

APPROVED

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General Counsel

Item #D-1
January 17, 2024

**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 2025 Budget Recommendations for higher education operations, grants, and capital improvements.

Action Requested: That the Illinois Board of Higher Education approve the Fiscal Year 2025 Budget Recommendations for Higher Education operations, grants, and capital improvements.

FISCAL YEAR 2025 HIGHER EDUCATION BUDGET RECOMMENDATIONS FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS

OVERVIEW

The Illinois Board of Higher Education is pleased to present its Fiscal Year 2025 Budget Recommendations that reflect the vision, goals, and strategies of the higher education strategic plan adopted by the Illinois Board of Higher Education (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.

These budget recommendations build on the historic funding of higher education in the enacted Fiscal Year 2024 budget, which included the largest investment and the largest increase in higher education in two decades. These recommendations are, however, tempered because of the state's markedly different fiscal climate from the past two years. The Governor's Office of Management and Budget released its annual [Economic and Fiscal Policy Report](#) on November 15, 2023. The five-year projections show state revenue growing at approximately two percent through Fiscal Year 2027 and then three percent in Fiscal Years 2028 and 2029. Expenditures are expected to grow at over 2.5 percent for each of the years to Fiscal Year 2029. That leads to deficit projections of \$900 million in Fiscal Year 2025, growing to \$1.7 billion in Fiscal Year 2027 before reducing to a \$1 billion deficit in Fiscal Year 2029.

The IBHE Fiscal Year 2025 operating budget recommendations recognize a new fiscal reality while also emphasizing that the state's economic growth is dependent on a strong, equitable higher education system – the educated workforce it produces and the innovation it fosters.

IBHE is recommending an overall 6.8 percent increase (\$179.4 million) in higher education funding (excluding SURS). This reflects a 5 percent increase in operating funding for public universities and community colleges, a \$50 million increase in MAP, increases in grant-funded programs to support dual credit; early childhood education; non-credit workforce grants; expansion of Common App, among others. IBHE's agency budget increase is notable in Figure 1 and worth explanation. IBHE is requesting \$5.7 million in new and expanded grant programs, including continued support for institutions and students in the Early Childhood Access Consortium for Equity (ECACE), expansion of the Common App, implementation funds for the new mandatory Sexual Misconduct on Campus Climate Survey, student supports at the University Center of Lake County, as well as new systems for accountability. Shifting staff costs, including ECACE staff, to state funds as federal and other sources are ending, competitiveness adjustments, and new staffing account for the remainder. Given the relatively small size of IBHE's budget, these additional programs and operational increases lead to an unusually large percentage increase.

The Board also recommends fully funding the certified amounts for the State Universities Retirement System and the Community College (Health) Insurance Program, as shown in Figure 2, below, an increase of \$155 million.

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 2025 but is not making recommendations for any new capital projects.

These Fiscal Year 2025 budget recommendations ensure the state continues to invest in its strong higher education ecosystem that enables Illinois to thrive. The section below highlights the ways the budget invests in the specific strategies of *A Thriving Illinois*.

Figure 1: IBHE Fiscal Year 2025 General Funds Budget Recommendations

| Higher Education* \$ in Thousands | FY24 Enacted Appropriation | FY25 Recommendation | \$ Change | Percentage Change from FY24 |
|---|-------------------------------|------------------------|------------------|-----------------------------------|
| Public Universities | 1,304,153 | 1,365,734 | 61,581 | 4.7% |
| ICCB & Community Colleges | 421,755 | 454,230 | 32,475 | 7.7% |
| Adult Education/Technical Education | 54,555 | 57,283 | 2,728 | 5.0% |
| Illinois Student Assistance Commission | 810,818 | 882,776 | 71,959 | 8.9% |
| IMSA | 24,541 | 25,668 | 1,127 | 4.6% |
| State Universities Civil Service System | 1,242 | 1,444 | 203 | 16.3% |
| IBHE Grants & Operations | 27,858 | 37,225 | 9,367 | 33.6% |
| Total General Revenue & PPRT | \$2,644,922 | \$2,824,361 | \$179,439 | 6.8% |

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

Figure 2: IBHE Fiscal Year 2025 SURS Recommendations

| State Universities Retirement System* (\$ in thousands) | FY24 Enacted Appropriation | FY25 Certification | Percentage Change from FY24 |
|--|-------------------------------|-----------------------|-----------------------------------|
| State Contribution | 2,133,335 | 2,286,784 | 7.2% |
| Community College Health Insurance (CIP) | 7,712 | 9,191 | 19.2% |
| Total General Revenue | \$2,141,047 | \$2,295,975 | 7.2% |
| Actual Change from FY24 Appropriation | | \$154,928 | |

*SURS is not included in Figure 1 above

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, as year after year of data show. That's why we say 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 2025 budget recommendations highlighted below¹¹ 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.** Meeting student basic needs is an essential part of learning renewal and student support. In Fiscal Year 2023, IBHE began a new grant program to address the underlying causes of housing and basic needs insecurity among students. The first-year funding was provided by the Department of Human Services. In Fiscal Year 2024, these funds were transferred to IBHE. ICCB similarly received funds through DHS and is requesting funds be transferred from DHS to ICCB's budget. **IBHE recommends that \$2 million be maintained in the IBHE budget and \$250,000 be transferred from DHS to ICCB for grants to support institution efforts to meet student housing insecurity and basic needs.**

Mental Health is another area of need among students. The Fiscal Year 2024 budget included approximately \$3.4 million in the IBHE budget and \$9.2 million in the ICCB budget to support implementation of mental health services and requirements under the [Mental Health Early Action on Campus Act](#). A portion of the funds appropriated to IBHE are for a Technical Assistance Center to support institutional implementation of the Act. **IBHE recommends maintaining these funds at the Fiscal Year 2024 levels of \$3.4 million (IBHE) and \$9.3 million (ICCB).**

- **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. In November 2023, IBHE and ICCB released guidance and a framework for institutions to develop, submit, and implement Equity Plans and Practices. **The IBHE Fiscal Year 2025 budget recommends an additional \$0.4 million to design, develop, and support the equity planning and implementation efforts (ICCB).**

¹¹ Funding is appropriated to each agency in Figure 1 as noted in parentheses.

In 2023, the IBHE led the Task Force on Sexual Misconduct on Campus Climate Surveys, which made recommendations adopted by IBHE, for a [base survey](#) to be conducted by all institutions, beginning in Fiscal Year 2024 to assess the prevalence and impact of sexual misconduct on campuses. The Task Force recommended that state funding be provided for a statewide administration of the survey. **The IBHE recommends that \$0.5 million be appropriated to support administration, data collection, and analysis of these surveys (IBHE).**

- **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 120 WEI programs offered by 18 participating colleges throughout the state. As of June 30, 2023, 9,754 students have enrolled, including 7,086 (73 percent) African American students. Sixty-eight percent of completers (4,276) are employed at an average wage of over \$21.00 per hour. **The IBHE Fiscal Year 2025 budget recommends continuing this funding at its current level of \$28.7 million (ICCB).**

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 (IBHE).**

- **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. Fiscal Year 2025 will be the second year of this dedicated Dual Credit program with a focus on low-income students and students of color. ICCB offers 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 an increase of \$7.0 million in Fiscal Year 2025, for a total appropriation of \$10.2 million for this grant program (ICCB).**
- **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 2025 budget recommends an additional \$1.7 million in state funds for the ISACorps and other Illinois Student Assistance Commission (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 not yet complete, the IBHE Fiscal Year 2025 budget recommendations take a first step to more equitable public university funding. **The IBHE is recommending a \$61.6 million (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 (Public Universities).** In addition, IBHE is recommending a \$17.6 million (5 percent) increase for community colleges, adult education, and career and technical education (ICCB). IBHE is also recommending an increase of \$750,000 for English Language Acquisition services due to the increase in asylees, refugees, and migrants accessing services (ICCB).
- **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. Historic investments in MAP over the past two years have led to a Fiscal Year appropriation of \$701 million, much closer to the \$1 billion goal than could have been imagined. A MAP grant now covers 50 percent of average tuition and fees at public universities and 61 percent at community colleges. **The IBHE Fiscal Year 2025 budget recommendations call for a \$50 million increase in MAP funds (ISAC).**



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.
 - In Fiscal Year 2024, a new **community college non-credit workforce training grant** program was established to 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 grant supported 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 \$5.2 million be maintained for this program (ICCB).**

- Community colleges are actively engaged in the development and expansion of **apprenticeship** as a workforce strategy to help individuals connect to a career. Commonly referred to as a "learn and earn" model, where on-the-job training is combined with relevant classroom instruction, apprenticeships provide opportunities to progressively acquire new skills and apply these learned skills on the job. This new funding will allow ICCB to continue its effort to expand apprenticeship in multiple sectors such as engineering technology, advanced manufacturing, and early childhood education, among others. Given recent changes to the process for accessing state-level apprenticeship funding combined with the close out of the highly successful CAP-IT program, state grant funding is critical to ensuring that community colleges remain leaders in the apprenticeship space. **IBHE is recommending \$3.1 million for these new apprenticeship grants and program administration (ICCB).**
- IBHE will continue to partner with the Department of Human Services to meet the states behavioral health workforce needs through the Behavioral Health Workforce Center. The Center was established to increase Illinois' capacity to recruit, educate and retain behavioral health professionals, from peer support specialists to psychiatrists. A primary goal of the Center is to be a statewide resource for workforce development opportunities, as well as data and information for those working to expand access to careers in behavioral health programs and services. Partner organizations will work with a network of state universities, colleges, K-12 organizations, mental health providers, and behavioral health provider associations and organizations to build the behavioral health workforce for the future.
- **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 program that began as a pilot and was made permanent in statute in 2023. It allows public universities to have flexible scholarship funds to attract and retain students. Universities have used the flexibility allowed in the program to also embed equity. ISAC's report on the fourth year of this pilot program found that of the 15,657 recipients, 53 percent were Pell eligible. Approximately 52 percent of the recipients were White, 16 percent Latino, and 18 percent African American. **The IBHE Fiscal Year 2025 budget recommendation is to maintain AIM HIGH scholarship funding at \$50 million (ISAC).**
 - The **Common App** is an online portal that allows prospective students to apply to multiple colleges with the same basic application. In 2021, all public universities began using the Common App. Illinois was only the second state in the country to have all public universities on the Common App.

With the Common App students can see the array of great Illinois options for college, part of our effort to keep high school graduates in Illinois for college. In

2022, Illinois public universities received more applications through the Common App than total applications in 2020, including an increase of ten percent in the number of applicants from Illinois residents, as well as an increase in applicants of color. The Common App was implemented for first-time students, but given the success, we are proposing to expand to transfer students. Additionally, IBHE will partner with ICCB to explore whether to expand the Common App to incoming community college students, creating a single portal for all public institution applications. **The IBHE Fiscal Year 2025 budget recommends an increase of \$450,000 to the Common App appropriation for these expansions, bringing the total to \$1.45 million (IBHE).**

- For those who did not complete high school, the **High School Equivalency** is an important step on the path to further education and career. Current funding is used to discount the cost of the test, expanding access. However, costs have increased and additional funding is needed to continue to provide access. **IBHE is recommending an increase of \$500,000, bring the total to approximately \$1.7 million (ICCB).**
- **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.

Through federal COVID relief child care funds nearly \$200 million was dedicated by Governor JB Pritzker and the Illinois Department of Human Services for eligible students to access scholarships that will cover total cost of attendance; institutions received funds to support curriculum development and adding dedicated coaches/mentors to ensure students have the support they need to succeed, and community-based navigators worked with employers to identify potential students and help them return to school. As of November 30, 2023, nearly 3,100 students were receiving over \$27 million in scholarships, up from 412 students in the first year of the Consortium. Enrollment increased nearly 18 percent between Academic Year 2019-20 (the year before the Consortium) and Academic Year 2021-22.

The federal funds expire at the end of June 2024, but given the success of the program and the Governor's new Smart Start initiative to eliminate child care deserts, IBHE, ICCB, and ISAC are recommending continuation funding through state sources, albeit at substantially lower levels. **The IBHE Fiscal Year 2025 budget recommends appropriation of \$28 million to continue Consortium scholarships and to support mentors/coaches at Consortium institutions (\$20 million ISAC; \$4.1 million ICCB; \$4.5 million IBHE).**

- **Provide an additional \$7.4 million to support IMSA, strategic plan implementation, and other services.** The IBHE Fiscal Year 2025 budget recommendations include a \$1.1 million (5 percent) increase for the Illinois Mathematics and Science Academy to meet

operating needs and a \$6.3 million increase across agencies to invest in strategic plan implementation, data systems, and operational expenses (IMSA, ICCB, IBHE, SUCSS).

- **Create new Accountability Dashboard.** One of the overarching implementation efforts of *A Thriving Illinois* is to create an Accountability system to ensure the higher education ecosystem is making progress toward the overall goals as well as implementing each strategy. As part of its deliberations at the November planning retreat, the Board decided to establish a process to develop an accountability system. A data dashboard, building on the data to be provided as part of the Equity Plans and Practices effort. **IBHE is recommending \$450,000 to support design, development, and launch of this new data dashboard (IBHE).**

FISCAL YEAR 2025 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. IBHE and ICCB released guidance in fall 2023 for institutions to develop and submit their Equity Plans by May 31, 2024. But even before that formal process had begun, public universities (and community colleges, as described below) had 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.

Fiscal Year 2024 also marked the launch of strategies under the strategic plan goal to increase talent and innovation to drive economic growth. Also summarized below are highlights of each institution's hub of the Illinois Innovation Network, a core strategy to support economic growth and innovation.

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 Illinois students. This work is particularly urgent given the 37 percent decline in Black student enrollment in higher education in Illinois since 2013. CSU launched Cougar Commitment, a strategic and comprehensive pre-college through career recruitment, enrollment, support, and completion plan to better serve its student body. Since the implementation of Cougar Commitment, the university's undergraduate retention and graduation rates have increased.



Pre-College: CSU engages in several strategies that focus on improved student introduction to college as a post-secondary option. One strategy is providing local neighborhood high school students with free college classes through a dual enrollment program that offers wrap-around support. Dual Credit coursework is also offered on-site at one school with aims to expand. Through Upward Bound, a federally funded program, CSU engages rising 9th-12th graders in Saturday classes and a six-week summer enrichment program. Additionally, CSU educates over 100 students (ages 6 to 19) through summer camps that explore future careers in areas such as teaching, engineering, and health professions.

CSU has implemented a more streamlined CRM for admissions optimization that elevates our admissions processes, fostering greater engagement with students and prospective applicants. In tandem with the CRM system implementation, our commitment to equity in admissions involves a targeted focus on territory management and market expansion. Redefining markets and

expanding markets affords CSU a unique opportunity to emphasize traditional student communities, recruit a growing Latino community, and expand recruitment efforts throughout the State of Illinois. By fostering equity through targeted recruitment and communication development, we aim to create an admissions process that is not only efficient but also reflective of our commitment to diversity, equity, and inclusion.

Access to College: Cougar Commitment removes 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, an early start program, and holistic support. *Sophomore Academy* continues the support structure to second-year students and focuses on the connection between education, career planning and life goals.

Transfer students and students who have stopped out also receive support, 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.

Cougar Commitment also includes minimizing financial barriers to education with scholarships for housing, books, and other program specific financial support. Our Finish Strong program addresses the gap in student financial aid and our Debt Forgiveness program enables students to return and, with continued success and completion, receive forgiveness to their balances up to \$1,500.

Retention and Graduation: CSU expanded academic supports with tutors and Learning Assistants assigned to courses. Learning Assistants are students who support faculty with students' success in the classroom. The Learning Assistant previously has taken the course or a higher-level course, has taken a course on pedagogy, and works with a faculty mentor while functioning as an assistant. They receive a stipend for their work. CSU also uses early alerts to flag students' potentially requiring additional assistance, where alerts are reviewed at the four-week, eight-week, and 12-week timeframes. Students have monthly check-ins with academic advisors; additionally, in-person and online tutoring is available seven days a week.

Non-academic supports are also provided, including an on-campus child development center; counseling center; wellness center; as well as affinity centers for students to have a sense of belonging. CSU also supports students' basic social-emotional needs by recently adding the Cougar Pantry (with food), Cougar Closet (with professional attire for students' career advancement), and 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 around a niche skill set and then offers internships and other career opportunities.

IIN Hub: In 2019, Chicago State University joined the Illinois Innovation Network (IIN), a group of the public universities working together to improve the state economy through collaborative innovation, research, and education. As a member of the IIN, CSU created a regional hub, the Institute for Solutions of Urban Populations (ISUP). The ISUP is a center for innovation and applied interdisciplinary research that focuses on the social determinants of health and well-being.

Within the ISUP, two Centers were created under the areas of social determinants of education and workforce needs: 1) The Center for Workforce Equity; and 2) the Illinois Center for Education Equity.

The Center for Workforce Equity will serve as a hub to dismantle barriers that have prevented equitable representation and pay for Black and Latinx communities in the workforce. The Center for Workforce Equity will address inequities in the workforce and establish a base for interdisciplinary research in the area of employment and factors driving opportunity, as well as inequity, in employment practices. The Center will also function as a hub for the exploration and creation of strategic industry partnerships.

The Illinois Center for Education Equity addresses the state's crisis in connecting black and brown communities to a college degree through research, policy, and practice driven by diverse stakeholders. The statewide initiative will convene employers, the secondary and postsecondary education systems, faculty, students, legislators, philanthropy, and community-based institutions to collect data and release research that tracks Illinois' progress with supporting Black students and to identify policies and practices that diverse stakeholders must deploy to eliminate the equity gap for Illinois' Black students.

Eastern Illinois University

Much of Eastern Illinois University's (EIU) current approach to closing equity gaps was initiated via the Governor's Emergency Education Relief (GEER) funds and continues with funding provided through a supplemental appropriation to support equity-based student achievement initiatives. EIU launched approximately three dozen programs with the initial GEER funding but has only continued those programs that were most impactful.



EIU found that students were working more and needed tutoring at different times and so started 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 takes comments, questions, and concerns from students and connects them to targeted campus resources. This allows EIU to identify students who are at risk to provide the necessary outreach.

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. The population of Honors eligible students has grown to its highest number in the last

five years with these changes. To support this population, additional supporting staffing resources have been provided. The new positions are focused on meeting the needs of the larger and more diverse Honors student population and on continuing to grow and diversify the population.

Mentoring continues to play an increasingly critical role in the student support service and student success efforts at EIU. Freshman and Transfer Connection Mentorship Program, the largest mentoring program on campus, has consistently been composed of mentees and mentors that are over seventy percent first generation, under-represented, or of low socio-economic status. Mentees and mentor groups have consistently outperformed the average retention rates of their peers at EIU. The program has been especially impactful for incoming Transfer students with retention rates consistently exceeding the average by over five percent.

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 attend weekly small group meetings (with a provided meal) and enroll in a course designed to identify campus resources, develop skills to be successful and develop a sense of belonging at EIU. Transfer students attend a weekly small group meeting (with a provided meal) 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 throughout the semester, on how to be effective mentors, build community and support their mentees.

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 students are also involved in planned programming throughout the year.
- The FOCUS program offers one-on-one mentoring, pairing students with disabilities with peer mentors from the Office of Accessibility and Accommodations. 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 African American and Latinx male students and fosters a climate that will enhance their abilities to overcome challenges that may hinder them from graduating. S.T.R.O.N.G. MENtoring will be coordinating an entire residence hall floor in FA24 for both academic and social programming – including study nights and Alumni chats.

EIU has further embedded tutoring and mentoring efforts into the individual academic colleges by establishing Academic Hubs as spaces of belonging and academic support. Examples include the Latino and Spanish-speaking Academic Hub, Asian and 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. The Family Hub being developed for fall 2024 is designed to provide support for students with young children, such that these students have spaces for their children while they make progress toward their degree, including a private lactation room. IBHE data indicates that more than 300 students, or approximately seven percent of EIU's student population, are currently parents. In addition, resources will also be used to enhance the collection of the Ballenger Teacher's Center,

so that young children will have other books and materials to utilize while a parent is engaged in learning.

EIU has put a significant focus on serving non-traditional students and workforce needs, with a special focus on the prospective student population with some credit and no credentials. This effort includes developing corporate partnerships to serve working adults through our online degree completion programs. So far three corporate partnerships have been established this year with plans for developing several more in 2024.

As part of this effort, EIU is partnering with Lake Land College, to help serve non-traditional students who stopped out of EIU with over 60 credits and a GPA of over 2.0 to get a credential through Lake Land. Over 180 students were identified as part of this program having some Lake Land credit and no credentials. Lake Land and EIU will be working together to re-engage these students and get them back on the path to a credential at both Lake Land and EIU.

The East-Central Illinois Hub, part of the Illinois Innovation Network, in collaboration with Lake Land College, is aimed at promoting community sustainability in Charleston and across Coles County. The remodeled space in the Center for Clean Energy and Research (CENCERE) provides a technologically enhanced classroom and seminar room to host joint community and university meetings to foster new partnerships with local industry leaders, new cooperative partnerships with local school districts, and space to foster sustainable living practices in the region. We also anticipate this space will allow for increased connectivity between other IIN Hubs across Illinois.

Diversifying our workforce is EIU's Quality Initiative with the Higher Learning Commission. In fall 2021, EIU released 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. Part of the Quality Initiative includes the hiring of EIU's inaugural Executive Director and Senior Diversity and Inclusion Officer.

Governors State University

Governors State University (GovState) remains committed to offering an exceptional education to everyone willing to be educated. We know education reduces poverty, transforms one's thoughts, serves as systemic change, improves personal and family outcomes, which changes generations, and transforms communities and society.



In Fiscal Year 2023, GovState made significant progress in advancing academic excellence across the university. We launched two new administrative units – the Honors College and the College of Graduate Studies in June 2023. The Social Justice Initiative was also established to serve communities in south suburban Chicago by hosting events, educational activities, and most recently, a pro-bono legal assistance clinic. Our focus continues to prioritize Latinx and graduate student enrollment, revenue diversification, equity, and inclusion, and enhanced local, regional, national, and international visibility for the university.

[GovState's Strategic Plan](#) focuses on eliminating disparities among African American, Latinx, and Pell-eligible students while emphasizing adult learners, first-generation students, men of color, students with disabilities, and veterans and military-connected students.

GovState's student performance tracking data reveals that gaps continue to persist in enrollment, retention, and graduation rates for African American students compared to their White peers. However, Latinx students outperform other ethnic/racial student groups and generally achieve greater persistence toward degree completion.

Low-income students comprise half of GovState undergraduates, but the proportion has decreased from 60 percent in the past ten years. A small advancement gap remains with recent declines for low-income students and low-income freshmen. Low-income transfers at GovState have higher rates of retention and advancement than their non-low-income peers, but lower than statewide rates. Retention rates for Pell-eligible students over the past five years indicate the need to analyze and address compounding variables of students' socioeconomic status(es).

In developing our strategies for 2024-25, the GovState equity team examined our current strategy, the [2023 GovState Annual Report](#), the [2023 IBHE Equity Report](#), and the [Diversity and Equity Campus Climate Survey Report](#). GovState continues with the major strategies to increase access, address equity, and close the achievement gaps.

- Early Childhood Incumbent Workforce program (ECACE)
- TRiO program
- Summer Bridge
- Transfer Boost – EAB – ILEA
- Latinx Resource Center
- First Generation Resource Center
- Retention Coaches (4)
- Please click [here](#) for an extensive list of equity-minded positions, programs, initiatives, and policies to continuously eliminate disparities in degree attainment.

Illinois Innovation Network Hub. Two years ago, Governors State University (GovState) embarked on a journey to revolutionize the Electric Vehicle (EV) industry in Illinois. GovState initiated this ambitious endeavor by applying for a Seed grant from the Illinois Innovation Network. Under the guidance of Professor John Simon, this endeavor received the pivotal backing of IIN, marking the genesis of GovState's enduring commitment to the electric vehicle sector.

Subsequently, GovState responded to an IIN call for a white paper aimed at preparing a grant application to secure funding from the National Science Foundation (NSF) for a Type Two proposal. After a thorough evaluation, IIN chose to submit the application to NSF with GOVSTATE at the helm as the primary investigator. The outcome was a resounding success, as GOVSTATE was awarded one million dollars to spearhead the preparation of the Type 2 application, titled "Advancing Smart Logistics."

GovState has since been actively collaborating with other universities in crafting a comprehensive work program centered on the creation of Use-inspired research, commercialization opportunities, and workforce training tailored to the smart logistics industry. The concept of Electrified Smart Logistics encompasses a holistic approach to transportation, aiming to seamlessly connect communities, service providers, workplaces, and the efficient movement of goods from ports to distribution centers and ultimately to consumers. This vision is brought to life through a dynamic blend of cutting-edge technologies, including drones, autonomous vehicles, electric bicycles, electric Vertical Takeoff and Landing (eVTOL) aircraft, electric short takeoff and landing (eSTOL) aircraft, and smart infrastructure. Supporting these innovations are command and control systems,

microgrid deployments, solar and wind farms, as well as battery and hydrogen fuel cell charging and management systems.

The primary objective of the Advancing Smart Logistics (ASL) initiative is to facilitate end-to-end logistics by seamlessly integrating autonomous technologies, sustainable energy sources, multimodal transportation options, and a heterogeneous array of information systems. Through ASL, GovState is at the forefront of advancing the electric vehicle industry and transforming the logistics landscape, bringing us closer to a future of efficient, sustainable, and intelligent transportation solutions.

Illinois State University

ISU has several strategies to ensure students are retained and graduate at equitable rates, built from data analysis and climate surveys and focused on learning renewal and supports.



ISU has implemented campus-wide climate surveys since 2006. Following the 2016 survey, a campus climate equity plan was developed with four objectives and actionable items focused on Inclusive Learning; Recruitment/Retention of Faculty and Staff; Affirming Spaces; and Closing Retention, Persistence, and Completion Gaps. In 2022, a comprehensive [five-year review](#) of the 2016 plan summarized the accomplishments as well as work left to be done. During the 2022-23 academic year, an updated campus climate survey was conducted. As a result, a new climate equity plan, led by the President's Diversity and Inclusion Advisory Council, will be forthcoming during the 2023-24 academic year.

The "Framework for Inclusive Teaching Excellence" was implemented in 2019 to ensure that ISU faculty are well-prepared to support student persistence and enhance curricula to meet the needs of a diverse teaching and learning community. The Center for Integrated Professional Development offers institution-wide programs aligned with the Framework, including a summer learning institute, new faculty orientation, 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.

Additionally, at the college level, faculty Growth Change Teams are being implemented to support the redesign of courses for equity and diversity and to create inclusive classroom curricula. In fall 2023, as a means of creating a more equitable curriculum in which all students learn about the contributions and histories of diverse populations in U.S. Society, ISU implemented a graduation requirement on Inclusion, Diversity, Equity, and Access in U. S. Society. The required diversity course came about due to the 2016 campus inclusion survey feedback.

The Office of the Provost committed up to \$4.5 million to support the Faculty Diversity Enhancement Program. Now in its second year, this initiative is designed to attract and retain candidates committed to EDI and 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.

Recognizing that diverse faculty and staff can positively impact the student experience and the overall campus environment, ISU implemented the [Search Advocate Program](#) to support the faculty and staff recruitment and hiring process. The search committee must participate in an orientation and include a search advocate that supports equity and inclusivity throughout the recruitment and selection process.

A student's need for a sense of inclusion and belonging is a well-known contributor to persistence and college completion. As such, Illinois State University invested in a new multicultural center in 2022. The Multicultural Center is open to all students, faculty, and staff and includes designated meeting spaces and a designated advisor for the four primary diversity-related registered student organizations (RSOs).

To address the mental health needs of ISU's increasingly diverse student population, Student Counseling Services has engaged in intentional efforts to recruit and hire therapists with diverse identities and lived experiences. As such, 25 percent of therapists within Student Counseling Services identify as a member of a minoritized or underserved group. Additionally, the Multicultural Center has an onsite therapist available for students.

To better serve and engage with talented students from minoritized and underserved communities, ISU created the SOAR (Supporting Opportunity, Actualization, and Realization) Scholars program, a cohort-based program that provides leadership opportunities, mentoring, academic support, wrap-around supports, and peer engagement designed to close retention, persistence, and completion gaps. Additionally, the ISU Persistence Committee uses case managers in both Academic Affairs and Student Affairs to support student success and college completion. This committee proactively identifies students potentially at risk of falling behind academically or dropping out of school and provides them with help (microgrants) using the Presidential Persistence fund. ISU is also in the initial stages of a partnership with College Mentoring Experience, an organization that invests in students from underserved neighborhoods on Chicago's West Side. CME's students will be provided with tours, scholarships, introductory courses, and seminars on topics such as applying to college, completing the FAFSA (Free Application for Federal Student Aid), finding a major, and searching for scholarships.

Illinois Innovation Network. Illinois State University is one of 15 member hubs of the Illinois Innovation Network, a group of networks based at the public universities and formed in 2019 to "ensure Illinois' role in the 21st Century knowledge-based economy." Illinois State was appropriated \$3 million of the \$500 million capital project, with most funds going to support the formation of Discovery Partners Institute (DPI).

Fiscal Year 2023 marked a tremendous uptick in the activities of the IIN. Members of the Illinois State community have been actively engaged in the five working committees: Education and Workforce Development, Corporate Engagement, Research and Collaboration, Advocacy and Policy, and Entrepreneurship. This engagement has led to the University's coordination of state-wide efforts including a successful broadband project for infrastructure and education. ISU is now leading the North Central Region of Broadband READY, working closely with McLean County and hosting an AmeriCorps member that is serving as a digital navigator, working on rural broadband and digital equity initiatives. ISU's vantage point in the local community and with the state-wide initiative allowed the University to incorporate and bring cohesion to several other technology and broadband initiatives. This work includes that of professors John Kostelnick and John Thayn

who received an IIN Seed Grant for their project *Mapping and Spatial Analysis of Rural Broadband Access and Quality to Develop a Roadmap for Smart Farming in Illinois*.

At the end of Fiscal Year 2023, Illinois State's Center for Math, Science, and Technology relocated to a new space that will allow for expansion of makerspace efforts and provide the opportunity to offer curriculum on the ISU campus, not just elsewhere. ISU continues to be successful in efforts to secure IIN seed funding for scholars, with a successful applicant in the latest two cohorts (and in all seven ever held). These partnerships and connections with other hubs helped the University to strengthen a partnership with OSF HealthCare so much so that in Fiscal Year 2023, ISU formalized a program to support and pursue research through the Connected Communities Initiative. The University's local partnerships continue to strengthen as work continues with Heartland Community College and the Bloomington-Normal Economic Development Council to advance the business startup incubator.

When the IIN was created Illinois State's priorities included a business incubator, economic development, and entrepreneurship with focus areas in sustainable natural systems, sustainable social systems, and regional economic sustainability. In 2024 strategic planning efforts will confirm these remain the areas of focus and identify new priorities for consideration.

Northeastern Illinois University

Northeastern Illinois University (NEIU) has launched an array of institutional equity efforts. These include the Center for Teaching and Learning offering faculty a stipend to complete a DEI microcredential on inclusive pedagogy. In addition, NEIU has established College Equity Teams to review the highest enrolled classes in the College with the lowest completion rates and submit recommendations to the Dean for improving these outcomes in the next cycle. Strategies focus on improving pedagogy where warranted. The institution also established Equity Along with this, they are focused on professional development to expand faculty and staff ability to use data. NEIU has also established intersectional Equity Dashboards to understand the multiple factors that impact equity gaps in retention and graduation rates for our Black, Latinx and Pell-Eligible students as part of our participation in 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.

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.

Illinois Innovation Network. NEIU also serves as one of the hubs of the Illinois Innovation Network, which was created to accelerate job creation and economic growth through groundbreaking education, research, and discovery in the State. Currently, the main campus of NEIU is undergoing a renovation of its former parking department office space to serve as the primary incubator space. This project, funded by \$2.2 million from the IIN/Office of Economic Development at the University of Illinois Urbana-Champaign (UIUC). Additionally, a renovation project at the NEIU Carruthers Center in Bronzeville, funded by an Illinois Office of Minority Economic Empowerment grant of \$250,000, has been completed in May 2023. This facility is specifically focused on fostering innovation within the Bronzeville community. A few remaining items will be renovated (computer lab, restroom) - funding of \$300,000 is part of the main campus project indicated above.

Furthermore, the IIN leadership brought Northeastern Illinois University, Chicago State University, University of Illinois Chicago, and Northern Illinois together to develop and submit a grant for the federal NTIA broadband grant offering in fall 2022. Chicago State and NEIU are the primary recipients of this two year \$3 million grant. The desired outcomes of the grant are several: upgrade Chicago State's technology infrastructure to support their surrounding neighborhoods; providing laptop computers to under-represented low-income individuals in the defined service areas; and deploying "digital navigators" to train and support people receiving the hardware. The defined service areas are around Chicago State University and around NEIU Carruthers Center (working out of the Business Innovation and Growth (BIG) center). Chicago State and NEIU will do this work together with Chicago State handling the paperwork required. UIC will train the digital navigators and perform the required evaluations of the project. Northern Illinois provided grant writing capability. Upon receipt of the grant, Comcast joined the effort and is providing low or no-cost internet access to all families receiving laptops. Additionally, the IIN received an NSF Engine Type 1 Grant, which will support a statewide conference focused on promoting research opportunities for diverse and underrepresented individuals. All hub members will participate and will be part of this conference.

In terms of programming, NEIU IIN Hub offers various courses and workshops. The "Build your own business" course is designed to help people launch businesses. Additional courses, such as "Advanced Small Business Planning," have also been established at both the Carruthers Center and the main campus. Furthermore, NEIU's BIG Center (which is part of the NEIU IIN Hub) offers workshops on topics such as digital marketing, building an online storefront, communication skills, and cybersecurity checkups. Additionally, the BIG Speaker Series "Lessons from the Founder" offers valuable insights from founders of successful businesses.

The work of the NEIU IIN Hub is closely tied to statewide economic development priorities. The State, Cook County, and the City of Chicago are all focused on enhancing social mobility and supporting economically viable neighborhoods. The grants and initiatives undertaken by the NEIU IIN Hub contribute directly to this goal by providing economic opportunities, fostering entrepreneurship, and supporting underrepresented communities.

Northern Illinois University

Northern Illinois University (NIU) is a unique high research activity institution 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 voice for equitable federal research grant funding.



**Northern Illinois
University**

NIU has taken notable steps since 2018 to achieve equity and affordability by eliminating out-of-state tuition, establishing the Huskie Pledge of last-dollar scholarships for eligible students, implementing test-free merit scholarships, eliminating admission fees, and implementing 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 initiative, with an integrated Equity Plan and Strategic Enrollment Management plan. As a result of focused planning and aid efforts, NIU has seen significant enrollment increases among students of color, specifically in Latino students, putting them on the path to become a Hispanic Serving Institution (HSI). NIU is demonstrating their institutional commitment to "servingness" as an Emerging HSI and has hired a new Assistant Vice President who will, among other duties and responsibilities, help lead institutional HSI efforts. Additionally, NIU President Lisa Freeman has been selected as one of the Presidents for Latino Student Success which recognizes university presidents who have a demonstrated commitment to Latino student success (a program of Excelencia in Education).

NIU has 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 students 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.

In 2021, NIU was among 19 “pathbreaking institutions” chosen by the Association of American Colleges and Universities to host a new Truth, Racial Healing and Transformation Campus Center. They continue to advance the work of the NIU TRHTC having hosted the first annual conference and their first round of GIVE (Growing through Inclusive Vulnerability and Empathy) Circles. GIVE Circles are described as “spaces that encourage authentic sharing of, and deep listening to, personal narratives to strengthen relationships and understanding of unique perspectives and experiences.”

NIU has received the Higher Education Excellence in Diversity (HEED) Award from INSIGHT Into Diversity magazine for three years in a row, from 2021-23. The HEED Award is a national award that recognizes institutions that are committed to making diversity and inclusion a top priority.

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. In an effort to leverage the expertise and perspectives of faculty and staff, NIU has expanded their Shared Equity Leadership work and created a university-wide effort focused student recruitment, retention, and success to reflect the diversity of NIU’ region. This initiative is known as the Strategic Enrollment Management (SEM) 2.0 which consists of six workgroups:

- Administrative Processes and Barriers;
- Advising and Student Pathways;
- Faculty Academic Experience;
- HSI (Hispanic-Serving Institution) Planning;
- Student Academic Success; and
- Student Engagement and Wellbeing.

Southern Illinois University System

The Southern Illinois University (SIU) system curated the statewide Illinois Higher Education Symposium for the second year



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

in a row to strategize with academic leaders, DEI experts, legislators, and community members across the state to advance equity for marginalized students. This past year, 83 percent of all public system were represented compared to 75 percent last year. SIU aims to strengthen partnerships and collaboration among state universities.

The SIU System Faculty Advisory Council collaborated with the SIU System Diversity Advisory Council to create and disseminate Antiracism, Diversity, Equity, and Inclusion (ADEI) Tenure and Promotion Recommendations to approximately 2,300 faculty members. These recommendations incentivize faculty to acknowledge and reward efforts and expertise in the areas of scholarly research, teaching, and service. This document will help to recruit, retain, and reward efforts that improve equity and retention.

The Dr. Wesley G. Robinson McNeese SIU System ADEI Lifetime Achievement Award was developed and implemented in April 2023 under the guidance of the System Diversity Advisory Council to incentivize ADEI. Dr. Earleen Patterson (SIUE) and Father Dr. Joseph Brown (SIUC) both served their campuses for over 25 years and were nominated by students and peers for their exceptional and enduring commitment to creating a more inclusive and equitable campus. The award will be presented annually to deserving faculty and staff members.

Through innovative initiatives, strategic partnership, and dedicated leadership, we have worked to address systemic barriers, promote opportunities, and celebrate team members who remain vigilant. SIU's proactive measures have garnered national recognition for the second year in a row. The National Association of Diversity Officer in Higher Education (NADOHE) honored SIU with the 2023 Institutional Excellence Award for demonstrating significant progress in promoting and sustaining ADEI.

Southern Illinois University Carbondale

Southern Illinois University Carbondale (SIUC) has implemented a number of innovative approaches to equity



Southern Illinois University

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 that offer students an associate degree along with obtaining their high school diploma. They then can complete 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 suggests 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 they 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.

Illinois Innovation Network. The Illinois Food, Entrepreneurship, Research, and Manufacturing (iFERM) Hub is focused on solving food, nutrition, agriculture, and health challenges through transdisciplinary research, innovation, and education. Programs, activities, courses, business development, and research are focused on developing a more robust, inclusive economic and business development ecosystem that strengthens the talent, place, and innovation for emerging and expanding businesses. The iFERM Hub is in a persistent poverty county and all development is targeted to raising the income and lowering the poverty levels of the county and region. The iFERM Hub focused on the industries of Agribusiness/Agricultural Technology, Energy, Life Sciences, and Manufacturing, four of the top six priorities from A Plan to Revitalize the Illinois Economy and Build the Workforce of the Future.

Southern Illinois University Edwardsville

Anti-racism, diversity, equity, and inclusion are deeply embedded in the mission, vision, and values of Southern Illinois University Edwardsville (SIUE).

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

These principles guide our actions and inform strategies throughout the university. Access and success are intertwined in the University's new strategic plan, setting a path forward for our continued rise as a national leader and model for student success and inclusive excellence. SIUE remains committed to making social mobility possible for individuals and entire families, as we close equity gaps and build a diverse community of professionals and a global workforce ready for the future. We are proud to report that the University achieved a historic milestone by being recognized for the 10th consecutive year by INSIGHT Into Diversity magazine with the Higher Education Excellence in Diversity Award, the only national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion across their campus.

The University continues to work pro-actively to close equity gaps in student outcomes. High-impact practices (HIPS) are recognized for their positive impact on retention and learning outcomes for students across many backgrounds, and SIUE's undergraduate education leverages HIPS to enhance learning and student success. To increase access and participation in high-impact practices, particularly for historically underserved students, in fall 2022, the university launched the Community-Oriented Digital Engagement Scholars (CODES) program, which introduces underserved students to digital community engagement. Additionally, SIUE has worked to remove

barriers to student success while increasing support for our students. SIUE eliminated the remaining non-credit bearing developmental courses in ENG and MATH and created new co-requisite models to support student learning and success, alongside additional scaffolding for our diverse learners. SIUE has also established and expanded the Black Scholar Experience to help support Black students in their educational journeys as we work to 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 an appreciative advising model.

Addressing high DFW rates, particularly in gateway courses, is an urgent priority for the campus and reflects a necessary step toward eliminating equity gaps. The university continues to increase professional development opportunities for faculty and staff as they work to foster a greater sense of belonging for students. Additionally, SIUE continues to invest in course redesign projects that utilize inclusive, student-centered pedagogies, improve the achievement of student learning outcomes, and enhance retention.

SIUE has also prioritized the “democratization of data,” making actionable intelligence available throughout the campus community by leveraging dashboards and the power of analytics. Expanding access to reliable, disaggregated data and equipping the campus community to more readily examine data are also critical components of our strategy to improve student retention.

Faculty diversity is also an area of focus for SIUE. We are committed to recruiting, retaining, and supporting the advancement of the most diverse faculty among Illinois public higher education institutions. A diverse faculty enhances the breadth, depth and quality of our academic programs and supports the retention and graduation of SIUE’s diverse student population, thus strengthening and expanding the global workforce. SIUE has established a baseline and set an ambitious goal for enhancing faculty diversity and is developing programmatic action steps to achieve this important goal.

Illinois Innovation Network. SIUE’s Center for Sustainable Communities and Entrepreneurship serves as an Illinois Innovation Network Hub. The CSCE brings together SIUE’s centers to help address research, workforce and talent, entrepreneurship, and economic development needs in the Metro-East and the greater St. Louis region. The local region holds great opportunity and reflects significant economic disparity. The CSCE will work collaboratively with our community partners and cities to strengthen our relationships, build on local assets, and equitably extend the strengths of the University to serve communities such as Alton, Venice, Brooklyn, Madison, and East St. Louis, which experience high levels of poverty, underemployment, and unemployment. When approached thoughtfully and authentically, the University can help address regional challenges related to equity and inclusion, workforce development, access for non-traditional students, and entrepreneurship. Relatedly, SIUE has been a leader with the Illinois Innovation Network, particularly in the area of workforce development and partnerships. In collaboration with the University of Illinois System and the IIN hubs, SIUE has leveraged the Workforce and Education Exchange (WEX) model to facilitate partnerships and collaboration that drive talent development in industry-aligned priority areas.

University of Illinois System

The University of Illinois (U of I) system has launched Access 2030, an umbrella framework with institution-



UNIVERSITY OF ILLINOIS SYSTEM

specific goals and strategies to increase enrollment, retention, and completion of students from underrepresented groups including students of color, low-income and rural students by 2030. The specific goals and strategies are discussed in more detail below with an overview of each campus.

In addition to Access 2030, the system leads an array of system-wide and statewide initiatives aimed at increasing access and affordability and keeping Illinois students in-state for college. It hosts large-scale recruiting events with college fairs, student speakers, and financial aid sessions including the Salute to Illinois Scholars at which all twelve public universities were represented and the Salute to Academic Achievement recognizing high-achieving underrepresented, first-generation, and low-income students. They have also focused on affordability by freezing tuition in six of the past nine years and almost doubling the amount of institutional student financial aid. It facilitates the transfer process for students starting at Illinois community colleges through the “U of I System Transfer Guarantee” by providing enhanced transfer support along with guaranteed admission to any of the three system universities once the student meets the program requirements. The system provides strong support to the statewide MyCreditsTransfer project which seeks to aid all students who intend to transfer credit among Illinois higher education institutions and to provide students who are underrepresented in higher education access to information about how they can most efficiently transfer to baccalaureate-granting institutions. It hosted two free Advanced Placement (AP) Summer Institutes to train high school teachers from school districts across the state with low AP exam participation and increase student access to AP coursework.

The system is also helping address inequities. The Discovery Partners Institute is building a deeper and more inclusive tech talent workforce in Illinois. This includes CS and tech-focused programming for middle, high school, community college, four-year and graduate student learners, K-12 teachers, as well as workforce and upskilling programs, including apprenticeship programs. Their main objective is to increase the numbers of Black, Latinx, young women, and other minoritized populations pursuing and completing degrees and certificates in computer science, data science, and related fields at Illinois institutions and thriving in high-growth jobs in Chicago’s tech ecosystem.

Illinois Innovation Network

Discovery Partners Institute (DPI)

DPI is one of the Illinois Innovation Network Hubs and has a focus around three things: Tech Talent Development; Applied R&D; and Business Building. DPI is a place where companies, researchers and students can access world-renowned talent, advanced equipment, and funding to turn their ideas into products and services with the potential to change lives. DPI helps grow companies with a potential that extends far beyond their base in Illinois.

Around the focus area of tech talent development, DPI’s Community Education Unit, part of the Pritzker Tech Talent Labs, is focused on establishing programming for middle, high school, and

community college learners and educators to develop skills and learning pathways into computing and tech-related fields. Their long-term goals are to significantly increase the numbers of Black, Latinx, young women, and other minoritized populations pursuing and completing degrees and certificates in computer science, data science, and related fields of study at Illinois institutions and thriving in high-growth jobs in Chicago's tech ecosystem.

Many U of I graduates leave the state. More than half of the UIUC's Computer Science graduates find employment outside the state upon graduation. Participation in internships is a major factor in securing employment after graduation. A major objective of the immersion program is to connect students with in-state employers to retain talent within the state through internships. A second objective of the Immersion Program is to increase the career opportunities of the University's graduating students. Finally, the program aims to offer employers broader access to talent. Successful internship programs depend on three factors:

- Ownership by the colleges whose students participate in the internships. While DPI can play a significant role, the colleges must maintain primary ownership. Collaboration is critical for semester-based internships with concurrent coursework.
- The employer value proposition must justify compensation for the interns and cover the cost of running the program.
- Project-based internships (semester based and micro) are a key model to expand the reach of the internships program among students.

The DPI apprentice program forms the current core for workforce development activities, particularly as a pathway for marginalized communities. Through the program, Pritzker Tech Talent Lab trains workers and prepares them for apprenticeships in technology roles at employers, with the intent to build a long-term career. The program creates life-changing career opportunities. It also augments the technology workforce in Chicago and Illinois, thereby making the state a more attractive location for tech businesses and operations. Scaling the apprenticeship program requires four major areas of emphasis: core employer base; different integration models into employers; portfolio of target fields; and consulting business.

In addition to providing support in the disciplines noted above, DPI is focused on teacher training. Training includes Computer Science teacher endorsement, Swift/mobile app development teacher training program, and ongoing teacher professional development.

DPI will intentionally design programs to address key challenges and friction points that have historically disadvantaged underrepresented groups in tech. DPI believes in collaboration, which is why we have a growing international network of partners. DPI will systematically support a learner's journey with wraparound services to ensure success. Internally, DPI is building a representative workforce and will conduct business with a diverse supplier base.

University of Illinois Chicago

The 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.



In advancing toward these goals, UIC enrolled its largest first year class in fall 2023 and saw increases in both first-generation (8.6 percent) and black or African American first year enrollment (27.9 percent). Collaborative coordination between degree granting colleges and student success units to incrementally reduce equity gaps is underway and will inform spring meetings between the provost and the deans focused on college level retention plans. Those collaborations will be supported by the frameworks advanced for proactive intervention and data informed advising, coaching, and academic support. URM tenure and non-tenure track faculty has grown by 11.5 percent, representing 14.1 percent of total, with Black or African American faculty growing 7.6 percent, representing 6.2 percent of all faculty.

UIC also 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 first year students allows them to spend three or six weeks on 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 in 2022, 59 percent were first-generation and 54 percent were from Chicago Public Schools. Additionally, 60 percent of Summer College participants were either Latino or black. Students who attend display higher metrics of success than do those who are eligible but opt not to attend.

The Office of Student Success and Belonging (OSSB) provides academic support to all students, including those in Summer College, and includes units created to address the needs and opportunities for each group of students. In addition to student support, OSSB houses undergraduate research and external fellowships.

UIC continues to engender collaboration between student services and student life, which provides 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. Proactive interventions such as early alerting of students struggling in key courses provide opportunities to prioritize students for support. UIC is also addressing housing need, especially for Black students who need greater access to affordable housing on campus.

Two Summer Session programs, Summer Edge, a tuition-free credit recovery program with wraparound services, and Accelerate Your Success, a summer scholarship program for students who enroll in one or two courses of at least five credit hours, support persistence, retention, and timely graduation. The UIC Black Student Success Initiative (BSSI) capitalizes on campus-wide data analytic and program-level support efforts, utilizing early indicators to connect students with collaborative response teams to address distinctive needs. BSSI was fully implemented for fall 2023 and works with 402 eligible students.

UIC has 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 two cohorts, UIC supports 164 Hope Chicago students through orientation, tutoring, advising, coaching 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, work with a mentoring team, and do limited teaching to provide more time for research. Four cohorts of fellows have been hired through the program to date, with 94 percent retention for the first three cohorts. Eight departments are in the process of recruiting scholars that will comprise Cohort 5. To date, 31 scholars have transitioned to faculty.

Illinois Innovation Network. The UIC hub of the Illinois Innovation Network is accelerating health innovation through a combination of applied research, public-private partnerships, new programs and facilities. Collaborative initiatives in Chicago and across the state will spur innovation and economic growth.

Drug Discovery and Cancer Research Pavilion

The new *Drug Discovery and Cancer Research Pavilion* ([DDCRP](#)) brings together industry and university partners, educational and clinical programs, research, and the community to create a collaborative environment that accelerates therapeutic discovery. Located on UIC's West Campus, the DDCRP will enhance the natural synergy between precision oncology and drug discovery as UIC researchers and clinicians work side-by-side to develop new therapeutics for cancer, infectious disease, and women's health. It will feature academic research laboratories and instrumentation rooms to support the full spectrum of drug discovery, as well as house the UIC Cancer Center's clinical trials office. Co-locating drug discovery and the clinical trials office will give patients from all backgrounds access to the most promising new treatments for their specific cancer, helping to create equity in cancer care. The new building features state-of-the-art learning space to train the next generation of pharmacists and health professionals that will help strengthen Illinois' workforce.

Community Health Advocacy

Headquartered in Peoria and serving patients across Illinois, OSF HealthCare has partnered with UIC to find new solutions to health and wellness challenges aimed at improving access and quality of care. UIC faculty and clinicians from OSF HealthCare are working together to address social and community health needs through the *Community Health Advocacy* ([CHA](#)) program. Projects funded through the CHA program are reducing barriers to care and improving health outcomes. The program has an important focus on the urban issues faced by OSF's Little Company of Mary Hospital, in Evergreen Park, and University of Illinois Hospital and Clinics, located on Chicago's West Side, but also develops solutions that impact the rural population that OSF has long served from their Peoria headquarters.

Innovation Center

UIC's Innovation Center expansion project is allowing the university to expand experiential learning opportunities for students and create more space for collaboration with industry partners. In this space, industry partners not only work with interdisciplinary teams of students and faculty to develop solutions to critical problems, but our partners also are able to engage with students who they may want to recruit as those students reach graduation. We also increasingly are offering more entrepreneurial programming at the Innovation Center that allows students to learn from faculty in the same interdisciplinary setting but while focusing on their own business ideas.

The Illinois Rural Hub at UIC Health Sciences Campus-Rockford

The Illinois Rural Hub will leverage public-private partnerships to provide cutting-edge education and clinical services, and to conduct innovative research, which will spur economic development in rural communities across the state. Building the Illinois Rural Hub at UICHSC-R will allow for the creation of cutting-edge educational programs, clinical services, and innovative research that will spur economic development in Rockford as well as rural communities across the state.

Workforce shortages in healthcare professions continue to plague the U.S., particularly in rural areas. As a leader in rural education for medical, pharmacy, and nursing students and with educational and clinical partnerships throughout the state, UIHSC-R is well positioned to lead the IIN in this endeavor.

The Illinois Rural Hub will include educational programs in public health, dentistry, occupational therapy, physical therapy, physician's assistants, and social work. It also will feature an expanded simulation center, an orthopedic gait lab, and an incubator that brings together researchers with an interest in rural health.

University of Illinois Springfield

Access 2030 goals for the University of Illinois Springfield (UIS) 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) Partnering with Hope Chicago and increase recruitment through building stronger high school and community college partnerships.
- 3) Building a "Smart Start" summer 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 students to learn more about college readiness and UIS.

- 4) Expanding capacity in STARS (Students Transitioning for Academic Retention and Success), offered 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.
- 5) Offering in-state tuition to increase diverse student enrollment. We have added targeted outreach to students in the St. Louis and Quad Cities area with our pilot program of in-state tuition for students who live in these areas.
- 6) Providing the Prairie Promise program, a new four-year financial aid program for Illinois residents that will fully cover the cost of tuition and fees for first-time, first-year undergraduate students enrolled full-time in on-campus degree programs starting in fall 2024. The Prairie Program will use a combination of MAP grant awards, UIS scholarships and awards, and AIM HIGH grant funds to cover the cost of tuition and fees. To qualify, students must be MAP-eligible, which requires a demonstration of financial need. The Prairie Promise will allow more Illinois students to obtain a higher education degree without worrying about the cost. It will expand access to education and help to close the achievement gap for many students from diverse backgrounds.

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 six 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.

Illinois Innovation Network. The communities in Sangamon County and surrounding areas struggle with brain drain, lack of access to entrepreneurial support, and talent pipeline shortages. At the UIS Innovation Center, we are creating an ecosystem that will nurture entrepreneurship, foster economic growth, and help combat outmigration. At the heart of what we do is nurturing talent and attracting capital.

We develop talent by connecting the expertise on campus with the expertise in the community to expand opportunities in government, healthcare, manufacturing, professional business services, and technology. We offer educational opportunities through coursework, workshops, seminars, and mentoring. In partnership with our local business community, Lincoln Land Community College, and the Regional Office of Career and Technical Education, we offer our region’s most successful experiential entrepreneurship program, Sangamon CEO. In addition to this year-long study of entrepreneurship for high school seniors, we are also launching a rapid prototyping program to train high school students in 3D additive manufacturing and product design. In 2024, we are also releasing a data analytics course for high school students in collaboration with campus experts

and the Capital Area Career Center. All of this content will also be deployed to serve UIS students and the community at large.

We are incubating new companies and providing them with access to financial markets through partnerships with local and statewide angel networks. Working with regional angel groups and UIS faculty and staff, we are in the process of developing angel investment training for amateur investors and nascent entrepreneurs. In the fall of 2023, we launched the “Start-up Map” workshop to train promising founders to bring their ideas to market.

Additionally, we strive to create a strong link between the UIS community and the region we serve. Our goal is to facilitate collaboration by positioning the region as a hub for inclusive innovation and economic development. This holistic approach underlines our commitment to driving positive change and fostering a dynamic, entrepreneurial environment.

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 25 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 central to closing gaps for students who have come from under resourced high schools and backgrounds. The Illinois Scholars Program (ISP) is designed to provide historically underserved students with a wide range of educational, personal, social, and cultural opportunities. ISP combines early access to campus services, academic coaching, and individualized support to position students for academic success and personal growth throughout their time at Illinois. During the summer bridge component, students reside in university residence halls and receive math and writing preparation in a non-credit course led by campus professionals. Scholars are matched with an upper-class student mentor to help them meet the rigorous challenges of university life. Following the summer bridge experience, ISP continues to offer academic, social, and career guidance to Illinois Scholars during their undergraduate years.

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; academic units host an embedded counselor to offer mental health services near 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.

Nationally, UIUC is part of the Power by Publics initiative of the Association of Public and Land-Grant Universities, which brings together 125 institutions to scale student success efforts. Based on this work, which focused on courses with equity gaps in rates of grades of D, F, or W, the university embarked on the Inclusive Course Redesign Initiative. With equity and inclusion at the core, faculty teaching courses with larger undergraduate enrollments and relatively significant “DFW gaps” are invited to intentionally design materials and activities to be welcoming and accessible to all students. By working in partnership with course designers, instructors are creating more equitable learning environments in support of students’ success.

Faculty diversity has been communicated clearly by the university as of utmost importance in fulfilling our land grant mission. This priority is reflected in the campus 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 and hires each year. The Targets of Opportunity Program offers central campus salary support to departments/colleges to augment their ability to hire candidates from underrepresented backgrounds identified during a unit’s traditional search processes and/or those recruited outside of a department’s routine hiring cycle, using a search waiver. Funding 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 campus diversity goals. As of May 2023, campus’ recurring investment was \$16.8 million to hire and retain faculty members via this signature program. Importantly, the university has revised the promotion and tenure process to embed diversity and equity considerations at the core of one of the most fundamental operations, awarding lifetime tenure to faculty. Illinois is one of the first public universities in the country to formally institute the evaluation of candidate contributions to diversity, equity and inclusion into the holistic promotion and tenure process.

Illinois Innovation Network. The UIUC hub will be focused on the university’s strengths in computing and data, health and wellness, and entrepreneurship. The university will create a new data science center on the site of the current Illini Hall to expand its capabilities in data science, statistics, and machine learning. It also will construct a biomedical translational facility to bring together under one roof researchers, students, and industry partners as they work to create new medical breakthroughs and devices.

The National Center for Supercomputing Applications and Siebel Center for Computer Science will be expanded to increase the university’s capacity for research and education in computer science. And the university’s research park also will grow to accommodate the demand for its research and corporate development programs.

Below are four recent projects on how UIUC’s participation in the IIN is responding to business, community, and workforce development.

Advancing Smart Logistics

The University of Illinois Urbana-Champaign is participating in an IIN project that received a Regional Innovation Engines Development Award from the National Science Foundation. The project, named Advancing Smart Logistics, is focused on transforming the transportation logistics system through five core strengths: interdisciplinary applied research, business incubation and entrepreneurship, adaptive lifelong and P-20 learning, cross-sectoral inclusive economic development and deep community engagement. ASL will focus on three core activities: automation

of logistics for truck middle-mile and last-mile freight systems, autonomous drones and electric vehicle deployment, and inland waterway freight delivery systems.

Climate and Equitable Jobs Act (CEJA)

The IIN worked with state agencies, including the Illinois Department of Commerce and Economic Opportunity (DCEO), to plan and launch programming under the Climate and Equitable Jobs Act. Led by UIUC, eight IIN hubs collaborated with DCEO and other state agencies to create funding opportunity notices and other framing documents to enable the launch of CEJA grants, while also providing technical assistance for entities applying for the grants.

Electric Mobility

IIN hubs partnered with the Illinois Department of Commerce and Economic Opportunity (DCEO) to expand the state's electric vehicle industry by identifying workforce strategies and conducting energy storage analysis. Work by the University of Illinois Urbana-Champaign and Northern Illinois University includes sector development, sector retention strategy development, roadmap and charging station infrastructure analysis, and federal application assistance.

Midwest Alliance for Clean Hydrogen

The University of Illinois Urbana-Champaign is a member of the Midwest Alliance for Clean Hydrogen (MachH2), which was selected as a Regional Clean Hydrogen Hub by the U.S. Department of Energy's Office of Clean Energy Demonstrations. MachH2 will develop a network of clean hydrogen producers, consumers, and connective infrastructure while supporting the production, storage, delivery, and end-use of clean hydrogen. It also will accelerate the commercial-scale deployment of clean hydrogen – helping generate clean, dispatchable power, create a new form of energy storage, and decarbonize heavy industry and transportation.

Western Illinois University

In recent years the new office for Justice, Inclusion, Diversity and Equity and an Anti-Racism Taskforce were created by Western Illinois University (WIU). The JIDE office, the taskforce, and The Multicultural Center are committed to improving student success for historically underrepresented students. These entities work to ensure respect for and acknowledgment 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, fairness, and belonging.



In service to the needs of the members of a diverse campus, the Initiatives in Accessibility Committee (IIAC), located in the JIDE office, was formed to assist neurodivergent students. A sensory room is under development with a start date of fall 2024. To help members of the campus navigate the rising concerns of antisemitism and Islamophobia on college campuses and in communities across the country, the JIDE office has collected and posted resources on its website. These resources will continue to be posted and campus discussions will be scheduled as needed. WIU is hosting its inaugural National Day of Racial Healing in spring 2024, joining the 8th annual

nation-wide movement to improve racial awareness, understanding and cooperation. DEI workshops and training on best practices for understanding and successfully working with diverse individuals and groups are provided throughout the year to faculty, staff, and students.

WIU responds quickly to provide support, assistance, and advocacy to address issues of racism and bias directed toward WIU students that occur in the local community. The JIDE office, the taskforce, and the Multicultural Center along with others across campus will use the IBHE Equity Plan framework to develop a WIU diversity and equity plan by May 2024.

Illinois Innovation Network. As a member of the Illinois Innovation Network, WIU is building an innovation hub called the Center for Manufacturing and Entrepreneurial Excellence (CMEE). The CMEE spans both WIU campuses with a unifying theme of economic development for the West Central Illinois and Quad Cities region. The WIU-Quad Cities (WIU-QC) campus hosts the QC Innovation Center (QCIC) portion of the WIU Innovation Hub. The QCIC focuses on advanced manufacturing and economic development. This initiative builds on the experience of the WIU School of Engineering to work with external partners such as the University of Illinois and Iowa State University. The QCIC will conduct externally-funded research into advanced manufacturing and materials sciences. It will also expand engineering courses and training opportunities related to additive manufacturing. In order to accomplish these goals, WIU has secured \$7.5 million in IIN funding to leverage an additional \$9.0 million in Capital Development Board (CDB) funds to construct a 16,000 square foot building on the WIU-QC campus. This new building will provide space for an engineering lab, classrooms, and office space.

The WIU-Macomb campus hosts the Community Innovation Center (CIC) portion of the WIU Innovation Hub. The CIC emphasizes community innovation and economic development. The CIC builds on the preexisting research, teaching, and technical assistance expertise of the Illinois Institute for Rural Affairs (IIRA), the WIU GIS Center, and other WIU academic units to promote community and economic development. Some of the IIN funds will be used to invest in electronic classrooms and a 4,000 square foot immersive learning environment in the WIU Malpass Library.

While WIU works to secure the release of the IIN and CDB funding for the WIU-QC part of the WIU innovation hub, the CIC operating from the WIU-Macomb campus, has achieved several important research, teaching, and workforce development goals. These achievements have helped to develop research and teaching capacity at WIU, while also helping to strengthen the IIN, and workforce development in Illinois. Here are some specific examples. WIU helped to forge a partnership between the Illinois Department of Commerce and Economic Opportunity (DCEO) and the IIN. This resulted in a \$1,000,000 investment by the DCEO Office of Broadband into several IIN innovation hubs to increase broadband access and digital literacy in Illinois. WIU also serves on the IIN executive board and on several of the IIN working groups. WIU leads the digital learning subcommittee of the IIN Education and Workforce Development Working group. In this capacity, WIU is planning to deploy the \$10,000,000 IIN Engage initiative, which will expand immersive learning environments at all 15 innovation hubs. WIU is also serving on the IIN Research and Collaboration Working Committee and is helping to plan the 2024 IIN conference, which will showcase faculty and student research focused on sustainable community and economic development.

WIU is also participating in several IIN-led research and workforce development initiatives. One example of these initiatives is the National Science Foundation (NSF) project called Advancing Smart Logistics. This project is lead by Governors State University. It will focus on helping barge

carriers and the related natural resource supply chains embrace Industry 4.0 technologies such as data analytics, artificial intelligence, automation, and the industrial internet of things. WIU also worked with DCEO and the IIN on the Climate Equity Jobs Act (CEJA). In this project, WIU helped DCEO conduct an inventory of academic degree and apprenticeship programs in Illinois to help advance the green economy.

FISCAL YEAR 2025 BUDGET RECOMMENDATION: PUBLIC UNIVERSITIES

Fiscal Year 2025 Recommended Public University General Funds: \$1,365,734,869

The Board is recommending a \$61.6 million (4.7 percent) increase for Fiscal Year 2025.

As shown above, public universities have strong efforts underway to meet student needs and close equity gaps, as well as to increase talent and innovation through the Illinois Innovation Network. To continue and expand on these efforts, continued investment is needed. IBHE is recommending an additional \$61.6 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 2025 is an interim approach that takes a step toward equitable allocation of **new** resources, as Figure 3 shows.

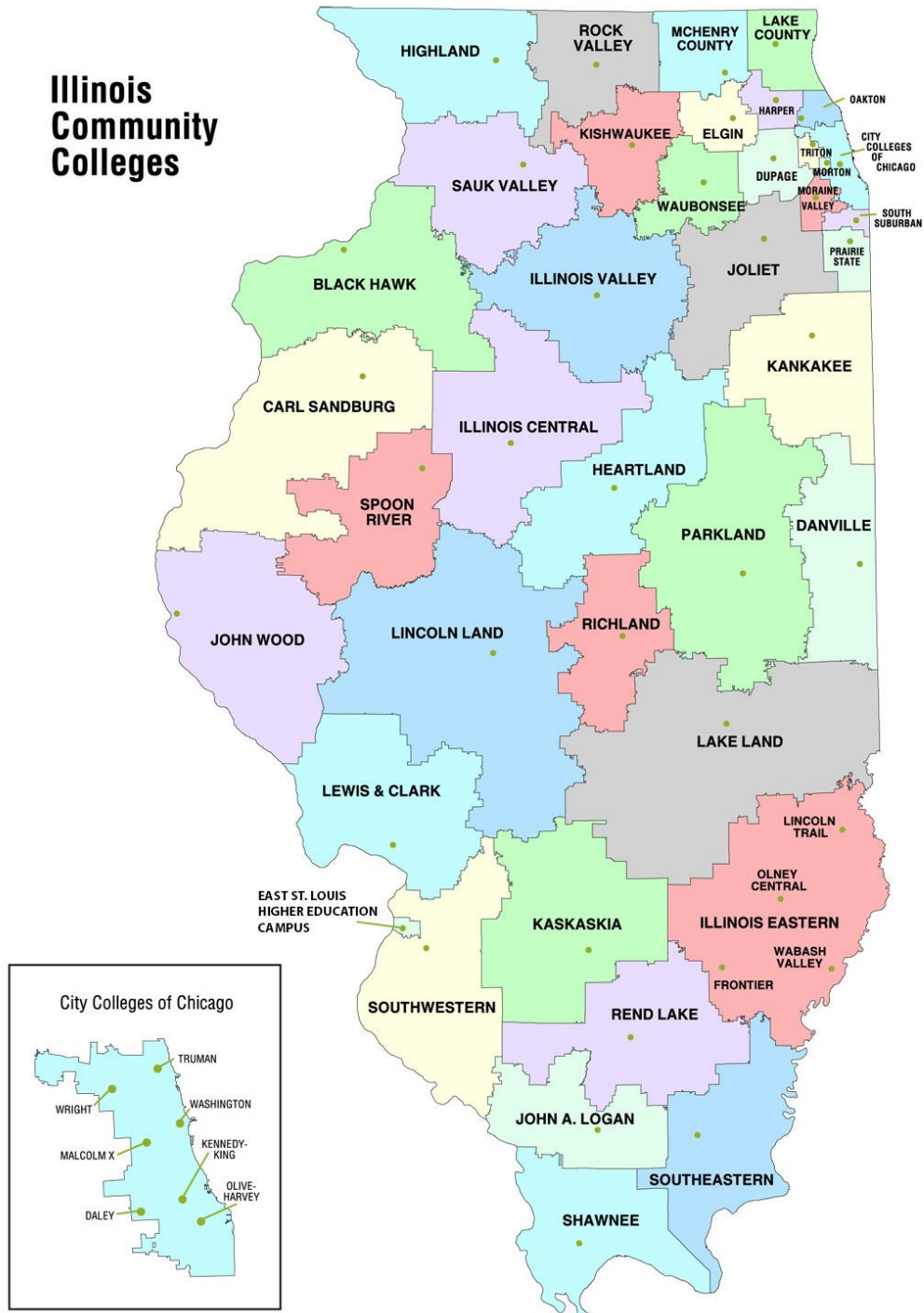
Figure 3: Fiscal Year 2025 Recommended Budget Public University Allocation
Operating General Revenue Funds

| Public Universities | FY24 Enacted Appropriation | New \$ Allocation | FY25 Recommendation | Percentage Change from FY24 |
|---------------------|----------------------------|-------------------|---------------------|-----------------------------|
| CSU | 39,344 | 1,846 | 41,190 | 4.7% |
| EIU | 46,540 | 2,366 | 48,906 | 5.1% |
| GSU | 26,058 | 2,731 | 28,790 | 10.5% |
| ISU | 78,217 | 5,487 | 83,704 | 7.0% |
| NEIU | 39,960 | 4,217 | 44,177 | 10.6% |
| NIU | 98,648 | 7,727 | 106,375 | 7.8% |
| SIU | 215,140 | 7,032 | 222,172 | 3.3% |
| U of I | 632,000 | 26,140 | 658,141 | 4.1% |
| WIU | 55,712 | 4,034 | 59,746 | 7.2% |
| Total | \$1,231,620 | \$61,581 | \$1,293,201 | 5.0% |

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 F-4 A and F-4 B. The Board is not recommending implementation of the performance funding adjustment.

ILLINOIS COMMUNITY COLLEGE BOARD



The Illinois Community College Board 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

City Colleges of Chicago posted a 12.7 percent year over year ICCB headcount enrollment gain, more than double the state average. All seven City Colleges saw increases. Strong enrollment gains were made among Black male (+15.8 percent) and Latinx male (+8.6 percent) credit students. Through the Workforce Equity Initiative, 946 students, 88 percent of whom identify as Black or Latinx, have benefitted from tuition waivers and stipends as they pursued credentials in high-demand fields in Fiscal Year 2023 alone. The Future Ready initiative enabled more than 1,500 students, who are overwhelming Black and/or Hispanic, to pursue career training and/or a credential in a high-demand field at no cost during Fiscal Year 2023.



CITY COLLEGES
of CHICAGO

College of Lake County progressed in its Equity in Student Access and Success Plan goals, receiving national recognition as an Achieving the Dream (ATD) Leader College based on narrowing equity gaps in student retention and using evidence-based practices in gateway math and English completion. CLC supported minority, first-generation and low-income students by opening the Lakeshore Student Center in a community with 80 percent minority representation and by launching a Spanish-speaking early childhood education program with 100 percent fall-to-fall retention. CLC is building capacity for equity-minded, student-focused teaching and learning practices through faculty professional development and engagement in the Higher Learning Commission's Assessment Academy.



Danville Area Community College introduced the Ally program to advance a culture that is inclusive for LGBTQ+ students and employees. As a follow up, on Oct. 11, DACC students hosted Coming Out Day with a panel discussion consisting of LGBTQ+ students. In addition, the Chief Diversity Officer and the Diversity Team led month-long events for Hispanic Heritage Month and African American History Month.



Danville Area
Community College

Elgin Community College's Advancing Equity through the Assessment of Student Learning initiative reflects their ongoing institutional commitment to creating an environment that is equitable and inclusive for all. The purpose of this initiative is to approach learning outcomes assessment and to identify opportunities to improve and renew assessment processes and policies at a systemic level, using



Elgin
Community
College

an equity lens. At the heart of this effort was the creation of faculty assessment cohorts designed to provide the time and space for faculty to exchange ideas, share successes, and discuss challenges related to outcomes assessment and learning improvement with other faculty. A new data visualization tool was also established for faculty to review and analyze disaggregated student learning data. Several interventions resulted from faculty studying their outcomes assessment data with colleagues and committing to minor and major changes to improve student learning.

Harper College recorded its highest ever graduation rate of 43.7 percent and reduced equity gaps in developmental math for Black and Latinx students and fall-to-fall persistence and developmental writing for Black students. Harper has been recognized at the state and national levels with the Illinois Community College Trustees Association Equity and Diversity Award and the *INSIGHT Into Diversity* Higher Education Excellence in Diversity Award.



Harper College

Heartland Community College saw its largest number of CTE Completions in the 2022-23 Academic Year, including a 47 percent increase over the previous year in minority student completions. As a recipient of the Workforce Equity Initiative (WEI) grant, the college was able to engage a record number of minority students in “work ready” certification or degree programs designed to help individuals get training in high-demand workforce areas that pay a living wage. They enrolled 330 students in Workforce Equity Initiative (WEI) programs. Seventy-eight percent of those WEI students were African American. The top five WEI programs were: Certified Nursing Assistant (CNA), Phlebotomy, Gas Metal Arc Welding, Bookkeeping, and Computer Networking Specialist.



Illinois Central College completed a strategic plan and collaboratively developed a new five-year plan that will continue to center equity as a strategic focus for the college, allowing them to address emerging student and community needs as well as nimbly respond to unexpected challenges in the changing culture and economy. For the first time since 2013, three-year graduation rates for African American students improved significantly. As a result, the gap between rates for African American students and ICC as a whole was narrowed by ten points. Developmental course success rates for African American students were the most significantly improved, narrowing the success gap from just over 18 points to under four. Realized continuing success with the Workforce Equity Initiative was featured in the spring 2023 issue of the Lumina Foundation’s *Focus Magazine* which included a video spotlight of a graduate of the WEI truck driver training program. ICC was also selected to present at the annual Achieving the Dream conference on Creating Strategic Partnerships to Support Students Holistically based on their WEI success.



Illinois Central College

Illinois Eastern Community Colleges offered tuition-free summer classes at **Frontier Community College** for students to work towards their degree more quickly, while providing potential students with financial barriers the opportunity to take classes they might not be able to otherwise.



Olney Central College was named one of 150 institutions eligible to compete for the \$1 million Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among two-year colleges. The institutions selected for this honor stand out among more than 1,000 community colleges nationwide as having high and improving levels of student success as well as equitable outcomes for Black and Hispanic students and those from lower-income backgrounds. In this first round, eligibility for the Aspen Prize is based on publicly available data. Colleges must show strong, improving, and equitable student outcomes in first-to-second year retention, credentials awarded, and completion and transfer rates. Nationwide, about 15 percent of community colleges have been invited to apply.



Illinois Valley Community College expanded access to English as a Second Language classes in this past year by re-opening sites in Spring Valley and Mendota based on community requests. In Fiscal Year 2023, Illinois Valley Community College served 186 students and, so far in Fiscal Year 2024, they have served 115 students, which is 62 percent of the number served last year, but on track to exceed previous year's numbers.



John Wood Community College. The Aspen Institute recently named John Wood Community College as one of the 150 institutions eligible to compete for the \$1 million Aspen Prize for Community College Excellence, the nation's signature recognition of high achievement and performance among two-year colleges. The institutions selected for this honor stand out among more than 1,000 community colleges nationwide as having high and improving levels of student success as well as equitable outcomes for Black and Hispanic students and those from lower-income backgrounds.



JOHN WOOD
COMMUNITY COLLEGE

Joliet Junior College has engaged with all of its employees in cultural competency workshops. Subsequent assessments indicate JJC has made progress in DEI over the last three years and participants are more comfortable addressing diversity and equity issues at work. The college expanded previous initiatives to include Peace Circles for students and employees to encourage an inclusive environment, personal growth, and community growth. These efforts have earned JJC national recognition in recent years, including the Award for Excellence in Advancing Diversity from the American Association of Community Colleges (AACCC) in 2021 and Top Diversity Employer 2021 and 2022 from DiversityJobs.com.



JOLIET
JUNIOR COLLEGE
— 1901 —

Kishwaukee College, as a majority-minority serving institution, continues to have annual goals to support our diverse student population and looks at performance by race and gender. The Teaching and Learning Center provided nine training opportunities for faculty and staff, including presentations on: Ensuring Equity in Problem-Based Learning; Creating Inclusive Lectures; and Racial Battle Fatigue and the Minority Student Experience. Kishwaukee developed a Civility Statement signed by representatives of all college stakeholders, to emphasize the



importance of unity and community strength. The college presented its efforts to focus on civility at the 2023 ACCT Leadership Congress.

Lake Land College established a Student Wellness Center, enhancing student support with a Mental Health Coordinator and a Benefits Navigator. They also created the Coordinator of Diversity, Equity, Inclusion, and Belonging position to promote an inclusive campus environment and develop a comprehensive DEIB master plan.



Lincoln Land Community College's Child Development Center helped families facing childcare barriers by hiring a parent educator, expanding services for at-risk families, and assisting early childhood workers in furthering their credentials. Their WEI initiative entered its third year of offering free career training in short-term, in-demand programs, and the Pipeline for the Advancement of the Healthcare Workforce (PATH) program offered nursing and longer-term health care training to minority and low-income students. LLCC also expanded its medical assistant program to two Outreach Centers.



Lincoln Land Community College

McHenry County College has continued responding to our students' diverse and changing needs quickly and thoughtfully, removing as many barriers as possible, from providing comprehensive student assistance programs – including free resources to students for food insecurity, transportation, technology, and mental health support – to expanding the number and diversity of scholarships available to students. MCC entered a partnership with the North Suburban Legal Aid Clinic to offer free immigration counseling and resources to students, with extended support from MCC's Student Enrollment Coach/Undocumented Student Liaison. They translated recruitment-focused materials into Spanish, Ukrainian, and Polish to better communicate with the families who are supporting their children to attend MCC.



Moraine Valley Community College assisted minority, first-generation, and low-income students in building skills and providing resources needed to transition



Moraine Valley Community College

into the college from high school as part of an eight-week College Bridge Program. This grant funding also aided adult students in beginning or returning to college.

Morton College's Panther Digital Initiative (PDI) puts high-quality Apple technology products into the hands of minority, first generation, and low-income students. All first-year, full-time, degree-seeking students starting in the fall of 2023 were issued a MacBook Air or iPad.



Oakton College has seen more than 100 Oakton students earn credentials through the state's Workforce Equity Initiative. Oakton offers WEI students tuition-free enrollment in short-term workforce training programs including Basic Nursing Assistant Training, Truck Driving, CNC, Emergency Medical Tech, and Pharmacy. About 66 percent of completers identify as individuals of color, and completers report earning an average



hourly wage of nearly \$23. The college was recently recertified as an Achieving the Dream (ATD) Leader College, recognizing the quality of their work in whole-college reform, resulting in increased completion rates for all students. Oakton's Faculty Persistence Project has been a signature initiative in contributing to student success. The program was a spotlight session at a past ATD annual DREAM conference and serves as a model for community colleges across the country.

Richland Community College recently secured an agreement with the Decatur City Council to provide free public transportation for all Richland students. The college is reimbursing Decatur Public Transportation for all rides, so students can always have access to transportation.



Rock Valley College recently launched DEI foundation-level training for faculty and staff, with over 100 individuals completing the program.



Shawnee Community College held community events like March 360, commemorating the 60th anniversary of the March on Washington. The Cultural Affairs Team held several events, including Chips and Salsa, featuring a local Salsa dance group for Hispanic Heritage Month. Special programs featuring guest speakers and meals honored Juneteenth and Black History Month. Another event was Grilling for Good which kicked off National Hunger and Homelessness Awareness Week with more than 400 hamburgers served to students, faculty, and staff.



Southeastern Illinois College's Fresh Start program is a renewable scholarship that offers a second chance to non-traditional students. Additionally, Institutional Research has developed a Student Equity Gaps dashboard to analyze disaggregated data, facilitating equity-minded program reviews and strategic planning to close equity gaps.



Waubonsee Community College's 2023 Outstanding Faculty Member, Dr. Sheela Vemu, Associate Professor of Biology, has worked with Waubonsee's Latinx Resource Center to create programming centered around Latinx/e representation in STEM, while 2023 American Association of Community Colleges (AACC) Faculty Member of the Year, Dr. Amy Powers, Professor of History, recently redesigned her courses using High-Impact Practices (HIPs), which have been shown to promote equity and narrow opportunity gaps, especially among underrepresented students.



SEAMLESS TRANSITION

Black Hawk College's math and English faculty created a co-requisite model to scale in one semester with the help of a grant from the ASPIRE group. Student success rates in the co-requisite courses are increasing compared to the previously utilized stand-alone developmental courses. The ASPIRE group, whose main function is to help community colleges with this



shift, has labeled Black Hawk College as one of their best examples of effective, and timely adoption of the co-requisite developmental model.

Carl Sandburg College worked to smooth the transition for students by holding career exploration and financial literacy workshops for eighth grade students, featuring career opportunities in various career clusters aligned with the Illinois State Board of Education's (ISBE) Middle School Career Guide and the University of Illinois Extension's Welcome to the Real-World curriculum. They also provided crisis support and other grants to help students pay for gas, tuition and more.



**CARL
SANDBURG
COLLEGE™**

City Colleges of Chicago's "The Chicago Roadmap," a partnership with Chicago Public Schools, has led to an increase of students earning early college credit. Total early college enrollment increased 34 percent between fall 2022 and fall 2023, serving more than 5,000 students. In 2023, 620 graduating seniors earned 15 or more college credits through CCC, an 88 percent increase from 2021 to 2023. Students in 42 high schools took part in transitional English in Fiscal Year 2023, with students in more than 60 schools being served in Fiscal Year 2024. Further, all seven City Colleges of Chicago now take part in the [Caring Campus program](#) designed to enhance the student experience by helping students feel welcomed and supported by faculty and staff.



**CITY COLLEGES
of CHICAGO**

Daley College, utilizing Fiscal Year 2023 Mental Health Early Action on Campus allocations, made great strides toward fulfilling the requirements of the Mental Health Early Action on Campus Act. To meet this need, the Daley Wellness center introduced a peer education model where peer mentors facilitated support groups, assisted in developing curriculum for peer support activities, and participated in classroom presentations and tabling events.



**CITY COLLEGES of CHICAGO
Richard J. Daley**

College of DuPage's dual enrollment program allows the district's high school students to earn college credit at half the tuition rate. Helping students overcome obstacles outside the classroom also ensures their success. The college recently premiered "Finding Your Way Home: Facing Housing and Food Insecurity," which examines the causes and dangers of these issues and highlights testimonials from professionals dedicated to finding solutions.



College of DuPage

College of Lake County advanced students' seamless transitions, registering 28 percent growth in dual-credit enrollment, upscaling an onboarding and first-year experience model that is improving retention across race/ethnicity groups. CLC achieved its highest graduation rate in 20 years, driving transformative change through participation in ATD's academies for Racial Equity Leadership and Teaching and Learning. CLC established a Student Transitions Committee focusing on research, design, and implementation of improvements for transitions into transfer institutions and the workforce.



**College
Lake County™**

Harper College offered students up to \$1,000 in Finish Line grants to help complete their Harper credentials. Since 2019, 1,231 students received the grant: 56 percent are students of color, 22 percent are low income, and 31 percent are first-generation.



Harper College

Illinois Eastern Community Colleges saw **Lincoln Trail College's** international students serving as Spanish language tutors at local high school, filling a gap at the high school and providing Lincoln Trail College's students an opportunity to grow their leadership and English language skills. **Wabash Valley College's** Student Senate launched Food Resources Erase Student Hunger (FRESH), an initiative to ensure WVC students don't have to worry about where their next meal is coming from. With assistance from faculty, staff, students, and the community, FRESH makes non-perishable food items and other necessities, such as personal products and paper goods, available to all WVC students in need, with no exceptions.



Illinois Valley Community College has improved outreach and support for students in the areas of health careers, non-credit health career programs, and early childhood education with the implementation of Career Navigators in each of these targeted areas. These navigators support recruitment, retention, and completion by working in a case management model and assisting with securing funding through emergency and other funds. Illinois Valley Community College has also increased mental health support for students through enhanced partnerships with community agencies.



**ILLINOIS VALLEY
COMMUNITY COLLEGE**

John A. Logan College officials organized a "Spotlight on Your Future Night" for adult learners interested in returning to school who are starting a new career. Participants met with advisors, tutors, and career specialists. There was assistance with financial aid applications and the John A. Logan College Foundation had a scholarship raffle.



John A. Logan College

John Wood Community College partnered with the Tracy Family Foundation to create a dedicated college and career coach position to serve Brown County students to increase post-secondary credentials in the county from 56 to 75 percent in three years. The college also updated articulation agreements with Quincy University, Illinois College, and Western Illinois University and is in the process of implementing AACC Guided Pathways and Caring Campus initiatives, as well as Ellucian's Degree Works product to simplify student degree planning and transfer. Through an ICCB Bridge grant, JWCC offered dual credit tuition assistance to help high school students that qualify for free and reduced lunch. Additionally, JWCC is conducting Trellis Student Financial Wellness Survey to identify unmet financial, mental health, and food insecurity barriers in support of student success.



**JOHN WOOD
COMMUNITY COLLEGE**

Joliet Junior College recently introduced the 12x12x12 program, a new dual-credit initiative that encourages the 40,000 high school students in District 525 to earn 12 college



**JOLIET
JUNIOR COLLEGE**
— 1901 —

credits for \$12 per credit hour by the 12th grade. Through this program, JJC will increase college-going rates by building a strong pathway to education after high school. In fall 2023, JJC posted a record breaking 23.9 percent increase (16,866 enrolled hours) in dual credit enrollment compared to fall 2022 (13,648 enrolled hours). In fall 2024, dual credit opportunities will be offered to high school students as early as freshman year and tuition fees for dual credit courses have been waived for students enrolled in the National School Lunch Program. The JJC Foundation has pledged \$500,000 to support those students who participate in this program and matriculate to JJC. Joliet Township Government has also donated \$25,000 to support this project.

Kaskaskia College has invested significantly in a new overall student service model and educational programs to help students plan their future. With the KC Career Pathways tool, district wide Eighth Grade Career Planning Nights, youth career exploration camps, and the new Aspirations in Manufacturing (AIM) program, Kaskaskia College is making it easier for students and parents to plan for their educational future. The AIM program, for example, provides local high school students with the opportunity to explore manufacturing careers. The "KC Now" Program has witnessed more than 50 percent growth in enrollment from last year, and now, nine high schools allow students to have a dual enrollment opportunity at KC. This program allows students to take courses unavailable to them at their high school while earning high school and college credits simultaneously.



Kishwaukee College, working with the Partnership for College Complete, increased and expanded co-requisite courses from English only to English and math. For fall 2023,



11 sections of co-requisite courses were offered, with 69 students in English and 118 in math. The college was recently awarded a \$2 million Title III grant to help continue its efforts to develop academic pathways and reduce academic barriers for students. In addition, the college eliminated four of the six student fees starting in the spring of 2024 to focus on cost transparency. The fee elimination will save students and their families \$1 million dollars in the first year.

Lake Land College achieved record-breaking enrollment in English as a Second Language (ESL) classes by partnering with local businesses to host the courses. Lake Land is also working with Leaders Innovating for Tomorrow (LIFT) in Mattoon for enhanced dual credit, career-based programming. The college introduced the innovative Tech 2 Day program, accommodating working students by offering classes just two days a week, with the rest of the week devoted to supervised occupational experiences or apprenticeships. The college also recently froze spring 2024 tuition and fees at summer 2020 levels to ease the financial burdens on students.



Lincoln Land Community College, adding to a long list of transfer partnerships, partnered with Illinois Wesleyan University to announce guaranteed admission to eligible LLCC graduates. High school



students are learning about construction careers in LLCC's Youth Builds program. Also funded by a Trade Schools grant, LLCC hosted high school students in the summer Healthcare Entry-Level Professional Skills (HELPrS) program, with priority given to minorities and males. LLCC also

recently froze 2023-24 tuition at \$137 per credit hour, and the LLCC Foundation awarded a record 270 scholarships totaling \$664,000. The college offered a free summer class to new students along with a college bridge program, focusing on minority and low-income students.

McHenry County College launched a University Center to bring face-to-face bachelor's and advanced degree programs to McHenry County. This centralized and equitable location is based on partnerships with four-year universities aimed at removing geographic barriers so that students can continue their academic journey in their home region. McHenry County College has seen steady enrollment increases in both headcount and credit hours each semester over the past seven years, supported by: New/expanded programs in Cancer Registry Management and Criminal Justice; new courses in art, math, Spanish, and speech; and growth in MCC's Nursing program by 3 percent in the past year. The college has seen successful implementation of the ECACE, PATH, and Trade School grants to support students in paying for tuition, fees, books, and uniforms in the areas of early childhood education, select medical training, and architecture/construction. The college has seen dual credit enrollment growth by 4.3 percent over the last year and 321 percent since fall 2017. The development of new and enhanced career and technical education programs offering stackable certificates toward an AAS degree, including Welding; Precision Machining; Automation, Robotics, and Mechatronics; HVAC; Network Security; Software Applications Design and Development; Horticulture; Accounting; Administrative Office Technology; and Culinary Management.



Moraine Valley Community College supports affordable and quality two- to four-year pathways through the creation of numerous articulation agreements. The



college provided scholarship and wrap-around support for Basic Nurse Assistant Training and Emergency Medical Technician students as part of a state grant to address the shortage of qualified professionals in these fields. It also is creating a textbook for its Medical Office Assistant (MOA) program to replace an expensive version and share with other MOA programs across the state.

Morton College repurposed its 15,000-square foot Library to create a One Stop Center, which is easily accessible from the main entrance and intentionally designed to better serve students. Services available include registration, degree/certificate planning, financial aid, recruitment/ retention, bilingual counseling in English and Spanish, career services, and a cashier's office.



Oakton College boasts an enrollment of more than 4,100 local high school students who are enrolled in Early College courses (Dual Credit and Concurrent Enrollment) at Oakton this fall, up 12 percent over fall 2022. In 2023, 78 local high school students completed Oakton College's Basic Nurse Assistant Training (BNAT) early college certificate program. The BNAT certificate is the first step toward entering Oakton's Registered Nursing Program and is an entry point to other healthcare careers. Oakton College had more than 90 Oakton College faculty members who earned the Association of College and University Educators (ACUE) Effective Online Teaching Practices teaching credential. The ACUE



course is an intensive 25-week, evidence-based course that helps participants become impactful online instructors and ensure student success.

Parkland College provided two free career-explorational programs for current high school students this past summer at the campus. Both programs, funded through grants from the Illinois Community College



Board's Innovative Bridge and Transition Program and the federal Governor's Emergency Education Relief Fund, are designed to prepare low-income, first-generation-college, and minority high school students for successful passage to college and career. First, the Bridge to Education through Summer Transition, or BEST program, provided a summer experience for graduating seniors who were curious about exploring their fit at Parkland College. BEST 2023 took place June 5-29. The second program, Summer Start 2023, was geared toward current high school sophomores, juniors, and seniors, and ran June 7-July 13. Both programs meet an important need in District 505 communities.

Richland Community College recently teamed up with Memorial Behavioral Health to deliver in-person and/or telehealth counseling with a licensed professional. Students receive these services for free.



Rock Valley College implemented SMART (Summer Manufacturing Readiness Technology) Camp for middle school students to explore STEM careers and hosted



Bridge programs for rising high school juniors and seniors to help them get a jumpstart on their post-secondary education in STEM careers. Additionally, the college hired a third personal and success counselor to address the mental health needs of our students.

Sauk Valley Community College's earned-tuition Impact Program provides eligible students, who graduate within the college's district, the opportunity to earn tuition and fees



for up to three years at SVCC, or until they earn their certificate or degree. The program is expected to increase high school graduation and college completion rates, ultimately growing their local workforce. Data from communities with similar programs show wage increases, upward economic mobility, and business retention and attraction. Currently, the program has over 1,000 students enrolled, who have volunteered more than 25,000 hours of community service across 200 local nonprofit organizations.

Southeastern Illinois College, in partnership with the Absher Foundation, is actively contributing to local economic development. Through dual-credit classes at our Williams Career and Training Center in Carmi, the college is providing workforce training in manufacturing and trade skills, aligning with regional industry needs. The Absher Foundation generously supports this program, covering student costs and offering cash incentives for completing two stackable certificate programs.



South Suburban College, in an effort to help meet student mental health needs, held a resource fair each semester to support in-person connections and worked with outside vendors to offer

three Mental Health First Aid trainings. A total of 42 students and employees were trained. Peer mentors provided 135 referrals to support resources, participated in 28 group workshops in which they engaged with over 122 students, and there were over 160 individual contacts. The college also employs a Behavior Intervention Team charged with reviewing reports or incidents on campus that may require support.



Spoon River College recently signed new articulation agreements with Illinois universities to ensure a smooth transfer experience for students. The Saluki Step Ahead program, signed with Southern Illinois University in Carbondale, ensures that qualified students who earn an associate degree at Spoon River College have a transfer pathway to a bachelor's degree in select online programs at SIU Carbondale, as well as an opportunity for a \$4,000 scholarship.



ECONOMIC AND WORKFORCE DEVELOPMENT

Carl Sandburg College held an inaugural CTE Signing Day, recognizing and celebrating traditional and non-traditional students studying the trades. They strengthened health on-ramps and pathways by informing students not selected for certain health programs that they qualified for other non-selective health programs, which doubled their medical assisting cohort. The college saw two students advanced to/participated in the SkillsUSA National Conference. The college worked to market USDOL recognized apprenticeship models to area employers, with SkillsUSA as an intermediary and WIOA as a navigator. The college upgraded automotive shop equipment, provided instructor certification training, and implemented student Snap-On certifications through the National Coalition of Certification Centers (NC3).



City Colleges of Chicago continues to grow its model pathways in high-demand fields of IT, healthcare, construction, and manufacturing, and 18 post-secondary navigators are providing transitional support to students at 91 CPS high schools. City Colleges held career Spotlight Days for more than 3,000 middle and high school students at 165 schools.



Harold Washington College is partnering with the Illinois Department of Innovation and Technology (DoIT) to launch a paid trainee program to build a pipeline of tech talent to meet the growing demand for skilled professionals and diversify the agency's workforce. Trainees will receive a minimum yearly salary of \$54,000 from DoIT while pursuing tracks in one of five high-need concentration areas: cybersecurity, networking, coding and database, end user computing, and enterprise infrastructure.



Kennedy-King College and **Olive Harvey College** were recently visited by U.S. Department of Commerce Deputy Secretary Don Graves to highlight major federal investments in internet access and job training, including the Economic Development Administration's Good Jobs Challenge, of

which Olive-Harvey is a sub-awardee. Deputy Secretary Graves also learned about City Colleges' tech equity efforts during his visit to **Kennedy-King College's** Tech Launchpad.

Kennedy-King College is the proud recipient of the Johnson Controls Community College Partnership Program Grant that supports enrolling and graduating students from historically underrepresented groups in HVAC/R and ensuring they are supported through scholarships, training, and mentoring from Johnson Control employees. In Fiscal Year 2023, 35 students received scholarships to become completers of the program. The grant equips students with in-demand knowledge and skills to support their entry into the industry after graduation. This year, KKC has enrolled in the mentor matching program and several HVAC students are matched with a Johnson Control mentor who provides one-on-one support.



Malcolm X College's and the University of Illinois Chicago's College of Nursing dual admissions agreement (that was launched in 2022), has seen exponential growth. In 2017, only seven students transferred to UIC to pursue their BSN. Since the agreement, 93 students have been admitted into the program, and 46 students were dually enrolled in the nursing programs at both institutions last academic year.



Olive-Harvey College launched the One Year and Out program, a partnership with the Chicago Police Department, allowing students to prepare for a career in criminal justice at no cost and earn their associate degree in just one year. Additionally, participating in the program waives the written entrance exam into the Chicago Police Academy. The first cohort of graduates completed the program in November 2023.



Wright College's Engineering program, which offers guaranteed admission to the engineering programs at the University of Illinois Urbana-Champaign and Illinois Institute of Technology, was named the 2023 "Example of Excelencia" by Excelencia in Education.



College of DuPage launched programs in aviation, 911 public safety telecommunications, and the Internet of Things (IoT), the fast-growing field of programming and managing internet-enabled smart devices. One unique opportunity paired fashion students with Fermilab, a U.S. Department of Energy national laboratory, to design PPE (Personal Protective Equipment) for the Boston Dynamic Spot robot, which works in radioactive and contaminated areas.



College of Lake County registered 28 percent growth in dual-credit enrollment, upscaling an onboarding and first-year experience model that is improving retention across race/ethnicity groups. CLC achieved its highest graduation rate in 20 years, driving transformative change through participation in ATD's academies for Racial Equity Leadership and Teaching and Learning. CLC established a Student Transitions Committee focusing on research, design, and implementation of improvements for transitions into transfer institutions and the workforce.



Danville Area Community College introduced the “Early Bird,” \$600-bonus program which boosted overall credit enrollment by more than 20 percent during the spring 2023 semester, significantly



**Danville Area
Community College**

increasing full-time enrollment. The college has implemented programs in Music Production, Music for Business, Cancer Registry, CCMSI Claims Representative Certificate, and Barbering. The Computer Science Department developed courses in Python, Power BI, Introduction to Unreal 3D Engine (for game design), Introduction to 3D Graphics, and a Design and Computer-Aided Drawing degree. DACC appointed a director of sonography to lead the accreditation process that would lead to the introduction of an associate in applied science degree.

Harper College experienced a 38 percent increase in apprenticeship enrollment due, in part, to the introduction of apprenticeships in CNA,



Harper College

medical assisting, surgical technology, and nursing. In health care, Harper is the only public community college to offer a Dietetic Internship Certificate Program for individuals with master's degrees or enrolled in a master's degree program in a nutrition/related field as well as being exclusively recognized by the National Center for Interprofessional Practice and Education for its commitment to interdisciplinary learning in its Center for Interprofessional Simulation and Innovation. Harper launched the Innovation Accelerator to focus on rapid development and delivery of emerging technology programming, such as cyber and artificial intelligence. Students learn skills and competencies, using industry-relevant equipment, and earning industry-recognized credentials making them competitive in today's rapidly changing job market.

Heartland Community College saw a high level of success in students completing health sciences programs and finding placement in their field in the 2022-23 academic year. The year marked the largest nursing class in college history, that boasted a 100 percent RN licensure exam pass rate. They also had a 100 percent pass rate for Radiography and Physical Therapy Assistant licensure and/or registry exams and 100 percent placement rate for Radiography and Physical Therapy Assistant graduates. Since 2020, HCC has established multiple Department of Labor Registered Apprenticeship programs. Heartland has partnered with Rivian Automotive, Bridgestone, Carle Health, and Ferrero for apprenticeship programs which include Industrial Maintenance/Technician, Tool and Die Maker, Building Maintenance Mechanic, and Secure Technology/Cybersecurity. Heartland also hosts apprentices for Early Childhood Development at the College Child Development Lab. Additional apprenticeship programs (not registered with DOL) include Nursing and Firefighter EMT.



**HEARTLAND
COMMUNITY COLLEGE**

Highland Community College has continued its commitment to the region's workforce by moving its welding program to a larger facility. Within the newly updated space, the college has added new

**HIGHLAND
COMMUNITY COLLEGE**

welding machines, a new exhaust system, and to improve safety, new workstations, safety curtains, and gas lines directly plumbed to each workstation. Beginning in June 2018, Highland committed to a five-year contract with the Federal Bureau of Prisons for Thomson cohorts screened to complete a certificate in Welding. This allows each completer to have the skills to enter the

workforce. For the fall semester, Highland had 12 completers for a Welding Certificate from Thomson Prison.

Illinois Valley Community College's district was hit by the closure of two primary hospitals in the past fiscal year. Illinois Valley Community College responded with a job loss support event, partnering with local community agencies to support dislocated workers and provide opportunities for retraining and job search assistance.



John A. Logan College is the only college in the region to use the SynDaver Synthetic Human Surgical Model to train anatomy and physiology students and students in the Emergency Medical Services Program. SynDaver is a training tool that provides students with real human anatomy experience without maintaining actual human cadavers. In August, the college received notification from Senator Durbin's Office that the college will receive \$1,235,000 to help expand healthcare classrooms and labs, upgrade outdated healthcare classrooms, and train healthcare workers to fill critical shortages in rural southern Illinois. In August, John A. Logan College and Southeastern Illinois College partnered to bring CDL training to John A. Logan College.



John A. Logan College

Illinois Eastern Community Colleges.

Lincoln Trail College's nursing program fostering community engagement by working with local Boy Scouts on first aid. It gave the nursing students valuable teaching and communication skills while helping the community. LTC's nursing class of 2023 had a 100 percent pass rate on the NCLEX-RN exam. The program employs a rigorous curriculum, hands-on clinical training, and individualized support to make sure students are successful.



With support of the PATH program, the Student Success Coach serving **Frontier Community College** and **Wabash Valley College** students reported communications with 72 FCC students and 66 WVC students during the first quarter. Topics included onboarding, financial aid, study and organizational skills, LPN NCLEX preparation, community resources, anxiety, etc. Employers are engaged on a regular basis throughout the year for clinical and internship visits and meetings. IECC nursing staff recently met with Clay County Hospital in Flora regarding the nursing apprenticeship program. They have also been in meetings with Crawford Memorial Hospital in Robinson to discuss their need for healthcare workers and how IECC can partner specifically for nursing, radiography, and certified medical assistants.



Frontier Community College's Adult Mental Health and First Aid training was implemented by the Emergency Preparedness Department. The National Accrediting Agency for Clinical Laboratory Sciences also awarded Frontier's Medical Laboratory Technician an initial accreditation period of five years, the maximum length of initial accreditation.



John Wood Community College is in the process of a 12,000 square foot expansion of the JWCC Workforce Development Center to better serve the workforce training needs of industries

in our nine-county district. In partnership with the Great River Economic Development Foundation, local industry, and the Quincy Area Vocational Technical Center, JWCC hosted Makerfest, Sophomore Career Day, Healthcare Expo, and Career Launch signing events to promote career pathways in transfer and CTE areas.



JOHN WOOD
COMMUNITY COLLEGE

Joliet Junior College is administering \$2.6 million in Workforce Investment and Opportunity funding during Fiscal Year 2023. Similar funding levels are expected in Fiscal Year 2024. JJC serves as a case manager and training provider for WIOA recipients. JJC and local employers have developed mutually



JOLIET
JUNIOR COLLEGE
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beneficial training programs from existing offerings for Operations Engineering and Technician (OET) and Process Control Instrumentation Technology (PCIT). Students can apply for the program and interview with partners (AuxSable, CITGO, Exelon Generation, LyondellBassell, and TC Energy) to complete required summer internships. Students complete these programs ready to work for a partner employer in well-paying, in-demand jobs. JJC also sponsors 21 registered apprenticeship occupations and has served 158 registered apprentices through the Expanding Community College Apprenticeships grant. JJC is on track to serve over 100 apprentices through a Customized Apprenticeship Programming-Information Technology (CAP-IT) grant. JJC annually hosts MFG Day, a manufacturing education event held at the college in partnership with Three Rivers Manufacturing Association. The focus of MFG DAY is to highlight the diversity of career opportunities and demonstrate manufacturing is a STEM based industry. This event features hands-on displays and activities to help high school students become familiar with manufacturing careers and help students learn about pathways to working in the manufacturing field.

Kankakee Community College had a successful implementation of year one of the Pipeline for the Advancement of the Healthcare Workforce Grant Program (PATH). Overall, PATH Grant program retention was up by 94.74 percent for all the programs by the end of the spring semester, including the retention rate for the Registered Nursing (RN) program which went up from 66 to 82 percent. Furthermore, NCLEX pass rates were 100 percent for the spring 2023 student cohort for both the RN and Licensed Practical Nursing programs. This incredible success was due in large part to PATH funding, which helped students afford an acclaimed NCLEX review course as well as attend post-graduation success coaching prior to taking their NCLEX boards. The college also developed a financial literacy program to provide students with lasting knowledge and skills required to navigate real-world situations and create self-sufficiency.



Kankakee Community College

Kaskaskia College's Apprenticeship program has grown to include seven local industries and 12 registered apprentices, with plans to sign agreements with three more companies in 2024.



Lake Land College expanded its presence in Effingham with the purchase of a 100,000-square-foot building to house the Effingham Regional Career Academy (ERCA) and college programming. ERCA is a community, education, and business partnership that includes 14 regional high schools. They collaborated with the local hospital to develop Central Service Technician

courses and an upcoming Surgical Tech program, providing career advancement opportunities within the healthcare organization and community. The college fostered partnerships with industries to develop Registered Apprenticeships in high-demand fields, including CDL, Industrial Maintenance Repair, Automotive Technician, Industrial Maintenance Mechanic, and Fleet Driver.



Lewis and Clark Community College is a leader in the system for competency-based education with the system's first HLC-approved CBE program in welding. To continue the expansion of competency-



based education, Lewis and Clark received an Innovative Bridge and Transitions Grant in Fiscal Year 2023 targeting adult education learners through enhancing their ICAPS Construction Pathway and the incorporation of equity-driven and evidence-based practices such as student stipends for program completers, development and integration of Competency-based education, and the incorporation of virtual-reality for career exploration and construction-training. The overall goal is to apply this model to other career pathways that Lewis and Clark Community College offers.

Lincoln Land Community College launched a diesel technologies program, the culmination of partnerships with area employers. Roland Machinery Company committed more than \$500,000 in equipment,



Lincoln Land Community College

scholarships, and support to the program. LLCC partnered with the Illinois Department of Innovation and Technology (DoIT) on a paid training program to grow and diversify the state's tech workforce. LLCC developed the curriculum that will be offered at LLCC and in Chicago. LLCC further expanded its career training with a new integrated media design lab, with the development of a competency-based help-desk certification in progress. Aviation students received up to a 75 percent tuition discount, free books, and tools through an FAA grant to address the national shortage of aviation mechanics and diversify student enrollments.

McHenry County College's new noncredit Electrocardiogram Technician Training program, supported through PATH funding, provided underserved students the opportunity to earn an employer-recognized credential to immediately enter the



workforce or transition to additional education. The college also offered a paid summer manufacturing internship program for 89 high school students that was designed to provide career exploration and a pathway to further education and/or entry into the workforce. This program was developed in partnership with 21 local manufacturer members of the Manufacturing Pathways Consortium and each high school district in McHenry County.

Moraine Valley Community College has partnered with Pace to provide a comprehensive two-week course for anyone who wants to start a professional bus



Moraine Valley Community College

operator career. It also began a free Manufacturing Careers Exploration Pilot program for non-college bound high school seniors with opportunities to earn money and quickly enter a career in manufacturing.

Morton College rolled out a new Paramedic program in 2023 to provide workforce training in one of the fastest growing occupations in the healthcare field. Another factor in creating this program is Morton College's ability to fill an equity gap. Despite making up 26 percent of the population in Cook County, Latinos only make up 15 percent of the EMT/Paramedic workforce. Given our district's population, the college is well-situated to address this equity gap.



Parkland College and AGCO Corporation, a global leader in the design, manufacture, and distribution of agricultural machinery and precision ag technology, announced a partnership expanding the college's



capacity for ag equipment technician training. On Oct. 19, 2023, the college broke ground on a new state-of-the-art training center at its campus, made possible by a \$5 million donation from AGCO to the Parkland College Foundation. The new 25,000-square-foot facility will permanently house a new AGCO Agriculture Service Technician associate in applied science (AAS) degree program, providing students with instruction specific to AGCO-branded equipment and cutting-edge precision ag technologies such as those from Fendt® and Massey Ferguson®, as well as education in general ag concepts. The program will accept students sponsored by AGCO dealerships. Construction should be completed by fall 2024. As part of Champaign-Urbana AgTech Week, Parkland College invited local community partners, ag industry professionals, K-12 educators, and high-school-aged students to join it for the Parkland College AgTech Showcase on Thursday, March 9. The Agricultural Technologies Department designed this event to reach 200+ students to provide learning opportunities with high-tech equipment, visits of ag laboratories, interaction with the Ag Tech faculty, and demonstrations from current Parkland College Agriculture students.

Prairie State College serves as a training provider for the Department of Justice (DOJ) Gun Violence Prevention grant offering customized programming in Computerized Numerical Control (CNC) operations, welding, and forklift training for up to 25 students. The college has partnered with Pace Bus supporting their entry-level hiring pipeline for individuals seeking career pathway opportunities in Transportation Distribution Logistics (TDL). The program has served 15 students and is ongoing. They are also a training provider with Ford Motor Company's pre-apprenticeship program providing training to upskill incumbent workers to qualify for the Ford/UAW manufacturing apprenticeship program. This program has served 34 students and is ongoing. The college secured 15 clinical site agreements for externships and career pathway opportunities in pharmacy, dialysis, clinical medical assistant, EKG, and medical billing/coding placing students in healthcare career pathway opportunities through externship assignments and/or employment placement. Finally, the college secured the Opportunity Works workforce development grant for \$960,000 to serve 154 District 515 residents (from underserved communities) between the ages of 16 and 24.



Rend Lake College opened the Agronomy Innovation Center to offer education and training on the latest tech in the field. Center staff coordinate and facilitate educational trainings for both students and industry, create and maintain partnerships with schools and the agriculture industry to expand RLC's footprint and bring new technology to the surrounding community, and supervise the Land Lab, maintaining research



plots and land for equipment and technology training. Additionally, construction has begun on the Southern Illinois Manufacturing Academy at the RLC Marketplace campus in Mt. Vernon. This new facility will provide current and future industry workers with real-world experience in the various pieces of the manufacturing process. Covering 20,000 square feet, SIMA will be a chocolate production facility, featuring state-of-the-art training stations for welding, machining, pneumatics, electronics, wiring, power, and controls. In addition, there will be a robotics lab, a computer lab, and classrooms for lectures and presentations. The project is partly funded by a \$5 million grant through the U.S. Department of Commerce's Economic Development Administration (EDA). The Delta Regional Authority has awarded RLC a \$180,000 grant to expand the truck driving training program at RLC's Murphy-Wall Pinckneyville campus. It will be used to create a virtual truck driving simulator that allows students to learn CDL skills within a shorter time period and be better prepared to successfully obtain the licensures required to obtain employment within the transportation industry.

Richland Community College recently broke ground on the TCCI Manufacturing and Richland EV + Energy Workforce Academy. Created with a \$15.3 million fund from the state's Fiscal Year 2023 budget, the academy is building new STEM pathways for students – whether they complete two-year training or transfer to a university. To this date, Richland has articulation agreements with six universities – including Illinois Grainger College of Engineering and Northern Illinois University. In the end, students will be equipped to enter high-wage, skilled work supporting the thriving green economy.



Rock Valley College collaborated with local healthcare agencies to create a Certified Medical Assistant program to address a workforce shortage in their region, they researched, designed, and launched courses in electric vehicle repair, and expanded manufacturing and technology programs through customized training to meet the needs of their local workforce. Across these sectors they partnered with 19 different businesses in 18 different content areas that led to the training of 223 students. The college also recently acquired the Illinois small business development center of Rockford to better assist small local businesses in their district.



Sauk Valley Community College founded the SVCC Police Academy, which came as a response to gaps in law enforcement, both locally and statewide. The third Basic Law Enforcement class is set to graduate in late 2023. Each recruit was first hired by a department before enrolling in the SVCC Police Academy to complete the course and will return to their home departments to police our community. The Police Academy contributes to economic development by providing robust workforce training, increased credential attainment, and by addressing the future needs of the Illinois workforce.



Shawnee Community College's Truck Driving program received a \$450,000 grant to add additional staff and locations for training to serve the growing need for truck drivers in the region. Their welding program recently acquired new simulators that give students a safer hands-on experience while acclimating to the equipment. The Automotive Technology Shop underwent a makeover, adding new equipment and additional classroom space to better prepare students for the job market.



Southwestern Illinois College is linking Illinois to a wider regional initiative to scale U.S. manufacturing and establish the Midwest as a manufacturing hub through a consortium made possible by the EDA's competitive Build Back Better grant. Through the programs offered at the upcoming Advanced Manufacturing Academy (AMA), the college will better equip students with the tools and credentials necessary to not only find gainful employment but also advance the scope of the industry throughout the region.



Spoon River College was one of five community colleges to be chosen as a recipient of a \$25,000 educational grant for career and technical education from the Agriculture and Rural Initiative, Compeer Financials' donor advised fund. In addition to the grant, Spoon River College received two annual \$1,250 scholarships to award students enrolled in the college's agriculture program or pathway over the next four years.



Triton College's new Physical and Life Science Undergraduate Student Lab (PLUS Lab) has an open modular design that can be easily moved around so that it can be utilized as a lab for all different types of university-level research. The Education Department's Tinkering Lab allows young students to explore elements of STEAM (Science, Technology, Engineering, Art, and Math), fostering opportunities for early career development.



Waubonsee Community College boasts a recently grant-funded program that seeks to address the shortage of bilingual teachers in K-12 schools by providing free career training to qualified non-English native speakers, helping them accelerate into a paraprofessional career more quickly.



FISCAL YEAR 2025 BUDGET RECOMMENDATION: ICCB

Fiscal Year 2025 General and Personal Property Replacement Tax ICCB Recommended Funding: \$511,513,199

Community College Grants

Fiscal Year 2025 General Revenue and PPRT Recommended Funding: \$312,824,705

IBHE recommends a \$14.85 million increase (5.0 percent) in Fiscal Year 2025 funding for core unrestricted grants that support community colleges: Base Operating, Equalization, and City Colleges of Chicago. Specifically, IBHE recommends Fiscal Year 2025 funding levels of:

- Base Operating (General Funds): \$106,700,940, an increase of \$10.1 million
- Base Operating (Personal Property Replacement Tax Fund): \$105,570,000, no change
- Equalization: \$83,997,480, an increase of \$4.0 million
- City Colleges of Chicago: \$15,648,885, an increase of \$0.75 million

IBHE recommends no change in Small College Grants and Performance Based Funding:

- Small College Grants: \$548,400, 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 247,000 students in fall 2023, with 12 percent of whom were African American and 30 percent Latino. Community colleges also 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](#) found that 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 2025 Recommended Funding: \$57,282,750

IBHE recommends a five percent increase (\$2.7 million) in Fiscal Year 2025 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:

- Adult Education Basic grants: \$24,972,780, an increase of \$1.2 million (5.0 percent);
- Performance Based grants: \$12,388,425, an increase of \$0.59 million (5.0 percent); and,
- Career and Technical Education Programs: \$19,921,545, an increase of \$0.95 million (5.0 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 and 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.

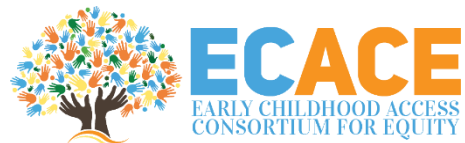
Adult Education (Digital Literacy). Adult learner access to technology and digital skills instruction is essential for effectively transitioning into postsecondary education or the workforce. As new technology continues to emerge, adult education programs must adapt and upgrade their technology infrastructure to better serve adult learners. The purpose of this grant is to provide funding for adult education programs to improve their technology infrastructure, support technology integration in the classroom, and improve distance learning options for adult learners. **\$2,000,000, no change.**

English Language Services. The intent of this funding is to serve the uptick in asylees, refugees, and migrants who are accessing English Language Acquisition. This funding would be made available to adult education providers in the Chicagoland area who are serving this population. This funding will promote economic, linguistic, and civic integration by helping adult immigrants and adult English learners achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens. **\$1,500,000, an increase of \$750,000.**

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 2025 grant funding at the levels outlined below.**

- **Early Childhood Programs.** The Early Childhood Access Consortium for Equity (ECACE) initiative is a groundbreaking effort by a consortium of public and private higher education institutions, state agencies, and other stakeholders to meet the state's workforce needs in early childhood education and care settings through opportunities to complete higher education credentials. IBHE requests continuation of state support for the community colleges to implement those components of the ECACE initiative that have proven the most successful, specifically mentors to help guide students through enrollment and completion, as well as continued funding for ICCB staffing and related administrative costs. **\$4.1 million for grants and program administration, NEW funding.**



- **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 120 WEI programs offered by 18 participating colleges throughout the state. As of June 30, 2023, 9,754 students have enrolled, including 7,086 (73 percent) African American students. Sixty-eight percent of completers (4,276) are employed at an average wage of over \$21.00 per hour. The IBT grant provides funding opportunities through a competitive process to support the seamless transition of students between education systems, as well as employment. **\$28,794,400, no change.**
- **Pipeline for the Advancement of the Healthcare Workforce Program (PATH).** The [PATH Program](#), 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. A total of 26,387 students were enrolled in the PATH program at the end of Fiscal Year 2023, with 15,032 completers. **\$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; 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 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.**
- **Dual Credit Grants.** IBHE recommends \$10,175,000 to expand ICCB's existing 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. An additional \$7 million added to the current program would be used for supporting or improving equitable access to dual credit, focused particularly on students who have been historically underrepresented, including students from racial/ethnic backgrounds that are underserved, low-income students, and students in rural settings. This would require additional investment in the teacher pipeline and on building the capacity for community college and high school partnerships to better support student persistence to college completion, whether that be a two-year transfer degree, four-year baccalaureate degree, or CTE credential or degree. This strategy could be accomplished through an increase in transferrable core academic (e.g., General Education Core Curriculum coursework, such as math, English, or Communications) and/or CTE coursework on a career pathway, that students have available at their high school, or that are made available or enhanced as part of this project. This requires strong partnerships with high schools and building clear pathways from dual credit into the college after high school graduation, supporting wrap-around services and strengthening relationships across the district.

With this investment, we would anticipate a significant year over year growth in dual credit enrollment at the high school, including enhanced enrollment / completion for underserved students, as well as an enhancement to the number of college credits available at each high school, with a goal of a full semester of college credit available, thereby saving students and families time and 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 suggests similar results.

The state's community college system offered over 13,500 dual credit courses to 90,000 students during the academic year 2022. 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 five 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. **\$10,000,000 for grants and \$175,000 for program administration, EXISTING and NEW funding.**

- **Non-Credit Workforce Training Grants.** IBHE recommends \$5,175,000 to continue the 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 \$175,000 for program administration, no change.**

- **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.

An increase of \$500,000 in the High School Equivalency appropriation will allow the ICCB to maintain access to and purchasing power of GED® test discount codes which significantly discounts the price of the test for test takers. In previous years, the ICCB has been able to provide limited relief to GED® test takers seeking to earn their State of Illinois High School Diploma; however, this approach is not sustainable going forward, due to increased costs for both the test and ICCB administrative expenses. This recommended increase will allow the ICCB to provide these discounts and expand upon numbers served in the current fiscal year for some of the most disadvantaged populations of students: **\$1,664,220, an increase of \$500,000.**

- **NEW: Apprenticeship Grants.** As the largest workforce training provider in the state, community colleges are actively engaged in the development and expansion of apprenticeship as a workforce strategy to help individuals connect to a career. Commonly referred to as a "learn and earn" model, where on-the-job training is combined with relevant classroom instruction, apprenticeships provide opportunities to progressively acquire new skills and apply these learned skills on the job.

In 2018, the ICCB was a recipient of the U.S. Department of Labor's (DOL) Scaling Apprenticeship Sector Strategies Grant. The ICCB received nearly \$4.0 million over four years (2019–2023) to develop and support the Customized Apprenticeship Programming – Information Technology (CAP-IT). For the Fiscal Year 2025, the ICCB is requesting state support of \$2.9 million to continue its effort to expand apprenticeship in multiple sectors such as engineering technology, advanced manufacturing, and early childhood education, among others. Given recent changes to the process for accessing state-level apprenticeship funding combined with the close out of the highly successful CAP-IT program, state grant funding is critical to ensuring that community colleges remain leaders in the apprenticeship space. **\$2,900,000 for grants and \$175,000 for program administration, NEW funding.**

- **NEW: Homeless Prevention.** In previous fiscal years, ICCB has worked with DHS to support homeless prevention efforts, via intergovernmental agreement. For Fiscal Year 2025, ICCB requests a direct appropriation to the ICCB. A direct appropriation to the ICCB will streamline the administration of funds while allowing the Board to continue its work to address housing insecurity among community college students in cooperation with the Illinois Office to Prevent and End Homelessness. **\$250,000 for program support and**

administration, NEW funding.

- **Advanced Manufacturing and Electric Vehicle Grants.** The purpose of the Advanced Manufacturing and Electric Vehicle Grants (entitled Rev Up EV Community College Initiative) is to support a cohort of community colleges with building capacity in their institutions and communities for the transition to electric vehicle technology. The funding prioritizes education and training programs that span across the EV technology occupational continuum from development and production to maintenance of electric vehicles, as well as installation and maintenance of critical infrastructure. The funds also support the Illinois Green Economy Network's (IGEN) community college centered community of practice to assist with statewide curriculum development and implementation. **\$10,000,000, no change.**
- **Mental Health Early Action on Campus.** The purpose of the Mental Health Early Action on Campus grant is to provide funding to support implementation of the Mental Health Early Action on Campus Act. Allocations were based on college survey submissions to the Commission on Government Forecasting and Accountability (COGFA). Appropriations in Fiscal Years 2023 and 2024 were by line item to the colleges. The IBHE is requesting that the ICCB receive a lump sum appropriation in Fiscal Year 2025 to more equitably allocate the funding to institutions as the initial allocations were based on surveys that did not adequately project resource needs for implementation of the Act. **\$9,218,800, no change.**

ICCB Operations

Fiscal Year 2025 General Funds Recommendation: \$5,752,824

IBHE is recommending a \$118,564 increase to ICCB operations to continue core functions. ICCB continues to receive new grant programs, operationalize legislation expanding responsibilities, and implement new initiatives. The increase in the operational lines will provide for salary competitiveness to recruit and retain staff, a small increase to account for rising travel costs, and additional funds for PATH program administration.

IBHE is recommending \$500,000 in additional funds for ICCB grants administration. The number of grants administered by the ICCB has more than tripled in both grant award amounts and number of grantees over the last few years, and it is expected that this trend will continue. In addition, IBHE recommends \$400,000 for the ICCB to implement the required Equity plans, consistent with Public Act 102-1046. These funds will support training and technical assistance to the community college system in the development of the required plans.

Lastly, IBHE recommends \$1.0 million for replacement of a legacy data system for adult education and literacy and enhancement to existing data systems to support enhanced data collection on noncredit education and training. ICCB is seeking to build-out or purchase a new statewide Adult Education data system and establish a more user-friendly technical solution that also addresses security concerns and support challenges associated with older system and the lack of system support. The current system is ineffective and unreliable with reports and outputs which means an inordinate amount of time by ICCB staff is spent in ensuring the data are of quality and meet state and federal standards.

ILLINOIS STUDENT ASSISTANCE COMMISSION

Fiscal Year 2025 Recommended General Funds: \$882,776,200



IBHE recommends a Fiscal Year 2025 General Funds budget of \$882.8 million, an increase of \$72.0 million from Fiscal Year 2024. This is comprised of an additional \$50 million for the Monetary Award Program and \$840,000 each for agency operations and for a budget line supporting outreach, research, and training. Recommended funding for the AIM HIGH program remains at the Fiscal Year 2024 level of \$50M. The recommendation also includes an increase of \$28,600 to meet demand for the Veterans' Home Medical Provider Loan Repayment Program. Funding is also recommended to continue the Early Childhood Access Consortium for Equity (EC ACE) Scholarship (\$20 million) and the new Human Services Loan Professional Loan Repayment Program (\$250,000).

ISAC SCHOLARSHIP AND GRANT PROGRAMS

Monetary Award Program

Fiscal Year 2025 Recommended Funding: \$751,566,200

IBHE is recommending a \$50 million increase in MAP in Fiscal Year 2025. 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 2024 budget had a historic \$701 million investment in MAP, an increase of \$100 million (16.6 percent). This increased the percentage of tuition and fees covered by the largest MAP grant at a public university to 49.9 percent, while at community colleges the lowest-income students' grants cover about 60.5 percent. At private institutions, a MAP grant covers about 19 percent of the tuition and fees.

Still, new investments are working to overcome a long decline in the proportion of tuition and fees a MAP grant 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

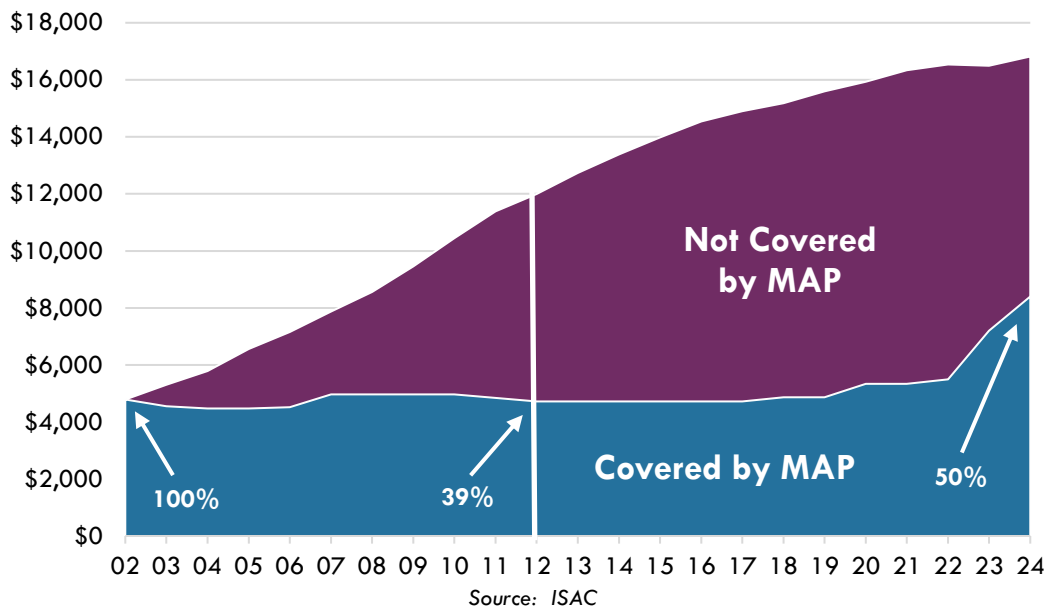
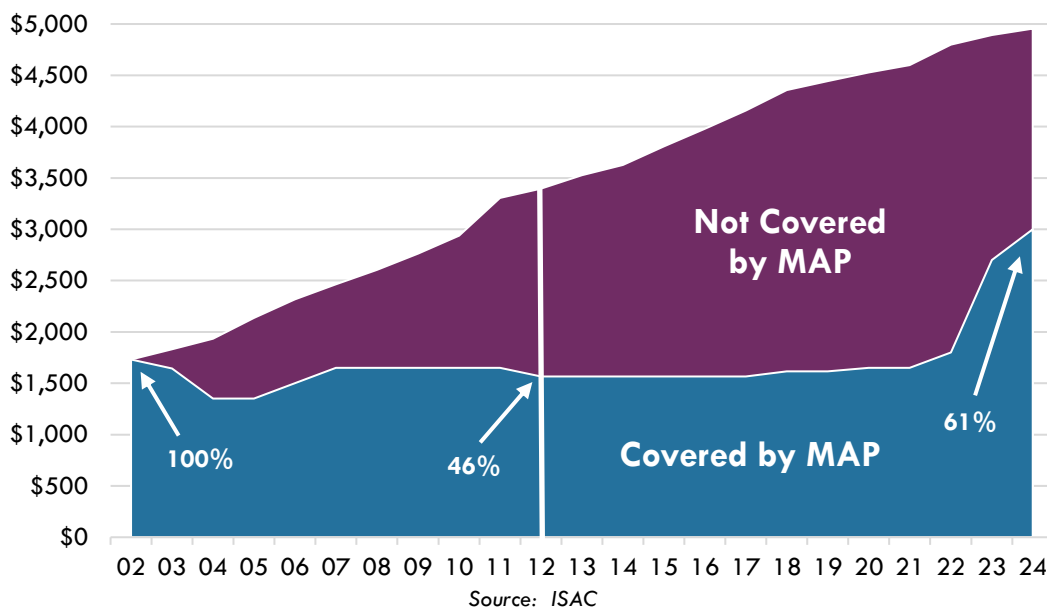


Figure 5: MAP Coverage Compared to Weighted Community College Tuition

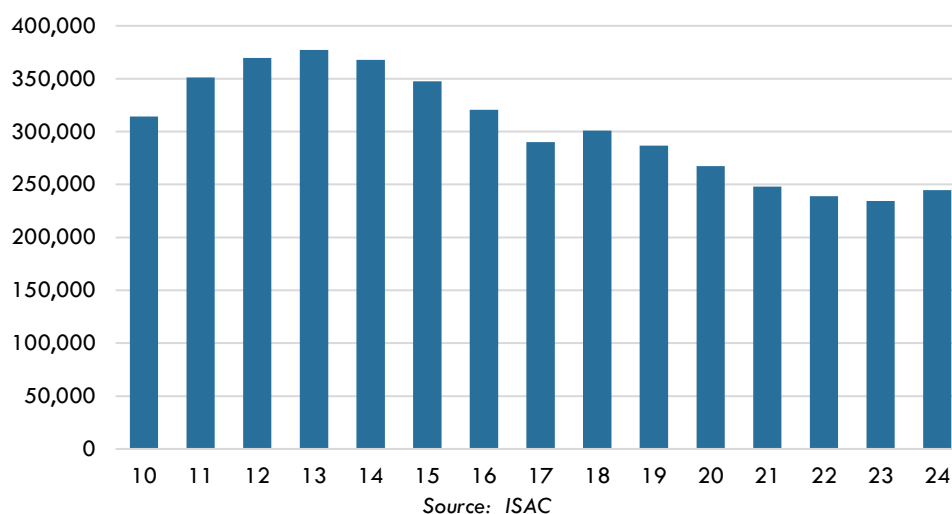


Note: This chart shows the impact on students who have no resources to contribute to college based on their federal financial aid forms (i.e. zero Estimated Family Contribution (EFC))

For the first time since Fiscal Year 2001, all eligible applicants were offered a MAP grant in Fiscal Year 2022. For Fiscal Year 2023, the program was again able to offer grants to all eligible applicants, although this required a late-year supplemental appropriation of an additional \$2 million from GRF (which was possible because of projected lapses in other spending lines). Being able to offer a MAP grant to all eligible applicants reflects both good news and bad news for the state, 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 have been 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. Notably, the downward trend from Fiscal Year 2013 to Fiscal Year 2023 may now be reversing: As of November 2023, applications from eligible students were **up** by around 4.5 percent.

Figure 6: Monetary Award Program Eligibility History: Fiscal Years 2010 to 2024 (projected)



AIM HIGH

Fiscal Year 2025 Recommended Funding: \$50,000,000

IBHE recommends maintaining funding for the AIM HIGH program at the Fiscal Year 2024 level of \$50 million.

AIM HIGH, created as a five-year pilot program, was made permanent during the 2023 spring legislative session, and both eligibility and funding were expanded. The program provides funding to public universities to use for a hybrid merit/need-based scholarship program. Previously available to students from families with up to six times the federal poverty level income, the grants can now be awarded to recipients with a family income of up to eight times the poverty level (about \$222,000 for a family of four). 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 6 percent and 12 percent of all undergrads received an AIM HIGH award, which suggests AIM HIGH is an important program in supporting students.

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

- Between 15 percent and 16 percent of grant recipients were Latino, compared to about 17 percent of the undergraduate student body.
- Approximately 16 percent of the grant recipients were African American, compared to 13 percent of the undergraduate student body.
- Between 50 percent and 55 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, about 60 percent in Year 2, 48 percent in Year 3, and 53 percent in Year 4. Approximately 37 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 percent returned and received AIM HIGH in Year 2. An additional 28 percent returned to school but did not receive an AIM HIGH grant, 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 grant, for a retention of 85 percent. Finally, of the 10,711 who received state- and match-funded AIM HIGH awards in Year 3, 68 percent returned and received AIM HIGH in Year 4. An additional 18 percent returned to school but did not receive an AIM HIGH grant, for a retention of 86 percent. Note: 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 years two, three, and four 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. Improved affordability and student persistence have also been shared by schools as impacts of the Program.

Based on this analysis, IBHE recommends that AIM HIGH funding continue at \$50 million for Fiscal Year 2025.

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 last year recommended increases in funding for the Minority Teachers of Illinois Scholarship and the Illinois Teachers Loan Repayment Program. Increases for both programs were achieved. The recommendation includes level funding for each of these programs in Fiscal Year 2025 (\$8 million for MTI and \$975,000 for the Illinois Teachers Loan Repayment Program).

The General Assembly also made significant additional state funding available in Fiscal Year 2024 for two teacher education programs administered in partnership with the Golden Apple Foundation: Golden Apple Scholars, a program to support traditional undergraduate teachers-in-training, and Golden Apple Accelerators, a program for individuals who have received or will shortly receive a bachelor's degree in another subject but want to become licensed teachers. IBHE is recommending continued funding in Fiscal Year 2025 at the 2024 levels for each of these programs, as well (\$10.75 million for Scholars and \$5 million for Accelerators). In addition, to allow the Golden Apple Foundation to finish spending federal dollars originally allocated for their programs in Fiscal Year 2022, IBHE is recommending continued spending authority from the State CURE Fund in Fiscal Year 2025 for Scholars and Accelerators (\$200,000 and \$1.3 million, respectively, reflecting the remaining funding expected to be available).

Early Childhood Access Consortium for Equity Scholarship ***Fiscal Year 2025 Recommendation: \$20,000,000***

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 has been the EC ACE scholarship, which has provided total cost of attendance funding as a last dollar scholarship for members of the early childhood workforce who enroll in programs to upskill. ISAC has received a share of federal funds that were dedicated by the Governor and the Illinois Department of Human Services to provide the scholarships. In Fiscal Year 2023, 2,137 students claimed \$29.6 million in scholarships, and Fiscal Year 2024 claims will likely be in a range from \$51 million to \$66 million.



- Without state funding to replace any part of the federal funds, the program would not be able to continue: Not only would new educators not be entering the pipeline, but students partway through their programs – who have made changes and sacrifices to accommodate returning to school – would lose critical financial support. Many current recipients would likely be unable to complete their degrees and credentials without this funding.
 - To maintain the current program with the same grant sizes and eligibility criteria, serving a similar number of students as are currently being paid with federal funds, ISAC estimates that between \$51 million and \$66 million in state funding would be needed. (Because claims are still coming in for Fiscal Year 2024, this is the first year with the current eligibility criteria, and the program has been ramping up (as would be expected with a new program), projecting claims for Fiscal Year 2024 is still very difficult – let alone demand for Fiscal Year 2025. This accounts for the wide range in the projection at this time.)
 - While maintaining a similarly expansive program would be helpful in meeting state goals, discussions with the Office of the Governor suggest that state funding limitations will require the program to be scaled back in Fiscal Year 2025 and beyond. The State will have to balance available funding with the needs of students and the workforce needs of the early childhood education and care system, which the scholarship is meant to help address. At this time, the recommended request reflects guidance from the Office of the Governor suggesting that an appropriation in the \$15 to \$20 million range may be

achievable. Notably, a \$20 million appropriation would likely not be enough even to fund all renewal applicants using the current program parameters, which include grants that cover as much as the student's total cost of attendance. Absent other changes to the program, with a \$20 million appropriation the grant size would likely need to be reduced to approximately \$7,500 if the program is to fund all estimated renewal applicants. Although the exact impact of providing smaller scholarships is hard to project, it's fair to assume that such cuts would affect students' decisions about whether to enroll and how many credits to take – including current students' decisions about whether to remain enrolled and complete their programs.

- IBHE, ISAC, and ICCB staff are actively engaged with the Office of the Governor to discuss how the program can be most effectively targeted in Fiscal Year 2025 and beyond to address the needs of students and meet state goals for ensuring equitable access to affordable and high-quality early childhood education and care.

ISAC HEALTH PROFESSIONS AND SAFETY GRANT PROGRAMS

Fiscal Year 2025 funding would be increased to help meet more of the demand for one program:

- **Veterans' Home Medical Provider Loan Repayment Program.** This program pays down 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 a maximum of four years. The program consistently spends its full appropriation, and ISAC is confident that additional demand exists, particularly with the establishment of a new Chicago veterans' home: **\$55,000, an increase of about 108 percent.**

IBHE recommends that Fiscal Year 2025 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.**

- **NEW: Nursing Education Scholarship Program.** Previously administered by the Illinois Department of Public Health, the Nursing Education Scholarship supports students who seek a certificate in practical nursing, an associate degree in nursing, a hospital-based diploma in nursing, or a bachelor's or graduate degree in nursing. Of the annual appropriation, 20 percent is earmarked for those seeking graduate education, specifically intended to support those who want to become nursing faculty. Recipients pledge to work in nursing (or nurse education) in Illinois after graduation or to repay the amounts received, plus interest: **\$4,000,000 from the Nursing Dedicated and Professional Fund, no change.**
- **Social Work Scholarship and Loan Repayment.** 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, an Illinois police officer, or an Illinois firefighter 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: **\$1,300,000, 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 2025 Recommended General Funds Funding: \$15.68 million

IBHE recommends an increase of \$1.68 million to ISAC's operations and outreach lines to a total of \$15.68 million. The Fiscal Year 2025 recommended increase of \$1.68 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.

ISAC considers operational support particularly important given a significant recent expansion in agency programs, including eight programs added in the last few years (including several that have required building relationships with new external partners), significant expansions and changes for some of the agency's largest programs, and several new grants to oversee for outside parties. The transition to a new statewide accounting system not tailored to ISAC's work has also increased administrative effort at the agency level. At the same time, over 40 percent of agency staff (excluding the ISACorps) are retirement-eligible. Ensuring that the agency is appropriately staffed to meet its obligations and deliver its mission is a top priority for the agency's management.

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

Fiscal Year 2025 Recommended General Revenue Funding: \$23,668,470

IBHE recommends an increase of \$1,127,070 (5.0 percent) in General Funds and an increase of \$60,000 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 IBHE recommended increase will help IMSA continue to meet the needs of its students, faculty, and staff.

STATE UNIVERSITIES CIVIL SERVICE SYSTEM (SUCSS)

Fiscal Year 2025 Recommended Funding: \$1,444,400

IBHE recommends a Fiscal Year 2025 General Funds increase of \$202,600 (16.3 percent), to \$1,444,400.

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 \$102,600 will provide salary adjustments to allow for recruitment and retention of staff. Additionally, \$100,000 is recommended to allow SUCSS to develop new testing for police candidates at institutions.

ILLINOIS BOARD OF HIGHER EDUCATION

Fiscal Year 2025 Recommended General Funds: \$37,224,700

The Fiscal Year 2025 general funds recommendation for IBHE includes \$7.5 million in operations and \$29.7 million in grants. This is an increase of \$6 million for grants, offset by a reduction of \$400,000 in a one-time program, plus a \$3.7 million increase in operations. 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 2025 General Funds Recommendation: \$7,518,800

IBHE is recommending a \$1.7 million increase to IBHE operational costs to cover ECACE staff currently paid by expiring federal funds, staff paid from one-time fee sources, and funds to address salary compression and competitiveness. Additionally, \$2.0 million is recommended for new staff to support strategies in the Growth goal, to increase talent and innovation to drive economic growth, and for student supports, new areas of work.

IBHE GRANTS

Diversifying Higher Education Faculty in Illinois (DFI)

Fiscal Year 2025 Recommendation: \$2,050,200

The Board is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

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*.

In Fiscal Year 2024, increased funding provided 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 Future Faculty of Color; and a graduate symposium to help them prepare for and find employment in Illinois.

Fellowships were awarded to 113 students at 16 institutions in Fiscal Year 2024 as follows:

- \$17,500 awarded to 79 New and Renewal Doctoral Fellows;
- \$16,500 awarded to 8 Renewal Master's Fellows; and
- \$15,000 awarded to 26 New Master's Fellows.

Common Application

Fiscal Year 2025 Recommendation: \$1,450,000

The Board is recommending an increase of \$450,000 for Fiscal Year 2025 to expand Common App to transfer students.

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 2023, Illinois was one of eight states with Delaware, Iowa, Maine, Rhode Island, Massachusetts, Michigan, and New Jersey. Among those states, Illinois, by far, represents the largest state in terms of population and the number of high school graduates. 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 (2022-23), Illinois public universities received 166,385 total applications through the Common App from 107,443 individual high school students. More than 106,000 of those applications submitted were from Illinois high school students, representing 64 percent of all Common App volume. The remaining 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 October 31, 2022, to October 31, 2023, overall application volume through the Common app is up 16.2 percent year over year (73,027 to 84,898). Significantly, application volume from Illinois high school students is up 15 percent (48,100 to 55,323). For historically underrepresented groups, application volume was up 31.1 percent among African American students, 17.5 percent among Latino students, 14.8 percent among first-generation students, and 4.6 percent among students from rural areas and small towns.

With the success of Common App and new statewide efforts to smooth the process for students transferring from community colleges to universities, IBHE will use these additional funds to expand Common App reimbursement to public universities for transfer students.

Grow Your Own (GYO) Teacher Education Initiative

Fiscal Year 2025 Recommendation: \$6,000,000

The Board is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

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 five locally run programs across the state, including Chicago, Eastern Illinois University, Lake County, Peoria, and SIUC.



Grow Your Own Historically Disadvantaged Male Initiative (HDMI)

Fiscal Year 2025 Recommendation: \$300,000

IBHE is recommending a reduction in this federal appropriation for the amount remaining in Fiscal Year 2025.

In Fiscal Year 2023, Grow Your Own received dedicated funding of \$1,033,700 from the federal Coronavirus Urgent Remediation Emergency (CURE) fund, to recruit and support males of color becoming teachers. This effort is aligned with *A Thriving Illinois* to enhance access to educator preparation programs (Growth Strategy 7). IBHE recommends reappropriating these remaining unspent federal funds in Fiscal Year 2025.

Cooperative Work Study Grants

Fiscal Year 2025 Recommendation: \$980,500

The Board is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

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 2024, IBHE embedded equity in the application and evaluation criteria and selected 24 schools to provide approximately 600 to 700 students with internships. In Fiscal Year 2025, 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 2025 Recommendation: \$183,300

The Board is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

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 2025 Recommendation: \$95,900

The Board is recommending Fiscal Year 2025 funding remain at the Fiscal Year 2024 level of \$95,900.

The IMSA Fusion Program is a teacher professional development and STEM enrichment program for students in grades 3-5 and 6-8. By design, each of the 15 IMSA Fusion curricula are inquiry-based, problem-centered, competency-driven, and integrative. The learning experiences focus on helping students “learn how to learn” and emphasize collaboration, mathematical thinking, and experimental scientific thinking. Topics relate to student interests and modern real-world topics, and therefore arouse curiosity and a need to explore mathematics and science concepts and skills. Participating teachers are supported with ongoing professional development to deliver the curriculum with confidence while enhancing their toolbox with pedagogy-rich instructional methods.



The goals of the IMSA Fusion Program 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, and stimulate excellence in schools;
- 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.

Fiscal Year 2023 saw a return of IMSA Fusion field trips to the IMSA Aurora campus as well as a first year of return to normalcy following several years of interruption due to the COVID 19 pandemic. Fiscal Year 2023 would be considered the baseline year for the new post pandemic landscape of education, care was taken to survey teachers for their overall needs to gain a better understanding of the impact of the Fusion program.

Nursing School Grant Program

Fiscal Year 2025 Recommendation: \$1,500,000

The Board is recommending Fiscal Year 2025 funding remain at the Fiscal Year 2024 level of \$1.5 million.

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 and improve nursing programs leading to initial licensure as a Registered Nurse (RN) or programs for RNs leading to the Bachelor of Science in Nursing (BSN).

Recent IBHE analysis shows that:

- 90 percent of the current Illinois Nurse workforce are aged 55 or older.
- 59 percent of Nursing faculty at colleges and universities are 55 years of age or older.
- Illinois Students have 90 Nursing Pre-Licensure Programs available with opportunities in every Higher Education Region of Illinois.
- At the time of writing of the report, 34,889 total students were registered for Pre-Licensure Registered Nursing programs across all degree levels, i.e., associate, baccalaureate, and masters). There are 14,986 total Students of Color (43 percent) enrolled.

Nursing School Grant funds may be used for hiring and retaining 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 to improve teaching and learning as well as student retention, graduation, and preparation for entry into the profession.

The Nursing School Grant program advances the higher education strategic plan, “A Thriving Illinois” in Growth Strategy 3, by aligning the State’s higher education and economic development needs and 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 during a multi-year period. They must show how grant funds will be used to enhance their programs, efforts to close equity gaps, and improve student success. In Fiscal Year 2024, 12 schools have been awarded grants.

Nursing Educator Fellowships

Fiscal Year 2025 Recommendation: \$800,000

The Board is recommending Fiscal Year 2025 funding remain at the Fiscal Year 2024 level of \$800,000.

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 face stiff competition in retaining Nursing faculty in the current labor market. This is especially true considering the impact of the pandemic on the profession and the demographics of the profession related to age and retirements.

The Nurse Educator Fellowship addresses the faculty-retention challenge and advances Equity Strategy 3 of “A Thriving Illinois”, to increase and retain a diverse faculty and staff of color as well as support the learning and success of underserved student populations in higher education. The Fellowships also support the goal of growing the Nursing workforce to meet employer needs and the needs of individuals to stay current in their field and advance their skills. Nurse educators are essential to maintaining the quality of higher education programs that prepare future nurses for a wide variety of healthcare settings.

Fellows are selected through a competitive process based upon review of nomination materials and a personal statement. Applicants must describe how they will use fellowships funds to support their own professional learning, scholarship, 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 of the Illinois Center for Nursing. The 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. To date in Fiscal Year 2024, 54 fellowships were awarded across 31 different institutions in Illinois.

Creating Pathways and Access for Student Success Foundation (CPASS)

Fiscal Year 2025 Recommendation: \$1,433,600

The Board is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

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 924 students were served in Fiscal Year 2023.

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 2025 Recommendation: \$1,205,700

The Board is recommending a \$150,00 increase for Fiscal Year 2025.

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.



Unduplicated student enrollment in fall 2023 was 771, with 25 percent of those reporting race/ethnicity being Latino, four percent African American, and eight percent Asian Pacific Islander. About half of the enrollment was in undergraduate programs and half in graduate programs. Approximately 100 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 2025 Recommendation: \$73,800

IBHE is recommending Fiscal Year 2025 funding at the same level as Fiscal Year 2024.

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 2025 Recommendation: Reappropriation of \$100,000

In Fiscal Year 2022, IBHE received an appropriation of \$500,000 to conduct an assessment of higher education needs in the Quad Cities. IBHE has procured support through an RFP and has secured WestEd Economic Mobility in the amount of \$447,549 to lead the assessment work. Work on this project has begun and is anticipated to conclude by the end of Fiscal Year 2024. However, there is a possibility of the need to complete the work in the first quarter of Fiscal Year 2025. Therefore, **IBHE is recommending that \$100,000 be reappropriated in Fiscal Year 2025 so that the work can be completed.**

Homelessness Grants and Services

Fiscal Year 2025 Recommendation: \$2,000,000

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 Housing Insecurity (ESHI) grants to 11 institutions. Institutions used the funding to provide emergency funding for students, expand food pantries to basic needs pantries, and provide training for staff and resource centers for students.

In Fiscal Year 2024, the \$2.0 million was transferred into IBHE's budget, rather than be awarded as a grant from DHS. In November 2023, IBHE awarded ten ESHI Grants with amounts expanded to up to \$200,000 per institution.

Additional activities relating to the implementation of the [Higher Education Housing and Opportunities Act](#) (110 ILCS 131) taking place in Fiscal Year 2024 include HOUSE Liaison training that IBHE hosts with ICCB, annual HOUSE Liaison reporting, and a HOUSE Liaison conference.

IBHE is recommending Fiscal Year 2025 funding at \$2,000,000.

Early Childhood Access Consortium for Equity

Fiscal Year 2025 Recommendation: \$4,500,000 million General Revenue Funding

IBHE is requesting 4.5 million in general revenue funding to support the operations of ECACE and to provide Consortium institutions with funding for mentors and other supports to ensure student persistence and completion. In Academic Years 2022-24, ECACE was supported through federal funding provided by IDHS.



IBHE and ICCB, in partnership with ISAC, IDHS, ISBE, and GOECD, collaborated to establish the [Early Childhood Access Consortium for Equity](#) (ECACE) Initiative 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. The ECACE is also codified in [110 ILCS 28/](#).

ECACE is a comprehensive and groundbreaking effort by a Consortium of 61 public and private higher education institutions, five state agencies, an Advisory Committee, and other stakeholders to meet the state's workforce needs in early childhood education and care. ECACE is centered on the provision of systems, structures, and student supports to increase access, ensure the success and progression of working adults through academic programs, and provide a seamless transition from one institution to the next. Recognizing prior learning, providing courses at times and ways convenient for working adults, and supporting student persistence through wrap around services are significant elements of ECACE.

In Academic Year 2023, ECACE supported more than 2,100 members of the incumbent workforce at Consortium Institutions with robust scholarships (also mentioned in the ISAC section) that address financial barriers beyond tuition and fees. In Academic Year 2024, as of the end of October 2023, applications have already exceeded those from Academic Year 2023 by over 33 percent. We anticipate that between \$55 million and \$66 million in scholarships will be awarded in Academic Year 2024.

Data from Academic Year 2022 – the first planning year of the Consortium and the soft-launch year of the scholarship (launched mid-year) – indicated a 17.9 percent increase in enrollment from AY2020. In addition, the proportion of students who were members of the incumbent workforce rose from 38 percent to 45 percent.

We do not yet have data on incumbent workforce enrollment for AY 2023. However, from fall 2019 to fall 2022, institutions saw a 22 percent increase in enrollment in early childhood programs generally. And we anticipate much of this due to an increase in enrollment of incumbent workers. We anticipate that enrollment will continue to increase for AY2024, particularly for

incumbent workers, due in large part to Consortium work. In Academic Year 2023, Consortium institutions held over 1,700 events for over 26,000 students and engaged over 6,000 employers.

While we lack comprehensive data on student persistence and completion at this time, we are hearing anecdotally from institutions that Consortium work and mentor supports are leading to significantly increased rates of persistence. Several large public universities have reported persistence rates between 92-100 percent. Consortium institutions have redesigned programs to meet workforce member needs. Mentors at institutions, along with wrap around supports, are providing working adults with support needed to succeed. Consortium cohorts will begin to graduate after spring 2024, while a significant number of others need more time to complete.

With general revenue funding, institutions will receive funds for dedicated coaches/mentors and other supports for student success. IBHE and ICCB (also described in ICCB section) will receive funding to support ECACE, including Consortium operations, institutional support, supporting the Advisory Committee, and required reporting to the General Assembly, Governor's Office, and Advisory Committee.

IBHE is recommending Fiscal Year 2025 funding at \$4.5 million.

Illinois Tutoring Initiative

Fiscal Year 2025 Recommendation: spend down the additional \$12.5 million by Sept. 2024.

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. 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 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. During the 2022-2023 academic year, 649 tutors provided high-impact tutoring to 2,115 students in 58 school districts statewide. Funding was provided by the Illinois State Board of Education through federal funds starting in Fiscal Year 2022 and **IBHE recommends spending down federal funds through September 2024.**



Behavioral Health Workforce Education Center

Fiscal Year 2025 Recommended Funding: \$5 million from DHS

IBHE collaborated with the Illinois Department of Human Services (DHS) to identify two public universities, Southern Illinois University School of Medicine (SIU SOM) and the University of Illinois-Chicago (UIC), to serve as partners for creating the Behavioral Health Workforce Center (BHWC), as established in



110 ILCS 185. In February 2023, The BHWEC released a statistical update to inform providers, partners, and policy makers of the current scope of this serious workforce issue across the State. Highlights of the 2023 statistical update include:

- More than 9.8 million Illinoisians (78 percent) live in a designated mental health shortage area. Mental Health America ranks Illinois 29th in the country in mental health workforce availability based on its 410-to-1 ratio of population to mental health professionals.
- Only 42 percent of the 145,000 Illinois youth aged 12-17 and 16 percent of young adults aged 18-25 who experienced a major depressive episode received care.
- Rural counties in Illinois have an average of 1.2 psychiatrists per 100,000 residents compared to 12.7 in large urban counties and 10.5 in the state overall.
- 76.7 percent of rural hospitals are in designated primary care shortage areas and 91.9 percent are in designated mental health shortage areas.

The Behavioral Health Workforce Education Center is now in its second year of operations and is moving beyond the foundational work for establishing the Center to expanding involvement of additional universities and the community colleges, area employers, professional associations, and others to expand pathways, pipelines and partnerships leading to greater numbers of new and retained professionals in behavioral health throughout Illinois.

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 goals to ensure the state’s higher education system prepares the workforce need 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 success in obtaining work in in-demand fields. Additionally, the Center advances Equity Strategy 4 to attract working adults through outreach and support specifically for them.

DHS is setting aside approximately \$5.0 million to provide to IBHE to fund this effort in Fiscal Year 2025. The expansion and diversification of a related loan repayment initiative is described in the ISAC section.

STATE UNIVERSITIES RETIREMENT SYSTEM (SURS)

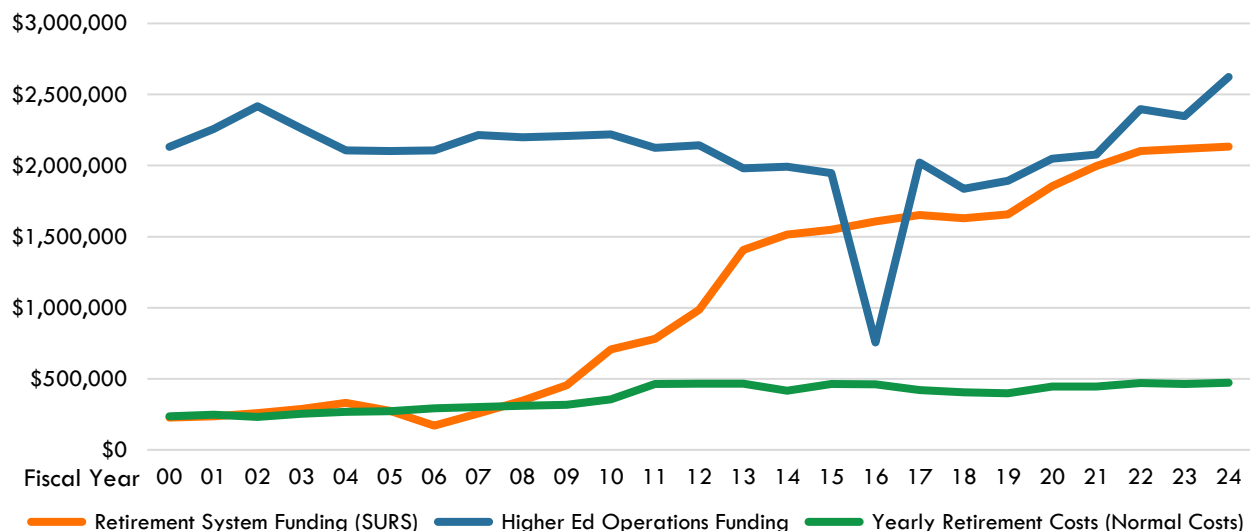
Fiscal Year 2025 Recommended Funding for All Funds: \$2,295,975,000

The Board is recommending Fiscal Year 2025 SURS funding at the full certified level, a \$153.5 million increase over Fiscal Year 2024, and the Community College Health Insurance fund at \$9.2 million, increasing by \$1.5 million.

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 percent funding by the year 2045.

The state has had a history of underfunding the pension systems, including under the statutory calculation. Only about \$472 million (22.1 percent) of the certified amount will be used to cover the normal/current cost of employees earning benefits in Fiscal Year 2024. The remaining \$1.66 billion (77.9 percent) goes to cover past unfunded liabilities.

Figure 7: SURS Funding Compared to Higher Education Funding
Fiscal Years 2000-2024 (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 \$9.2 million.

FISCAL YEAR 2025 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.

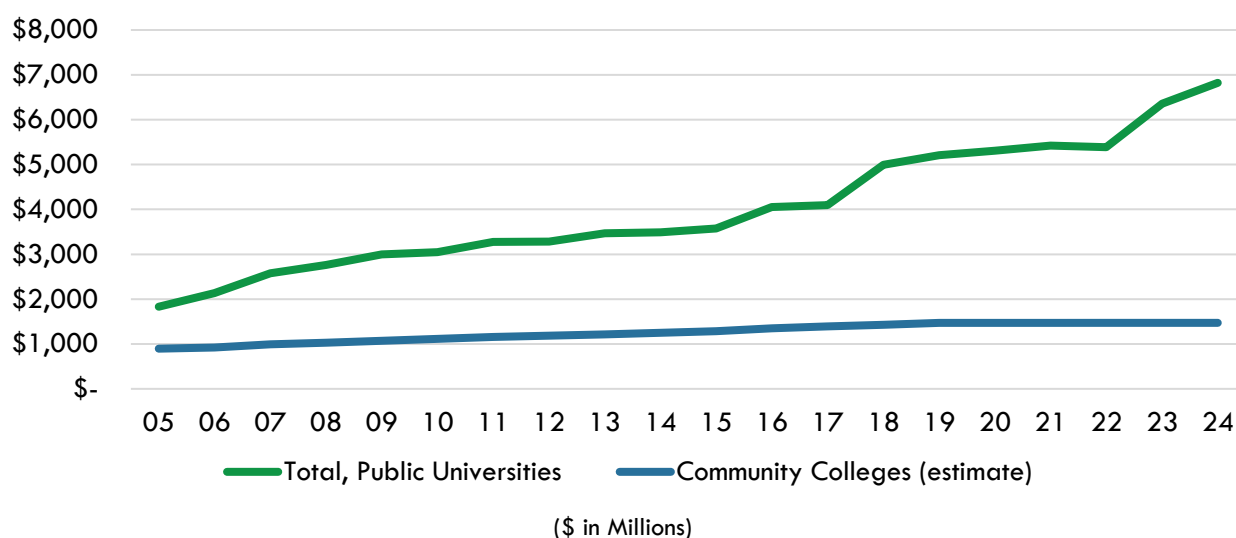
Currently, 26 new construction projects with an appropriation value of \$965.3 million and an additional 68 capital renewal projects at an appropriation value of \$641.8 million are underway at public universities and the Illinois Math and Science Academy. At the community colleges, 90 projects are underway, at a value of \$624.6 million. **IBHE is recommending reappropriations in Fiscal Year 2025 of these projects underway.**

In addition to the projects underway, at public universities, there are eight additional new construction projects with appropriations totaling \$235.8 million and 118 community college projects with appropriations of nearly \$577.9 million that have been appropriated but not yet released. **IBHE recommends reappropriation in Fiscal Year 2025 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 \$8.3 billion projected for Fiscal Year 2024. 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 nearly 190 projects to improve and maintain their campus infrastructure. Of these project requests, 66 are for new construction and 127 are for capital renewal projects, at an estimated cost of \$4.1 billion. For Community Colleges, ICCB has recommended funding for 45 new projects at a state-funding need of an estimated \$268.7 million. Although IBHE continues to collect these requests for new capital projects, IBHE's Fiscal Year 25 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 (2021-2024)

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](#).

Community College Performance Funding Model

The Illinois Community College Board 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 and 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 and 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 or 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 and 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/nsqp.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 by the Illinois Board of Higher Education for the administration and enforcement of the Academic Quality Act and was amended in spring 2023 to add the Private College Act. Fees collected cover the cost of reviewing applications for authorization to operate, to grant degrees, or 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 the administration and enforcement of the Acts.

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 to pay 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 and 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. University non-appropriated funds are 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.

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.

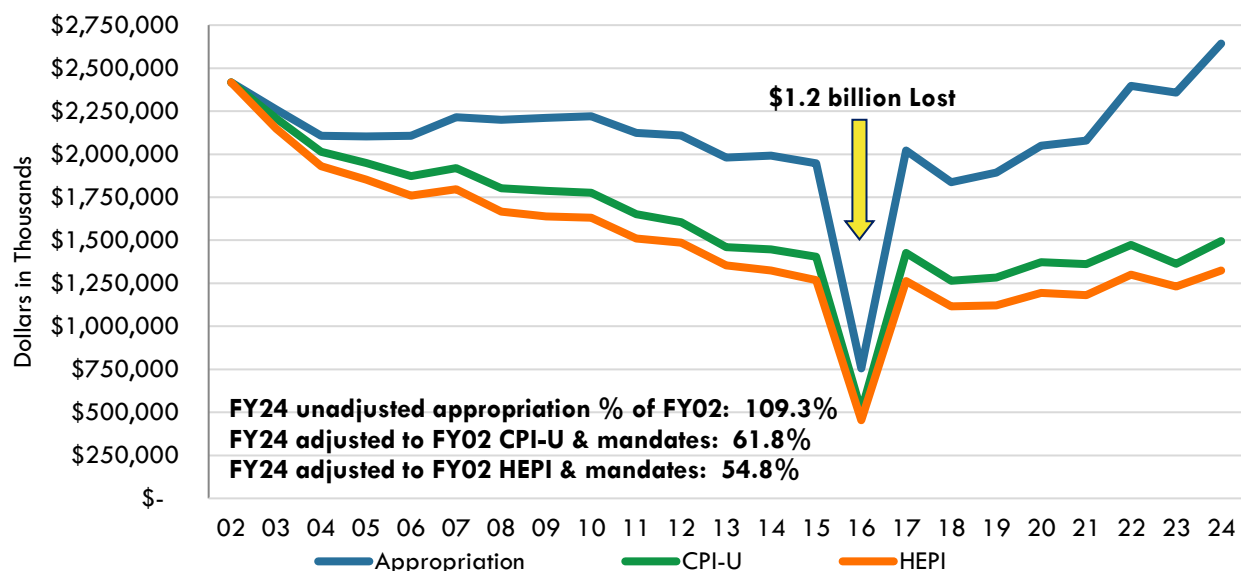
Also since Fiscal Year 2002, higher education has experienced a series of additional mandates and pressures. This includes:

- 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.

Since Fiscal Year 2020, Illinois has seen significant new investment in higher education. The MAP program is at a record high of \$701 million, and as shown in Figures 4 and 5, above, MAP now covers 61 percent of community college tuition and fees and 50 percent 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. As shown in Figure D-1, Fiscal Year 2024 higher education funding levels have finally surpassed Fiscal Year 2002 levels. For 20 years, the inflation-adjusted higher education appropriations have been below the 2002 mark, with lows of 80 percent of the 2002 level

during Fiscal Years 2013 through 2019. Since then, funding has been on a steep climb and IBHE is proud to say that the State's investment in higher education is reaching new heights.

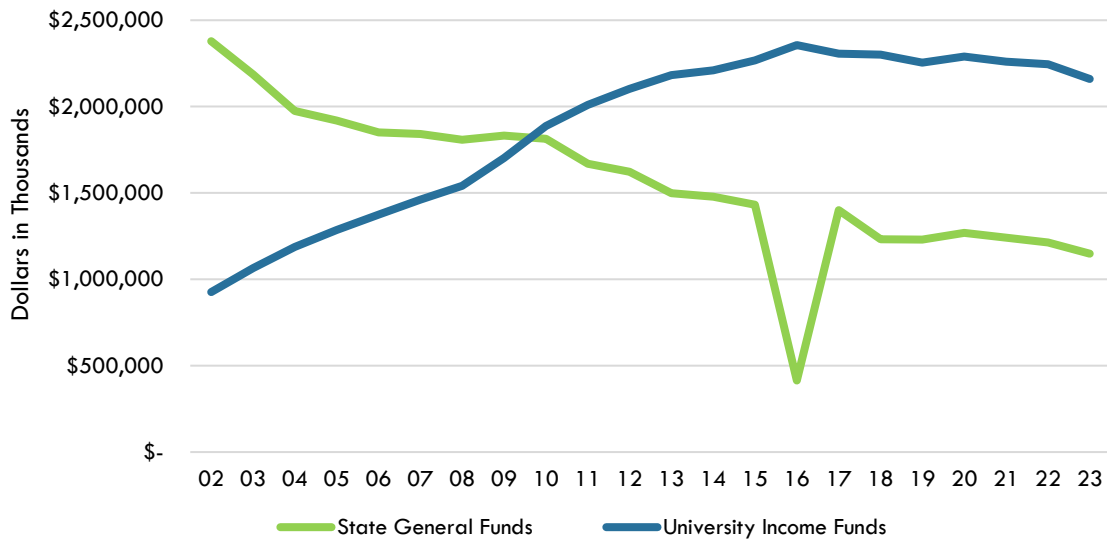
Figure D-1: Illinois Higher Education Appropriations* Operations History
Adjusted for Mandates and Inflation



*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 percent in Fiscal Year 2023.

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 2023 still covered just 34.7 percent of university costs while tuition and fees covered the remaining 65.3 percent.

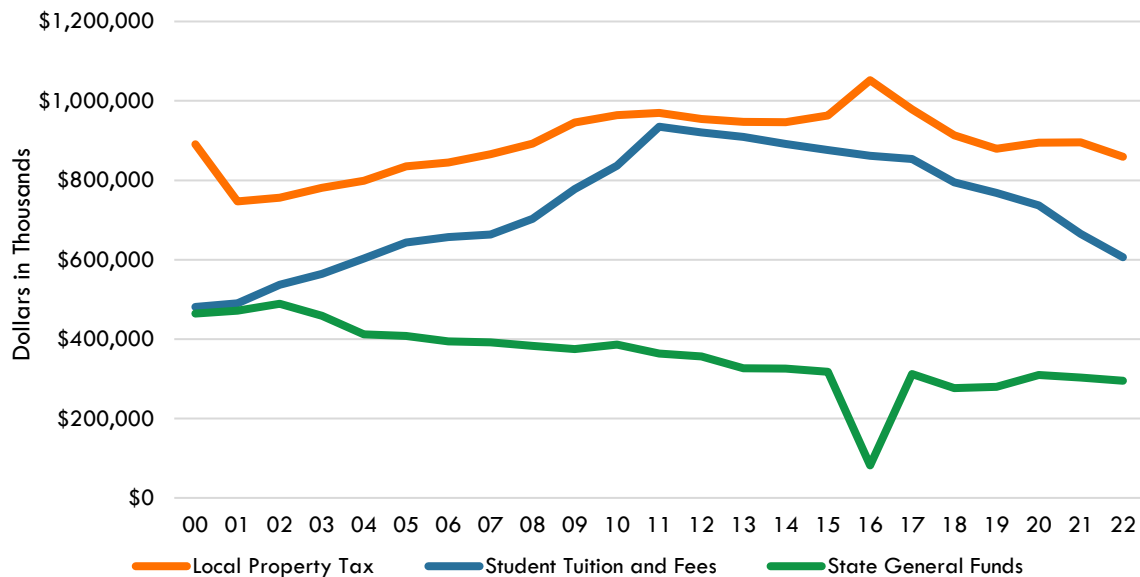
Figure D-2: Trends in Educational and Related Revenues at Illinois Public Universities
Fiscal Years 2002 to 2023 (in 2023 dollars)



Source: RAMP Data Request

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 16.8 percent in Fiscal Year 2022, the most recent year that data is available. See Figure D-3.

Figure D-3: Trends in Educational and Related Revenues at Illinois Community Colleges
Fiscal Years 2000 to 2022 (in 2022 dollars)



Source: ICCB Data Book

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 2025 OPERATING AND CAPITAL TABLES

Table F-1
FY 2025
Higher Education Operations and Grants
General Funds

(in thousands of dollars)

| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
|--|--|--|--|--|---|---------------------------|
| Institutional Operations and Grants | \$ 2,289,273.6 | \$ 2,252,931.6 | \$ 2,539,351.7 | \$ 2,700,772.8 | \$ 161,421.1 | 6.4% |
| Public Universities | \$ 1,213,198.0 | \$ 1,221,273.2 | \$ 1,304,153.1 | \$ 1,365,733.9 | \$ 61,580.8 | 4.7% |
| Community Colleges | 210,661.5 | 266,401.2 | 316,185.1 | 330,642.4 | 14,457.3 | 4.6% |
| Adult Education/Postsecondary Career and Technical Education | 51,957.1 | 54,555.0 | 54,555.0 | 57,282.8 | 2,727.8 | 5.0% |
| Illinois Student Assistance Commission | 780,525.6 | 672,903.8 | 810,817.6 | 882,776.2 | 71,958.6 | 8.9% |
| Illinois Mathematics and Science Academy | 18,943.9 | 19,891.4 | 24,541.4 | 25,668.5 | 1,127.1 | 4.6% |
| State Universities Civil Service System | 1,114.7 | 1,170.5 | 1,241.8 | 1,444.4 | 202.6 | 16.3% |
| Board of Higher Education* | 12,872.8 | 16,736.5 | 27,857.7 | 37,224.7 | 9,367.0 | 33.6% |
| State Universities Retirement System | 1,888,113.2 | 1,933,504.8 | 1,926,047.0 | 2,080,975.0 | 154,928.0 | 8.0% |
| Community College Health Insurance Fund | 4,834.2 | 29,937.8 | 7,712.0 | 9,191.0 | 1,479.0 | 19.2% |
| State Contribution to SURS (General Funds Only) | 1,883,279.0 | 1,903,567.0 | 1,918,335.0 | 2,071,784.0 | 153,449.0 | 8.0% |
| TOTAL | \$ 4,177,386.8 | \$ 4,186,436.4 | \$ 4,465,398.7 | \$ 4,781,747.9 | \$ 316,349.2 | 7.1% |

*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 | 2,820,630.6 | 2,814,981.9 | 3,005,813.0 | 3,223,588.7 | 217,775.7 | 7.2% |
| Education Assistance Fund | 1,345,167.4 | 1,371,454.5 | 1,459,585.7 | 1,558,159.2 | 98,573.5 | 6.8% |
| TOTAL | 4,165,798.0 | 4,186,436.4 | 4,465,398.7 | 4,781,747.9 | 316,349.2 | 7.1% |

Table F-2

FY 2025

Higher Education Operations and Grants*

All Appropriated Funds

(in thousands of dollars)

| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| Total Institutional Operations and Grants | \$ 2,959,609.6 | \$ 2,980,894.2 | \$ 3,206,814.7 | \$ 3,019,848.7 | \$ (186,966.0) | -5.8% |
| Universities | \$ 1,233,674.7 | \$ 1,240,124.8 | \$ 1,321,153.9 | \$ 1,381,712.3 | \$ 60,558.4 | 4.6% |
| Illinois Community College Board and Community Colleges | 390,556.5 | 471,296.2 | 518,734.0 | 453,637.4 | (65,096.6) | -12.5% |
| Adult Education/Postsecondary Career and Technical Education | 100,757.1 | 103,355.0 | 103,355.0 | 106,682.8 | 3,327.8 | 3.2% |
| Illinois Student Assistance Commission | 1,091,751.2 | 977,331.1 | 1,053,253.3 | 960,063.7 | (93,189.6) | -8.8% |
| Illinois Mathematics and Science Academy | 22,868.9 | 24,816.4 | 30,466.4 | 31,653.5 | 1,187.1 | 3.9% |
| State Universities Civil Service System | 1,114.7 | 1,170.5 | 1,241.8 | 1,444.4 | 202.6 | 16.3% |
| Illinois Board of Higher Education | 118,886.5 | 162,800.2 | 178,610.3 | 84,654.7 | (93,955.6) | -52.6% |
| State Universities Retirement System | 2,106,113.2 | 2,148,504.8 | 2,141,047.0 | 2,295,975.0 | 154,928.0 | 7.2% |
| Community College Health Insurance Fund | 4,834.2 | 29,937.8 | 7,712.0 | 9,191.0 | 1,479.0 | 19.2% |
| State Contribution to SURS (General Funds Only)* | 1,883,279.0 | 1,903,567.0 | 1,918,335.0 | 2,071,784.0 | 153,449.0 | 8.0% |
| State Contribution to SURS (State Pension Fund Estimate) | 218,000.0 | 215,000.0 | 215,000.0 | 215,000.0 | - | 0.0% |
| TOTAL | \$ 5,065,722.8 | \$ 5,129,399.0 | \$ 5,347,861.7 | \$ 5,315,823.8 | \$ (32,037.9) | -0.6% |

Source of Appropriated Funds

| | | | | | | |
|---------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|---------------|
| General Revenue | 4,165,798.0 | 4,186,436.4 | 4,465,398.7 | 4,781,747.9 | 316,349.2 | 7.1% |
| General Revenue Fund | 2,820,630.6 | 2,814,981.9 | 3,005,813.0 | 3,223,588.7 | 217,775.7 | 7.2% |
| Education Assistance Fund | 1,345,167.4 | 1,371,454.5 | 1,459,585.7 | 1,558,159.2 | 98,573.5 | 6.8% |
| Other State Funds | 360,362.7 | 370,845.3 | 375,379.2 | 382,916.8 | 7,537.6 | 2.0% |
| Federal Funds | 525,633.4 | 572,117.3 | 507,083.8 | 151,159.1 | (355,924.7) | -70.2% |
| TOTAL | 5,051,794.1 | 5,129,399.0 | 5,347,861.7 | 5,315,823.8 | (32,037.9) | -0.6% |

| Table F-3 FY 2025 Higher Education Operations and Grants Appropriations by Other State Funds <i>(in thousands of dollars)</i> | | | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Other State Funds | 360,362.7 | 370,845.3 | 375,379.2 | 382,916.8 | 7,537.6 | 2.0% |
| 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 | 2,364.0 | 307.0 | 14.9% |
| EIU, ISU, NIU, SIU, U of I, & WIU - State College and University Trust Fund | 331.0 | 331.0 | 331.0 | 331.0 | - | 0.0% |
| U of I - Coal Technology Development Assistance | 8,175.0 | 6,175.0 | 4,065.0 | 2,000.0 | (2,065.0) | -50.8% |
| U of I - Emergency Public Health Fund | 300.0 | 300.0 | 300.0 | 300.0 | - | 0.0% |
| U of I - Fire Prevention Fund | 4,694.7 | 5,127.3 | 5,671.2 | 6,406.8 | 735.6 | 13.0% |
| 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 | 5,000.0 | - | 0.0% |
| ISAC - Contracts and Grants Fund | 10,000.0 | 5,000.0 | 5,000.0 | 5,000.0 | - | 0.0% |
| ISAC - Energy Transfer Assistance Fund | 1,100.0 | 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 | 4,000.0 | - | 0.0% |
| ISAC - Scratch-Lotto Scholarships (Unknown Fund) | - | - | - | 5,000.0 | 5,000.0 | 0.0% |
| ISAC - Contingent Allocation for MAP Grants | - | - | - | 3,500.0 | 3,500.0 | 0.0% |
| IMSA - Income Fund | 3,925.0 | 4,925.0 | 5,925.0 | 5,985.0 | 60.0 | 1.0% |
| IBHE - Academic Quality Assurance Fund | 600.0 | 600.0 | 700.0 | 800.0 | 100.0 | 14.3% |
| IBHE - Data & Research Recovery | 30.0 | 30.0 | 30.0 | 30.0 | - | 0.0% |
| IBHE - Distance Learning Fund | 100.0 | 150.0 | 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) | -100.0% |
| IBHE - State Contract & Grants Fund | - | 10,000.0 | 15,000.0 | 15,000.0 | - | 0.0% |
| SURS - State Pension Fund | 218,000.0 | 215,000.0 | 215,000.0 | 215,000.0 | - | 0.0% |
| Federal Funds | 525,633.4 | 572,117.3 | 507,083.8 | 151,159.1 | (355,924.7) | -70.2% |
| U of I - Water Reports* | 769.0 | 711.3 | 426.6 | 426.6 | - | 0.0% |
| ICCB - College Bridge Programs* | 10,000.0 | 10,000.0 | 7,653.9 | - | (7,653.9) | -100.0% |
| ICCB - Adult Education Fund | 28,400.0 | 28,400.0 | 28,400.0 | 29,000.0 | 600.0 | 2.1% |
| ICCB - Career and Technical Education Fund | 22,000.0 | 22,000.0 | 22,000.0 | 22,000.0 | - | 0.0% |
| ICCB - Contracts and Grants Fund | 62,000.0 | 87,000.0 | 87,000.0 | 15,000.0 | (72,000.0) | -82.8% |
| ICCB - Federal Trust Fund | 525.0 | 525.0 | 525.0 | 625.0 | 100.0 | 19.0% |
| 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 | 11,720.0 | (1,680.0) | -12.5% |
| ISAC - Golden Apple Accelerators* | 4,250.0 | 3,894.9 | 3,118.8 | 1,300.0 | (1,818.8) | -58.3% |
| ISAC - Golden Apple Scholars Program* | 3,502.0 | 3,434.2 | 2,849.3 | 200.0 | (2,649.3) | -93.0% |
| ISAC - Student Loan Operating Fund | 276,053.7 | 268,018.2 | 207,387.5 | 39,887.5 | (167,500.0) | -80.8% |
| IBHE - Federal Grants Fund | 103,500.0 | 133,500.0 | 133,500.0 | 30,500.0 | (103,000.0) | -77.2% |
| IBHE - Grow Your Own* | 1,033.7 | 1,033.7 | 622.6 | 300.0 | (322.6) | -51.8% |
| TOTAL | \$ 885,996.1 | \$ 942,962.6 | \$ 882,463.0 | \$ 534,075.9 | \$ (348,387.1) | -39.5% |

*Funded by the federal State Coronavirus Urgent Remediation Emergency (CURE) funds as part of the American Rescue Plan Act (ARPA)

| Table F-4 A | | | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|---|----------------------------------|-------------------|
| FY 2025 | | | | | | |
| University Operations and Grants, Including statutorily required performance adjustment** | | | | | | |
| General Funds | | | | | | |
| (in thousands of dollars) | | | | | | |
| Operations | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 After Statutory Perf. Adjustment | FY24 to FY25 Dollar Change | Percent Change |
| Chicago State University | \$ 36,769.9 | \$ 36,769.9 | \$ 39,343.8 | \$ 41,116.6 | \$ 1,772.8 | 4.5% |
| Eastern Illinois University | 43,995.6 | 43,495.6 | 46,540.3 | 48,865.1 | 2,324.8 | 5.0% |
| Governors State University | 24,353.3 | 24,353.3 | 26,058.1 | 28,842.3 | 2,784.2 | 10.7% |
| Illinois State University | 73,100.3 | 73,100.3 | 78,217.4 | 83,725.8 | 5,508.4 | 7.0% |
| Northeastern Illinois University | 37,345.3 | 37,345.3 | 39,959.5 | 44,182.5 | 4,223.0 | 10.6% |
| Northern Illinois University | 92,194.6 | 92,194.6 | 98,648.3 | 106,236.4 | 7,588.1 | 7.7% |
| Southern Illinois University* | 201,065.6 | 201,065.6 | 215,140.2 | 221,893.4 | 6,753.2 | 3.1% |
| University of Illinois* | 590,654.6 | 590,654.6 | 632,000.4 | 658,621.0 | 26,620.6 | 4.2% |
| Western Illinois University | 52,067.4 | 52,067.4 | 55,712.2 | 59,717.9 | 4,005.7 | 7.2% |
| Total | \$ 1,151,546.6 | \$ 1,151,046.6 | \$ 1,231,620.2 | \$ 1,293,200.9 | \$ 61,580.7 | 5.0% |
| Grants | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Eastern Illinois University | 500.0 | - | 500.0 | 500.0 | - | 0.0% |
| Southern Illinois University* | 2,139.6 | 5,639.6 | 6,260.0 | 6,260.0 | - | 0.0% |
| University of Illinois* | 59,511.8 | 64,587.0 | 65,772.9 | 65,772.9 | - | 0.0% |
| Total | \$ 62,151.4 | \$ 70,226.6 | \$ 72,532.9 | \$ 72,532.9 | \$ - | 0.0% |

| Source of Appropriated Funds | | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|----------|------|
| General Revenue | 1,213,198.0 | 1,221,273.2 | 1,304,153.1 | 1,365,733.9 | 61,580.8 | 4.7% |
| General Revenue Fund | 58,751.7 | 66,826.9 | 68,987.6 | 68,987.6 | - | 0.0% |
| Education Assistance Fund | 1,154,446.3 | 1,154,446.3 | 1,235,165.5 | 1,296,746.3 | 61,580.8 | 5.0% |

*University of Illinois and Southern Illinois University system totals

†Includes Federal Pass Through (PA 99-409, PA 99 491) Stop Gap I (PA 99-502), Stop Gap II (PA 99-524) appropriated for FY16.

††Includes Stop Gap II (PA 99-524) appropriated for FY17.

**IBHE recommendations do not include these adjustments.

| Table F-4 B | | | | | | | | |
|--|------------------------------------|---|------------------------------------|--|-------------------------------------|---|--------------------------------------|-----------------------------------|
| FY 2025 | | | | | | | | |
| University Appropriations, Including Statutorily required performance adjustment^^ | | | | | | | | |
| General Operating Funds | | | | | | | | |
| (in thousands of dollars) | | | | | | | | |
| | FY 2024 Final Appropriations | Percent Increase State Funding at Recommended | FY 2025 Recommended Increase | FY 2025 Performance 0.5% Set-Aside | FY2025 Performance Net Change | FY2025 After Statutory Perf. Adjustment | FY24 to FY25 Net Dollar Change | FY24 to FY25 Percent Change |
| Chicago State University | 39,343.8 | 4.7% | 1,846.2 | 196.7 | (73.4) | 41,116.6 | 1,772.8 | 4.5% |
| Eastern Illinois University | 46,540.3 | 5.1% | 2,365.7 | 232.7 | (40.9) | 48,865.1 | 2,324.8 | 5.0% |
| Governors State University | 26,058.1 | 10.5% | 2,731.5 | 130.3 | 52.7 | 28,842.3 | 2,784.2 | 10.7% |
| Illinois State University | 78,217.4 | 7.0% | 5,486.9 | 391.1 | 21.5 | 83,725.8 | 5,508.4 | 7.0% |
| Northeastern Illinois University | 39,959.5 | 10.6% | 4,217.4 | 199.8 | 5.6 | 44,182.5 | 4,223.0 | 10.6% |
| Northern Illinois University | 98,648.3 | 7.8% | 7,727.1 | 493.2 | (139.0) | 106,236.4 | 7,588.1 | 7.7% |
| Western Illinois University | 55,712.2 | 7.2% | 4,033.7 | 278.6 | (28.0) | 59,717.9 | 4,005.7 | 7.2% |
| Southern Illinois University* | 215,140.2 | 3.3% | 7,031.9 | 1,075.7 | (278.7) | 221,893.4 | 6,753.2 | 3.1% |
| Southern Illinois - Carbondale** | 146,831.6 | 2.4% | 3,501.5 | 734.2 | (249.2) | 150,083.9 | 3,252.3 | 2.2% |
| Southern Illinois - Edwardsville** | 68,308.6 | 5.2% | 3,530.4 | 341.5 | (29.5) | 71,809.5 | 3,500.9 | 5.1% |
| University of Illinois* | 632,000.4 | 4.1% | 26,140.5 | 3,160.0 | 480.1 | 658,621.0 | 26,620.6 | 4.2% |
| University of Illinois - Chicago ^ | 245,311.1 | 7.3% | 18,012.6 | 1,226.6 | 454.8 | 263,778.5 | 18,467.4 | 7.5% |
| University of Illinois - Springfield ^ | 23,393.6 | 4.7% | 1,099.7 | 117.0 | 6.7 | 24,499.9 | 1,106.4 | 4.7% |
| University of Illinois - Urbana/Champaign ^ | 363,295.7 | 1.9% | 7,028.2 | 1,816.5 | 18.6 | 370,342.6 | 7,046.8 | 1.9% |
| Total | 1,231,620.2 | 5.0% | \$ 61,580.8 | \$ 6,158.1 | \$ - | \$ 1,293,200.9 | \$ 61,580.7 | 5.0% |

* 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 2025 | | | | | | |
| Community College Operations and Grants | | | | | | |
| Appropriated Funds | | | | | | |
| (in thousands of dollars) | | | | | | |
| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Unrestricted Grants to Colleges | \$ 278,537.4 | \$ 278,687.4 | \$ 298,121.5 | \$ 313,899.7 | \$ 15,778.2 | 5.3% |
| Base Operating Grants* | 188,937.2 | 188,937.2 | 202,162.8 | 212,270.9 | 10,108.1 | 5.0% |
| Performance Based Funding | 359.0 | 359.0 | 359.0 | 359.0 | - | 0.0% |
| Designated Grant - City Colleges of Chicago | 13,928.7 | 13,928.7 | 14,903.7 | 15,648.9 | 745.2 | 5.0% |
| Operational Expenses Related to PATH | - | 150.0 | 150.0 | 175.0 | 25.0 | 16.7% |
| DEIA/Equity Plans | - | - | - | 400.0 | 400.0 | 0.0% |
| Grants Administration | - | - | - | 500.0 | 500.0 | 0.0% |
| Small College Grants | 548.4 | 548.4 | 548.4 | 548.4 | - | 0.0% |
| Equalization Grants | 74,764.1 | 74,764.1 | 79,997.6 | 83,997.5 | 3,999.9 | 5.0% |
| Other Grants and Initiatives | \$ 96,874.9 | \$ 177,234.9 | \$ 204,715.6 | \$ 117,634.9 | \$ (87,080.7) | -42.5% |
| 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 | 4,264.4 | 4,264.4 | 4,264.4 | 4,264.4 | - | 0.0% |
| Alternative Schools Network | 3,000.0 | 4,000.0 | 4,000.0 | 4,000.0 | - | 0.0% |
| High School Equivalency Testing | 1,148.0 | 1,148.0 | 1,148.0 | 1,664.2 | 516.2 | 45.0% |
| P-20 Council | 150.0 | 150.0 | 150.0 | - | (150.0) | -100.0% |
| Competitive Grant Program | 23,794.4 | 23,794.4 | 28,794.4 | 28,794.4 | - | 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 | 27,000.0 | 27,000.0 | 27,000.0 | - | (27,000.0) | -100.0% |
| Early Childhood Programs | 25,000.0 | 50,000.0 | 50,000.0 | - | (50,000.0) | -100.0% |
| College Bridge Programs | 10,000.0 | 10,000.0 | 7,653.9 | - | (7,653.9) | -100.0% |
| Pipeline for the Advancement of the Healthcare (PATH) Workforce | - | 25,000.0 | 25,000.0 | 25,000.0 | - | 0.0% |
| Southwestern Illinois College Educational Facility | - | 5,900.0 | 5,900.0 | 5,900.0 | - | 0.0% |
| Advanced Manufacturing & Electric Vehicle Technologies | - | - | 10,000.0 | 10,000.0 | - | 0.0% |
| Data Center Curriculum Development | - | - | 1,000.0 | - | (1,000.0) | -100.0% |
| Digital Instruction for Title II Adult Education | - | - | 2,000.0 | 2,000.0 | - | 0.0% |
| Interactive Virtual Reality Technology | - | - | 768.0 | - | (768.0) | -100.0% |
| Expansion of English Language Services | - | - | 750.0 | 1,500.0 | 750.0 | 100.0% |
| Dual Credit Grants | - | - | 3,150.0 | 10,175.0 | 7,025.0 | 223.0% |
| Noncredit Workforce Grants | - | - | 5,150.0 | 5,175.0 | 25.0 | 0.5% |
| Early Childhood Grants (ECACE) | - | - | - | 4,100.0 | 4,100.0 | 0.0% |
| Apprenticeship Grants | - | - | - | 3,075.0 | 3,075.0 | 0.0% |
| Homelessness Prevention Grant | - | - | - | 250.0 | 250.0 | 0.0% |
| Career & Technical Education in Chicago | - | 5,000.0 | 5,000.0 | - | (5,000.0) | -100.0% |
| College Bridge Programs (GRF) | - | 5,000.0 | - | - | - | 0.0% |
| Trade Schools | - | 5,000.0 | 5,000.0 | - | (5,000.0) | -100.0% |
| Illinois Resource Center Grant | - | 1,000.0 | - | - | - | 0.0% |
| Mental Health Early Action on Campus (MHEAC) | - | 6,660.0 | 9,218.8 | 9,218.8 | - | 0.0% |
| Build Your Own Police Program @ Rockford | - | - | 100.0 | - | (100.0) | -100.0% |
| 12x12x12 Program at Joliet Junior College | - | - | 150.0 | - | (150.0) | -100.0% |
| Career & Technical Education Enrichment Program @ Illinois Central | - | - | 5,000.0 | - | (5,000.0) | -100.0% |
| Career & Technical Education Enrichment Program @ Rock Valley CC | - | - | 500.0 | - | (500.0) | -100.0% |
| Career & Technical Education Hospitality Program @ Rock Valley CC | - | - | 500.0 | - | (500.0) | -100.0% |
| Labor History & Workers' Rights Grants - Heartland CC | - | 150.0 | - | - | - | 0.0% |
| Labor History & Workers' Rights Grants - Southwestern Illinois CC | - | 150.0 | - | - | - | 0.0% |
| GYO @ Richland CC | - | 500.0 | - | - | - | 0.0% |
| TOTAL | \$ 375,412.3 | \$ 455,922.3 | \$ 502,837.1 | \$ 431,534.6 | \$ (71,302.5) | -14.2% |

| Illinois Community College Board Operations | | | | | | |
|--|--------------|--------------|--------------|--------------|---------------|--------|
| Administration (General Funds) | \$ 2,819.2 | \$ 3,048.9 | \$ 3,571.9 | \$ 4,677.8 | \$ 1,105.9 | 31.0% |
| Office Operations | 2,258.9 | 2,488.6 | 2,921.9 | 3,015.5 | 93.6 | 3.2% |
| Illinois Longitudinal Data System | 560.3 | 560.3 | 650.0 | 1,662.4 | 1,012.4 | 155.7% |
| Administration (Federal Funds) | \$ 12,325.0 | \$ 12,325.0 | \$ 12,325.0 | \$ 17,425.0 | \$ 5,100.0 | 41.4% |
| ICCB Adult Education Administration | 1,600.0 | 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 | 15,000.0 | 5,000.0 | 50.0% |
| ICCB Federal Trust Fund | 525.0 | 525.0 | 525.0 | 625.0 | 100.0 | 19.0% |
| 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 | \$ 15,144.2 | \$ 15,373.9 | \$ 15,896.9 | \$ 22,102.8 | \$ 6,205.9 | 39.0% |
| GRAND TOTAL | \$ 390,556.5 | \$ 471,296.2 | \$ 518,734.0 | \$ 453,637.4 | \$ (65,096.6) | -12.5% |

| Source of Appropriated Funds | | | | | | |
|--|--------------|--------------|--------------|--------------|---------------|--------|
| General Funds | 210,661.5 | 266,401.2 | 316,185.1 | 330,642.4 | 14,457.3 | 4.6% |
| General Revenue Fund | 52,530.2 | 108,269.9 | 139,594.7 | 139,944.0 | 349.3 | 0.3% |
| Education Assistance Fund | 158,131.3 | 158,131.3 | 176,590.4 | 190,698.4 | 14,108.0 | 8.0% |
| Personal Property Tax Replacement Fund | 105,570.0 | 105,570.0 | 105,570.0 | 105,570.0 | - | 0.0% |
| Federal Funds | 74,325.0 | 99,325.0 | 96,978.9 | 17,425.0 | (79,553.9) | -82.0% |
| TOTAL | \$ 390,556.5 | \$ 471,296.2 | \$ 518,734.0 | \$ 453,637.4 | \$ (65,096.6) | -12.5% |

Table F-6

FY 2025

Adult Education and Postsecondary Career and Technical Education

Appropriated Funds

(in thousands of dollars)

| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| Adult Education | \$ 60,687.7 | \$ 62,382.1 | \$ 62,382.1 | \$ 64,761.2 | \$ 2,379.1 | 3.8% |
| <u>State Appropriated Funds</u> | <u>33,887.7</u> | <u>35,582.1</u> | <u>35,582.1</u> | <u>37,361.2</u> | <u>1,779.1</u> | <u>5.0%</u> |
| Basic Grants | 22,651.0 | 23,783.6 | 23,783.6 | 24,972.8 | 1,189.2 | 5.0% |
| Performance Based Grants | 11,236.7 | 11,798.5 | 11,798.5 | 12,388.4 | 589.9 | 5.0% |
| Federal Adult Education Grants | 26,800.0 | 26,800.0 | 26,800.0 | 27,400.0 | 600.0 | 2.2% |
| Postsecondary Career and Technical Education* | \$ 40,069.4 | \$ 40,972.9 | \$ 40,972.9 | \$ 41,921.5 | \$ 948.6 | 2.3% |
| <u>State Appropriated Funds</u> | <u>18,069.4</u> | <u>18,972.9</u> | <u>18,972.9</u> | <u>19,921.5</u> | <u>948.6</u> | <u>5.0%</u> |
| Career and Technical Education Programs | 18,069.4 | 18,972.9 | 18,972.9 | 19,921.5 | 948.6 | 5.0% |
| Federal Career and Technical Education Grants | 22,000.0 | 22,000.0 | 22,000.0 | 22,000.0 | - | 0.0% |
| TOTAL | \$ 100,757.1 | \$ 103,355.0 | \$ 103,355.0 | \$ 106,682.8 | \$ 3,327.8 | 3.2% |

Source of Appropriated Funds

| | | | | | | |
|--|---------------------|---------------------|---------------------|---------------------|-------------------|-------------|
| General Funds | \$ 51,957.1 | \$ 54,555.0 | \$ 54,555.0 | \$ 57,282.8 | \$ 2,727.8 | 5.0% |
| General Revenue Fund | 51,957.1 | 54,555.0 | 54,555.0 | 57,282.8 | 2,727.8 | 5.0% |
| Federal Funds | \$ 48,800.0 | \$ 48,800.0 | \$ 48,800.0 | \$ 49,400.0 | 600.0 | 1.2% |
| ICCB Adult Education Fund | 26,800.0 | 26,800.0 | 26,800.0 | 27,400.0 | 600.0 | 2.2% |
| ICCB Career and Technical Education Fund | 22,000.0 | 22,000.0 | 22,000.0 | 22,000.0 | - | 0.0% |
| TOTAL | \$ 100,757.1 | \$ 103,355.0 | \$ 103,355.0 | \$ 106,682.8 | \$ 3,327.8 | 3.2% |

| Table F-7 | | | | | | |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| FY 2025 | | | | | | |
| Illinois Student Assistance Commission | | | | | | |
| All Funds | | | | | | |
| (in thousands of dollars) | | | | | | |
| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Monetary Award Program | \$ 479,566.2 | \$ 603,566.2 | \$ 701,566.2 | \$ 751,566.2 | \$ 50,000.0 | 7.1% |
| Other Grant and Scholarship Programs (State Funded) | \$ 296,581.6 | \$ 66,617.6 | \$ 104,531.4 | \$ 124,810.0 | \$ 20,278.6 | 19.4% |
| AIM HIGH | 35,000.0 | 35,000.0 | 50,000.0 | 50,000.0 | - | 0.0% |
| College Illinois! State Contribution | 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 | 4,200.0 | 8,000.0 | 8,000.0 | - | 0.0% |
| Dependents Grants | 1,273.3 | 1,273.3 | 1,300.0 | 1,300.0 | - | 0.0% |
| Teacher Loan Repayment Program | 439.9 | 439.9 | 975.0 | 975.0 | - | 0.0% |
| 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 | 10,750.0 | 10,750.0 | - | 0.0% |
| Golden Apple Accelerators Program | 750.0 | 750.0 | 5,000.0 | 5,000.0 | - | 0.0% |
| Veterans' Home Loan Repayment | 26.4 | 26.4 | 26.4 | 55.0 | 28.6 | 108.3% |
| Nurse Educator Loan Repayment | 264.0 | 500.0 | 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 | 6,000.0 | - | 0.0% |
| Nursing Education Scholarship Law Program | - | 4,000.0 | 4,000.0 | 4,000.0 | - | 0.0% |
| Teacher Reimbursement Program | - | 2,000.0 | - | - | - | 0.0% |
| NDIGO Foundation Grant | - | 500.0 | 550.0 | 550.0 | - | 0.0% |
| Prepare of Illinois' Future Program | - | - | 10,000.0 | 10,000.0 | - | 0.0% |
| IGROW Tech Scholarship Program | - | - | 2,000.0 | 2,000.0 | - | 0.0% |
| Human Services Professional Loan Repayment Program | - | - | - | 250.0 | 250.0 | 0.0% |
| Early Childhood Programs (ECACE) | - | - | - | 20,000.0 | 20,000.0 | 0.0% |
| Community Behavioral Health Care Provider Loan Repayment | - | 5,000.0 | 5,000.0 | 5,000.0 | - | 0.0% |
| Other Grant and Scholarship Programs (Federally Funded) | \$ 21,152.0 | \$ 20,729.1 | \$ 19,368.2 | \$ 13,220.0 | \$ (6,148.2) | -31.7% |
| Federal Grant Funding | 13,000.0 | 13,000.0 | 13,000.0 | 11,320.0 | (1,680.0) | -12.9% |
| 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 | 3,434.2 | 2,849.3 | 200.0 | (2,649.3) | -93.0% |
| Golden Apple Accelerators Program (ARPA) | 4,250.0 | 3,894.9 | 3,118.8 | 1,300.0 | (1,818.8) | -58.3% |
| Administration (General Funds) | \$ 6,997.7 | \$ 12,000.0 | \$ 14,000.0 | \$ 15,680.0 | \$ 1,680.0 | 12.0% |
| Agency Administration | 3,500.0 | 6,000.0 | 7,000.0 | 7,840.0 | 840.0 | 12.0% |
| Outreach/Research/Training | 3,497.7 | 6,000.0 | 7,000.0 | 7,840.0 | 840.0 | 12.0% |
| Administration (Other Appropriated Funds) | \$ 11,400.0 | \$ 6,400.0 | \$ 6,400.0 | \$ 14,900.0 | \$ 8,500.0 | 132.8% |
| Collections Activities (ISAC Accounts Receivable Fund) | 300.0 | 300.0 | 300.0 | 300.0 | - | 0.0% |
| Contracts & Grants Fund | 10,000.0 | 5,000.0 | 5,000.0 | 5,000.0 | - | 0.0% |
| Scratch-Off Lotto Scholarship Law | - | - | - | 5,000.0 | 5,000.0 | 0.0% |
| Contingent Allocation for MAP Grants | - | - | - | 3,500.0 | 3,500.0 | 0.0% |
| Energy Transfer Assistance | 1,100.0 | 1,100.0 | 1,100.0 | 1,100.0 | - | 0.0% |
| Total, Grant Programs and Administration | \$ 815,697.5 | \$ 709,312.9 | \$ 845,865.8 | \$ 920,176.2 | \$ 74,310.4 | 8.8% |
| Federal Loan Program Administration and Loan Reimbursements* | \$ 276,053.7 | \$ 268,018.2 | \$ 207,387.5 | \$ 39,887.5 | \$ (167,500.0) | -80.8% |
| TOTAL | \$ 1,091,751.2 | \$ 977,331.1 | \$ 1,053,253.3 | \$ 960,063.7 | \$ (93,189.6) | -8.8% |

*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 | \$ 780,525.6 | \$ 672,903.8 | \$ 810,817.6 | \$ 882,776.2 | \$ 71,958.6 | 8.9% |
| General Revenue Fund | 771,713.9 | 663,856.1 | 793,241.2 | 844,921.2 | 51,680.0 | 6.5% |
| Education Assistance Fund | 8,811.7 | 9,047.7 | 17,576.4 | 37,855.0 | 20,278.6 | 115.4% |
| Federal Funds | 21,152.0 | 20,729.1 | 19,368.2 | 13,220.0 | (6,148.2) | -31.7% |
| Student Loan Fund | 276,053.7 | 268,018.2 | 207,387.5 | 39,887.5 | (167,500.0) | -80.8% |
| Other State Funds | 11,680.0 | 15,680.0 | 15,680.0 | 24,180.0 | 8,500.0 | 54.2% |
| TOTAL | \$ 1,089,411.3 | \$ 977,331.1 | \$ 1,053,253.3 | \$ 960,063.7 | \$ (93,189.6) | -8.8% |

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

| Table F-8 | | | | | | |
|--|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| FY 2025 | | | | | | |
| Illinois Mathematics and Science Academy | | | | | | |
| All Funds | | | | | | |
| (in thousands of dollars) | | | | | | |
| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Illinois Mathematics and Science Academy | \$ 22,868.9 | \$ 24,816.4 | \$ 30,466.4 | \$ 31,653.5 | \$ 1,187.1 | 3.9% |

| Source of Appropriated Funds | | | | | | |
|------------------------------|-------------|-------------|-------------|-------------|------------|------|
| General Funds | \$ 18,943.9 | \$ 19,891.4 | \$ 24,541.4 | \$ 25,668.5 | \$ 1,127.1 | 4.6% |
| General Revenue Fund | - | - | 2,000.0 | 2,000.0 | - | 0.0% |
| Education Assistance Fund | 18,943.9 | 19,891.4 | 22,541.4 | 23,668.5 | 1,127.1 | 5.0% |
| Income Fund | 3,925.0 | 4,925.0 | 5,925.0 | 5,985.0 | 60.0 | 1.0% |
| TOTAL | \$ 22,868.9 | \$ 24,816.4 | \$ 30,466.4 | \$ 31,653.5 | \$ 1,187.1 | 3.9% |

| Table F-9 | | | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| FY 2025 | | | | | | |
| State Universities Civil Service System | | | | | | |
| All Funds | | | | | | |
| (in thousands of dollars) | | | | | | |
| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Operations | \$ 1,114.7 | \$ 1,170.5 | \$ 1,241.8 | \$ 1,344.4 | \$ 102.6 | 8.3% |
| Police Training | \$ - | \$ - | \$ - | \$ 100.0 | \$ 100.0 | 0.0% |
| TOTAL | \$ 1,114.7 | \$ 1,170.5 | \$ 1,241.8 | \$ 1,444.4 | \$ 202.6 | 16.3% |

| Source of Appropriated Funds | | | | | | |
|------------------------------|------------|------------|------------|------------|----------|-------|
| General Revenue Fund | \$ 1,114.7 | \$ 1,170.5 | \$ 1,241.8 | \$ 1,444.4 | \$ 202.6 | 16.3% |

Table F-10
FY 2025
Illinois Board of Higher Education
All Funds

(in thousands of dollars)

| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| Illinois Board of Higher Education | 4,535.9 | 5,005.9 | 10,431.8 | 14,148.8 | \$ 3,717.0 | 35.6% |
| Operations | \$ 3,904.1 | \$ 4,374.1 | \$ 9,774.7 | \$ 13,418.7 | \$ 3,644.0 | 37.3% |
| Strategic Planning | \$ 250.0 | \$ 250.0 | \$ 260.0 | \$ 287.0 | \$ 27.0 | 10.4% |
| Illinois Longitudinal Data System | \$ 381.8 | \$ 381.8 | \$ 397.1 | \$ 443.1 | \$ 46.0 | 11.6% |
| Institutional Grants & Special Initiatives | \$ 9,816.9 | \$ 23,260.6 | \$ 34,055.9 | \$ 39,705.9 | \$ 5,650.0 | 16.6% |
| 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 | 100.0 | (400.0) | -80.0% |
| 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 | 1,981.5 | 2,050.2 | 2,050.2 | - | 0.0% |
| Grow Your Own Program | 2,466.3 | 2,466.3 | 6,000.0 | 6,000.0 | - | 0.0% |
| Nursing School Grants | 373.9 | 750.0 | 1,500.0 | 1,500.0 | - | 0.0% |
| Nurse Educator Fellowships | 197.4 | 400.0 | 800.0 | 800.0 | - | 0.0% |
| Common Application | 1,000.0 | 1,000.0 | 1,000.0 | 1,450.0 | 450.0 | 45.0% |
| Ending Homeless Program | - | - | 2,000.0 | 2,000.0 | - | 0.0% |
| Mental Health Early Action - Technical Assistance Center* | - | 2,340.0 | 3,382.9 | 3,382.9 | - | 0.0% |
| Grants to Universities Serving High % of Pell Students | - | - | 3,000.0 | 3,000.0 | - | 0.0% |
| Data and Accountability Dashboard | - | - | - | 450.0 | 450.0 | 0.0% |
| Campus Sexual Misconduct Climate Surveys | - | - | - | 500.0 | 500.0 | 0.0% |
| ECACE Grants Mentors and Debt Relief | - | - | - | 4,500.0 | 4,500.0 | 0.0% |
| Behavioral Health Workforce Education Center | - | 10,000.0 | 10,000.0 | 10,000.0 | - | 0.0% |
| Federal Funding | \$ 104,533.7 | \$ 134,533.7 | \$ 134,122.6 | \$ 30,800.0 | \$ (103,322.6) | -77.0% |
| 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 | 25,000.0 | - | 0.0% |
| Governor's Emergency Education Relief Fund | 43,000.0 | 43,000.0 | 43,000.0 | - | (43,000.0) | -100.0% |
| Early Childhood Programs | 30,000.0 | 60,000.0 | 60,000.0 | - | (60,000.0) | -100.0% |
| Grow Your Own Program (ARPA) | 1,033.7 | 1,033.7 | 622.6 | 300.0 | (322.6) | -51.8% |
| TOTAL | \$ 118,886.5 | \$ 162,800.2 | \$ 178,610.3 | \$ 84,654.7 | \$ (93,955.6) | -52.6% |

Source of Appropriated Funds

| | | | | | | |
|---|---------------------|---------------------|---------------------|--------------------|----------------------|---------------|
| General Revenue Fund | 12,872.8 | 16,736.5 | 27,857.7 | 37,224.7 | 9,367.0 | 33.6% |
| Federal Funds | 104,533.7 | 134,533.7 | 134,122.6 | 30,800.0 | (103,322.6) | -77.0% |
| Other State Funds | \$ 1,480.0 | \$ 11,530.0 | \$ 16,630.0 | \$ 16,630.0 | \$ - | 0.0% |
| Private College Academic Quality Assurance Fund | 100.0 | 100.0 | 100.0 | - | (100.0) | -100.0% |
| Academic Quality Assistance Fund | 600.0 | 600.0 | 700.0 | 800.0 | 100.0 | 14.3% |
| PBVS Quality Assurance Fund | 650.0 | 650.0 | 650.0 | 650.0 | - | 0.0% |
| Distance Learning Fund | 100.0 | 150.0 | 150.0 | 150.0 | - | 0.0% |
| IBHE Data Resource and Recovery | 30.0 | 30.0 | 30.0 | 30.0 | - | 0.0% |
| IBHE State Contracts and Grants | - | 10,000.0 | 15,000.0 | 15,000.0 | - | 0.0% |
| TOTAL | \$ 118,886.5 | \$ 162,800.2 | \$ 178,610.3 | \$ 84,654.7 | \$ (93,955.6) | -52.6% |

| Table F-11 | | | | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|----------------------------------|-------------------|
| FY 2025 | | | | | | |
| State Universities Retirement System | | | | | | |
| All Funds | | | | | | |
| (in thousands of dollars) | | | | | | |
| | FY2022 Final Appropriations | FY2023 Final Appropriations | FY2024 Final Appropriations | FY2025 IBHE Recommendations | FY24 to FY25 Dollar Change | Percent Change |
| Contributions to State University Retirement System | 2,101,279.0 | 2,118,567.0 | 2,133,335.0 | 2,286,784.0 | 153,449.0 | 7.2% |
| General Funds | 1,883,279.0 | 1,903,567.0 | 1,918,335.0 | 2,071,784.0 | 153,449.0 | 8.0% |
| State Pension Fund | 218,000.0 | 215,000.0 | 215,000.0 | 215,000.0 | - | 0.0% |
| Community College Retirees Health Insurance* | 4,834.2 | 29,937.8 | 7,712.0 | 9,191.0 | 1,479.0 | 19.2% |
| TOTAL | \$ 2,106,113.2 | \$ 2,148,504.8 | \$ 2,141,047.0 | \$ 2,295,975.0 | \$ 154,928.0 | 7.2% |

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

| Source of Appropriated Funds | | | | | | |
|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|-------------|
| General Funds | \$ 1,888,113.2 | \$ 1,933,504.8 | \$ 1,926,047.0 | \$ 2,080,975.0 | \$ 154,928.0 | 8.0% |
| General Revenue Fund | 1,883,279.0 | 1,903,567.0 | 1,918,335.0 | 2,071,784.0 | 153,449.0 | 8.0% |
| Education Assistance Fund | 4,834.2 | 29,937.8 | 7,712.0 | 9,191.0 | 1,479.0 | 19.2% |
| State Pensions Fund | 218,000.0 | 215,000.0 | 215,000.0 | 215,000.0 | - | 0.0% |
| TOTAL | \$ 2,106,113.2 | \$ 2,148,504.8 | \$ 2,141,047.0 | \$ 2,295,975.0 | \$ 154,928.0 | 7.2% |

| Table F-12 FY 2025 Public University 7.5% Increase Allocation Based on Pell Percentage General Funds | | | | | | |
|---|--|-------------------------------|------------------------------|--------------------------|---------------------------|-------------------------------------|
| | Number of Degree/Certificate Seeking Undergrads* | Number of Pell Recipients* | Pell Recipient Percentage | \$ Amount Per Student | New Funding Allocation | Percentage Change From FY2024 |
| Chicago State University | 1,765 | 988 | 56.0% | 1,869 | 1,846,188 | 4.7% |
| Eastern Illinois University | 6,700 | 2,178 | 32.5% | 1,086 | 2,365,659 | 5.1% |
| Governors State University | 2,979 | 1,561 | 52.4% | 1,750 | 2,731,482 | 10.5% |
| Illinois State University | 17,970 | 5,433 | 30.2% | 1,010 | 5,486,851 | 7.0% |
| Northeastern Illinois University | 5,176 | 2,556 | 49.4% | 1,650 | 4,217,359 | 10.6% |
| Northern Illinois University | 12,081 | 5,286 | 43.8% | 1,462 | 7,727,127 | 7.8% |
| Southern Illinois University Total | | | | | | 3.3% |
| Southern Illinois University Carbondale | 8,304 | 2,950 | 35.5% | 1,187 | 3,501,505 | |
| Southern Illinois University Edwardsville | 10,103 | 3,268 | 32.3% | 1,080 | 3,530,409 | |
| University of Illinois Total | | | | | | 4.1% |
| University of Illinois Chicago | 21,947 | 10,879 | 49.6% | 1,656 | 18,012,585 | |
| University of Illinois Springfield | 2,610 | 927 | 35.5% | 1,186 | 1,099,673 | |
| University of Illinois Urbana/Champaign | 34,194 | 8,482 | 24.8% | 829 | 7,028,239 | |
| Western Illinois University | 5,735 | 2,632 | 45.9% | 1,533 | 4,033,694 | 7.2% |
| Total | 129,564 | 47,140 | 36.4% | \$ 16,298 | \$ 61,580,771 | 5.0% |

*Three-year average