

APPROVED
June 14, 2023



Dave Kelm
General Counsel

Item #G-1
June 14, 2023

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

Submitted for: Action.

Summary: This item requests approval to grant the Executive Director authority to enter into Fiscal Year 2024 agreements and take necessary steps to implement the Fiscal Year 2024 budget

Action Requested: That the Illinois Board of Higher Education approve and authorizes the Executive Director to award the Fiscal Year 2024 grants and implement programs for the following items included in the Fiscal Year operating budget.

- Ending Student Homelessness and Housing Insecurity
- Behavioral Health Workforce Center
- Mental Health Early Action on Campus
- Governor's Emergency Education Relief Fund
- High-Poverty University Grants
- Early Childhood Access Consortium for Equity
- Common Application Implementation, Analysis, and University Allocations
- Illinois Tutoring Initiative
- Grow Your Own Teacher Program Historically Disadvantaged Male Initiative
- Grow Your Own Teacher Education Initiative
- Diversifying Higher Education Faculty in Illinois
- Nurse Educator Fellowships
- Nursing School Grants
- Creating Pathways and Access for Student Success
- University Center of Lake County
- Illinois Cooperative Work Study Grant
- Illinois Math and Science Academy STEM Fusion
- MyCredits Transfer
- Quad Cities Graduate Studies Center
- North Central College Capital Funds

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FISCAL YEAR 2024 BUDGET IMPLEMENTATION AND GRANT ALLOCATIONS

Summary

IBHE received Fiscal Year 2024 appropriations to support grants and programs aligned with *A Thriving Illinois*. This item requests approval to develop and enter into agreements to implement the Fiscal Year 2024 budget, including all appropriated operating grants and programs, including:

- Ending Student Homelessness and Housing Insecurity
- Behavioral Health Workforce Center
- Mental Health Early Action on Campus
- Governor's Emergency Education Relief Fund
- High-Poverty University Grants
- Early Childhood Access Consortium for Equity
- Common Application Implementation, Analysis, and University Allocations
- Illinois Tutoring Initiative
- Grow Your Own Teacher Program Historically Disadvantaged Male Initiative
- Grow Your Own Teacher Education Initiative
- Diversifying Higher Education Faculty in Illinois
- Nurse Educator Fellowships
- Nursing School Grants
- Creating Pathways and Access for Student Success
- University Center of Lake County
- Illinois Cooperative Work Study Grant
- Illinois Math and Science Academy STEM Fusion
- MyCredits Transfer
- Quad Cities Graduate Studies Center
- North Central College Capital Funds

Recommendation

The staff recommends the adoption of the following resolution:

The Illinois Board of Higher Education hereby authorizes the Executive Director to implement the Fiscal Year 2024 budget as specified in this Board item.

The Board additionally authorizes the Executive Director to:

- 1. Enter into agreements necessary to facilitate implementation of the Fiscal Year 2024 budget;*
- 2. Continue and amend Fiscal Year 2023 agreements, as necessary, to execute the Fiscal Year 2024 budget;*
- 3. Issue requests for proposals and enter into agreements stemming from those proposals, as outlined in this Board item; and*
- 4. Award Fiscal Year 2024 grants and implement programs, as outlined in this Board item.*

ENDING STUDENT HOMELESSNESS AND HOUSING INSECURITY FISCAL YEAR 2024

The higher education strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, recognizes that to close equity gaps we must support students' learning renewal and recovery from the pandemic, including ensuring students' basic needs are met. Housing is one of the most basic needs, and this funding will support the implementation of this strategy.

On July 9, 2021, the Higher Education Housing and Opportunities Act (110 ILCS 131/) was signed into law, requiring all institutions of higher education (IHEs) to appoint a homelessness liaison, to give students experiencing homelessness priority in applying for on-campus housing, to make housing available to these students during breaks (where available), and to track and report data on students experiencing homelessness to IBHE. Additionally, on September 3, 2021, Governor Pritzker signed Executive Order 2021-21 to Fight Homelessness in Illinois which established the Illinois Interagency Task Force on Homelessness.

As a result of the work of this Task Force, in Fiscal Year 2023 IBHE received \$2 million from the Illinois Department of Human Services to aid the agency and the higher education institutions in addressing homelessness and housing insecurity. In Fiscal Year 2024, these funds were appropriated directly to IBHE. The funds will be used to support IBHE direct costs to implement the tasks required of IBHE and to create a grant program for public and private four-year colleges and universities to address the underlying causes of homelessness and carrying out their responsibilities under the Act.

BEHAVIORAL HEALTH WORKFORCE CENTER FISCAL YEAR 2024

According to some estimates, Illinois has only 13.8 behavioral health care professionals for every 10,000 residents which translates to over 4.8 million Illinois residents living in a Mental Health Professional Shortage Area. In 2018, Illinois House Resolution 711 declared Illinois is suffering from a Behavioral Healthcare Workforce Emergency; subsequently, Public Acts 100-0727 and 101-0202 were passed establishing the Behavioral Health Workforce Education Center Task Force. The findings of this task force were issued in a December 2019 report with recommendations to establish a workforce center to coordinate cross-sector strategies "to improve access to a qualified, diverse workforce providing evidence-based behavioral health prevention, treatment, and recovery services." The behavioral health care workforce shortage was compounded during the COVID-19 emergency by adding pressure to safety net services for some of the most vulnerable. The Community Mental Health System and State-Operated Psychiatric Hospitals struggle to recruit and retain staff, jeopardizing services for Illinoisans with additional impacts in terms of increased hospital stays and overuse of the legal system.

In March 2023, Governor Pritzker formally announced the launch of the [Illinois Behavioral Health Workforce Center](#) (Center) as a joint initiative of the Department of Human Services and the Illinois Board of Higher Education. As established in the Healthcare and Human Services Reform Act of Illinois (110 ILCS 185/65-1), the Center is designed to address the workforce shortage in the behavioral health system of care. Using a hub and spoke consortium model comprised of academic institutions that serve rural, as well as small and large urban areas of the state, the Center

will increase access to effective services through coordinated and innovative initiatives to recruit, educate, and retain professionals in behavioral health.

Southern Illinois University School of Medicine (SIU SOM) and the University of Illinois Chicago (UIC) together are leading the work of the Behavioral Health Workforce Center in collaboration with state agencies. SIU SOM provides administrative leadership and is tasked with a convening and coordinating role for workforce research and planning, including monitoring progress toward Center goals. The University of Illinois Chicago (UIC) is providing leadership for research and professional development initiatives. Additional institutions of higher education, including public and independent universities and community colleges in ten regions will be invited to participate as a consortium of partners. SIU SOM, UIC, and all consortium members will deliver programs and related services to increase the behavioral health care workforce and its capacity to provide high-quality behavioral health services across the state.

The Center also coordinates with key State agencies involved in behavioral health, workforce development, and higher education to leverage resources from health care, workforce, and economic development programs in Illinois government.

The primary goals of the statewide Behavioral Health Workforce Center are to strengthen the behavioral healthcare system in Illinois through initiatives targeting the following:

- On an on-going basis, collect data on behavioral health workforce needs.
- Identify and make recommendations to address structural and policy barriers that inhibit behavioral health care recruitment, training, and retention in Illinois.
- Increase the number and diversity of behavioral health workers, including individuals with lived expertise, social workers, counselors, psychologists, psychiatrists, and other mental health professionals providing high-quality behavioral health services across the state.
- Increase the capacity of primary care physicians, physician assistants, pharmacists, and nurses to meet behavioral health and substance use needs in primary health care settings.

These purposes are congruent with the goals and strategies of the higher education strategic plan, “A Thriving Illinois.” These include:

- Growth Strategy 3 – Align the state’s economic development and higher education strategies, ensuring both address historic inequities.
- Growth Strategy 6 – Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future.
- Equity Strategy 4 – Attract working adults through outreach and supports specifically for them.

The Behavioral Health Workforce Center was funded with an initial investment of \$4,436,653 in FY23 through the Illinois Department of Human Services. The same amount is allocated to continue the work in FY24. Appropriation authority sufficient to spend these funds are included in the Illinois Board of Higher Education FY24 appropriation.

MENTAL HEALTH EARLY ACTION ON CAMPUS AND MENTAL HEALTH TECHNICAL ASSISTANCE CENTER FISCAL YEAR 2024

The Mental Health Early Action on Campus Act (110 ILCS 58) was passed by the Illinois General Assembly and became effective on July 1, 2020. The purpose of the Mental Health Early Action on Campus Act (MHEAC or the Act) is to increase access to mental health services on college campuses across Illinois through training, peer support, and community-campus partnerships. The Act includes five major initiatives to be developed on all public community college and university campuses as follows:

- Identify students in need of services and connect them to services;
- Increase access to services and support;
- Increase access to clinical service on campus and in surrounding communities;
- Develop peer support services and trainings for students;
- Provide technical assistance and training to reduce administrative barriers and undue burden on students.

The Fiscal Year 2024 budget includes \$3,382,900 for grants to public universities and funding for IBHE to establish a mental health technical assistance center, as outlined in the Mental Health Early Action on Campus Act. This is an increase of \$1,042,900 from what was included in the Fiscal Year 2023 budget, which was provided as a supplemental appropriation in January 2023, subsequent to the initial budget's passage in May 2022.

The Illinois Board of Higher Education (IBHE) has determined the mental health technical assistance center will be part of the services of the Behavioral Health Workforce Center (BHWEC), housed at Southern Illinois University School of Medicine and the University of Illinois Chicago. The BHWEC was created in statute to ensure the state has a strategic plan and puts in place the academic programs and supports to prepare the behavioral health workforce that meets the state's needs. The BHWEC has the expertise to coordinate technical assistance and support for public institutions in meeting the requirements of the MHEAC, including developing standardized policies, engaging community partners, and disseminating best practices. This will be done in collaboration with the IBHE and the Illinois Community College Board, ensuring initiatives of the technical assistance center align with other state-level programs to provide wrap-around supports for postsecondary students.

GOVERNOR'S EMERGENCY EDUCATION RELIEF (GEER) FUND FISCAL YEAR 2024 ALLOCATION

Under the Governor's Emergency Education Relief (GEER) Fund, the U.S. Department of Education awarded funding to Governors for the purpose of providing educational institutions emergency assistance in response to the novel Coronavirus Disease 2019 (COVID-19). These federal funds are authorized by Section 18002 of Division B of the Coronavirus Aid, Relief, and Economic Security (CARES) Act; Section 312 of the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA); and Public Law No. 116-260 (December 27, 2020); and are subject to all other applicable laws. The intent of these GEER monies, both CARES ("GEER I") and CRRSA ("GEER II"), is to support the ability of the institutions to continue to provide educational and student support services. This intent aligns well with the priorities outlined in Illinois' new strategic plan for higher education, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*.

The pandemic disproportionately impacted students from low-income families and families of color, exacerbating the factors that place students at risk. Closing equity gaps for students who have been left behind is one of three overarching goals in *A Thriving Illinois*. The first strategy designed to achieve this goal is to support the ongoing learning renewal of students and the systemic implementation of evidence-informed student support practices. This is the purpose of the GEER funds.

In total, \$46,092,477 have been allocated to IBHE through GEER I and GEER II by agreement with the Illinois State Board of Education and approved by this Board for distribution to 4-year institutions of higher education and the Illinois Math and Science Academy to provide academic and social emotional supports to students at risk of not enrolling, continuing, or completing their education. An additional \$825,000 has been allocated to IBHE and approved by this Board to cover costs associated with implementing GEER-related programs.

The GEER I program has ended, with funds having to be liquidated by December 2022. The total of GEER II was \$11,575,000, with the majority of funds already awarded to public universities and private university grantees selected through an RFP process or committed to IBHE costs. GEER II Funds must be obligated by September 30, 2023. Therefore, for Fiscal Year 2024, only a few months of spending authority will remain and staff are requesting authority to continue to spend any remaining funds.

HIGH POVERTY UNIVERSITY GRANTS FISCAL YEAR 2024

The Fiscal Year 2024 budget includes \$3,000,000 for grants to public universities that have over 55 percent of their students receive Pell grants. This is a new grant line. IBHE staff is still working to assess this grant and how to administer it. Further details will be forthcoming.

EARLY CHILDHOOD ACCESS CONSORTIUM FOR EQUITY: SUPPORTING THE ILLINOIS EARLY CHILDHOOD WORKFORCE TO ATTAIN DEGREES FISCAL YEAR 2024

The Early Childhood Access Consortium for Equity (ECACE or Consortium) was conceptualized as part of the higher education strategic planning process to meet the state's needs for qualified early care and education professionals and to support the highly diverse early childhood workforce in attaining postsecondary education and credentials. "*A Thriving Illinois*" specifically calls for the creation of a higher education consortium and related strategies to meet these needs:

- Growth Strategy 5 – Establish a consortium of community colleges and universities to better serve the incumbent early childhood workforce.
- Growth Strategy 6 – Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future.
- Growth Strategy 7 – Enhance access to educator preparation programs.
- Equity Strategy 4 – Attract working adults through outreach and supports specifically for them.

The ECACE was subsequently codified as the Early Childhood Access Consortium for Equity Act Public Act 101-0654 ([110 ILCS 28/](#)), laying out the parameters for member institutions to ensure seamless transfer of the Associate of Science degree and recognition of prior learning through the Child Associate Development credential.

The Illinois Board of Higher Education is working with the Illinois Community College Board, Illinois State Board of Education, Illinois Student Assistance Commission, Governor's Office of Early Childhood Development, and Illinois Department of Human Services to make higher education more accessible and affordable for members of the incumbent early childhood care and education workforce. State agencies and public and independent institutions of higher education are collaborating to scale credential and degree completion through the Consortium to make coursework available when and where students need it coupled with program delivery and student support services specifically targeted to meet the needs of working adults. Related efforts include creating seamless pathways for students across institutions through the consortium structure. As of May 2023, there are 61 participating institutions in the Consortium, including community colleges, public universities, and independent institutions.

This effort is supported by one-time federal resources through the Illinois Department of Human Services (IDHS) to provide financial supports to students and institutions. Beginning in Fiscal Year 2022 and continuing through Fiscal Year 2024, the IDHS will allocate an estimated \$39.6 million to the IBHE. The Early Childhood Access Consortium for Equity will be supported in Fiscal Year 2024 with an estimated \$31 million through the IDHS. Appropriation authority sufficient to spend these funds are included in the Illinois Board of Higher Education appropriation.

COMMON APPLICATION IMPLEMENTATION, ANALYSIS AND UNIVERSITY ALLOCATIONS FISCAL YEAR 2024

The Illinois higher education strategic plan – *A Thriving Illinois* – outlines strategies to close equity gaps, build a stronger financial future, and increase talent and innovation to drive economic growth. One of the strategies to achieve these goals is to retain Illinois high school graduates in the state for college. To retain and smooth students' transition from high school to college, all Illinois public universities began using the Common Application (Common App) as the portal for admissions applications in Academic Year 2021-22. The Common App is a national portal that allows students to submit information one time and apply to multiple institutions of higher education with that one submission. Almost 1,000 colleges are Common App members.

As of fall 2021, Illinois was the second state in the nation to have all its public universities become members of the Common App. High school seniors in Illinois and nationally can submit information to the Common App and apply to any or all Illinois public universities, allowing prospective students to apply to as many state universities as they wish with a single application.

Overall, Illinois public universities experienced a nearly 30 percent increase in application volume during the 2021 application season, representing 42,731 additional applicants. In addition to an increase in application volume, there has been a rapid and substantial shift in the use of the Common App among individuals applying to Illinois public universities. As shown in Table 1, applications submitted through the Common App now account for over three-quarters of the total application volume at Illinois public universities.

Table 1: Total Applications and Common App Application Volume for All Illinois Public Universities

	2018-19	2019-20	2020-21	2021-22
Total Applications	138,281	144,117	147,050	189,781
Common App. End of Season Volume	25,665	25,285	40,246	145,143
% of Total Application Volume from Common App.	18.6%	17.5%	27.4%	76.5%

*Source IPEDS Admissions Surveys and Common App. Data through end of season for all seasons (Dec. 2022).
Analysis prepared by IBHE staff.

Note: the application season typically runs from August through June, crossing calendar years. The vast majority of application volume occurs from October through February (based on Common App data). Individuals applying during application season 2021-22 would typically enter as freshmen the fall semester of academic year 2022-23, assuming admission and matriculation to the given institution.

To defray Common App costs for public universities and to collect and analyze the data, IBHE received an appropriation for \$1 million in Fiscal Year 2024. This funding will be distributed to universities for costs of Common App membership and utilization and will support IBHE for costs of data collection and analysis and program management.

ILLINOIS TUTORING INITIATIVE FISCAL YEAR 2024

The [Illinois Tutoring Initiative](#) is one of four statewide strategies for educational recovery from COVID-19 contained in the [P-20 Council's Learning Renewal Resource Guide](#) which highlights studies that document the effectiveness of high-impact tutoring as a strategy for promoting learning recovery. It is also embedded in "A Thriving Illinois" under Equity Strategy 1 – Support the ongoing learning renewal of students and systematic implementation of evidence-informed student support practices.

The Illinois Tutoring Initiative involves collaborative partnerships between public universities, community colleges, and approximately 60 school districts of need in six regions across the state to provide high- impact tutoring to over 2,000 elementary and middle school students. Tutoring is also provided for high school math subjects. To date, approximately 750 teacher education candidates, higher education students, and other community partners have been 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. Tutoring is provided in a combination of face-to-face and online formats.

The IBHE has identified Illinois State University as the coordinating partner to develop and manage tutor recruitment and training tools, create, and manage an online platform for tutor matching, develop supporting resources for school district involvement, collect and analyze evidence of program impact, and coordinate with a combination of at least five other public universities and community colleges to provide high-impact tutoring.

The IBHE has entered into agreements with Governors State University, Illinois State University, Northern Illinois University, the Southern Illinois University System (including Southern

Illinois University-Carbondale and Southern Illinois University-Edwardsville), and the Illinois Community College Board. The Illinois Community College Board has agreements with two participating community colleges: Illinois Central College and Southeastern Illinois College. Reports on the Illinois Tutoring Initiative and related outcomes will be provided to the Board throughout the course of the project.

The Illinois State Board of Education has budgeted \$28.034 million over the course of three years through September 30, 2024, to support the Illinois Tutoring Initiative with \$12.5 million allocated for Fiscal Year 2024 and early Fiscal Year 2025 to implement the higher education delivery model. Remaining funds from Fiscal Year 2023 may also be allocated to Fiscal Year 2024 implementation efforts. Appropriation authority sufficient to spend these funds is included in the IBHE appropriation.

GROW YOUR OWN TEACHER PROGRAM HISTORICALLY DISADVANTAGED MALE INITIATIVE FISCAL YEAR 2024

The Grow Your Own Teacher Education Initiative (GYO) is designed to recruit and prepare 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. A study by the Center for American Progress found that “students of color are more likely to progress academically when taught by teachers of color who share similar cultural experiences while serving as role model.” The program is operated through Grow Your Own-Illinois.

The Disadvantaged Male Initiative focuses on helping recruit, mentor and retain males of color in classrooms. As noted previously, there is a shortage of teachers of color, relative to the proportion of students of color in elementary and secondary education. The proportion of males of color is particularly low. This initiative is currently based in Chicago and Lake County.

The Fiscal Year 2024 budget includes an appropriation of \$622,626 to continue to fund the Grow Your Own-Illinois Historically Disadvantaged Male Initiative, which began in Fiscal Year 2023 with an appropriation of \$1,033,700. The funding comes from the State Coronavirus Urgent Remediation Emergency (CURE) Fund. These funds originate from Section 9901 of the American Rescue Plan Act of 2021 (ARPA).

GROW YOUR OWN (GYO) TEACHER EDUCATION INITIATIVE FISCAL YEAR 2024

The intent of the GYO initiative is to create a statewide pipeline of teachers who are likely to become effective teachers in hard-to-staff schools serving a substantial percentage of low-income students and hard-to-staff teaching positions in schools serving a substantial percentage of low-income students. Further, the initiative is to increase the diversity of teachers, including diversity based on race and ethnicity. The initiative will ensure educational rigor by effectively preparing candidates in accredited bachelor's degree programs in teaching, through which graduates shall meet the requirements to secure an Illinois initial teaching license.

GYO Illinois is responsible for all grant operational activity and expenditures along with the grant application and management process. The Illinois Board of Higher Education (IBHE) maintains the responsibility for the contracting of the independent evaluator of the grant program, as outlined in statute. In Fiscal Year 2024, IBHE received an appropriation of \$6,000,000 for the Grow Your Own initiative and related costs, an increase of \$3,533,700 from the Fiscal Year 2023 appropriation. Of this, IBHE will use up to \$123,000 for the contracting of the independent evaluator and Grant Accountability and Transparency Act expenses. The remaining amount of the appropriation and any amounts not needed for the evaluation will be granted to Grow Your Own Illinois for funding of the grant activities.

DIVERSIFYING HIGHER EDUCATION FACULTY IN ILLINOIS PROGRAM FISCAL YEAR 2024

The Diversifying Higher Education Faculty in Illinois Program (DFI) provides financial awards to eligible underrepresented students pursuing graduate and professional degrees at Illinois public and private institutions of higher education. As a condition of the award, recipients agree to accept a teaching or staff position in an Illinois higher education institution or governing board, or an education-related position in a state agency, equal to the number of years the student was a participant in the program. The DFI Act authorized the Illinois Board of Higher Education (IBHE) to appoint a DFI member board to establish policies and procedures to administer the program. The IBHE also provides the DFI program leadership and administrative program support.

The DFI Program supports the goals of IBHE's Strategic Plan, *A Thriving Illinois*, with a focus on increasing postsecondary credential and degree attainment to develop the talent that drives Illinois's economy by striving to close equity gaps for students, improve affordability, increase access, and assist with educational expenses.

The \$2.050 million appropriated for Fiscal Year 2024, an increase of \$68,700 from the Fiscal Year 2023 level, will support 119 DFI awards for 60 continuing and 59 new recipients, along with associated costs to provide support services. In the event of DFI Program funding reductions, the award amounts to recipients will be adjusted to meet the level of available funds.

The application process for Fiscal Year 2024 was opened to students in December 2022. A total of approximately 130 applications were submitted for this year. On May 5, 2023, the DFI Board approved recommendations for Fiscal Year 2024 Fellow awards within the \$2.050 million appropriation, withholding \$43,200 to support professional development, conference, and outreach opportunities for the Fellows. The DFI Board recommends funding for the 119 selected DFI fellows as follows:

- \$15,000 for 27 New Fellow Master's degree candidates;
- \$16,500 for eight Renewal Fellow Master's degree candidates; and
- \$17,500 for 84 New and Renewal Doctoral Fellow candidates.

Table 1 provides an overview of participating institutions, and their Fellow breakdowns.

Table 1: Diversifying Higher Education Faculty in Illinois Fiscal Year 2024 Award Distribution

Institution	New	Renewal	Total	Masters	Doctoral
Adler University	4	4	8	1	7
DePaul University	1	2	3	1	2
Eastern Illinois University	4	0	4	4	0
Governors State University	6	2	8	3	5
Illinois Institute of Technology	1	0	1	0	1
Illinois State University	5	4	9	4	5
Loyola University	2	1	3	0	3
National Louis University	2	4	6	0	6
Northeastern Illinois University	5	2	7	7	0
Northern Illinois University	2	4	6	0	6
Roosevelt University	7	5	12	8	4
Southern Illinois University Carbondale	3	3	6	1	5
University of Chicago	0	1	1	0	1
University of Illinois Springfield	2	0	2	2	0
University of Illinois Chicago	12	17	29	2	27
University of Illinois Urbana-Champaign	3	11	14	2	12
Totals	59	60	119	35	84

NURSE EDUCATOR FELLOWSHIP PROGRAM FISCAL YEAR 2024

Nurse Educator Fellowship awards are designed to support professional growth of nursing faculty and encourage them to remain in higher education. Participation in the Nurse Educator Fellowship Program is open to Illinois institutions of higher learning that prepare registered professional nurses and offer at least one program at the associate, baccalaureate, or master's-degree level as outlined in administrative rule. The academic program must be approved by the Illinois Department of Financial and Professional Regulation and accredited by the Commission on Collegiate Nursing Education or the Accreditation Commission for Education in Nursing.

The Illinois Board of Higher Education is currently engaged in the formal process of revising administrative rules for the program to strengthen alignment to the goals and strategies of "A Thriving Illinois." The fellowship is a one-year salary supplement that, at the discretion of the Fellow, may be used for expenses related to professional development and continuing education.

To be eligible for a fellowship award, an educator must meet the following criteria:

- An Illinois resident;
- Awarded a master's degree or higher in nursing;
- Employed in a full-time nursing faculty position at an eligible institution;
- Employed for a minimum of 12 months by the nominating institution in a teaching position preparing registered professional nurses;

- Made significant contributions to the nursing program; and
- Did not receive a fellowship award within a minimum timeframe established in rules.

The chief nursing administrator may nominate an educator and submit the nomination packet. Nominations are evaluated based on the strength of the administrator's nomination and the educator's personal statement regarding the proposed use of funds and employment plans. Other factors such as major accomplishments; distribution of fellows by state geography, by program degree level, and by sector of the institution; and tenure status are also considered. IBHE considers institutional equity gaps as part of the selection process. Additional consideration is given to the institution's proportion of nursing students who are African American, Latinx, low-income, first-generation college, from rural communities, working adults, or students with disabilities and the institution's success in reducing any equity gaps in nursing student enrollment and graduation. The staff of the Board of Higher Education and Illinois Nursing Workforce Center collaborate in the recognition of fellowship recipients.

The Fiscal Year 2024 budget doubled the appropriation for this program to \$800,000. The names of the fellows and their nominating institutions for Fiscal Year 2024 will be provided to the Board after the proposal process is complete and awards made.

NURSING SCHOOL GRANT PROGRAM FISCAL YEAR 2024

This grant program seeks to increase the number of registered professional nurses with high-quality postsecondary credentials to meet the demands of the Illinois economy. Grants are awarded to Illinois institutions of higher education with existing programs that prepare registered professional nurses at the associate, baccalaureate, and master entry level.

The program is aligned with *A Thriving Illinois'* Growth strategies, including:

- Growth Strategy 3: Align the state's economic development and higher education strategies, ensuring both address historic inequities; and
- Growth Strategy 8: Strengthen the statewide, coordinate transfer system to ensure students have seamless paths.

The Illinois Board of Higher Education is currently engaged in the formal process of revising administrative rules for the program to strengthen alignment to the goals and strategies of *A Thriving Illinois*. Nursing schools must first meet the following eligibility criteria before being able to compete for grant awards:

- An associate degree in nursing program must be approved by the Illinois Department of Financial and Professional Regulation (IDFPR), accredited by the Accreditation Commission for Education in Nursing (ACEN), and have an articulation agreement in place with at least one institution that offers a baccalaureate degree in nursing.
- A baccalaureate degree in nursing program must be approved by IDFPR and be accredited by either the ACEN or the Commission on Collegiate Nursing Education (CCNE).
- A baccalaureate degree in nursing completion program for students who are licensed registered nurses must be accredited by the ACEN or the CCNE.

- An entry level master's degree in nursing program is for students who have a baccalaureate in another field. The program must be approved by IDFPR and be accredited by the ACEN or the CCNE.

Grants are awarded on a competitive basis. Proposals to improve or expand existing nursing programs must use strategies that are supported by current research and best practices, demonstrate an effective use of program resources, and show evidence of support and sustainability. The Board also looks for evidence of proposals that will help to address equity gaps in enrollment, course completion, graduation, or licensure by students who are African American, Latinx, low-income, first-generation college, from rural communities, working adults, or students with disabilities.

The appropriation for Fiscal Year 2024 doubled to \$1,500,000. It is anticipated that there will be multiple grantees with a range of awards.

CREATING PATHWAYS AND ACCESS FOR STUDENT SUCCESS (CPASS) FISCAL YEAR 2024

The CPASS program provides intervention strategies to enhance academic and counseling supports to underrepresented students seeking to be professionals in medicine, osteopathy, dentistry, veterinary science, optometry, pharmacy, podiatry, and public health. CPASS operates within the Public Health Institute of Metropolitan Chicago.

The program provides 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 goals of the CPASS program include:

1. Enhanced capacity for recruitment to science, technology, engineering, and mathematics (STEM) fields and to increase underrepresented student participation in STEM programs throughout the Chicago metropolitan area.
2. Addressing, developing, and supporting comprehensive assessment of objectives, program partners, and service populations that will lead to the development of program initiatives that broaden the effectiveness and ability to reach a more expanded population in the Chicago metropolitan area and the State of Illinois.

UNIVERSITY CENTER OF LAKE COUNTY FISCAL YEAR 2024

Established by the Illinois Board of Higher Education (IBHE) in 1998, the University Center of Lake County (Center) provides access to individuals in the Lake County region to complete bachelor's and graduate degrees, as well as advanced professional development programs. Nearly \$25 million in county, state, and federal funds were used to construct and open permanent facilities in Waukegan and Grayslake in 2004 and 2005, respectively. The creation of the University Center was a strategic decision made by the IBHE after much research. In early studies

and through more than 15 years of experience, the University Center delivery model has shown that it allows the most opportunity and the greatest access to high-quality higher education programs in a cost-effective way. Many state and foreign representatives have visited to learn more about this successful national model.

Today, the Center is a consortium of approximately 13 public and private institutions. As of December 2022, these include: Concordia University Chicago, DePaul University, Dominican University, National Louis University, North Park University, Northeastern Illinois University, Northern Illinois University, Oak Point University, St. Augustine College, Southern Illinois University-Carbondale, Southern Illinois University- Edwardsville, University of Illinois Springfield, and University of Illinois Urbana-Champaign. Collectively, these institutions offer more than 110 degree and certificate programs, as well as professional development courses in Business, Education and Social Services, Social Science, Computer Science, Information Technology, Cybersecurity, Engineering, Healthcare, Hospitality, Human Services, Legal Studies, and the Liberal Arts and Sciences.

Students apply to and graduate from an individual college or university offering fully-accredited degrees. Academic standards and quality are rigorously maintained by the faculty of each college or university. Classes are scheduled in a variety of delivery formats that appeal to adult learners: evenings and weekends, face-to-face, online, blended, and interactive video.

The University Center of Lake County advances the goals of “A Thriving Illinois.” Specifically:

- Equity Strategy 4 – Attract working adults through outreach and supports specifically for them; and
- Growth Strategy 6 – Expand higher education models of teaching and learning that provide opportunity for students to succeed in the work of the future.

During the Fall 2022 semester, the University Center and its institutional partners reporting information enrolled 544 students. Of these, 61 graduated in December 2022 and another 97 are expected to complete their degree programs in Spring 2023. The student profile in Fall 2022 from reporting institutions is as follows:

- 45 percent white, 22 percent Hispanic/Latinx, four percent Black non-Hispanic, six percent Asian/Pacific Islander, and 22 percent for whom race/ethnicity was not provided;
- 57 percent female, 25 percent male, and 18 percent gender not provided;
- 39 percent were graduate students, and 61 percent were undergraduate students; and
- 50 percent of students were enrolled part-time, and 50 percent of students were enrolled full time.

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 individuals seeking educational opportunity. As of early Spring 2023, the Center engaged approximately 850 prospective students and community members through outreach and advising efforts. Examples include FAFSA completion workshops, presentations to Future Educators Clubs, and tabling at transfer fairs at area locations including the College of Lake County.

In Fiscal Year 2024, IBHE received an appropriation of \$1,055,700 for the University Center of Lake County.

ILLINOIS COOPERATIVE WORK STUDY GRANT FISCAL YEAR 2024

The Illinois Cooperative Work Study (ICWS) Program was established in 1991 to support student cooperative work-study programs. The Illinois Board of Higher Education (IBHE) oversees the program and distributes grants to public and nonpublic postsecondary institutions of higher learning that:

- Expand opportunities for students to pursue internships, clinical placement, cooperative programs with business and industry, and other work opportunities linked to a student's academic program, with a particular emphasis on students who have historically been underrepresented in higher education;
- Strengthen cooperation between higher education, business, industry, and government;
- Encourage social and community service;
- Promote equitable outcomes for all students;
- Provide a diverse, inclusive environment;
- Maximize the use of matching contributions from business and industry, and governmental and social agencies;
- Create new opportunities for public/private partnerships;
- Integrate other components of student financial aid to reduce reliance on student loans; and
- Encourage students to seek permanent employment in Illinois.

Grants are awarded based on the evaluation criteria of ICWS' administrative guidelines. Grant applications were released on April 28, 2023, with a closing date of June 9, 2023.

The Fiscal Year 2024 appropriation is \$980,500. Details regarding grant awards will be provided to Board members at the next meeting, once grantees have been finalized.

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY FUSION PROGRAM FISCAL YEAR 2024

IMSA Fusion is an after-school enrichment program for Illinois students in late elementary (grades four and five) and middle school (grades six through eight) that are talented, interested, and motivated in mathematics and science, with a special focus on students historically underrepresented and under-served in mathematics and science. Fusion also serves as a professional development program for participating Illinois teachers.

IMSA Fusion has four major goals:

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

IBHE received an appropriation of \$95,200 to award for this program.

MY CREDITS TRANSFER PROJECT FISCAL YEAR 2024

The MyCreditsTransfer Project is a statewide initiative that makes information available to students via a free web-based tool (Transferology), administered by the University of Illinois – Urbana-Champaign. The MyCreditsTransfer Project seeks to aid all students who intend to transfer credits among Illinois higher education institutions. Students can create personal accounts through which they can track their progress toward specific degrees at institutions where they have not yet matriculated. The information made available to transfer students through Transferology helps enable them to make the most of their time and money as they work toward degree completion.

One of the intended outcomes of the MyCreditsTransfer Project is to provide students who are underrepresented in higher education access to information about how they can most efficiently transfer to baccalaureate-granting institutions. With increased implementation at the state's public universities and with improved promotion at the state's community colleges, the goal is to see larger numbers of underrepresented minority students transferring and a greater proportion of those students moving from community colleges to Illinois senior institutions.

IBHE received an appropriation of \$183,300 to award for this program. In addition to the IBHE grant, MyCreditsTransfer is supported by the University of Illinois, the iTransfer.org project, and the participating institutions.

QUAD CITIES GRADUATE STUDY CENTER FISCAL YEAR 2024

The Quad-Cities Graduate Study Center (Grad Center) is an academic consortium that was founded 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 programs offerings for students.

The Grad Center is comprised of members representing Drake University, St. Ambrose University, University of Iowa, University of Illinois Nursing (Quad Cities), and Western Illinois University.

IBHE received a Fiscal Year 2024 appropriation of \$73,800 to award for the Grad Center.

NORTH CENTRAL COLLEGE CAPITAL GRANT FISCAL YEAR 2024

In Fiscal Year 2021, IBHE received a \$10,000,000 appropriation of capital funds for a grant to North Central College for infrastructure improvements. These funds were reappropriated in Fiscal Year 2022 and Fiscal Year 2023. In Fiscal Year 2023, IBHE entered into a multi-year agreement with North Central College for the institution to construct a parking facility on their campus. Work and payments are expected to continue into Fiscal Year 2024.