

APPROVED
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Item #D-1
January 18, 2023

**FISCAL YEAR 2024 HIGHER EDUCATION BUDGET RECOMMENDATIONS
FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS**

Submitted for: Action.

Summary: This item recommends approval of the Fiscal Year 2024 Budget Recommendations for higher education operations, grants, and capital improvements.

Action Requested: That the Illinois Board of Higher Education approve the Fiscal Year 2024 Budget Recommendations for Higher Education operations, grants, and capital improvements.



FISCAL YEAR 2024 HIGHER EDUCATION BUDGET RECOMMENDATIONS FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS

OVERVIEW

The Illinois Board of Higher Education is pleased to present its Fiscal Year 2024 Budget Recommendations that reflect the vision, goals, and strategies of the higher education strategic plan adopted by the IBHE in June 2021 and endorsed by the Illinois Community College Board in August 2021 and by the Illinois Student Assistance Commission in September 2021.

This budget builds on the incredible investments in higher education in the Fiscal Year 2023 budget, which included historic investments in MAP, full funding for the *College Illinois!* prepaid tuition program, increases for public universities and community colleges, expansions of programs to diversify faculty and minority teachers and expand the healthcare workforce.

These Fiscal Year 2024 budget recommendations continue the investments to ensure Illinois has a strong higher education ecosystem that enables Illinois to thrive.

Investing in [*A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*](#)



Higher education has always been a path to a better future, for individuals, communities, and the entire state of Illinois. Our world-class higher education system has changed millions of lives and made our state an economic powerhouse. But to sustain a thriving Illinois, we must create a more equitable reality. For too long African American, Latino, low-income, rural, and working adult students have been left behind. Yet Illinois' economic growth and educational equity are inseparable.

We grounded the strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth* in the idea that we can't as a state thrive without a strong, equitable higher education system.

A Thriving Illinois laid out 25 strategies designed to achieve the three overarching goals:

- Equity: Close the equity gaps for students who have been left behind;
- Sustainability: Build a stronger financial future for individuals and institutions; and
- Growth: Increase talent and innovation to drive economic growth.

The Fiscal Year 2024 budget recommendations highlighted below support the implementation of *A Thriving Illinois* to build broad, sustainable, and equitable paths to a prosperous future for every individual, family, and community across Illinois.



Close Equity Gaps for Students Who Have Been Left Behind

- **Strategy 1: Support the ongoing learning renewal of students and the systemic implementation of evidence-informed student support practices.**

The pandemic disproportionately impacted students from low-income families and families of color, exacerbating the factors that place students at risk. This is true for students in elementary and secondary as well as postsecondary education. ICCB and IBHE have distributed the Governor's Emergency Education Relief (GEER) dollars to institutions to provide academic and social emotional supports to students at risk of not enrolling, continuing, or completing higher education. Universities and colleges have also stepped in to provide tutoring to K-12 students most impacted by the pandemic. Through the Illinois Tutoring Initiative, a partnership with the Illinois State Board of Education, IBHE and Illinois State University built a network of five public universities and through the ICCB, two community colleges, to train college students to tutor K-12 students in local districts. **These efforts will continue into Fiscal Year 2024, and IBHE recommends maintaining appropriations.**

Meeting student basic needs is also an essential part of learning renewal and student support. Through the Illinois Interagency Task Force on Homelessness and the state's [Plan to Prevent and End Homelessness](#), IBHE received a \$2 million grant for public and private institutions to address homelessness among students. **IBHE recommends that \$2 million be transferred from the Department of Human Services to IBHE to continue implementation of this program and \$0.2 million be appropriated to IBHE to support institution efforts to meet student basic needs.**

- **Strategy 2: Implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps.** On June 7, 2022, the Governor signed legislation requiring public institutions of higher education to develop and implement Equity Plans and Practices. IBHE and ICCB will be jointly developing the guidance and support process for the Equity Plans. **The Fiscal Year 2024 budget recommends \$0.2 million for IBHE to design, develop, and support the equity planning and implementation efforts.**
- **Strategy 3: Implement equitable talent management to increase and retain faculty, staff, administrators, and trustees of color.** There are significant gaps in representation of faculty, staff, administrators, and trustees of color in higher education. Illinois has long supported the Diversifying Faculty in Illinois (DFI) program to provide fellowships to students of color working on their graduate degrees who make a commitment to work in Illinois higher education. In Fiscal Year 2023, the program was expanded to award more fellowships. For Fiscal Year 2024, we are enhancing the program to provide more supports for fellows to ensure they are successful in their path to higher education careers. **The IBHE Fiscal Year 2024 budget recommends an increase of \$62,800 to the Diversifying Faculty in Illinois program.**

- **Strategy 4: Attract working adults through outreach and supports specifically for them.**

While the community colleges have long served working adults, the Workforce Equity Initiative expands one-year or less credit and/or non-credit workforce training opportunities in high-need communities with identified workforce gaps. Funds support community colleges that focus on improving workforce equity for African Americans. The Innovative Bridge and Transitions (IBT) provides funding opportunities to support the seamless transition of students between education systems and employment. There are over 100 WEI programs offered by 17 participating colleges throughout the state. Since the program's inception through September 30, 2022, 9,367 students have enrolled, including 6,851 (73 percent) African American students. The number of credentials earned stands at 7,970. **The IBHE Fiscal Year 2024 budget recommends continuing this funding at its current level of \$23.8 million.**

The University Center of Lake County was established by IBHE in 1998 to provide access for individuals in the Lake County region to complete bachelor's and graduate degrees, as well as advanced professional development programs. The UCLC is a consortium of 13 public and private colleges and universities that deliver more than 108 degrees, certificates, and professional development courses. **IBHE recommends an increase of \$150,000 to strengthen the support services for students enrolled in UCLC programs.**

- **Strategy 6: Expand equitable access, support, and success in rigorous and strategic early college coursework.** Access to high-quality early college opportunities gives students the chance to earn college credit while in high school, which data and research show increases the path to degree completion. Through a new program with a focus on low-income students and students of color, ICCB will offer grants to expand equitable access to dual credit through, for example, free dual credit for students taking courses at their local high school, expansion of virtual instruction, books and course materials, or support for educators to upskill to qualify to teach dual credit. **IBHE recommends a new appropriation of \$3.15 million for this grant program.**
- **Strategy 8: Expand the role of college access and support models to positively impact college-going and completion rates.** A *Thriving Illinois* highlighted near-peer mentoring and other support models, like the ISACorps, in helping improve enrollment, retention, and completion particularly for low-income students, first-in-their-families to go to college, and students of color. **The IBHE Fiscal Year 2024 budget recommends an additional \$2.0 million in state funds for the ISACorps and other ISAC operations.**



Build a stronger financial future for individuals and institutions

- **Strategy 1: Invest in public higher education through an equitable, stable, and sufficient funding system.** A *Thriving Illinois* calls for increased investment in our state's public higher education institutions through a system that is equitable, stable, and sufficient. While the

community college system has a funding model, that is not true for public universities. This strategy outlines a set of principles that should be included in any new funding system. The [Commission on Equitable Public University Funding](#) is charged with developing a funding formula that is equitable, adequate, and stable and that fulfills the principles outlined in this strategy in *A Thriving Illinois*. While the Commission recommendations are due by July 1, 2023, the IBHE Fiscal Year 2024 budget recommendations take a first step to more equitable public university funding. **The IBHE is recommending a \$86.3 million (7.5 percent) increase for public universities to focus on serving low-income students and that it be distributed based on the percent and number of Pell students served. In addition, IBHE is recommending a \$24.9 million (7.5 percent) increase for community colleges, adult education, and career and technical education.**

- **Strategy 2: Invest an additional \$50 million each year to reach \$1 billion in MAP funding over ten years.** MAP is one of the most powerful tools to help low-income, students of color, working adults, and rural students enroll in and complete college. Enormous progress was made in Fiscal Year 2023, when MAP funding was increased by a historic \$122 million. That means that a MAP grant now covers 44 percent of average tuition and fees at public universities and 55 percent at community colleges, with projections showing every eligible student offered an award. **The IBHE Fiscal Year 2024 budget recommendations call for a \$50 million increase in MAP funds.**



Increase talent and innovation to drive economic growth

- **Strategy 3: Align the state's economic development and higher education strategies, ensuring both address historic inequities.** The higher education system has a crucial role in meeting the state's talent and workforce needs. A new community college non-credit workforce training grant program will enable the community college system to increase its investment in immediate, short-term workforce solutions that position individuals for career growth, without having to invest the time commitment required to get a credit bearing degree or credential. This new grant will support community colleges to engage directly with employers, develop curriculum, and deliver non-credit customized training to prepare individuals with specific technical skills to attain industry recognized credentials and employment in high demand/high wage areas. **The IBHE recommends \$5.15 million be appropriated for this new program.**
- **Strategy 4: Encourage high school graduates to enroll in the Illinois higher education system and keep talent here.** AIM HIGH is a hybrid need/merit-based scholarship pilot program that allows public universities to attract and retain students. Universities have used the flexibility allowed in the program to also embed equity. ISAC's report on the third year of this pilot program found that of the nearly 12,900 recipients, 48 percent were Pell eligible. Approximately 54 percent of the recipients were White, 15 percent Latino, and 17 percent African American. Extending the AIM HIGH program and maintaining state support will enable these students to continue to receive awards. **The IBHE Fiscal Year 2024 budget recommendation is to maintain AIM HIGH scholarship funding at \$35 million.**

- Strategy 5: Establish a consortium of community colleges and universities to better serve the incumbent early childhood workforce.** The IBHE and ICCB have come together to establish the [Early Childhood Access Consortium for Equity](#) to streamline, coordinate, and improve access to credentials and degree completion for the incumbent early childhood workforce, as outlined in the [Early Childhood Access Consortium for Equity Act](#). All public universities and community colleges, plus private universities who wish to join the Consortium will ensure that students can fully transfer their Associate of Applied Science in early childhood degree to a baccalaureate program; courses and support services will be offered at times and in ways that are convenient for working adults; and between now and September 30, 2024, eligible students can access scholarships that will cover total cost of attendance. Institutions will also receive funds to support curriculum development and adding dedicated coaches/mentors to ensure students have the support they need to succeed. Federal funds dedicated by Governor JB Pritzker and the Illinois Department of Human Services are supporting this initiative. **The IBHE Fiscal Year 2024 budget recommends maintaining the \$224 million in federal appropriation authority to continue implementation of the Consortium and scholarships.**
- Strategy 7: Enhance access to educator preparation programs.** Illinois is facing a dire educator shortage; solutions are multifaceted and exist throughout the educator pipeline. Access to educator preparation programs is one of the areas of focus in *A Thriving Illinois*, with particular emphasis on efforts to recruit and retain educators of color. The recommendations include increases in two programs within the ISAC budget to help address affordability. The Minority Teacher of Illinois Scholarship program provides an annual scholarship for up to four years for minority students who commit to teaching in a preschool, elementary, or secondary school where over 30 percent of the students are minorities. The Teacher Loan Forgiveness Program provides up to an additional \$5,000 in loan repayment help for teachers teaching in Illinois who qualify for the federal teacher loan forgiveness program. **The IBHE Fiscal Year 2024 budget recommends increasing funding in these programs by a total of \$3.3 million to expand the number of students served.**
- Provide an additional \$2.7 million to support IMSA, strategic plan implementation, and other services.** The IBHE Fiscal Year 2024 budget recommendations include a \$1.5 million (7.5 percent) increase for the Illinois Mathematics and Science Academy to meet students' academic and social-emotional needs and a \$1.2 million increase across agencies to invest in strategic plan implementation, P-20 data systems, and operational expenses.

Budget Recommendation Summary

As summarized in Figure 1 below, the Board is recommending a General Funds operating appropriation increase of \$180.3 million as well as the amounts certified by the State University Retirement System and contributions to the retirement system and the community college health insurance program for retirees.

The Board's capital priority is to have the projects appropriated through the state's *Rebuild Illinois* capital program launched and those underway expeditiously completed. IBHE is recommending that all previously funded projects be reappropriated in Fiscal Year 2024 but is not making

recommendations for any new capital projects.

Figure 1: IBHE Fiscal Year 2024 General Funds Budget Recommendations

Higher Education* \$ in Thousands	FY23 Enacted Appropriation	FY24 Recommendation	\$ Change	Percentage Change from FY23
Public Universities	1,221,273	1,307,602	86,328	7.1%
ICCB & Community Colleges	365,311	395,066	29,755	8.1%
Adult Education/Technical Education	54,555	58,647	4,092	7.5%
Illinois Student Assistance Commission	670,904	726,239	55,335	8.2%
Illinois Mathematics and Science Academy	19,891	21,383	1,492	7.5%
State Universities Civil Service System	1,171	1,242	71	6.1%
Illinois Board of Higher Education**	14,397	17,616	3,220	22.4%
Total General Revenue & PPRT	\$ 2,347,502	\$ 2,527,795	\$ 180,293	7.7%

*Excludes the State Universities Retirement System and includes appropriations for community colleges through the Personal Property Replacement Tax (PPRT) fund

**The FY24 recommendations include \$2M for the Ending Homelessness Program, transferred from the Department of Human Services. In FY 23 IBHE received the funding as a grant.
(\$ in thousands)

Figure 2: IBHE FY24 SURS Recommendations

State Universities Retirement System*	FY23 Enacted Appropriation	FY24 Certification	Percentage Change from FY23
State Contribution	2,118,567	2,133,335	0.7%
Community College Health Insurance (CIP)**	29,938	5,120	-82.9%
Total General Revenue	\$ 2,148,505	\$ 2,138,455	-0.5%
Actual Change from F23 Appropriation		\$ (10,050)	

*SURS is not included in Total General Revenue table above

**FY23 included an appropriation of \$25 million to help address the program's underfunding.
(\$ in thousands)

FISCAL YEAR 2023 RECOMMENDATIONS FOR OPERATIONS AND GRANTS

PUBLIC UNIVERSITIES

Closing equity gaps in access, persistence, and completion is at the forefront of IBHE's work. To achieve this, universities are called on to provide an array of academic, social-emotional, and other supports and resources to meet the specific needs of their students, particularly for low-income students and students of color.

In 2022, IBHE secured legislation establishing for each public institution of higher education to create Equity Plans and implement practice to close equity gaps. While that formal process has not yet begun, public universities (and community colleges, as described below) have already begun to implement new approaches to serving and supporting students. Below are highlights of just a few of the most innovative approaches presented during the budget development process.

Chicago State University

As Illinois' only U.S. Department of Education designated four-year Predominantly Black Institution, Chicago State University (CSU) is laser focused on increasing access and success for our state's Black students. This work is particularly urgent given the 34 percent decline in Black student enrollment in higher education in Illinois since 2013. CSU developed the Cougar Commitment, a comprehensive pre-college through career recruitment, enrollment, support, and completion plan to better serve its predominantly Black and low-income student body. Under the last three years of Cougar Commitment, the undergraduate retention and graduation rates have increased.



Pre-College: CSU begins its engagement with its local neighborhood high schools through a dual enrollment program, which includes working with schools on addressing transportation issues for students to participate on campus. Dual Credit is now also offered on-site at one school, where students can take general education courses. CSU offers three summer camps for students to explore future careers in teaching, engineering, and health professions.

Access to College: The Cougar Commitment also focuses on removing barriers that have historically disadvantaged students of color enrolling and persisting in college. CSU eliminated developmental education and became standardized-test optional before the policies were legislatively required. CSU created the *Rise Academy*, which supports first-year retention by providing free tuition, books and computers for all incoming freshmen, through an early start program as well as holistic support.

Transfer students and students who have stopped out have also received attention, with dedicated pathways, transfer guides, and master articulation agreements helping streamline the path for transfer students. The ReUp Initiative provides mentors and student coaches to help students who have stopped out return to school and successfully complete.

Retention & Graduation: Academic supports have been expanded, with tutors assigned to courses and Learning Assistants have been added. Learning Assistants are students who provide support for other students in the previously taken course or a higher-level course, after having taken a

course in pedagogy, and work with a faculty mentor. They receive a stipend to pay for the course and hours. A system of early alerts has been implemented, where alerts are reviewed at the four-week, eight-week, and 12-week timeframes, to see, for example, where class attendance may have dropped off. Students have monthly check-ins with academic advisors and in-person and online tutoring is available seven days a week.

Non-academic supports are also provided, including soon to open an on-campus child development center primarily for students; counseling center; wellness center; as well as affinity centers for students to have a sense of belonging. CSU has also focused on meeting students' basic social-emotional needs, adding the Cougar Pantry, Cougar Closet, and providing year-round workshops and events.

Careers: To address documented racial inequities in access to careers, fair wages, and advancement, CSU has worked with corporate partners to create targeted internship opportunities for students, mentorship, and scholarship resources with corporate partners, including Discover Financial Services, Spark Foundry, Leo Burnett, and Groupon. The partnerships are innovative. For example, Discover Financial Services is paying tuition for employees who study at CSU. Hyatt is reserving internships for CSU students who participate in a bootcamp in preparation for the internship. Spark Foundry is teaching a course at CSU that prepares students for internships and other career opportunities.

Eastern Illinois University

Much of EIU's current approach to closing equity gaps comes from lessons learned using Governor's Emergency Education Relief (GEER) funds to implement and assess new strategies related to the pandemic. EIU funded approximately three dozen programs and found four to be most successful and worthy of continued investment: online tutoring; an expanded Tutoring Center; diversifying the Honors program to promote inclusive excellence; and numerous student mentoring initiatives.



EIU found that students were working more and needed tutoring at different times and so made an online managed peer tutoring platform available nearly 24/7. Students tutor others, creating both employment and professional growth opportunities for peer tutors while supporting academic growth for students using the program.

The Tutoring Center's operations were expanded to include workshops, group studying and group work, as well as supplemental instruction. Additionally, major-based tutoring in the academic departments was added, as was academic coaching and a web-based chatbot. The chatbot intakes comments, questions, and concerns from students and connects them to targeted resources to address basic issues that can be resolved by the student themselves, while simultaneously providing valuable insights to identify students who are at risk so that staff can circle back and provide outreach as needed.

The Honors program was diversified by shifting to test optional (much like EIU's general admissions) and creating more inclusive pathways. Diverse students were intentionally recruited, creating opportunities for students who may not have known about the program or their eligibility otherwise.

Mentoring has played an increasingly critical role in student support services efforts at EIU. Among

the various mentoring initiatives, the most expansive and robust is the Freshmen and Transfer Connection Mentorship Program. This program has four goals: 1) to provide a unique experience for incoming freshmen through peer mentorship; 2) to create an inclusive and supportive program and environment that contributes to the success of students and mentors; 3) to help mentors grow to be leaders on campus and post-graduation; and 4) cultivate altruism at EIU. Freshmen student participants must attend one small group meeting (with a free meal) each week and participate in a course designed to help students identify and learn campus resources, learn tips and skills to succeed, and to further develop their community and sense of belonging with fellow freshmen. Transfer student participants are not required to take the foundations course but similarly attend one small group meeting (with a free meal) per week and are primarily assigned to mentors who were also incoming transfer students themselves, where possible.

Freshman and transfer mentors are volunteers who are interviewed, selected and trained at the beginning of the Fall semester, followed by monthly supervisory meetings where they are taught the skills to be effective mentors, build community, and support their mentees. Graduate Supervisors, who are students in EIU's counseling program, provide regular support and leadership for their own assigned mentor groups. Supervisors encourage and demonstrate how to maintain healthy boundaries, have tough conversations, and be effective leaders and mentors. Mentors regularly consult with supervisors before making hard decisions. Mentors each have between four to six mentees. Mentors can become peer leaders as part of the University Foundation course in their second year of participation and receive compensation.

Additionally, three specifically targeted mentoring programs are helping improve EIU students' success:

- The iSTEM Mentoring program aims to engage and support underrepresented students in the STEM fields by pairing students with both a peer *and* a faculty mentor.
- The FOCUS program offers one-on-one mentoring, pairing disabled students with peer mentors from the Office of Student Disability Services. The purpose of the FOCUS program is to provide participants with the skills and supports they need to achieve academic success at the college level.
- The S.T.R.O.N.G. MENtoring Program seeks out underrepresented male students and fosters a climate that will enhance their abilities to overcome challenges that may hinder them from graduating. Beginning in Spring of 2023, S.T.R.O.N.G. MENtoring will be coordinating an entire residence hall floor for both academic and social programming – including study nights and Alumni chats.

Further embedding tutoring and mentoring efforts into the individual academic colleges, EIU also established Academic Hubs as spaces of belonging and academic support. Examples of these include the Latino and Spanish-Speaking Academic Hub, Asian & Pacific Islander Hub, and the African American and African Diaspora Hub in the College of Liberal Arts and Sciences as well as the Hub for Leadership, Engagement, and Professionalism in the College of Business and Technology.

EIU is also partnering with Lake Land College, the nearby community college, to help students who stopped out of EIU with over 60 credits and a GPA of over 2.0 to get a credential through Lake Land.

Diversifying faculty and staff is EIU's Quality Initiative with the Higher Learning Commission. In Fall, 2021, EIU released and is currently implementing a strategic plan with 36 initiatives, including new

policies, practices, and initiatives to diversify and retain diverse faculty and staff to improve student retention and completion.

Governors State University

Governors State University continues to enhance its educational mission and support of a diverse student population through targeted attention to the expansion of equity-informed best practices as part of its footprint in Illinois higher education. The University has engaged in a multi-pronged approach to access and equity in its overall vision, its academic programs and in student support/student affairs. Examples from the pandemic and post-pandemic return to operations include expanded access to its counseling and wellness center, including teletherapy and access to domestic violence awareness. Online talking circles were formed in Student Engagement to discuss issues of civil equality and violence. Programs such as GSU4U help address food and housing insecurities and the TRIO Educational Opportunity Center support adult student financial and economic literacy; 24/7 live online tutoring; and academic, career, and personal counseling.



In December 2022, GSU received a \$50,000 IBHE grant focused on supporting students with housing insecurities. Academic guidance with a degree completion focus continues through peer mentors, student success coaches, and social workers. The newly formed First Generation Center is focused on increasing retention and success of first-generation college going minority students and incorporates National Association of Student Personnel Administrators (NASPA) best practices. In response to the national dialog on underserved and underrepresented male student college completion, GSU established a male success initiative designed to improve college going and college completion rates for men.

At the institutional level, GSU has launched its Social Justice Initiative, which was awarded \$70,000 by the Illinois Equal Justice Foundation in December 2022. The Social Justice Initiative will provide pro-bono legal services, educational and cultural enrichment, and serve as a community resource for programming, training, and continuous learning on issues of social need and social justice. This is one of several initiatives found at GSU addressing social equity which also includes the hiring of a Chief Diversity Officer and additional grants focused, both locally and nationally, in support of work readiness and college readiness. The creation of the Latinx Center advances GSU's commitment to its students in keeping with its MSI Department of Education status.

To enhance persistence and reduce both time to graduation and student debt, GSU also has implemented changes in course structure, adding "co-requisite" supports, such as peer mentors who provide motivation, time management coaching, and other strategies for successful coursework. Graduate assistants provide additional academic support outside the classroom. Courses focus on hands-on, real-life work, along with opportunities to develop and practice competencies. Additionally, in the Spring of 2022, GSU was invited and joined the prestigious Gardner Institute Curricular Analytics cohort project focused on identifying and addressing barriers to students' completion of academic programs by examining institutional data on student performance and policies and practices for areas of improvement.

To increase faculty diversity, GSU created a 90 Day rolling tracker, developed by the talent acquisition team in the Department of Human Resources, to determine trends surrounding applicant activity at GSU. We track the total number of applicants on a 90-day cycle and how many fall into the categories of: Minority, Female, Veteran, and applicants who identify as having a disability.

The initial implementation of the tracker was rolled out to determine the current state of our applicant pool and develop a future for recruitment activity. Using this data, HR is reviewing the number of diverse applicants comparable to those that are hired as employees at the university.

Illinois State University

ISU has several strategies to close equity gaps, building from its data analysis, focusing on learning renewal and supports needed due to the pandemic, and climate surveys.



ISU has used climate surveys since 2006. The Climate Equity Plan developed in 2016 has four objectives focused on Inclusive Learning; Recruitment/Retention of Faculty and Staff; Affirming Spaces; and Closing Retention, Persistence, and Completion Gaps. A revised plan will be developed from the inclusion survey completed in Fall 2022.

Inclusive learning work includes, for example, a required course for students on Inclusion, Diversity, Equity, and Access in U. S. Society and a Framework for Inclusive Teaching Excellence. Faculty Growth Change Teams, college-specific professional development programming, and faculty support to redesign their courses for equity and diversity to create inclusive classroom curricula.

To increase recruitment and retention of diverse faculty and staff, ISU has expanded the number of media features on underrepresented minority and women scholars, and they have added a “search advocate” to support diversity in the faculty and staff recruitment and hiring process. A new Faculty Diversity Enhancement Program designed to attract and retain candidates committed to EDI provides up to \$20,000 annually for three years for faculty hired through this strategic search process. The funds support professional development, graduate assistant funding, summer salary for teaching or research, and other start-up investments. The search committee must have participated in an orientation, a search advocate must be on the committee, and an EDIA statement is required. New faculty are part of the university faculty mentoring network that promotes an environment of support to encourage personal and professional development in teaching, scholarship/career advancement, and person/well-being. In Spring 2022, ISU partnered with the [Collaborative on Academic Careers in Higher Education](#) (COACHE) to administer the Faculty Job Satisfaction Survey. Five themes have been identified as priorities to establish action plans and solutions across campus.

The institution opened a multicultural center, has 25 percent of its counselors with diverse identities, and has added an EDI team for media and website review. In addition, ISU has created the SOAR (Supporting Opportunity, Actualization, and Realization) Scholars program, a cohort-based program with wrap-around supports to close retention, persistence, and completion gaps. A Persistence Committee uses case managers in both Academic Affairs and Student Affairs to support student success. The committee proactively identifies students potentially at risk of falling behind academically or dropping out of school and provides them help (microgrants) using the Presidential Persistence fund.

The faculty also supports student persistence through the Framework for Inclusive Teaching Excellence. The Center for Integrated Professional Development offers institution-wide programs aligned with the Framework throughout the year, including a summer learning institute, a new faculty orientation, a university-wide teaching and learning symposium, and short courses and programs.

In addition, through the EDI Leaders Circle: Pillars of Progress, faculty and staff learn strategies to advance equity and diversity in student admissions, student success, and faculty/staff searches.

Northeastern Illinois University

Northeastern Illinois University has launched an array of institutional equity efforts. These include engaging faculty through the Center for Teaching and Learning to review so-called “DFW” courses to identify the root causes of students receiving grades of “D” or “F” or withdrawing. Strategies focus on improving pedagogy where warranted. The institution also established Equity Teams at the college level to close equity gaps at the program level with a rigorous look at the data. Along with this, they are focused on professional development to expand faculty and staff ability to use data. NEIU has also established Equity Dashboards, looks closely at retention data, and is part of the Partnership for College Completion’s Illinois Equity in Attainment (ILEA) initiative.



To address student needs, NEIU has focused on mental health and student sense of belonging. They are giving faculty and staff more tools, including training on cultivating inclusivity and understanding mental health and putting students in touch with academic support services and technology-based resources. The number of full-time counselors has been increased and a peer-to-peer support program using social work majors has been established. To meet students’ other basic needs, NEIU is establishing a social services consortium to connect students to affordable child care, healthy food, housing, and mental health services.

Financial challenges are addressed through scholarships to address stop-out and special circumstances (emergencies). The “NEIU For You” scholarship is a last-dollar program that provides four years of tuition for lower-income students enrolling as first-time, full-time freshmen. Of NEIU’s 500 freshmen, 300 received the scholarship along with a program of academic supports in the most recent year.

NEIU has also established housing scholarships that allow students to live on-campus in an apartment setting. Students can join one of six Living-Learning Communities, including Social Justice, STEM, and Future Teachers, among others. These are shown to improve student engagement, sense of belonging, and success.

NEIU began a Campus Climate Study in 2020 and to date have implemented seven of the ten recommendations, including establishing Equity Diversity and Inclusion vision, mission, goals, and definitions; established a Joy and Wellness series and a 21-day Racial Equity Habit-Building Challenge.

The Climate Study also pointed to training for equity in faculty search and screening, which is now mandatory. NEIU is also using data to identify departments/units to prioritize diverse hiring.

Northern Illinois University

NIU is a unique institution with high research activity that strives to reach students historically underrepresented in higher education. Its research mission addresses complex societal problems with an equity and social justice lens. NIU leadership has been a national



**Northern Illinois
University**

voice for equitable federal research grant funding.

NIU has taken notable steps since 2018 to achieve equity and affordability, including eliminated out-of-state tuition, established the Huskie Pledge of last-dollar scholarships for eligible students, implemented test-free merit scholarships, eliminated admission fees, and implemented test-free admission.

With a focus on increasing affordability, NIU has increased institutional aid each year since 2017. Merit awards are provided to 80 percent of freshmen, 67 percent of whom are students of color. Merit scholarships are provided for four years to provide students financial stability.

NIU has been a leader in Equity Plan development, as part of the Partnership for College Completion's Illinois Equity in Attainment (ILEA) initiative, with an integrated Equity Plan and Strategic Enrollment Management plan. They have focused on addressing mental health and social emotional needs of students and creating a sense of belonging and engagement. They have worked with students on financial assistance and partnered with non-profit Braven to help with career development and connection. The Center for Student Assistance helps identify needs and connect students to services on campus or in the community to promote and support their success. Text services and a chat bot on web pages for admissions and financial aid help students access information. A proactive communications campaign embeds three themes essential for student success – go to class; connect with something outside of class; don't be afraid to ask for help. Holistic advising for first year students has been expanded, as has more support for transfer students.

NIU has also invested in and built on campus climate surveys to better understand the student experience. On a two-year cycle they administer the Inclusion, Diversity, Equity, and Access survey to all NIU employees and students. They also participate in the *Great Colleges to Work For* survey, distributed to all employees annually. Results of the surveys, such as the need for resources to support DEI efforts at the college/department level, while recognizing the strong leadership commitment to DEI, inform university goals and action plans in subsequent years.

To diversify faculty and staff, NIU has focused on the full employee lifecycle. They are working to expand the pipeline of diverse talent, supporting DEI post-graduate fellowships, are active participants in the IBHE Diversifying Faculty in Illinois program and help sponsor the annual DFI Fellows Conference. They conduct implicit bias training for all search committees and advertise positions in diverse publications. They provide mentoring for all faculty, with a particular focus on those from diverse backgrounds. They remove barriers to ensure equitable review during tenure and promotion evaluations of faculty. And, as noted above, they use climate surveys to ensure diverse faculty and staff are supported.

Southern Illinois University System

While many high impact practices have been implemented to close equity gaps and create a sense of belonging on the individual campuses, the Campus Climate Survey was conducted system-wide and included the School of Medicine. The SIU System completed the confidential and anonymous survey for all students and employees in spring 2022. In addition to gathering robust quantitative data, the survey received a thousand comments. Summaries and recommendations were used to lead meaningful campus discussions and identify aligned strategies from the university strategic plan. The survey results also provided topics



Southern Illinois University System
ONE SYSTEM | MANY LOCATIONS | STATEWIDE IMPACT

for the ongoing institution-wide “Conversations of Understanding” around antiracism, diversity, equity, and inclusion.

The system has also focused on recruiting and retaining diverse faculty and staff members. Advertising is inclusive with respect to race and gender and search committee representatives are diverse. System leaders have begun regularly attending the Institute on Teaching and Mentoring conference held by the Southern Regional Education Board. The conference brings together diverse scholars and doctoral candidates for networking and mentoring. SIU was the only institution to have a system president and university chancellor at the event actively recruiting candidates. The system has also implemented “stay interviews” to check-in with faculty and staff and encourage retention.

The SIU System was the only university system in the country to receive the 2022 Higher Education Excellence in Diversity award, in part, because of its successful recruitment and retention of diverse faculty and staff members and commitment to anti-racism, diversity, equity, and inclusion for all students, faculty, and staff.

Southern Illinois University Edwardsville

SIUE has a strong focus on student retention, with a particular emphasis on the impact of the pandemic. Because students have exhibited less help-seeking behavior, SIUE has done more to reach out to students. They are currently assessing the entire campus advising ecosystem and attaching student supports directly to the classroom, such as tutoring. They are looking closely at competency in first year courses and providing faculty development on the new co-requisite model. This new model was executed to replace the traditional developmental education because institutional findings revealed the traditional model was a major contributor to attrition.



SIUE has also established and expanded the Black Scholar Experience to help support Black students and close retention and completion gaps. The program includes an orientation for students and their families; placing students as a cohort in first-year courses, which are taught by African American faculty, and intensifying advising.

SIUE has also prioritized what they call the “democratization of data,” making actionable intelligence available throughout the campus community. Too often, they have found, campus constituents are not aware of the equity gaps among students. Therefore, awareness is essential to successfully implement strategies.

Diversity of faculty and staff is an area of focus. SIUE is establishing a baseline and setting a numerical target to increase diversity. Research shows that all students learning outcomes improve when diversity is represented in front of the classroom. Each search committee has a “diversity advocate” who has gone through a training program to help ensure each committee can center diversity. SIUE has made strategic investments in cluster hiring: a successful strategy to recruit and hire multiple diverse candidates as a cohort.

Southern Illinois University Carbondale

SIUC has implemented a number of innovative approaches to equity and student success. For students starting out, SIUC has implemented a Future Scholars Summer Bridge program to ease the transition from high school to college for students who are admitted conditionally (below 2.75 GPA). Students are registered for seven hours in the summer session and have assigned advisors, counselors, tutors, and mentors throughout the summer. In addition, SIUC offers an Exploratory Studies program for undeclared freshman students who are admitted below typical admission standards. This program also offers wrap around support services during their first year and serves to provide direction on selecting a major. Launched in the fall of 2022, the first-year experience, or “university 101” student success project is a mandatory program that includes intrusive advising and established pathways to degree completion. SIUC utilizes a “Student Athlete Academic Support Model,” using the analogy to student athletes who are recruited early to college, and once they arrive have mandatory coaches/advisors who make sure they are attending class, obtaining weekly grade checks, and referring at-risk students for early intervention.



Dual credit/early college are important ways to reach students. SIUC has partnerships with local high schools and community colleges to offer students an associate degree, along with obtaining their high school diploma, and then completing a bachelor’s degree after two additional years at SIUC.

SIUC is focused on using data and predictive analytics to address enrollment, retention, and completion gaps, and has made data transparent and accessible throughout the campus. Business intelligence tools (ex. Slate, EAB, Degree Works) help analyze progress. Each unit has a unit effectiveness plan, strategic action steps, and assessment measures to track progress. The school has acknowledged the importance of focusing on retaining incoming freshman and returning sophomores. Data suggest there is also a need to ensure the successful progression and completion of rising juniors and seniors. Institutional evidence revealed that students “stop out” during this stage of their academic careers due to financial reasons. The entire university is looking at ways to better retain, persist, and graduate students at all levels.

SIUC staff is more diverse than it has been in the history of the university. Hires over the last two years among administrators and staff have yielded more women and minorities from underrepresented populations. SIUC has launched new funding to better support the hiring among diverse faculty members from underrepresented populations as well and utilize the Vice Chancellor for Anti-Racism, Diversity, Equity, and Inclusion’s office to set goals across the colleges and schools to ensure we meet targets within their strategic plan, Imagine SIU 2030. At the end of each fiscal year, colleges and schools produce a report card on achievements and outcomes.

University of Illinois System

The University of Illinois System has launched Access 2030, an umbrella framework with institution-specific goals and strategies to increase enrollment, retention, and completion of underrepresented minorities, as well as rural students by 2030. The specific goals and strategies are discussed in more detail below with an overview of each campus.



In addition to its Access 2030 initiative, at a system-wide and statewide level, the system does a host of other things aimed at increasing access and affordability. It hosts recruiting events open to all public universities, aimed at keeping Illinois students in-state for college. It facilitates the transfer process for students starting at partnering community colleges with a “Guaranteed Transfer Program” it gives students access to additional advising and transfer support along with guaranteed admission to any of the three U of I System universities in participating baccalaureate programs if the student meets the admission criteria. They have also focused on affordability, freezing tuition in six of the past eight years and increasing institutional student aid over the past ten years.

The system is also helping address inequities. Through Discovery Partners Institute (DPI), the system is focusing on expanding diverse technology talent, through specialized programs, apprenticeships, and other efforts. Their main objective is to increase the percentage of Black, Brown, and female talent within the tech ecosystem. They have launched, or are in the process of launching, many cradle-to-career programs to help close the equity gap in the greater Chicagoland area.

The system is also helping to address health inequities in the state and is creating an inclusive innovation infrastructure in partnership with the state and all of the Illinois public universities.

University of Illinois Chicago

UIC, through Access 2030, has three goals: 1) increase the percent of Black undergraduates within the incoming cohort of first-year and transfer students to 13.5 percent by 2030, reflective of population trends in Illinois; 2) close retention equity gaps for underrepresented minority students and 3) increase the number of Black tenure and non-tenure track faculty to 13.5 percent.



UIC offers a robust, tuition-free summer program to support students’ academic and social-emotional transition from high school to college. The UIC Summer College provides an opportunity for incoming students to meet other students, to interact with staff and instructors on campus, and to brush up on areas of study. The program for incoming freshmen allows students to spend three or six weeks on the UIC campus before the regular academic year starts. In addition to orienting students and introducing them to Success Centers, students participate in math, writing, chemistry, or music theory workshops to help them enter credit-bearing coursework, increase retention and completion.

Students who participate in Summer College identify better with campus, are not as overwhelmed, and are better prepared for the start of their college career. Of the students enrolled in Summer College, roughly 68 percent are Pell eligible, 61 percent are first-generation, and 64 percent are underrepresented minority students. In 2021, approximately 350 students attended Summer College. Students who attend Summer College display higher metrics of success than do those who are eligible but opt not to attend.

Student Success Centers provide academic support to all students, including those in Summer College, and were created to address the needs and opportunities for each group of students. In addition to student support, Success Centers house undergraduate research and external fellowships. To better coordinate and integrate services, all student services and student life is under one leader, who is responsible for the entire student pipeline from recruitment to career placement. This allows a holistic focus on students; academic, cultural, and mental health needs as a way of addressing retention gaps and graduation rates. Strategies such as providing financial aid

information earlier during the admission process help students understand how they will afford college. UIC is also addressing housing need, especially for Black students who need greater access to affordable housing on campus.

UIC and the Student Success Center have several community partners that assist in removing barriers and ensuring student success. One of the most recent partnerships is with Hope Chicago, a nonprofit organization seeking to reduce economic and social inequity by funding postsecondary scholarships and non-tuition costs for Chicago Public Schools graduates and adult family members. As part of the first cohort, UIC's Student Success Centers currently support 109 Hope Chicago students through orientation, tutoring, advising, coaching and targeted programmatic and academic support.

The Bridge to Faculty program is an important component of diversifying the faculty to create a better sense of belonging for students. This post-doctoral to tenure-track faculty program provides a two-year post-doctoral opportunity, after which fellows may transition to tenure-track positions. Departments hiring these faculty must have an intentional plan for how to support and retain these new faculty. As part of this deliberate development, fellows participate in cohort programming, engage in an extensive orientation and several workshops work with a mentoring team, and do limited teaching in their first two years to provide more time for research. Three cohorts of fellows have been hired through the program to date, with a 100 percent retention rate for the first cohort (ten fellows) and an estimated 77 percent retention for the second cohort (22 fellows).

University of Illinois Springfield

Access 2030 goals for the University of Illinois Springfield are to increase underrepresented minority and rural enrollment by 20 percent within three years and to increase the retention of the same students by six percent within three years, and to increase faculty diversity to improve support of underrepresented minority students.



Serving underrepresented minority and rural students is part of UIS's Strategic Enrollment Management plan. Key performance indicators include:

- 1) Improving admission and acceptance rate of underrepresented minority and rural students across central and southern Illinois through the addition of admissions counselors with expertise in addressing the needs of underrepresented and minority students.
- 2) Partner with Hope Chicago and increase recruitment through building stronger high school and community college partnerships.
- 3) Building a "Smart Start" program in partnership with the local school district #186 to offer a dual-enrollment course for college credit at no charge to the students. This program allows underrepresented minority student to learn more about college readiness and UIS.
- 4) The STARS (Students Transitioning for Academic Retention and Success) is provided each summer as a two-week bridge program. Students take courses in math and composition, receive enhanced academic support services, peer mentors, and seminars on successful transition strategies. Students also are provided campus resources, like the library, financial aid, and student life.

UIS is also implementing revised curricular practices, such as redesigning courses with high "DFW" equity gaps; providing targeted advising support for high-risk first-year students who are not participating in a living/learning community in the residence hall; and adopting an early alert system at week four for English and math courses to identify struggling students.

Community resources have been identified to help support students basic needs such as housing, food insecurity, and mental health. A food pantry has been made available to assist students who experience food insecurity on campus. A technology borrowing program, including laptops and WIFI hotspots, has been established.

UIS has committed to increasing diverse faculty hiring. To this end, Academic Affairs has added search committee training for diverse hiring and retention of faculty; intentional marketing in diverse venues to attract applicants; as well as using cluster hiring. In 2018, a diverse doctoral fellows program was implemented to recruit and support diverse faculty hiring.

University of Illinois Urbana-Champaign

For Urbana-Champaign, Access 2030 calls for closing the undergraduate gap of underrepresented minorities by 2030, while also increasing the number of underrepresented minorities graduating by 50 percent.



UIUC has an emphasis on access and affordability, consistent with its land-grant mission. As noted above, spending on financial aid has increased substantially. Along with institutional aid, UIUC offers Illinois Commitment, where students from families with incomes below \$67,100 pay no tuition and fees. Approximately 30 percent of the entering class is part of the Illinois Commitment. UIUC has also joined Hope Chicago in covering the full cost of attendance for students from each of the five Chicago Public School partner high schools. The investment includes academic and social support for the Hope Chicago scholars during their time on campus.

Bridge programs are also central to closing gaps for students who have come from under-resourced high schools and backgrounds. UIUC offers the Illinois Scholars program, a four-week summer residential program for students who are first in their families to attend college, from low-income families, underrepresented minorities, or from counties with low college-going rates. The program prepares students to transition academically and socially to college and provides co-curricular support throughout all four years of college.

Nationally, UIUC is part of the Power by Publics initiative of the Association of Public and Land-Grant Universities (APLU), which brings together 125 institutions to scale student success efforts. UIUC is looking specifically at so-called “weed-out” courses, which have high rates of grades “D” or “F” or high levels of students withdrawing (“W”). Once these courses are identified, then strategies are developed to change the patterns.

In addition to efforts made at the central campus level, the decentralized nature of the institution fosters innovation and investments at the individual college level. For example, multiple colleges house student centers designed to nurture student success; most academic units host an embedded counselor to offer mental health services in close proximity to the student in need; several colleges offer independent bridge programs for incoming first-year students; and many colleges have implemented early alert systems to identify students in academic crisis and provide tutoring options to help students manage through their crises.

Faculty diversity has been communicated clearly by the university as a top priority – and this priority is reflected in fiscal and operational practices. All departments are required to create clearly

defined diversity goals in annual hiring plans and these plans are the basis for university approval of new searches/hires each year. The Targets of Opportunity Program (TOP) offers central campus salary support to departments/colleges to augment their ability to hire candidates from underrepresented backgrounds who are discovered during the units regular annual search/hiring cycles. Funding in this program is also available to allow units to make a second hire on a search in cases where units identify two highly qualified candidates for a position, one of whom may further our campus diversity goals. Last year's investment of \$2.2 million supported 30 new hires. Importantly, the university has adjusted the promotion and tenure process to embed diversity/equity considerations at the core of one of the most fundamental operations – awarding lifetime tenure to faculty. UIUC believes it is the first public university in the country to formally institute the evaluation of candidate contributions to diversity, equity and inclusion into the wholistic promotion and tenure process.

Western Illinois University

WIU has implemented a multi-part strategy to address equity, with a particular focus on retention strategies. WIU implemented a high-touch first-year advising program, with three to five appointments per semester for all students and eight appointments per semester for students conditionally admitted through the Reach program. Students begin engaging with their academic advisor in the spring and throughout the summer before starting classes in the fall. Students stay engaged throughout the summer during their onboarding process with peer support and frequent staff interaction.



Students, faculty, staff, and loved ones aware of any student facing any issues can submit a care referral via the Leatherneck Care Referral Program. A coordinated effort between multiple offices ensures follow up for students with any questions or challenges they might have, including mental health, academic performance, among others.

Communication has been central to WIU's new approach. They have implemented and aggressively use technology, including EdSights, a proactive and reactive chatbot allowing students to ask questions and engage with WIU 24 hours a day, seven days a week. Insight from the program allows personalized and direct outreach to occur to ensure students receive helpful and timely information about valuable resources and support offered by the institution. Western has found that students are more responsive to text messaging and have implemented an interactive texting throughout outreach campaigns like the Leatherneck Lookout program which is comprised of direct phone outreach during critical points in the semester. WIU's resources website is updated frequently based on the questions received from the chatbot.

WIU has developed an early intervention program that starts with mapping student connections and how involved they are in campus activities, resource use, and staff interactions. This begins when they on-board students with a program focused on belonging, growth mindset, and academic health. They target activities within the first 4 days, 4 weeks, and 4 months of enrollment with best practices showing that a student's first five weeks as the most critical for success. Direct outreach and intervention occur for all students identified as being at-risk.

WIU has also established a new office for Justice, Inclusion, Diversity and Equity and has established an Anti-Racism Taskforce. The JIDE office, the taskforce, and The Multicultural Center are committed to improving student success for historically underrepresented students. These entities will create the

campus diversity plan and ensure respect for and acknowledgement of cultural identities, life experiences and the different ways of making meaning. Having safe spaces, programming that reflects the wide range of cultures, especially their own and multiple opportunities to see that their concerns and issues matter and are addressed and respected, plays a part in the overall sense of equity and fairness and belonging.

Fiscal Year 2024 Recommended Public University General Funds: \$1,307,601,500

The Board is recommending a \$86.3 million (7.5 percent) increase for Fiscal Year 2024.

As shown above, public universities have strong efforts underway to meet student needs and close equity gaps. To continue and expand on these efforts, continued investment is needed. IBHE is recommending an additional \$86.3 million and that it be allocated using a model that takes a step toward equity. The allocation is based on each institution's **percentage** and **number** of Pell students in its undergraduate student body, with more per Pell student allocated to those institutions serving a higher percentage of Pell students. The allocation model is detailed in Appendix Table F-12.

IBHE makes this recommendation with the recognition that a new formula for funding public universities that drives toward adequate, equitable, and stable funding will result from the [Commission on Equitable Public University Funding](#) and will be based on the principles in [A Thriving Illinois](#). The allocation proposed for Fiscal Year 2024 is an interim approach that takes a step toward equitable allocation of **new** resources, as Figure 3 shows.

**ILLINOIS COMMISSION ON
EQUITABLE PUBLIC UNIVERSITY FUNDING**

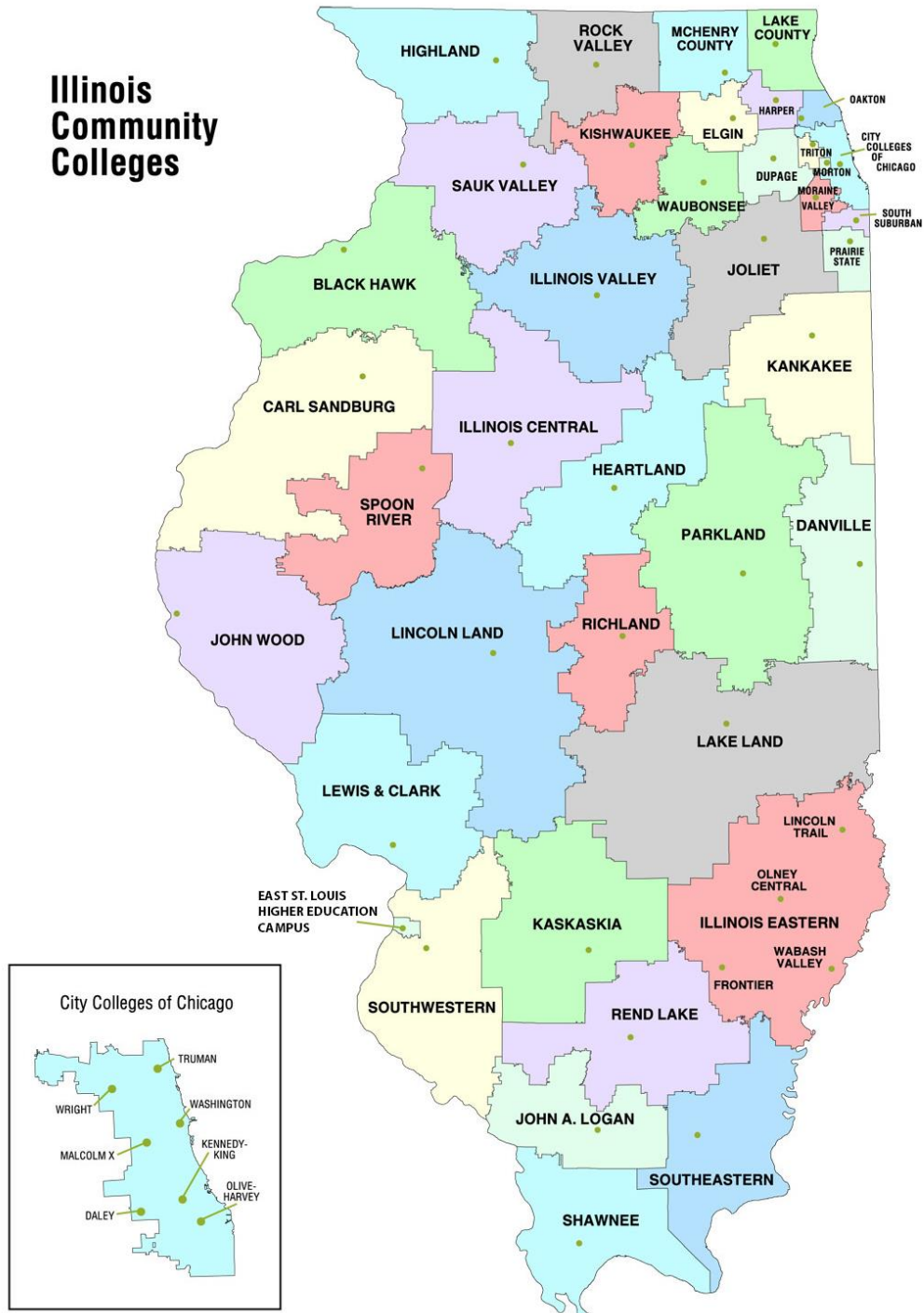
Figure 3: Fiscal Year 2024 Recommended Budget Public University Allocation

Public Universities (\$ in Thousands)	FY23 Enacted Appropriation	New \$ Allocation	FY24 Recommendation	Percentage Change from FY23
Chicago State University	36,770	2,903	39,673	7.9%
Eastern Illinois University	43,496	3,369	46,865	7.7%
Governors State University	24,353	4,025	28,378	16.5%
Illinois State University	73,100	7,488	80,589	10.2%
Northeastern Illinois University	37,345	6,178	43,523	16.5%
Northern Illinois University	92,195	10,570	102,765	11.5%
Southern Illinois University	201,066	10,344	211,410	5.1%
University of Illinois	590,655	35,099	625,754	5.9%
Western Illinois University	52,067	6,351	58,419	12.2%
Total	\$ 1,151,047	\$ 86,328	\$ 1,237,375	7.5%

*Does not include statutory calculation for performance funding adjustment
(\$in thousands)*

The allocation shown above is presented independent of the statutorily required performance funding adjustment, shown in Appendix F, Tables 4A and 4B. The Board is not recommending implementation of the performance funding adjustment.

ILLINOIS COMMUNITY COLLEGE BOARD



The Illinois Community College Board (ICCB) boasts three distinct board goals that align perfectly with the strategic plan for higher education, [A Thriving Illinois](#). These goals include a focus on 1) equity for minority, first generation, and low-income students; 2) the support



for a seamless transition for students through postsecondary education; and 3) contributing to economic development through the support of the system's robust workforce efforts. Illinois' 48 community colleges embody these goals.

The summary of this past year's activities in the system just begin to touch upon a few of the many of the equity-focused, innovative, community oriented, student centered, and workforce driven efforts taking place across Illinois' 48 community colleges. This by no means reflects them all. The summaries are arranged by ICCB Board Goals, but of course, each cut across all three, and reflect work from this past year.

EQUITY

Carl Sandburg College partnered with the Regional Office of Education #33 (serving Henderson, Knox, Warren, and Mercer Counties) to expand CNA certificates to high school students. In one of the more rural counties, Hamilton High School offered 400 credits hours of dual credit through Sandburg to their students to create a more equitable solution for low-income students.



City Colleges of Chicago's (CCC) [Workforce Equity Initiative \(WEI\)](#) has served 1,843 students, more than 60 percent of whom identify as Black. These students have benefitted from tuition waivers and stipends as they pursued credentials in high-demand fields. CCC's Future Ready initiative has enabled 2,156 students, who are overwhelmingly Black and/or Hispanic, to pursue career training and/or a credential in a high-demand field at no cost during Fiscal Year 2022. The Chicago Welcome Back Center recently opened at Daley College's Arturo Velasquez Institute. In partnership with the Chicago Bilingual Nurses Consortium, the Center helps immigrants with professional degrees obtain an Illinois nursing license or different healthcare credential.



Danville Area Community College, after several months of research, developed an Equity Plan that was vetted with the college community and approved by the Board in April 2022. The Equity Plan features seven key strategies to recruit and retain a diverse workforce and student body. The College also established an Official Diversity Statement approved by Board of Trustees in October 2022.



Danville Area Community College

Elgin Community College was recently recognized with an Elgin Image Award for its Equity, Diversity, and Inclusion priorities for embedding equity goals into various initiatives. This includes goals focused on student recruitment, retention, and success; advocacy for minoritized populations; and, supporting diversity, equity, and inclusion in employee recruitment and development, campus culture, and community engagement.



Elgin Community College

Harper College has established dedicated strategic and operational plan goals focused on three pillars of equity – removing barriers, closing equity gaps, and executing focused solutions. To this end, Harper established the Office of Diversity, Equity, and Inclusion (DEI) led by an executive cabinet-level vice president. The new DEI office includes a Cultural



Harper College

Center and provides more than 70 programs and trainings annually. The new Guiding Learners to Intentionally Develop Efficacy (GLIDE) peer mentorship program focuses on addressing the retention and completion of Black and Latinx students and includes monthly academic and professional development sessions, cultural activities, and regular check-ins with mentors and coordinators. Harper launched a Justice, Equity, Diversity, and Inclusion (JEDI) Faculty Fellowship that affords current full-time faculty the opportunity to obtain administrative experience in DEI and a Leveraging Equity in Academia through Diversity (LEAD) Faculty Fellows program designed to provide training and experience that helps diverse fellows become competitive candidates for faculty openings.

Illinois Central College, utilizing Learning Renewal resources, partnered with [Inside Track](#) on a campaign to reach



students who had previously taken courses but were no longer enrolled. Inside Track was able to re-enroll 177 students for spring of 2022. Each student took an average of 6.9 credit hours, for a total of 1,216 .5 credit hours. All 177 re-enrolled students received focused success coaching through the Spring Term from Inside Track in addition to support from their student success advisors.

John A. Logan College converted a former office in the Student Services wing into a new Food Locker. The Food Locker is a free service to students that provides nutritious on-the-go snacks for breakfast, lunch, and dinner with no questions asked.



John A. Logan College

Joliet Junior College has invested in new and additional technology to support its disability services population which has grown 60 percent over the last 10 years. JJC partnered with Catholic Charities Diocese of Joliet Head Start program to offer childcare services on the Main Campus. The college was awarded a federally funded Child Care Access Means Parents in School (CCAMPIS), which provides nearly \$90,000 each year to support the participation of low-income parents in postsecondary education through the provision of campus-based childcare services.



JOLIET
JUNIOR COLLEGE
— 1901 —

Kishwaukee College received the 2022 Illinois Community College Trustee Association Equity and Diversity Award, recognizing the College's progress and commitment to diversity, equity,



and inclusion (DEI). As an [Illinois Equity in Attainment Initiative](#) college, the signature initiative of the Partnership for College Completion, their plan focused on six strategies, including developing an Intercultural Center, cultural competency training for employees, improved hiring practices, enhanced wrap-around services, creation of a Math Success Program, and implementation of the Office of Instruction Retention Project. Many processes are now systemized into college operations, and planning continues under the leadership of a nine-member DEI core team.

Lake Land College created a Dual Credit Access Initiative that boosted dual credit courses for low-income high school students through dual credit fee waivers for students eligible for free or reduced lunch. Lakeland also reduced in-district tuition by nearly 10 percent for fall 2022 to help students focus on their studies and have extra money in their pockets for food, fuel, and housing. The college also installed 27 HyFlex HD video conferencing classrooms across campus that allow students to attend class either in person or



remotely.

Lincoln Land Community College's Workforce Equity Initiative (WEI) provided free training, stipends, and wrap around support to low income, underserved students, with 113 graduates in the past year. WEI staff worked with local employers to place 83 of these graduates in high skilled, high wage occupations.



**Lincoln Land
Community College**

Malcolm X College, one of the City Colleges of Chicago, and the City Colleges' Center of Excellence in Health Sciences, offered a Vaccine Ambassador Course in partnership with the Chicago Department of Public Health to equip Chicagoans with information about the COVID-19 vaccine. To date, 3,335 people have completed the course.



CITY COLLEGES of CHICAGO

Malcolm X

McHenry County College held a series of Diversity, Equity, Belonging, and Inclusion (DEBI) training sessions for senior leadership, as well as staff, faculty, and administrators. A new position of Associate Vice President of DEBI was created to ensure an ongoing focus on these efforts, with this new role beginning in January.



Morton College undertook several student focused initiatives this year, including hiring an undocumented student liaison, implementing a Meal Voucher Program and the Transportation Assistance Program, establishing a Counseling Office and an Office for Student Accommodations that includes hiring a bilingual Mental Health Counselor, and increasing the number of student success coaches.



MORTON COLLEGE

Moraine Valley Community College designed and hosted an Equity Academy for college faculty and staff. Participants engaged in critical discussions surrounding Diversity, Equity, and Inclusion (DEI) and conducted research-based projects relating to their interests and responsibilities. The college also hired its first executive director of DEI.



**Moraine Valley
Community College**

Oakton Community College launched the Emory Williams Academy for Black Men. Named for former Oakton trustee and longtime Evanston Township High School administrator, Emory Williams, the program provides support and resources for historically underserved and underrepresented students, emphasizing focused support for students who identify as Black males. The first cohort of 28 scholars enrolled at Oakton in fall 2022.



**Oakton
Community College**

Prairie State College, the only community college that has used Workforce Equity Initiative funding for Fire Science/EMS programs, has tripled its WEI enrollment since the 2020-2021 academic year.



**Prairie
State
College**

Rend Lake College can boast its sixth consecutive school year of flat tuition, bolstering their commitment to affordable education for the district.



Richland Community College's Board of Trustees voted to keep tuition flat to increase access and equity and the College hired the first Executive Director of Diversity, Equity, Inclusion, and Belonging.

Rock Valley College created a Diversity, Equity, and Inclusion (DEI) office this past year and implemented campus-wide DEI training and its first culture survey.



South Suburban College expanded their food pantry to include mobile food carts and satellite food stations that are easily accessible to students, as well as increasing available emergency student aid up to \$500 per student. The College also leveraged funds to provide debt relief for students seeking re-enrollment and on-site mental health services. They strengthened their summer bridge program in an effort to reduce equity gaps and have served 229 students to date through this program. SSC established a Paralegal Expungement Clinic in spring of 2022 and their Paralegal Program was featured by the ABA's Standing Committee on Paralegals Spotlighting Access to Justice & Pro Bono Initiatives.



Waubonsee Community College recently celebrated the grand opening of its Latinx Resource Center, an identity-based center that provides resources, support services, and educational



experiences to support students' academic and social success. To further support the success of Latinx, first-generation, and adult learners, Waubonsee also launched partnerships with the [Council on Adult and Experiential Learning](#) (CAEL) and Inside Track, a national student coaching success model.

SEAMLESS TRANSITION

Carl Sandburg College provides all students with in-time telehealth services through [TimelyMD](#). This service allows students to access free medical and mental health care at the person's convenience 24 hours a day, seven days a week.



City Colleges of Chicago's strongest ever relationship with the Chicago Public Schools (CPS), The Chicago Roadmap, led to transitional math courses being available in 72 Chicago high schools and transitional English courses in 42 high schools, the launch of a new Options for the Future scholarship to offer free tuition and books for up to three years to recent graduates of CPS Options high schools, and the largest incoming class of Star Scholars ever. City Colleges also recently launched an expanded partnership with student support organization [One Million Degrees](#) (OMD), such that at year four of the initiative, 3,000 students annually will have access to a professional mentor, last-dollar scholarships, up to \$1,000 in stipends, professional development workshops, and other OMD supports.



The College of DuPage brought their Immersive Visualization Laboratory online that complements and enhances traditional instruction by providing a



360-degree projection of images and full-motion video, supplemented by fully immersive audio. They also implemented the Amazon's Career Choice program which provides Amazon's hourly employees access to degrees and 170 career and technical certificate programs.

The College of Lake County (CLC) embedded college and career navigators at area high schools and initiated a case-load approach to college advising, creating a personalized experience for each student. CLC students are holistically supported with accessible textbooks, technology, tutoring, and food. A compassionate team of academic, career, and personal advising professionals offers students personalized and culturally relevant support. Twenty-two percent of students were awarded more than \$17 million in financial aid and scholarships.



Elgin Community College has reduced the need for students to acquire student loans. Over the past decade, the college has reduced the student loan portfolio by 77 percent. Additionally, with ECC's five-year freeze on in-district tuition rates and financial aid counseling, students have been able to take advantage of grants and scholarships instead of loans.



Harper College launched the University Center which offers bachelor completion opportunities with four partner institutions (DePaul, Northern Illinois, Roosevelt, and Southern Illinois University) in 13 different academic areas. Since its inception, over 500 students have enrolled in UC programs, achieving a 92 percent success rate. In addition, over 150 students have earned their bachelor's degree. The Educational Foundation established 45 new scholarships which includes transition scholarships to University Center and four-year institutions. This year the foundation awarded \$6.2 million in scholarships to more than 2,000 students.



Illinois Eastern Community Colleges (IECC) personnel visited 16 high schools within their district, which culminated in a comprehensive report containing recommendations related to improving access to course offerings across the IECC district and how IECC can assist high schools with learning recovery loss efforts that have occurred due to COVID. Plans were finalized to allow for synchronous learning rooms at 15 of their district high schools as well as five classrooms within the IECC district. These rooms will work to expand the offerings available to the area high schools.



John A. Logan College initiated several tactics to help increase enrollment, including Saturday sign-ups and extending Student Services hours on Tuesday evenings to accommodate students that work during regular business hours. The office of College Readiness and Student Recruitment has developed new opportunities to bring students to campus, including a STEM Day and High



School Orientation Days that were held on campus for all 11 in-district high schools. In addition to increased enrollment, the John A. Logan College Foundation awarded 513 scholarships during the fall semester totaling more than \$850,000.

John Wood Community College created a “Recharging Room” located in Counseling Services on campus. The room is designed to reduce stress and anxiety. In addition to a space to decompress and manage stress, the Recharging Room houses printed material and resources on mental health issues and community mental health, substance abuse, and other referral resources. The room is available to faculty, staff, and students.



JOHN WOOD
COMMUNITY COLLEGE

Kaskaskia College (KC) hosts eighth-grade career nights to help students and their parents plan as they register for that first year in high school. Kaskaskia College’s “KC Now Program” is creating dual enrollment opportunities for students from five area high schools to take courses at KC that are unavailable to them at their local school, allowing them to earn both high school and college credit. The Kaskaskia College Foundation has been instrumental in supporting this program. Additional high schools have expressed interest in working with the college to expand the program in 2023.



Lewis and Clark Community College has been making strides in competency-based education (CBE) to provide an additional layer of flexibility and personalization for students. The CBE format is currently available within the college’s Welding Technology program and will soon be available in other programs as well. Within CBE, which is running alongside a more traditional version of the welding program, students move through courses at a pace of learning and engagement that is best for them. Their completion and success are measured by the mastery of course competencies rather than traditional seat time.



Lincoln Land Community College (LLCC), with Learning Renewal resources, is using [TalkSpace](#) software for mental health support. Over 300 students have taken advantage of the support. For spring 2022, LLCC increased availability of live video sessions from one to two and over 80 students engaged in live, video sessions.



Lincoln Land
Community College

McHenry County College created a post-associate certificate program for Cancer Registry Management, a dual enrollment RN-BSN program with SIUE, and a 2 + 2 Agreement in Business Management with Aurora University to give students the opportunity to obtain a bachelor’s degree locally. MCC also launched three new student engagement spaces, called CO/LABs, to provide wraparound student services in various locations throughout campus.



Moraine Valley Community College is using virtual reality in nursing labs to give students a more lifelike experience working with patients, a bridge program linking ESL



Moraine Valley
Community College

students to the Basic Nurse Assistant Training program, a virtual STEM Center, growing the use of open educational resources to aid in eliminating or decreasing the cost of textbooks, bringing tutoring to an online format, and offering a winter session so students can get ahead on completing their classes.

Oakton Community College recently graduated two cohorts (35 graduates) of individuals incarcerated at Stateville Correctional Center, all of whom earned an Oakton associate degree and are now on a pathway to a bachelor's degree from Northwestern University.



Richland Community College (RCC) and Decatur Public Schools (DPS) welcomed the second cohort of incoming freshman into the Prep Academy. The Prep Academy is a partnership between District #61 and RCC offering selected DPS students the opportunity to earn their high school diploma and an associate degree upon completion of the four-year program during high school. This intentional program goes beyond dual credit, ensuring that students have an equal opportunity to a quality education.



Sauk Valley Community College, in response to the lack of access to medical and counseling services for many students, has contracted with TimelyMD and [Calm](#). TimelyMD is a virtual medical and mental health care service, while Calm is a mindfulness and meditation app.



Shawnee Community College (SSC) has engaged with the [Community College Research Center](#) out of Columbia University to implement the Guided Pathways model. Additionally, SSC implemented multiple measures placement and a co-requisite English developmental education model, with an expansion into math imminent, thanks to participation in Women Employed's [ASPIRE](#) project.



Southeastern Illinois College's developmental math education program has been redesigned to an emporium model. An afternoon CTE Academy was implemented with the local high schools and has been successful. The College received the state Illinois Tutoring Initiative grant and is currently working with five school districts to initiate afterschool tutoring.



South Suburban College (SSC), through funding from the Office of Violence Against Women Campus Grant via the U.S. Department of Justice, has established a community resource team that is working together to create a culture of intolerance related to violence against women and within relationships. Partnerships under this project also provide mental health services and include representatives from the Attorney General's Office, local police departments, the YWCA, and local shelters. Approximately 4,000 students each academic year are impacted by this initiative. SSC's Foundation issued over \$2.6 million in scholarship awards during academic year 2021-2022 and has raised over \$1,200,000 in Allied Health & Nursing Center campaign pledges during FY 2022.



Spoon River College (SRC), through its Pipeline for the Advancement of the Healthcare (PATH) program has worked with the Graham Medical Group to create a Medical Assisting program for incumbent workers. This program is currently being taught to 12 incumbent workers. These 12 are part of a larger incumbent workforce that Spoon River has engaged through the project, totaling 119 individuals currently being upskilled. As a part of this same effort, SRC has been able to help students with various needs including transportation, childcare reimbursement, food assistance, and instructional supplies, among other supports.



Triton College has held monthly mental health awareness tables and “Ask a Counselor” events where students could gain exposure to the counseling department. Community organizations representing Perspectives (student assistance plan), Sarah’s Inn (domestic violence prevention), Pillars (sexual assault prevention), as well as Leyden Township Mental Health Services, Proviso Township Mental Health Services, NAMI (National Alliance on Mental Illness), and government groups that have services for low income or single parent students, participated in the mental health awareness efforts.



Truman College, one of the City Colleges of Chicago, through the Chicago Early Learning Workforce Scholarship has supported 328 current and future early childhood professionals that are working toward a teaching degree at no cost. Details about the successful partnership between City Colleges, the Chicago Mayor’s Office, Chicago Public Schools, and the Department of Family and Support Services were shared at the U.S. Department of Education’s Effective Educator Development Annual Summit.



Wright College’s (one of the City Colleges of Chicago), Engineering program, which offers guaranteed admission to the engineering programs at the University of Illinois Urbana-Champaign and Illinois Institute of Technology, was named an “Example of *Excelencia*” by *Excelencia* in Education. One hundred percent of participating students that transferred to four-year institutions have graduated or are on track to earn their bachelor’s degree.



ECONOMIC AND WORKFORCE DEVELOPMENT

Black Hawk College, in partnership with the Safer Foundation and John Deere, launched the Ignite program, a six-course, modular advanced manufacturing program for students interested in careers in advanced manufacturing. This interactive program exposes students to 3D graphics, simulators, hands-on workstations, and project-based learning activities.



The College of Lake County (CLC) was once again named a 2023 Green College in Princeton Review and adopted a renewed three-year college-wide plan to conserve energy, aiming for carbon neutrality by 2042. In 2022, College of Lake County demonstrated its commitment to meeting the changing



needs of its diverse students and communities with a new Advanced Technology Center in Gurnee and Lakeshore Expansion in Waukegan.

Daley College's (one of the City Colleges of Chicago), Engineering and Advanced Manufacturing Department was awarded one of eight "Future of Illinois" grants by the Illinois Manufacturing Excellence Center (IMEC). The grant funding is being used to develop entry-level skills training programs focusing on industrial 3D printing.



Danville Area Community College's (DACC)

Corporate Education department will commence training casino personnel in hospitality, casino games, machine repair, and casino security shortly, with the groundbreaking for the Danville based casino scheduled for April 19, 2023. A \$50,000 annual scholarship donation to the DACC Foundation will ensure that most trainees will pay no tuition. In 2021-22, the corporate education department served 42 companies and trained 3,612 current and prospective workers.



Danville Area Community College

Harold Washington College, one of the City Colleges of Chicago, marked five years of partnering with Aon to offer apprenticeships to students in 2022. In total, over 140 apprentices have been offered jobs at the global financial services firm. First Lady Dr. Jill Biden visited a group of apprentices at Aon during National Apprenticeship Week 2022.



Harper College is a nationally recognized leader in Department of Labor Registered apprenticeship programs and has established nine registered



Harper College

apprenticeship programs and four customized apprenticeship programs in healthcare. In addition to collaborating with our U.S. Senators Duckworth & Durbin on apprenticeships, Harper met with First Lady Dr. Jill Biden during National Apprenticeship Week 2022 to discuss their workforce and apprenticeship collaborations with their area high school partners. Since its inception, there have been 397 apprentices partnering with 67 employer partners. Harper apprentices have a 71 percent graduation rate and 100 percent of all apprentices are gainfully employed. Harper recently created an Innovation Accelerator. New programs in Cybersecurity and Artificial Intelligence (AI) are currently being launched through the Accelerator, including programming in Cybersecurity through collaboration with a National Science Foundation Center of Excellence in this field. Harper was accepted into the American Association of Community College's AI Incubator Network and is working with Dell and Intel to launch classes in spring 2023.

Heartland Community College's Electric Vehicle/Energy Storage program, a first for any public institution in Illinois, launched in the 2021-2022 academic year. The program offers both AAS degrees in EV Technology as well as certifications to upskill in EV maintenance or energy storage, and reflects a strong partnership with Rivian Automotive, Inc., an American electric vehicle manufacturer and automotive technology company with a factory in Bloomington, IL.



Highland Community College, in March of this past year, dedicated the Mildred F. Ferguson Simulation Hospital, a state-of-the-art nursing wing with training spaces replicating an emergency center and patient rooms. A project to refurbish more laboratories continued over the summer, comprising total rebuilds of their biology and physics labs following Highland's recently redesigned chemistry lab. Similarly, expansions are underway in the industrial manufacturing and welding labs, and Highland is proud to partner with local business Honeywell and the federal correctional facility in Thomson to provide programs for specialized apprentices and cohorts.



Illinois Central College (ICC) was awarded one of only 39 Good Jobs Challenge grants by the U.S. Economic Development Administration and was one of only two community colleges to earn the \$15 million award. ICC will be partnering with Bradley University and Eureka College to train more than 1,000 individuals over three years addressing the regional workforce gap in IT professionals. ICC is also the lead college for the Workforce Equity Initiative, a program that has provided credentials to more than 6,000 Illinois residents since its inception, leading to careers that yield incomes at least 30 percent above a living wage.



Illinois Valley Community College earned a U.S. Economic Development Administration grant to support the 3.5 million dollar construction of the second phase of their Agriculture Complex. Phase I included a 60 x 100-foot facility, houses tractors, tillage tools, planters, and other high-tech agricultural equipment.



John Wood Community College (JWCC) is adding 14,170-square-feet to their Workforce Development Center, including a new Truck Driver Training addition, expanded space for HVAC, business and industry training, welding, industrial maintenance and manufacturing, robotics and automation, and flexible use-space for new programs such as a virtual reality lab. The project is expected to be completed in the fall of 2023. JWCC broke ground on their new Agricultural Sciences Complex in August of 2022. The 24,000-square-foot facility is located at the JWCC Agricultural Education Center and the U of I Agricultural Research and Demonstration Center in Baylis. The Orr Corporation led this \$2.5 million privately funded project.



Joliet Junior College unveiled their Entrepreneur and Business Center (EBC) in May of 2022, that provides resources at no-cost to entrepreneurs looking to start or expand their business within the district. The EBC was selected by Congresswoman Lauren Underwood to receive Community Funding Project assistance, highlighting the impact JJC has at a state level. In the same month, JJC hosted U.S. Department of Transportation Secretary Pete Buttigieg to facilitate the national conversation on infrastructure and transportation, bringing together city and county leaders to discuss job creation and workforce development. JJC received two national workplace recognitions in 2022; one on Forbes 2022 Top 100 Illinois Employer's List and another as a Most Promising Places to Work in Community Colleges 2022.



Kankakee Community College saw a 30 percent enrollment increase in programs that reside in the newly renovated Advanced Technology Center. The renovated area opened for fall 2022 and covers 37,000-square feet and houses Automotive Technology, Computer Graphic Technology, Electrical Engineering Technology, and Law Enforcement/Criminal Justice programs. The Advanced Technology Education Center was featured among over 100 solar homes, businesses, and nonprofits across the state during the Illinois Solar Tour in September. Major funding was provided by Nucor Steel of Kankakee.



Kankakee Community College

Kennedy King College's (one of the City Colleges of Chicago) Utility Workers Military Assistance Program (UMAP), offered at Dawson Technical Institute, celebrated ten years and more than 700 veteran graduates in 2022. The six-month, training-to-placement program prepares former service members for careers in the utility industry and has a 95 percent job placement rate with Peoples Gas.



CITY COLLEGES of CHICAGO
Kennedy-King

Lakeland College partnered with industry to develop Registered Apprenticeships in high demand fields such as CDL, Industrial Maintenance Repair, Automotive Technician, Industrial Maintenance Mechanic, and Fleet Driver.



Lincoln Land Community College (LLCC), responding to urgent local employer needs for more paramedics, EMTs, truck drivers, diesel mechanics, and agriculture specialists, announced plans to renovate, expand training facilities, and add state-of-the-art equipment in these fields. LLCC also is expanding other career and technical training, including a new integrated media design program to be offered in a downtown location convenient to many who live or work in that area, along with a competency-based helpdesk program.



Lincoln Land Community College

McHenry County College convened a Manufacturing Consortium, designed to create a unified approach to talent acquisition and development for large and small companies. The College's Center for Agrarian Learning (CAL) convened an Advisory Committee of farmers and food businesses to identify the most relevant training and services needed, and launched a Student Farm in collaboration with Horticulture and Entrepreneurial Agriculture.



Moraine Valley Community College partnered with the Greater Chicago Food Depository to create a curriculum and train low-income residents for careers in transportation, distribution, and logistics. Successful participants now earn a living wage.



Moraine Valley Community College

Oakton Community College launched a new Cannabis Cultivation Certificate program this past year that includes hands-on instruction in a new on-campus cannabis cultivation lab.



Olive-Harvey College, one of the City Colleges of Chicago, is the lead partner in preparing Chicagoans for jobs in transportation, distribution, and logistics (TDL), as a part of the U.S. Economic Development Administration's Good Jobs Challenge grant, received by the Chicago Cook Workforce Partnership. The Partnership received over \$18 million to support workforce development in the region.



Parkland College received a \$5 million Strengthening Community Colleges training grant from the U.S. Department of Labor and will serve as the lead college for a seven-college consortium to improve career and technical programs across the colleges.



Parkland also launched a new apprenticeship program in collaboration with Caterpillar Integrated Logistics Center, a provider of integrated supply chain solutions. The program aims to upskill entry-level warehouse associates, preparing them for advancement opportunities within the industry, and will allow participants to apply earned credit hours toward Parkland's Business Management AAS degree.

Prairie State College's (PSC) Workforce Development Office operates the only mobile training center in Illinois, allowing companies to engage with employees in the PSC training trailer. The mobile training center is often used for robotics, welding, and industrial electricity, all conducted on the partner company's physical space, such as parking lot.



Rend Lake College and Southeastern Illinois College a decade ago began purposefully partnering to maximize shared resources and thought leadership from top-level administration on down to faculty and staff. This nationally



recognized alliance was honored with the 2022 Innovation Award from the Illinois Council for Community College Administrators in conjunction with the Illinois Community College Training and Resource and Information Network.

Rend Lake College (RLC) will open a new Agronomy Innovation Center (AIC) in January on its Ina campus. With their existing land lab, the AIC will support students learning state-of-the-art processes of crop production and soil management. It will cultivate valuable partnerships with educators, service organizations, and business and industry. Additionally, a \$5 million grant from the U.S. Department of Commerce's Economic Development Administration will help RLC construct a new manufacturing academy at their Mt. Vernon campus.



Richland Community College (RCC) received a \$3.2 million grant from the Decatur Memorial Foundation to expand their nursing programs by creating EnRich Healthcare. The goal with this partnership is to grow enrollment in nursing and clinical programs by 75 percent to help build a well-educated, diverse, and resilient workforce. Currently, over 150 students are enrolled. Seventy-seven percent of the participants are minorities and 88 percent come from a low socio-economic status. RCC received \$15.3 million in the State's Fiscal Year 2023 budget to work with T/CCI Manufacturing to create an Electric Vehicle (EV)



Innovation Cluster in Decatur. This first-of-its kind program will focus on EV advanced engineering, software technology, and accredited apprenticeship programs that offer world class training in electrification.

Rock Valley College holds the distinction of being the first aviation maintenance program in the country to have an operational CRJ200, thanks to its partners AAR Corporation, The Workforce Connection, and SkyWest Airlines for their collaboration in acquiring the jet.



Shawnee Community College developed a nursing simulation lab by acquiring simulation equipment including a pediatric HAL, SuperTory Neonatal, and five high fidelity adult simulators. In this simulation lab, students can perform many of their clinical tasks, easing the pressure of finding available clinical sites throughout the southern region and expanding SCC's capacity in their Associate Degree in Nursing program from 50 to 75 students. SCC also expanded its Truck Driving Program to the SCC Metropolis Center, increasing capacity from 60 to an estimated 100 graduates per year, enhancing its ability to serve the TDL sector in the region.



Southwestern Illinois College (SWIC), in partnership with the city of Belleville, the Illinois State Police (ISP), and SIU is opening a new police training academy on the campus of the former Lindenwood University's undergraduate program. The inaugural class of the institute will house 125 to 130 cadets on campus. SWIC plans to move other criminal justice programs to the campus in the



FISCAL YEAR 2024 BUDGET RECOMMENDATION: ICCB

Fiscal Year 2024 General and Personal Property Replacement Tax (PPRT) ICCB Recommended Funding: \$453,713,100

Community College Grants

Fiscal Year 2024 General and PPRT Recommended Funding: \$299,359,650

IBHE recommends a \$20.8 million increase (7.5%) in Fiscal Year 2024 funding for core unrestricted grants that support community colleges: Base Operating, Equalization, City Colleges of Chicago, Small College, and Performance Based Funding. Specifically, IBHE recommends Fiscal Year 2024 funding levels of:

- Base Operating (General Funds): \$97,537,500 an increase of \$14.1 million
- Base Operating (Personal Property Replacement Tax Fund): \$105,570,000, no change
- Equalization: \$80,371,400, an increase of \$5.6 million
- City Colleges of Chicago: \$14,973,400 an increase of \$1.0 million
- Small College Grants: \$584,000, no change
- Performance Based Funding: \$359,000, no change

Community colleges are funded through multiple funding streams.

- **Base Operating Grant.** The base operating grant focuses on equity, productivity, and mission. Funds are provided using the same allocation for the same programs to each community college

district. Because enrollment growth and decline affect the allocation of funds, productivity is addressed. Because the funding strategy recognizes differences in programming (e.g., some districts have a greater concentration of technical programs than others) mission differences are recognized.

- **Equalization Grant.** The Equalization Grant is allocated to community colleges to reduce the disparity among districts in local property tax funds available per student, thereby ensuring that colleges with limited local tax bases have access to funds necessary to support educational programs.
- **City Colleges of Chicago Grant.** These funds are designated to support the City Colleges of Chicago as part of their general operating funding.
- **Small College Grants.** This grant recognizes that small colleges have fixed costs, particularly in administrative areas, and that these costs should be recognized in funding.
- **Performance Based Funding.** Performance based funding was established by [P. A. 97-320](#) in June, 2012. For community colleges, performance funding grants are awarded not only by graduation rates, but by entered employment, certificate attainment, persistence, and success towards college level coursework.

As shown in the Annual Summary, above, community colleges are central to achieving the goals of *A Thriving Illinois*.

Illinois community colleges enrolled over 234,000 students in Fall, 2022, about 12 percent of whom were African American and 28% Latino. Community colleges serve many rural students and low-income students. Investing in community colleges is essential to Illinois closing its equity gaps. Colleges need enhanced resources to meet the academic and social-emotional needs of students returning to school and to ensure they stay on track.

Community Colleges also play a vital role in meeting the state's workforce needs. The Illinois Community College Board's [economic impact analysis](#) that found community colleges contribute more than \$3.5 billion and 43,000 jobs annually to the Illinois economy. The study also found that community colleges engaged with nearly 9,800 unique employers, which is directly aligned with Growth Strategy 3 to align the state's economic development and higher education strategies.

ADULT EDUCATION AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION

Fiscal Year 2024 Recommended Funding: \$58,646,626

IBHE recommends a 7.5 percent increase (\$4.1 million) in Fiscal Year 2024 for ICCB adult education and career and technical education programs administered under the Workforce Innovation and Opportunity Act and the Strengthening Career and Technical Education for the 21st Century Act, respectively. Specifically, this recommendation includes:

- Basic grants: \$25,567,370, increase of \$1.8million (7.5 percent);
- Performance Based grants: \$12,683,388, increase of \$0.8 million (7.5percent); and
- Career and Technical Education Programs: \$20,395,868, increase of \$1.4 million (7.5 percent).

Adult Education programs provide critical services to adults with less than a 12th grade education, adults for whom English is a second language, and high school and adult students pursuing career and technical (CTE) training through integrated education and training programs. CTE programs

offered by the colleges provide students with opportunities in over 100 career & technical fields. These programs include integrated academic and technical instruction, work-based learning, dual credit opportunities and potential for continuing education at the baccalaureate level. This state funding provides the required maintenance of effort to qualify for federal funds. Serving adults and providing career and technical education opportunities are directly aligned with Equity Strategy 4 to attract and serve working adults.

ICCB GRANTS

ICCB's many grants support the goals outlined in *A Thriving Illinois*, including efforts to close equity gaps, serve working adults, and invest in talent needed to grow the state's economy. **IBHE recommends Fiscal Year 2024 grant funding at the levels outlined below.**

- **Early Childhood Programs**

Early childhood grants support the [Early Childhood Access Consortium for Equity](#) a consortium of community colleges, public universities, and private universities that offer early



childhood programs. The purpose of the Consortium is to increase credential and degree attainment for the incumbent early childhood workforce by smoothing, coordinating, and improving pathways, both for students upskilling to an associate degree and those with an associate degree transferring to a four-year institution. Each sector has a goal for enrollment, persistence, and/or completion of members of the incumbent workforce to be achieved by September 30, 2024. Community colleges will recruit and provide support for early childhood workers to earn additional Gateways credentials and associate degrees in early childhood as well as partner with university Consortium members to streamline the path to four-year degrees. In addition to the funds recommended for ICCB, IBHE is recommending funding for ISAC to support scholarships for students participating in the Consortium programs and for IBHE to support development of the Consortium and funding for public and private university members. The Consortium is funded through the Illinois Department of Human Services federal grant funds. **\$50,000,000, federal funds, no change.**

- **Workforce Equity Initiative/Innovative Bridge and Transition Grants.**

The purpose of the [Workforce Equity Initiative \(WEI\)](#) is to create, support, or expand one-year or less credit and/or non-credit workforce training opportunities in high-need communities focused on specific sectors with identified workforce gaps. The funds provide grant-funding opportunities to community colleges that focuses on improving workforce equity for African Americans. The Innovative Bridge and Transitions (IBT) provides funding opportunities, through a competitive process, to support the seamless transition of students between education systems as well as employment. There are over 100 WEI programs offered by 17 participating colleges throughout the state, which increases to 18 in the upcoming cycle. Since the program's inception through September 30, 2022, 9,367 students have enrolled, including 6,851 (73 percent) African American students. The number of credentials earned stands at 7,970. **\$23,794,400, no change.**

- **Pipeline for the Advancement of the Healthcare Workforce Program (PATH)**

The [PATH Program](#), new in Fiscal Year 2023, provides grants to community colleges to create, support, and expand opportunities of individuals enrolled in a healthcare pathway to obtain credentials, certificates, and degrees that allow them to enter into, or advance their careers in

the healthcare industry. The program was established to address healthcare staff shortages, particularly in nursing, that exist around the state and have been exacerbated by the COVID-19 pandemic.

Allocations to the colleges are calculated with a base allocation and an additional amount based upon program completions in eligible healthcare programs, with priority programs weighted higher within the allocations. The PATH Program models the Workforce Equity Initiative (see description above) by providing comprehensive wraparound support and career services. The target populations include low-income students, first generation students, and entry-level incumbent workers. The PATH program adopts the use of career pathways as an overarching strategy to address pain points in the healthcare talent pipeline as well as issues of equity within preparation and employment. Strategies and allowable uses of funds are purposefully broad and flexible to allow for innovation and discretion by each college. This program supports Growth Strategy 3, aligning the state's economic development and higher education strategies, ensuring both address historic inequities. As of October 31, 2022, after the first quarter of operation, 12,346 people enrolled in the PATH program and 1,544 have completed. **\$25,000,000, no change.**

- **Southwestern Illinois Justice and Workforce Development Campus**

The Southwestern Illinois Justice and Workforce Development Campus is located on the former campus of Lindenwood University in Belleville. The campus was purchased by the city of Belleville after the former institution closed its campus. Work is underway to make the location a law enforcement training and workforce development campus, which supports Growth Strategy 3, aligning the state's economic development and higher education strategies. Current organizational commitments to locate operations on the campus include: Police Academy – Southwestern Illinois College (SWIC); Forensic Training Institute – Illinois State Police (ISP); office space and training programs – Southern Illinois Law Enforcement Commission (SILEC); and office space – City of Belleville.

As part of this program, SWIC manages campus operations for the city of Belleville. This grant, established in Fiscal Year 2023, supports funding for annual expenditures including security; dormitory and dining operations; utilities; custodial and maintenance of buildings and grounds; and insurance and administrative fees. **\$5,900,000, no change.**

- **Grants for Transitional and Developmental Education.**

The Postsecondary and Workforce Readiness Act (PWR Act) includes Transitional Math and English coursework to increase college readiness for high school seniors. Students who successfully complete these courses jointly developed by community colleges and high schools are guaranteed placement in credit-bearing courses at all Illinois community colleges and accepting Illinois universities. Courses emphasize authentic learning experiences aligned with careers as well as a student's life and future coursework. Additionally, under the Developmental Education Reform Act, colleges are piloting evidence-based models and scaling reform initiatives. Evaluation of Transitional Instruction and continued development of the Multiple Measures Placement Portal are critical in the success of both initiatives. All of this work moves Illinois closer to achieving Equity Strategy 7 to support implementation of developmental education reform: **\$1,000,000, no change.**

- **NEW: Dual Credit Grants**

IBHE recommends \$3,150,000 to establish a new community college dual credit grant program, as recommended by ICCB.



These funds will enable the community college system to enhance and expand dual credit opportunities with a focus on low-income students and students of color. Funds will expand dual credit, for example, by providing free dual-credit for students taking courses at their local high school, supporting expansion of virtual instruction, books and course materials, or support for educators to upskill to qualify to teach dual credit. For countless students across Illinois, this investment in dual credit enhances their chances of postsecondary success, saving them time and saving them and their families money.

A dual credit course is a college course taught for both high school and college credit. In the most recent dual credit report issued by the ICCB, evidence suggests that high school students who took at least one dual credit course while still in high school nearly doubled their graduation rate at the community college when compared to students who did not take dual credit. Demographic data suggest similar results.

The state's community college system offered over 13,000 dual credit courses to 75,000 students during the academic year 2021. Students earned credit in a wide variety of subjects from math to English, to various career and technical education courses. Over the past ten years, the number and variety of courses offered have steadily grown, to the point that dual credit students now represent one in six students enrolled in community college courses annually. All 48 community colleges offer dual credit. This new grant program supports Equity Strategy 6, expanding equitable access, support, and success in early college coursework. **\$3,000,000 for grants and \$150,000 for program administration, NEW funding.**

- **NEW: Non-Credit Workforce Training Grants**

IBHE recommends \$5,150,000 to establish a new community college non-credit workforce training grant program, as recommended by ICCB.



These funds will enable the community college system to increase their investment in immediate, short-term workforce solutions that position individuals for career growth, without having to invest the time commitment required to get a credit bearing degree or credential. Funds will support community colleges to engage directly with employers, develop curriculum, and deliver non-credit customized training to prepare individuals with specific technical skills to attain industry recognized credentials and employment in high demand/high wage areas.

Employers are facing significant workforce shortages in today's economic climate, with challenges in both hiring and retention of staff. The Illinois community college system, the largest workforce provider in the state, has strong partnerships with employers and provides significant economic impact to local economies.

Community colleges have a long background in providing customized training and specialized business solution services to local employers. These programs and services can further increase

innovation and economic development in their communities, helping companies upskill their incumbent workforce. This new program will support Growth Strategy 3, to align the state's economic development and higher education strategies. **\$5,000,000 for grants and \$150,000 for program administration, NEW funding.**

- **Lincoln's Challenge Scholarships.** Students successfully completing this military-style boot camp for at-risk teens who have not completed high school are eligible to receive a scholarship to attend community college: **\$60,200, no change.**
- **East St. Louis Higher Education Center.** Funding for the East St. Louis Community College Center funds higher education consortium activities at the Center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College: **\$1,457,900, no change.**
- **Veterans Shortfall Grants.** This grant is provided for offsetting the mandated tuition and fee waiver for veterans and national guard members enrolling at community colleges: **\$4,264,600, no change.**
- **Alternative Schools Network.** This grant funds the Alternative Schools Network to re-enroll high school dropouts in a program that will ultimately allow them to receive a high school diploma: **\$4,000,000, no change.**
- **High School Equivalency Testing.** The funding provides for the administration of High School Equivalency (HSE) statewide including Cook County. The purpose of HSE is to ensure eligible test-takers without a high school diploma have access to testing throughout the state and to ensure records and registration are available to Illinois test-takers: **\$1,148,000, no change.**
- **P-20 Council.** The mission of the P20 Council is to make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' education attainment, opportunities for success in the workforce, and contributions to their local communities. The Council is composed of members appointed by the Governor representing business leaders, state and local government, college and university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents: **\$150,000, no change.**
- **College Bridge Programs** are grants funded through the federal Coronavirus Urgent Remediation Emergency (CURE) fund that will be used to support efforts to enroll and retain underrepresented, first generation and low-income students that may not otherwise enroll in or return to college due to the pandemic or digital equity gaps. The project provides funding for the following: outreach and recruitment, college and career guidance and advisement, assessment and testing, tuition assistance, assistance with prior tuition debt, technology needs and support, case management and mentoring, tutoring and technological aides, safe spaces to study and job placement into careers with family-sustaining wages. **\$10,000,000: federal funds, no change.**

ICCB OPERATIONS

Fiscal Year 2024 General Funds Recommendation: \$3,071,919

IBHE is recommending a \$433,310 increase to ICCB operations and an increase of \$199,7000 for ICCB's support of the Illinois Longitudinal Data System (ILDS).

The increase in the operational lines will provide for salary competitiveness and expanded staffing, meeting increases in contractual services costs, and information technology needs. Additionally, the increase in funding for the ILDS will support research, analysis, and data collection goals, along with implementation of new ILDS efforts, such as the High School to College to Career data analysis. Additionally, ICCB receives \$150,000 for administration of the PATH program, described above. Level funding is recommended.

ILLINOIS STUDENT ASSISTANCE COMMISSION (ISAC)

Fiscal Year 2024 Recommended General Funds: \$723,738,900



IBHE recommends a Fiscal Year 2024 General Funds budget of \$726.2 million, an increase of \$55.3 million from Fiscal Year 2023.

This is comprised of an additional \$50 million for the Monetary Award Program and \$2.0 million for agency operations and outreach. Recommended funding for the AIM HIGH program remains at Fiscal Year 2023 level of \$35M. Increases of \$2.8 million for the Minority Teachers of Illinois and \$0.5 million for the Teachers Loan Repayment program are also recommended.

ISAC SCHOLARSHIP AND GRANT PROGRAMS

Monetary Award Program

Fiscal Year 2024 Recommended Funding: \$651,566,200

IBHE is recommending a \$50 million increase in MAP in Fiscal Year 2024. *A Thriving Illinois* calls for an annual incremental increase in MAP of \$50 million to reach total MAP funding of \$1 billion within ten years (Sustainability Strategy 2). MAP is an important strategy to close the gap in postsecondary enrollment and completion between low-income and non-low-income students.

The Fiscal Year 2023 budget had a historic \$601 million investment in MAP, an increase of \$122 million (25.5 percent). This increased the percentage of tuition and fees covered by the largest MAP grant at a public university increased to 43.7 percent, while at community colleges the lowest-income students' grants cover about 55.2 percent. At private institutions, a MAP grant covers about 17 percent of the tuition and fees. This new funding was also used expand MAP eligibility to students working toward short-term credentials at public institutions.

Still, new investments are working to overcome a long decline in the proportion of tuition and fees a MAP award covers, as shown in Figures 4 and 5. This directly impacts low-income students' ability to afford college.

Figure 4: MAP Coverage Compared to Weighted Public University Tuition

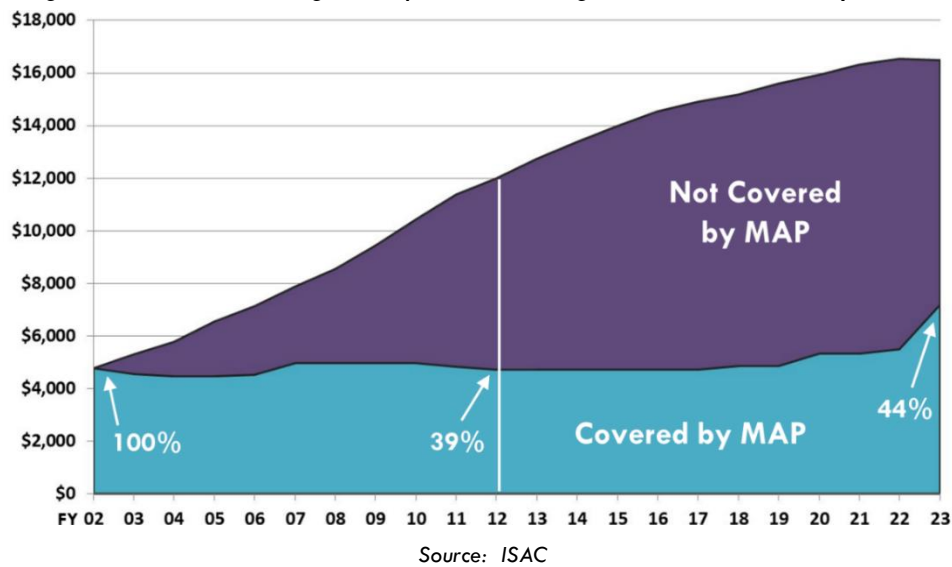
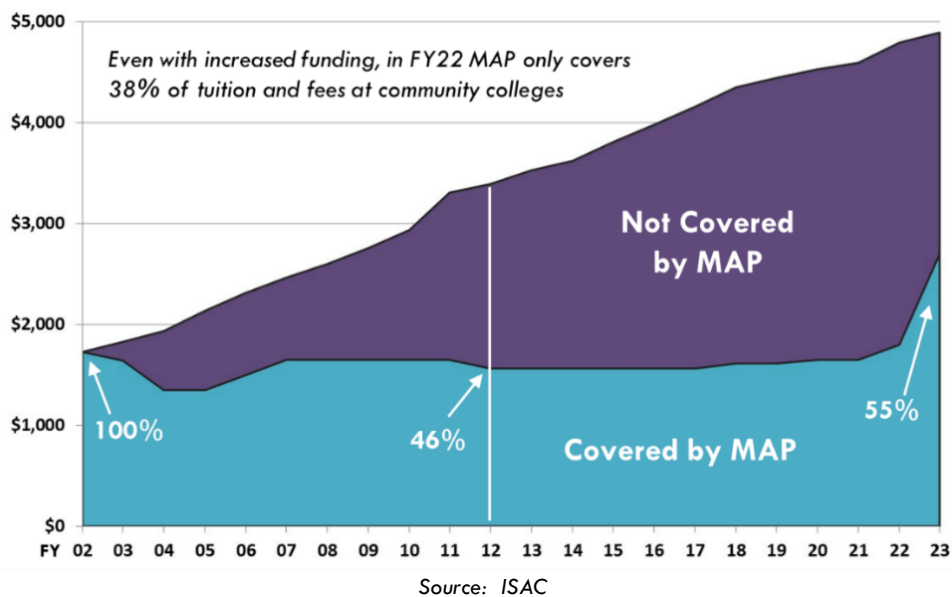


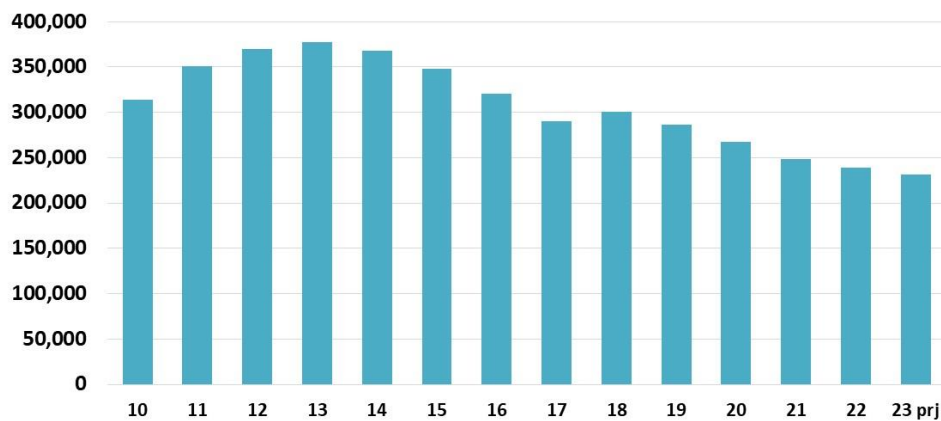
Figure 5: MAP Coverage Compared to Weighted Community College Tuition



Note: This chart shows the impact on students who have no resources to contribute to college based on their federal financial aid forms (i.e. zero Estimated Family Contribution (EFC))

For the first time since Fiscal Year 2001, all eligible applicants were offered a MAP grant in Fiscal Year 2022, and no grants have been suspended yet for Fiscal Year 2023, putting us on track to again offer a MAP grant to all eligible applicants. This is both good news and bad news, as it reflects increased access for students resulting from the substantial investment in MAP in the past few years, but also, as Figure 6 shows, the decline in the number of eligible students applying for MAP since Fiscal Year 2010. Unfortunately, this is because fewer low-income students are completing the FAFSA financial aid form, which also serves as the application for MAP. If we as a state intend to close equity gaps over the next 10 years, this is a troubling pattern which must be reversed.

Figure 6: Monetary Award Program Eligibility History: Fiscal Years 2009 to 2023 (projected)



Source: ISAC

AIM HIGH

Fiscal Year 2024 Recommended Funding: \$35,000,000

IBHE recommends continuing the AIM HIGH program beyond its pilot phase and maintaining funding at the Fiscal Year 2023 level of \$35 million.

AIM HIGH is a five-year pilot program, ending October 1, 2024, that provides funding to public universities to use for a hybrid merit/need-based scholarship program. Recipients can have a maximum income of six times the poverty level (about \$148,000 for a family of four) and institutions can set other eligibility criteria. Once an AIM HIGH grant is made to a student, the university must continue support to the student for up to four years, as long as the student meets continued eligibility requirements. In addition, Universities must match state appropriated funds at a rate based on the institution's percent of Pell students, with institutions that serve the highest proportion of low-income students having the lowest match rates, allowing more low-income students to benefit.

Each year ISAC completes an [analysis of the program](#). Key findings are summarized below.

In each year of the program, between 15 percent and 17 percent of first-time, full-time freshmen received an AIM HIGH award, which suggests AIM HIGH is an important program in supporting students.

In each of its first three years, the race/ethnicity of AIM HIGH grant recipients was consistent and reflective of the student body:

- Between 15 percent and 17 percent of grant recipients were Latino, compared to about 17 percent of the undergraduate student body.
- Approximately 17 percent of the grant recipients were African American, compared to 13 percent of the undergraduate student body.
- Between 50 percent and 54 percent of the grant recipients were white compared to approximately 50 percent of the undergraduate student body.

Notably, AIM HIGH recipients were more likely to be low-income (Pell eligible) than the overall

student body.

- In Year 1, approximately 58 percent of the grant recipients were Pell eligible, with about 60 percent in Year 2 and 48 percent in Year 3. Approximately 38 percent of the undergraduate student body is Pell eligible.

The analysis also found that of the 6,292 freshmen, sophomores, and juniors who received state- and match-funded AIM HIGH in Year 1, 58% returned and received AIM HIGH in Year 2. An additional 28 percent returned to school but did not receive an AIM HIGH scholarship, for a retention of 86 percent. For the 9,388 who received state- and match-funded AIM HIGH awards in Year 2, 65 percent returned and received AIM HIGH in Year 3. An additional 20 percent returned to school but did not receive an AIM HIGH scholarship, for a retention of 85 percent. Note that match-funded grants are not required to be renewed (if the student meets eligibility criteria) and a few schools reported on a completely different group of students in year two and in year three in order to meet their matching requirement for the Program.

Universities have consistently reported that the AIM HIGH program has been instrumental in attracting Illinois students to Illinois universities, which was one of the goals of the pilot program when it was created, and is part of Growth Strategy 4, encouraging high school graduates to enroll in Illinois.

Based on this analysis, IBHE recommends that AIM HIGH be continued beyond its pilot phase and funding continue at \$35 million for Fiscal Year 2024.

ISAC TEACHER EDUCATION PROGRAMS

ISAC runs several programs that support and encourage students to enter or remain in the teaching profession. With persistent teacher shortages in Illinois, particularly in what the Illinois State Board of Education has described as low-income and chronically struggling schools, and a focus in *A Thriving Illinois* on enhancing access to educator preparation programs (Growth Strategy 7), IBHE is recommending increased funding in Fiscal Year 2024 for the Minority Teachers of Illinois Scholarship and the Illinois Teacher Loan Repayment Program.

Minority Teachers of Illinois (MTI) Scholarship

Fiscal Year 2024 Recommended Funding: \$7.0 million

IBHE is recommending a \$7.0 million appropriation for the MTI program, an increase of \$2.8 million. This will ensure sufficient funds for all eligible applicants.



MTI

**Minority Teachers of Illinois
Scholarship Program**

The MTI Scholarship Program encourages academically talented minority students to pursue careers as teachers at Illinois preschool, elementary and secondary schools by providing an annual scholarship for up to four years for minority students who commit to teaching in a preschool, elementary, or secondary school where over 30% of the students are minorities. The scholarship awardee must teach one year in an Illinois school for each year of scholarship awarded or the scholarship must be paid back. In FY 23, 560 students received the scholarship. An estimated 930 students would be served with the recommended increase in funding.

Illinois Teachers Loan Repayment Program

Fiscal Year 2024 Recommendation: \$975,000

IBHE is again recommending an increase of \$535,000 for this program to increase the number of teachers served from 90 to an estimated 195. IBHE recommended this increase for Fiscal Year 2023 but it was not funded.

The Illinois Teachers Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas. If these obligations are met by a federal student loan borrower who has qualified for the federal government's loan forgiveness programs, Illinois may provide an additional matching award of up to \$5,000 to the qualifying teacher to repay their student loan debt.

Golden Apple Programs

ISAC oversees several grant programs for Golden Apple, an organization whose mission is to inspire, develop and support teacher and school leader excellence, especially in schools-of-need. Programs are funded with General Funds, as well as federal Coronavirus Urgent Remediation Emergency (CURE) funds. Fiscal Year 2024 recommended funding levels are as highlighted below.



- **Golden Apple Scholars of Illinois Program.** The Illinois Student Assistance Commission provides pass-through funding to the Golden Apple Scholars of Illinois Program. The program is a public-private partnership that recruits and prepares talented and diverse high school graduates for successful teaching careers in high-need schools throughout Illinois and provides scholarships to students pursuing teaching degrees: **\$6,498,000, no change.**
- **Golden Apple Accelerators Program,** is a teacher residency and licensure program that will expedite the preparation of highly-qualified teachers in southern, central, and western Illinois.: **\$750,000, no change.**
- **Golden Apple Scholars and Accelerations Coronavirus Urgent Remediation Emergency (CURE) Federal Fund.** Beginning in Fiscal 2022, the State of Illinois appropriated \$7.8 million of the CURE funds to the Golden Apple Foundation for Excellence in Teaching to support its two teacher preparation programs. Specifically, \$3.5 million was allocated to the Golden Apple Scholars Program; and, \$4.25 million was allocated to the Golden Apple Accelerators Program. With these funds, Golden Apple will increase the number of teachers in each program by the end of 2024 to address educational disparities exacerbated by the COVID-19 pandemic by providing robust, high-quality instruction to students across the state, with a specific focus on high poverty school districts. **\$6,895,000 federal funds, a reduction of \$857,000.** Because these are one-time funds, the reduction reflects the amount already spent.

Early Childhood Access Consortium for Equity Scholarship Fiscal Year 2024 Recommendation: \$114,000,000

As also described in the IBHE and ICCB sections, IBHE and ICCB in partnership with several other state agencies established the Early Childhood Access Consortium for Equity to provide streamlined paths for members of the early childhood workforce to earn additional credentials and degrees. A key component of the launch of the consortium is the ECACE scholarship, which will provide total cost of attendance funding as a last dollar scholarship for members of the early childhood workforce who enroll in programs to upskill. ISAC is receiving a share of the federal funds dedicated by the Governor and the Illinois Department of Human Services to provide the scholarships: **\$114,000,000 federal funds, a reduction of \$6.0 million to reflect what has been spent.**



ISAC HEALTH PROFESSIONS AND SAFETY GRANT PROGRAMS

IBHE recommends Fiscal Year 2024 funding be maintained at the levels outlined for the following ISAC grant programs:

- **Community Behavioral Health Care Provider Loan Repayment Program.** The program was established by [P. A. 100-0862](#) in 2019 to provide loan repayment assistance to mental health and substance use professionals working in community mental health centers in underserved or rural shortage areas. The shortage of workers in behavioral health has worsened while the need for services has increased, particularly because of the pandemic. The Illinois Department of Human Services (DHS) has partnered with ISAC and IBHE to develop strategies to increase and support the behavioral health workforce: **\$5,000,000 DHS funds, no change.**
- **Nurse Educator Loan Repayment.** To address the shortage of nurses and the lack of instructors to teach nursing in Illinois, the Nurse Educator Loan Repayment Program encourages longevity and career change opportunities. The program is an incentive to nurse educators to maintain teaching careers within Illinois. The annual awards to qualified nurse educators may be up to \$5,000 to repay their student loan debt and may be received for up to a maximum of four years: **\$500,000, no change.**
- **Veterans' Home Medical Provider Loan Repayment** program provides for the payment of eligible educational loans as an incentive for medical providers to pursue and continue their careers at State of Illinois veterans' homes. The annual award to qualified physicians, certified nurse practitioners, registered professional nurses, certified nursing assistants and licensed practical nurses may be up to \$5,000 to repay their student loan debt. This award may be received for up to a maximum of four years: **\$26,400, no change.**
- **Social Work Scholarships.** The Post-Master of Social Work School Social Work Professional Educator License scholarship, created by [Public Act 102-621](#) and funded for the first time in Fiscal Year 2023, allows the Commission to award up to 250 scholarships annually to people who already hold a Master of Social Work (MSW) degree and are seeking a professional educator license (PEL) with a school social worker endorsement, which will allow them to work as a school social worker. As a condition of accepting the scholarship, the recipient must commit

to begin working as a school social worker at a public or nonpublic not-for-profit preschool, elementary school, or secondary school located in this State for at least two of the five years immediately following that graduation or termination. Recipients who do not complete this obligation will be required to repay the funds received, with certain exceptions.

The School and Municipal Social Work Shortage Loan Repayment Program was created by P.A. 102-622 and expanded by [Public Act 102-1022](#), and it received funding for the first time in Fiscal Year 2023. The program provides loan repayment assistance for social workers who have been employed for at least one year by either (a) a public elementary school or secondary school or (b) a municipality, excluding social workers who report directly to police departments. An eligible social worker may receive up to \$6,500 per year. **\$6,000,000 no change.**

- **Dependents Grant.** If a correctional officer employed by the Illinois Department of Corrections in a security position or an Illinois police or fire officer is killed or sustains an injury resulting in a permanent disability in the line of duty, the officer's spouse and children may receive grant assistance under this program, without regard to financial need: **\$1,273,300, no change.**
- **Grant Program for Exonerees** provides grant assistance to an individual who has been issued a pardon by the governor of the State of Illinois on the grounds of innocence of the crime for which that person had been imprisoned, or who received a certificate of innocence from a circuit court. The grant provides assistance toward tuition and mandatory fees for no more than two semesters per regular school year (the grant is not available for summer terms) for undergraduate or graduate study at Illinois public colleges and community colleges. Recipients may receive assistance for a maximum of the equivalent of four regular school years (eight semesters) of full-time enrollment: **\$150,000, no change.**

ISAC OPERATIONS AND OUTREACH

Fiscal Year 2024 Recommended General Funds Funding: \$14 million

IBHE recommends an increase of \$2 million to ISAC's operations and outreach lines to a total of \$14 million. The Fiscal Year 2024 recommended increase of \$2 million will allow ISAC to continue its core operation of state grant and scholarship programs and outreach and education to students and families on financing college. Funding will support competitive salaries and staffing for outreach staff, as well as agency operations.

Outreach, research, and training activities are critical to how ISAC achieves its mission of college access and affordability for Illinoisans. The agency provides students with two primary types of support: **money**, through resources like the MAP grant that help pay the costs of college, and **knowledge**, through the agency's call center, website, and extensive outreach and training programs, including the ISACorps. ISAC works to make college more accessible and affordable by providing comprehensive, objective, and timely information on education and financial aid for students and their families – giving them access to the tools they need to make the educational choices that are right for them. Then, through the state scholarship and grant programs ISAC administers, ISAC can help students make those choices a reality.

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

Fiscal Year 2024 Recommended General Revenue Funding: \$21,383,300

IBHE recommends an increase of \$1,491,900 (7.5 percent) in General Funds and an increase of \$1,030,000 in the IMSA Income Fund.

IMSA was established in 1985 to provide a uniquely challenging education for Illinois students talented in mathematics and science and to serve as a catalyst for the advancement of STEM (Science, Technology, Engineering, and Mathematics) development and education across Illinois. The enrollment for the Fall 2022 was 642. IMSA also provides teacher professional development for educators across the state.



The General Funds increase will help IMSA continue to meet the needs of its students, faculty, and staff that were particularly impacted by the pandemic. In Fiscal Year 2023, IMSA for the first time opened applications to out of state students, who unlike Illinois residents, would pay tuition to attend IMSA. The increase in the Income Fund will ensure IMSA is able to spend any new resources received.

STATE UNIVERSITIES CIVIL SERVICE SYSTEM (SUCSS)

Fiscal Year 2024 Recommended Funding: \$1,241,800

IBHE recommends a Fiscal Year 2024 General Funds increase of \$71,300 (6.1 percent), to \$1,241,000.

SUCSS provides the statewide personnel administration system for the 12 public universities and for five affiliated state agencies, including the Illinois Board of Higher Education, the Illinois Community College Board, Illinois Student Assistance Commission, State Universities Retirement System, and the East St. Louis Community College Center. SUCSS administers, develops, and maintains the basic rules and procedures related to the employment of professional (non-academic), technical, and support staff. This includes rewriting job descriptions and auditing positions to assure appropriate alignment within the rules. The increase of \$71,300 will provide salary adjustments for current staff and to fill one vacant headcount. This will allow SUCSS to continue its efforts to update and streamline its position descriptions to reflect new ways of working.

ILLINOIS BOARD OF HIGHER EDUCATION

Fiscal Year 2024 Recommended General Funds: \$17,520,200

The Fiscal Year 2024 general funds recommendation for IBHE includes an increase of \$1.1 million for grants and operations, and a transfer of \$2 million from the Department of Human Services to address homelessness among university students. The increases allow IBHE to continue implementation of the strategies outlined in *A Thriving Illinois* to achieve the three goals of:



- Equity: Close equity gaps for students who have been left behind;
- Sustainability: Build a stronger financial future for individuals and institutions; and
- Growth: Increase talent and innovation to drive economic growth.

IBHE OPERATIONS

Fiscal Year 2024 General Funds Recommendation: \$4,476,800

IBHE is recommending a \$525,900 increase to IBHE operations and an increase of \$475,000 to the Illinois Longitudinal Data System (ILDS).

The increase in the operational lines will provide for salary competitiveness and expand staffing, with a particular focus on implementing Equity Strategy 1, Supporting learning renewal of students and systemic implementation of student support practices and Equity Strategy 2, Implement institution-level equity plans and practices. Additionally, the increase in funding for the ILDS will support implementation of the High School to College to Career data analysis.

IBHE GRANTS

Diversifying Higher Education Faculty in Illinois (DFI)

Fiscal Year 2023 Recommendation: \$1,981,500

The Board is recommending increasing the Fiscal Year 2024 appropriation by \$68,700.

IBHE provides competitive fellowships to eligible underrepresented students pursuing graduate and professional degrees at Illinois public and private institutions of higher education to build the pool of diverse faculty and staff. As a condition of their award, recipients agree upon completing their graduate degree to accept a teaching or staff position at an Illinois higher education institution or governing board, or an education-related position in a state agency for five years. Although a long-standing program, the DFI fellowship is an important effort in increasing and retaining faculty, staff, administrators, and trustees of color, Equity Strategy 3 of *A Thriving Illinois*.

The increased funding will provide holistic supports for fellows, including a new orientation to help them succeed in the program and pursue careers in Illinois higher education; attendance at conferences such as NIU's Preparing Faculty of Color; and a graduate symposium to help them prepare for and find employment in Illinois.

Fellowships were awarded to 115 students, including 68 continuing students with a fellowship of



\$17,000 and 47 new students with \$16,500 at 18 institutions in Fiscal Year 2023.

Common Application

Fiscal Year 2024 Recommendation: \$1,000,000

The Board is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

The Board is recommending \$1 million to cover the costs of the Common App for public universities. This is the same funding level as Fiscal Year 2023 when all public universities joined the Common App.



Common App is an online program that simplifies the college application process, helping more low-income students and first-generation college goers to access college and encouraging more students to consider Illinois public universities.

At the time Illinois joined, it was only the second state in the nation to have all public universities part of the Common App. As of fall 2022, Illinois was one of five states with Delaware, Iowa, Maine, and Rhode Island. Among those five states, Illinois, by far, represents the largest state in terms of population and the number of high school graduates, in addition to having the greatest number of public universities as Common App members. High school seniors in Illinois and nationally can submit information to the Common App and apply to any or all of the 12 Illinois public universities with a single application.

For last year's application season (2021-22), Illinois public universities received 145,143 total applications through the Common App from 94,334 individual high school students. More than 94,000 of those applications submitted were from Illinois high school students, representing two-thirds of all Common App volume. The remaining third of the applications were from out-of-state and international high school students.

Based on new point-in-time application volume information produced by the Common App that compares December 1, 2021, to December 1, 2022, overall application volume through the Common app is up 20.7 percent year over year (89,461 to 107,994). Significantly, application volume from Illinois high school students is up 16.2 percent (62,890 to 73,048). For historically underrepresented groups, application volume was up 23.6 percent among African American students, 31.3 percent among Latino students, 26.9 percent among first-generation students, and 34.2 percent among students from rural areas and small towns.

Because of the success of Common App, several institutions have begun implementing the service for transfer students.

Grow Your Own (GYO) Teacher Education Initiative

Fiscal Year 2024 Recommendation: \$2,466,300

The Board is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

IBHE provides awards under the Grow Your Own Teacher Education Initiative (GYO) through Grow Your Own-Illinois. This program recruits and prepares parent and community leaders and para-educators statewide to become effective teachers 1) in hard to staff schools serving a substantial percentage of low-income students, and 2) in hard to staff teaching positions in schools serving a

substantial percentage of low-income students. GYO-Illinois provides grants and services to 5 locally run programs across the state, including Chicago, Eastern Illinois University, Lake County, Peoria, and Southern Illinois University at Carbondale.

Grow Your Own (GYO) Historically Disadvantaged Male Initiative (HDMI)

Fiscal Year 2024 Recommendation: \$1,033,700

IBHE is recommending continuing this federal appropriation at the same level as Fiscal Year 2023.

In addition to the annual General Funds appropriation, in Fiscal Year 2023, Grow Your Own-Illinois received an appropriation of \$1,033,700 from the federal Coronavirus Urgent Remediation Emergency (CURE) fund to recruit and support males of color to become teachers. This effort is aligned with *A Thriving Illinois* to enhance access to educator preparation programs (Growth Strategy 7). IBHE recommends reappropriating these federal funds in Fiscal Year 2024 so that unspent funds can be accessed.

Cooperative Work Study Grants

Fiscal Year 2024 Recommendation: \$980,500

The Board is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

IBHE awards grants to public and nonpublic institutions of higher education to provide internship experiences in business, industry, and government for undergraduate students. For Fiscal Year 2023, IBHE embedded equity in the application and evaluation criteria and selected 23 schools to provide approximately 600 to 700 students with internships. In Fiscal Year 2024, IBHE will place an even stronger emphasis on equity, including requiring submission of demographics of students served in prior years, and current student enrollment, persistence, and completion rates.

MyCreditsTransfer Project

Fiscal Year 2024 Recommendation: \$183,300

The Board is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

The MyCreditsTransfer Project is a statewide web-based tool to aid students in determining how specific courses will transfer among over 50 receiving, public and private Illinois higher education institutions. All Illinois institutions participate as sending institutions. Students create personal accounts to track their progress toward specific degrees at the institution(s) they plan to attend.

MyCreditsTransfer complements the Illinois Articulation Initiative which provides a broad framework of transfer options for students who do not know the college or university to which they intend to ultimately transfer. MyCreditsTransfer is one component of Growth Strategy 8 to strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials. Approximately 200,000 unique users access the MyCreditsTransfer site annually.

In addition to the IBHE grant, MyCreditsTransfer is supported by the University of Illinois, the iTransfer.org project, and the participating institutions.

More information on MyCreditsTransfer can be found at mycreditstransfer.com.

Illinois Mathematics and Science Academy Fusion Program
Fiscal Year 2024 Recommendation: \$95,900

The Board is recommending Fiscal Year 2024 funding remain at the Fiscal Year 2023 level of \$95,900.

IMSA Fusion is an after-school enrichment program for Illinois students, with a special focus on students historically underrepresented and underserved in mathematics and science. It provides services to students in late elementary (grades 4-5) and middle school (grades 6-8) who are talented, interested and motivated in mathematics and science. Fusion also serves as a professional development program for participating Illinois teachers.

IMSA Fusion has four major goals:

- To maintain or increase students' interest, involvement, and literacy in science and mathematics;
- To enhance the knowledge and skills of middle school science and mathematics teachers;
- To stimulate excellence in middle schools' science and mathematics programs; and
- To help increase access to programming for students who are historically underrepresented in mathematics and science, and for all areas of the state.

Nursing School Grant Program
Fiscal Year 2024 Recommendation: \$750,000

IBHE is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

The Nursing School Grant program is designed to address the nursing shortage in Illinois by increasing the number of nurses graduating from Illinois institutions of higher learning. Funds are used to expand or improve nursing programs leading to initial licensure as a Registered Nurse (RN) or programs for RNs leading to the Bachelor of Science in Nursing. Funds may be used for hiring additional nursing faculty and staff, developing and expanding instructional programs and modalities, expanding academic support services, improving classroom and lab spaces, purchasing equipment and instructional materials, and other related uses.

The Nursing School Grant program Institutions advances Growth Strategy 3, by aligning the state's higher education and economic development needs, ensuring both address historic inequities. Applicants for this competitive award must provide disaggregated data about the enrollment, retention, completion, and job placement rates of their students over a multi-year period, using this information to show how grant funds will be used to enhance their programs and efforts to close equity gaps in their nursing programs. In Fiscal Year 2023, 11 schools received grants.

Nursing Educator Fellowships
Fiscal Year 2024 Recommendation: \$400,000

IBHE is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

The Nurse Educator Fellowship program is designed to retain well-qualified nursing faculty at public and private institutions of higher education in Illinois that award degrees leading to initial licensure as a Registered Nurse. Demand for professionals in healthcare settings, and specifically, nurses with

advanced degrees and credentials, means that colleges and universities are trying to retain their nurse educator faculty in a highly competitive labor market. The Nurse Educator Fellowship program mitigates this faculty-retention challenge and advances Equity Strategy 3 to increase and retain diverse faculty and staff of color, as well as related strategies to support the learning and success of historically underserved and marginalized students in higher education. In addition, the program supports the Growth goal to align the state's higher education programs with employer needs and the needs of individuals to up- or reskill. In this case, nurse educators are essential to maintaining the quality of higher education programs that prepare future nurses for a wide range of healthcare settings in the state.

Fellows are selected through a competitive process involving the submission and review of nomination materials and a personal statement. Applicants must describe how they will use fellowship funds to support their own professional learning, research, or other endeavors as nurse educators to improve the preparation of future nurses. Fellows conclude the program with a presentation and discussion with the members of the Advisory Board for the Illinois Center for Nursing. IBHE incorporates equity in the application process by providing additional consideration to applicants teaching in institutions that enroll higher percentages of students who have been traditionally underserved, as well as advancing equity in their programs through a variety of student support initiatives. In Fiscal Year 2023, 40 fellowships were awarded.

Creating Pathways and Access for Student Success Foundation (CPASS)

Fiscal Year 2024 Recommendation: \$1,433,600

The Board is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

The Creating Pathways and Access for Student Success (CPASS) program aims to increase the number of underrepresented students in major healthcare and related STEM professions by providing a strong education foundation and access to resources. Hands-on programs focus on STEM and STEM education for middle, high school, and college students. Approximately 826 students were served in Fiscal Year 2022.

The CPASS provides continual academic reinforcement in mathematics and science; standardized test preparation; focused clinical, research, and public policy internships; and highly individualized career counseling for all program participants at grade levels extending from middle school through the post baccalaureate years.

The CPASS program supports Equity Strategy 1 that supports the ongoing learning renewal of students and systematic implementation of evidence-informed student support practices. CPASS pursues an intervention strategy for the provision of enhanced academic and counseling supports to minorities seeking to be professionals in medicine, osteopathy, dentistry, veterinary science, optometry, pharmacy, podiatry, and public health.

University Center of Lake County

Fiscal Year 2024 Recommendation: \$1,205,700

The Board is recommending a \$150,00 increase for Fiscal Year 2024.

Established by IBHE in 1998, the [University Center of Lake County](#) (UCLC) provides access to individuals in the Lake County region to complete bachelor's and graduate degrees, as well as advanced professional development programs. The UCLC is a consortium of 13 public and private colleges and universities that deliver more than 108 degrees, certificates, and professional development courses in: Arts, Entertainment and Hospitality; Business and Information Technology; Communication and Humanities; Education and Social Sciences; Legal Studies and Public Safety; Manufacturing, Engineering and Advanced Technologies; Science and Math; Sustainability and Horticulture; Human Services and Social Work; Wellness and Health Sciences.



Enrollment in Fall 2022 was 1,140, with 28 percent of those reporting race/ethnicity being Latino and 7 percent African American; however, race/ethnicity information was not available on nearly one quarter of those enrolled. About half of the enrollment was in undergraduate programs and half in graduate programs. Approximately 284 completed degrees or certificates. In addition to providing programs and courses to degree-seeking students, the University Center of Lake County offers a number of community engagement initiatives to support education and health. Many of these outreach activities are offered in both Spanish and English.

The University Center of Lake advances Equity Strategy 4 to attract working adults through adult-specific outreach and supports. The additional funds recommended allow UCLC to add staff for student supports to better meet enrolled students learning renewal, social emotional, academic, and other support needs.

Quad-Cities Graduate Study Center

Fiscal Year 2024 Recommendation: \$73,800

IBHE is recommending Fiscal Year 2024 funding at the same level as Fiscal Year 2023.

The Quad-Cities Graduate Study Center (Grad Center) is an academic consortium that was founded in 1969 by members of the business, government, and education communities to increase access to high quality graduate-level programming and foster local economic growth. The Grad Center is designed for students whose work and family responsibilities make traditional on-campus study difficult. The Grad Center strives to develop convenient and diverse program offerings for students.

The Grad Center works with five member institutions to offer graduate programs with certificate, masters, doctorate, and non-credit options to students.

More information on the Quad-Cities Graduate Center can be found at gradcenter.org.

Assessment of Higher Education Needs in Quad Cities

Fiscal Year 2024 Recommendation: Reappropriation of \$500,000.

In Fiscal Year 2022, IBHE received an appropriation of \$500,000 to conduct an assessment of higher education needs in the Quad Cities. IBHE issued a Request for Proposals for consulting support to lead the assessment work. Anticipating that the work will not be completed in Fiscal Year 2023, IBHE is recommending that these funds be reappropriated in Fiscal Year 2024 so that the work can be completed.

Homelessness Grants and Services

Fiscal Year 2024 Recommendation: Transfer of \$2,000,000 grant from DHS to IBHE

In Fiscal Year 2023, IBHE was awarded \$2.0 million from the Department of Human Services under [Illinois' Plan to Prevent and End Homelessness](#) to provide grants to public and private universities to identify and address the underlying causes of homelessness among students. IBHE awarded the Ending Student Homelessness Initiative grants to 11 institutions. Additionally, IBHE will be convening communities of practice of the Housing and Opportunities that are Useful for Student Excellence (HOUSE) liaisons established by each institution under the requirements of the [Higher Education Housing and Opportunities Act](#) (110 ILCS 131).

In Fiscal Year 2024, DHS and IBHE are recommending that the \$2.0 million be transferred into IBHE's budget, rather than be awarded as a grant from DHS to IBHE.

Early Childhood Access Consortium for Equity

Fiscal Year 2024 Recommendation: \$60,000,000 federal funding

IBHE and ICCB have come together to establish the [Early Childhood Access Consortium for Equity](#) (ECACE) to streamline, coordinate, and improve access to credentials and degree completion for the incumbent early childhood workforce. The state's higher education strategic plan, "A Thriving Illinois," calls for the establishment of the ECACE as a key strategy in the Growth goal to ensure the higher education system enhances access to educator preparation programs, and more broadly, develops talent for Illinois communities and employers. The ECACE is also codified in [110 ILCS 28/](#).



All public universities, community colleges, and private universities in the Consortium will ensure that students can fully transfer their Associate of Applied Science in early childhood degree to a baccalaureate program; courses and support services will be offered at times and in ways that are convenient for working adults; and between now and September 30, 2024, eligible students can access scholarships that will cover total cost of attendance (also described in the ISAC section). Institutions will receive funds to support curriculum development and for dedicated coaches/mentors to ensure students have the support they need to succeed. Federal funds committed by Governor JB Pritzker and the Illinois Department of Human services are supporting this initiative.

In Fiscal Year 2024, IBHE is recommending the federal appropriation at \$60 million. Funds will be used to continue grants to institutions to support curriculum redesign, mentors and coaches, student supports, and to release student financial holds. Funds have also been designated for a communications campaign to highlight scholarship opportunities and increase interest in the field. Additionally, funds will be used to support the administration of the ECACE.

Illinois Tutoring Initiative

Fiscal Year 2024 Recommendation: \$25,000,000 federal funding

The Illinois Tutoring Initiative is incorporated in Equity Strategy 1 to support the ongoing learning renewal of students and systemic implementation of evidence-informed student support practices. It is also one of four statewide strategies for learning renewal developed by the P-20 Council to respond to the pandemic. The Illinois Tutoring Initiative is a partnership among public



universities, community colleges, and school districts of need in six regions across the state to provide high-impact tutoring to students in Grades 3-8 in the subjects of reading and math. Additionally, the initiative provides online math tutoring to high school students. Teacher education candidates, higher education students, and other community partners are recruited, trained, and supported to provide tutoring in dosages of three hours per week to individual students and small groups of no more than three students. Priority for Illinois Tutoring Initiative services is given to school districts that receive lower levels of funding based on the state's evidence-based funding formula, are located in areas that were disproportionately impacted by COVID-19 based on Illinois Department of Public Health data, and serve a higher percentage of low-income families. To date, 490 tutors are providing high-impact tutoring to 1,270 students in 45 school districts statewide. Funding was provided by the Illinois State Board of Education (ISBE) through federal funds starting in Fiscal Year 2022 and will continue in Fiscal Year 2024.

Governor's Emergency Education Relief (GEER) Fund

Fiscal Year 2024 Recommended Funding: \$43,000,000 federal funding.

The Governor's Emergency Education Relief (GEER I) fund began in Fiscal Year 2021 when Illinois received approximately \$108 million from the federal program. Governor JB Pritzker dedicated nearly half of those funds (\$48 million) to higher education. Then, in Fiscal Year 2022, a second round of GEER funds (GEER II) was awarded to states and the Governor provided \$23.5 million (again, half of the funds) to higher education, including funds for ISAC to extend ISACorps members service, as well as to ICCB and IBHE for community colleges and universities to support students.

IBHE and ICCB awarded GEER I and II funds to public universities and community colleges using an equity-based formula that provided more funding to institutions that served a higher percentage of Pell students. In addition, \$3M of GEER I funds were awarded to eligible private and public universities and \$1 million of GEER II funds were awarded to eligible private universities through competitive processes.

All GEER I recipient institutions were charged with using the funds to support the enrollment or retention of students who were most impacted by the pandemic, including low-income students, students of color, students from rural communities, and working adult students. GEER II funds were also dedicated to serving students most impacted by the pandemic, but with a particular focus on learning renewal and social-emotional supports. GEER I concluded during Fiscal Year 2023. Fiscal Year 2024 funding will allow institutions and agencies to continue to provide services through the remainder of the GEER II award period.

Behavioral Health Workforce Education Center

Fiscal Year 2024 Recommended Funding: \$4.5 million from DHS

IBHE has partnered with the Illinois Department of Human Services (DHS) to identify two public university partners to establish the Behavioral Health Workforce Education Center, established in [110 ILCS 185](#). The Center was developed based on recommendations of the [Behavioral Health Workforce Task Force](#) to help address the dramatic and growing shortage of workers in the behavioral health field, a shortage that was exacerbated by the pandemic with disparate impact on historically underserved and rural communities. Southern Illinois University School of Medicine (SIU SOM) and the University of Illinois-Chicago (UIC) were selected as the hubs of this new Center. SIU SOM and UIC will coordinate an array of partners, including community colleges and universities, as well as other stakeholders to build and expand pathways for people aspiring to

begin or advance careers in behavioral health. The Center is key to ensuring Illinoisans, particularly those in underserved communities, have access to high-quality mental and behavioral health services.

The Behavioral Health Workforce Education Center advances the goals and strategies of the higher education strategic plan, “A Thriving Illinois.” The Center supports the overall Growth goal to ensure the state’s higher education system prepares the workforce needed for Illinois. Specifically, the Center advances Growth Strategy 3 to align the state’s economic development and higher education strategies, ensuring both address historic inequities and Growth Strategy 6 to expand higher education models of teaching and learning that provide opportunity for students to succeed in obtaining work in in-demand fields. Additionally, the Center advances Equity Strategy 4 to attract working adults through outreach and supports specifically for them.

DHS is setting aside approximately \$4.5 million to provide to IBHE to fund this effort in Fiscal Year 2024. A related loan repayment initiative is described in the ISAC section.

STATE UNIVERSITIES RETIREMENT SYSTEM (SURS)

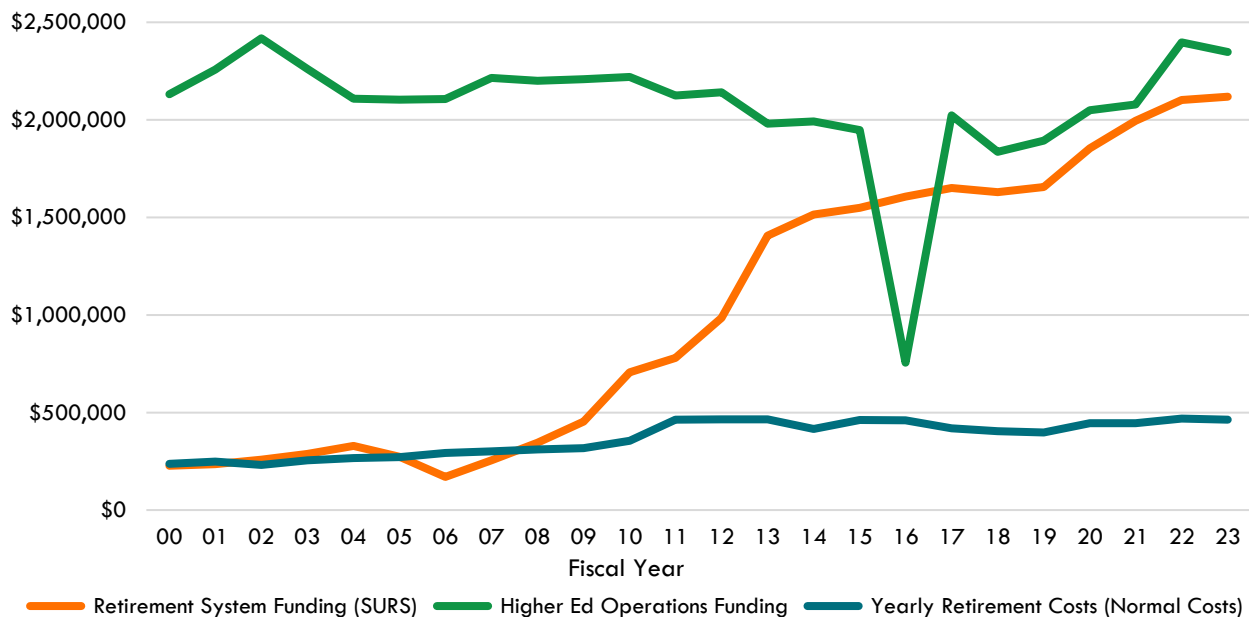
Fiscal Year 2024 Recommended Funding for All Funds: \$2,353,455,000

The Board is recommending Fiscal Year 2024 SURS funding at the full certified level, a \$230 million increase over Fiscal Year 2023, and the Community College Health Insurance fund at \$5,120,000, decreasing by \$25 million, restoring it to the usual funding level after Fiscal Year 2023 received a one-year \$25 million boost to help address the program's continued underfunding.

The State Universities Retirement System provides retirement benefits for employees of the public universities, community colleges, and several higher education agencies including IBHE and ICCB. Each year, the System certifies a state contribution amount according to a statutory calculation designed for the fund to achieve 90% funding by the year 2045.

The state has had a history of underfunding the pension systems, including under the statutory calculation. Only \$463.9 million (21.9 percent) of the certified amount will be used to cover the normal/current cost of employees earning benefits in Fiscal Year 2023. The remaining \$1.65 billion (78.1 percent) goes to cover past unfunded liabilities.

Figure 7: SURS Funding Compared to Higher Education Funding
Fiscal Years 2000-2023 (General Funds)



Community College Health Insurance Security Fund. The state provides health insurance to retirees through two systems. Public university employees receive health insurance through the same program as other state employees, even though the pensions are separate. These funds are not budgeted in the higher education budget and therefore not addressed here. Community college retirees, however, receive their health insurance through the Community College Health Insurance Security Fund, which is budgeted as part of higher education and therefore IBHE makes annual funding recommendations. For Fiscal Year 2023 IBHE is recommending this retiree health program be funded at the full SURS certified rate of \$4.9 million.

FISCAL YEAR 2024 RECOMMENDATIONS FOR CAPITAL IMPROVEMENTS

INVESTING IN HIGHER EDUCATION CAPITAL: REBUILD ILLINOIS

Each year, the Illinois Board of Higher Education collects and analyzes detailed information regarding the capital needs of public colleges and universities and makes annual budget recommendations to the Governor and General Assembly.

In 2019 **Rebuild Illinois**, the state's first capital program in 10 years, was adopted. Included was \$2.6 billion in new funding for public and private higher education plus \$1.4 billion for reappropriated projects. **Rebuild Illinois** was designed to be implemented over six years.

We describe capital projects as one of two types: New Construction, which reflect new buildings or infrastructure and Capital Renewal, which incorporates major repair, renovation, emergency repairs, and projects which stem from "deferred maintenance."

Figure 8: **Rebuild Illinois** – Higher Education Appropriations
(\$ in thousands)

	New Construction	Capital Renewal	Total
Universities	\$943,740.5	\$653,526.5	\$1,597,267.0
Community Colleges	285,693.6	188,447.8	474,141.4
IMSA	8,675.8	6,680.0	15,355.8
Private Col. & Univ.	505,000.0	0.0	505,000.0
Total Rebuild Illinois	\$1,743,109.9	\$848,654.3	\$2,591,764.2
Reappropriations (pre-Rebuild Illinois)			\$1,385,042.8

The projects summarized in the table above reflect what has been appropriated. Generally, the source of funds for these projects is state-issued bonds. The Governor's Office of Management and Budget determines the timing of bond issuance and therefore determines when capital projects will be "released" to start. IBHE is advocating for rapid "release" of the projects already appropriated and expedited design and construction for projects that have been released.

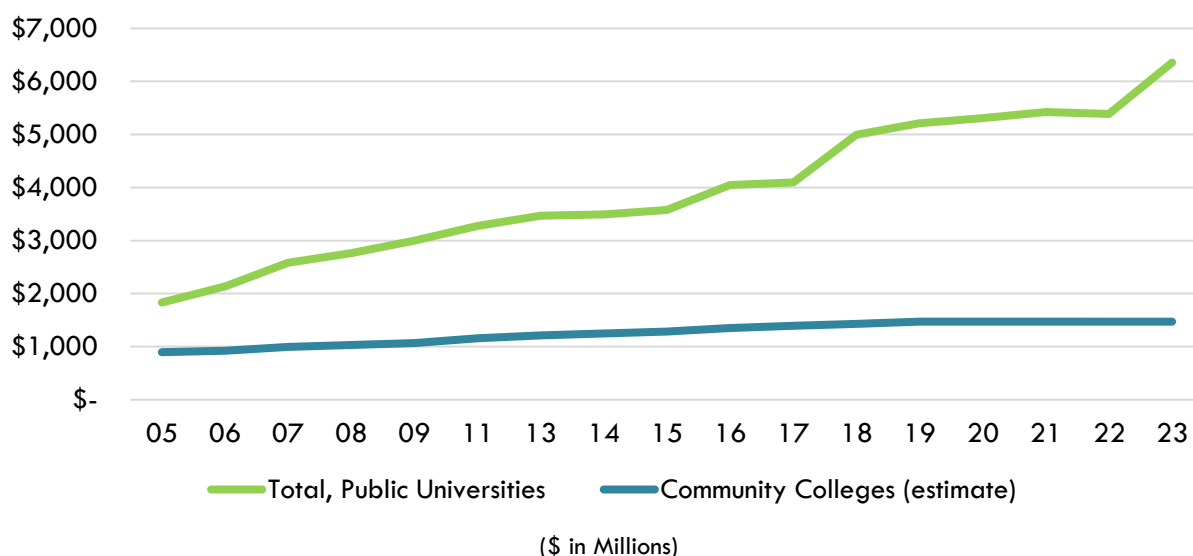
Currently, 52 new construction projects with an appropriation value of \$1.0 billion and an additional 147 capital renewal projects at an appropriation value of nearly \$800 million are underway at public universities. At the community colleges, 106 projects are underway, at a value of \$542 million. Table F-13 provides a list of projects underway. **IBHE is recommending reappropriations in Fiscal Year 2024 of these projects underway.**

In addition to the projects underway, at public universities, there are 11 additional new construction projects with appropriations totaling \$228.9 million and 77 community college projects with appropriations of nearly \$391 million that have been appropriated but not yet released. **IBHE recommends reappropriation in Fiscal Year 2024 of these projects appropriated but not yet released.**

DEFERRED MAINTENANCE

Despite the many projects underway, the backlog of deferred maintenance continues, growing from \$2.7 billion in Fiscal Year 2005 to \$7.8 billion projected for Fiscal Year 2023. Industry standards (50-year replacement cycle) require investment of two percent of the facility replacement cost annually to avoid building deferred maintenance. With over 50 million square feet of state-supported space at public universities at an estimated value of \$22.4 billion, approximately \$450 million would need to be invested each year to keep the deferred maintenance total from growing.

Figure 9: Public Higher Education Deferred Maintenance



SELECTION AND PRIORITIZATION PROCESS FOR CAPITAL PROJECTS

Institutions have needs that exceed what has already been appropriated and continue to submit requests for new projects as part of the annual budget cycle. Universities have requested funding for over 180 projects to improve and maintain their campus infrastructure. Of these project requests, 53 are for new construction and 130 are for capital renewal projects, at an estimated cost of \$3.3 billion. For Community Colleges, ICCB has recommended funding for 50 new projects at a state-funding need of an estimated \$250 million. Although IBHE continues to collect these requests for new capital projects, IBHE's FY 24 capital budget recommendations do not include any new capital projects.

In a typical year, the Board's *Higher Education Statewide Capital Policies and Priorities*, adopted in April 2004, serves as a guideline in selecting projects to be included in the budget recommendations. This ensures that recommended projects are consistent with and advance state and institutional priorities. Capital projects recommended for funding shall address a clearly demonstrated need related to special programmatic requirements, enrollment demands, and/or the condition of existing space. Once projects are selected for inclusion in the recommendations, a priority list is developed, indicating the order in which projects should be funded. Factors considered in developing these lists include whether:

- A commitment for a project has been made through prior appropriation(s) or authorizations.
- The status of an ongoing project for which planning, or construction funds have been appropriated necessitates that funding be provided to complete the project in a timely fashion.
- The project addresses an emergency infrastructure problem, e.g., problems caused by fire or tornado damage; construction defects; or compliance with life, health, and safety code requirements.
- The project received a high ranking on a public university governing board's priority list, ICCB's priority list of community college projects, or IMSA's priority list;
- The location of the project on the IBHE's prior year's priority list to encourage multi-year, statewide planning through a "living priority" list. After a project is recommended to the Governor and General Assembly for funding, the Board endeavors to advance its position on the list until it is funded; and
- External funding sources are available or whether enrollment needs, academic/program needs, and statewide needs are evident.

APPENDICIES

APPENDIX A: PERFORMANCE FUNDING

Origin and Early History (2012-2014)

P.A. 97-320 (2012) required IBHE to devise a system for allocating state resources to public institutions of higher education based upon performance in achieving state goals related to student success and certificate and degree completion. Under the Act, a system was to be set up with metrics that reward performance of institutions in advancing the success of students who are academically or financially at-risk, first-generation students, low-income students, or students traditionally underrepresented in higher education. The metrics established should also recognize and account for the differentiated missions of institutions of higher education, focus on the fundamental goal of increasing completion, recognize the unique and broad mission of public community colleges, and maintain the quality of degrees, certificates, courses, and programs.

As required by the statute, the IBHE Board adopted a performance funding model for implementation in the Fiscal Year 2013 budget, which was later refined after a Steering Committee. The performance funding model for public universities identifies performance measures or metrics that are linked directly to the goals of the *Illinois Public Agenda for College and Career Success*, the higher education strategic plan adopted in 2010. IBHE is responsible for collecting the data on the following performance measures:

- Bachelor's degrees awarded;
- Master's degrees awarded;
- Doctoral and Professional degrees awarded;
- Undergraduate degrees per 100 FTE enrolled;
- Research and public service expenditures;
- Graduation Rates 150 percent of Time;
- Persistence (24 Credit Hours Completed in One Year);
- Cost per Credit Hour; and
- Cost per Completion.

When analyzing the performance funding model for public universities, it is important to note the following. All steps are identical at each university:

- The model accounts for each institution's unique mission by adding weight to each measure.
- Each institution's performance point calculation is independent.
- The performance point calculation for each institution will change each year based on annually updated three-year average data.
- The funding allocation is competitive. Funds are distributed according to each institution's performance point calculation.
- The model is not prescriptive in how to achieve excellence and success.

Performance Funding Refinement and Steering Committee (2014-2018)

Subsequent to adopting the performance funding model, IBHE evaluated, reviewed, and revised it with support from the Performance Funding Steering Committee. Additionally, IBHE created the Performance Funding Refinement Committee, comprised of public university finance and research

experts, which was tasked with strengthening the existing performance measures and sub-categories to the extent possible or finding replacement measures that capture the principles of the performance funding Act.

The Refinement Committee's efforts generated the addition of certain measures designed to enhance efficiency. Committee discussion also produced an additional step to the model which provides for an adjustment factor for high-cost entities such as hospitals, medical, and dental schools.

In November 2014, IBHE along with the Performance Funding Steering Committee decided that the performance funding model should continue in place until Fiscal Year 2020, with potential for increasing the percent reallocation from 0.5 percent to as much as five percent.

Throughout this history, the performance funding adjustment was rarely included in the final appropriations.

At the behest of the General Assembly, in 2018 IBHE formed a new working group to explore a funding formula that went beyond performance funding, but that group was suspended as IBHE planned to launch a new strategic planning process.

Commission on Equitable Public University Funding (2021-2023)

In 2021, with IBHE administrative support, the legislative [Commission on Equitable Public University Funding](#) was launched to develop a new equitable, adequate, and stable funding formula for public universities aligned to the new higher education strategic plan, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#). More information about the work of the Commission can be found on the Commission's [dedicated IBHE website](#). The Commission's recommendations are due by July 1, 2023

Community College Performance Funding Model

The Illinois Community College Board (ICCB) is responsible for developing and overseeing the performance funding model for community colleges, which has each school vying for dollars against itself instead of against each other. The community college model contains the following performance measures:

- Degree and certificate completion;
- Degree and certificate completion of at-risk students;
- Transfer to a four-year institution;
- Remedial and adult education advancement;
- Momentum points; and
- Transfer to a community college.

The community college performance funding model is designed to allocate an equal portion of the total performance funding amount among Illinois' thirty-nine community college districts. Each college competes for a portion of the funding for each measure. Those colleges that show a decrease in performance receive no funds based on performance. Those colleges that show an increase in performance receive a pro rata share of the funding allocation for that measure based on the increase in their performance. Momentum points lend weight to the averages in categories such as first-time or part-time students completing twelve credit hours within their first year, first-

time or part-time students completing twenty-four credit hours within their first year, and Adult Education and Family Literacy level gains at each school.

APPENDIX B: GLOSSARY

A Thriving Illinois: Higher Education Paths to Equity, Sustainability and Growth. Adopted by the Illinois Board of Higher Education in 2021 and endorsed by the Illinois Community College Board and the Illinois Student Assistance Commission, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#), is the strategic plan for higher education. It includes 25 strategies designed to Close Equity Gaps for students who have been left behind, Build a Stronger Financial Future for individuals and institutions, and Increase Talent and Innovation to drive economic growth. The plan recognizes that Illinois' economic growth and its educational equity are inseparable.

Adult Education Grant (administered by the Illinois Community College Board). This grant goes to various adult education providers throughout the state. Adult Education is defined as instruction and support services below the postsecondary (college) level for individuals who have attained 16 years of age; who are not enrolled or required to be enrolled in secondary school under state law; and who: (1) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (2) do not have a secondary school (high school) diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (3) are unable to speak, read, or write the English language. iccb.org/adult_ed

AIM HIGH (administered by the Illinois Student Assistance Commission). Provides merit-based financial aid for students attending one of Illinois' 12 public four-year institutions. Funding is provided to each State university based on a formula. Each university develops its own program aimed at attracting and retaining Illinois students based on merit. Plans must be approved by the Illinois Student Assistance Commission. isac.org

Alternative Schools Network (administered by the Illinois Community College Board). This grant was transferred by the General Assembly from the Illinois State Board of Education to the ICCB to fund the Alternative Schools Network. This program re-enrolls high school dropouts in a program that will ultimately allow them to receive a high school diploma

Base Operating Grant (administered by the Illinois Community College Board). The base operating grant focuses on equity, productivity, and mission. By providing the same allocation for the same programs to each community college district, the formula provides for an equitable distribution of funds. Because enrollment growth and decline affect the allocation of funds, productivity is addressed. Because the funding strategy recognizes differences in programming; e.g., some districts have a greater concentration of technical programs than others, mission differences are recognized in the funding strategy.

Career and Technical Education Grant (administered by the Illinois Community College Board). This grant recognizes that keeping career and technical programs current and reflective of the highest quality practices in the workplace is necessary to prepare students to be successful in their chosen careers and to provide employers with the well-trained workforce they require. CTE programs offered by the colleges provide students with opportunities in over 100 career & technical fields. These programs include integrated academic and technical instruction, work-based learning, dual credit opportunities and potential for continuing education at the baccalaureate level. iccb.org/cte

Commission on Equitable Public University Funding (administrative support provided by the Illinois Board of Higher Education). In 2021, with IBHE administrative support, the legislative [Commission on Equitable Public University Funding](#) was launched to develop a new equitable, adequate, and stable funding formula for public universities aligned to the new higher education strategic plan, [A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth](#). More information about the work of the Commission can be found on the Commission's [dedicated IBHE website](#). The Commission's recommendations are due by July 1, 2023.

Cooperative Work Study Grants (CWS) (administered by the Illinois Board of Higher Education). Provides grants to both public and independent colleges and universities and is designed to enhance public-private sector partnerships, expand internship opportunities, reduce student reliance on loans, encourage permanent employment of graduates in Illinois, and provide links between academic programs and employment. ibhe.org/icws.html

Creating Pathways and Access for Student Success Foundation (CPASS) (administered by the Illinois Board of Higher Education). IBHE provides pass-through funding to this 501(c)(3) foundation which builds upon the Chicago Area Health and Medical Careers Program (CAHMCP, known as "Champs"). Founded in 1979 at the Illinois Institute of Technology, CAHMCP was a pipeline program for underrepresented high school and college students for careers in healthcare and medicine. CPASS Foundation was created to attract, encourage, education, guide and increase the number of promising, yet underrepresented Illinois students in STEM and STEAM-related professions. cpassfoundation.org

Deferred Maintenance. As campus facilities age and deteriorate, the lack of adequate financial resources has resulted in the delay or deferral of maintenance projects that include critical repairs, remodeling and infrastructure improvements that maintain and protect campus facilities. Deferred Maintenance, or capital renewal, projects are generally of lesser size and scope than Regular Capital projects and involve minor remodeling of facilities to repair building exteriors; to upgrade electrical, mechanical, roofing, and plumbing systems; to address safety and accessibility code requirements; and to remodel classroom and laboratory areas for current educational and research program requirements.

Dependents Grant (administered by the Illinois Student Assistance Commission). If a correctional officer employed by the Illinois Department of Corrections in a security position or an Illinois police or fire officer is killed or sustains an injury resulting in a permanent disability in the line of duty, the officer's spouse and children may receive grant assistance under this program, without regard to financial need. isac.org

Designated Grant – City Colleges of Chicago (administered by the Illinois Community College Board). This grant originated in fiscal year 2005 to compensate for the district's loss in equalization funding. The grant can be used for operating expenditures at City Colleges of Chicago.

Diversifying Higher Education Faculty in Illinois (DFI) (administered by Illinois Board of Higher Education). DFI Program Board awards financial aid to minority graduate students to help increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. ibhe.org/dfi.html

East St. Louis Higher Education Center (administered by the Illinois Community College Board). Funding for the East St. Louis Community College Center provides support to fund higher education

consortium activities at the center. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College. eslccc.com/eslccc

Equalization Grants (administered by the Illinois Community College Board). The grants attempt to reduce the disparity among districts in local property tax funds available per student, thereby ensuring that colleges with limited local tax bases have access to funds necessary to support educational programs.

Fiscal Year for the State of Illinois. Begins on July 1 and ends on June 30 of the next year.

Funds – *funds are explained in a separate section at the end of the glossary.*

Grant Accountability and Transparency Act (GATA). GATA is an Illinois initiative meant to increase accountability and transparency in the use of grant funds while reducing the administrative burden on both State agencies and grantees through adoption of the federal grant guidance and regulations. The Grant Accountability and Transparency Unit (GATU) was established in the Governor's Office of Management and Budget and is charged with implementation of the Act in coordination with State grant-making agencies and grantees. www2.illinois.gov/sites/GATA

Golden Apple Scholars of Illinois Program (administered by the Illinois Student Assistance Commission). The Illinois Student Assistance Commission provides pass-through funding to the Golden Apple Scholars of Illinois Program. The program is a public-private partnership that recruits and prepares talented and diverse high school graduates for successful teaching careers in high-need schools throughout Illinois and provides scholarships to students pursuing teaching degrees. goldenapple.org and isac.org

Grow Your Own Teacher (GYO) (administered by the Illinois Board of Higher Education). Funds are awarded to the Grow Your Own Illinois, a 501(c)(3) foundation, to advance the efforts of GYO consortia to recruit and prepare parent and community leaders and paraeducators statewide to become effective teachers in schools serving a substantial percentage of low-income students. growyourownteachers.org and ibhe.org

Higher Education Cooperation Act (HECA) Grants (no longer funded). This program is designed to promote effective use of resources through cooperation among institutions, to achieve an equitable distribution of education services, and to develop innovative concepts and applications. The grants go to both public and private institutions. Cooperation, as defined by the statute, involves at least two higher education institutions, and should be designed to serve a public purpose, while promoting effective use of educational resources, the equitable distribution of educational services, and the development of innovative concepts and applications. Despite minimal funding, many HECA projects still exist today, including the Quad-Cities Graduate Studies Center, which brings quality graduate education to hundreds of students in the Quad-Cities area without the need to establish a new graduate institution or new graduate program.

Higher Education License Plate (HELP) (administered by the Illinois Student Assistance Commission). The Higher Education License Plate Program provides grants to students who attend colleges for which the special collegiate license plates are available. The Illinois Secretary of State issues the license plates, and part of the proceeds are used for grants for undergraduate students attending these colleges. Program grants may be used only for tuition and mandatory fees for two semesters or three quarters in an academic year. isac.org

Illinois Board of Higher Education (IBHE). The state coordinating board for higher education. ibhe.org

Illinois Community College Board (ICCB). Serves as the state coordinating board for community colleges. iccb.org

Illinois Fire Services Institute (University of Illinois). This Institute is the statutory fire academy for the State of Illinois. It is operated as a continuing education and public service activity by the University of Illinois. fsi.illinois.edu

Illinois Longitudinal Data System (ILDS) (administered by the Illinois Board of Higher Education, the Illinois Community College Board, and the Illinois State Board of Education). ILDS is a student unit record data system that links student records from early learning through the postsecondary level, which may consist of separate student unit record systems integrated through agreement and data transfer mechanisms.

Illinois Mathematics & Science Academy (IMSA). A teaching and learning laboratory created by the State in Aurora, Illinois. IMSA enrolls academically talented Illinois students (grades 10-12) in its advanced, residential college preparatory program. It also serves thousands of educators and students in Illinois and beyond through innovative instructional programs that foster imagination and inquiry. IMSA also advances education through research, groundbreaking ventures and strategic partnerships. imsa.edu

Illinois National Guard Grant Program (ING) (administered by the Illinois Student Assistance Commission). The Illinois National Guard Grant Program pays tuition and fees for members of the Illinois National Guard to attend public four or two-year institutions for undergraduate or graduate study. Students are eligible for eight semesters or 12 quarters of assistance. Illinois public institutions are required to waive any eligible tuition and fees that are not covered by state appropriations. isac.org

Illinois Optometric Education Scholarship Program (administered by the Illinois Student Assistance Commission). The Optometric Education Scholarship Program provides scholarship assistance to encourage eligible students to pursue a graduate degree in optometry. The scholarship may be used to pay tuition and mandatory fees for two semesters, or three quarters in an academic year. The award amount determined by the institution will be the lesser of \$5,000 tuition and mandatory fees. isac.org

Illinois Special Education Tuition Waiver Program (SETTW) (administered by the Illinois Student Assistance Commission). SETTW program encourages current teachers and academically talented students to pursue careers in any area of special education as public, private, or parochial preschool, elementary or secondary school teachers in Illinois. Recipients must be seeking initial certification in any area of special education as undergraduate or graduate students. For non- teachers, students must be ranked in the upper half of their Illinois high school graduating class. Recipients are exempt from paying tuition and fees at an eligible institution for up to four calendar years. Recipients must fulfill a teaching requirement or repay funds received plus interest. isac.org

Illinois Mathematics and Science Fusion Program (administered by the Illinois Mathematics & Science Academy). IMSA FUSION is an after-school enrichment program for Illinois 4th-8th grade students who are talented, interested, and motivated in math and science with special emphasis

schools on schools in under resourced and underserved communities. The program's four major goals include: maintain or increase students' interest, involvement and literacy in science and mathematics; enhance the knowledge and skills of teachers in science, mathematics, and technology; stimulate excellence in schools' science and mathematics programs; and help increase access to programming for students who are historically under-resourced in science, mathematics and technology and for all areas of the state. imsa.edu/extensionprograms/fusion

Illinois Student Assistance Commission (ISAC). The mission of ISAC is to make college accessible and affordable for all Illinois students. ISAC provides guarantee services and loan origination for

student loans, administers grants and scholarships and provides outreach programs and services to help students plan for college and borrow responsibly. isac.org

Illinois Teachers Loan Repayment Program (administered by the Illinois Student Assistance Commission). The Illinois Teachers Loan Repayment Program provides awards to encourage academically talented Illinois students to teach in Illinois schools in low-income areas. (A listing of Illinois schools in low-income areas is provided at the U.S. Department of Education's [Teacher Cancellation Low Income Directory](#).) If these obligations are met by a Federal Stafford loan borrower who has qualified for the federal government's loan forgiveness programs, Illinois may provide an additional matching award of up to \$5,000 to the qualifying teacher to repay their student loan debt. isac.org

Illinois Veteran Grant (IVG) (administered by the Illinois Student Assistance Commission). Program pays eligible tuition and mandatory fees. Benefits are limited to use only at Illinois public universities and community colleges. This grant is an entitlement program and is awarded to eligible applicants regardless of the funding level. When funded, the program provides for compensating institutions for waiving the tuition and fees for qualified applicants. isac.org

John R. Justice Loan Repayment (administered by the Illinois Student Assistance Commission). The John R. Justice Student Loan Repayment Program is a federally funded program that provides for the payment of eligible educational loans for state and federal public defenders and state prosecutors who agree to remain employed as public defenders and prosecutors for at least three years. The awards to qualified defenders and prosecutors may be up to an aggregate total of \$60,000, to repay their student loan debt. isac.org

Lincoln's Challenge Scholarships (administered by the Illinois Community College Board). The program is a military style boot camp for at-risk teenagers who have not completed high school. Students successfully completing the program are eligible to receive a scholarship to attend a community college through this grant. lincolnschallenge.org

Midwest Higher Education Compact (MHEC) one of four statutorily-created interstate compacts, was founded in 1991 and is a nonprofit regional organization serving Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. *The purpose of MHEC is to improve greater higher education opportunities and services to the Midwest region, with the aim of furthering regional access to, research in and choice of higher education for the citizens residing in the several states which are parties to the compact.* IBHE is responsible for making the mandatory annual State payment to MHEC. mhec.org

Minority Teachers of Illinois (MTI) Scholarship (administered by the Illinois Student Assistance Commission). The MTI Scholarship Program encourages academically talented minority students to pursue careers as teachers at Illinois preschool, elementary and secondary schools. The program also aims to provide minority children with access to a greater number of positive minority role models. The scholarship awards up to \$5,000 per academic year for a maximum of four years. Students receiving this scholarship must fulfill a teaching commitment at an Illinois public, private, or parochial preschool, elementary or secondary school at which no less than 30 percent of the enrolled students are minority students for each year of scholarship assistance. isac.org

Monetary Award Program (MAP) (administered by Illinois Student Assistance Commission). MAP provides grant assistance to eligible students demonstrating financial need. Grants are applied toward tuition and mandatory fees at Illinois colleges and universities and certain other degree-granting institutions for undergraduate students not to exceed the maximum award amount for the academic year. The maximum award level is dependent on legislative action and available funding in any given year. Students apply using the Free Application for Federal Student Aid (FAFSA) and must release their financial data to ISAC. isac.org

MyCreditsTransfer (administered by Illinois Board of Higher Education). MyCreditsTransfer is a statewide initiative designed to facilitate transfer of courses within Illinois using the nationally available tool, Transferology. Students can find the courses that transfer between institutions and fulfill degree requirements. This tool greatly expedites and improves student planning and transfer. itransfer.org

Nurse Educator Fellowships (administered by the Illinois Board of Higher Education). Nursing is a long-term high-demand field that requires the retention of well-qualified faculty to train additional nursing students. This fellowship helps Illinois institutions recognize and retain their well-qualified nurse educators so that Illinois can continue to address the demand. Eligible programs must meet accreditation requirements and other eligibility criteria. Fellowship awards are used to supplement the salaries of the nursing faculty for professional development and continuing education. ibhe.org/nefp.html

Nurse Educator Loan Repayment (administered by Illinois Student Assistance Commission). To address the shortage of nurses and the lack of instructors to staff courses teaching nursing in Illinois, the Nurse Educator Loan Repayment Program encourages longevity and career change opportunities. The program is intended as an incentive to nurse educators in maintaining their teaching careers within the State of Illinois. The annual awards to qualified nurse educators may be up to \$5,000 to repay their student loan debt and may be received for up to a maximum of four years. isac.org

Nursing School Grant Program (administered by the Illinois Board of Higher Education). The intent of this program is to increase the number of registered professional nurses graduating from Illinois institutions. Grants are provided to existing programs for expansion of high-performing programs or for improvement of those with performance concerns. Eligible nursing programs must meet accreditation requirements and other eligibility criteria. ibhe.org/nsgp.html

Operations Expenses. Expenses required for normal agency activities (including expenditures for personal services, fringe benefits, contractual services, commodities, equipment, electronic data processing, telecommunication, and operation of automotive equipment).

P-20 Council. The mission is to deliberate and make recommendations to the Governor, Illinois General Assembly, and state agencies for developing a seamless and sustainable statewide system of quality education and support, from birth through adulthood, to maximize students' education attainment, opportunities for success in the workforce, and contributions to their local communities. The Council is composed of members appointed by the Governor representing business leaders, local government, university administrators, school boards, unions, nonprofits, teachers, faculty, independent colleges, and parents. illinois.gov

Paul Douglas Teachers Scholarship (administered by the Illinois Student Assistance Commission). The Paul Douglas Teacher Scholarship Program is a federally-funded program that enables and encourages outstanding high school graduates to pursue teaching careers at the pre-school, elementary or secondary school level by providing financial assistance in the form of a scholarship. isac.org

Performance Based Funding. Performance-based funding was adopted in 2012, with the purpose of linking the goals of the prior strategic plan, *Illinois Public Agenda for College and Career Success*, to the state's higher education budgeting process. Performance funding is a component of the state's plan to meet the state's goal that by 2025, 60 percent of Illinois adults will have a college degree or credential because that is the proportion of jobs which will require a degree or certificate by 2025. To that end, the Illinois Board of Higher Education (in consultation with the Performance Funding Steering Committee) devised a system for allocating a small portion of state resources to public institutions of higher education based upon performance in achieving state goals. The current formula has not been implemented at public universities for a number of years. A new funding model is under development. See Commission on Equitable Public University Funding. ibhe.org/performfund.html

Perkins Grants (administered by the Illinois Community College Board). This federal grant, which requires a state match, is allocated to community colleges for career and technical education (CTE) curriculum. Specifically, colleges must improve the academic achievement of CTE students by strengthening the connections between secondary and postsecondary education; restructuring the way high schools, community colleges, universities, and businesses work together; and increasing state and local accountability standards.

Quad Cities Graduate Study Center (administered by the Illinois Board of Higher Education). The mission of the Center is to facilitate and support graduate-level education opportunities to the Quad Cities area. The Center, a bi-state academic consortium, was created by members of the community to increase access to graduate-level programming. This consortium includes Drake University, St. Ambrose University, University of Illinois Nursing, University of Iowa, and Western Illinois University. gradcenter.org

Small College Grants (administered by the Illinois Community College Board). This grant is designed to recognize that small colleges have fixed costs, particularly in administrative areas, and that these costs should be recognized to some extent in funding.

State Appropriations. All direct operations and grant appropriations made by the General Assembly and signed by the Governor are reported in this category. These revenue sources are generally unrestricted.

State University Retirement System (SURS). Administers the retirement system for state universities, community colleges, and state agencies in Illinois. Provides for SURS annuitants, participants, and their employers, in accordance with State law; manages and invests the fund's assets prudently; and endeavors to achieve and maintain a financially sound retirement system. surs.com

State Universities Civil Service System (SUCSS). Provides a statewide personnel administration system at 12 public institutions of higher education and at five affiliated agencies. Administers, develops, and maintains the basic rules and procedures related to the employment of professional (non-academic), technical, and support staff. sucss.illinois.gov

University Center of Lake County (UCLC) (administered by the Illinois Board of Higher Education). The University Center is comprised of 7 public and 9 private institutions providing bachelor completion, graduate, and advanced professional development programs at multiple sites to those who work or reside in or near Lake County. Students apply to and graduate from an individual college or university offering fully accredited degrees. Classes are scheduled in a variety of delivery formats that appeal to working non-traditional students: evenings and weekends, face-to-face, online, correspondence, and interactive video. ucenter.org

Veterans' Home Medical Provider Loan Repayment (administered by the Illinois Student Assistance Commission). This program provides for the payment of eligible educational loans as an incentive for medical providers to pursue and continue their careers at State of Illinois veterans' homes. The annual award to qualified physicians, certified nurse practitioners, registered professional nurses, certified nursing assistants and licensed practical nurses may be up to \$5,000 to repay their student loan debt. This award may be received for up to a maximum of four years.

Veterans Shortfall Grants (administered by the Illinois Community College Board). This grant is provided for offsetting the mandated tuition and fee waiver for veterans enrolling at community colleges.

APPENDIX C: FUNDS

Academic Quality Assurance Fund 0660. This fund was created to deposit fees collected for the administration and enforcement of the Academic Quality Act by the Illinois Board of Higher Education. Fees collected cover the cost of reviewing applications for authorization to operate and for authorization to grant degrees by private or proprietary institutions. Funds must be used by the Board to supplement support for the administration and enforcement of the Act.

Build Illinois Bond Fund 0971. This fund receives proceeds from the state's sale of bonds and is used to fund capital projects, including those for higher education.

Chicago State University Education Improvement Fund 0223. Established in Fiscal Year 2014, monies in the fund shall be used by Chicago State University, subject to appropriation, for expenses incurred by the university.

Data and Research Cost Recovery Fund 0766. Created in Fiscal Year 2018 to collect fees to cover the cost of processing and handling individual student-level data requests pursuant to an approved data sharing agreement. The fee shall not be assessed on any entities that are complying with State of federal-mandated reporting.

Distance Learning Fund 0082. The Distance Learning Fund was created as a special fund in the State treasury as part of Public Act 98-792. Fees collected from institutional participation in state distance learning reciprocity agreements shall be deposited into the Fund. "Distance learning" means instruction offered by any means where the student and faculty member are in separate physical locations. It includes, but is not limited to, online, interactive video or correspondence courses or programs.

Education Assistance Fund 0007. The EAF is one of four funds that comprise the state general funds. It is used to fund elementary, secondary, and higher education. It receives 7.3 percent of the state income tax net of refunds, as well as wagering taxes paid to the state by riverboat casinos.

Emergency Public Health Fund 0240. The purpose of this fund is to receive monies obtained from fees from the sale of new and used tires. Monies in the fund may be expended pursuant to appropriation for the Prairie Research Institute at the University of Illinois and for grants for expenses related to the West Nile Virus and other vector-borne diseases.

Federal Student Assistance Scholarship Fund 0092. This fund acts as a repository for collections from individuals who do not fulfill their teaching requirements after receiving the federal Paul Douglas Teaching Scholarship. Once the collected funds are received, they are deposited into the U.S. Treasury as required by law.

Federal Student Incentive Trust Fund 0701. Until Fiscal Year 2008, this fund's sole purpose was to serve as the repository for federal (S)LEAP funding to supplement Monetary Award Program (MAP) grants. Beginning in Fiscal Year 2009, the fund also became the repository for funds from the federal College Access Challenge Grant (CACG). With the 2011 elimination of (S)LEAP and the expiration of CACG in 2015, the fund primarily holds federal GEAR UP dollars.

Federal Student Loan Fund 0663. Pursuant to federal law (PL 105-244 Section 422), the Federal Student Loan Fund may only be used by a guaranty agency (ISAC) to pay lender claims and a default aversion fee. ISAC is the fiduciary agent for this fund which is established to ensure that lenders receive at least partial reimbursement for defaulted loans. ISAC is required to keep at least a 25 basis point reserve calculated on outstanding principal of all loans.

Fire Prevention Fund 0047. The purpose of this fund is to record money received from the Department of Financial and Professional Regulation pursuant to Section 12 of the Fire Investigation Act, fees and reimbursements received by the Office of the Fire Marshal, and fees from Boiler and Pressure Vessel Certifications. Monies in the fund are to be used for the maintenance and operations of the Office of the State Fire Marshall and the Illinois Fire Services Institute.

General Funds. Those funds established to receive the major portion of tax revenues and topay the regular operating and administrative expenses of most state agencies. General Funds include the General Revenue Fund, the Education Assistance Fund, the Common School Fund (K12 education), the General Revenue-Common School Special Account Fund, the Fund for the Advancement of Education, the Commitment to Human Services Fund, and the Budget Stabilization Fund.

General Professions Dedicated Fund 0022. This fund receives receipts from fees and fines collected by the Department of Financial and Professional Regulation under various Acts as indicated by state statute. Revenue in this fund received from dental licensing fees is used to supplement dental education programs at Chicago State University, Southern Illinois University Edwardsville, and University of Illinois Chicago.

General Revenue Fund (GRF) 0001. Part of the General Funds, GRF is the most unrestricted of state revenue, including "all money, belonging to or for the use of the State, paid into the treasury thereof, not belonging to any special fund in the State Treasury, shall constitute the general revenue fund." (30 ILCS 105/4)

Golden Apple Scholars of Illinois Fund 0754. This fund is to be used for Golden Apple Scholars of Illinois program to encourage academically talented Illinois students, especially minority students, to pursue teaching careers, especially in teacher shortage disciplines or at hard-to-staff schools. The revenue source for this fund is Motor Vehicle Licenses.

The fund receives monies deposited by the Environmental Protection Agency from fees collected by the owner or operator of each hazardous waste disposal site and fee paid by hazardous waste haulers. These funds are expended by the Prairie Research Institute at the University of Illinois for research toward the reduction of hazardous properties of hazardous wastes in Illinois.

High School Equivalency Testing Fund 0161. This fund receives receipts from students taking GED tests in Cook County and is used for operating the GED testing program in Cook County.

IBHE Federal Grants Fund 0983. This fund is a federal trust fund created to receive and disburse monies received from the federal government.

IBHE State Contracts and Grants Fund 0385. This fund was created for IBHE to accept and expend awards from state and local governments.

ICCB Adult Education Fund 0692. Monies in the Fund may be expended by the Illinois Community College Board for operational costs associated with the administration of adult education, literacy activities and educational-related services.

ICCB Career & Technical Education Fund 0772. This fund receives monies from the Federal Department of Education for operating expenses and other related costs associated with administration, grants, and leadership activities.

ICCB Contracts and Grants Fund 0339. Allows the Illinois Community College Board to receive and spend contracts or grants from various sources.

ICCB Federal Trust Fund 0350. This fund was established in statute for deposit of indirect funds charged to the Adult Education and CTE grants. It funds the Illinois Community College Board operating costs used for federal programs.

ICCB Research and Technology Fund 0070. This fund was established for deposit of funds from the sale of instructional technology developed in-house and fees received for processing requests for individual student level data.

Illinois Mathematics and Science Academy Income Fund 0359. IMSA's Income Fund receives essentially three types of earned revenues:(1) Annual fees from the families of students who enroll in IMSA's residential academic program; (2) Fees from students and others who participate in IMSA's various outreach programs (e.g., FUSION, PBL); and (3) Fees from parties who from time to time rent portions of IMSA's facilities. These revenues are used to support primarily the programs that generated them: Athletic and co-curricular programs for residential students (e.g., Resident Counselors' compensation) and outreach programs.

ISAC Contracts and Grants Fund 0677. The purpose of this fund is to support the Commission's research, training, and outreach activities through private grants and contracts for specific purposes. Revenue consists of payments received from private organizations, which are approved grant proposals and current contractual agreements.

ISAC State Accounts Receivable Fund 0242. This fund is used to receive payments from scholarship recipients that do not fulfill their teaching obligation set forth when they received scholarships from Illinois programs such as the Illinois Future Teacher Corps Scholarship and Minority Teacher of Illinois Scholarship. On a quarterly basis, approximately 75 percent of the collected funding is transferred to GRF. The remainder of the receipts is used to pay administrative cost of collections.

National Guard and Naval Militia Grant Fund 0721. Any person who has served at least one year in the Illinois National Guard or the Illinois Naval Militia and who possesses all necessary entrance requirements shall, upon application and proper proof, be awarded a grant to the State-controlled university or community college of his or her choice, consisting of exemption from tuition and fees for not more than the equivalent of 4 years of full-time enrollment, including summer terms. Beginning with the 2013-2014 academic year, any person who has served over 10 years in the Illinois National Guard shall be awarded an additional grant. The grants may be used at any state-supported institution of higher education.

Non-Appropriated Funds. Funds include revenue from local property taxes (community colleges only); government grants and contracts; private gifts, grants, and contracts; sales and services of

auxiliary enterprises (e.g. student housing), educational departments, and hospitals; and endowment income. Funds are collected, held, and allocated locally by each university and community college district and reported to the Governor and the General Assembly annually by the Illinois Board of Higher Education.

Optometric Licensing and Disciplinary Board Fund 0259. The purpose of this fund is to receive monies from the Department of Financial and Professional Regulation pursuant to the Illinois Optometric Act of 1987. Monies in the fund are used by the Illinois Student Assistance Commission for the Optometric Education Scholarship Program.

Personal Property Tax Replacement Fund 0802. Revenues for this fund are collected by the State and paid to local governments to replace money that was lost when their powers to impose personal property taxes on corporations, partnerships, and other business entities were taken away. A portion of these dollars are used to help fund the Illinois Community College Board's base operating grants.

Pet Population Control Fund 0764. The monies in the fund are generated from Pet Friendly license plates under Section 3-653 of the Illinois Vehicle Code and from voluntary contributions. Monies in the fund are to be used for 1) sterilizing and vaccinating dogs and cats in Illinois, 2) promoting the sterilization program, 3) educating the public about the importance of spaying and neutering, and 4) reasonable administrative and personnel costs related to the fund. The University of Illinois has authority to expend funds from this fund.

Private Business and Vocational School Quality Assurance Fund 0751. This fund was created to deposit fees collected for the administration and enforcement of the Private Business and Vocational School Act by the Illinois Board of Higher Education. Funds must be used by the Board to support the administration and enforcement of the Act.

Private College Academic Quality Assurance Fund 0661. This fund was created to deposit fees collected for the administration and enforcement of the Private College Act by the Illinois Board of Higher Education. Fees collected cover the cost of reviewing applications for a certificate of approval to establish or operate private or proprietary postsecondary educational institution. Funds must be used by the Board to supplement support for administration and enforcement of the Act.

State Pension Fund 0054. This fund received monies from the sale of abandoned property pursuant to the Unclaimed Property Act of 1961. Revenues are used to reduce deficiency in retirement system funds.

Student Loan Operating Fund 0664. The purpose of this fund is to pay administrative costs for ISAC related to the financial aid programs for which it is responsible. Revenues deposited into the fund consist primarily of collections on defaulted student loans and student loan portfolio maintenance fees from the federal government. Prior to Fiscal Year 2006, this fund was used to pay costs related to ISAC's role as a guaranty agency. However, since Fiscal Year 2006, the fund has also been the primary source of funding for all agency operating costs, including outreach, research, and all costs of administering state scholarship and grant programs. Revenues come from the federal student loan program that is now in decline, with no new loans made since 2010. ISAC's student loan operations remain self-sustaining, but they cannot continue to fully fund the rest of the agency's core operations.

University Grant Fund 0418. The purpose of this fund is to receive and record monies from original issuance fees and applicable registration fees from private colleges' special license plates. Funding remitted to private institutions during the fiscal year is taken from the proceeds collected during the previous school calendar year.

University Income Funds. Fund used to account for student tuition revenue and other additional charges and fees. Funds are collected, held, and allocated locally by each university and reported to the Governor and the General Assembly annually by the Illinois Board of Higher Education.

Used Tire Management Fund 0294. A portion of this fund is expended by the Prairie Research Institute at the University of Illinois. Revenue is received from the sale of used tires and penalties or damages for violation of the Environmental Protection Act.

APPENDIX D: ILLINOIS HIGHER EDUCATION OPERATIONS FUNDING SINCE FISCAL YEAR 2002

In Fiscal Year 2002, Illinois appropriated \$2.417 billion to operations for higher education (excluding SURS). Monetary Award Program funding covered 100 percent of public university weighted tuition and fees and 100 percent of eligible applicants. State funds covered 72 percent of university costs, with the remaining 28 percent coming from students. State funds covered 27.4 percent of community college costs, with 30.6 percent coming from students and the remaining funds covered by local property taxes.

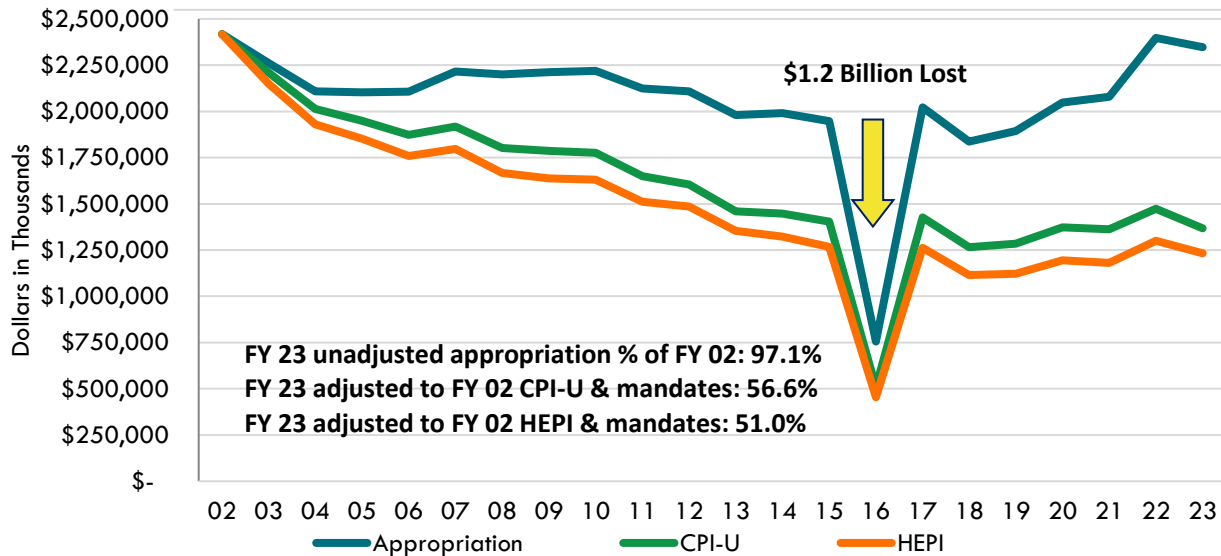
For much of the period since Fiscal Year 2002, higher education funding declined significantly in absolute terms and in inflation-adjusted terms. It reached a low point during the budget impasse, when universities and community colleges received just 30 percent of Fiscal Year 2015 funding, a cut of \$1.2 billion to higher education overall.

Also since Fiscal Year 2002, higher education has experienced a series of additional mandates and pressures. This includes:

- Retirement rules were changed to require employers to cover the normal cost of any salary increases in plan year of more than six percent, although exceptions were made for factors such as promotions.
- Employers have become responsible for the employee normal cost on the amount earned more than Governor's salary.
- Since Fiscal year 2008, Universities have been required to pay \$45 million annually for employee health insurance costs which previously had been fully covered by state health care appropriations.
- A three percent management fee must be paid to the Capital Development Board on projects they manage. In most cases, universities could manage projects themselves and save the fee. They already manage projects not funded through state appropriations.
- While procurement rules were loosened, some remain costly and burdensome.
- With limited regular capital renewal funding since Fiscal Year 2004, universities and community colleges have had to use shrinking state funds and increase tuition and fees on students to cover facility maintenance.
- The State stopped funding waivers of tuition and fees for veterans and National Guard members but continued to require public universities and community colleges to waive those costs. More recently, the cost of waivers at community colleges is now covered by a grant to ICCB. However, the state does not reimburse universities for costs for these two programs.

However, since Fiscal Year 2020, Illinois has seen significant new investment in higher education. The MAP program is at a record high of \$601 million, and as shown in Figures 4 and 5, above, MAP now covers 55% of community college tuition and fees and 44% for public universities. *College Illinois!*, the state's prepaid tuition program, received a one-time payment and is now fully funded, and public universities and community colleges have seen year-over-year increases. Fiscal Year 2023 higher education funding levels are nearly at Fiscal Year 2002 levels, as shown in Figures D-1.

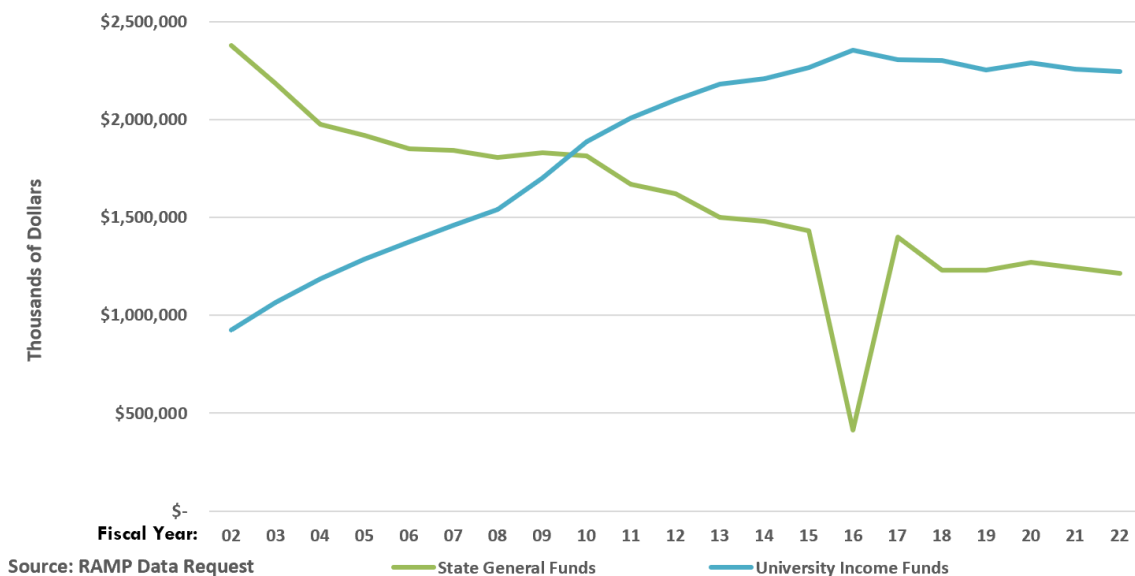
Figure D-1: Illinois Higher Education Appropriations* Operations History
Adjusted for Mandates and Inflation



**ISAC received a \$250 million appropriation in Fiscal Year 2022 to fully fund the College Illinois! program. This has caused a spike in overall higher education funding for 2022 resulting in a decrease in funding in 2023. However, if we removed the funding for College Illinois! funding for higher education actually increases by 9.3% in Fiscal Year 2023.*

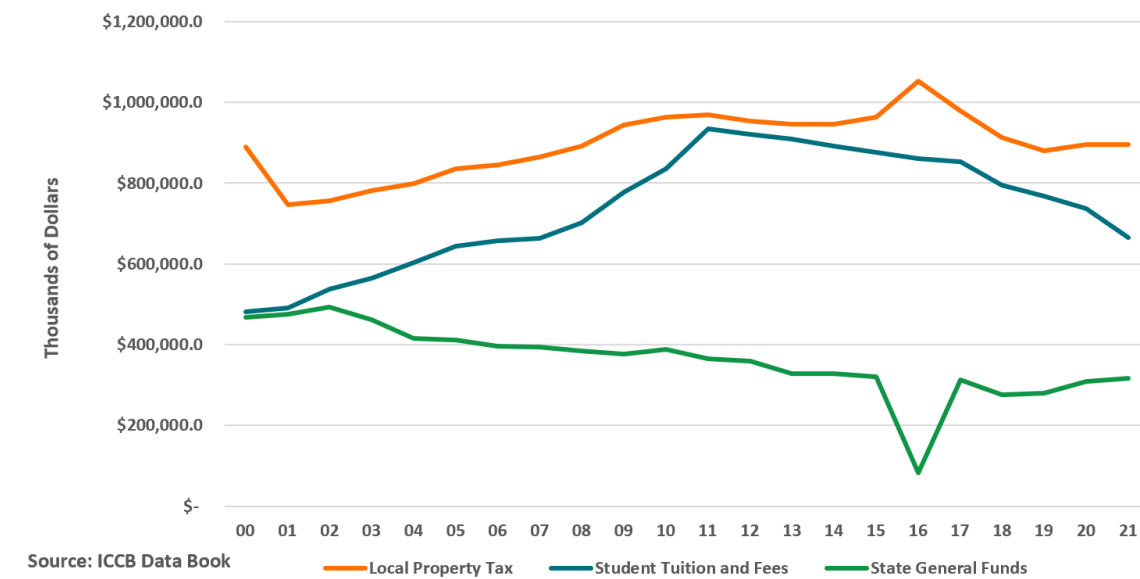
Unfortunately, in the face of historical underinvestment in higher education and to continue to pursue their missions and provide students a quality education, universities and community colleges had to look to student tuition and fees, in part creating challenges in affordability that we are working to overcome. Despite the recent investments in higher education, state funds in Fiscal Year 2022 still covered just 35.1 percent of university costs while tuition and fees covered the remaining 64.9 percent.

Figure D-2: Trends in Educational and Related Revenues at Illinois Public Universities
Fiscal Years 2002 to 2022 (in 2022 dollars)



While community colleges were established with the expectation that a third of funding would come from the State, in Fiscal Year 2002 state funding covered just 27.4 percent of their costs. That support declined even further to just 16.7 percent in Fiscal Year 2021, the most recent year data is available. See Figure D-3.

**Figure D-3: Trends in Educational and Related Revenues at Illinois Community Colleges
Fiscal Years 2000 to 2021 (in 2021 dollars)**



APPENDIX E: ADDITIONAL SUPPORTING INFORMATION

IBHE Statutory Requirements

Pursuant to the Board of Higher Education Act (110 ILCS 205), the Illinois Board of Higher Education is required to annually submit to the Governor and the General Assembly budget recommendations for the ensuing fiscal year budget for higher education programs. In development of the Budget Recommendations, IBHE staff facilitated the collection of financial data and held budget meetings with each of the public universities and agency for whom IBHE makes budget recommendations. The Board's recommendations are based upon receiving budget submissions from each public university, the Illinois Community College Board, Illinois Student Assistance Commission, the Illinois Mathematics and Science Academy, University Center of Lake County, and the State University Civil Service Commission for operation, capital and grant program needs as well as updates from the State University Retirement System on the amount of funding required to be provided to them by state law.

APPENDIX F: FISCAL YEAR 2024 OPERATING AND CAPITAL TABLES

Table F-1
FY 2024
Higher Education Operations and Grants
General Funds

(in thousands of dollars)

	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Institutional Operations and Grants	\$ 1,972,906.9	\$ 2,291,613.5	\$ 2,241,931.6	\$ 2,422,224.7	\$ 180,293.1	8.0%
Public Universities	\$ 1,157,861.0	\$ 1,213,198.0	\$ 1,221,273.2	\$ 1,307,601.5	\$ 86,328.3	7.1%
Community Colleges	197,266.2	210,661.5	259,741.2	289,496.5	29,755.3	11.5%
Adult Education/Postsecondary Career and Technical Education	51,957.1	51,957.1	54,555.0	58,646.6	4,091.6	7.5%
Illinois Student Assistance Commission	534,641.2	782,865.5	670,903.8	726,238.9	55,335.1	8.2%
Illinois Mathematics and Science Academy	18,943.9	18,943.9	19,891.4	21,383.3	1,491.9	7.5%
State Universities Civil Service System	1,114.7	1,114.7	1,170.5	1,241.8	71.3	6.1%
Board of Higher Education*	11,122.8	12,872.8	14,396.5	17,616.1	3,219.6	22.4%
State Universities Retirement System	1,785,389.8	1,888,113.2	1,933,504.8	2,138,455.0	204,950.2	10.6%
Community College Health Insurance Fund	4,622.8	4,834.2	29,937.8	5,120.0	(24,817.8)	-82.9%
State Contribution to SURS (General Funds Only)	1,780,767.0	1,883,279.0	1,903,567.0	2,133,335.0	229,768.0	12.1%
TOTAL	\$ 3,758,296.7	\$ 4,179,726.7	\$ 4,175,436.4	\$ 4,560,679.7	\$ 385,243.4	9.2%

*The FY24 recommendations include \$2M for the The Ending Homelessness Program, which is not an increase nor is it a new program. It is normally funded at \$2M through the Department of Human Services. IBHE managed the program in FY23 through a grant.

Source of Appropriated Funds

General Revenue Fund	2,478,395.0	2,832,219.4	2,799,342.0	3,098,470.2	299,128.2	10.7%
Education Assistance Fund	1,279,901.7	1,347,507.3	1,376,094.4	1,462,209.5	86,115.2	6.3%
TOTAL	3,758,296.7	4,179,726.7	4,175,436.4	4,560,679.7	385,243.4	9.2%

Table F-2

FY 2024

Higher Education Operations and Grants*

All Appropriated Funds

(in thousands of dollars)

	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Total Institutional Operations and Grants	\$ 2,484,251.5	\$ 2,959,609.6	\$ 2,978,344.8	\$ 3,103,505.7	\$ 125,160.9	4.2%
Universities	\$ 1,169,146.9	\$ 1,233,674.7	\$ 1,248,182.5	\$ 1,332,836.3	\$ 84,653.8	6.8%
Illinois Community College Board and Community Colleges	334,136.2	390,556.5	464,636.2	494,391.5	29,755.3	6.4%
Adult Education/Postsecondary Career and Technical Education	98,207.1	100,757.1	103,355.0	107,446.6	4,091.6	4.0%
Illinois Student Assistance Commission	809,674.9	1,091,751.2	975,754.0	971,601.4	(4,152.6)	-0.4%
Illinois Mathematics and Science Academy	22,868.9	22,868.9	24,786.4	27,308.3	2,521.9	10.2%
State Universities Civil Service System	1,114.7	1,114.7	1,170.5	1,241.8	71.3	6.1%
Illinois Board of Higher Education	49,102.8	118,886.5	160,460.2	168,679.8	8,219.6	5.1%
State Universities Retirement System	2,000,389.8	2,106,113.2	2,148,504.8	2,353,455.0	204,950.2	9.5%
Community College Health Insurance Fund	4,622.8	4,834.2	29,937.8	5,120.0	(24,817.8)	-82.9%
State Contribution to SURS (General Funds Only)*	1,780,767.0	1,883,279.0	1,903,567.0	2,133,335.0	229,768.0	12.1%
State Contribution to SURS (State Pension Fund Estimate)	215,000.0	218,000.0	215,000.0	215,000.0	-	0.0%
TOTAL	\$ 4,484,641.3	\$ 5,065,722.8	\$ 5,126,849.6	\$ 5,456,960.7	\$ 330,111.2	6.4%

Source of Appropriated Funds

General Revenue	3,758,296.7	4,179,726.7	4,175,436.4	4,560,679.7	385,243.4	9.2%
General Revenue Fund	2,478,395.0	2,832,219.4	2,799,342.0	3,098,470.2	299,128.2	10.7%
Education Assistance Fund	1,279,901.7	1,347,507.3	1,376,094.4	1,462,209.5	86,115.2	6.3%
Other State Funds	347,840.9	360,362.7	378,815.3	383,228.5	4,413.2	1.2%
Federal Funds	378,503.7	525,633.4	572,597.9	513,052.5	(59,545.4)	-10.4%
TOTAL	4,484,641.3	5,065,722.8	5,126,849.6	5,456,960.7	330,111.2	6.4%

Table F-3						
FY 2024						
Higher Education Operations and Grants						
Appropriations by Other State Funds						
(in thousands of dollars)						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Other State Funds	347,840.9	360,362.7	378,815.3	383,228.5	4,413.2	1.2%
CSU Education Improvement Fund	3,000.0	3,000.0	3,000.0	3,000.0	-	0.0%
CSU, SIU, & U of I - General Professions Dedicated Fund	2,057.0	2,057.0	2,057.0	2,057.0	-	0.0%
EIU, ISU, NIU, SIU, U of I, & WIU - State College and University Trust Fund	351.0	331.0	331.0	331.0	-	0.0%
U of I - Coal Technology Development Assistance	-	8,175.0	14,175.0	12,014.3	(2,160.7)	-15.2%
U of I - Emergency Public Health Fund	300.0	300.0	300.0	300.0	-	0.0%
U of I - Fire Prevention Fund	4,427.9	4,694.7	5,127.3	5,671.2	543.9	10.6%
U of I - Hazardous Waste Research Fund	500.0	500.0	500.0	500.0	-	0.0%
U of I - Pet Population Control	250.0	250.0	250.0	250.0	-	0.0%
U of I - Used Tire Management Fund	400.0	400.0	400.0	400.0	-	0.0%
ICCB - Personal Property Tax Replacement Fund	105,570.0	105,570.0	105,570.0	105,570.0	-	0.0%
ISAC - Community Behavioral Health Care Provider Loan Repayment			5,000.0	5,000.0	-	0.0%
ISAC - Contracts and Grants Fund	10,000.0	10,000.0	5,000.0	5,000.0	-	0.0%
ISAC - Energy Transfer Assistance Fund	-	1,100.0	1,100.0	1,100.0	-	0.0%
ISAC - IL Future Teachers Corps Scholarship Fund	100.0	100.0	100.0	100.0	-	0.0%
ISAC - Illinois National Guard Grant Fund	20.0	20.0	20.0	20.0	-	0.0%
ISAC - Optometric Licensing & Disciplinary Board Fund	50.0	50.0	50.0	50.0	-	0.0%
ISAC - University Grant Fund	110.0	110.0	110.0	110.0	-	0.0%
ISAC - Accounts Receivable Fund	300.0	300.0	300.0	300.0	-	0.0%
ISAC - Nursing Dedicated & Professional Fund	-	-	4,000.0	4,000.0	-	0.0%
IMSA - Income Fund	3,925.0	3,925.0	4,895.0	5,925.0	1,030.0	21.0%
IBHE - Academic Quality Assurance Fund	600.0	600.0	600.0	600.0	-	0.0%
IBHE - Data & Research Recovery	30.0	30.0	30.0	30.0	-	0.0%
IBHE - Distance Learning Fund	100.0	100.0	150.0	150.0	-	0.0%
IBHE - PBVS Quality Assurance Fund	650.0	650.0	650.0	650.0	-	0.0%
IBHE - Private College Academic Quality Assurance Fund	100.0	100.0	100.0	100.0	-	0.0%
IBHE - State Contract & Grants Fund	-	-	10,000.0	15,000.0	5,000.0	50.0%
SURS - State Pension Fund	215,000.0	218,000.0	215,000.0	215,000.0	-	0.0%
Federal Funds	378,503.7	525,633.4	572,597.9	513,052.5	(59,545.4)	-10.4%
U of I - Water Reports*		769.0	769.0	711.3	(57.7)	-7.5%
ICCB - College Bridge Programs*		10,000.0	10,000.0	10,000.0	-	0.0%
ICCB - Adult Education Fund	27,825.0	28,400.0	28,400.0	28,400.0	-	0.0%
ICCB - Career and Technical Education Fund	20,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
ICCB - Contracts and Grants Fund	29,000.0	62,000.0	87,000.0	87,000.0	-	0.0%
ICCB - Federal Trust Fund	525.0	525.0	525.0	525.0	-	0.0%
ICCB - Instructional Development Revolving Fund	100.0	100.0	100.0	100.0	-	0.0%
ICCB - High School Equivalency Testing Fund	100.0	100.0	100.0	100.0	-	0.0%
ISAC - Federal State Student Incentive Trust Fund	13,400.0	13,400.0	13,400.0	13,400.0	-	0.0%
ISAC - Golden Apple Accelerators*		4,250.0	4,250.0	3,895.0	(355.0)	-8.4%
ISAC - Golden Apple Scholars Program*		3,502.0	3,502.0	3,000.0	(502.0)	-14.3%
ISAC - Student Loan Operating Fund	251,053.7	276,053.7	268,018.2	209,387.5	(58,630.7)	-21.9%
IBHE - Federal Grants Fund	36,500.0	103,500.0	133,500.0	133,500.0	-	0.0%
IBHE - Grow Your Own*		1,033.7	1,033.7	1,033.7	-	0.0%
TOTAL	\$ 726,344.6	\$ 885,996.1	\$ 951,413.2	\$ 896,281.0	\$ (55,132.2)	-5.8%

Table F-4 A						
FY 2024						
University Operations and Grants, Including statutorily required performance adjustment**						
General Funds						
(in thousands of dollars)						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 After Statutory Perf. Adjustment	FY23 to FY24 Dollar Change	Percent Change
Chicago State University	\$ 35,018.9	\$ 36,769.9	\$ 36,769.9	\$ 39,603.9	\$ 2,834.0	7.7%
Eastern Illinois University	41,424.3	43,995.6	43,495.6	46,828.1	3,332.5	7.7%
Governors State University	23,193.6	24,353.3	24,353.3	28,426.6	4,073.3	16.7%
Illinois State University	69,619.3	73,100.3	73,100.3	80,606.3	7,506.0	10.3%
Northeastern Illinois University	35,566.9	37,345.3	37,345.3	43,527.2	6,181.9	16.6%
Northern Illinois University	87,804.4	92,194.6	92,194.6	102,632.6	10,438.0	11.3%
Southern Illinois University*	191,491.0	201,065.6	201,065.6	211,159.8	10,094.2	5.0%
University of Illinois*	562,528.2	590,654.6	590,654.6	626,199.5	35,544.9	6.0%
Western Illinois University	49,588.0	52,067.4	52,067.4	58,391.1	6,323.7	12.1%
Total	\$ 1,096,234.6	\$ 1,151,546.6	\$ 1,151,046.6	\$ 1,237,375.0	\$ 86,328.4	7.5%

Source of Appropriated Funds						
General Revenue	1,157,861.0	1,213,198.0	1,221,273.2	1,307,601.5	86,328.3	7.1%
General Revenue Fund	58,251.7	58,751.7	66,826.9	66,826.9	-	0.0%
Education Assistance Fund	1,099,609.3	1,154,446.3	1,154,446.3	1,240,774.6	86,328.3	7.5%

*University of Illinois and Southern Illinois University system totals

**IBHE recommendations do not include these adjustments.

Table F-4 B

FY 2024

University Appropriations, Including Statutorily required performance adjustment^^

General Operating Funds

(in thousands of dollars)

	FY 2023 Final Appropriations	Percent Increase State Funding at Recommended	FY 2024 Recommended Increase	FY 2024 Performance 0.5% Set-Aside	FY2024 Performance Net Change	FY2024 After Statutory Perf. Adjustment	FY23 to FY24 Net Dollar Change	FY23 to FY24 Percent Change
Chicago State University	36,769.9	7.9%	2,903.3	183.8	(69.3)	39,603.9	2,834.0	7.7%
Eastern Illinois University	43,495.6	7.7%	3,369.4	217.5	(36.9)	46,828.1	3,332.5	7.7%
Governors State University	24,353.3	16.5%	4,025.0	121.8	48.3	28,426.6	4,073.3	16.7%
Illinois State University	73,100.3	10.2%	7,488.2	365.5	17.8	80,606.3	7,506.0	10.3%
Northeastern Illinois University	37,345.3	16.5%	6,177.8	186.7	4.1	43,527.2	6,181.9	16.6%
Northern Illinois University	92,194.6	11.5%	10,569.9	461.0	(131.9)	102,632.6	10,438.0	11.3%
Western Illinois University	52,067.4	12.2%	6,351.3	260.3	(27.6)	58,391.1	6,323.7	12.1%
Southern Illinois University*	201,065.6	5.1%	10,344.1	1,005.3	(249.9)	211,159.8	10,094.2	5.0%
Southern Illinois - Carbondale**	163,549.4	3.2%	5,173.7	817.7	(236.7)	168,486.4	4,937.0	3.0%
Southern Illinois - Edwardsville**	37,516.2	13.8%	5,170.4	187.6	(13.2)	42,673.4	5,157.2	13.7%
University of Illinois*	590,654.6	5.9%	35,099.4	2,953.3	445.5	626,199.5	35,544.9	6.0%
University of Illinois - Chicago ^	277,311.4	8.8%	24,513.6	1,386.6	404.1	302,229.0	24,917.7	9.0%
University of Illinois - Springfield ^	21,210.1	7.2%	1,517.6	106.1	26.7	22,754.3	1,544.3	7.3%
University of Illinois - Urbana/Champaign ^	292,133.2	3.1%	9,068.2	1,460.7	14.7	301,216.1	9,082.9	3.1%
Total	1,151,046.6	7.5%	\$ 86,328.3	\$ 5,755.2	\$ -	\$ 1,237,375.0	\$ 86,328.4	7.5%

* University of Illinois and Southern Illinois University system totals

**SIU system office is allocated on a pro-rated basis to each campus, SIU School of Medicine is included with the Carbondale Campus.

^ University of Illinois Administration is allocated on a pro-rated basis to each campus.

^^IBHE Recommendations do not include these adjustments

Table F-5						
FY 2024						
Community College Operations and Grants						
Appropriated Funds						
(in thousands of dollars)						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Unrestricted Grants to Colleges	\$ 265,316.9	\$ 278,537.4	\$ 278,537.4	\$ 299,359.7	\$ 20,822.3	7.5%
Base Operating Grants*	179,940.2	188,937.2	188,937.2	203,107.5	14,170.3	7.5%
Performance Based Funding	359.0	359.0	359.0	359.0	-	0.0%
Designated Grant - City Colleges of Chicago	13,265.4	13,928.7	13,928.7	14,973.4	1,044.7	7.5%
Small College Grants	548.4	548.4	548.4	548.4	-	0.0%
Equalization Grants	71,203.9	74,764.1	74,764.1	80,371.4	5,607.3	7.5%
Other Grants and Initiatives	\$ 53,875.1	\$ 96,874.9	\$ 170,724.9	\$ 179,024.9	\$ 8,300.0	4.9%
Lincoln's Challenge Scholarships	60.2	60.2	60.2	60.2	-	0.0%
East St. Louis Higher Education Center	1,457.9	1,457.9	1,457.9	1,457.9	-	0.0%
Veterans Shortfall Grants	4,264.6	4,264.4	4,264.4	4,264.4	-	0.0%
Alternative Schools Network	3,000.0	3,000.0	4,000.0	4,000.0	-	0.0%
High School Equivalency Testing	1,148.0	1,148.0	1,148.0	1,148.0	-	0.0%
P-20 Council	150.0	150.0	150.0	150.0	-	0.0%
Competitive Grant Program	23,794.4	23,794.4	23,794.4	23,794.4	-	0.0%
Grants for Transitional Math Development	1,000.0	1,000.0	1,000.0	1,000.0	-	0.0%
Governor's Emergency Education Relief Fund	19,000.0	27,000.0	27,000.0	27,000.0	-	0.0%
Early Childhood Programs		25,000.0	50,000.0	50,000.0	-	0.0%
College Bridge Programs		10,000.0	10,000.0	10,000.0	-	0.0%
Operational Expenses Related to PATH			150.0	150.0	-	0.0%
Pipeline for the Advancement of the Healthcare (PATH) Workforce			25,000.0	25,000.0	-	0.0%
Southwestern Illinois College Educational Facility			5,900.0	5,900.0	-	0.0%
Dual Credit Grants			-	3,150.0	3,150.0	0.0%
Noncredit Workforce Grants			-	5,150.0	5,150.0	0.0%
Career & Technical Education in Chicago			5,000.0	5,000.0	-	0.0%
College Bridge Programs (GRF)			5,000.0	5,000.0	-	0.0%
Trade Schools			5,000.0	5,000.0	-	0.0%
Illinois Resource Center Grant			1,000.0	1,000.0	-	0.0%
Labor History & Workers' Rights Grants - Heartland CC			150.0	150.0	-	0.0%
Labor History & Workers' Rights Grants - Southwestern Illinois CC			150.0	150.0	-	0.0%
GYO @ Richland CC			500.0	500.0	-	0.0%
TOTAL	\$ 319,192.0	\$ 375,412.3	\$ 449,262.3	\$ 478,384.6	\$ 29,122.3	6.5%

Illinois Community College Board Operations						
Administration (General Funds)	\$ 2,644.2	\$ 2,819.2	\$ 3,048.9	\$ 3,681.9	\$ 633.0	20.8%
Office Operations	2,083.9	2,258.9	2,488.6	2,921.9	433.3	17.4%
Illinois Longitudinal Data System	560.3	560.3	560.3	760.0	199.7	35.6%
Administration (Federal Funds)	\$ 12,300.0	\$ 12,325.0	\$ 12,325.0	\$ 12,325.0	\$ -	0.0%
ICCB Adult Education Administration	1,575.0	1,600.0	1,600.0	1,600.0	-	0.0%
ICCB Contracts and Grants Fund	10,000.0	10,000.0	10,000.0	10,000.0	-	0.0%
ICCB Federal Trust Fund	525.0	525.0	525.0	525.0	-	0.0%
ICCB Instructional Dev./Enhancement Revolving Fund	100.0	100.0	100.0	100.0	-	0.0%
High School Equivalency Testing Fund	100.0	100.0	100.0	100.0	-	0.0%
TOTAL	\$ 14,944.2	\$ 15,144.2	\$ 15,373.9	\$ 16,006.9	\$ 633.0	4.1%

GRAND TOTAL	\$ 334,136.2	\$ 390,556.5	\$ 464,636.2	\$ 494,391.5	\$ 29,755.3	6.4%
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Source of Appropriated Funds						
General Funds	197,266.2	210,661.5	259,741.2	289,496.5	29,755.3	11.5%
General Revenue Fund	51,692.1	52,530.2	101,609.9	111,587.6	9,977.7	9.8%
Education Assistance Fund	145,574.1	158,131.3	158,131.3	177,908.9	19,777.6	12.5%
Personal Property Tax Replacement Fund	105,570.0	105,570.0	105,570.0	105,570.0	-	0.0%
Federal Funds	31,300.0	74,325.0	99,325.0	99,325.0	-	0.0%
TOTAL	\$ 334,136.2	\$ 390,556.5	\$ 464,636.2	\$ 494,391.5	\$ 29,755.3	6.4%

Table F-6

FY 2024

Adult Education and Postsecondary Career and Technical Education

Appropriated Funds

(in thousands of dollars)

	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Adult Education	\$ 60,137.7	\$ 60,687.7	\$ 62,382.1	\$ 65,050.8	\$ 2,668.7	4.3%
<u>State Appropriated Funds</u>	<u>33,887.7</u>	<u>33,887.7</u>	<u>35,582.1</u>	<u>38,250.8</u>	<u>2,668.7</u>	<u>7.5%</u>
Basic Grants	22,651.0	22,651.0	23,783.6	25,567.4	1,783.8	7.5%
Performance Based Grants	11,236.7	11,236.7	11,798.5	12,683.4	884.9	7.5%
Federal Adult Education Grants	26,250.0	26,800.0	26,800.0	26,800.0	-	0.0%
Postsecondary Career and Technical Education*	\$ 38,069.4	\$ 40,069.4	\$ 40,972.9	\$ 42,395.9	\$ 1,423.0	3.5%
<u>State Appropriated Funds</u>	<u>18,069.4</u>	<u>18,069.4</u>	<u>18,972.9</u>	<u>20,395.9</u>	<u>1,423.0</u>	<u>7.5%</u>
Career and Technical Education Programs	18,069.4	18,069.4	18,972.9	20,395.9	1,423.0	7.5%
Federal Career and Technical Education Grants	20,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
TOTAL	\$ 98,207.1	\$ 100,757.1	\$ 103,355.0	\$ 107,446.6	\$ 4,091.6	4.0%

Source of Appropriated Funds

General Funds	\$ 51,957.1	\$ 51,957.1	\$ 54,555.0	\$ 58,646.6	\$ 4,091.6	7.5%
General Revenue Fund	51,957.1	51,957.1	54,555.0	58,646.6	4,091.6	7.5%
Federal Funds	\$ 46,250.0	\$ 48,800.0	\$ 48,800.0	\$ 48,800.0	-	0.0%
ICCB Adult Education Fund	26,250.0	26,800.0	26,800.0	26,800.0	-	0.0%
ICCB Career and Technical Education Fund	20,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
TOTAL	\$ 98,207.1	\$ 100,757.1	\$ 103,355.0	\$ 107,446.6	\$ 4,091.6	4.0%

Table F-7 FY 2024 Illinois Student Assistance Commission All Funds <i>(in thousands of dollars)</i>						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Monetary Award Program	\$ 451,341.9	\$ 479,566.2	\$ 601,566.2	\$ 651,566.2	\$ 50,000.0	8.3%
Other Grant and Scholarship Programs (State Funded)	\$ 76,581.6	\$ 296,581.6	\$ 66,617.6	\$ 69,952.7	\$ 3,335.1	5.0%
AIM HIGH	35,000.0	35,000.0	35,000.0	35,000.0	-	0.0%
College Illinois! State Contribution	30,000.0	250,000.0	-	-	-	0.0%
Higher Education License Plate Grants (HELP)	110.0	110.0	110.0	110.0	-	0.0%
National Guard Grants: Other Funds	20.0	20.0	20.0	20.0	-	0.0%
Minority Teachers of Illinois Scholarships	1,900.0	1,900.0	4,200.0	7,000.0	2,800.0	66.7%
Dependents Grants	1,273.3	1,273.3	1,273.3	1,273.3	-	0.0%
Teacher Loan Repayment Program	439.9	439.9	439.9	975.0	535.1	121.6%
Optometric Education Scholarship Program (OSF)	50.0	50.0	50.0	50.0	-	0.0%
Golden Apple Scholars of Illinois (OSF)	100.0	100.0	100.0	100.0	-	0.0%
Golden Apple Scholars of Illinois	6,498.0	6,498.0	6,498.0	6,498.0	-	0.0%
Golden Apple Accelerators Program	750.0	750.0	750.0	750.0	-	0.0%
Veterans' Home Loan Repayment	26.4	26.4	26.4	26.4	-	0.0%
Nurse Educator Loan Repayment	264.0	264.0	500.0	500.0	-	0.0%
Exonerated Persons Grants	150.0	150.0	150.0	150.0	-	0.0%
Social Worker Scholarships	-	-	6,000.0	6,000.0	-	0.0%
Nursing Education Scholarship Law Program	-	-	4,000.0	4,000.0	-	0.0%
Teacher Reimbursement Program	-	-	2,000.0	2,000.0	-	0.0%
NDIGO Foundation Grant	-	-	500.0	500.0	-	0.0%
Community Behavioral Health Care Provider Loan Repayment Program	-	-	5,000.0	5,000.0	-	0.0%
Other Grant and Scholarship Programs (Federally Funded)	\$ 13,400.0	\$ 21,152.0	\$ 21,152.0	\$ 20,295.0	\$ (857.0)	-4.1%
Federal Grant Funding	13,000.0	13,000.0	13,000.0	13,000.0	-	0.0%
John R. Justice Loan Repayment	300.0	300.0	300.0	300.0	-	0.0%
Federal Paul Douglas Collections (Refund to ED)	100.0	100.0	100.0	100.0	-	0.0%
Golden Apple Scholars of Illinois (ARPA)	-	3,502.0	3,502.0	3,000.0	(502.0)	-14.3%
Golden Apple Accelerators Program (ARPA)	-	4,250.0	4,250.0	3,895.0	(355.0)	-8.4%
Administration (General Funds)	\$ 6,997.7	\$ 6,997.7	\$ 12,000.0	\$ 14,000.0	\$ 2,000.0	16.7%
Agency Administration	3,500.0	3,500.0	6,000.0	7,000.0	1,000.0	16.7%
Outreach/Research/Training	3,497.7	3,497.7	6,000.0	7,000.0	1,000.0	16.7%
Administration (Other Appropriated Funds)	\$ 10,300.0	\$ 11,400.0	\$ 6,400.0	\$ 6,400.0	\$ -	0.0%
Collections Activities (ISAC Accounts Receivable Fund)	300.0	300.0	300.0	300.0	-	0.0%
Contracts & Grants Fund	10,000.0	10,000.0	5,000.0	5,000.0	-	0.0%
Energy Transfer Assistance	-	1,100.0	1,100.0	1,100.0	-	0.0%
Total, Grant Programs and Administration	\$ 558,621.2	\$ 815,697.5	\$ 707,735.8	\$ 762,213.9	\$ 54,478.1	7.7%
Federal Loan Program Administration and Loan Reimbursements*	\$ 251,053.7	\$ 276,053.7	\$ 268,018.2	\$ 209,387.5	\$ (58,630.7)	-21.9%
TOTAL	\$ 809,674.9	\$ 1,091,751.2	\$ 975,754.0	\$ 971,601.4	\$ (4,152.6)	-0.4%

*The Nursing Education Scholarship Law program was formerly funded through the Illinois Department of Public Health (IDPH) at \$2 Million. As of Fiscal Year 2023, it is appropriated to the Illinois Student Assistance Commission.

Source of Appropriated Funds						
General Funds	\$ 534,641.2	\$ 782,865.5	\$ 670,903.8	\$ 726,238.9	\$ 55,335.1	8.2%
General Revenue Fund	523,489.6	771,713.9	657,216.2	709,216.2	52,000.0	7.9%
Education Assistance Fund	11,151.6	11,151.6	13,687.6	17,022.7	3,335.1	24.4%
Federal Funds	13,400.0	21,152.0	21,152.0	20,295.0	(857.0)	-4.1%
Student Loan Fund	251,053.7	276,053.7	268,018.2	209,387.5	(58,630.7)	-21.9%
Other State Funds	10,580.0	11,680.0	15,680.0	15,680.0	-	0.0%
TOTAL	\$ 809,674.9	\$ 1,091,751.2	\$ 975,754.0	\$ 971,601.4	\$ (4,152.6)	-0.4%

* Includes funding for the Early Childhood Access Consortium for Equity (ECACE) scholarship.

Table F-8						
FY 2024						
Illinois Mathematics and Science Academy						
All Funds						
(in thousands of dollars)						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Illinois Mathematics and Science Academy	\$ 22,868.9	\$ 22,868.9	\$ 24,786.4	\$ 27,308.3	\$ 2,521.9	10.2%

Source of Appropriated Funds						
General Funds	\$ 18,943.9	\$ 18,943.9	\$ 19,891.4	\$ 21,383.3	\$ 1,491.9	7.5%
Education Assistance Fund	18,943.9	18,943.9	19,891.4	21,383.3	1,491.9	7.5%
Income Fund	3,925.0	3,925.0	4,895.0	5,925.0	1,030.0	21.0%
TOTAL	\$ 22,868.9	\$ 22,868.9	\$ 24,786.4	\$ 27,308.3	\$ 2,521.9	10.2%

Table F-9						
FY 2024						
State Universities Civil Service System						
All Funds						
<i>(in thousands of dollars)</i>						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Operations	\$ 1,114.7	\$ 1,114.7	\$ 1,170.5	\$ 1,241.8	\$ 71.3	6.1%

Source of Appropriated Funds						
General Revenue Fund	\$ 1,114.7	\$ 1,114.7	\$ 1,170.5	\$ 1,241.8	\$ 71.3	6.1%

Table F-10						
FY 2024						
Illinois Board of Higher Education						
All Funds						
(in thousands of dollars)						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Illinois Board of Higher Education	4,285.9	4,535.9	5,005.9	11,006.8	\$ 6,000.9	119.9%
Operations*	\$ 3,904.1	\$ 3,904.1	\$ 4,374.1	\$ 9,874.7	\$ 5,500.6	125.8%
Strategic Planning*	\$ -	\$ 250.0	\$ 250.0	\$ 260.0	\$ 10.0	4.0%
Illinois Longitudinal Data System	\$ 381.8	\$ 381.8	\$ 381.8	\$ 872.1	\$ 490.3	128.4%
Institutional Grants & Special Initiatives	\$ 8,316.9	\$ 9,816.9	\$ 20,920.6	\$ 23,139.3	\$ 2,218.7	10.6%
University Center of Lake County	1,055.7	1,055.7	1,055.7	1,205.7	150.0	14.2%
Quad Cities Graduate Study Center	73.8	73.8	73.8	73.8	-	0.0%
Higher Education Assessment in the Quad Cities	-	500.0	500.0	500.0	-	0.0%
MyCreditsTransfer	183.3	183.3	183.3	183.3	-	0.0%
Cooperative Work Study Grants	980.5	980.5	980.5	980.5	-	0.0%
Creating Pathways and Access for Student Success (CPASS)	1,433.6	1,433.6	1,433.6	1,433.6	-	0.0%
Illinois Mathematics and Science Fusion Program	95.9	95.9	95.9	95.9	-	0.0%
Diversifying Higher Education Faculty in Illinois (DFI)	1,456.5	1,456.5	1,981.5	2,050.2	68.7	3.5%
Grow Your Own Program	2,466.3	2,466.3	2,466.3	2,466.3	-	0.0%
Nursing School Grants	373.9	373.9	750.0	750.0	-	0.0%
Nurse Educator Fellowships	197.4	197.4	400.0	400.0	-	0.0%
Common Application	-	1,000.0	1,000.0	1,000.0	-	0.0%
Ending Homeless Program**	-	-	-	2,000.0	2,000.0	0.0%
Behavioral Health Workforce Education Center	-	-	10,000.0	10,000.0	-	0.0%
Federal Funding	\$ 36,500.0	\$ 104,533.7	\$ 134,533.7	\$ 134,533.7	\$ -	0.0%
Federal Contracts and Grants	5,500.0	5,500.0	5,500.0	5,500.0	-	0.0%
High Impact Tutoring	-	25,000.0	25,000.0	25,000.0	-	0.0%
Governor's Emergency Education Relief Fund	31,000.0	43,000.0	43,000.0	43,000.0	-	0.0%
Early Childhood Programs	-	30,000.0	60,000.0	60,000.0	-	0.0%
Grow Your Own Program (ARPA)	-	1,033.7	1,033.7	1,033.7	-	0.0%
TOTAL	\$ 49,102.8	\$ 118,886.5	\$ 160,460.2	\$ 168,679.8	\$ 8,219.6	5.1%

*IBHE is recommending the the Strategic Planning line be consolidated into the Operating line

**The Ending Homelessness Program was funded in FY 23 through a grant from the Illinois Department of Human Services. IBHE is recommending it be transferred to the IBHE budget in FY 24

Table F-11						
FY 2024						
State Universities Retirement System						
All Funds						
(in thousands of dollars)						
	FY2021 Final Appropriations	FY2022 Final Appropriations	FY2023 Final Appropriations	FY2024 IBHE Recommendations	FY23 to FY24 Dollar Change	Percent Change
Contributions to State University Retirement System	1,995,767.0	2,101,279.0	2,118,567.0	2,348,335.0	229,768.0	10.8%
General Funds	1,780,767.0	1,883,279.0	1,903,567.0	2,133,335.0	229,768.0	12.1%
State Pension Fund	215,000.0	218,000.0	215,000.0	215,000.0	-	0.0%
Community College Retirees Health Insurance*	4,622.8	4,834.2	29,937.8	5,120.0	(24,817.8)	-82.9%
TOTAL	\$ 2,000,389.8	\$ 2,106,113.2	\$ 2,148,504.8	\$ 2,353,455.0	\$ 204,950.2	9.5%

*FY23 included an appropriation of \$25M to help address the program's backlog of bills.

Source of Appropriated Funds						
General Funds	\$ 1,785,389.8	\$ 1,888,113.2	\$ 1,933,504.8	\$ 2,138,455.0	\$ 204,950.2	10.6%
General Revenue Fund	1,780,767.0	1,883,279.0	1,903,567.0	2,133,335.0	229,768.0	12.1%
Education Assistance Fund	4,622.8	4,834.2	29,937.8	5,120.0	(24,817.8)	-82.9%
State Pensions Fund	215,000.0	218,000.0	215,000.0	215,000.0	-	0.0%
TOTAL	\$ 2,000,389.8	\$ 2,106,113.2	\$ 2,148,504.8	\$ 2,353,455.0	\$ 204,950.2	9.5%

Table F-12 FY 2024 Public University 7.5% Increase Allocation Based on Pell Percentage General Funds <i>(in thousands of dollars)</i>						
	Number of Degree/Certificate Seeking Undergrads*	Number of Pell Recipients*	Pell Recipient Percentage	\$ Amount Per Student	New Funding Allocation	Percentage Change From FY 23
Chicago State University	1,940	1,114	57.4%	2,607	2,903,251	7.9%
Eastern Illinois University	6,403	2,180	34.0%	1,546	3,369,379	7.7%
Governors State University	3,163	1,674	52.9%	2,404	4,024,950	16.5%
Illinois State University	18,115	5,465	30.2%	1,370	7,488,223	10.2%
Northeastern Illinois University	5,770	2,802	48.6%	2,205	6,177,787	16.5%
Northern Illinois University	12,399	5,372	43.3%	1,968	10,569,948	11.5%
Southern Illinois University Total						5.1%
Southern Illinois University Carbondale	8,772	3,161	36.0%	1,637	5,173,700	
Southern Illinois University Edwardsville	10,392	3,440	33.1%	1,503	5,170,390	
University of Illinois Total						5.9%
University of Illinois Chicago	21,448	10,760	50.2%	2,278	24,513,584	
University of Illinois Springfield	2,714	952	35.1%	1,594	1,517,553	
University of Illinois Urbana/Champaign	33,906	8,228	24.3%	1,102	9,068,240	
Western Illinois University	6,189	2,942	47.5%	2,159	6,351,321	12.2%
Total	131,211	48,090	36.7%	\$ 22,373	\$ 86,328,326	7.5%

*Three-year average