

# Illinois Community College Board

## 2007-2008 Biennial Report



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## ILLINOIS COMMUNITY COLLEGE BOARD

*Guy H. Alongi, Chair* (exp. 2009)  
DuQuoin, IL

*James Dumas* (exp. 2013)  
Tamms, IL

*Diane Meeks* (retiring)  
Carbondale, IL

*Suzanne Morris, Vice Chair* (exp. 2009)  
Grayslake, IL

*Rudolph J. Papa* (exp. 2009)  
Bethalto, IL

*Thomas Pulver* (exp. 2013)  
Glen Ellyn, IL

*Judith A. Rake* (exp. 2013)  
Glen Carbon, IL

*Jake Rendleman* (exp. 2011)  
Carterville, IL

### **4 Voting Member vacancies**

*Christopher Brunson* (2008-2009)  
Student Member, Lake Land College

*Geoffrey S. Obrzut*  
President and Chief Executive Officer

## 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, Chicago, and Herrin. Board staff work 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.

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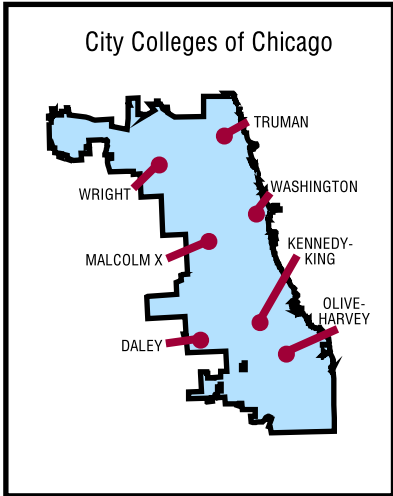
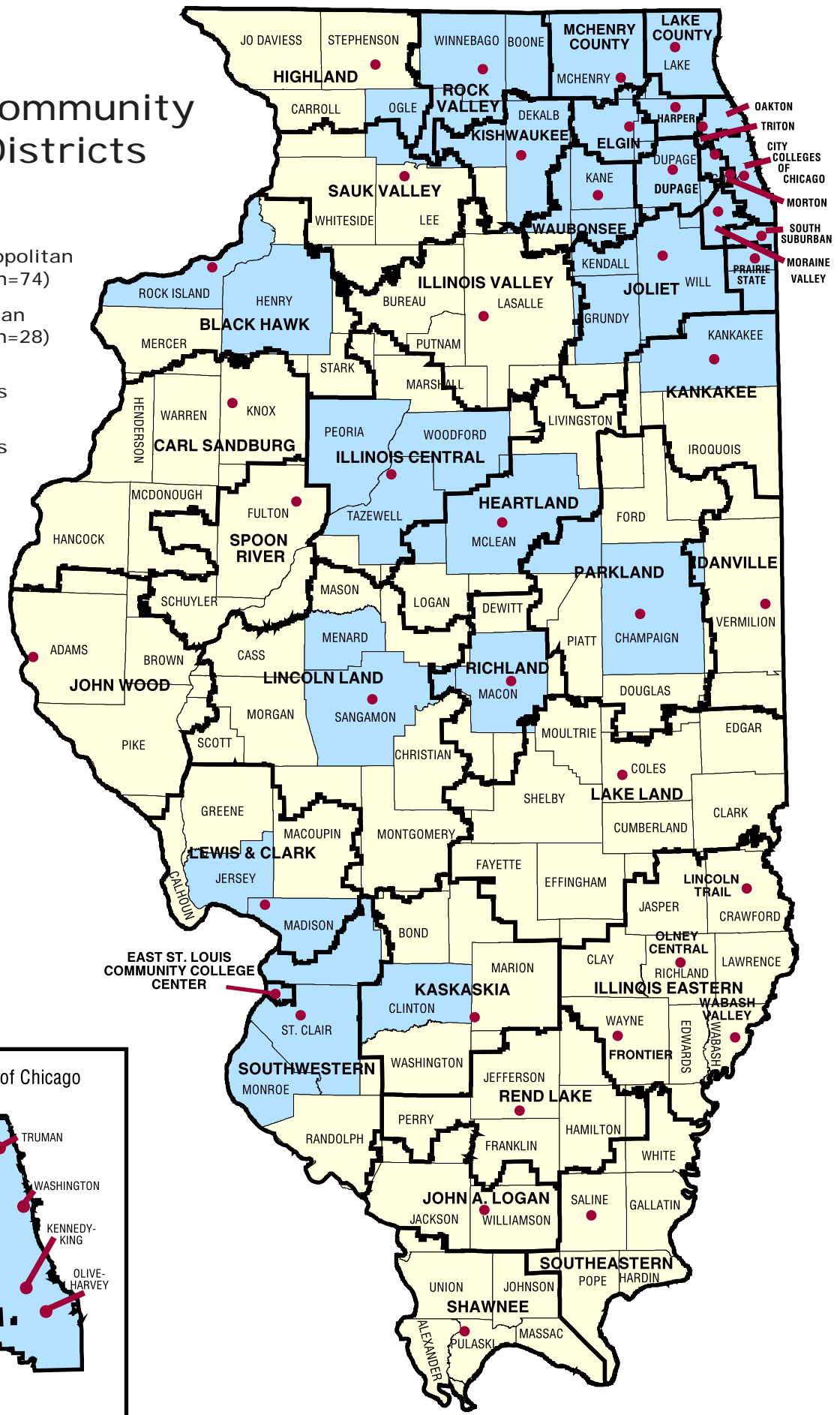
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# Illinois Community College Districts

- Non-Metropolitan Counties (n=74)
- Metropolitan Counties (n=28)
- District Boundaries
- County Boundaries



## ICCB FOSTERS OPPORTUNITY FOR STUDENTS & ECONOMY

**Illinois Community Colleges Offer Comprehensive Instructional 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 trans-ferring 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 2007 and 2008, baccalaureate/ transfer remained the largest credit instructional program area for Illinois community colleges. During FY 2007, 40.2% (275,277) of all credit enrollments were in this program area, and 39.6% (270,168) for FY 2008. More than 14,600 baccalaureate/transfer degrees were earned during each fiscal year 2007 and 2008. In addition, in fall 2007, the most recent semester for which data are available, more than 19,120 community college students transferred to public and private universities, and 4,663 transferred to another community college.

**Illinois Articulation Initiative.** The Illinois Articulation Initiative (IAI) is a collaborative effort between the ICCB, the Illinois Board of Higher Education (IBHE), and the Transfer Coordinators of Illinois Colleges and Universities. The goal of the IAI is to facilitate student transfer among Illinois institutions. Students have the option of completing an Associate in Arts or Associate in Science degree which incorporates the General Education Core Curriculum (GECC) and meets lower division general education requirements of participating senior institutions. When completing the Associate's degree, students are also encouraged to complete the Major recommendations. The courses included in both the GECC and the Major recommendations are a result of extensive discussions by articulation panels representing all sectors of higher education. To date, 111 institutions participate in the IAI and more than 16,000 courses have been articulated for statewide transfer.

**College and Career Readiness.** The College and Career Readiness Pilot Program Act was signed into law in FY 2008. The goals of the legislation are to diagnose college readiness by developing a system to align ACT scores to specific community college courses in developmental and freshman curriculums, to

reduce remediation in mathematics, reading, and writing at the college level, to align high school and college curriculums, to provide resources and academic support to students to enrich the senior year of high school through appropriate coursework and other interventions, and to develop an evaluation process to measure the effectiveness of strategies. CCR pilot schools have developed interventions with partnering high schools. Additionally, the colleges participated in the ACT, Inc. Course Placement Service that analyzed their placement and cutoff scores for entry into ten courses identified as either remedial / developmental or as high need for remediation. The first year of the pilot highlighted some particular strengths and necessary components of the efforts, including faculty-to-faculty conversations on the alignment of curriculum and instruction and methods for the engagement and recruitment of students.

**High School to College Success Report.** Each year, more than 65,000 Illinois public high school graduates enroll full-time for the first time in 48 public community colleges and 11 public universities in Illinois. Accurate and comprehensive data on the academic progress of these students during their first year in higher education provides educators and policymakers with important information. Such information can be used to engage in discussions and decisions to support secondary and postsecondary institutions in developing an articulated and aligned curriculum that ensure success for all students. The ICCB, the ISBE, and the IBHE are developing a pilot Illinois High School to College Success Report covering data from the 2007-2008 school year. The pilot will be released in early spring 2009. The implementation plan calls for a wide dissemination including web sites of all three state agencies and the Illinois Interactive Report Card.

**Civil Rights.** As sub-recipients of Federal funds, Illinois community colleges must guarantee the protection of the civil rights of students, staff and other individuals associated with the system. The ICCB is responsible for conducting on-site reviews of colleges to ensure that local policies and practices are compliant with the five major civil rights laws. To ensure that colleges have a full understanding of how to comply with the various civil rights requirements, the ICCB developed the *Civil Rights Self-Assessment: A Tool for Illinois Community Colleges*. This instrument allows colleges to assess their own level of compliance and to prepare for an ICCB review.

## PARTNERSHIPS EMPOWER PRODUCTIVE INNOVATION

**Partners in Teacher Preparation.** Illinois faces issues of both quality and quantity of teachers for K-12 schools, as does the rest of the nation, and requires the collective effort of all sectors of education to create solutions. Annually, approximately 60 percent of the graduates of teacher education programs at Illinois public universities have some credit from a community college, and, what is more important, approximately 44% of these graduates complete a year or more of their programs at a community college. If Illinois is to enhance its capacity to prepare teachers, particularly in high need disciplines, it is imperative that community college students who intend to become teachers are able to make a smooth transition into university teacher education programs. Beginning in 2002 representatives from community colleges and universities worked to develop Associate of Arts in Teaching degree models in high need areas. These will allow students who complete the degree to have equal status with university native students at the beginning of the junior year. Models for the degrees include the AAT in Secondary Mathematics, Secondary Science, Special Education, and Early Childhood Education. Community colleges are working with their university partners to facilitate seamless transfer to teacher preparation programs and shorten the time required to obtain a teaching degree. To date, approvals have been granted for 19 AAT degree programs in Secondary Mathematics, three programs in Secondary Science, three programs in Early Childhood Education, and two programs in Special Education. Additional requests are pending in all these areas.

**Career and Technical Programs.** For fiscal years 2007 and 2008, career and technical programs remained the second largest credit instructional area for Illinois community

colleges. During FY 2008, 27.4 percent (186,880) of all credit enrollments were in this program area. Approximately 70% percent of all collegiate degrees and certificates earned during fiscal years 2007 and 2008 were for completion of career and technical programs. In FY 2007, students successfully completed 35,495 career and technical degrees and certificates, increasing to 35,561 during FY 2008.

ICCB's goal in administering these funds is to enable the programs and activities funded to become an integral part of the colleges' full career and technical programs. To that end, the ICCB conducts regional meetings for college personnel and also invites CTE administrators and staff to attend the annual Forum for Excellence Conference, where best practices are showcased and technical assistance is provided on an array of CTE issues. The ICCB provides support for special populations initiatives, enhancement of data systems for accountability, and continuous quality improvement initiatives to enhance CTE programs. Leadership funds have also been used to support initiatives around instructor professional development and in preparing students for nontraditional occupations. In addition, a portion of WIA incentive funds the state earned by meeting performance goals for Perkins, Adult Education, and WIA have been used to support professional development efforts and the implementation of CTE Programs of Study as called for in Perkins IV legislation. Career and Technical Education efforts around the implementation of Programs of Study involve partnerships between a broad coalition of stakeholders including colleges, secondary education, the state education agencies and the Department of Commerce and Economic Opportunity. Local leadership and expertise are also extensively utilized.

**Dual Credit for High School Students.** The Illinois Community College System has worked to bridge the educational gaps between high school and college. One of the most successful initiatives toward this goal has been dual credit - where high school students enroll in college courses for both secondary and postsecondary credit. To expand these programs, the ICCB established the P-16 Initiative grant in fiscal year 2001. During fiscal years 2007 and 2008, \$2,779,000 per year was appropriated to expand student access to higher education, enhance the value of the high school senior year experience, and reduce the financial burden of college on Illinois families. As a result of these efforts, enrollments by high school students in Illinois community colleges have risen significantly. In fiscal year 2008, 68,147 high school students enrolled in dual credit/dual enrollment courses systemwide, an increase of 17.9% increase over FY 2007 and 166.7% over FY 2002. Unfortunately, the P-16 Initiative Grant, which supported these dual credit efforts was not funded for fiscal year 2009.

**Partnerships for College and Career Success (PCCS).** Beginning in fiscal year 2008, Tech Prep Consortia were renamed Partnerships for College and Career Success and charged with leading the state through the implementation of Career Clusters, Career Pathways, and Programs of Study. These entities guide the preparation of students for high-wage, high-demand careers. Through the development of fully articulated coursework between secondary and postsecondary education, Partnerships respond to local and statewide education and workforce needs.

**Programs of Study.** The ICCB and the ISBE have partnered to implement the federal Carl D. Perkins Career and Technical Education Act of 2006 in Illinois high schools and colleges. A major part of this act is the implementation of Programs of Study that link secondary and postsecondary educational elements and ease student transitions. To support this effort, Illinois has adopted the 16 Career Cluster organizational framework. The Career Clusters form around major groupings of similar occupations and industries within the economy, and help align course content at the secondary level with increasingly

advanced academic and technical courses at the postsecondary level. The project also establishes formal linkages between basic skills, academic preparation, and entry-level training. In fiscal year 2008, the ICCB, in collaboration with ISBE, DCEO, and IDES agreed to implement the Career Clusters of Health Sciences, Manufacturing.

**Program of Study in Nursing.** The ICCB, in partnership with ISBE and DCEO, engaged two community colleges to lead the development of a Program of Study in nursing. The College of DuPage and John A. Logan College are engaging industry partners to ensure that industry perspective is included in the development of the nursing program of study. The Metropolitan Chicago Healthcare Council in the Northeast region and Connect SI in Southern Illinois, along with secondary stakeholders, are working to align curricula and ensure successful transitions for students along the Health Sciences cluster into a nursing program of study.

**Public Agenda for Illinois Higher Education: Planning for College and Career Success.** The Public Agenda for Illinois Higher Education, sponsored by the Illinois Board of Higher Education, is a planning blueprint for the State of Illinois to direct state policies and resources to the higher education and career needs of Illinois residents and to address the current and future economic needs of the state. The ICCB has been a strong partner in this process and community colleges were well represented on the Public Agenda Task force.

**American Diploma Project (ADP).** The Illinois Community College Board, has voted to participate in this effort and to work with ISBE as they provide leadership on the American Diploma project. This project works to align expectations across educational levels and increase student readiness for college and careers. ADP network states commit to address key policy priorities including elevated rigor of high school curriculum, streamlined assessment systems, strengthened accountability, and linked data systems.

**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. During FY 2008, 89 percent of survey respondents were employed or pursuing additional education or both. More than 93 percent of respondents who were employed were working in Illinois and over two-thirds were working 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 instruction programs and related services. To ensure that programs continue to meet the needs of both students and employers, colleges conduct a review of all instructional programs once every five years. During Fiscal Year 2007, colleges reviewed a total of 1,061 instructional programs: 106 academic, 915 career and technical, and 40 general education programs. 706 programs were continued with minor modifications, 92 programs were continued with significant modifications, 31 programs were scheduled for further review, and 86 programs were eliminated. 151 new programs were added to the colleges' curricular offerings. During fiscal year 2008,

colleges reviewed a total of 1,017 instructional programs: 77 academic, 884 career and technical, and 56 adult education programs. 725 programs were continued with minor modifications, 63 programs were continued with significant modifications, 27 programs were scheduled for further review, and 69 programs were eliminated. 242 new programs were added to the colleges' curricular offerings.

**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 several 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 fiscal years 2007, statewide performance exceeded established goals. Fiscal year 2008 was a transition year to the new measures.

**Campus Security.** The ICCB has worked collaboratively with the Illinois Emergency Management Agency (IEMA) and Department of Mental Health (DHS) to share information about the Campus Security Enhancement Act. Illinois community colleges are willing to host training sessions offered by IEMA and DHS on the Emergency Preparedness Plans and Threat Assessment Teams.



### **Basic Skills Test Preparation (BST-Prep)**

#### **Online System**

The Basic Skills Test Preparation is an online tool designed to help teacher education students study for and pass the Basic Skills Test. The BST-Prep system is an interactive, web-based curriculum that contains content, examples, and questions for Reading, Language Arts, and Mathematics. The BST-Prep includes a Learning Survey designed to help students identify areas in which they need help. A total of 72 institutions (33 public community colleges, 29 universities & colleges, 7 school districts and 3 others) used the BST-Prep system in 2007-2008.

### **GED Illinois Online (GED-i)**

The GED Illinois (GED-i) is an online curriculum to help students study for and pass the GED test. Online instruction is available to GED students through Adult Education providers. Providers can use the curriculum to supplement classroom instruction and to offer their students independent, self-paced instruction totally online. The GED-I content has been expanded to provide an additional level of curriculum for teachers to use to remediate students. An integrated online readiness/assessment survey is available to guide online GED students. Technology tutorials are also available to strengthen both student and teacher skills.

### **Illinois Community Colleges Online (ILCCO).**

ILCCO is a membership of 30 Illinois community colleges dedicated to serving online teaching and learning. ILCCO focuses on leadership, collaboration, course and program sharing, and faculty development. ILCCO provides collaborative opportunities to address needs. ILCCO received a HECA grant in 2008 to explore increasing retention in online courses through peer mentoring. ILCCO's Institutional Profile database provides a central data resource to assist colleges in information gathering and college planning. ILCCO conducts professional development workshops for faculty and staff as well as supporting the Illinois Online Conference. ILCCO served 460 students annually through course and program sharing.

### **Paraprofessional Test Preparation (PTP) Online**

The PTP online system is designed to help paraprofessionals meet requirements of the federal legislation: No Child Left Behind Act (NCLB). The development of this online tool is the result of the

second phase of ICCB's paraprofessional test preparation partnership with ISBE. The original on-site curriculum created and distributed throughout Illinois is available in an Internet-based, interactive format. This online system serves to support and assist paraprofessionals in attaining the readiness level necessary to achieve a passing score on either the ParaPro or Work Keys assessments. Students can access the site from any location with Internet access.

### **Preparing Tomorrow's Teachers to Use Technology**

118 technology-infused instructional modules have been developed through a federal PT3 grant which involved development partnerships between 12 community colleges and 4 universities. The technology-infused modules are focused on the four core areas of the general education curriculum (Communications, Humanities, Math, and Science).

A **Faculty** website ([www.iccb.org/pt3](http://www.iccb.org/pt3)) allows higher education faculty to access the modules and other resources for infusing technology into their curriculum.

A **Student** website ([www.iccb.org/student](http://www.iccb.org/student)) allows teacher preparation students at community colleges to apply what they have learned about technology and its role in the teaching and learning process. The website has adapted modules for secondary education use, a list of web resources, and both written and video testimonials from teachers and students on the impact of technology in the classroom.

A **Mentoring** website ([www.iccb.org/mentor](http://www.iccb.org/mentor)) has resources to help mentor first-year teachers. The site has information and resources for both mentors and mentees.

### **Working Connections (WC-IL)**

The Illinois Community College System manages a regional training event for Information Technology faculty annually. The Working Connections IT Faculty Development Institute trains community college faculty on cutting edge software and technology to better prepare students to enter the workforce. The Institute also provides industry certification opportunities for faculty. 90 faculty attended the 2007 Institute and in 75 faculty attended the 2008 Institute.

As the third largest community college system in the country and the leading public workforce development trainer in the state, the Illinois Community College System prepares citizens to face the challenges of changing economies and global competition. Today, given our nation's and state's economy and the need for citizens to be trained or retrained, community colleges have opportunities to strategically position themselves to take advantage of this renewed national and state interest in community colleges' role in workforce development. In order for Illinois to strengthen its economy and remain competitive, more adults must be prepared with skills to enter and advance in well paying jobs in emerging and established industries. We must train citizens to prepare for careers in emerging fields such as green jobs, sustainability, biotechnology, and for careers in established fields such as health care and manufacturing, and to compete globally for increasingly technical jobs. No longer are there two sets of skills - those for the college bound and those skills for those bound for work - it takes the same skills and education at work or school. Who better equipped to step up to the challenge than the Illinois Community College System?

### **Collaboration and Partnership**

The Illinois Community College Board and the Illinois Community College System are working together to address the state's workforce needs. Through partnership and collaboration with each other, and with other agencies such as the Illinois Department of Commerce and Economic Opportunity, a renewed focus on workforce has developed and several collaborative initiatives are taking place. Examples of this collaborative emphasis on workforce development follow:

- **Illinois workNet:** The ICCB is engaged with other state and local partners in creating and implementing a virtual one-stop career center system, *Illinois workNet*. This virtual system focuses on a flexible and creative way to ensure access to a full range of workforce services to job seekers and employers and emphasizes access to career transition services through the Internet. Such information focuses on what

services are available in each local area and increases customer access 24 hours a day to the information and services.

- **Joyce Foundation Shifting Gears:** In December, 2006 the Joyce Foundation awarded a \$One million grant to ICCB, in partnership with DCEO (providing a \$500,000 match) and other entities, to conduct an initiative with the goals of positively impacting policy and increasing the number of current and aspiring adults transitioning from adult education and developmental education into college level postsecondary credit education and ultimately into employment. The Illinois Shifting Gears is supporting bridge programming in the key sector industries of Healthcare, Transportation, Distribution, Logistics (TDL), and Manufacturing. The approach being used across the community college pilot projects is to integrate workforce and foundational academic skills course content. These blended and contextualized courses are being used to enhance student's core math, science, and verbal and written communication skills and develop the area specific technical skills for success in the workforce. Illinois' overall project goal is to use these demonstration projects to help identify policy issues that help, or hinder adults moving smoothly through the education and training system and to identify best-practice transition models.
- **Illinois workNet Centers (IWC):** Community colleges continue as partners in the One-Stop Career Centers, now known in Illinois as Illinois workNet Centers. As the recipients of the postsecondary Perkins funds and Adult Education and Family Literacy funds. Postsecondary Perkins and Adult Education are mandatory partners under the Workforce Investment Act. As a result of that relationship, community colleges provide services and resources in the IWCs. Services may include college advisement, staffing of the resource room, computer classes, and others. Dialogue is taking place at both the local and state level to develop new collaborative efforts to address the training and retraining needs of the state.

### Industry Sector Needs

Community colleges address industry needs across the state in many ways. Community colleges are engaged in the three major industry sectors that Illinois has determined to be critical to the state's workforce and economic prosperity: addressing the healthcare shortages across the state, in particular the shortage of Registered Nurses; implementing strategies and training for the growing transportation, warehousing, and logistics industry; and identifying strategies to recruit and retain skilled workers for the ongoing manufacturing needs in Illinois. Also, the community colleges' business and industry centers address a myriad of industry and employer needs.

#### • *North Central Region Manufacturing Initiative*

Illinois Central College, as the lead regional educational partner, working with the Illinois Community College Board, the Illinois Department of Commerce and Economic Opportunities, the Illinois State Board of Education, area high schools, universities, and industry, is creating and implementing an initiative to align and integrate new and existing secondary and postsecondary programs to create clear pathways for students wanting to pursue manufacturing careers in the North Central Region ranging from management and engineering to front-line skilled production. The initiative will:

- Develop and pilot-test a career development program for middle school students and lower-high school students (9th/10th grades);
- Create and pilot-test bridge programs to provide the opportunities for adults and out-of-school youth to develop career plans, remediate reading and math skills, develop foundation technical skills, and enter postsecondary programs in critical shortage areas.
- Develop and pilot-test one innovation project with a sponsoring company and high school students in cooperation with the National Governors' Association Policy Academy Project.
- Create career pathways within the manufacturing career cluster.

- *Manufacturing Innovation Grants:* ICCB awarded seven grants to community colleges and

adult education providers to develop initiatives designed to address manufacturing/workforce solutions in bridge and/or foundation programs. The grants focused on: 1) curriculum development or improvement to address advanced manufacturing needs or 2) manufacturing bridge models leading to the development of career pathways to address advanced and/or high growth, high demand manufacturing needs. Six of the seven sustained some portion of their project and /or will be building on lessons learned with other funding. The grant was from July 1, 2007 - June 30, 2008.

- *Southeast Healthcare Consortium:* Through a grant awarded by the Illinois Community College Board, Illinois Eastern Community Colleges created an initiative to address the need to retain healthcare workers in the southeastern part of the state. Healthcare workers, specifically nurses, leave the southeastern region of Illinois for better paying jobs in Kentucky and other parts of Illinois. The colleges worked with four healthcare institutions and worked with incumbent workers within those institutions. They provided training opportunities for the workers to move up the career ladder within their institutions. The grant ended June 30, 2008.

### Homeland Security

The Illinois community college system is working on various homeland security projects and initiatives designed to provide support to businesses in need of homeland security training, assistance for industries manufacturing or delivering homeland security products and services, and raise awareness of campus security and emergency response issues. The ICCB hosted the Homeland Security conference in April 2007 to create awareness of campus security issues, identify the connection between homeland security, emergency response, workforce/economic development, and student support services; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs.

**Business and Industry Services:** Community colleges, through their business and industry centers, work with businesses, industries, labor organizations, and economic development entities to recruit and train workers, retain existing businesses, and bring new businesses and jobs to Illinois. The ICCB Workforce Development grant of \$3.3 million provides critical support to the Business and Industry Centers to deliver needed services to employers. Additionally, colleges engage local business partners through their participation on program advisory committees for the career and technical education programs. This provides industry partners with a forum to render input directly to the college – and ensures that community college programs are always reflective of the latest industry trends. Community colleges collaborate with DCEO’s Illinois Entrepreneurship Network to provide assistance to entrepreneurs and small business owners. Small Business Development Centers (SBDCs) located on community college campuses provide businesses with management, marketing and financial counseling in order to help them succeed. Community colleges also assist business owners in doing business with the federal, state, and local governments. Colleges provided general procurement counseling, access to bid specifications, assistance in identifying government markets, help in reviewing bid packages and other contracting assistance services. Community colleges also provide a full range of continuing professional education.

### Emerging Industry Sector Needs

In order to be prepared to meet emerging industry needs community colleges must continuously look to the future and assess what emerging industries will be vital to their district, region or the entire state. Three areas have come to the forefront—biotechnology; sustainability, and local foods.

- **Why Go Bio? Summit:** On May 30, 2008, the Illinois Community College Board held a “Why Go BIO” Summit in partnership with the Illinois Department of Commerce and Economic Opportunity, iBIO /iBIO Institute, and Kankakee Community College. More than 23 community colleges were represented. The purpose of the Summit was to bring together leading biotechnology businesses and community colleges to discuss the current state and future of biotechnology in Illinois and the role of the community colleges in preparing students for employment in the bio technology fields. The community college panel discussed their current and future initiatives. The business panel, represented by ADM, Pioneer, and

Abbott Laboratories, provided perspective on their needs and goals, including upcoming initiatives.

- **Illinois Community College Sustainability Network: Sustainability Institute Initiative:** The mission of the Sustainability Institute initiative is to strengthen Illinois community colleges’ capacity to promote and provide energy education and sustainable practices. Illinois community colleges are already the one, cost effective educator that corporations and businesses turn to in renewable energy-related fields such as industrial an electrical technology, construction trades, and automotive repair. Emphasizing community service, combined with stable fiscal and educational infrastructures, community colleges can institutionalize long-term projects related to the rapidly emerging renewable energy economy. A major goal is to establish a Sustainability Institute, an applied resource center, at seven community colleges. Each of the seven colleges was selected because each has already integrated sustainability education into its curriculum, is committed to campus-based energy efficiency, and has strong ties to K-12 public schools, industry and the trades. Furthermore, each college has established an energy education specialty: wind generation, geothermal, solar photo voltaic, hydroelectric and LEED construction, energy efficient commercial and residential building construction. The number of colleges that are interested in becoming members of the network is increasing.
- **Local Foods:** The Illinois Local and Organic Food and Farm Task Force was commissioned by the Illinois General Assembly in 2007 to provide a plan containing policy and funding recommendations that would build a fully functioning Illinois-based farm and food system. According to the USDA, Illinois spends \$47 billion annually on food, of which over 90% is imported. If Illinois farmers would produce directly for Illinois consumer demand, Illinois food dollars would stop being exported and the carbon foot print would also be reduced - two goals of the initiative. Additionally, in collaboration with the state task force, the DCEO convened a Local Foods Initiative Task Force which included the Illinois Community College Board and community college representation. The community college representatives on the Task Force prepared a report outlining what community colleges could do as partners in this initiative. ICCB then convened a community college task force. Currently four community college districts are working on this initiative and will begin implementing initiatives designed to develop local foods curricula and models.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

Adult Education and Family Literacy is among the highest priorities of the Illinois Community College Board (ICCB). ICCB's *Promise for Illinois* details ICCB's commitment and strategic plan related to Adult Education and Family Literacy (AEFL). Providing quality services to assure individual and family success in AEFL programs is critical to the economic development of Illinois. Because there is a need to address the literacy skills and to prepare individuals for the world of work, the ICCB is committed to helping students make positive steps towards completion of their education and making the transition to postsecondary education and employment.

Over the past two years, Adult Education has participated in several initiatives designed to prepare students to transition into employment as well as post secondary education. With millions of Illinois residents lacking the literacy skills needed to obtain a good job, adult education must and has developed strategies designed to meet the needs of the individuals as well as the workforce. Adult Education is currently participating as part of a statewide initiative to move low income and low-skilled adults to post secondary education. This initiative, known as the "Joyce Foundation-Shifting Gears Initiative", is designed to help individuals, through a bridge program philosophy, improve their basic skills while making the connection to occupational and post secondary education programs.

The AEFL Advisory Council plays a key role in making these connections. This committee continues to meet with great success. Currently, the council's focus includes curriculum and instruction, student support

and transition services, policy studies, research and accountability, and professional development/training and marketing. All of these areas play a crucial role in helping students connect to postsecondary education and employment. The council includes representatives from community based organizations, community colleges, public school/ Regional Offices of Education, the Departments of Corrections and Human Services, the Illinois State Board of Education, the Secretary of State Literacy Office, the Department of Commerce and Economic Opportunity, and other important stakeholders.

### **Illinois FY 2007 Adult Education and Family Literacy Highlights.**

Annually, the ICCB submits a report to the Governor and General Assembly highlighting AEFL services in Illinois. Below is a summary of the Adult Education services provided in FY 2007.

- More than 100 Adult Education and Family Literacy Providers were funded.
- 125,020 learners received instruction in ICCB funded Adult Education and Family Literacy Programs.
  - English as a Second Language (ESL)—74,831
  - Adult Basic Education (ABE)—28,099
  - Adult Secondary Education (ASE)—16,113
  - High School Credit (HSCR) —3,108
  - Vocational Training (VOC) —2,869
- 1,084,095 units of instruction were delivered.
- 17,616 individuals receiving public assistance enrolled in Adult Education and Family Literacy programs.

## ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

**Illinois Adult Education and Family Literacy Exceeded Federal Performance Targets for Fiscal Year 2007.** For the sixth year in a row, Illinois Adult Education exceeded its federal performance targets under the Title II of the Workforce Investment Act (WIA). Each fiscal year, states submit a report to the Federal Government on five Adult Education performance measures and activities. These include, Educational Gains, Entered Employment, Retained Employment, GED or Secondary School Completions, and Entered Post-Secondary Education or Training. Overall, Adult Education exceeded the overall performance target at 109%.

**Federal English as a Second Language (ESL) enrollments constitute the majority 59.9% of the Adult Education population.** In FY 07, ICCB programs served 74,831 ESL students in adult education programs and 9,478 students in 44 EL/Civics funded programs. To ensure that quality instructional services are provided to students in the ESL and EL/Civics classroom, the Adult Education and Family Literacy Service Center Network conducted 90 professional development activities designed for program instructional staff. These activities included a variety of topics that addressed instruction in a multi-

level classroom, curriculum development, authentic materials, and other topics related to ESL and EL/Civics instruction.

**The GED-i program is nationally recognized.** GED-i is a world-class web-based GED curriculum developed to further expand the availability of Adult Education programming in Illinois. There are a total of 200 individual lessons embedded in this system designed to be used at a distance and/or as a supplement to classroom instruction. More than 4,500 students enroll each year through local programs. This number has increased 22%. These numbers are expanding not only in Illinois but nationally.

**GED Testing.** A GED Advisory Committee established in 2007 consisting of representatives of the Regional Offices of Education (ROE) and the Cook County GED Testing Program, continues to identify and address testing and program issues surrounding GED test administration. This committee recommended the clarifying language establishing the minimum age requirement to take the GED test in Illinois as 17 years of age, effective June 1, 2008.

## STUDENTS REACH THEIR POTENTIAL THROUGH ICCB PROGRAMS

Primarily structured to address students issues and challenges, the Student Development team works directly with Chief Student Services Officers, student activities directors, financial aid directors, instructional departments in community colleges, and most importantly students. The following describes selected divisional activities and accountability efforts in fiscal years 2007 and 2008:

### **Students with Disabilities**

Illinois community colleges enroll annually more than 11,000 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. This number continues to grow as more students with disabilities desire education and training that can improve their lives. As the demand to serving students with disabilities increases and the funding decreases, it is apparent that collaboration among agencies is the best way to address the needs of these students and provide for more successful outcomes.

Through funding from the Illinois Board of Higher Education (IBHE), the Disabilities Advisory Committee developed a project to address the significant gap in the availability of information on postsecondary students. Two community colleges were chosen as pilots sites for this project. A new endeavor this year was outreach to the Illinois Council Developmental Disabilities with discussions revolving around policy, instructional support, and barriers for the developmentally disabled within an educational environment. Community colleges will provide services and remain committed to serving this distinct population.

### **Interagency Coordinating Council**

As a member of the Interagency Coordinating Council (ICC), the ICCB collaborates with other state agencies to improve outcomes for youth with disabilities. The ICC is committed to developing a comprehensive work plan and to eliminating barriers to transition services. With the support and participation of the ICC and IBHE, the ICCB developed and implemented a survey of documentation requirements for students with disabilities. This information will serve as a valuable tool in supporting the successful transition of students with disabilities to higher

education. ICCB contributed in kind funding and participated in the Annual Statewide Transition Conference which attracted over 700 participants. In May, members of the ICC engaged in a planning activity that provided a past, present, and future snapshot of the ICC. The outcome of the activity resulted in a document that will serve as a guide to implement systemic, sustainable education, training, employment, healthcare, and community service that will impact Illinois from state to local level regarding independent living for youth with disabilities.

### **Lincoln's Challenge Scholarship Program**

The ICCB Lincoln's Challenge Scholarship Program, in conjunction with the Lincoln's Challenge Academy in Rantoul, offers LCA graduates an opportunity to improve the likelihood of their academic and personal success. A scholarship award of \$1,000 per semester for two years is issued to eligible, selected students to continue their educations at one of the 48 community colleges throughout the state. One outstanding accomplishment within the program has been the dual credit agreement among the colleges and the Academy. Students can earn three credit hours each in basic computer and English which is transferrable to any Illinois community college. Currently, more than 10,645 students have graduated from the resident phase of the program, and more than 7,201 students have earned their GED. To date, 2,441 scholarships have been issued. A linkage with the Illinois Student Assistance Commission (ISAC) was established to find a means to educate parents and students in the financial aid guidelines within a friendly, helpful environment.

### **Student Advisory Committee**

The ICCB works with a diverse group of student representatives from all 48 community colleges to identify and address the needs of community college students across the state. This committee dedicates itself to representing those students by reviewing ICCB policies, advising the board on such policies, selecting the ICCB Student Member, and reporting on systemwide issues.

The committee keeps a constant focus on its goals and objectives through its work teams and by fostering continuous interaction with the ICCB; ICCTA; ICCFA; IBHE; Presidents Council; and all community college administrators, faculty, staff, and students.

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## **PROMISE FOR ILLINOIS REVISITED**

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

As the Illinois Community College System moved into the new millennium, it assessed what had been accomplished since its inception 42 years ago and what course it needed to follow in the next few years. The result of that intense assessment was the *Promise for Illinois*. The *Promise* served as a guide for the Board and community college system and, five years later, the Board reviewed the *Promise* and believes much progress has been made in accomplishing the pledges set forth in the plan. The basic premises of the original plan still hold true; however, the Board believes some areas need more emphasis. With the *Promise for Illinois Revisited*, the Board sets its direction for the next few years and will use the *Promise Revisited* as its guide in meeting its mission.

The pledges and actions contained in the *Promise for Illinois Revisited* 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 PLEDGES**

Illinois needs a citizenry composed of individuals who can read, write, compute, communicate, and contribute to society as a whole, as well as to local and global competitiveness. To accomplish this, it needs high-quality, affordable, and accessible education. It needs an education system that accommodates smooth transitions for students as they move among and between levels of education and work. Therefore, Illinois community colleges pledge:

### **HIGH QUALITY**

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

### **AFFORDABLE ACCESS**

*Deliver accessible and affordable learning opportunities for all residents of Illinois*

### **COMPETITIVE WORKFORCE**

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

### **EFFECTIVE TRANSITIONS**

*Offer rigorous courses, programs, and services designed to enable students to transition from one learning environment and level to another*

### **ENHANCED ADULT EDUCATION**

*Enhance Adult Education and Family Literacy programs necessary for individuals and families to have high-quality standards of living in Illinois*

### **SERVICES FOR STUDENT SUCCESS**

*Provide programs and services to assist students succeed in their education endeavors*