

Illinois Community College Board

2005-2006 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, 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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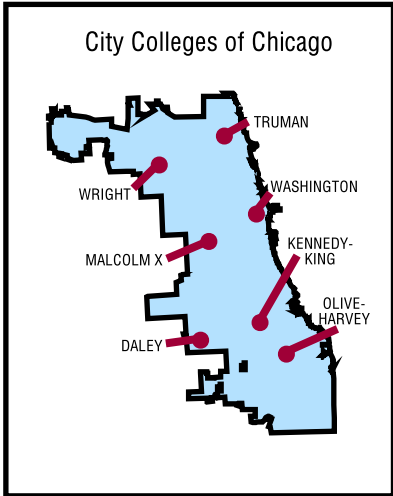
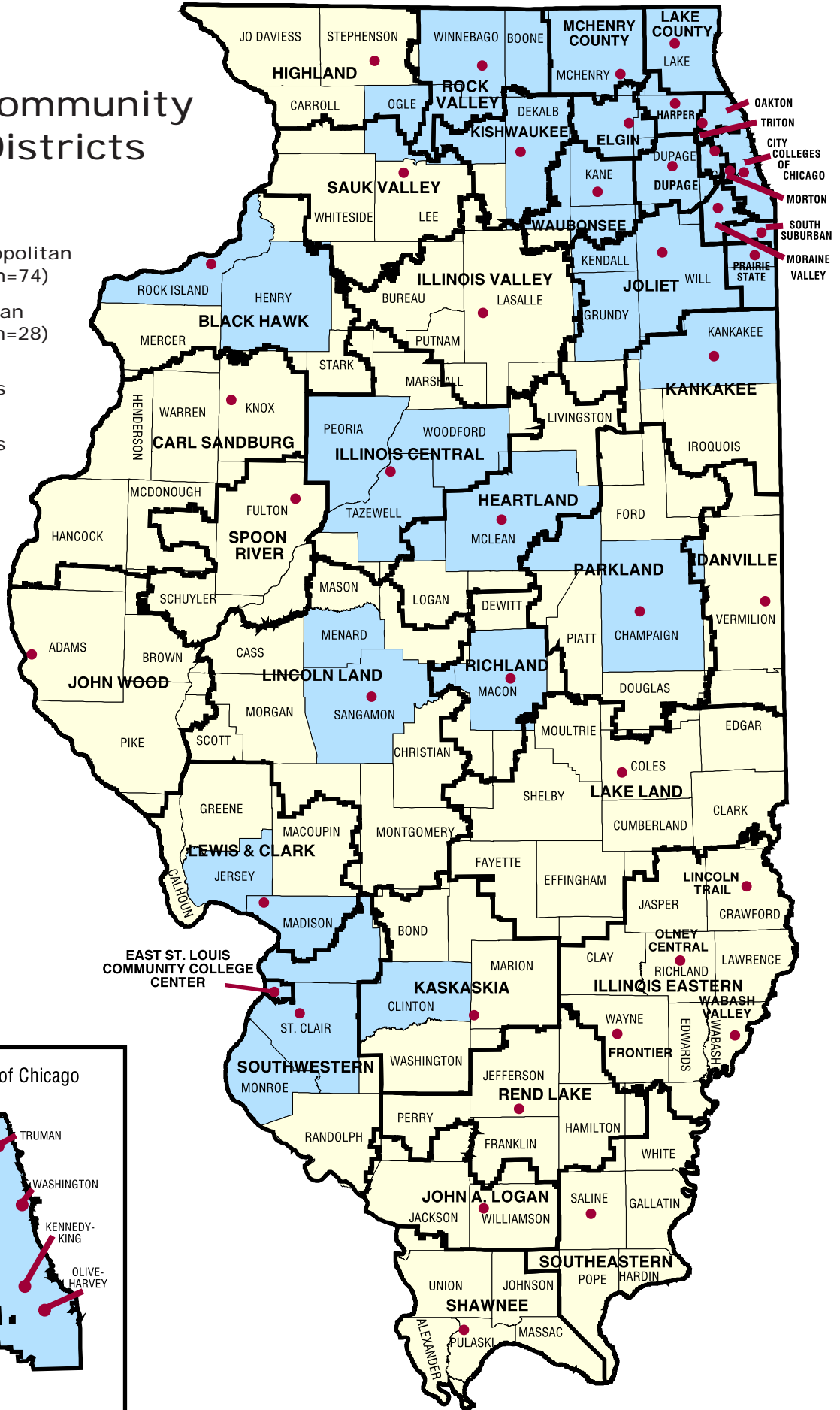
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Illinois Community College Districts

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



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 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 2005 and 2006, baccalaureate/transfer remained the largest credit instructional program area for Illinois community colleges. During FY 2005, 38.9 percent (271,950) of all credit enrollments were in this program area, increasing to 39.9 percent (271,657) for FY 2006. Nearly 14,418 baccalaureate/transfer degrees were earned during fiscal year 2005 and 14,737 were earned during fiscal year 2006. In addition, in fall 2005, the most recent semester for which data area available, more than 17,333 community college students transferred to public and private universities, and over 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.

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, more importantly, approximately 44 percent 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. As part of a University of Illinois P-16 initiative, 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 (3 additional requests are pending), three programs in Secondary Science (3 additional requests are pending), three programs in Early Childhood Education (5 additional requests are pending), and two programs in Special Education (5 additional requests are pending).

Career and Technical Programs. For fiscal years 2004 and 2005, career and technical programs remained the second largest credit

instructional area for Illinois community colleges. During FY 2004, 27.3 percent (191,086) of all credit enrollments were in this program area. Seventy (70.0) percent of all collegiate degrees and certificates earned during fiscal years 2004 and 2005 were for completion of career and technical programs. In FY 2004, students successfully completed 33,080 career and technical degrees and certificates, increasing to 36,020 during FY 2005.

Beginning in fiscal year 2003, administrative responsibility for the postsecondary portion of federal (Perkins) and state funds that support career and technical education programs and activities was transferred to ICCB from the Illinois State Board of Education. ICCB's goal in administering these funds is to 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. To that end, teams of college representatives have been invited to annual regional meetings and an annual Forum for Excellence, where best practices are showcased and technical assistance is provided on an array of CTE issues. Leadership funds have provided support for special populations initiatives, enhancement of data systems for accountability, and continuous quality improvement initiatives to enhance CTE programs. 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 enable each community college to provide scholarship assistance to students preparing for nontraditional occupations, which is one of the performance measures for Perkins. Beginning in fiscal year 2004, administrative responsibility for the federal Tech Prep funds received by the state transferred to ICCB from ISBE.

Paraprofessional (Teacher Aide/Teacher Assistant) Preparation

The ICCB continues to work 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. A model Associate in Applied Science degree and certificate for paraprofessionals was developed by a task force comprised of representatives from the K-12, community college, and university sectors, and was approved for implementation by community colleges. Twenty-six colleges have received approval to offer the AAS degree and/or certificate. As an alternative to completion of 60 semester credit hours of college-level coursework or an associate's degree or higher, NCLB requirements may be met through a formal State assessment. In March 2003, the ISBE endorsed two primary testing options for establishing a candidate's qualifications as a paraprofessional educator: the ETS ParaPro Assessment, and the ACT WorkKeys tests of Applied Mathematics, Reading for Information, and Business Writing. In April 2003, ISBE and ICCB developed a partnership to assist paraprofessionals in preparing for these assessments. ISBE used federal Title II professional development funds to provide annual grants to ICCB for fiscal years 2004, 2005, and 2006 to support the creation and delivery of a statewide test preparation curriculum for both the ETS ParaPro and ACT WorkKeys assessments. During the first year of the Paraprofessional Test Preparation (PTP) Initiative, a test preparation course was created using the expertise of content developers and reviewers from the community college and K-12 systems. Curriculum guides and accompanying CDs were created and distributed free of cost to all Regional Offices of Education, each of the 48 community colleges, and other education entities in the state to provide broad access to consistent, quality preparation for Illinois' paraprofessionals. An online version of the course was created as well.

In order to ensure that paraprofessionals had the opportunity to benefit from the test preparation course, grant funds were used during all three years of the grant to support the delivery of test preparation courses throughout the state. Partnerships of community colleges, Regional Offices of Education, school districts, and teacher unions were funded to deliver the test preparation course at no cost to the paraprofessionals. Several strategies were employed to evaluate the effectiveness of the PTP initiative: demographic information derived from a statewide database, pre-

and post-tests embedded within the course curriculum, data from the two testing companies, instructor and student evaluations, and final reports from each partnership. During the first two years of the PTP initiative, 7,029 individuals enrolled in PTP courses throughout the state, and 4,064 of them took either the ETS ParaPro or the ACT WorkKeys assessment. The overall pass rate for test takers was 84.5 percent in year one, and 89 percent in year two, which is consistent with or higher than national pass rates for the two assessments. During year three of the initiative, which ended June 30, 2006, several PTP course delivery partnerships developed customized approaches to serve populations of paraprofessionals that lack the basic skills and/or the language skills needed to succeed on either of the tests. Year three outcome data are currently being compiled.

Dual Credit for High School Students. The Illinois Community College System has worked to create methods to bridge the educational gaps between high school and college. One of the most successful of these initiatives has been dual credit - where high school students enroll in college courses for both secondary and postsecondary credit. By aligning program content and reducing curricular duplication, dual credit positively impacts the way educators, students and institutions connect and, ultimately, raises educational interaction to a higher level. In order to expand these programs, the ICCB established the P-16 Initiative grant in fiscal year 2001. During fiscal years 2005 and 2006, \$3,558,000 in state funds was dedicated toward the goals of expanding student access to higher education, enhancing the value of the high school senior year experience, and reducing 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 2006, 51,974 high school students enrolled in dual credit/dual enrollment courses systemwide. This represents an increase of 19.26% from fiscal year 2005, and an increase of 103.39% from fiscal year 2002. While the credit hour benefits these students enjoy are easily measured, the true value of dual credit lies in the long-term connections built between high schools and community colleges.

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.

ICCB FOSTERS ACCOUNTABILITY

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 2006, nearly 90 percent of survey respondents were employed or pursuing additional education or both. Nearly 92 percent of respondents who were employed were working in Illinois and 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 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 fiscal year 2005, colleges reviewed a total of 199 academic, 469 career and technical, and 30 adult and developmental education programs. As a result, 12 programs were significantly modified, and 65 programs were scheduled for further review or identified for elimination. During fiscal year 2006, colleges reviewed 153 academic, 786 career

and technical, and 24 adult and developmental education programs. As a result, 30 programs were significantly modified, and 120 programs were scheduled for further review or identified for elimination.

During fiscal year 2005, ICCB staff along with a project consultant team coordinated a comprehensive review of the existing statewide process. Final recommendations for revising the statewide program review process were accepted by the Board on September 16, 2005. During fiscal year 2006, ICCB staff developed and distributed a new Program Review Manual to the field and provided technical assistance for colleges to submit their annual review summaries using the revised format. Staff will continue to work with the colleges on the annual review and evaluation of all instructional and related programs over the coming fiscal year.

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 both fiscal years 2005 and 2006, statewide performance exceeded established goals.

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 all three sub-areas of the BST (Reading Comprehension, Language Arts, and Mathematics). The BST-Prep includes a Learning Survey designed to help students identify areas in which they need help. More info can be found at www.basicsskillsprep.org.

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. More info can be found at www.gedillinois.org.

Illinois Community Colleges Online (ILCCO).

ILCCO is a membership of 23 Illinois community colleges dedicated to serving online students. ILCCO focuses on leadership issues, course and program sharing, and faculty development for the colleges. ILCCO addresses the needs of colleges providing opportunities such as research and course development. ILCCO provides member colleges access to information through the Institutional Profile database to assist them in information gathering and college planning. ILCCO also provides a suite of Internet tools to assist colleges and students in online learning. ILCCO serves 500 students annually through course and program sharing. ILCCO conducts professional development workshops for faculty and staff, as well as supporting the development of the Illinois Online Conference. More info can be found at www.ilcco.net.

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 are able to access the site from any location with Internet access. More info can be found at www.parailinois.org.

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) allows higher education faculty to access the modules and other resources for infusing technology into their curriculum.
- ▶ A **Student** website (www.iccb.org/student) allows teacher preparation students at community colleges to apply what they have learned concerning 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) 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 each year. 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. More than 300 IT faculty have attended the Institute over the past four years. More info can be found at www.iccb.org/wcil.

Across the nation community colleges are lynchpins between education and workforce and economic development. Illinois community colleges are no different. Although Illinois community colleges have always been involved in the workforce issues of their local communities, today community colleges have opportunities to strategically position themselves to take advantage of renewed national and state interest in community colleges' role in workforce development. In order for Illinois to remain competitive, more workers must be prepared with skills to enter and advance in well paying jobs; nearly 750,000 working age (25-54) adults do not have a high school diploma or equivalent, and nearly half of Illinoisans have literacy skills below the average high school graduates. The phrase "Talent Drives Prosperity" raises the awareness and importance of community colleges in our nation's economy. We must prepare citizens 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.

In the recent report, "A Test of Leadership," from the commission appointed by Secretary of Education Margaret Spellings, the connection between education and workforce was very clear, "We want a world class higher education system that creates new knowledge, contributes to economic preparedness and global competitiveness and empowers citizens . . . We want a higher education system that gives Americans the workplace skills they need to adapt to a rapidly changing economy . . ." Who is better equipped to step up to the challenge than Illinois community colleges?

As the third largest community college system in the nation, Illinois' 48 comprehensive community colleges and one multi-college center play a vital

role in the state's educational, economic development, and workforce preparation partnership. Each year, they serve approximately one million Illinois residents. In the Illinois Community College System's strategic plan, the community colleges pledge to "address workforce development needs with flexible, responsive and progressive programs . . . offer rigorous courses and programs designed for college and university transfer . . . expand adult education and literacy programs . . . and escalate efforts to meet the growing demand for trained workers in high demand occupations."

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 state 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. Following are examples of this collaborative emphasis on workforce development:

- *Meeting Literacy and Job Skill Challenges:* Adult Education and Family Literacy (Title II of the Workforce Investment Act) and Career and Technical Education (postsecondary portion of the Carl D. Perkins Vocational and Technical Education Act) work as partners with workforce and economic development. Adult Education and CTE are working together to address state and local workforce needs. Community colleges are the primary providers of higher education in Illinois accounting for 74.6% of all undergraduate students and 77.8% of all adult literacy students. Community colleges offer CTE programs in more than 240 occupational areas.

LINKING EDUCATION, WORKFORCE, AND ECONOMIC DEVELOPMENT

Industry Sector Needs: 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. In June 2006, five community colleges, Rock Valley College, Danville Area Community College, Lewis & Clark Community College, Joliet Junior College and John A. Logan received funds to carry out planning initiatives to assess and address local manufacturing needs to begin to lay the ground work for larger manufacturing projects.

- *Bridge Programs:* Community colleges and adult education providers are exploring ways of providing opportunities for more citizens to have access to training that will lead to jobs and careers that will provide solid wages and opportunities for a good quality of life. The development of bridge program pilots and models is one strategy designed to move students seamlessly from adult education or community college remediation to occupational training that leads to employment. The lessons learned in the pilots are being shared and the initiatives are designed to lead to replication at other community colleges. Truman College created an Automotive Technology Bridge program designed for adult education students who want careers in automotive technology. Through Workforce Investment Act (WIA) Innovation Grants, the ICCB has provided Transportation, Distribution, and Logistics Grants to 26 community colleges and eight adult education providers in 2005-2006. The original WIA Innovation Healthcare Grants served 21 community colleges in 2005. Currently, four colleges continue to pilot test the next levels of

bridge programming using Blended On-line Innovation grants. In 2006, ICCB conducted a Healthcare Share Day to bring together the community college healthcare departments to share the lessons learned through the healthcare WIA Innovation Grants.

- *Critical Skill Shortages Initiative:* Community colleges are active partners in the Critical Skill Shortages Initiatives (CSSI). Working with the Illinois Department of Commerce and Economic Opportunity, other state agencies, local workforce boards, and local entities, CSSI is designed to identify critical industry needs of employers at a regional level and to recruit and train people to fill these gaps.
- *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 for job seekers and employers. It emphasizes access to career transition services through the Internet. Such information focuses on which services are available in each local area and allows customer access 24 hours a day to the information.
- *Homeland Security:* The Illinois community college system is working with the Department of Commerce and Economic Opportunity and the Office of the Governor 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 has facilitated community colleges receiving grant funds from DCEO for various projects, including Illinois

LINKING EDUCATION, WORKFORCE, AND ECONOMIC DEVELOPMENT

Food System Policy Council, business continuity and preparedness planning, computer security training center, emergency management associates degree, procurement technical assistance program, biotechnology/bioterrorism training and education center, computer forensics continuing education, crisis communication technician program, and public works training program. The ICCB has worked cooperatively with the IBHE to establish articulation agreements with seven universities for a homeland security study program. The ICCB has also presented the Illinois Community College System Homeland Security and Emergency Response Institute in February 2006 to create awareness of campus security issues; identify the connection between homeland security, emergency response, and workforce/economic development; and to promote the development and coordination of homeland security and emergency response instruction focusing on innovations to satisfy unmet needs.

- *Joyce Foundation Shifting Gears:* In December 2006, the Joyce Foundation awarded \$1 million grant to ICCB, in partnership with DCEO (providing a \$500,000 match) and other entities, to conduct bridge demonstration pilots. These pilots will study two transition gaps: adult education-to-postsecondary occupational credit programs and community college remediation-to-postsecondary occupational credit programs. The results of the study will recommend policy changes that address these gaps. The grant runs from January 1, 2007 through December 31, 2008.
- *Illinois Employment and Training Centers (IETCs):* Community colleges continue as partners in the One-Stop Career Centers, commonly known in Illinois as IETCs, because they are 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 IETCs. Services may include college advisement, resource room staffing, and computer classes.

- *Business and Industry Services:* Illinois 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. Colleges also 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 work collaboratively with the DCEO to access the Employer Training Investment Program (ETIP). Many colleges have formed regional consortia to deliver business services utilizing ETIP grant dollars. 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 to help them succeed. Community colleges also assist existing 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, and help in reviewing bid packages. They also provide information about contract administration and other contracting assistance services. Community colleges provide a full range of continuing professional education to ensure that Illinois workers can continuously update their job skills to established standards.

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 strategic plan, *Promise for Illinois*, details ICCB's commitment 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.

Since the transition of Adult Education to the ICCB, there have been many noteworthy accomplishments. A new Adult Education Data System is being developed that is web-based and will provide users with real-time data and exciting reporting capabilities. Plans are underway to train adult education providers on the DAIS-I (Data and Information Systems-Illinois) system beginning spring 2007. Full statewide implementation is scheduled for FY 2008.

In July 2005, GED Testing Administration transferred to the Illinois Community College Board. Since the transfer a GED Administration Advisory Committee has been established comprising representatives of the Regional Offices of Education (ROE) and the Cook County GED Testing Program. The Committee is working with the ICCB to identify and address testing and program issues surrounding GED test administration.

The AEFL Advisory Council continues to meet with great success. 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. 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. The Council chair provides direction to the council and updates to the ICCB.

Literacy Highlights. The ICCB submits an annual report to the Governor and General Assembly highlighting AEFL services in Illinois. Below is a summary of the Adult Education services provided in FY 2006:

- More than 100 Adult Education and Family Literacy Providers were funded.
- 132,266 learners received instruction in ICCB funded Adult Education and Family Literacy Programs:
 - ▶ English as a Second Language (ESL) — 78,003
 - ▶ Adult Basic Education (ABE) — 29,913
 - ▶ Adult Secondary Education (ASE) — 18,208
 - ▶ High School Credit (HSCR) — 2,893
 - ▶ Vocational Training (VOC) — 3,249
- 1,190,526 units of instruction were delivered.
- 17,616 individuals receiving public assistance enrolled in Adult Education and Family Literacy programs.

Illinois Adult Education and Family Literacy Exceeds Federal Performance Targets for Fiscal Year 2006. For a fifth 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. Below are the measures and Illinois-specific outcomes:

- Educational Gains — 125%
- Entered Employment — 94%
- Retained Employment — 115%
- GED or Secondary School Diploma — 130%
- Entered Postsecondary Education or Training — 111%

Illinois Adult Education exceeded the performance targets with an average score of 119%. By exceeding this score, in partnership with Carl D. Perkins, Career and Technical Education Act and WIA Title I, Illinois may be eligible to receive a federal incentive grant.

ICCB ADMINISTERS ADULT EDUCATION & FAMILY LITERACY

Federal English as a Second Language (ESL) enrollments constitute 58.92% of the Adult Education population. In FY 2006, ICCB programs served 78,003 ESL students in adult education programs and 8,941 students in 47 EL/Civics funded programs. To ensure that quality instructional services are provided to students in ESL and EL/Civics, several professional development activities for instructors were conducted to enhance the delivery of instruction, including:

- An English Literacy Civics Summer Institute focused on “Learner Centered Instruction” and provided instructors with training on creating lessons and activities for meaningful language practice. This two-day activity attracted more than 80 teachers.
- The Adult Education and Family Literacy Service Centers conducted 228 professional development activities attended by 327 EL/Civics and Citizenship instructors and 1,633 ESL instructors. The activities centered on a variety of professional development activities that addressed multi-level classes, curriculum development, authentic materials and other topics appropriate for ESL and EL/Civics instruction.

The GED Illinois program is nationally recognized. GED Illinois is a world-class web-based GED curriculum developed to expand the availability of Adult Education programming in Illinois. There are 200 individual lessons embedded in this system designed to be used at a distance or as a supplement to classroom instruction, or both. Based upon research, an online student orientation was added to the system in FY 2006 to enhance student retention.

In addition, the ICCB has partnered with two states in offering GED Illinois to their students as well as piloting of the system in others states. More than 3,500 students in Illinois are enrolled in GED Illinois Online.

Adult Education and Family Literacy is participating in Federal projects. Adult Education reading research is becoming increasingly important in what we do. The ICCB

AEFL Division participates in the USDOE–Office of Vocational and Adult Education STAR (Student Achievement in Reading) Project. The project focuses on the intermediate level learner reading at the 4.0 – 8.9 grade equivalency. ICCB Adult Education works with ten pilot sites to implement the Evidence Based Reading Research in their adult education programs and plans are underway to roll out this research to the entire state.

ESL and ABE/ASE Content Standards Development. In October 2004, Illinois Adult Education participated in the National ESL Content Standards Consortia. This group of several states developed ESL Content Standards. As a result of this project, the ICCB developed content standards for use in English as a Second Language programs. These standards were developed by adult educators with an expertise in ESL. Selected programs have completed the pilot testing of these standards in their classrooms. Plans are underway to provide training to all ESL programs statewide in FY 2008.

Adult Basic and Adult Secondary Education Content Standards also are being developed by a group of adult educators with expertise in this area. Plans are to pilot test in spring 2007 and provide training statewide in FY 2008.

Special Learning Needs. In FY 2006, steps were taken to provide additional support to adult education programs on assisting students with special learning needs. The ICCB continues to offer an intensive eight-day Special Learning Needs Institute to teachers, coordinators, administrators, and others seeking strategies to address special learning needs in the adult education classroom. In FY 2006, training was expanded to include the use of the Woodcock Johnson Test. Twenty training sessions were conducted with approximately 280 participants. In FY 2006, training was provided to ADA coordinators in adult education programs to provide updates on guidelines, rules, and responsibilities. Plans are underway to provide additional training to the Adult Education ADA coordinators in FY 2007.

International Education

Many Illinois community colleges have established a presence internationally. ICCB representatives continue to meet with education providers from China to investigate future partnerships. Participation in state groups such as Study Illinois and the International Consortium of Study Abroad Programs allows ICCB to address international student, workforce, and program development issues. Online course and program offerings continue to be investigated as the primary method of delivery.

Primarily structured to address student issues and challenges, the Student & Instructional Development team works directly with Chief Student Services Officers, student activity directors, instructional departments in community colleges, and, most importantly, with 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, and service learning. The following describes selected divisional activities and accountability efforts in fiscal years 2005 and 2006.

Students with Disabilities

Illinois community colleges continue to experience an increase in enrollments of students with disabilities. More than 11,000 students with disabilities enrolled in community colleges during FY 2004. The ICCB recognizes that community colleges are required to provide services to students with disabilities and is committed to fostering campus environments where equity and diversity are respected, encouraged, and valued.

Community College/ORS Cooperative Agreements for Students with Disabilities

The rising number of students with disabilities increases the cost for services. Unfortunately, beginning in FY 2004, the colleges have suffered a decrease in funding and delivery of services for this particular population. Although the cooperative agreements are intact, ORS is eliminating the funding completely by 2009. Discontinued and reduced funding for special services has created a hardship in delivering the required services for students with disabilities.

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. These barriers serve as the catalyst for reform strategies developed and implemented by the ICC. The ICC also helps facilitate planning to ensure transition-related services and support at the state, regional, district, school, and community levels. Establishing interagency linkages can be of enormous benefit to students in transition.

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 staff are conducting a statewide assessment of community college web-based material accessibility to all students.

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 computers and English which is transferrable to any state community college. This is the first linkage of dual credit with a GED program. Currently, more than 9,344 students have graduated from the resident phase of the program, and more than 6,890 students have earned their GED. To date, 2,295 scholarships have been issued. The FY 2006 LC scholarship budget was \$120,100.

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.

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