

**APPROVED**  
**January 22, 2025**

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Board Secretary Melissa Bealon

Item #H-3  
January 22, 2025

**IBHE FISCAL YEAR 2025 GRANT AND PROGRAM UPDATES**

**Submitted for:** Information.

**Summary:** This informational item will update the Board regarding IBHE's Fiscal Year 2025 grants and programs.

**Action Requested:** None.

STATE OF ILLINOIS  
BOARD OF HIGHER EDUCATION

**IBHE FISCAL YEAR 2025 GRANT AND PROGRAM UPDATES**

This item provides updates and information for the following IBHE grants and programs in Fiscal Year 2025:

- End Student Housing Insecurity grant
- Campus Sexual Misconduct Climate Survey created by the Task Force on Campus Sexual Misconduct Climate Surveys in the Fiscal Year 2025
- University of Illinois-UI Health Capital grant
- Common App Implementation, Analysis, University Applications
- Illinois Tutoring Initiative
- MyCredits Transfer
- University Center Lake County
- Illinois Cooperative Work Study Grant
- The Illinois Math and Science Academy Fusion Program
- The Grow Your Own Teacher education initiative
- The Grow Your Own Teacher program for historically disadvantaged males
- Creating Pathways and Access for Student Success initiative
- Diversifying Higher Education Faculty in Illinois program
- Quad-Cities Graduate Study Center
- Mental Health Early Action on Campus base grant
- Mental Health Early Action on Campus competitive grant
- PELL55 grant

## FISCAL YEAR 2025 END STUDENT HOUSING INSECURITY GRANT AWARDS

The End Student Housing Insecurity Grant program is designed to address homelessness and basic needs insecurity among college-aged youth. Funds are used to expand upon the institution’s work under the Higher Education Housing and Opportunities Act (110 ILCS 131/). Public and private four-year institutions submit proposals to address the root causes of homelessness and basic needs insecurity. Grant funds may be used for creating or expanding food pantry programs to include basic needs items; direct aid to students in the form of rental assistance and utility bill assistance; providing vouchers for transportation, food, and medicine; mental health supports for at-risk students, and homeless student identification and tracking efforts, among other uses.

In Fiscal Year 2025, the ESHI grant is focusing on stabilizing recent high school graduates that received McKinney-Vento services and youth under the care of the Department of Children and Family Services. These populations of students are already known to be homeless or at risk of homelessness, making the transition from high school to college particularly challenging. Exclusively for these students, institutions can utilize the ESHI grant for room and board or housing fees.

The ESHI grant program advances the higher education strategic plan, “A Thriving Illinois” in Equity Strategy 1, by supporting students experiencing basic needs insecurity which disproportionately affects historically underserved populations. To close equity gaps, we must support students’ ability to persist at institutions of higher education by ensuring that students’ basic needs are met. Housing is one of the most basic needs, and this funding will support the implementation of this strategy. Applicants for this grant must show how grant funds will address housing insecurity and provide pathways for long-term stability for youth in care, at risk, or those currently experiencing homelessness. Applications are reviewed and awards made competitively.

For Fiscal Year 2025, IBHE received grant proposals from 16 institutions that were reviewed by an IBHE staff review team. Eleven proposals, as outlined below, were selected for total funding of \$1,800,000:

Institution	Amount Awarded
Eastern Illinois University	\$200,000.00
Governor’s State University	\$198,091.00
National Louis University	\$198,091.00
Northeastern Illinois University	\$200,000.00
Northern Illinois University	\$186,954.56
North Park University	\$200,000.00
Roosevelt University	\$56,166.72
Southern Illinois University Carbondale	\$200,000.00
Southern Illinois University Edwardsville	\$200,000.00
University of Illinois Urbana-Champaign	\$56,166.72
University of St. Francis	\$104,530.00

## FISCAL YEAR 2025 CAMPUS SEXUAL MISCONDUCT CLIMATE SURVEY IMPLEMENTATION

The campus sexual misconduct climate survey was designed by the IBHE-led Task Force on Campus Sexual Misconduct Climate Surveys. Under state law (110 ILCS 155/35), all institutions of higher education, including private business and vocational schools, must annually conduct the sexual misconduct climate survey. The campus sexual misconduct climate survey advances the higher education strategic plan, “A Thriving Illinois” in Equity Strategy 2, which recognizes equity plans and practices are essential to closing access, completion, and attainment gaps. One of the strategies to achieve equity goals is the use of the campus sexual misconduct climate survey to assess the prevalence and impact of sexual misconduct in Illinois’ higher education system.

The first institutions began conducting the survey in the Spring 2024 with others fielding the survey in the Fall. Four-year institutions and private business and vocational schools are required to report the aggregate results of their campus sexual misconduct climate survey to IBHE. (Two-year institutions submit their reporting to the Illinois Community College Board.) As of December 2024, 48 institutions have submitted their annual report to IBHE (listed below).

The Task Force recommended state funding be provided for administration of the survey. In Fiscal Year 2025, IBHE was appropriated \$200,000 to support administration, data collection, and analysis of these surveys. As of December 2024, no funding has been spent.

Listed below are the names of the institutions who have submitted to IBHE their aggregate survey results for surveys conducted in Spring 2024.

<b>Institution</b>	
Augustana College	National Louis University
Blessing-Rieman College of Nursing	North Central College
Bradley University	Northeastern Illinois University
Chamberlain University	Northern Illinois University
Chicago State University	Northwestern University
Columbia College Chicago	Olivet Nazarene University
Concordia University Chicago	Rockford University
DePaul University	Rosalind Franklin University of Medicine & Science
Eastern Illinois University	Rush University
Erikson Institute	School of the Art Institute Chicago
Fox College	Southern Illinois University Carbondale
Governors State University	Southern Illinois University Edwardsville
Illinois College of Optometry	St. Augustine College
Illinois Institute of Technology	The Chicago School
Illinois State University	Toyota Technological Institute at Chicago
Judson University	Trinity International University
Lake Forest Graduate School of Mgmt.	Universal Technical Institute
Lakeview College of Nursing	University of Chicago
Lewis University	University of Illinois Chicago
Lincoln College of Technology	University of Illinois Springfield
Loyola University of Chicago	University of Illinois Urbana-Champaign
McKendree University	University of St. Francis
Methodist College	Western Illinois University
Millikin University	Wheaton College

## **FISCAL YEAR 2025 UNIVERSITY OF ILLINOIS-UIHEALTH GRANT AWARD**

The \$20,000,000.00 was appropriated Capital Development Board for IBHE to award University of Illinois at Chicago a grant to assist in the construction of the UI Health Hospital Expansion Project. Grant term will last until June 30, 2028.

Phase one of the Hospital Access Expansion project, a three-story addition and renovation to the University of Illinois Hospital to create expanded capabilities to care for emergency patients via a modernized emergency department waiting and intake facilities consistent with the Welcome Atrium recently completed in the Southwest Quadrant along with an adjacent new 16-bed Critical Decision Unit (CDU) to care for patients admitted from the Emergency Department. CDUs are sub- units within emergency departments where patients can be rapidly screened, tested and observed without incurring the time and expense of an inpatient admission. Also included in this expansion of the Hospital facility would be space on the second floor for future expansion of much needed services in certain outpatient procedural activities, where convenient access is a critical component of care capabilities. Although there will also be a partial 3rd floor, its use will be primarily for mechanical equipment. Although not included as a part of this phase, the design anticipates a future phase on the west side of the emergency department for a much-needed 9-bed Behavioral Health Transition Unit.

The estimated project budget of this phase \$35 million is anticipated to be funded by \$20 million from the State via the Illinois Capital Development Board/Illinois Board of Higher Education grant with the remaining \$15M will be funded the University. The majority of non-grant funding will be devoted to construction costs that exceed the grant funding, along with medical equipment purchases, which have not yet been determined, and soft costs for Project Management fees.

The University had selected Gensler as the Professional Service Consultant for this multi-phased project through a Quality Based Selection process. They have completed the preliminary schematic design of phase one and will continue to provide full professional services throughout the phased project. The University of Illinois Chicago campus construction unit is actively managing the project and will continue to do so through all phases.

Addition is 7500 square feet per floor. (22,500 sf new construction) In addition, there will be existing space remodeled on the first floor that is not part of the grant proposal. The addition contains 17 individual rooms, including restrooms. There are nurse's stations and supporting facilities, including clean and soiled holding, conference rooms, staff lounge and locker rooms, and offices.

At this time, the plan is to leave the second floor and part of the third floor as shell space, meaning it will be made weather tight and insulated, but without any interior partitions or use specific improvements. As the hospital continues to plan, this could be built out by them concurrent with the construction elsewhere, but any work is not part of the grant proposal.

## FISCAL YEAR 2025 COMMON APP

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

At the time Illinois joined, it was only the second state in the nation to have all public universities part of the Common App. As of fall 2024, most universities, across fifty states use the Common App portal. Illinois is now one of eleven states with all institutions using the Common App, and Illinois universities are among member institutions across 35 states participating in the Common App Direct Admission process. Illinois is sixth among the ten highest volume states that saw an increase in the use of the Common App in 2023-2024., with over 70,000 domestic first year applicants. That figure represents a 2% increase in applicants over the last academic year.

For last year’s application season (2023-24), the 12 Illinois public universities received 183,270 total applications through the Common App from 118,191 individual students. These numbers represent just about a 10% increase in applications and in applicants applying to college via the Common App from AY22 to AY23. More than 113,000 of those applications submitted were from Illinois high school students. Historically underrepresented groups application volume was up 14 percent among African American students, 6 percent among Latino students, 6 percent among first-generation students, and 6 percent among students from rural areas and small towns.

With the success of Common App with high school and transfer students, IBHE will expand its use for a Direct Admission process. IBHE will use these additional funds for reimbursement to public universities for any increase in applications that arise from the Direct Admission process.

<b>Illinois Public University</b>	<b>Allocation for AY25</b> (based on AY24 CA costs and projected increase with Direct Admission process)
Chicago State University	\$37,500
Eastern Illinois University	\$36,500
Governors State University	\$9,700
Illinois State University	\$94,700
Northeastern Illinois University	\$37,900
Northern Illinois University	\$89,800
Southern Illinois University Carbondale	\$45,100
Southern Illinois University Edwardsville	\$22,000
University of Illinois Chicago	\$132,300
University of Illinois Springfield	\$17,100
University of Illinois Urbana- Champaign	\$347,800
Western Illinois University	\$31,500

## FISCAL YEAR 2025 ILLINOIS TUTORING INITIATIVE

The Illinois Tutoring Initiative was one of four statewide strategies for educational recovery from COVID-19. The strategy was built from Recommended Initiative 4A in the [P-20 Council’s Learning Renewal Resource Guide](#) which highlighted studies that document the effectiveness of high-impact tutoring as a strategy for promoting learning recovery. The Illinois Tutoring Initiative involved collaborative partnerships between public universities, community colleges, and priority school districts of need in six regions across the state to provide high-impact tutoring to elementary and middle school students (grades 3-8) in literacy and mathematics. Some focused tutoring also occurred with high school mathematics students. Teacher education candidates, higher education students, classroom teachers, and other community partners were recruited, trained, and supported to provide tutoring in dosages of three hours per week to individual students and small groups of no more than three students. Tutoring was provided in a combination of face-to-face and online formats with an emphasis on face-to-face instruction whenever possible.

The Illinois State Board of Education (ISBE) entered into an agreement with the Illinois Board of Higher Education (IBHE) to administer the project. The IBHE identified Illinois State University (ISU) as the coordinating partner to implement the Illinois Tutoring Initiative. Under the direction of the IBHE, Illinois State University developed and managed tutor recruitment and training tools, created an online platform for tutor matching, developed supporting resources for school district involvement, collected and analyzed evidence of program impact, and coordinated with institutional partners to provide tutoring. These additional institutional partners also worked under the direction of the IBHE with the two selected community colleges working in conjunction with the Illinois Community College Board (ICCB). A state agency team provided support for the initiative.

The project scope included robust data collection and evaluation. The IBHE worked with ISU as the Coordinating Entity (CO) and the other institutional partners to collect and report disaggregated information about tutors, students served by the program, and related learning outcomes. ISU also is conducting a series of research studies designed to address key questions about program implementation and impact. These studies are aligned with project aims, and proposals have been vetted through a parallel ISBE review process.

### Project Partners

State Team	Institutional Partners (IPOs) Contracted by the IBHE
Governor’s Learning Renewal Office (LRO)	Governors State University (Region 1)
Illinois State Board of Education (ISBE)	ICCB - Illinois Central College (ICC) as contracted by the ICCB (Region 3)
Illinois Board of Higher Education (IBHE)	Illinois State University (ISU) (Region 4)
Illinois Community College Board (ICCB)	Northern Illinois University (NIU) (Region 2)
Illinois State University (ISU) – coordinating entity or “central office” (CO) as contracted by the IBHE	ICCB - Southeastern Illinois College (SIC) as contracted by the ICCB (Region 6)
	Southern Illinois University System (SIU) – Southern Illinois University-Carbondale (Region 5-6) and Southern Illinois University-Edwardsville (Region 5)

During the life of the grant more than seven thousand tutoring sessions occurred with over two thousand tutors. The majority of those sessions occurred during years two and three, the first year addressing start up needs that included recruiting and training tutors and recruiting of school district partners.

As part of the grant close-out report the regional site managers were asked to reflect on their experience in delivering high-impact tutoring to the children in their region. They were asked to examine their experiences with the key members of this initiative, the District Partners, Tutors, and Students, and to offer their lessons learned from their work with these groups. One common theme from the managers was the importance of developing and nurturing strong district partnerships. They found this imperative to the success of the initiative. Strong district partnerships provided an opportunity for the Institutional Partner Offices (IPOs) to best understand the local context. All locations found that the key to this tutoring initiative was the strength of the tutors. This initiative originally envisioned building a cadre of pre-service teachers, trained in high impact tutoring practices, to work in the classrooms of the partnering districts. The idea of having university and college partners, with many of the project PIs being Deans from Colleges of Education, was so that their pre-service college students would be encouraged to become tutors with this initiative. Some of the IPOs were more successful than others in engaging their pre-service teacher candidates. As was noted by the College Deans, as tutoring experience is not a requirement for field experience in teacher preparation programs, getting the pre-service students to participate, when they are already in classrooms fulfilling their field experience hours through various courses, was difficult, even when there were funds to support their efforts. The IPOs spent the first year of this initiative in recruiting those pre-service teachers, community members, retired teachers, and senior citizens to become trained in high impact tutoring practices so they could qualify for tutoring in the ITI. In regions where after school tutoring occurred, they were able to recruit classroom teachers, who also were required to be trained in high impact tutoring practices.

The most important group associated with this initiative were the students, after all the ITI was designed to support children who had gaps in learning due to the move to remote learning during the Covid pandemic. Every region spoke to the growth in their students by receiving consistent, intentional, and strategic help in reading and mathematics. Year one of the ITI was a building year, building knowledge of the initiative, building district partnerships, building training on high-impact tutoring, building a cadre of tutors, and identifying and ordering the necessary resources to deliver the tutoring. During years 2 and 3, the regional partners were able to work with their school district partners in identifying students for tutoring, increasing the number of trained tutors, and scheduling the tutoring sessions. Data analyzed in the AY24 Research report found that in all regions student growth in reading and mathematics was seen as a direct result of this initiative. Students flourished with the opportunity to work one on one or in small groups with a tutor. Many students gained confidence because of their ability to ask questions to better understand the material being taught in class. Additionally, the IPOs noted the student's joy in learning, stating that the students have had an opportunity to build safe, lasting relationships with caring adults, and many have a new understanding of just how much they can accomplish. The regional managers found this evident in feedback from teachers and districts, and from the students who have described how tutoring has changed their view on learning, school, and themselves. In summary, the high impact tutoring improved students' academic abilities, but it has also grown their social and emotional well-being, helping to foster well-rounded learners.

## FISCAL YEAR 2025 MYCREDITS TRANSFER

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. More specifically, in Fiscal Year 2024 there were 392,828 sessions of the Transferology tool, with a projected use of 395,000 for FA25. A recent improvement to the Transferology tool allows individual Community Colleges to link to a university portal, whereby the courses the student took will be populated into the Transferology tool for the student, instead of the student having to enter each course they wish to transfer into the tool. This way, exact equivalents to the institution they are exploring for transfer, can be more easily identified. The MyCredits Transfer team is working to build this feature with more of the state's Community Colleges.

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](https://mycreditstransfer.com).

## FISCAL YEAR 2025 UNIVERSITY CENTER LAKE COUNTY

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 12 public and private colleges and universities that deliver more than 113 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.

The University Center, situated on the College of Lake County campus in Grayslake, exemplifies equity in action. It is dedicated to serving underserved students and students of color by ensuring that its educational programs are flexible, affordable, and accessible, meeting students where they are. The primary goal of the University Center is to close the equity gap between underrepresented students and non-minority students. The University Center of Lake County consortium consists of the following twelve member institutions:

- Concordia College
- DePaul University
- Dominican University
- National Louis University
- North Park University
- Northeastern Illinois University
- Northern Illinois University
- Saint Augustine College – Lewis University
- Southern Illinois University Carbondale
- Southern Illinois University Edwardsville
- University of Illinois Springfield
- University of Illinois Urbana-Champaign

Unduplicated student enrollment in fall 2024 was 761, with 22 percent of those reporting race/ethnicity being Latino, six percent African American, and eight percent Asian Pacific Islander. About half of the enrollment was in undergraduate programs and half in graduate programs, and 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. Through their fall efforts they also engaged 171 prospective students, and 915 community members.

The University Center of Lake advances Equity Strategy 4 to attract working adults through adult-specific outreach and support activities.

## **ILLINOIS COOPERATIVE WORK STUDY GRANT FISCAL YEAR 2025**

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

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

Grants are awarded based on the evaluation criteria of ICWS' administrative guidelines. Grant applications were released on April 30, 2024, with a closing date of June 14, 2024.

The Fiscal Year 2025 appropriation is \$980,500. A total of 36 applications were received for Fiscal Year 2025, 13 of which were new applicant institutions. Of the 26 proposals that were selected, 9 were funded for the first time, and represent a variety of public and private institutions throughout the state.

## **ILLINOIS MATHEMATICS AND SCIENCE ACADEMY FUSION PROGRAM FISCAL YEAR 2025**

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

IMSA Fusion has four major goals:

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

IBHE received an appropriation of \$95,900 in Fiscal Year 2025 to award this program. IMSA continues to revitalize and strengthen their focus since experiencing staffing and programmatic challenges because of the Pandemic. As of Fiscal Year 2025, grant funds are now distributed

## **GROW YOUR OWN (GYO) TEACHER EDUCATION INITIATIVE FISCAL YEAR 2025**

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

GYO Illinois is responsible for all grant operational activity and expenditures along with the grant application and management process. The Illinois Board of Higher Education (IBHE) maintains the responsibility for the contracting of the independent evaluator of the grant program, as outlined in statute. The Fiscal Year 2025 appropriation remained at the Fiscal Year 2024 level of \$6,000,000. Of this, IBHE set aside a portion of funds for the contracting of the independent evaluator and Grant Accountability and Transparency Act (GATA) expenses. The remaining amount of the appropriation and any amounts not needed for the evaluation are granted to Grow Your Own Illinois for funding of their grant activities.

## **GROW YOUR OWN TEACHER PROGRAM HISTORICALLY DISADVANTAGED MALES INITIATIVE (HDMI) FISCAL YEAR 2025**

The Grow Your Own Teacher Education Initiative (GYO) is designed to recruit and prepare parent and community leaders and para-educators statewide to become effective teachers 1) in hard-to-staff schools serving a substantial percentage of low-income students, and 2) in hard-to-staff teaching positions in schools serving a substantial percentage of low-income students. A study by the Center for American Progress found that “students of color are more likely to progress academically when taught by teachers of color who share similar cultural experiences while serving as role model.” The program is operated through Grow Your Own-Illinois.

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

A total appropriation of \$1,033,700 was allocated for the program for Fiscal Years 2023 and 2024 from the State Coronavirus Urgent Remediation Emergency (CURE) Fund. These funds originate from Section 9901 of the American Rescue Plan Act of 2021 (ARPA). Remaining funds were carried over from Fiscal Year 2024 to Fiscal Year 2025 and have now been reimbursed. The grant period ended as of September 30, 2024.

## **CREATING PATHWAYS AND ACCESS FOR STUDENT SUCCESS (CPASS) FISCAL YEAR 2025**

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

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

The goals of the CPASS program include:

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

CPASS was allocated \$1,433,600 in Fiscal Year 2025, which remains consistent with previous fiscal year levels of operation. The Program maintains numerous partnerships in the region that continue to enhance student experiences and mentorship within STEM fields.

**DIVERSIFYING HIGHER EDUCATION FACULTY IN ILLINOIS PROGRAM FISCAL YEAR 2025**

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

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

The \$2,050,200 appropriated for Fiscal Year 2025 remains at the Fiscal Year 2024 level and supports 115 DFI awards for 60 continuing and 55 new recipients, along with associated costs to provide support services, including a Fellows Orientation in September, and potential for a professional development seminar. In the event of DFI Program funding reductions, the award amounts to recipients are adjusted to meet the level of available funds.

The application process for Fiscal Year 2025 was opened to students in December 2023. A total of approximately 130 applications were submitted for the year. On May 20, 2024, the DFI Board approved recommendations for Fiscal Year 2025 Fellow awards within the \$2,050,200 appropriation. The DFI Board recommended funding for 115 selected DFI fellows as follows:

- \$16,000 for 26 New Fellow Master’s degree candidates;
- \$17,500 for 8 Renewal Fellow Master’s degree candidates; and
- \$18,000 for 81 New and Renewal Doctoral Fellow candidates.

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

<u>Institution</u>	<u>New</u>	<u>Renewal</u>	<u>Total</u>	<u>Masters</u>	<u>Doctoral</u>
Adler University	2	3	5	0	5
DePaul University	3	2	5	3	2
Eastern Illinois University	3	1	4	4	0
Governors State University	4	3	7	3	4
Illinois Institute of Technology	0	1	1	0	1
Illinois State University	1	3	4	1	3
Loyola University	2	3	5	2	3
National Louis University	1	2	3	1	2
Northeastern Illinois University	5	1	6	6	0
Northern Illinois University	5	4	9	1	8
Roosevelt University	6	5	11	7	4
Southern Illinois University Carbondale	2	3	5	0	5
University of Chicago	0	1	1	0	1

University of Illinois at Springfield	0	1	1	1	0
University of Illinois at Chicago	13	21	34	4	30
University of Illinois at Urbana- Champaign	8	6	14	1	13
<b>Totals</b>	<b>55</b>	<b>60</b>	<b>115</b>	<b>34</b>	<b>81</b>

## **FISCAL YEAR 2025 QUAD-CITIES GRADUATE STUDY CENTER (GRAD CENTER)**

The Quad-Cities Graduate Study Center (Grad Center) is a pivotal academic consortium founded in 1969 through a collaborative effort of business, government, and education leaders in the Quad Cities region. Its mission is to enhance access to high-quality graduate-level education and to contribute to local economic growth by meeting the educational needs of working professionals and students with family responsibilities. This consortium provides a critical resource for individuals whose circumstances make traditional on-campus graduate study challenging.

The Grad Center partners with five member institutions to deliver a wide range of graduate programs, including certificates, master's, doctoral degrees, and non-credit options. These offerings are tailored to be convenient and diverse, accommodating the varying schedules and professional goals of students. By bridging the gap between academia and the demands of the local workforce, the Grad Center plays a significant role in supporting regional talent development and economic resilience.

Aligned with Illinois' "A Thriving Illinois" equity strategies, the Grad Center is committed to fostering inclusive access to advanced education. The Grad Center's initiatives support underserved populations, including working adults, first-generation college students, and individuals from rural communities. By offering flexible learning options, the Grad Center ensures that advanced education remains accessible to students balancing professional and personal responsibilities.

For Fiscal Year 2025, the Illinois Board of Higher Education (IBHE) has recommended funding for the Grad Center at \$73,800, consistent with the funding level for Fiscal Year 2024. This funding supports the Grad Center's operations and enables the continuation of its critical work in expanding graduate education opportunities in the Quad Cities region.

The Grad Center's efforts to develop and promote graduate-level programming strengthen the local talent pipeline, benefiting regional employers and enhancing the professional skills of residents. The academic programs offered through the Grad Center help meet employer demand in various fields while providing students with opportunities to advance their careers.

The IBHE's support ensures that the Grad Center can continue its mission of connecting the Quad Cities workforce with the education they need to thrive. By prioritizing equity, accessibility, and economic impact, the Grad Center remains a cornerstone of the region's educational landscape.

**FISCAL YEAR 2025 MENTAL HEALTH EARLY ACTION ON CAMPUS (MHEAC)  
BASE GRANT AWARDS**

The Mental Health Early Action on Campus Act (110 ILCS 58) was passed by the Illinois General Assembly and became effective on July 1, 2020. The Act was created to address gaps in mental health services on college campuses across Illinois through awareness and training programs, peer support programs, and local partnership programs. The Act includes five major initiatives to be developed on all public community college and university campuses in the State.

Those five initiatives include the following:

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

The Fiscal Year 2025 MHEAC Base Institutional Grant was created to provide continuity to any current staffing and services that support the MHEAC Act at your institution.

<b>Institution</b>	<b>Original Amount Awarded</b>	<b>New Total Amount (Amendment 1 Increase: \$951,100)</b>
Chicago State University	\$93,368.00	\$116,768.00
Eastern Illinois University	\$195,532.00	\$231,932.00
Governors State University	\$162,379.00	\$202,779.00
Illinois State University	\$238,494.00	\$325,894.00
Northeastern Illinois University	\$202,974.00	\$267,774.00
Northern Illinois University	\$171,513.00	\$298,113.00
Southern Illinois University Carbondale	\$237,818.00	\$293,818.00
Southern Illinois University Edwardsville	\$137,346.00	\$190,446.00
Southern Illinois University School of Medicine	\$11,164.00	\$11,164 (Did not receive increase)
University of Illinois Chicago	\$521,305.00	\$808,305.00
University of Illinois Springfield	\$42,963.00	\$60,163.00
University of Illinois Urbana- Champaign	\$549,045.00	\$661,745.00
Western Illinois University	\$178,279.00	\$224,379.00
<b>Total</b>	<b>\$2,742,180.00</b>	<b>\$3,693,280.00</b>

**TECHNICAL ASSISTANCE CENTERS**

<b>Institutions</b>	<b>Amount Awarded</b>
Southern Illinois University – School of Medicine	\$297,837.00
University of Illinois - Chicago	\$324,131.00
<b>Total</b>	<b>\$621,968.00</b>

**FISCAL YEAR 2025 MHEAC MENTAL HEALTH EARLY ACTION ON CAMPUS (MHEAC)  
COMPETITIVE GRANT AWARDS**

The Fiscal Year 2025 MHEAC Competitive Grant is a second phase competition created for Illinois public universities for the purpose of expanding and enhancing existing services and supporting innovation while complying with the requirements of the Mental Health Early Action on Campus (MHEAC) Act. Funding will be allocated for:

- New strategies to expand and enhance existing mental health services for students.
- New strategies to identify students with mental health needs and connect them to services.
- New strategies to assess current courses and seminars or develop new ones that implement mental health awareness curricula.
- A continuation of a MHEAC grant-funded program previously approved and awarded.
- Collaborative strategies to expand or enhance mental health services when the partners involved are other public institutions of higher education in Illinois and/or community providers of mental health services.

For Fiscal Year 2025, IBHE received grant proposals from 10 institutions that were reviewed by an IBHE staff review team. Ten proposals, as outlined below, were selected for total funding of \$2,614,677:

<b>Institutions</b>	<b>Amount Awarded</b>
Chicago State University	\$247,852.00
Eastern Illinois University	\$290,000.00
Illinois State University	\$290,000.00
Northeastern Illinois University	\$289,940.00
Northern Illinois University	\$289,992.00
Southern Illinois University Carbondale	\$290,000.00
Southern Illinois University Edwardsville	\$290,000.00
University of Illinois Springfield	\$245,339.00
University of Illinois Urbana-Champaign	\$290,000.00
Western Illinois University	\$91,554.00
<b>Total</b>	<b>\$2,614,677.00</b>

## FISCAL YEAR 2025 PELL55 GRANT AWARDS

The Fiscal Year 2025 PELL55 funds are eligible to be utilized to provide academic, social emotional learning, basic needs, or other student supports at institutions. Examples of supports and services are listed below.

### Academic Supports:

- Support enrollment, retention, and re-engagement initiatives that ensure academic progression
- Enhance the accessibility of academic advising and counseling resources
- Evaluate and improve hybrid/remote learning models to develop long term digital strategic priorities
- Improve quality of learning through altered classroom structures, educator professional development, and digital tools

### Social Emotional Learning Supports:

- Develop and enhance partnerships with community organizations that connect students to comprehensive student support
- Enhance the behavioral health resources or other supports
- Invest in infrastructure for mental health and wellness

### Basic Needs Supports that provide:

- Access to nutritious and sufficient food; safe, secure, and adequate housing – to sleep, study, cook, and shower; healthcare to promote sustained mental and physical well-being; affordable technology and transportation; resources for personal hygiene care; and childcare and related needs.

<b>Institution</b>	<b>Amount Awarded</b>
Chicago State University	\$760,000.00
Northeastern Illinois University	\$2,240,000.00
<b>Total</b>	<b><u>\$3,000,000.00</u></b>