Training Center.** The Illinois Community College System will have expanded access to Microsoft’s software training. Eight colleges formed a Consortium in order to manage and carry out the responsibilities for training Information Technology faculty on Microsoft software products. The Consortium will help determine the training needs for the system and create guidelines for statewide integration and delivery by forming an Advisory Board. The Advisory Board will also decide how to best offer training opportunities to community colleges in Missouri.

William Rainey Harper College was selected as the Microsoft IT Academy Regional Training Center for Illinois and Missouri for 2003. Harper College will be charged with acting on the recommendations of the Advisory Board and managing the day-to-day operations of the Regional Training Center. It is anticipated that the role of Regional Training Center will be rotated among the interested Consortium colleges on an annual basis.

## ICCB PROMOTES WORKFORCE DEVELOPMENT

In the Illinois Community College System's strategic plan *Promise for Illinois*, pledge one promises to address workforce development needs with flexible, responsive, and progressive programs. As the state's primary provider of workforce development for adults, the Illinois Community College System continues to serve as an integral partner in the state's economic development, ensuring that Illinois has skilled, educated workers.

**Business and Industry Services.** Through appropriations from the General Assembly, the Illinois Community College Board provided more than \$6 million each year to community colleges during fiscal years 2001 and 2002 for workforce development support to local employers. This support includes a variety of resources and services including customized training, industrial attraction, entrepreneurship classes, public workshops, individual business counseling and employment training activities. During FY2001, a total of 158, 744 individuals received training, counseling and other workforce development services. A total of 7,893 organizations were served with an array of workforce development services including customized training, business counseling, and government procurement assistance. During FY2002, a total of 148,599 individuals received training, counseling and other workforce development services. A total of 9,176 organizations were served with customized training, business counseling, and government procurement assistance.

**Current Workforce Training Grant.** The Illinois Community College Board provided \$5 million in fiscal year 2001 and \$4.8 million in FY2002 to the 39 community college districts in Illinois. This grant allows the college to provide services such as workplace and employee assessments, training, consultations and curriculum development. The majority of companies served were manufacturing companies at 43 percent (FY2001) and 36 percent (FY2002). The service industry is next at 25 percent (FY2001) and 31 percent (FY2002). For both fiscal years, training courses were delivered by community

colleges in computer training, management development, safety/environmental, technical/industrial, quality, customer service, English as a Second Language, Spanish for the Workplace, and skill assessments. In FY2001, 28 companies reported a labor cost savings for a total of \$180,000 totaling a \$52,936,000 increase in annual sales as a result of the training provided by their local community college. For FY2002, client companies reported a total of \$339 million saved during the first year as a result of the services provided by the community colleges. Companies reported that the community college programs had significant influence on company productivity, quality, employee progression, customer satisfaction and employee satisfaction.

**Boeing Company Supplier Network.** In response to a request from the Illinois Manufacturing Extension Center (IMEC), six community colleges came together in fiscal year 2002 to begin development of a format for seamless delivery of 16 courses to any Boeing Company supplier in the State of Illinois. This unique format allows colleges to deliver consistent quality training by sharing curriculum and instructors throughout the state.

**Ford Motor Company/Chicago Manufacturing Campus.** The Chicago Manufacturing Campus will be the site of nine to eleven supplier companies to Ford Motor Company's Chicago assembly plant. Development of the 155-acre park began in FY2002 and is still under construction in FY2003. Through a request for proposal process, Prairie State College was selected to coordinate the training of the expected 1,000 new employees for the supplier companies locating on the manufacturing campus. Prairie State College formed a workforce services consortium to include City Colleges of Chicago, South Suburban College, the Chicago Mayor's Office of Workforce Development (MOWD), and the Cook County President's Office of Employment Training (POET). Prairie State College is assessing the training needs of the supplier companies and utilizing the consortium to provide services.

## ICCB PROMOTES INTERAGENCY WORKFORCE COOPERATION

**Governor's Interagency Team.** The ICCB actively participated as part of the Governor's Interagency Team for Workforce Development, along with other partner agencies such as the Illinois Department of Employment Security, the Illinois Department of Human Services, the Illinois Department of Commerce and Community Affairs, the Illinois State Board of Education, and the Illinois Department on Aging. The team reviewed and recommended approval of the Local Workforce Investment Boards' Memoranda of Understanding, participated in the development of a statewide workforce development newsletter, made recommendations to the Governor's office regarding issues/problems in various Local Workforce Investment Areas, researched laws and regulations at the federal and state level to assist in policy formulations, identified possible solutions and issues on policy solutions, prepared agenda and confidential briefing papers for the Deputy Governor, revised the Local Workforce Investment Board recertification criteria, and worked with local boards to complete recertification.

**WIA Reauthorization Forum.** In May 2000, the ICCB held a very successful forum on the reauthorization of the federal Workforce Investment Act (WIA). Local and state-level community college and adult education providers participated in a day long dialogue. The information and ideas and issues generated in the session have been used at the state and national levels as the U.S. Congress, U.S. Department of Education, and U.S. Department of Labor work on WIA reauthorization and other workforce issues.

**World Class One-Stop Initiative.** ICCB staff were involved at every level in an initiative designed to develop a plan for Local Workforce Areas and WIA partners to create an Illinois One-Stop system of the highest quality. The project

was lead by the Corporation for a Skilled Workforce. The final report and recommendations have been presented to the Illinois Workforce Investment Board.

**Cost Allocation Guide for Local WIBs and partners.** To assist WIA One-Stop partners in their Memoranda of Understanding (MOUs) negotiations, the Governor's Office formed a workgroup to develop a cost allocation guide for partners to use during negotiations. Both local community college members and ICCB staff participated in the project. The guide has been disseminated to the partners, including Postsecondary Perkins and Adult Education, and will be used in the current round of MOU negotiations.

**Welfare to Work.** The Welfare to Work grant provides funds to community colleges to maintain an infrastructure to serve welfare recipients and the working poor throughout the state. The grant funds provide for a welfare to work liaison at each college to interface with all existing entities who are interacting with welfare recipients and the working poor such as business and industry, job training, local Illinois Department of Human Services offices, and education and training entities. Internally, the liaison provides and identifies the linkage to educational services such as career assessment, financial aid, job coaching, mentoring, and counseling for welfare recipients and the working poor who are presently working or are in need of skills to enter the workforce. A majority of the students served were enrolled in Adult Basic Education/GED, vocational degree programs and occupational certificate programs. In FY2001, the grant program served 9,289 students with 34 percent of the students completing their program goal and 25 percent placed in jobs. FY2002 saw 8,446 students served with 38 percent completing their program goals and another 21 percent placed into employment.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

The Illinois Community College Board (ICCB) is committed to Adult Education and Family Literacy in Illinois and has placed it as a high priority within the agency. Adult Education and Family Literacy is in the ICCB's strategic plan, *The Promise for Illinois*. The ICCB continues to be committed to providing quality services to assure individual and family success in Adult Education and Family Literacy programs.

With the support of the Adult Education and Family Literacy community, the impact of the successful transition of administrative leadership to the ICCB on July 1, 2001, has been very favorable. An Adult Education and Family Literacy Advisory Council was established, which includes representation of community-based organizations, community colleges, public school/Regional Offices of Education, the Governor's Office and General Assembly, the Departments of Corrections and Human Services, the Illinois State Board of Education, and other stakeholders in adult education. In FY2002, the Council focused its efforts on advising the ICCB on curriculum/instruction and support services, research and data accountability, state coordination with other agencies, professional development/training and marketing, and finance/budgeting and funding.

As a result of the Advisory Council's finance recommendations, the ICCB formed an Adult Education and Family Literacy System Funding Task Force to review the current methodology used in the allocation of state and federal resources. The Task Force representation is composed of all provider types, plus community college presidents, trustees, and chief financial officers. This Task Force has divided into subcommittees to address funding issues relative to Need and Access, Base/Competitive/Program Funding, Performance Funding, and Data Collection. Recommendations from the Funding Task Force are to be completed by June 2003.

**Illinois FY2002 Adult Education and Family Literacy Highlights.** Annually, the ICCB submits a Report to the Governor and General Assembly highlighting Adult Education and Family Literacy services in Illinois. Below is a summary of the information in the report:

- 107 Adult Education and Family Literacy providers were funded.
- 151,112 learners received instruction in ICCB funded Adult Education and Family Literacy Programs.
- English as a Second Language (ESL) – 87,448
- Adult Basic Education (ABE) – 34,697
- Adult Secondary Education (ASE) – 18,347

- High School Credit – 2,474
- Vocational Training/Job Skills – 8,146
- 1,364,065 units of instruction were delivered; an increase from FY2001 of more than 17 percent
- 23,071 individuals receiving Public Assistance enrolled in Adult Education and Family Literacy programs.
- In FY2001, 26,311 individuals received a GED or High School Equivalency diploma. (Figures for FY2002 were not available).
- In FY2002, \$9 million in new state funds were appropriated to expand opportunities and enhance programs and services for more adult learners.

**Adult Education and Family Literacy in Illinois Exceed Federal Performance Targets for Fiscal Year 2002.** Adult Education become one of a select group of states in the nation that met their federal performance targets under the Workforce Investment Act (WIA). Each state submits a report to the Federal government in December after the end of the fiscal year on five performance measures and outcomes. Below are the measures and Illinois specific outcomes:

- Educational Gains – 122%
- Entered Employment – 124%
- Retained Employment – 118%
- GED or Secondary School diploma – 93 %
- Entered Post-Secondary Education or Training – 120%

Overall, Illinois Adult Education exceeded performance targets with an average score of 120%. In meeting this high standard of performance the Adult Education and Family Literacy system, in partnership with Carl D. Perkins, Career and Technical Education Act and WIA Title I, Illinois will receive a \$3,000,000 federal incentive grant award.

**Federal English-as-a-Second Language (ESL) enrollments continue to increase.** English-as-a-Second-Language enrollments increased to 87,448 in FY2002 due in part to the new federal funds for English Literacy Civics Education (EL/Civics). To ensure that quality instructional services are provided to students in the ESL and EL/Civics classrooms, professional development activities were conducted for instructors to provide additional activities to enhance delivery of instruction. An English Literacy Civics Institute that focused on using cooperative structures and participatory techniques in the ESL/EL Civics classroom was offered to provide professional development opportunities for instructors .

## STUDENTS REACH THEIR POTENTIAL THROUGH ICCB PROGRAMS

Primarily structured to address student issues and challenges, the Student & Instructional Development team works directly with Chief Student Services Officers, student activities' directors, instructional departments in community colleges, and most important, students. Among its areas of responsibilities, this division addresses topics such as special support services for students with learning, developmental, and physical disabilities, financial aid, advising and counseling, student leadership and development, teaching and learning excellence, leadership and core values, and service learning. The following describes selected divisional activities and accountability efforts in fiscal years 2001 and 2002:

### *Productivity*

**Students with Disabilities.** Illinois community colleges enroll annually 10,000 students with disabilities, the largest segment of this population served among all higher education institutions in the state. Community colleges are the choice for this population for a number of reasons, i.e., small class sizes, proximity to home, and a network of support systems in local communities and in community colleges.

For the past two years, statewide initiatives have been created to support students with disabilities:

**Community College/ORS Cooperative Agreements for Students with Disabilities.** As the numbers of students with disabilities rise in community colleges, the cost for services is also increasing. To help defray the cost for disability services, the ICCB staff has facilitated the establishment of 40 agreements among community colleges and local Office of Rehabilitation Services.

**Interagency Coordinating Council.** Responding to the request of PA 86-1218, the Interagency Coordinating Council, comprising agencies such as the ICCB, began its work in addressing the concerns raised by parents and secondary-aged youth about the inadequate services being provided for students with disabilities transitioning from high school to employment, post-education training, and community living. Discussions among various agencies have identified gaps in services to this population and the strategies to close these gaps.

**Collaboration on Web-based Technologies for Students with Disabilities.** The Instructional Technology portion of the *Promise for Illinois* community college strategic plan makes a pledge to equip Illinois residents with technology skills needed to be successful in the 21st century. However, the lack of access to information technology is becoming the biggest barrier for many students with disabilities to effectively access technology information and on-line courses. Community colleges are re-evaluating and redesigning their web materials to ensure that all students have access to these materials. ICCB personnel are conducting a statewide assessment of community college web-based material accessibility to all students.

### *Economic Impact*

**Student Financial Aid and Scholarships.** The ICCB offers two programs that meet the *Promise for Illinois* pledge to increase financial opportunities for the neediest students:

**Tuition Reimbursement Program.** The Illinois Department of Children and Family Services and Illinois Community College Board's Interagency Agreement was created as a tuition payment program for eligible wards of the state. It helps students reach their educational and career goals by offering up to four semesters of tuition payment toward the completion of a certificate or degree program. The FY02 budget was \$150,000. Students served totaled 75.

**Lincoln's Challenge Scholarship Program.** The ICCB Lincoln's Challenge Scholarship Program, in conjunction with the Lincoln's Challenge Academy (Rantoul, Illinois), offers LCA graduates an opportunity to improve the likelihood of their academic and personal success. This program also addresses the financial aid requirements of the neediest students, a priority identified in the *Promise for Illinois*. A scholarship award of \$1,000.00 per fall and spring semesters is issued to eligible students to continue their education at one of the 48 community colleges. To date, 6,200 students have graduated from the resident phase of the program, and 4,701 students have earned their GED. The program issued 254 scholarships for FY02 with a budget of \$125,000.

**Instructional Services-- Faculty and Staff Development-- Leadership and Core Values Initiative.** Pledge seven of the Illinois Community College System's strategic plan, *Promise for Illinois*, commits to ethical decision making and the role that community colleges have played in producing graduates who can respond to current workforce demands. The Leadership and Core Values (LCV) initiative was established in 1997 by the Illinois Community College Board to encourage community colleges to incorporate values and ethics in institutional policies, practices and curricula.

As part of this initiative, four statewide conferences and one national conference were sponsored. The focus of the national conference was on implementing the values identified by the respective colleges. In addition to the conferences, ICCB staff developed a grant program that supported 121 college-based initiatives, facilitated assessment of campus programs and produced an excellence award program recognizing college achievement in this area.

### **ACCOUNTABILITY**

During fiscal years 2001 and 2002, reports were produced that demonstrated the value and effectiveness of the programs, initiatives and activities of the Student and Instructional Development Division.

**Assessment on the Statewide Leadership and Core Values Initiative.** To assess the activities and impact of the ICCB LCV grant program at the college level, a review of the campus activities was initiated. The results of the assessment indicated that the LCV initiative had stimulated discussion and activities that have been positive for the colleges. Since the inception of the initiative, periodic staff reports, indicating the extent and the effectiveness of this initiative on campuses were presented to the ICCB.

**Underrepresented Groups and Special Populations Grant Report.** Public Act 85-283 requires public colleges and universities to develop goals and strategies to increase the participation and success of minorities, females, interested in nontraditional occupations, and persons with disabilities. Since the passage of this legislation, the ICCB staff has reported community college efforts to address issues related to access, retention and graduation of these underrepresented and special populations. The FY01 report focused on colleges' efforts to help improve the economic status of this student population through collaborative programming with business and industry, community organizations, and elementary and secondary education. The FY02 report focused on colleges' recruitment, retention and campus climate for underrepresented students and special populations community colleges.

### **Looking to the future of the Illinois Community College System**

With enrollment at all-time highs statewide, Illinois community colleges need to be adequately funded to provide the necessary educational experience required by students. Some colleges have had to cap their enrollment due to lack of facilities and resources. Such actions are contrary to the expectations the public has of Illinois community colleges, that is, institutions open to all who seek to further their education through affordable and accessible postsecondary schooling.

When the General Assembly transferred the administration of Adult Education and Family Literacy programs to the Illinois Community College Board, the ICCB testified that these programs had been woefully underfunded and the ICCB would work toward full and adequate funding of them. This funding is of paramount importance to serve those hundreds of thousands of adults in Illinois whose low level of education and literacy prevents them from qualifying for gainful employment and providing adequate income to raise their families. Also, with the increasing numbers of immigrants in Illinois, the accessibility to, and availability of, programs in English as a Second Language is another major priority.

The ICCB further views the complete transference of Postsecondary Perkins (Career and Technical Education) grant administration as a priority which it will continue to pursue.

### **Looking forward in Student Services**

In February 2001, the Illinois Community College System completed a strategic plan, the *Promise for Illinois*, that identifies the priorities for community colleges, legislators and residents of the state. These pledges include commitments to high quality programs, services and operations, expanding educational opportunities, enabling economic growth and development, and equipping students with the skills and knowledge needed to be contributing members in their communities and in the workplace. As community colleges strive to meet the unique needs of a diverse student population, efforts are made to ensure that student development programs and services remain high-quality,

accessible and accountable. The educational challenges for the next century include ensuring access for all to technological information and e-Learning, developing ethical leaders and workers, enhancing a greater understanding of and an ability to communicate in international and multicultural environments, and producing a more cost-conscious workforce. The community college system, through its strategic planning measures, has identified, and is meeting, these multiple and complex challenges, and is accountable to students and to the residents of the State of Illinois.

### **Illinois community colleges spur the future of Workforce Development**

Within an increasingly complex marketplace, there is a growing emphasis within U.S. firms to increase worker productivity, cut production costs, and still maintain on-time delivery of the highest quality goods and services. The ICCB continues to build strong working relationships between community colleges and business, trade, and labor organizations with the goal of improving the use and value of community college services by business and labor. Simultaneously, the ICCB works with colleges to continually improve the type, amount, and quality of community college education and training services.

Efforts are being made to strengthen ICCB and community college/adult education provider roles in the ongoing development of the state's workforce development system through collaboration with the Governor's office and its Interagency Team, other state and local agencies, the Illinois Workforce Investment Board and its committees, and through special task forces and committees.

In the face of dwindling resources, the Illinois community college system will be expected to do more with less. Therefore, efforts are being made to expand coordination of workforce development, career and technical education, and adult education and family literacy within the ICCB and assist colleges/adult education providers in connecting these efforts locally.

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## **PROMISE FOR ILLINOIS**

### **A STRATEGIC PLAN FOR THE ILLINOIS COMMUNITY COLLEGE SYSTEM**

As the Illinois Community College System moves into the new millennium, it has assessed what has been accomplished since its inception 35 years ago and what course it needs to follow in the next few years. The result of that intense assessment is the *Promise for Illinois*. This Promise was approved by the Illinois Community College Board in September 2000. It proposes the role that Illinois community colleges should play in building a strong future for the state and its residents.

The pledges and actions contained in the *Promise for Illinois* neither prescribe nor mandate, but offer a vision of how the community colleges will serve Illinois. The manner in which each college embraces the vision will be unique depending upon the needs of the communities and people that each college serves.

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### **THE SEVEN PLEDGES**

Illinois needs a locally and globally competitive workforce, an effective college and university transfer network, residents who can read, write, compute, and communicate, and residents and a workforce with strong technology skills. Therefore, Illinois community colleges pledge:

**1. COMPETITIVE WORKFORCE**

*Address workforce development needs with flexible, responsive, and progressive programs*

**2. EFFECTIVE TRANSFER**

*Offer rigorous courses and programs designed for college and university transfer*

**3. EXPANDED ADULT EDUCATION**

*Expand Adult Education and Family Literacy programs necessary for individuals and families to have high-quality work and life in Illinois*

**4. UNIVERSAL TECHNICAL SKILLS**

*Equip Illinois residents with the technology skills they need to be successful in the 21st century*

In addition, to enhance learning and the availability of a college experience, the Illinois Community College System pledges:

**5. HIGH QUALITY**

*Emphasize high quality in all programs, services, and operations*

**6. AFFORDABLE ACCESS**

*Deliver affordable learning opportunities to the doorstep of Illinois residents*

**7. ETHICAL DECISION MAKING**

*Model and promote leadership and ethical decision making*

