

APPROVED
January 21, 2026

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Board Secretary Melissa Bealon

Item #F-1
January 21, 2026

FISCAL YEAR 2027 HIGHER EDUCATION BUDGET RECOMMENDATIONS FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS

Submitted for: Action.

Summary: This item recommends approval of the Fiscal Year 2027 Budget Recommendations for higher education operations, grants, and capital improvements.

Action Requested: That the Illinois Board of Higher Education approve the Fiscal Year 2027 Budget Recommendations for Higher Education operations, grants, and capital improvements.

FISCAL YEAR 2027 HIGHER EDUCATION BUDGET RECOMMENDATIONS FOR OPERATIONS, GRANTS, AND CAPITAL IMPROVEMENTS

OVERVIEW

The Illinois Board of Higher Education's Fiscal Year 207 Budget Recommendations are grounded in the vision, goals, and strategies of the higher education strategic plan. [A Thriving Illinois](#) was 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. Higher education institutions and agencies continue to direct the resources provided to them to achieving the goals by implementing the strategies of *A Thriving Illinois*.

In recent years, the Governor and General Assembly have made substantial investments in higher education. Since Fiscal Year 2019, General Fund¹ appropriations have increased by \$833 million, from \$1,894.0 million to \$2,726.8 million in Fiscal Year 2026². In the decade and a half prior to this, higher education appropriations declined from \$2.4 billion in Fiscal Year 2002 to a low of \$1,836.0 million in Fiscal Year 2018 (excluding the budget impasse).

With this investment Illinois public universities have achieved the highest enrollment in the past ten years, and community colleges have exceeded 2019 enrollment levels. Preliminary Fall 2025 enrollment for four-year institutions is just under 451,000, including approximately 190,000 at public universities, 198,000 at independent non-for-profit, and 64,000 at independent for-profit institutions. Community college enrollment reached nearly 275,000 in Fall 2025.

Yet, this budget proposal is a measured one, presented in the context of a projected \$2.7 billion state budget deficit for Fiscal Year 2027, as reported in the Governor's Office of Management and Budget annual [Economic and Fiscal Policy report](#) released October 9, 2025. The Board tempered its recommendations, acknowledging the state's fiscal condition while emphasizing that the state's economic growth depends on a strong, equitable higher education system – the educated workforce it produces and the innovation it fosters.

IBHE is recommending an overall 4.5 percent increase (\$121.6 million) in higher education funding (excluding SURS), for a total operating appropriation of \$2,848.4 million. This reflects a three percent increase in operating funding for public universities and community colleges; a \$50 million increase in MAP; a \$5 million increase to AIM HIGH scholarships; increases in grant-funded programs to support early childhood education, student supports, test preparation, human services loan repayments, and homeless student services.

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 \$47.4 million to \$2,377.8 million.

¹ Since a portion of ICCB's budget is funded through the Personal Property Replacement Tax (PPRT) fund, we include that in these numbers, although that funds is not included in General Funds

²In Fiscal Year 2026, universities and community colleges were appropriated a 3% increase, with 2% of that held in reserve, contingent on the Governor's release of the funds. As of this writing, those funds have not been released, but we have shown them in the totals.

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 2027. Further detail is provided in Figure 13 and 14 later in this document.

Figure 1. IBHE Fiscal Year 2027 General Funds Budget Recommendations

Higher Education* \$ in Thousands	FY26 Enacted Appropriation	FY27 Recommendation	\$ Change	Percentage Change from FY26
Public Universities	1,366,366	1,405,289	38,923	2.8%
ICCB and Community Colleges	411,389	421,552	10,133	2.5%
Adult Education/Technical Education	54,565	55,848	1,283	2.4%
Illinois Student Assistance Commission	828,698	897,970	69,273	8.4%
Illinois Mathematics and Science Academy	26,455	26,820	365	1.4%
State Universities Civil Service System	1,510	1,746	236	15.6%
IBHE Grants & Operations	37,792	39,164	1,372	3.6%
Total General Revenue & PPRT	\$2,726,774	\$2,848,359	\$121,585	4.5%

*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 2027 SURS Recommendations

State Universities Retirement System* (\$ in thousands)	FY26 Enacted Appropriation	FY27 Certification	Percentage Change from FY26
State Contribution	2,319,446	2,366,144	2.0%
Community College Health Insurance (CIP)	10,967	11,708	6.8%
Total General Revenue	\$2,330,413	\$2,377,852	
Actual Change from FY26 Appropriation		\$47,439	2.0%

*SURS is not included in Figure 1 above

The Fiscal Year 2027 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*.

Investing in A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth



The state's higher education strategic plan, *A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth*, is grounded in the idea that Illinois cannot 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 2027 budget recommendations highlighted below³ 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.



- **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 student success. Beginning In Fiscal Year 2023, IBHE began offering grants to four-year colleges and universities to address the underlying causes of housing and basic needs insecurity among students. As institutions have undertaken the work to implement Equity Plans (see Strategy 2, below), we propose to expand the grant program to provide additional supports for both public universities and community college students. **IBHE recommends that \$1 million be added to the existing \$2.0 million IBHE program focused on student success services and that the current \$200,000 in DHS's budget for services to homeless students be transferred to ICCB (for a total of \$450,000).**

The Fiscal Year 2026 budget included funding for continued implementation of mental health services and requirements under the Mental Health Early Action on Campus Act. The budget included \$7.0 million to IBHE for grants to public universities and for IBHE's Technical Assistance Center and \$6.0 million in the ICCB budget for community colleges. **IBHE recommends maintaining these appropriations at the Fiscal Year 2026 levels of \$7.0 million (IBHE) and \$6.0 million (ICCB).**

Benefits navigators at the campus level help students access services and supports through programs such as SNAP food assistance, child care assistance, and other public benefits. IBHE and ICCB have collaboratively offered intensive training, support, and communities of practice to bring together benefits navigators, HOUSE liaisons, and other specialty liaisons

³ Funding is appropriated to each agency in Figure 1 as noted in paratheses.

and build their expertise and capacity to support students, all currently covered within agency funding levels.

- **Strategy 2: Implement institution-level equity plans and practices to close access, progression, completion, and attainment gaps.** The first equity plans, consistent with 110 ILCS 205/9.16 were submitted to IBHE and ICCB on May 31, 2024 and feedback was provided to each institution in November, 2024 (Fiscal Year 2025). During Fiscal Year 2026, common themes and challenges were identified and institutions surveyed to determine areas for collective work. A three-pronged approach to institution support was developed and implemented: Knowledge Sessions (podcasts), Communities of Practice, and Targeted Technical Assistance for approximately 20 institutions. Three topic areas were selected: Strengthening holistic advising and first-year experience; Meeting student basic needs; and Reducing rates of course grades of D, F or withdrawals. In October, 2025 these three institutional support efforts were launched under the banner SUCCESS (State Universities and Colleges in Creating Equitable Student Success).
- **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) program provides funding opportunities to support the seamless transition of students between education systems and employment. In Fiscal Year 2024, 11,731 individuals across 44 programs were served. The entities included high school districts, community-based-organizations, regional offices of education, community colleges, and universities. Of the individuals reported being served, 38 percent were African American, 34 percent Hispanic, and 14 percent white. **The IBHE Fiscal Year 2027 budget recommends continuing this funding at its current level of \$28.8 million (ICCB).**

Additionally, since Fiscal Year, 2023, ICCB has operated the successful Pipeline for Advancement of the Healthcare Workforce (PATH) program to help those in nursing and other healthcare pathways enter or advance their careers in the health care industry. The program began with \$25 million, but was later reduced to \$15 million in Fiscal Year 2025. With the success of the program, ICCB requested and **IBHE recommends Fiscal Year 2027 funding for the PATH program at the Fiscal Year 2026 level of \$15 million.**

Since Fiscal Year 2025, IBHE has received funds to grant funds for a statewide strategy for re-enrolling students who have stopped out. After a competitive process in Fiscal Year 2025, ReUp was selected and was funded again in Fiscal Year 2026. Four-year institutions participating in ReUp's Illinois Marketplace include Northern Illinois University, Chicago State University, Eastern Illinois University, Northeastern Illinois University, Illinois State University, Western Illinois University, and Southern Illinois University Edwardsville. Since inception of the grant award in January 2025, for the participating 4-year institutions 14,976 students received outreach, 558 students qualified, 261 students expressed interest to transfer, and 122 student re-enrolled. **IBHE recommends continuing funding at the Fiscal Year 2026 level of \$1 million in Fiscal Year 2027.**

- **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. 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. The **IBHE Fiscal Year 2027 budget recommends maintaining funding at the Fiscal Year 2026 level of \$3.2 million (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 ISACorps is providing essential outreach to families to help them sign up for One Click College Admit, the state's new direct admissions program (see Growth Strategy 4). **The IBHE Fiscal Year 2027 budget recommends an additional \$1.1 million in state funds for the ISACorps and other Illinois Student Assistance Commission (ISAC) operations, increasing funding from \$16.3 million in Fiscal Year 2026 to \$17.4 million in Fiscal Year 2027.**



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. This strategy outlines a set of principles that should be included in any new funding system. The [Commission on Equitable Public University Funding](#), charged with developing a funding formula that is equitable, adequate, and stable and that fulfills the principles outlined in *A Thriving Illinois*, completed its [report](#) and submitted its recommendations to the General Assembly in March 2024. A bill containing the recommendations was introduced in fall 2024, and after negotiations among the institutions and advocates, was amended in spring 2025. Subject matter hearings were held, but the bill did not advance.

As the Board has done for the prior 5 years, the IBHE Fiscal Year 2027 budget recommends a first step to more equitable public university funding. **The IBHE is recommending a \$38.8 million (3 percent) increase for public universities to support low-income student success and that it be distributed based on the percent and number of Pell students served (Public Universities).** This would increase public university funding from \$1,293.9 million in Fiscal Year 2026 to \$1,332.8 million in Fiscal Year 2027. **IBHE is recommending an \$11 million (3 percent) increase for community colleges, adult education, and career and technical education, bringing appropriations to \$378.6 million in Fiscal Year 2027, up from \$367.6 million in Fiscal Year 2026 (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 in recent years have led to a Fiscal Year 2026 appropriation of \$721.6 million, up from \$451 million in Fiscal Year 2021. The current appropriation is approaching the \$1 billion goal at a faster rate than contemplated in *A Thriving Illinois*. But we must continue the progress to improve affordability. A MAP grant covers 45 percent of average tuition and fees at public universities, short of the strategic plan goal of 50 percent and 55 percent at community colleges. As shown in the Affordability discussion later in this document, investments in MAP and AIM HIGH (discussed in Growth Strategy 4) have been major contributors to increasing college and public university affordability for low-income students. **The IBHE Fiscal Year 2027 budget recommendations call for a \$50 million increase in MAP, bringing the total MAP appropriation to \$771.6 million (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.
 - **The 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 supports 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 Fiscal Year 2027 budget recommends maintaining funding at the Fiscal Year 2026 level of \$5.2 million (ICCB).**
 - IBHE will continue to partner with the Department of Human Services to meet the state's 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. The Center launched a new [strategic plan](#) that outlines six goals, including expanding curriculum and clinical training; strengthening education advancement; strengthen pre-career programs; support and retain the incumbent workforce; among others. **The IBHE recommends that DHS continue to provide up to \$5.0 million for the BHWC, the same level as Fiscal Year 2026 (IBHE).**
- **Strategy 4: Encourage high school graduates to enroll in the Illinois higher education system to 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 gives public universities flexible scholarship funds to attract and retain students, including student groups facing

equity gaps. As discussed in the Affordability section below, AIM HIGH, along with MAP, have been central to improving affordability for low-income students at public universities. AIM HIGH scholarships are multi-year commitments, guaranteed for four years for incoming freshmen and two years for transfer students. As enrollment and retention have increased, AIM HIGH funds have been stressed and fewer funds are available for new students. **The IBHE recommends an increase of \$5 million in Fiscal Year 2027 to expand AIM HIGH scholarship funding, for a total of \$55 million (ISAC).**

- **One Click College Admit.** In spring 2025, Illinois enacted legislation establishing a direct admissions program at public universities for both graduating high school seniors and community college transferring students. The program, One Click College Admit, allows students who opt-in to have their GPA automatically matched with public university admissions GPA and receive offers of admissions—no application fee, no essays, no letters of recommendation. Students also receive offers to their local community college at the same time, helping students see the full array of public higher education options available to them.

This program is built on the foundation of Illinois' partnership with Common App. Since 2021, all public universities have used Common App as an application portal to great success. For last year's application season (2024-25), public universities received 198,329 total applications through the Common App from 126,774 individual students. These numbers represent an eight percent increase in applications and in applicants applying to college via the Common App. In AY25 124,686 of the applications submitted were from Illinois high school students, with 18 percent of the applicants identifying as Black or African American, 23 percent as Latinx, 14 percent Asian, and 23 percent White. Additionally, 44 percent of the applications were from first-generation students, and 23 percent from students in households where the median income is at the 40th percentile or less

Community Colleges have begun joining the Common App for participation in One Click.

IBHE recommends Fiscal Year 2027 funding for One Click College Admit and the Common App remain at the Fiscal Year 2026 level of \$2.45 million for IBHE and increase ICCB's appropriation by \$200,000 to a total of \$750,000.

- **Strategy 5: Establish a consortium of community colleges and universities to better serve the incumbent early childhood workforce.** The IBHE and ICCB established 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 covered total cost of attendance; institutions received funds for curriculum development and mentors; and community-based navigators worked with employers to identify potential students and help them return to school. The federal funds ended in June, 2024. Through the program, nearly 4,700 students received \$76 million in scholarships.

The Fiscal Year 2025 budget included \$5 million to continue ECACE scholarships, which supported over 690 students. The Fiscal Year 2026 level was also \$5 million and a similar number of students are expected to be served. Given the success of the program and the continuing need to upskill the early childhood workforce, IBHE, ICCB, and ISAC are recommending increasing the scholarship funding. **The IBHE Fiscal Year 2027 budget recommends \$8 million for Consortium scholarships (ISAC), an increase of \$3 million from the Fiscal Year 2026 appropriation of \$5 million.**

- **Provide an additional \$1.7 million to support IMSA, program implementation, and operational support.** The IBHE Fiscal Year 2027 budget recommendations include a net \$365,000 (1.4 percent) increase for the Illinois Mathematics and Science Academy to meet operating needs, bringing state appropriations for IMSA to \$26.8 million. The IBHE Fiscal Year 2027 budget also recommends an additional \$1.378 million increase across agencies to invest in program implementation and support (ICCB, IBHE, SUCSS).
- **Continue support for the Accountability Data 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. The Board sees a public data dashboard-- building on the data provided as part of the Equity Plans and Practices effort--as central to transparency and accountability. A requirement to establish such a data dashboard was enacted in legislation in 2025. The dashboard design will be developed through a human-centered design process currently underway by the Siebel Center for Design at the University of Illinois. The first dashboard is due by January 15, 2027 and will be updated each January 15 thereafter. **IBHE Fiscal Year 2027 budget recommends maintaining the Fiscal Year 2026 level of \$0.45 million to support design, development, and updating of this new data dashboard (IBHE).**

FISCAL YEAR 2027 RECOMMENDATIONS FOR OPERATIONS AND GRANTS

PUBLIC UNIVERSITIES

In May 2024 each public institution of higher education submitted its first equity plan in accordance with 110 ILCS 205/9.16, outlining the specific equity challenges identified in its data, climate surveys, and analysis and the policies, practices, and programs that it is implementing to close equity gaps and improve outcomes for all students. Institutions included an array of academic, social-emotional, and other supports and resources to meet the specific needs of their students. Each institution received feedback on its plan in November, 2024.

From the review of the plans and a survey of institutions, areas for cross-institution collaboration and support were identified. A three-part program, called SUCCESS, State Universities and Colleges Collaborating for Equitable Student Success, was launched in fall 2025, with a three-pronged approach. Knowledge sessions, or podcasts, provide short introductions to the key topics in a recorded discussion format with experts. Three Communities of Practice were established to enable institutions to work collaboratively, and targeted technical assistance will be available for up to 20 institutions to dive deeper into implementation on their campus. The three areas of focus are Academic Advising/First Year Experience; Meeting Student Basic Needs; Reducing Rates of D's, F's grades and course withdrawals.

The summaries below highlight the work underway at each institution, with a focus on these three areas.

Chicago State University

At CSU, we are not just an institution of higher learning; we are an institution of higher purpose. As the only U.S. Department of Education-designated four-year Predominantly Black Institution (PBI) in Illinois, we proudly embrace our role as a catalyst for change. We understand that achieving equity in education requires tangible actions and unwavering dedication to the holistic well-being of our students throughout their higher education journey. Together, we are a driving force behind "Equity in Motion," propelling positive change and nurturing a more equitable world.



Pre-College: CSU begins its engagement with its local neighborhood high schools through dual enrollment with no tuition cost and dual credit programming. We focus our dual credit resources on local neighborhood high schools with limited advanced placement programming. Additionally, CSU offers various summer camps for participants as young as 5 to expose students to a college campus and to explore future careers in coding, quantum sensing, education, and health professions.

Access to College: CSU is a broad-access institution committed to removing historical barriers for our students. To achieve this, CSU launched Cougar Commitment, a pre-college through career student success program that offers a comprehensive tapestry of support for freshmen and transfer students. A core component of this is the Rise Academy, which supports first-year access and retention by providing free tuition, books, and computers for all incoming freshmen, coupled with an early start program and holistic support. Since its inception, the program has served more than 735 eligible students. During this 2025 – 2026 academic year, Rise Academy has served 198 scholars and achieved a persistence rate of 90 percent.

Transfer students and students who have stopped out have also received attention, with dedicated pathways, transfer guides, and a master articulation agreement with City Colleges of Chicago, which helps streamline the path for transfer students. New enrollment from transfer students grew by 38 percent year over year. The ReUp Initiative provides mentors and student coaches to help students who have stopped out to return to school and complete their degree.

Retention & Graduation: CSU is actively improving academic advising and support services by participating in the AASCU's Student-Centered Course Scheduling cohort and the Illinois Holistic Advising Community of Practice. These initiatives leverage existing resources, such as Ad Astra and DegreeWorks, to implement data-informed advising practices. CSU has expanded academic supports through the addition of the Sophomore Academy and the incorporation of Learning Assistants (LA) into more courses. The university has also implemented an early alert system, with reviews at the four, eight, and 12-week marks to address attendance and other metrics. First-time freshman who had at least one course with an LA had persistence rates of 56 percent versus 29 percent persistence for those who had no classes with an LA. Similar gains were shown for new transfer students, those who took a class with an LA had a 67 percent persistence rate versus those without an LA involved class (46 percent).

With over 60 percent of CSU students reporting challenges in meeting their basic needs, CSU considers student basic needs a core retention strategy. This work includes non-academic supports, such as an on-campus child development center for youth ages 6 months to five years-old, counseling center, wellness center, and affinity centers for students to have a sense of belonging. CSU is focused on meeting students' basic social-emotional needs, adding the Cougar Pantry, Cougar Closet, and providing year-round workshops and events. The Cougar Pantry has served 1,413 students since the start of the 2025 academic year, which is a 40 percent increase from last academic year.

Through the IBHE End Student Housing Insecurity (ESHI) Grant and CSU's Model of Care, the university provides a campus-wide approach to stabilization. Proactive identification tools such as the Well-Being Screening Tool and expanded outreach from our Counseling team enable early intervention and help reduce the stigma of seeking assistance. A total of 103 students completed screenings, with significant reported challenges: 42 percent housing insecurity, 31 percent food insecurity, and 65 percent reporting psychological distress tied to basic needs. Through ESHI funding, CSU designated \$36,387 for emergency support and disbursed \$13,750 in direct aid to 28 students, primarily for rental assistance, transportation, textbooks, and childcare.

Academic Excellence: CSU offers a broad suite of academic programming in alignment with Illinois' workforce needs and economic growth. CSU scholars are conducting cutting-edge research with over \$10 million in federal grants across STEM and health science disciplines. We are educating students in quantum sciences; are in the top four percent for graduating Black students with Bachelor's degrees in physics; serve as an official licensee of the Call Me MISTER Program, dedicated to African American male teacher preparation; and have students participating in the inaugural cohort of Paramount Pictures and Showtime's Storytellers Lab.

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 partners, including the National Urban League's Business Executive Exchange Program, Braven, and Astellas. Our partnerships are innovative to meet the particular needs of our unique student population.

Eastern Illinois University

Eastern Illinois University continues to strengthen student success, support holistic development, and respond to the evolving needs of our learners. With intentional investments across programs, processes, and procedures, EIU has prioritized three interconnected institutional commitments: meeting student basic needs, reducing D, F, and W rates, and advancing holistic advising through a redesigned first-year experience. Together, these efforts reflect EIU's focus on equity, persistence, and the creation of conditions where all students can thrive.



I. Advancing Student Basic Needs

EIU's commitment to addressing students' basic needs remains foundational to its mission. The University expanded the EIU Campus Food Pantry to meet rising demand and sustain long-term operations. Transportation access improved through strategic enhancements to the Panther Express Shuttle schedule, allowing more students to reliably reach campus resources, employment, and essential destinations. Through grants from the State of Illinois and other partners, the University also strengthened efforts to combat food and housing insecurity by supporting housing stability, resource navigation, and pathways to academic success.

Cross-campus partnerships continue to play a critical role in meeting basic needs. EdSights – an interactive chatbot engagement platform – was expanded to enhance collaboration among campus partners. The platform identifies students in need of targeted academic or wellbeing support and complements EIU's Academic Alert System, which faculty use to identify student risk throughout the semester. Together, these systems recognize the multifaceted nature of student need – academic, co-curricular, and personal – and support proactive, data-informed intervention.

EIU further expanded its Academic Hub program by opening the First-Gen Hub, a dedicated space for first-generation students seeking connection, resource and campus navigation, and support. The First-Gen Hub joins a constellation of affinity hubs across campus, including the Latino/Rincón Academic Hub, the Asian & Pacific Islander Hub, the African American and African Diaspora Hub, and the Family Hub located in Booth Library. Together, these spaces create a network of belonging and identity-affirming community support.

To further connect students to support resources, EIU launched Panther Pop-Ups, a cross-divisional initiative that help students navigate services, meet campus personnel, and build supportive relationships through interactive activities and refreshments.

II. Reducing D, F, and W Rates

Reducing D, F, and W rates remains a central institutional priority, particularly in high-enrollment general education courses. Since the launch of the DFW Collaborative Redesign Initiative in spring 2023, EIU has continually assessed course outcomes to inform ongoing redesign work. Ten redesigned courses – supported by eleven faculty participants – reflect a strong partnership between faculty, department chairs, and instructional designers to reimagine gateway courses through collaborative, cohort-based practices. To date, more than 70 percent of redesigned course sections have reduced their DFW rate by an average of 4.5 percentage points, with more than half of course sections achieving reductions of over 7.5 percentage points.

After reviewing usage and outcomes data, EIU strategically shifted away from outsourced virtual tutoring and reinvested in a centralized, inclusive Academic Support Center (ASC). The relocated ASC now includes updated technologies, laptops, course planners, and a significantly enhanced training model for Certified Peer Educators. Early outcomes show increased utilization, more tutoring sessions, and growing student satisfaction with the updated space and expanded services.

EIU also advanced its commitment to accessible learning by expanding use of SensusAccess, an AI-enabled tool that converts inaccessible instructional materials into accessible formats. Testing labs were upgraded with adaptive and assistive technologies to support students who require accommodations – an investment supported by the Office of Accessibility and Accommodations.

To improve student success by monitoring and streamline academic alerts, advising notes, and case management, the University invested in Navigate360. This student success platform modernizes EIU's data infrastructure by integrating communication, advising, analytics, and early alert systems into a centralized student record, and will be rolled out in spring 2026.

Finally, the Faculty Development and Innovation Center strengthened instructional practice through Pedagogy Day, and year-round professional development dedicated to evidence-based teaching and assessment. This work directly enhances the academic environment that supports DFW reduction efforts.

III. Holistic Advising and First-Year Experience

EIU's investments in holistic advising and first-year transitions have deepened significantly. The redesigned first-year seminar, EIUYou: The Panther Experience, was piloted with a renewed emphasis on belonging, academic expectations, and resource navigation. Student and instructor feedback – as well as emerging assessment data – continue to shape the ongoing redesign of this cornerstone course.

The University also initiated a redesign of EIU 2919: Strategies for Academic Success, a course supporting students on academic warning, probation, or dismissal. This redesign ensures structured early intervention for students needing targeted academic support.

EIU's long-established Gateway Program has been redesigned and reaffirmed as the Pathways to Achievement, Confidence, and Knowledge (PACK) Program. PACK provisionally admits up to 150 students who fall below the standard admission threshold (2.80 high school GPA) and connects them with a Senior Academic Advisor. Through eight structured meetings per semester and coordinated success activities, PACK students – typically first-generation or underserved learners – receive clear expectations, academic support, and a foundation for achieving their goals. Students who successfully complete the program are fully admitted to EIU.

Mentorship remains one of EIU's most powerful first-year strategies. The Freshman and Transfer Connection Mentorship Program pairs incoming students with trained peer mentors through weekly small-group meetings, community-building activities, and resource-based curriculum. Beginning fall 2025, incoming students self-selected their preferred level of mentorship engagement through the onboarding system, reinforcing choice and personalization. In fall 2026, this program will grow to include Veteran Connection for learners after their active service is completed.

Beyond first-year students, the University expanded the mentoring ecosystem to include iSTEM, Strong M.A.N., and Strong S.H.E. – programs designed to foster identity-affirming connections, academic confidence, and persistence among underrepresented, vulnerable, or identity-specific student populations.

EIU also strengthened support for non-traditional, adult, and returning learners by reestablishing the Interdisciplinary Studies Program (IDS) within the Student Success Center. With focused program coordination, recruitment, and advising, IDS provides flexible academic pathways aligned with learners' professional and personal goals.

Governors State University

Governors State University (GovState) demonstrates an unwavering commitment to providing an exceptional and accessible education that empowers students with the knowledge, skills, and confidence essential for success in a global society.



Campus Climate & Student Success Initiatives

In AY 2024, GovState conducted three major campus climate surveys - Diversity & Equity, Sexual Misconduct, and the College Student Inventory - to assess the student experience, identify opportunities for improvement, and guide leadership decisions. These results inform continuous efforts to strengthen inclusion and student success.

GovState's Retention to Graduation (R2G) plan focuses on improving retention through:

- A comprehensive First-Year Experience program,
- A cross-functional Student Success "Boots on the Ground" team, and
- Enhancing students' sense of belonging and awareness of support services.

Enrollment Trends

Enrollment increased 1.4 percent in 2024-25, including rises in both undergraduate (1.5 percent) and graduate (1.3 percent) enrollment. Freshman enrollment grew 27 percent since 2020, and continuing undergraduate enrollment rose 3.8 percent. GovState continues to serve as a top transfer-receiving institution, enrolling 354 new full-time transfer students in fall 2024-25. The Dual Degree Program (DDP) had its largest entering group (150 students), and 75 DDP students graduated in spring 2025, ten with honors.

Student Basic Needs

GovState provides extensive academic and non-academic supports to meet students' basic needs:

Academic support includes early-alert surveys, Starfish faculty feedback, tutoring, writing assistance, and case-management outreach by the Student Success team.

Non-academic support includes child care assistance, domestic violence resources, counseling, veterans' assistance, housing support, emergency funding, food access, and dedicated student support centers such as the First Generation Center, Latinx Center, Access Services for Students with Disabilities, and related services offered by the Office of the Dean of Students.

Reducing DFW Rates

High DFW rates in key courses prompted targeted interventions. Faculty implemented new strategies such as a Statistics corequisite, common-read initiatives, relational teaching training, and

student-centered course scheduling. The GovState Reconnect program supports first-year students with strong potential but low academic performance through an eight-seminar success series. These combined efforts reduced DFW rates in the top 20 courses by an average of 14.25 percent.

Holistic Advising & First-Year Experience

GovState is strengthening its First-Year Experience and expanding advising reforms, including same-day advising and registration, early-alert outreach, multiple advising modalities, “hidden curriculum” onboarding, and strong connections to campus resources. Students also benefit from engagement opportunities such as clubs, student government, community building, honor societies, performing arts, athletics, on-campus employment, and a mandatory First-Year Seminar.

Commitment to Equity & Institutional Support

GovState maintains a distinguished history of serving underrepresented student populations, with diversity percentages exceeding those of most Illinois public universities. To maintain and enhance our high-quality educational services, we require predictable, equitable, and stable funding to:

- Enhance technology infrastructure for distance and online learning,
- Improve career-ready learning delivery methods,
- Support college readiness programs,
- Implement accelerated student re-enrollment recovery initiatives,
- Expand dual degree and dual credit programs,
- Maintain academic support and stand-by services,
- Attract and retain top talent, and
- Advance equity and inclusion initiatives.

Through additional funding, GovState will continue to close equity gaps and fulfill its mission of providing transformative educational opportunities for all students.

Illinois State University

Illinois State University's total enrollment for the fall 2025 semester is 21,994, an increase of 448 students (2.1 percent) over last year's record enrollment. The new record also marks four years of consecutive growth. Illinois State's continued strong enrollment and increased first- to second-year retention (81.9 percent) demonstrate the University's commitment to student success through exceptional student experiences and focused efforts to improve the Redbird experience through programs that meet student and employer expectations, as well as expanded student support resources and engagement opportunities.



**ILLINOIS STATE
UNIVERSITY**
Illinois' first public university.

Key Areas of Focus:

Student Basic Needs

- Student Navigators is a student-led, peer-to-peer model that helps students at Illinois State who are contending with economic hardship and basic needs crises. The navigators are student employees in the Dean of Students Office who help students with food insecurity, hygiene products, housing, course materials, and transportation needs. This program is funded through donations from alumni and friends. Over \$33,660 was donated in Fiscal Year 2025 towards the Student Navigator program. Nearly 100 students receive services each semester.

- Two full-time case managers in the Dean of Students Office help off-campus students, including unhoused students, with a variety of issues such as housing and safety needs, and direct them to numerous on- and off-campus resources, including Student Navigators and the Students' Attorney. Case Managers have more than 1000 cases per year, and about ten percent relate to basic needs. Case Managers serve as members of the Redbird Care Team.
- The Persistence Committee aids students in persisting at ISU through a variety of support measures, including academic or financial support. The Persistence Committee discusses individual student cases using a case management approach to address persistence issues that may impede persistence for that student, including their basic needs. Additionally, the committee examines macro-level barriers to persistence and recommends solutions to eliminate them. Students are referred to the Persistence Committee by the Redbird Care Team. In Fiscal Year 2024, the committee allocated over \$22,000 towards students with basic needs, and in Fiscal Year 2025, allocated over \$20,000.
- For the past four years, the Basic Needs Insecurity Fund has been a key fundraising priority for Student Affairs and Annual Giving during Giving Tuesday. Each year, our community contributes an average of \$15,000, providing critical support to students facing food, housing, and financial insecurity. The fund offers year-round resources, including campus mini-pantries, housing crisis assistance, and help with textbooks and access codes for students who have exhausted other options. In addition to Giving Tuesday, the fund is featured during Birds Give Back each February, raising an additional \$5,000 to strengthen our ability to meet student needs throughout the year.
- The Financial Aid Office also has several funds to help students with emergency needs or unexpected hardships. These funds typically help hundreds of students each year.

Reducing DFW Rates

- The Center for Integrated Professional Development (CIPD) offers programs that support equity in teaching and professional development as well as a course redesign series that focuses on student success and engagement.
- The Annual University Teaching and Learning Institute emphasizes innovative strategies for classroom instruction, promoting student success, and enhancing overall teaching quality.
- Participating in the Reducing DFW Rates Community of Practice in the Illinois SUCCESS program.

Holistic Advising/First-Year Experience

- Under the Office of the Provost, several initiatives aim to close the equity gap for students and faculty in the classroom, including:
 - The Student Success Community of Practice has finalized a five-year work plan with priorities aligned to the Excellence by Design strategic goals for retention and graduation. Key initiatives include investing in degree audit and advising technology, expanding professional development for advisors, and sustaining holistic advising that integrates student well-being, career services, and targeted caseload management.
 - Launched the Redbird Restart program for students on probation. The course is designed to help students navigate challenging courses and work with faculty to improve outcomes.
 - Expanded access to IDS 128: *Thriving in College, Career, and Beyond*, a first-year course designed to help students successfully navigate their initial semester. The course has demonstrated positive outcomes in supporting student success.

Northeastern Illinois University

Northeastern Illinois University (NEIU) is advancing institutional equity through targeted initiatives. College-level Equity Teams analyze program data to address achievement gaps, focusing on courses with high D, F, and withdrawal rates. These teams received training and support for a DFW pilot using three cycles of data on the courses in each college with the highest DFW rates during fall 2024. In spring 2025, our College Equity Teams engaged in a data-driven analysis of courses of their identified courses. These cross-functional teams, composed of faculty and associate deans committed to equity initiatives, reviewed high DFW courses, student demographics and other features (e.g., course modality, course type, etc.) to identify barriers to student success. By summer 2025, the teams shared their reports with preliminary recommendations to their respective deans. As of fall 2025, the deans have been in consultation with department chairs and coordinators where these high-DFW courses are housed to determine appropriate interventions by fall 2026.



NEIU is also re-imagining its First-Year Experience (FYE) Program to address the needs of its low-income students, since relative to our 4-year Illinois State public peers, NEIU welcomes the largest percentage (86.7 percent) of first-time freshmen from the least-funded public schools. To support the students' experience, the FYE Advisory and FYE Curriculum Team redesigned the program to incorporate student voice, embed open educational resources (OER) and integrate an NEIU-focused Financial Literacy module. This module helps first-generation students understand ways to finance their education, including information about the student payment portal and scholarship resources. The redesigned courses will emphasize relationship-building activities, collaborative learning formats and experiential opportunities that connect students with peer mentors and with campus resources and support. Early results are promising; student retention from fall 2024 to spring 2025 increased to 84.27 percent (from 79.11 percent for the previous year).

In fall 2024, to understand the extent to which desired FYE practices had been used in existing FYE courses, we launched the FYE Student and Instructor Feedback Surveys. Student respondents were 82 out of 306 (response rate: 27 percent) and instructor respondents were nine out of 14 (response rate: 67 percent). Confidence and Low Confidence items were compared between the students and instructor responses to the same items for the fall 2024 cohort. Among several findings, the development of financial literacy, feeling comfortable participating in class and with instructors, and the development of study skills are areas for greater attention that are likely to further improve first year retention and success. The percentage of students earning grades of C or better in FYE courses has increased aggregate (fall 2023: 70.22 percent, fall 2024: 78.82 percent). We hope that through various mechanisms now in place to support student success, including steps toward more holistic advisement and FYE instructor training and guidance documents, we will see at least 80 percent of students earn grades of C or better within five years.

The FYE Curriculum Team continued to meet during spring 2025 and fall 2025, which led to the creation of new FYE learning outcomes. These have been aligned with non-negotiable activities and assignments for the revised FYE. In late fall 2025, the team provided input to the FYE Director about where additional adjustments may be needed to scale these improvements to other FYE courses. The FYE Director is in the process of preparing a new program proposal and intends to move this through faculty governance in early spring 2026.

In terms of holistic advising, during spring/summer 2025, NEIU developed the Faculty Advisor Expectations document for implementation in fall 2025. During the new freshmen intake process, First Year Advisors have begun using data from students' high school transcript, NEIU Student Entrance Interview and placement test results to identify risk factors for retention (e.g., a pattern of non-attendance at the high school, financial issues, GPA under 2.0) allowing for more coordinated and proactive student support. NEIU has also begun developing a standardized Academic Course Record (ACR) Form to reduce the likelihood of delays in student graduation, although this process is not yet complete. In fall 2025, NEIU launched a partnership with National Academic Advising Association (NACADA) for a comprehensive undergraduate advisement review. NACADA's assessment process included campus visits, stakeholder interviews, and analysis of current practices and advisement structure. Their final report delivered at the end of November and shared with campus leadership and professional advisors in December 2025 will inform strategic improvements to NEIU's holistic advising model.

In addition, NEIU partnered with the American Association of State Colleges and Universities (AASCU)'s Student Success Equity Intensive (SSEI) in FY25. The focus of which was on identifying two goals for student success and begin the process of collecting information and planning. The goals identified were (1) to create an integrated and comprehensive advising model and (2) to develop an intentional onboarding process to ensure incoming students are set up for success. In FY26, each of these goals will begin their initial stage of implementation.

NEIU is addressing basic needs and housing insecurity through a coordinated, equity-centered strategy that combines emergency financial assistance, holistic case management, and strong cross-sector partnerships. Central to this work is the Advocacy and Resource Center Committee (ARC), which leverages university stakeholders including the Housing and Opportunities that are Useful for Students' Excellence (HOUSE) Liaison and Benefits Navigator. The ARC oversees trauma- and poverty-informed case management, outreach, and education. NEIU identifies students at risk through multiple data sources including financial aid applications, early alert systems, entry surveys, and faculty/staff referrals and connects them to wraparound supports such as the Student Pantry, individualized care plans, and referrals to campus and community resources. Dedicated assistance funds such as the Student Emergency Fund provides timely, financial support for utilities, food, transportation, and other urgent needs to stabilize students and prevent attrition. NEIU further strengthens its impact through partnerships with K-12 schools, CPS, DCFS, and community organizations to support students in temporary living situations and youth in care as they transition to college. NEIU is building a durable campus culture of care that directly addresses the root causes of basic needs and housing insecurity to promote student persistence and completion.

Financial challenges are addressed through scholarships to address student emergencies, stop-out and special circumstances. 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 for You" also provides tuition gap funding up to two years for new full-time transfers. For fall 2025 approximately 1,222 students benefited from "NEIU for You".

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.

On September 30, 2024, NEIU launched the Higher Education Data Sharing (HEDS) Diversity and Equity Campus Climate Survey, which closed on November 29, 2024. More than 500 members of the NEIU community participated, with 60 percent identifying as students and 40 percent as faculty and staff. Results showed that 73 percent of respondents were generally or very satisfied with the campus climate, and 74 percent reported feeling somewhat or very comfortable sharing their views on diversity and equity. Although these responses are encouraging, they also remind us that our efforts toward equity and inclusion must continue. We are continuing to use the results to strengthen current equity strategies and create new ones, with the goal of improving satisfaction even further when the survey is conducted again in four to five years.

Northern Illinois University

Northern Illinois University (NIU) is proud to fulfill its public mission as a community-engaged, high research-activity institution that champions access, equity and inclusive excellence. As the student profile at NIU has evolved over time, with more students living on campus and increasing diversity in lived experience and educational background, the university has continually adapted its policies, practices and support structures to meet their changing needs. NIU relies not only on quantitative data but also on information gathered directly from students about their academic, financial and personal experiences to understand how students are learning, living and progressing. These insights guide decisions that expand opportunity and remove barriers to success. NIU is proud to have been recognized as a finalist for the 2025 Excellence in Student Success Award by the Association of Public and Land-grant Universities. As a national leader in fostering equitable educational pathways for all students, including those who are first-generation, from low-income backgrounds or from historically marginalized communities, the university's Fiscal Year 2027 budget priorities remain firmly focused on advancing student success through innovative, evidence-based and student-centered strategies.



Northern Illinois University

NIU prioritizes a sustainable, data-informed approach to improving student success and closing equity gaps across all levels of the institution. Guided by annual institutional goals and implemented through its Strategic Action Planning Framework, Strategic Enrollment Management plans, Accountability Matrices and Equity Plan, NIU regularly tracks indicators related to credit completion, performance in gateway courses, retention, re-enrollment, graduation and post-graduation outcomes. These analyses guide resource allocation and targeted interventions, particularly for Pell-eligible, first-generation and historically underserved students. NIU's growing capacity to pair high-tech tools with high-touch support is central to this work. Platforms such as Navigate360 and MissionAI integrate predictive analytics with real-time, student-voice data, supporting early identification of academic, financial and well-being challenges and facilitating timely, personalized outreach. These coordinated strategies have strengthened academic recovery efforts, increased the number of students regaining financial aid and contributed to record fall-to-spring re-enrollment rates. As a recently designated Hispanic-Serving Institution, NIU is investing in programming, student support structures and faculty development that enrich the learning environment for all Huskies. This designation strengthens NIU's capacity to expand high-impact practices, deepen community engagement and advance culturally responsive approaches that benefit every student.

NIU has strengthened its holistic first-year advising model to ensure new students receive personalized, proactive guidance from the time they commit to NIU through the completion of their

first academic year and beyond. Delivered by professional advisors with broad knowledge of all majors and academic programs, this advising structure begins with each incoming student participating in a one-on-one, pre-orientation advising appointment that results in a clear academic plan and early connection to campus resources that promote belonging and academic confidence. Students complete a pre-advising module and receive follow-up support on placement exams, transcript submission, course registration and academic transition needs. This coordinated approach, supported through collaboration with Enrollment Management, Admissions, Testing Services and Registration and Records, has resulted in high advising participation, more predictable course schedules that align with student needs and fewer changes after registration. Importantly, the centralized first-year model has contributed to notable improvements in student outcomes, including significant declines in dismissal rates across colleges and reductions in the number of students earning no successful credit in their first term.

The Academic Advising Center (AAC) plays a central role in advancing this work by coordinating consistent advising practices across colleges and implementing structured outreach to support student progression. The AAC uses early alerts, data-informed interventions and targeted outreach to identify students who might benefit from additional academic support, including those with GPAs below 2.0. Advisors emphasize onboarding and first-semester engagement, term-to-term transition support and follow-up on enrollment and re-enrollment to promote persistence. Appreciative advising strategies help students clarify goals, strengthen their academic planning skills and build confidence during the critical first year. Continuous improvement is supported through regular analysis of advising outcomes, and alignment with NIU's Strategic Enrollment Management Plan and university goals, ensuring that advising practices evolve with student needs and contribute to long-term increases in retention and academic success.

NIU provides timely, high-impact resources that help students remain enrolled, excel academically and progress toward graduation. The Center for Student Assistance (CSA) plays a vital role by coordinating financial support, connecting students with essential resources and collaborating with the divisions of Academic Affairs, Student Affairs and Academic Diversity, Equity and Inclusion, as well as with the Financial Aid and Scholarship office and academic advising teams, to ensure efficient and equitable delivery of assistance. In spring 2025, the CSA granted more than \$140,000 in emergency assistance, funding 378 grant applications from student to support their transportation to classes and clinicals, access to books and supplies, Wi-Fi needs and emergency personal expenses. The emergency assistance also provided short-term, housing-related support through the End Housing Insecurity Grant program for 315 undergraduate students. These supports reach Pell-eligible, first-generation and high-need learners across every college and a wide range of majors. The impact is reflected in strong outcomes, with 90 percent of students who received support re-enrolling for fall 2025 or graduating. NIU is also recognizing an increase in student use of the Huskie Food Pantry, which now averages more than 2,200 shopping visits per semester. It's imperative that financial or personal hardship does not stand in the way of student success and degree completion.

At NIU, a gateway course is defined as a class that students must successfully complete to advance within a major or is required to meet general studies requirements. NIU has undertaken a comprehensive effort to improve student success in these courses by identifying those with low success rates or notable equity gaps and implementing targeted, evidence-based strategies. Faculty have engaged in course redesign, inclusive pedagogy and active learning approaches, while the university strengthened academic supports through proactive advising, supplemental

instruction and tutoring. As a result, roughly half of the 80 courses included in the initiative saw reduced DFW rates and many experienced narrower equity gaps.

NIU is advancing this work through participation in a statewide collective learning community convened by the Illinois Board of Higher Education (IBHE) as part of Illinois SUCCESS (Supporting Universities and Colleges Creating Equitable Student Success). These efforts complement the expectations outlined in IBHE's strategic plan, "A Thriving Illinois," which calls on institutions to design and implement equity-focused practices that close gaps in enrollment, persistence, advancement and completion for historically underserved student groups. Consistent with NIU's university goals and equity-planning framework, the institution continues to use disaggregated data to guide interventions, strengthen campus climate, expand professional development and advance shared equity leadership. Together, these initiatives reflect NIU's ongoing commitment to fostering equitable outcomes and supporting every student's path to degree completion.

NIU remains deeply committed to access, affordability and equitable student success. Even as state support has not fully kept pace with the needs of public institutions, NIU has continued to prioritize affordability by maintaining competitive tuition rates and investing in generous, responsive financial aid that reduces the cost of attendance for students with the greatest need. NIU has exercised strong fiscal stewardship by tightening budgets, streamlining operations and identifying efficiencies across the institution, all while preserving the high-quality academic experience and comprehensive student support that are central to its mission. These efforts reflect the dedication of faculty and staff who have worked diligently to ensure that students continue to receive the guidance, instruction and opportunities they need to thrive.

Reliable and equitable state funding remains essential to strengthening and scaling the work that most directly benefits Illinois students who have the greatest potential for economic mobility and long-term contribution to the state's workforce and communities. With adequate investment, NIU would be positioned to expand programs that are currently out of reach, including summer bridge offerings that are more robust, additional supplemental instruction in high-demand STEM areas, enhanced transfer student services and expanded bilingual programming. NIU's Fiscal Year 2027 priorities reflect its continued dedication to academic excellence, student success and the public good. By advancing the goals outlined in "A Thriving Illinois" and aligning institutional strategies with the needs of Illinois' future workforce, NIU is transforming lives and strengthening the economic and civic vitality of the state.

Southern Illinois University Carbondale

The SIU Heroes Program and the Saluki Food Pantry together form a critical foundation of SIU's commitment to supporting students' basic needs and ensuring their ability to thrive academically, personally, and professionally. The SIU Heroes Program provides a coordinated, case-management approach to addressing student emergencies by connecting individuals with short-term financial assistance, housing support, technology resources, mental health referrals, and campus or community services that stabilize their immediate circumstances. By reducing the impact of unexpected crises, the program helps students remain enrolled, persist through challenges, and continue progressing toward graduation. Complementing this holistic support structure, the Saluki Food Pantry addresses the pervasive challenge of food insecurity by offering students consistent access to nutritious groceries at no cost, thereby alleviating financial pressures and ensuring that hunger does not



impede their academic performance. Together, these initiatives form an integrated safety net that promotes equity, enhances retention, and reflects SIU's commitment to removing barriers to student success while fostering a supportive, inclusive campus environment.

To reduce DFW rates, particularly in University Core Curriculum classes with primarily first and second-year students, SIU has implemented progress reports at weeks four, eight, and 12 of the semester. This allows for earlier intervention and greater chance of remediation for students at risk of failing a class. Additionally, a new academic Early Alert reporting system has been implemented through Slate. The Early Alert complements existing warning systems, such as Saluki Cares, and provides direct academic support and resources to at-risk students.

SIU continues to provide holistic advising and support for students, particularly in the First Year Experience. Academic Advisors and Student Success staff were incorporated into summer New Student Orientation programs, Saluki Startup and Weeks of Welcome programming, and University 101 classes. First Year Experience staff collaborated with University 101 on curriculum revisions, instructor training, and ongoing development to ensure the course addresses all facets of the first-year student experience. The Associate Provost for Student Success, with support from First Year Experience, hosted a one-day workshop "Faculty Focus on Best Practices for Student Success". The midsemester workshop was open to all faculty, with a particular emphasis on the value for University 101 and University Core Curriculum instructors. Collaboration between Student Affairs and Student Success has improved the ability of faculty and staff across areas to respond appropriately to all manner of student academic and personal needs and concerns.

Southern Illinois University Edwardsville

SIUE remains committed to creating a student-ready institution that removes barriers to persistence and supports equitable outcomes for

all learners. Guided by *A Thriving Illinois* and SIUE's Strategic Plan, the University advances initiatives that address students' basic needs, reduce DFW rates in key courses, and strengthen holistic advising and the first-year experience. Together, these efforts reinforce SIUE's mission to expand and integrate knowledge by developing professionals, scholars, and leaders who shape a changing world.

SIUE continues to expand supports for students experiencing homelessness and those in care, addressing foundational barriers to academic success. Recent enhancements to the food and hygiene pantry and the installation of mini-cupboards in multiple campus buildings have increased access to essential resources. Strengthened partnerships with McKinney-Vento liaisons and transportation assistance for new student orientation have also improved transitions for students experiencing basic needs insecurity.

New initiatives – including transportation support through Madison County Transit, peer-to-peer basic needs navigators, expanded emergency basic needs funding, and partnerships with the St. Louis Foodbank and Operation Food Search – enabled SIUE to support more than ten percent of its student population in Fiscal Year 2025. Aligned with Equity Strategy 1 of *A Thriving Illinois* and Pillars 1 and 2 of SIUE's Strategic Plan, these efforts advance social mobility, reduce equity gaps, and foster a student-ready campus where all learners can access the resources necessary to persist and graduate.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Building on its commitment to basic needs support, SIUE is also focused on reducing DFW rates – an essential priority given that earning a non-passing grade in the first year is one of the strongest predictors of attrition. SIUE continues to invest in faculty and staff professional development that strengthens inclusive teaching practices and fosters belonging in high-enrollment gateway courses.

An SIUE-developed metacognitive study-strategies module in Blackboard has shown promising results in these courses; students completing exam reflections were significantly more likely to earn passing grades ($\chi^2 = 40.3$, $p < 0.0001$, $N = 771$). SIUE has also expanded course redesign projects that incorporate student-centered pedagogies and dashboards providing reliable, disaggregated data to support instructional innovation, improve learning outcomes, and help close equity gaps for first-generation and historically underserved students.

To promote early intervention, SIUE has increased investment in early-alert systems, supplemental instruction, and peer-supported learning environments that reinforce strong academic habits early in the semester. The expanded use of the Starfish student-success platform has further strengthened proactive advising and improved first-year retention. Advisors rely on predicted retention scores to identify students who may be at elevated risk and to design individualized, data-informed interventions. The platform's Student Success Academic Plan – aligned with SIUE's First-Year Learning Outcomes – allows advisors to raise early-alert flags, assign tasks, monitor engagement, and connect students to academic, social, and cultural supports. These enhancements provide consistent monitoring and targeted support that improve student progression and reduce equity gaps.

These instructional and support strategies are reinforced by SIUE's broader commitment to a holistic advising model and a purposeful first-year experience. SIUE values the transition into the university community and is committed to making it transformational. The University's advising and student-experience model centers on whole-student development, ensuring each individual begins their SIUE journey with the skills and connections necessary for success.

The advising structure is grounded in a strong transitional framework that extends into a cohort-based model in which advisors, mentors, and academic coaches serve as educators, advocates, and partners. They help students navigate academic pathways while cultivating the skills and mindsets needed for long-term achievement. Through developmental conversations, advisors guide students in clarifying academic goals and connecting them with opportunities aligned with their personal and professional purpose. Collaboration with faculty, student-support offices, and campus partners creates a coordinated network of care that supports students from their first days on campus through graduation.

The first-year experience is anchored by New Student Orientation and continues through the First-Year Seminar course. SIUE fosters an integrated educational environment that prepares students for success inside and outside the classroom. Students are encouraged to build community, strengthen academic habits, explore new ideas, and engage with resources that will sustain them throughout their academic careers.

This intentional ecosystem – spanning enrollment, transition, and ongoing support – is rooted in the belief that every student can find their pathway to success. SIUE's diverse community and commitment to its role in higher education create opportunities for students to challenge norms, develop purpose, and contribute meaningfully to society. These integrative experiences shape an

academically rigorous environment that empowers students to excel with the structures and support necessary for long-term achievement.

University of Illinois System

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



UNIVERSITY OF ILLINOIS SYSTEM

In addition to its Access 2030 initiative, at a system-wide and statewide level, the System conducts activities aimed at increasing access and affordability. It organizes a recruiting event including all public universities and aimed at keeping Illinois high school students in the state for college. In addition, in its 42nd year, the Salute to Academic Achievement is a System-sponsored recruiting event for first-generation seniors as well as seniors from financially under-resourced communities and low-sending high schools and counties in Illinois. The System also facilitates the transfer process for students starting at partnering community colleges with a guaranteed transfer program. The University of Illinois System Transfer Guarantee (UISTG) gives students access to additional advising and transfer support along with guaranteed admission to any of the three U of I System universities if the student meets the admission criteria. This program does not guarantee admission to a specific college or major. In fall 2025, the UISTG was expanded to offer guaranteed admission to any Illinois high school graduate who meets the criteria and is transferring from any college or university. Furthermore, the System offers Transfer Exploration Nights with high school districts and their partner community colleges to highlight the transfer process. The System has also focused on affordability, freezing tuition in seven of the past eleven years and increasing institutional undergraduate student aid by over \$111 million (+54 percent) in the last ten years.

Through the Discovery Partners Institute (DPI)'s Pritzker Tech Talent Labs (PTTL), the System is cultivating a more inclusive tech workforce equipped with in-demand skills through a suite of connected computer science and technology-focused programs that reaches middle, high school, community college, and 4-year students; K-12 teachers; and adult learners with non-traditional backgrounds, toward college and career readiness and individual economic mobility. To date, PTTL programs have reached 5,000 participants directly – 66 percent of whom come from economically disadvantaged areas, and tens of thousands more indirectly through its teacher training work, where new learning gets integrated into classrooms in the Chicago region and across the state.

The Illinois Innovation Network is creating an inclusive innovation infrastructure in partnership with the state and all Illinois public universities.

The System is also committed to addressing health inequities in the state through research, partnerships with state agencies, and patient care services.

University of Illinois Chicago

UIC, through Access 2030 and its 2024 IBHE Equity Plan, has goals to 1) increase the percentage of incoming Black and Indigenous undergraduates by 45 percent and 36 percent respectively by 2030, reflective of population trends in Illinois; 2) increase the campus six-year graduation rate by ten percentage points in ten years while addressing equity gaps for underrepresented populations; and 3) continue to increase the number of Black, Latinx, Indigenous, and other underrepresented faculty.



In advancing towards its goals with student success as its top strategic priority, UIC enrolled its largest-ever class in fall 2025, including the largest number of Black and Latinx first-year students on record. First-to-second year retention has held strong in recent years, reaching a record high of 82.5 percent for the fall 2024 cohort, and the four-year graduation rate has increased 46 percent since the 2011 cohort; success is shared across all populations. Further, the six-year graduation rate for transfer students hit a record 80.8 percent in 2024 (fall 2018 cohort). The proportion of URM tenure and non-tenure track faculty has grown by 33.6 percent compared to five years ago, representing 16 percent of total faculty, with the proportion of Black faculty growing 30 percent compared to five years ago, and comprising nearly seven percent of all faculty.

UIC's summer initiatives have been particularly impactful in supporting the success of new and continuing students. UIC's Summer College program (distinct from the summer academic term), for instance, provides an innovative, tuition-free program to support the academic and socioemotional transition to college, while providing opportunities to advance from developmental placements into credit-bearing courses. Of the students who enrolled in the program, 65 percent were first-generation, 70 percent were Pell recipients, and 67 percent were underrepresented minority students. Seventy-seven percent of students who completed Summer College writing workshops received a revised placement into the first college-level course in the subject, as did 90 percent of mathematics workshop students. Students in these enrichment workshops have averaged a nine percentage point increase in retention and an eight percentage point increase in 6-year graduation rates (vs. comparison group of eligible students). Additionally, the Accelerate Your Success program helps continuing, low-income students remain on track for graduation by providing financial aid and wraparound services. Of the 1100 total participants, more than half were underrepresented minority students and two-thirds were first-generation. These students earned seven credit hours on average, and 99 percent graduated or were retained to the next year. First-year students who participated in Accelerate Your Success as a way to catch up after their first year graduate at a rate that is 9 percentage points higher than their cohort peers who finished the first year behind but did not participate.

Through their first year of college and beyond, UIC relies on its high-impact programming and a network of student support units and coaching programs that work to engage with students, particularly underrepresented students. UIC developed the Flames Leadership Network, a program that provides coaching and a monetary stipend to selected first-year students to foster their success using a predictive analytics model based on an analysis of retention and prematriculation data. The 4,000 participants since 2017 have primarily been first-generation students (87 percent) and underrepresented minority students (93 percent), with 83 percent having received Pell Grants. Participants experience higher 6-year graduation rates (e.g., 11 percentage points higher for underrepresented minority students vs. comparison group of eligible students), fewer academic dismissals, and fewer financial aid cancellations.

UIC's approach to advising facilitates meaningful support and preventive interventions. UIC provides day-to-day advising and student support for all undergraduates, with over 110,000 meetings or group sessions yearly using iAdvise (113,251 meetings in AY 2023-24). The arc of advising begins with noncognitive assets profiles that advisors use to provide proactive support for first-year and transfer students. UIC's advising system provides opportunities for instructors and advisors to utilize continuous alerts (8,064 students received alerts in Aug. 2023-Jul. 2024), and there is also a structured Early Alerts program in over 100 courses that are predominantly introductory courses with a few select courses typically having DFW rates that remain slightly higher than average. Normally reaching at least 14,500 students, in AY23-24, a total of 17,879 students registered in Early Alerts courses, and 6,206 alerts were raised on 4,002 students. Advisors also continue to support students facing challenges each term beyond Early Alerts by responding to midterm grading in 100-level and select 200-level courses where students receive below a C to assist students in addressing challenges. Advisors support students who are off track for timely graduation and at risk of losing financial aid due to federal Satisfactory Academic Progress standards. For example, UIC developed a by-term predictive analytics metric to identify students at risk of not graduating within four years. Identified students received individualized success plans, and those with such plans were significantly more likely to return to on-track status. Additionally, UIC administers its pre-matriculation inventory to incoming first-year and transfer students to gather data on self-perceptions of college readiness, sense of belonging, and other socioemotional skills, as well as requests for information on high-need services (disability resources, childcare, food insecurity, housing insecurity, etc.). Inventory results are used in noncognitive asset advising profiles to inform outreach aligned with a network of individualized services and supports, complemented by a filterable dashboard to allow for an understanding of cohort-level socioemotional strengths, needs, and areas for growth. In a survey of academic advisors regarding their use of profiles, 88 percent reported that they used the profiles in individual meetings with students, while 73 percent utilized profiles for outreach and intervention strategies.

Additionally, UIC leverages grant and scholarship programs to expand access, address need, and support degree completion. Beginning in fall 2025, the new UIC Aspire Grant will cover tuition and mandatory fees for incoming students with a family income of \$75,000 or less (up to four years for first-year/two years for transfer students). Once scaled, roughly 58 percent of all undergraduates will have their costs fully met (vs. 32 percent currently). UIC is also working to expand housing grants for students from underrepresented populations, completion grants, and emergency grants for those experiencing housing, food, or financial insecurity. Other key initiatives include investment in enhanced student mental health and well-being services, coordination of research and experiential learning opportunities, and a focus on career preparedness.

UIC has improved student progress toward degree completion by targeting high-DFW courses, reforming placement testing, and introducing co-requisite models in developmental and gateway STEM courses – including English, mathematics, chemistry, and physics. UIC reduced the percentage of students needing to take zero-credit developmental courses in math or writing from an initial 58 percent in fall 2011 based on placement testing, to a final 9 percent based on placement testing through Summer College, co-requisite remediation, retaking placement tests, and curricular reforms. Beginning in fall 2024, zero-credit developmental courses in writing were eliminated; math followed in fall 2025 (the only exceptions are English as a Second Language Composition II course and the Intermediate Algebra co-requisite workshop). Course reforms also helped reduce DFW rates for high-enrollment gateway courses in calculus by half over the last decade. Over the last ten years, the average DFW rates in 100-, 200-, and 300-level classes combined decreased from 16.4 percent to 11.8 percent, a drop of nearly 30 percent to the lowest rate on record. UIC has

also explored innovative ways to provide academic recovery opportunities for students who have failed key courses during the fall or spring terms through its Summer Edge program, bringing together instructors, success coaches, and supplemental instruction staff to create cohort-based tuition-free summer courses and programming that yield pass rates up to four times higher than a control group.

University of Illinois Springfield

1. Student Basic Needs

UIS is committed to supporting the basic needs of students. Academic support includes tutoring, a writing center, supplemental instruction, academic advising, and degree planning tools. Career readiness is also a priority, with services such as career counseling, internships, and resume workshops. The university promotes personal well-being through counseling services, mental health resources, and programs addressing housing and food insecurity. For example, a food pantry is available for students facing food insecurity, and a technology lending program provides laptops and Wi-Fi hotspots. UIS also emphasizes student engagement, offering clubs, events, peer mentoring, and first-year seminars to foster connection and growth. Additionally, the university encourages community involvement and leadership development through volunteer opportunities and student government participation. By prioritizing holistic support, UIS ensures students have the resources, skills, and networks needed to thrive academically, personally, and professionally.



2. Reducing DFW Rates

UIS is firmly committed to promoting student retention and mitigating DFW rates through several avenues. One group of initiatives is through several high-impact practices and related activities funded by our Title III grant (recently rebranded SSL – Student Success through LEADERSHIP, and currently on sunset due to federal non-continuation). In the past academic year (2024–25), fall-to-fall retention increased to 75.2 percent, a modest but significant gain from the baseline of 73.9 percent, putting UIS on track toward its target of 80 percent by 2028.

Also, DFW rates declined from 18.9 percent to 17.1 percent, reflecting targeted faculty professional development and redesign of high-risk gateway courses. The Association of College and University Educators (ACUE) certification courses supported by the grant for faculty choosing to participate are still running. DFW course redesign has transformed outcomes in historically high-risk courses. Notably, our General Chemistry course (Chemistry 141) improved from a 41 percent DFW rate to just 9 percent, showcasing the direct impact of faculty-led redesign. The improved DFW rate is credited to faculty mentorship that has resulted in redesign of the pedagogy for this gateway course, directly impacting dozens of students' ability to persist in STEM pathways. These statistics build confidence that SSL initiatives have a positive effect in the aggregate metrics presented earlier.

We are also considering other initiatives, such as academic recovery programs where students who have gotten off-track in their degree progress have spaces dedicated for them to catch up, and online Canvas-based nudges, which target students who have not shown up on Canvas as expected. We are considering metrics to gauge the efficacy of these emerging initiatives.

3. Holistic Advising/First Year Experience

At UIS we are currently responding to eight recommendations of a recent National Academic Advising Association (NACADA) report on our advising structure and processes. The NACADA recommendations are consonant with the Higher Learning Commission Quality Initiative (QI) work we are undertaking. Our NACADA/QI steering committee subtends four task groups that synchronously address advising structure, course scheduling, advising relationships, and advising assessment. The recommendations of the committee in the spring will certainly promote a more holistic framework for advising at UIS, among many other things.

Features of our First Year Experience include First Year Seminar, Orientation, and First- Generation student support. The Provost's Office staff continually connect with Advising and the Director of New Student Orientation and Parent Relations to seek ways to innovate in the first-year space for improved student experiences.

University of Illinois Urbana-Champaign

Guided by the University of Illinois System's Access 2030 framework, Urbana-Champaign is focused on increasing access, retention, and completion rates of students from all backgrounds.



Urbana-Champaign is committed to an emphasis on access and affordability, consistent with its land-grant mission. Along with institutional aid, Illinois offers Illinois Commitment, where students from families with incomes below \$75,000 pay no tuition and fees. Illinois Promise covers tuition, fees, room/board, and books/supplies for Illinois residents whose family income is at or below the poverty level. Approximately 24 percent of Illinois residents attending the university receive funding either through the Illinois Commitment or Illinois Promise programs.

The Illinois Scholars Program (ISP) is designed to help guide undergraduate students' transition to the University of Illinois Urbana-Champaign. ISP aims to combine opportunity and access, experiential learning, and support to position students for academic success and personal growth throughout their time at Illinois. The Illinois Scholars Program begins with an intensive summer bridge experience for incoming students at no cost. During the summer experience, Illinois Scholars are matched with an ISP Mentor, receive personalized math and writing instruction, and build strong relationships with peers and campus to support them during their first year and beyond. Illinois Scholars can participate in early move-in into their permanent residence hall room after completion of the ISP Summer Bridge program. Since the program's inception in 2018, 338 students have completed their summer bridge experience. The Illinois Scholars Program provides ongoing support and resources for summer bridge participants throughout their undergraduate career; currently, there are 237 ISP scholars enrolled and receiving continued support from the Illinois Scholars Program. During summer 2025, 76 students from all undergraduate colleges participated in the Illinois Scholars Program, with plans to continue the program in summer 2026.

Since 2023, the Inclusive Course Redesign Initiative (ICRI) invites faculty to consider course redesign with equity and inclusion at the core intentionally designing course materials and activities to be more welcoming and accessible and welcoming to all students, regardless of their backgrounds or abilities. By working in partnership with the Center for Innovation in Teaching and Learning, instructors can create a more equitable learning environment that supports the success of all

learners. Inclusive course redesign can involve changes to course syllabi, assessments, classroom policies, and more. Outcomes include improved student performance and engagement, greater student satisfaction with the courses and activities, and notable reductions in final grade disparities across several demographics.

The Student Success @ Illinois Early Alert Pilot represents a collaborative effort drawing on the expertise of academic units, Technology Services, Engineering IT, Student Affairs, and Access, Civil Rights and Community to improve the efficacy of advisor intervention for students showing signs of struggling. The project currently uses Canvas course data, formatted and delivered to advisors in the campus electronic student record platform, to provide on-time notifications. In fall 2025, a pilot with fifty trained advisors was implemented with expansion planned for spring 2026. The Early Alert tool enables advisors to reach out to students in a timely manner with the goal of improving the student experience and, ultimately, retention.

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

Western Illinois University

Western Illinois University promotes respect, equity, and inclusion for all students, faculty, and staff. The university is dedicated to anti-racism, anti-oppression, equity, social justice, and diversity. Inclusion is a core value and a vital aspect of Western's public service mission. WIU celebrates individual uniqueness and cultivates a culture of inclusion that supports a wide range of diversity initiatives. Western believes in the education and institutional benefits of diversity in society as integral to the success of all individuals. Recent efforts related to addressing student basic needs, providing holistic advising, enhancing the First Year Experience, and reducing DFW rates are summarized below.



The Division of Student Success reorganized over the past year to streamline student resources and support around three areas: access and support, connection and engagement, and health and wellness.

Western Illinois University continues to leverage the assistance from the Mental Health Early Actions on Campus funding, focusing on providing direct student support through programmatic, staffing, and resource offerings. This fall, WIU's Oasis Room opened, providing an additional resource for students to relax and focus on their mental well-being in a quiet space designed for meditation and support. To improve access to mental health services, Welltrack HelpNow is available 24/7 by calling the University Counseling Center. Welltrack Flexible Credits provide supplemental counseling services from external providers at no cost to students. WIU hosted a trauma-informed care series with Dr. Kelly Graves, threat assessment training with Dr. Lambeth, and suicide prevention training via MindWise and VitalCog. Our connection and engagement area has focused on student basic needs related to belonging and revamped programmatic offerings as well as campus connection focuses.

In the spring of 2025, WIU began an entire rebuild and reorganization of the Division of Academic Affairs. A significant part of this revision concerns both Advising and the First Year Experience (FYE). In advising, we are moving towards a centralized model, developing student learning outcomes for student advising, and changing the general philosophy of advising so that it is interventional and holistic. With FYE, we are beginning the discussion of a new course that is required of all first-year students and that better addresses students' understanding of college expectations, mental health, and academic ambition/agency.

In August 2025, WIU formed a committee that is working specifically on the development of a plan to reduce DFW rates while leveraging Western's recent Carnegie Classification as an "Opportunity University." This work is included in the planning for a larger rebuild of the First Year Experience Program, as well as adopting a 15-to-finish philosophy in our advising areas. We are also setting up workshops for spring 2026 to review data with faculty, and we will request departments and faculty to begin to be active in our intervention activities pertaining to students who are underperforming in these classes. Finally, in spring 2026, we will begin a discussion on pedagogy and these particular courses and review alternative, student-centered approaches that will help to reduce these rates.

FISCAL YEAR 2027 BUDGET RECOMMENDATION: PUBLIC UNIVERSITIES

Fiscal Year 2027 Recommended Public University General Funds: \$1,332,759,200

The Board is recommending a \$38.8 million (3.0 percent) increase for Fiscal Year 2027.

As shown above, public universities have strong efforts underway to meet student needs and close equity gaps. To continue and expand on these efforts, increased investment is needed. IBHE is recommending an additional three percent or \$38.8 million. As the Board has done since Fiscal Year 2022, it is recommending that this increase be distributed with a focus on student needs, using a model that takes a step toward equity. The recommended 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 was recommended in March, 2024 by the [Commission on Equitable Public University Funding](#), but that legislation introduced in the General Assembly in spring 2025 did not advance. In the absence of a new statutory formula, this allocation proposal is an interim approach that takes a step toward equitable allocation of **new** resources, as Figure 3 shows.

*Figure 3. Fiscal Year 2027 Recommended Budget Public University Allocation
General Revenue Operating Funds*

Public Universities	FY26 Enacted Appropriation	New \$ Allocation	FY27 Recommendation	Percentage Change from FY26
CSU	41,335	1,086	42,421	2.6%
EIU	48,895	1,405	50,300	2.9%
GSU	27,377	1,618	28,995	5.9%
ISU	82,175	3,778	85,953	4.6%
NEIU	41,982	2,676	44,657	6.4%
NIU	103,640	5,386	109,026	5.2%
SIU	226,026	4,603	230,629	2.0%
U of I	663,980	16,969	680,949	2.6%
WIU	58,531	1,298	59,829	2.2%
Total	\$1,293,941	\$38,818	\$1,332,759	3.0%

*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 for Fiscal Year 2027.

ILLINOIS COMMUNITY COLLEGE BOARD

Illinois Community Colleges



The Illinois Community College Board (ICCB) is the state coordinating organization for the Illinois Community College System - the third largest in the country and the leading public workforce development trainer in the state. The ICCB has statutory responsibility for administering state and federal grants to community college districts and adult education providers and managing high school equivalency testing for Illinois. Illinois community colleges serve over 550,000 residents each year in credit, noncredit, and continuing education courses. Illinois is home to 45 community colleges across 39 districts which provide high quality, accessible, cost-effective educational opportunities to the entire state.



The Illinois Community College Board boasts three distinct board goals that 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 and workforce development through the support of the system's robust workforce efforts. Illinois' 45 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 equity-focused, innovative, community-oriented, student-centered, and workforce driven efforts taking place across Illinois' 45 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 AND STUDENT SUCCESS

Black Hawk College has implemented Student Success, a component of EAB's CRM Navigate 360 platform. This system allows tracking of student progress through early warning and real-time data, efficient case management advising to support at-risk students, and the ability to mass communicate with current students about support resources, important dates, and deadlines in an effort to increase retention.



Carl Sandburg College is one of the first community colleges in the country where students can apply through the Common App, a platform that streamlines the college application process to make college more accessible for students. Additionally, Sandburg's new partnership with ReUp identifies and assists in re-enrolling students who started at Sandburg but didn't complete a degree or certificate. The new Charge Forward program makes it possible for students to complete their associate in arts degree in two years by meeting every Tuesday on campus.



CARL
SANDBURG
COLLEGE™

City Colleges of Chicago set a bold goal of achieving 55 for All, or 55 percent of new credit students completing or transferring within four years of starting at City Colleges. Over the last five years, City Colleges has increased both Black and Latine student outcomes by six percentage points. City Colleges has increased wellness staff, doubling mental health visits last year, and launched their new Food Security for Life initiative in partnership with Greater Chicago Food Depository to offer students access to healthy food, snacks, and meals to go for themselves and their family.

CITY COLLEGES®
OF CHICAGO

Harold Washington College launched an expansion of **HAROLD WASHINGTON COLLEGE** the student support model, One Million Degrees, which CITY COLLEGES OF CHICAGO provided personalized coaching, financial support, and mentorship to nearly 500 HWC students last academic year and continues to grow. The OMD model has been proven to increase credit accumulation and retention among program participants.

Kennedy-King College's first cohort of students successfully completed City Colleges and Amazon Web Services (AWS)' Machine Learning University. The CITY COLLEGES OF CHICAGO program was offered at no cost through Kennedy-King College's Tech Launchpad and included five courses to prepare students for cutting-edge careers in machine learning and artificial intelligence.

Olive-Harvey College expanded the Olive-Harvey College-Chicago Police Department Criminal Justice One-Year and Out program to the South Chicago Campus, creating more direct pathways to policing. Supported by ICCB's WEI initiative, the program offers flexible learning options, wraparound supports (free textbooks, scholarships, campus jobs), and strong outcomes, with 90 graduates to date.

Truman College celebrated student recipients of the Chicago Early Learning Workforce Scholarship (CELWS) who graduated with a degree, certification, or licensure in early childhood learning. This past year, 62 students completed their program and 37 of those students are transferring to a four-year institution to earn their bachelor's degree. The Workforce Scholarship is available to all Chicago residents aspiring to join the early childhood workforce. It is also open to early education professionals engaged in roles beyond the classroom setting. The CELWS scholarship is offered through Harry S Truman College and supports students pursuing a credential, degree, endorsement or licensure to work with young children, birth through Pre-K, in Chicago-area Early Learning programs.

College of DuPage's Climate and Equitable Jobs Act (CEJA) Aurora Workforce Hub training program, supported by a \$3.1 million grant through the Illinois Department of Commerce and Economic Opportunity, provides participants with foundational knowledge and hands-on experience in clean energy concepts, building science principles, basic construction and electrical skills. The program serves individuals from environmental justice communities, returning citizens, displaced energy workers, foster youth and others facing barriers to employment. COD partners with Aurora University, the Quad County Urban League, and the City of Aurora on the Workforce Hub.

College of Lake County's Climate and Equitable Jobs Act (CEJA) grant is a \$3.5 million annual transformative initiative that aligns with the college's mission to advance equity and workforce development. Funded through the Illinois Department of Commerce and Economic Opportunity (DCEO), CEJA supports programming that prepares students, particularly those from historically underserved communities, for careers in clean energy, sustainability, and emerging technologies, building a pipeline of qualified workers for clean energy careers, including EV technology, HVAC, energy efficiency, and building inspection. CLC's CEJA Workforce Hub exemplifies service integration



between CLC, Lake County Workforce Development, and The Community Works (a Waukegan-based non-profit), all of which have aligned to share recruitment, case management, and educational delivery to expand access to credit and non-credit training pathways and support student success with wraparound services (e.g., job coaching, transportation, childcare). Since January 2025, student outcomes from CLC's CEJA programs have exceeded targets, highlighted by a completion rate of 88 percent for the Bridge program.

Danville Area Community College used funding from an U.S. Department of Agriculture (USDA) Distance Learning and Telemedicine (DLT) Grant Program to purchase and install equipment in dedicated classrooms, mobile classrooms, and small setting huddle rooms in five locations benefiting 1,537 students and rural residents. The program will deliver dual credit instruction and ensure students and rural communities have access to high quality remote education as well as mental health and telemedicine services.



Danville Area Community College

Elgin Community College engaged *EDSystems* to interview Justice Impacted Students (JIS) to understand their needs. The results were coupled with researching practices at other colleges with JIS programs and analyzing ECC data. A callout to all students was made, inviting them to identify themselves. In total, 81 students stepped forward, of which 71 received grant funds totaling \$16,000. ECC was able to conduct barrier assessments on each of the 81 students and connect them with the appropriate campus resources, regardless of whether they received the funds. Most of the funds went to transportation (\$11,800), and the remaining balance (\$4,200) was tuition assistance, capped at \$500 per student.



Elgin Community College

Harper College received the Higher Education Excellence and Distinction (HEED) Award from *Insight Into Academia* magazine, the oldest and largest diversity-focused publication in higher education. This is the third year in a row, and fifth time overall, that Harper has been named a HEED Award recipient. "We are honored to once again be recognized for our commitment to fostering belonging and inclusion at Harper College. This distinction affirms the ongoing efforts of our college community to advance strategic initiatives that enrich our culture, strengthen our practices and support the success of all we serve," said Dr. Avis Proctor, Harper president.



Harper College

Illinois Central College's Peoria Promises tuition reimbursement program expanded into new communities to offer tuition assistance reimbursement. The expansion was made possible through grants from local foundation partners including the Gilmore Foundation and Miles Hauer Foundation. Funds were also matched by other supporters in the community at the annual Peoria Promise fundraiser. The aim of the program is to increase the number of students completing advanced schooling to foster a more skilled workforce.



Illinois Central College

Illinois Valley Community College expanded community partnerships for Eagles Peak Food Pantry, resulting in an increase of grains and other baked goods. Through a partnership with Swipe Out Hunger, IVCC has been able to provide a wider range of basic needs items, ensuring students have access to essential resources. In addition, the pantry obtained a donation of two upright freezers from the Whirlpool Feel Good



**ILLINOIS VALLEY
COMMUNITY COLLEGE**

Fridge program, allowing for expanded storage capacity. Fiscal Year 2025 saw a 291 percent increase in visits to the pantry and a 311 percent increase of the number of children in the household served. Fiscal Year 2026 first quarter visits have already surpassed the entire Fiscal Year 2024 total by 27 percent.

John Wood Community College's Fuel Station (Student Food and Essentials Pantry) has made a noticeable impact on the awareness of students' food insecurity, but more importantly, has impacted student success. JWCC won ICCB's Inaugural Feed the Need food drive last year by collecting more than 91,000 individual non-perishable food items and those donations helped two hundred and eight students who visited the fuel station last year. Data shows that the students who received Fuel Station support impacted their success. Students who accessed the food pantry persisted at an 89 percent rate from fall 2024 to spring 2025 whereas the general student body in that same period persisted at a 79.79 percent rate.



JOHN WOOD
COMMUNITY COLLEGE

Joliet Junior College's Center for Student Wellness and Support (CSWS) is a trauma-informed, student-centered space dedicated to promoting holistic well-being through accessible mental health services. Serving JJC's diverse student population, CSWS officially opened in fall 2025 with strong support from state and community leaders. Between August 18 and September 23, 2025, clinicians provided 124.5 hours of counseling – up 36.8 percent from the same period in 2024 – with individual counseling hours increasing by 82 percent. The share of total attended hours devoted to counseling rose from 50.9 percent to 73.7 percent, reflecting deeper clinical engagement and sustained student participation in therapeutic care.



Kankakee Community College advanced its Equity, Diversity and Inclusion goals across employment, campus climate, community partnerships, and teaching. Campus initiatives aim to boost EDI engagement among students and staff, with targeted mentoring programs and accessibility audits. Community outreach includes expanding business partnerships and increasing purchases from BEP vendors. In teaching, inclusive classroom training reached approximately 20 percent of full-time faculty, with further curriculum diversification planned. These actions reflect a strategic commitment to fostering a more inclusive and supportive environment.



Kankakee Community College

Kaskaskia College's Health Sciences programs also advanced student success through an Illinois Board of Higher Education Nursing School Grant, which funded the purchase of Lyceum by Epic, a state-of-the-art training version of the electronic health record software used by 95 percent of regional healthcare systems. This hands-on technology gives KC nursing students a competitive edge in clinical preparation and workforce readiness. The KC Foundation increased scholarship opportunities for underserved students and provided vital support for programs like KC Now, which helps local high school students get a head start on college coursework. Last year, the KC Foundation awarded almost 400 scholarships to 252 students, valued at over \$368,500. Collectively, these efforts demonstrate the College's dedication to removing barriers, closing achievement gaps, and fostering an inclusive environment where every student can thrive.



Kishwaukee College introduced the All-In Tuition model to help students, and their families see and plan for the true cost of their education. In developing the model, the College eliminated student fees and included the price of all physical or digital textbooks in the cost of tuition. In addition to cost transparency, students benefit from easier and day one access to course materials, leading to enhanced classroom preparedness and reduced costs for attending college.



KISHWAUKEE
COLLEGE

Lake Land College completed renovations to the Student Success Center, a key resource dedicated to helping students excel throughout their academic journey. The Center provides free tutoring in all subjects, placement and accommodation testing, and strategies for effective study habits. The renovated facility offers a modern and welcoming environment designed to enhance tutoring and testing experiences. The updated space has already seen strong student engagement. To further increase access, the Enrollment Initiatives Team collaborated with the bookstore to offer an amnesty period in late July, allowing students with outstanding book fees from the previous semester to return their books and register for classes. This initiative successfully supported 20 students in continuing their education.



Lewis and Clark Community College is expanding its PACE (performance assessed competency education) model by adding a slate of general education courses and is working on adapting its Child Development program (and others) to be offered in PACE mode within the next academic year.



Lincoln Land Community College enhanced student wellbeing resources by introducing an additional care coordinator and a peer mentoring program called Care Crew as well as enhancing wellness initiatives focused on mindfulness, resilience, goal setting and skill building. Care Crew peer mentors receive specialized training in mental health first aid, Certified Peer Education and QPR (question, persuade, refer) to strengthen student support. Meanwhile, Care Crew Connect, a bimonthly peer-led support group, fosters connection and community. Career training support through WEI and PATH continues to help students access high-demand fields. LLCC has enhanced the application process for health professions programs, making it even more accessible and student-friendly, helping more students take the next step toward achieving their career goals. Additionally, the college is leveraging RISE (Rural Illinois Shared Education network) technology to provide a broader range of course access from its outreach centers throughout the district.



McHenry County College has an Institutional Liaison Team comprised of multiple benefits liaisons and navigators throughout the Student Affairs Division. This approach allows the College to holistically support our students and engage in a broad variety of community partnerships to provide additional assistance outside of MCC. The team created a universal student assistance application that serves as a "one-stop shop" for students to access services. Since its introduction in fall 2024, there have been 228 applications received.



Morton College has expanded its mental health services through partnerships with TimelyCare, Pillars Community Health, and the National Alliance on Mental Illness (NAMI). These collaborations provide students with 24/7 virtual counseling, crisis intervention, peer-led support groups, and bilingual counseling services. Pillars offers integrated primary, dental, and behavioral health care along with trauma-informed counseling and domestic violence support, while NAMI provides education and peer connection programs that reduce stigma and strengthen resilience. Together, these partnerships ensure students have access to comprehensive, culturally competent mental health resources that support their academic success and overall well-being.



Oakton College launched the Research, Innovation, and Creative Engagement (RICE) Center in 2025 to advance academic excellence, promote equity, and expand access to undergraduate research opportunities. The Center empowers students — particularly those from historically underrepresented backgrounds in research — to engage in hands-on, faculty-mentored research projects that develop critical thinking, communication, and problem-solving skills. Through an equity-centered approach, inclusive mentorship, and interdisciplinary collaboration, the RICE Center prepares students for transfer and career success while deepening their connection to the Oakton learning community.



Prairie State College expanded support for first-generation and underrepresented students through TRIO Student Support Services and One Million Degrees. In 2024 - 25, TRIO participants achieved an 85.45 percent course success rate and 83.45 percent fall-to-spring persistence, while OMD scholars demonstrated a 77.3 percent success rate and 80.1 percent persistence, compared to 82 percent and 58 percent among peers who identified as Black or Latinx. These outcomes reflect PSC's commitment to equitable student achievement and measurable gains in retention and gateway course completion.



Rend Lake College Upward Bound student Vanessa Coogan achieved a major milestone by receiving her white coat at Brown University's Warren Alpert Medical School. Her journey from a Zeigler-Royalton High School freshman to an Ivy League medical student highlights the impact of RLC's Upward Bound program, which helps first-generation and low-income students prepare for college. Coogan's early exposure to anatomy through the program sparked her passion for medicine.



Richland Community College's Clean Energy Career Programs (CEJA) are preparing a diverse, skilled workforce for Illinois' clean energy future. In just its first year, 115 students have enrolled, and 77 graduates have completed Richland's free Clean Energy Bridge Program, earning industry-recognized credentials in solar installation, EV/hybrid technology, HVAC, and home energy auditing. Richland is removing barriers and creating opportunities for underrepresented learners through its *EnRich* wrap-around model, providing transportation, childcare, tutoring, and trauma-informed coaching. The result is a replicable model for equitable workforce transformation that uplifts communities, strengthens industries, and positions Illinois as a national leader in clean energy readiness.



Rock Valley College advanced its commitment to equity and student success by formalizing a multi-year Equity Plan and updating policies to improve accessibility across campus. The college adopted a new ADA board policy and committed to facility and digital-access investments (including plans for a second elevator in the Health Sciences Center), strengthening supports so more students can fully participate in campus life and learning. RVC also broke ground on a new campus in the heart of downtown Rockford, Illinois, that will open access and reduce barriers for countless students to pursue in-demand growth programs like early childhood education, human services, truck driver training, and electric vehicle repair. Rock Valley College's Downtown West Campus is slated to open in fall 2026.

Shawnee Community College saw significant growth in its Community Education and Saints Kids programs from 2023 to 2025. Community Education enrollment rose from 757 to 876 unduplicated students, a 15.7 percent gain. Saints Kids programming nearly doubled during the same period, with unduplicated enrollment rising 63 percent from 290 to 473, reflecting both expanded reach and improved retention. To further promote access among high-need youth, SCC continues to strengthen initiatives like the Little Saints Book Club, which supports early childhood and elementary literacy. These efforts received a significant boost through an \$8,900 grant from the 2025–2026 Dollar General Literacy Foundation, helping expand literacy and family engagement opportunities for the region's most vulnerable populations.



**Shawnee
Community College**

South Suburban College received \$150,000 in grant funding through Access & Equity in Dual Credit Project to promote equitable access to dual credit opportunities for underrepresented high school students. This initiative focuses on planning and implementing strategies to increase participation in dual credit programs and support students' seamless transition into and through postsecondary education. Key efforts include expanding general education and Career and Technical Education (CTE) coursework on career pathways, delivered directly at high schools in partnership with District #510. SSC will deploy resources and activities such as student programming, caseload management, barrier reductions assistance, mentorship opportunities, and professional development for educators to achieve a 5 percent increase in dual credit enrollment and a three percent increase in the matriculation rate of dual credit participants.



**SOUTH
SUBURBAN
COLLEGE**

Southeastern Illinois College invested in a data dashboard specifically designed to analyze developmental education success and completion rates, supported by an ICCB DERA grant. The dashboard allows the College to visualize disaggregated data by gender, race/ethnicity, and SES. The College assembled a DERA Task Force comprised of faculty, student success professionals, and Institutional Research. Early results demonstrate that co-requisite course sections have decreased the amount of time students spend in developmental coursework, allowing for higher completion rates in college-level math and English.



Triton College's is supporting adult learners returning to complete their education. Through its partnership with ReUp, Triton re-enrolled 805 "stopped-out" students, with 335 active adult learners engaged this fall in programs



such as General Studies, Associate in Arts, Pre-Radiologic Technology, Pre-Diagnostic Medical Sonography and Psychology. An additional pipeline of 947 engaged students is also in process. To make completion possible, Triton provides accessible advising, financial assistance, flexible scheduling and other wraparound supports. Survey findings from returning students reinforce this success, with the majority citing affordability, flexibility and online learning as key reasons for choosing Triton.

Waubonsee Community College has removed barriers to enrollment, including financial and childcare concerns. A revised Drop for Nonpayment policy now provides a single, clear payment date so that all students can secure the classes they need early in a registration period - even if they don't have the money to pay tuition right away. This change contributed to an over 85 percent on-time payment rate and a 15 percent increase in overall enrollment. Beyond financial access, the college launched a free, on-campus after-school care program for children of its students at the Aurora Downtown Campus, in partnership with the Boys & Girls Clubs. This initiative directly supports the 18 percent of WCC students who are parents by removing a critical barrier to evening class attendance, strengthening the overall student experience.



SEAMLESS TRANSITION

Black Hawk College implemented a college literacy program called "College 101" with two of our district high school partners to assist students in a seamless transition to college. The program, with 150 participants to date, helps high school students explore careers and majors, learn how to pay for college, and has them practice filling out college applications to demystify the process of getting into college. BHC also partnered with Western Illinois University (WIU) on the NOYCE grant, aimed at filling the critical shortage of STEM high school instructors in our service area. Recipients work as Learning Assistants with BHC and then transfer to WIU, where their tuition is waived in conjunction with an agreement to serve as a high school instructor in the service area upon graduation.



Carl Sandburg College implemented two new programs to help students transition to a four-year institution. Students can now participate in a new, free weekly program to learn skills and help them transition to their next school. The Career & Transfer Skilz Seminar is a four-semester series for students expecting to complete their undergraduate degree – and it's the first program of its kind by an Illinois community college. The community health worker program is another new program. This non-credit program prepares students for entry-level health professions work in just 16 weeks. Students complete eight weeks of core content instruction and eight weeks of practical internship experience during the program.



City Colleges of Chicago's developed new or updated transfer agreements to smooth the transition from community college to four-year universities with partners, such as UIC, the Grainger School of Engineering at UIUC, and Illinois Tech. In the fall of 2025, the City Colleges of Chicago School of Engineering officially launched, bringing the successful program model that began at Wright College ten years ago to Harold Washington College and



Truman College. Close to 750 students across the three colleges are now part of the School of Engineering, which offers guaranteed admission pathways to the University of Illinois' Grainger College of Engineering, the Illinois Institute of Technology, and more.

Daley College celebrated its second cohort of students **RICHARD J. DALEY COLLEGE** to complete the After 22 program, a two-year initiative CITY COLLEGES OF CHICAGO that prepares adults with intellectual and developmental disabilities for college and careers.

Harold Washington College launched its first cohort **HAROLD WASHINGTON COLLEGE** of students in the City Colleges' School of CITY COLLEGES OF CHICAGO Engineering this fall. Thirty HWC students are joining hundreds of others in the prestigious pathway program that prepares participants for bachelor's degrees at top universities like the Grainger School of Engineering at UIUC and in-demand careers in the field.

Kennedy-King College developed a new articulation agreement between Dawson Technical Institute, its satellite site, and Purdue University Northwest AAS to Construction Management to ease transfer between the two institutions. Similarly, an agreement between Dawson Technical Institute, ComEd and Chicago Public Schools creates a clear pathway to college for students attending CPS's Chicago Military Academy. CMA students will have the opportunity to fast-track their pursuit of a City Colleges of Chicago Associate in Applied Science Degree in Construction Management or an Associate of Applied Science in Construction Engineering and Management.

Malcolm X College developed and strengthened partnerships with four-year institutions as part of their commitment to transfer student success. For example, the University of Illinois Chicago's Dual Admissions Pathway program has admitted over 184 MXC nursing students to their bachelor's degree in nursing program since spring 2022.

Olive-Harvey College strengthened partnerships between Chicago State University, Olive-Harvey CITY COLLEGES OF CHICAGO College, and One Million Degrees to create a seamless transition for STEM & Health Sciences transfer students by aligning academic advising, and providing continuous wraparound support, including mentoring, career exploration, and real-time guidance so that students maintain access to resources and support as they move between institutions.

Wright College's successful engineering program model has now led to the creation of the City Colleges School of Engineering and the model has expanded to Harold Washington College and Truman College. The program provides access to high-quality education and transfer pathways, including guaranteed admissions into the Grainger College of Engineering at the University of Illinois Urbana-Champaign. The engineering pilot program launched at Wright College in 2015. Since then, the program has grown from nine students to over 700, with completers having gone on to graduate from top engineering programs across the state and country and secure high-demand, high-paying positions at notable companies.

College of Lake County increased the delivery of short-term welding credentials from eight students earning 19 certificates in Fiscal Year 2022 to 159 students earning 198 certificates in Fiscal Year 2025. In addition, the industrial maintenance technology program grew from 15 students earning 15 short-term certificates in Fiscal Year 2024 to 35 students earning 41 certificates in Fiscal Year 2025. These programs offer seamless transitions from high school to college and from community college to university. Additionally, these programs prepare students to transition directly into the workforce providing future employees to meet the workforce needs of Lake County.



Danville Area Community College offered the Elevate 2.0 program to residents who did not complete their high school education. The program was funded through an ICCB Innovative Bridge Transitions Grant. Completers of the 12-week program will receive their Illinois High School Diploma and enroll in a career certificate program such as Public Health Billing Management, CDL Truck Driving, Heating, Ventilation, and Air Conditioning (HVAC), Welding, Maintenance Mechanic (Manufacturing), Auto Mechanic, Culinary Arts, Direct Service Professional (DSP), Phlebotomy, Pharmacy Technician, Certified Nursing Assistant (CNA), and the Child Development Associate (CDA credential).



Danville Area Community College

Elgin Community College dual credit enrollment continued its rise from 1,852 students in Fiscal Year 2024 to 2,735 students in Fiscal Year 2025, a 48 percent increase. The increase at the high schools was 60 percent and at the college, nine percent. The credit accumulation for both groups remains stable, as most students at the high-school level take one dual credit course, while those at the college take several courses up to a full load. Dual credit students completed 20,295 credits, up 33 percent from 15,269 in Fiscal Year 2024. The attempted vs. completed rate was 92 percent, compared to the aggregate total rate of 75 percent for all students in Fiscal Year 2025. Dual credit helps students earn college credit while still in high school and transition to college with more credits and no tuition debt from courses approved by the districts.



Elgin Community College

Harper College and its three sender high school districts announced the launch of College Now, an innovative program that provides high school juniors and seniors the opportunity to earn an associate degree while completing their high school education. Beginning in fall 2026, juniors from the three districts will be able to take courses at Harper College, gaining transferable credits toward a college degree or career credential. They will spend half their day taking courses at their home high school, and the other half taking courses at Harper. Senior year will be primarily spent in classes on Harper's campus, with the ability to take a class or two at their home campus. Students will be able to participate in extracurricular activities at both their home schools and Harper. At the end of their senior year, participants will cross the stage with both a high school diploma and an associate degree.



Harper College

Heartland Community College and Illinois State University signed a new articulation agreement designed to streamline the transfer process for students pursuing an online bachelor's degree in business administration. This partnership creates a clear academic pathway aimed at working adults to begin their coursework through Heartland and seamlessly transfer to Illinois State's College of Business to complete their bachelor's degree. This new fully articulated pathway will be one of 72 agreements Illinois State offers across 30 different community colleges. Currently, 759 Heartland Community College courses are articulated with Illinois State. Students participating in this pathway will benefit from coordinated advising, ensuring a smooth transition between institutions.



Highland Community College, in conjunction with Northern Illinois University and Regional Office of Education #8, was the recipient of the Department of Education's four-year Rural Post-secondary Education Grant. The *Room to Grow* project is focused on developing career pathways beginning with dual credit in the high schools, transitioning to Highland for the Associate Degree, and then transferring to a four-year institution. The three key objectives are to increase supports to address post-secondary academic needs leading to enrollment and completion, provide post-secondary student success supports, and provide secondary students with career preparation.



Illinois Valley Community College has rolled out the Ellucian Retention Self-Service module, making it easier for faculty and staff to quickly alert the Student Success Center when students need support. This streamlined system helps ensure timely outreach and strengthens IVCC's commitment to student retention.



John A. Logan College is launching the Promise Scholarship Program to high school students to provide last-dollar scholarships, enabling them to attend the College at no cost. This will make higher education more accessible for local students. Students must enroll in the Promise Scholarship Program during their freshman year of high school. The program requires participating students to maintain a minimum GPA of 2.0, have a 90 percent attendance rate each year, complete four years of high school math, take six credit hours of dual credit, early college, or transitional courses, and complete the JALC College 101 course. Students can attend JALC at no cost by meeting these requirements, significantly reducing the financial barriers to higher education.



John Wood Community College was one of 28 institutions nationwide selected to take part in the Rural Guided Pathways Initiative sponsored by the National Center for Inquiry and Improvement. The cohort-based initiative helps rural institutions streamline transitions from high school through college to careers. JWCC has selected three goals as part of the project: 1) streamline developmental math pathways, 2) enhance transitions from non-credit to credit pathways, and 3) develop digital platform for dual credit students to explore careers in high-demand or living wage programs.



JOHN WOOD COMMUNITY COLLEGE

Joliet Junior College's American Rescue Plan Act (ARPA) funded initiative has awarded \$2.5 million to 928 students, resulting in 178 associate degrees and 342 certificates earned to date. These numbers continue to grow as recipients progress in their academic



journeys, with graduation tracking ongoing through the grant's sunset in 2026. JJC expanded its impact through partnerships with Lewis University and Governors State University, contributing up to \$1 million and \$500,000 respectively. 456 unduplicated students received ARPA funding between the two institutions.

Kankakee Community College's Strategic Enrollment Management efforts led to a 26.65 percent increase in total Adult Education enrollment, with notable gains in English as a Second Language (67.74 percent) and current student engagement (45.05 percent). Key process improvements included earlier testing and orientation, enhanced marketing for transfer degrees, and the hiring of an admissions counselor. Retention initiatives focused on expanding faculty alerts and support services, while completion strategies emphasized work-based learning partnerships resulting in four new opportunities, though student placement remains a challenge. Recovery efforts included a stop-out survey and a discontinued completer project due to low outcomes. Continued focus areas include mentoring, academic support for non-native speakers, and refining retention and completion tracking systems.



Kankakee Community College

Kaskaskia College strengthens pathways for seamless transition from high school to college and from college to career. Last year, over 20,309 credit hours were awarded between dual credit, KC Now, and KC Jumpstart programs to high school students, equaling over \$3,111,520 million in savings to students and their parents. The KC Now program has expanded to 13 out of 17 high school districts, with over 150 students participating. The program allows high school students to earn college credits and career credentials before graduation. By working closely with local high schools, universities, and employers, KC continues to build an educational bridge that ensures students can move confidently from learning to lifelong success.



Lake Land College's Enrollment Initiatives Team focused on reducing technology barriers for students. During an expanded Welcome Week event, Information Technology staff were available to assist students with logging into their applications and systems. The College also launched a comprehensive student communication plan themed "Stop, Don't Drop," which emphasized the availability of key resources such as mental health support, tutoring, and technology rentals. The campaign encouraged students to seek help before withdrawing from classes and included tailored messages for both online and in-person learners. As a result of these efforts, the College observed a noticeable decrease in course withdrawals during the initial days of the term compared to the previous year.



Lincoln Land Community College is creating seamless transitions through innovative bridge programs, transfer support and cutting-edge technology. With a \$400,000 grant from the Illinois Community College Board's Innovative Bridge and Transition (IBT) program, LLCC helped adult education students transition from high school diploma preparation and English language learning into workforce and health care training degree and certificate programs. These bridge classes, offered alongside programs such as diesel technologies, CNA and automotive technology, provided targeted support in academic skills, employability and community building. LLCC also announced an agreement with Millikin University to simplify the transfer process and



*Lincoln Land
Community College*

hosted transfer fairs with 12 public and 18 private universities to connect students with four-year institutions.

McHenry County College reimagined the Student Success Coach role as Pathway Coaches, focused on engaging students in their career or transfer pathways. Pathway Coaches coordinate employer and transfer college visits, career exploration programs, and professional skill development, partnering with faculty to connect students with diverse career opportunities. MCC also began offering Dual Credit Orientation sessions in fall 2024, with nearly 600 students and their families attending. Dual Credit Advisors were hired and embedded within partner high schools to assist with academic planning for MCC and other postsecondary pathways. The 1+1+2 Pathway Plans, connecting dual credit coursework to MCC programs and the University Center, were introduced in spring 2025.



Moraine Valley Community College has a unique transfer agreement with the University of St. Francis to enhance the seamless transition from the Associate Degree in Nursing (ADN) to a Bachelor's in Science for Nursing (BSN). This agreement allows students to concurrently enroll in USF's BSN program while they are still completing the ADN at MVCC. The curriculum, schedules, and even financial aid have been considered to allow for continuous dual enrollment, ensuring that both degrees are earned in the most efficient time and cost-effective manner possible. This agreement also includes a guaranteed admission pathway.



Moraine Valley Community College

Morton College's Project CARE, the college's Adult Volunteer Literacy project, was a fledgling program just four years ago. Today, it has grown into one of Morton College's most effective student support initiatives. Project CARE now serves more than 150 students and engages over 100 volunteer tutors each year, providing individualized academic support and mentoring. The program's strong outcomes and rapid growth led to the merger with TEACH earlier this year, which sought a new home for its students and tutors as it sunset its operations. Project CARE provides seamless pathways into Adult Education and college-level coursework, supporting students who enter with reading or math levels below high school level as well as those developing English proficiency. By combining literacy instruction, tutoring, and college transition support, the program continues to expand opportunity and foster academic success across the community.



Oakton College's Early College program continues to expand opportunities for high school students to earn college credit. In Fiscal Year 2025, nearly 5,700 students from ten in-district public high schools and two private schools enrolled in 345 Early College course sections through Oakton's dual credit and concurrent enrollment programs. That marks a 54 percent enrollment increase since 2022. Students can earn Oakton credit through courses at their high school, on Oakton's campuses, or via Advanced Placement (AP) classes. This year, Early College students who completed Oakton's Basic Nurse Assistant Training Program walked in the College's commencement ceremony, celebrating the accomplishment of earning a college credential while still in high school.



Prairie State College launched the Pioneer Points initiative to support former dual credit students who continue their education at PSC, offering tuition offsets and a structured bridge from high school to college. In 2025, PSC also advanced career pathway development with area high schools, including approval of the Early College Initiative – HVAC Pathway with Bloom High School. These efforts affirm PSC's commitment to increasing access, reducing costs, and providing guided transitions from secondary education into credentialed programs and career opportunities.



Rend Lake College's TRiO Upward Bound program successfully wrapped up its 2025 summer session with 34 high school students participating in enrichment courses including Math, Physical Science, English, Latin, and American Sign Language. Funded by the U.S. Department of Education, the program aims to prepare students for college success through academic instruction and mentorship. The summer culminated in a trip to Memphis, Tennessee, where students explored key historical and cultural landmarks such as the National Civil Rights Museum, Graceland, Sun Studio, and the Stax Museum of American Music. The trip also included a visit to Murray State University, offering students a glimpse into college life.



Richland Community College and Decatur Public Schools are redefining early college access through the Prep Academy, a tuition-free, dual-enrollment program that enables students to earn both a high school diploma and an associate degree simultaneously. In May 2025, the first cohort of 25 students graduated with more than 1,500 college credits earned, an average GPA of 3.09, and tuition savings of approximately \$26,000 per student. The 54 percent completion rate nearly doubles the national average, proving that early, structured college pathways can close achievement gaps and accelerate upward mobility. Building on this success, Richland is scaling the Prep Academy model across its district, ensuring more Illinois students can transition seamlessly from high school to higher education and meaningful careers right here in Illinois.



Rock Valley College simplified transfer and early-college pathways so students move more smoothly from high school to careers or to four-year institutions. The College signed an agreement that would allow RVC Rockford Promise students the opportunity to complete their bachelor's degree tuition-free at Northern Illinois University. RVC continues to expand its robust Early College/Dual Credit program so learners can earn college credit while in high school and have clearer, mapped routes to partner colleges/universities. Also, RVC has partnered with several surrounding colleges to create a seamless pathway from high school courses to the RVC Human Services certificate that can lead to a bachelor's degree from either Rockford University or online at the University of Illinois at Urbana-Champaign.



Sauk Valley Community College signed an articulation agreement with Northern Illinois University providing a seamless transfer from the criminal justice program to NIU's bachelor's degree in public service leadership.



Shawnee Community College strengthened its transfer programming through increased completions of the General Education Core Certificate (GECC) and strong articulation agreements with partner universities. Course success rates in Humanities and Social Sciences remain steady and near target levels, while Math and Science courses continue to be an area for focused improvement. Degree completion among Black and Hispanic students has remained consistently strong over the past five years, reflecting SCC's ongoing commitment to equity, access, and student success across all populations.



**Shawnee
Community College**

South Suburban College's Department of Sustainability received two Illinois Green Economy Network (IGEN) Awards, underscoring the college's leadership in advancing sustainability on campus and in the community. The awards include \$19,974 for the installation of four new EV charging stations in the Staff Lot and \$92,344 for a Demand Control Ventilation (DCV) project to improve energy efficiency in the Main Campus Building. These recognitions highlight SSC's continued commitment to environmental responsibility and innovation in building a more sustainable future.



Southeastern Illinois College has recently expanded allied health education opportunities with new certificate programs in Pharmacy Technician – Level 2 Certificate, Phlebotomy Certificate, and Medical Assistant Certificate, creating accessible, short-term pathways into essential local healthcare roles. These additions were developed in collaboration with area employers to address critical workforce shortages while providing students with stackable credentials that support continued education in nursing and allied health. The College continues to offer Certified Nursing Assistant (CNA) classes for the community and to high school dual credit students. Last year's high school CNA students achieved a 100 percent pass rate on the Illinois Department of Public Health (IDPH) state exam. SIC's 2025 graduates in both the Practical Nursing and Associate Degree Nursing programs achieved a 100 percent first-time pass rate on the NCLEX-PN and NCLEX-RN exams, underscoring the College's commitment to quality instruction and community health, and ensuring more skilled professionals are ready to serve patients across southeastern Illinois.



Spoon River College recently completed a yearlong intensive study of the transfer process with Western Illinois University. This study led to enhancements of academic program pathways, early advising, and ongoing faculty to faculty communication. The overall goal is to raise the number of Illinois Community College transfer students to WIU and for those transfer students to successfully complete their baccalaureate degree on schedule.



Triton College has strengthened financial access and support for students by increasing FAFSA completion to help maximize Pell eligibility. The College hosts FAFSA Family Night, offering personalized, one-on-one guidance to assist students and families with completing the online application. In addition, Triton offers multiple in-person opportunities for students to meet directly with financial aid specialists, learn about scholarship opportunities, and attend financial aid workshops throughout this past year. These efforts helped ensure that more students accessed the resources needed to pursue their education at Triton.



Waubonsee Community College is one of just two Illinois schools and just ten schools across the nation chosen to join the Aspen Institute College Excellence Program's Unlocking Opportunity network in 2025. This initiative is designed to help community colleges better align their programs and student advising with the two most important goals of community college students: 1) leaving college with a credential and a good job, or 2) transferring and completing a bachelor's degree. Through three years of focused reforms, WCC will work with Aspen to assess current programs, set goals, and implement research-based reforms to further increase student success and transitions to four-year schools and/or high-wage careers.

ECONOMIC AND WORKFORCE DEVELOPMENT

Black Hawk College completed renovation and reopened Building 2 on the Quad Cities Campus in the fall 2025 semester. The two-story, 66,000 square foot building is home to career and technical education (CTE) programs, including Welding, CADD, CIS, CNC, Cybersecurity, Engineering Technology, Esports, Forensic Lab, Industrial and Preventive Maintenance, Manufacturing Lab, Mechatronics, and the Business Training Center. It includes a 4,000-square-foot addition housing a welding lab, fabrication lab, grinding room, tool crib, and expanded student study spaces. Additionally, BHC, is part of the "Deere Apprenticeship" training, including training in machining and welding, with the intent to upskill these individuals for careers with John Deere. BHC and Quad Cities Aero (QC Aero) have partnered to create the Professional Aeronautics Certificate (PAC) program, offering fast-track pilot training to address the ongoing pilot shortage in the United States and the Quad Cities region. In Health Sciences, BHC launched its first Occupational Therapy Assistant (OTA) program in the fall 2025 semester with eight students learning key skills in rehabilitation, therapeutic techniques, and holistic care. Also, the BHC Paramedic program launched a new course schedule in fall 2025, allowing students and adjunct faculty the flexibility to work their EMT shifts and take/teach classes with the college. The schedule change resulted in a 40 percent increase in enrollment in fall 2025.



Carl Sandburg College was awarded a \$1.8 million grant from the Illinois Department of Commerce and Economic Opportunity (DCEO) to create an agriculture tech-focused incubator in downtown Galesburg. The incubator, known as the 518 Collective @ Sandburg, will provide physical workspace, business development services, workforce trainings, mentorship and networking opportunities to help individuals and early-stage companies succeed. The 518 Collective @ Sandburg is a commitment to the future of innovation in West Central Illinois. It will enhance region's entrepreneurial landscape by offering a launchpad for technology startups in the rapidly evolving agricultural technology sector.



**CARL
SANDBURG
COLLEGE™**

City Colleges of Chicago builds relationships with area employers to inform its curriculum, facilities, and to connect students with work-based learning and other employment opportunities. City Colleges has designed programs in fast-growing fields, including partnering with companies and institutions such as: AWS, Microsoft, IBM and University of Chicago to inform our technology offerings, ranging from machine learning and AI to cybersecurity and data analytics.

CITY COLLEGES®
OF CHICAGO

Daley College forged a new partnership with the **RICHARD J. DALEY COLLEGE** Metropolitan Water Reclamation District (MWRD) of CITY COLLEGES OF CHICAGO Greater Chicago, who hired apprentices from the college to work in machinist roles. MWRD will provide on-the-job training and pay students as they continue their technical education in Daley's state-of-the-art Manufacturing Technology and Engineering Center.

Kennedy-King College's student-run Sikia restaurant reopened on the Kennedy-King College campus, bringing back Englewood's only white tablecloth, fine dining experience. A review from Axios gave Sikia an A+: "Given the delicious food, elegant ambiance, and outstanding service, we could see diners spending three times the price for this student meal."

KENNEDY-KING COLLEGE
CITY COLLEGES OF CHICAGO

Malcolm X College has strong partnerships with employers across the region. Notably, in the last two years, UChicago Medicine has hired 192 students for nursing, allied health and staff positions with an 80 percent retention rate.

MALCOLM X COLLEGE
CITY COLLEGES OF CHICAGO

Olive-Harvey College partnered with Cook County Department of Corrections in fall 2025 to offer on-site forklift certification training to individuals in custody. This program provides completers with an industry-recognized credential that remains valid for three years, equipping them with tangible skills to support workforce reentry and economic mobility upon release.

Truman College became the site of City Colleges' first Education Workforce Center. The EWC serves as the epicenter for education professionals and offer curated resources, practical guidance, technology, employment supports, and examples of innovation to inform the advancement of educators in Chicago and around the state of Illinois. The Education Workforce Center offers tools for education professionals in early childhood (birth to pre-school) and will grow to support grammar school educators, high school educators, and more. The EWC is free and open to educators through an application process. The project is supported by a \$900,000 grant from the McCormick Foundation.

HARRY S TRUMAN COLLEGE
CITY COLLEGES OF CHICAGO

College of DuPage has partnered with Forster Tool and Manufacturing in Bensenville to launch the Cybersecurity Registered Apprenticeship Program. Forster Tool wanted to strengthen its cybersecurity protections and meet industry certification requirements.



College of Lake County launched its 2030 Strategic Plan, with a key pillar centered on community vibrancy. Strategies include (a) strengthening education and workforce pipelines and (b) being a community catalyst. CLC is leveraging its Manufacturing Alliance, a consortium committed to addressing the changing needs of the industry and fostering agile, integrated approaches that produce a skilled talent pipeline, a unified coalition of advocates, and a model of manufacturing excellence. The Alliance convenes community and education partners to build pipelines to access college, support students to persist and achieve educational goals, and yield valuable returns on investment for credentials earned. Furthermore, CLC is creating community-integrated services with partnering



organizations to effect positive change for the community, aligning with the Manufacturing Alliance's vision for CLC to be a regional hub of manufacturing excellence, where collaboration, innovation, and sustainability empower the community to lead in the manufacturing sector and contribute to regional economic vitality.

Danville Area Community College's Health Informatics

Programs continue to advance workforce readiness and student success across Illinois. The Health Information Technology program maintains a 100 percent national board RHIT testing rate and has a current 91 percent pass rate for the RHIT, reflecting strong graduate preparation and employment outcomes. The NCRA Accredited Cancer Registry Management Certificate Program, supported by a \$10,000 software grant from CRStar, is experiencing significant growth with a 27 percent increase in enrollment and prepares students for Oncology Data Specialist certification. The new Healthcare AI Certificate and embedded CompTIA Data+ and Security+ microcredentials equip learners with in-demand skills in health data analytics and information security. Employer partnerships with OSF, Carle, and Two Roads Wellness have resulted in direct job placements and ongoing collaboration in data management and clinical documentation. Through innovation, partnership, and equity-driven outreach, these programs strengthen the state's healthcare workforce pipeline and expand access to high-quality, technology-focused education



Danville Area Community College

Elgin Community College's "Taking Back the Trades" program started with two grants from the Illinois Community College Board, totaling \$527,000, to provide summer internships and industry-recognized credentials in health care, manufacturing, and other fields for 16-18-year-old students. Through the "Make



Elgin Community College

It in Illinois" initiative, ECC received \$90,000 from the Illinois Department of Commerce and Economic Opportunity and the Illinois Innovation Network to increase awareness locally on the importance of manufacturing. Finally, the Center for Emergency Services (CES) secured a \$10,000 grant from State Farm Insurance to expand its new Firefighting Career Exploration program, which launched in 2024. The program is open to middle schoolers and high school freshmen.

Harper College has joined the Aspen Institute College Excellence Program's expanded Unlocking Opportunity network, an initiative designed to help



Harper College

community colleges reform programs in ways that improve student outcomes, ensuring more students earn degrees that lead to good-paying jobs. Alongside 54 other colleges, Harper is joining ten pilot institutions in a growing national effort to align their programs and student advising with the two most important goals of community college students: leaving college with a credential and a good job or transferring and completing a bachelor's degree. Through three years of focused reforms, Harper and its network partners will work with Aspen to assess current programs, set goals and implement research-based reforms to increase student success.

Heartland Community College is partnering with Rivian Automotive to launch the Apprenticeship Recruitment Pilot Program (ARPP), designed to recruit, train, and place students into Registered Apprenticeship Programs (RAPs) that lead directly to employment in manufacturing and electric vehicle industries. The program targets students who have completed foundational coursework, preparing them specifically for apprenticeships at Rivian.



Highland Community College became the first community college in Illinois to install a sub-irrigation system in our agriculture land lab. This system provides research opportunities for our agriculture and science students to investigate the impact of water, nutrients, and chemicals on soil and crops. The Agriculture Department has completed Phase I of a two-phase project made possible through a generous estate gift that will include a Crop and Soil Science facility, and a storage facility located at the site of our land lab. Highland has reinvested in its Business and Industry (BI) Department adding a Full-time Director to coordinate training for local business and industry partners. BI has developed and launched new non-credit courses for Manufacturing with a focus on electrical training, machine maintenance and mechanical maintenance and PLC'S. BI is also offering professional development with an emphasis on the Human Resource Certification.



Illinois Central College is partnering with area employers through the Good Jobs Challenge (GJC) to address growing IT industry needs. The project will develop skilled technology and cybersecurity professionals to support businesses. The project includes partnerships with JPMorgan Chase and OSF HealthCare, who have committed to hiring trainees with the goal of certifying more than 1,200 individuals over the next three years.



Illinois Eastern Community Colleges began construction on two new technology centers to expand and enhance workforce education in its district. A Career and Technical Training Center at Lincoln Trail College has begun development. The center will house programs in welding, process technology and broadband telecommunications. It will support dual-credit and workforce training partnerships. Construction has also begun on an Applied Technology Center at Olney Central College, which will enhance healthcare education with state-of-the-art tools and hands-on learning.



Illinois Valley Community College created a marketing campaign about Credit for Prior Learning (CPL), which is a valuable opportunity for adult learners to receive college credit for skills and knowledge they have gained outside the traditional classroom. CPL helps reduce time to certificate or degree completion. To support learners in navigating the CPL process, IVCC also developed a step-by-step tutorial video. IVCC also purchased two new truck driver training simulators made possible by a \$300,000 grant from the ICCB Taking Back the Trades program. The simulators' have become popular as trainees can practice shifting and backing skills and experience a variety of virtual weather and driving conditions. The Automotive Technology program received upgrades through a Rev Up Grant. Two new electric vehicles were purchased allowing all automotive technology students to be fully trained ASE technicians in traditional, hybrid, and electrical vehicles. Automotive and ATOMAT grant dollars have allowed for welding upgrades to include a robotic arm and the Electrical and Manufacturing programs were able to invest in 3D and automation equipment that supports the new Robotic, Automation, Mechatronics Certificates. Through interdivision collaboration, the college has also brought forth the Skill Trades Certificate allowing students to obtain a combination of skills in welding, electrical and manufacturing that is needed in a manufacturing environment.



John A. Logan College JALC is redeveloping its Career and Technical Education (CTE) Center, made possible by a \$4.2 million matching grant from the U.S. Economic Development Administration. The new CTE Center will feature a brand-new welding lab and classroom, as well as significant renovations to the Automotive, Auto Body, and HVAC programs. Healthcare education is also being expanded to address healthcare industry staffing shortages. A recent federal grant will create additional space for the nursing program.



John Wood Community College's first student cohort in their Federation for Advanced Manufacturing Education (FAME) program will complete their studies this year. The nationally recognized earn and learn program pairs manufacturing students from community colleges with work-based learning opportunities at six regional manufacturers in West Central Illinois. Students who complete the manufacturing credential are often placed with industry partners in full-time positions.



JOHN WOOD COMMUNITY COLLEGE

Joliet Junior College established the Joliet Hub for the Clean Jobs Workforce Network Program utilizing Climate and Equitable Jobs Act (CEJA) grant funding. JJC is collaborating with Governors State University to train 160 individuals annually in clean energy occupations including electric vehicle (EV) servicing, EV charging station installation, HVAC, and energy auditing. This program prioritizes serving individuals from historically underserved areas and communities, focusing on eliminating or reducing barriers to ensure equitable access and opportunities. To support the program's goals, JJC hired and trained seven full-time staff members and eight instructors. Additionally, JJC has embarked on expanding business opportunities for clean energy contractors and nonprofits through the CEJA Clean Energy Contractor Incubator Program grant.



Kankakee Community College has made significant strides this year in strengthening its role as a key driver of regional economic growth and workforce development. The college enhanced its programmable logic controller laboratory to meet growing industry demand and improved the Automotive Technology program's curriculum and facilities to support advanced training for electrified vehicles. In addition, KCC upgraded and extended the curriculum for supervisory control and data acquisition (SCADA) and equipped it with state-of-the-art laboratory facilities to serve the needs of industry partners seeking skilled technicians. The college has also broadened efforts to integrate industry credentials into academic pathways, providing students with clear, career-oriented options. Notably, KCC provided customized training for Gotion, a leading producer of electric vehicle batteries, underscoring its commitment to meeting the local workforce and employers' emergent needs.



Kankakee Community College

Kaskaskia College strengthened its role as a regional leader in economic and workforce development through new partnerships, expanded training, and the continued growth of its industrial education facilities. The College's primary center for workforce training was renamed the Crisp Manufacturing and Trades Center to better reflect its expanded mission and the wide range of programs it houses, including Industrial Technology, Manufacturing Technology, HVAC, Carpentry, and Welding. The facility now serves as a centerpiece for hands-



on learning, innovation, and collaboration with regional employers. The Crisp Center hosted industry advisory councils to ensure training stays aligned with current workforce needs while KC expanded apprenticeship programs, non-credit workforce training, and Mobile Manufacturing Lab outreach, bringing manufacturing career exploration to schools across the district. These efforts continue to modernize technical education, strengthen local industry partnerships, and help students become part of a highly skilled workforce for the region's growing economy.

Kishwaukee College developed a comprehensive Organizational Development plan to help employees be future-ready. A focus is on emerging technology and artificial intelligence (AI). To support this effort, the college conducted various AI-focused all-staff professional development and created the Artificial Intelligence Playbook to guide and implement new AI practices.



Lake Land College celebrated the grand opening of the Effingham Technology Center, welcoming approximately 1,500 guests, including community partners, alumni, and supporters. The new facility features expanded student services, a campus bookstore, and advanced laboratories for health sciences, biology, and chemistry, along with an Innovation Center equipped with 3D printers and augmented and virtual reality tools. The Center also serves the community through partnerships with Patterson, the CORE Academy for high school career exploration, and the Small Business Development Center at Eastern Illinois University, providing a hub for education, workforce training, and economic growth in the region. Lake Land also received an Association of Community College Trustees (ACCT) Scaling Apprenticeship Grant to support the expansion of apprenticeship programs in key fields such as advanced manufacturing, education, healthcare, information technology, and agriculture.



Lincoln Land Community College expanded its workforce development efforts with the opening of a state-of-the-art construction lab, supporting growing enrollment in construction technologies, management, highway construction and the multi-core craft curriculum (MC3). In response to critical regional workforce shortages, LLCC secured a \$5 million U.S. Department of Commerce Economic Development Administration grant to renovate and expand training facilities for high-demand fields such as emergency medical services, truck driving, diesel mechanics and agriculture. These enhancements are ensuring cutting-edge instruction, increased student capacity and a steady pipeline of job-ready graduates. Further strengthening local workforce connections, LLCC's fourth annual Ag & Workforce Careers Expo brought together approximately 1,300 students and 120 employers. Additionally, LLCC expanded access to industrial technology training through mobile units at its Litchfield outreach center.



McHenry County College's Illinois Small Business Development Center at MCC, in partnership with the McHenry County Economic Development Corporation, launched Strong Transitions, an initiative offering no-cost advising for business owners preparing to sell or transfer ownership, along with the Entrepreneurship Through Acquisition training program to help participants prepare for business ownership. MCC also partnered with the Griffin Museum of Science and Industry to open IdeaWorks, a certified Fab Lab that is part of the global MIT Fab Lab network. As convener of the Manufacturing Pathways Consortium, MCC placed 85 high school students in paid work experiences in manufacturing and



construction management and hosted career exploration camps for an additional 60 students, introducing them to fields such as manufacturing, welding, construction management, and small engines.

Moraine Valley Community College is one of ten community colleges nationwide to join the inaugural Association of Community College Trustees (ACCT) “Scaling Apprenticeship at



**Moraine Valley
Community College**

Community Colleges” cohort. The initiative is designed to develop sustainable registered apprenticeship programs for at least two nontraditional occupations. MVCC will build out the college’s apprenticeship model and associated infrastructure to support registered apprenticeships. Additionally, a noncredit to credit pathway was designed for students to gain industry credentials in the supply chain management certificate program. The college also provided noncredit training in management and interpersonal communications to more than 20 frontline managers at Garden Center Services, a local social service organization supporting individuals with developmental disabilities. This training program was supported by the 2025 ICCB Noncredit Strategies at Work (NSAW) grant.

Morton College has expanded its noncredit and workforce training programs through new partnerships and a campus reorganization that created the Workforce Innovation and Strategic Partnerships (WISP) unit. By bringing Career Services and Noncredit Programming together under one umbrella, the college has streamlined employer engagement and created stronger connections between short-term training and long-term career pathways. Recent collaborations with Loyola Medicine, Cicero School District 99, and The Children’s Center of Cicero/Berwyn provided professional development and skills training to more than 160 employees, while new community offerings in bookkeeping, medical terminology, and professional interpreting are helping adult learners upskill and reenter the workforce. These efforts have positioned Morton as a responsive partner in the district’s workforce and economic development ecosystem.



Oakton College and Endeavor Health celebrated the opening of the Health Careers Education Center (HCEC) in Evanston, the College’s first instructional site in the city and a major milestone in addressing critical healthcare workforce needs. Supported by an \$800,000 federal grant secured by U.S. Senators Tammy Duckworth and Dick Durbin, the Center features state-of-the-art labs and classrooms for new associate degree programs in Cardiac Sonography, Radiography, and Surgical Technology. The partnership combines Oakton’s educational excellence with Endeavor Health’s clinical expertise to provide students with training, clinical rotations, and career pathways that strengthen the regional healthcare infrastructure.



Parkland College was selected to pilot a new automotive accreditation program launched by the Advanced Vehicle Technology Education and Credentialing Coalition (AVTECC). The new program will reshape technician training using performance-based, skills-focused certifications. New standards emphasized include hands-on skills in electric vehicle systems, advanced diagnostics, and driver assistance technologies. Parkland is one of four colleges nationwide to participate in the pilot, embedding AVTECC’s national accreditation standards into its curriculum.



Prairie State College advanced regional workforce excellence in 2025 through employer partnerships and industry-aligned training. Collaborating with 11 employers across manufacturing, transportation, logistics, and healthcare, PSC served 1,079 students and issued 974 industry-recognized credentials. The College also supported 161 incumbent workers through onboarding, upskilling, and reskilling programs with employers such as Pace Bus, ComEd, and Voestalpine Nortrak, demonstrating PSC's role as a key driver of local economic growth, workforce mobility, and employee retention.



Rend Lake College hosted its first-ever SIMA (Southern Illinois Manufacturing Academy) Fest in Mt. Vernon, celebrating community collaboration and local craftsmanship while promoting careers in manufacturing. The event featured an outdoor vendor fair that brought together local artisans, small businesses, and manufacturers, allowing visitors to shop for handmade and locally sourced goods while learning about the importance of supporting regional industry. Participants enjoyed connecting with vendors and discovering the entrepreneurial talent that thrives within southern Illinois. In addition to the marketplace, SIMA Fest also emphasized career opportunities in regional manufacturing and industrial sectors.



Richland Community College is driving Illinois' economic growth through the expansion of its Commercial Driver's License (CDL) Training Program, one of the state's most in-demand workforce pipelines. Groundbreaking is anticipated in early 2027 for a new 7,000-square-foot CDL facility and 100,000-square-foot outdoor training yard that will double CDL completions annually. Featuring simulator labs, dedicated classrooms, and an enclosed truck bay for all-weather instruction, the expansion will modernize training capacity and accelerate job placement in logistics and transportation.



Rock Valley College made major strides in workforce training by securing significant federal funding and deepening employer partnerships to meet regional labor needs. RVC and partner colleges received a U.S. Department of Labor grant (roughly \$5.5 million) to expand access to manufacturing and other in-demand training, and the college's employer collaborations (recognized by AACC with the National Award for Outstanding Partnership) delivered customized training, internships, and industry-guided programs through the Advanced Technology Center. The College also received funds from *Make It In Illinois* that allowed us to strategically invest in outreach and promotional activities to encourage students to pursue trade programs. These investments and partnerships strengthened the area talent pipeline and created paid training and placement opportunities for local residents.



Shawnee Community College aligned its continuing education and workforce training initiatives around policy values that enhance local employees' employability, align programming with professional and state-recognized criteria, support business goals, and provide technical assistance. Shawnee's Small Business Development Center collaboration with local businesses is serving 148 businesses, including 108 women-owned, 24 minority-owned, and seven veteran-owned businesses, underscoring the college's role in community economic development.



South Suburban College marked a major milestone in healthcare education and workforce development with the groundbreaking of its new Allied Health & Nursing Center and the signing of an articulation agreement with Superior Ambulance to expand career pathways in emergency medical services (EMS). The partnership established streamlined earn-and-learn opportunities for students to work as Emergency Medical Responders (EMRs) during EMT training, advance to paramedic certification, and build sustainable careers alongside Superior Ambulance and healthcare partners such as Advocate Health. The event followed the passage of Senate Bill 711, designed to address Illinois' EMS workforce shortage by streamlining certification, expanding access to paramedic programs, and enhancing staffing flexibility to improve patient outcomes in underserved communities.



SOUTH
SUBURBAN
COLLEGE

Southeastern Illinois College advanced regional workforce innovation through its Electric Vehicle initiative, strategically embedded within the Diesel Technology, Power Sports, and Heavy Equipment programs to prepare students for the evolving clean energy and advanced transportation industries. Supported by \$516,000 from the Rev Up EV Community College Initiative, SIC invested in specialized EV training systems and faculty development at Weber State University and in Michigan to ensure instructors deliver cutting-edge instruction in EV safety, systems, and diagnostics. The College acquired industry-grade training equipment, including the EV Switch Electric Vehicle Training System, a John Dow EV-Hybrid Safety Package, and an EV charging station to provide immersive, hands-on experiences that mirror real-world service environments. SIC maintains strong partnerships with regional employers such as John Deere, Little Tractor and Equipment Company, Crisp Container Corporation, and Pepsi Bottling Company to align training with workforce needs and offer internship and employment pathways. These efforts position SIC as a leader in clean transportation education, developing highly skilled technicians ready to support Illinois' transition to a sustainable energy economy and strengthen southern Illinois' workforce infrastructure.



Southwestern Illinois College is adding new skilled trade programming at a new Career Technology Education Center at its Red Bud campus. The new center is under construction and set to open in the spring of 2026. Programming will include welding, forklift driving, and more.



Spoon River College has received over \$700,000 from Illinois Department of Commerce and Economic Opportunity (DCEO) and the Clean Energy Jobs Act (CEJA) fund for Coal Impacted Communities to upgrade building facilities and purchase new equipment to support expansion of Career and Technical Education programs. Also, Spoon River College received a \$1.0 million Congressional Directed Funds sponsored by Senator Richard Durbin to support the expansion of Rural Health Care Career programs. The funds will be used to expand nursing simulation labs and build out collaborative learning spaces that can be used by students and rural hospitals for multi-discipline medical provider collaboration for skill development.



Triton College is strengthening regional workforce development through the successful relaunch of its Respiratory Care program, which has gained momentum both in the classroom and in the field. Students are thriving in newly upgraded, technology-enhanced labs that provide immersive, hands-on training while clinical partnerships across the region offer real-world experience and direct access to employers. Respiratory therapists are highly in demand, and Triton students are being recruited by every health system and hired as interns. The program's excellence was further recognized through accreditation by the Commission on Accreditation for Respiratory Care (CoARC). Its eight-week course model allows students to focus on two classes at a time, accelerating progress toward high-demand careers. Through this innovative, employer-connected program, Triton is helping address a critical workforce need and support the region's healthcare economy.



Waubonsee Community College opened its new 100,000-square-foot Technical Education Center (TEC), a state-of-the-art facility for Automotive Collision and Refinishing Technology, Automotive Service Technology, and Welding Technology programs. This major expansion allows the college to train graduates in high-growth fields like diesel technology, electric vehicles, and robotic welding. To further address local skills gaps, a new noncredit Industrial Maintenance microcredentialing program was launched, offering 23 stackable, eight-week credentials in a field projected to grow by 15 percent. This program partners with the Smart Automation Certification Alliance (SACA) for industry-recognized credentials. Additionally, Waubonsee secured a \$350,000 National Science Foundation (NSF) grant to develop and launch a water and wastewater technician certificate program in fall 2025, preparing students for secure careers in the "blue" economy.



FISCAL YEAR 2027 BUDGET RECOMMENDATION: ICCB

Total FY 26 Appropriation (GRF + PPRT): \$465,954,400

Total FY27 Recommended Funding (GRF + PPRT): \$477,370,400

Community College Grants

FY27 Recommended Funding (GRF + PPRT): \$322,365,868

IBHE recommends a **\$9.4 million increase (3 percent)** in Fiscal Year 2027 for the state's primary community college funding streams – Base Operating, Equalization, and the City Colleges of Chicago grant. These grants provide core operating stability for all 45 Illinois community colleges and support institutional efforts to serve students equitably across the state.

FY27 Recommended Funding Levels

- **Base Operating - GRF:** \$113,193,966 (+ \$6.4M)
- **Base Operating – PPRT:** \$105,570,000 (no change)
- **Equalization:** \$86,566,865 (+ \$2.5M)
- **City Colleges of Chicago:** \$16,127,637 (+\$0.5M)
- **Small College Grants:** \$548,400, (no change)
- **Performance Based Funding:** \$359,000 (no change)

Overview of Community College Funding Streams

Base Operating Grants. These grants support the foundational work of community colleges. The formula:

- Emphasizes **equity, productivity, and mission**
- Weights enrollment and program mix
- Provides predictable, flexible operating support

Equalization Grants. Equalization reduces funding disparities in local property tax resources available per student caused by uneven property tax bases. Districts with limited local tax capacity receive additional state support to ensure comparable educational opportunities statewide.

City Colleges of Chicago Grant. This grant supports the general operating needs of the City Colleges of Chicago, the state's largest community college system.

Small College Grants. These grants provide supplemental resources to colleges with smaller enrollments that still shoulder unavoidable fixed costs such as administration, student services, and operations.

Performance-Based Funding. These grants reward measurable improvements in student success including:

- Credential completion
- Persistence
- Progress toward college-level work
- Entry into employment

Impact on Students and the State

Illinois community colleges collectively enroll more than 550,000 students each year, making them the state's largest and most accessible sector of higher education. These open-access institutions serve recent high-school graduates, working adults, returning learners, dislocated workers, and individuals seeking career changes or additional credentials. They provide the broadest geographic coverage of any higher-education system in Illinois and function as the front door to postsecondary opportunity for communities across the state.

They are also Illinois's largest workforce-training provider, delivering programs that feed directly into the state's highest-demand industries. Colleges offer short-term certificates, industry-recognized credentials, sector-specific bootcamps, adult education and bridge programs, employer-driven customized training, apprenticeships, credit and noncredit career pathways, and rapid-response upskilling designed to meet evolving labor-market needs. These offerings supply skilled talent to fields such as manufacturing, healthcare, transportation and logistics, IT, business services, and the skilled trades, reflecting the system's central role in Illinois's economic competitiveness and workforce development strategy.

Beyond education and training, Illinois community colleges serve as anchor institutions within their regions – supporting economic development, partnering with employers, advancing equity initiatives, and connecting residents to social and community resources. Their integration of academic programs, workforce services, and wraparound supports positions them to meet learners where they are and to respond quickly and effectively to both student needs and statewide priorities.

Adult Education and Postsecondary Career and Technical Education

Fiscal Year 2027 Recommended Funding: \$55,848,304

IBHE recommends a 2.4 percent increase (\$1.28 million) in Fiscal Year 2027 for ICCB adult education and career and technical education programs. Specifically, this recommendation includes:

- Adult Education Basic grants: \$24,505,554, an increase of \$713,754 (3 percent).
- Performance Based grants: \$11,798,500, no change.
- Career and Technical Education Programs: \$19,544,250, an increase of \$569,250 (3 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 Title II funded adult education providers who are serving this population throughout the State. 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. **\$750,000, no change.**

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 2027 grant funding at the levels outlined below.**

- **Workforce Empowerment Initiative/Innovative Bridge and Transition Grants.** The purpose of the [Workforce Empowerment 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 focus on improving workforce

opportunities for individuals of poverty from distressed communities. The Innovative Bridge and Transitions (IBT) program provides funding opportunities, through a competitive process, to support the seamless transition of students between education systems as well as employment. Supporting and scaling effective and equitable education and career programming is essential for preparing targeted populations. The objectives of this grant are intended to increase access and persistence along career pathways for the targeted populations to be served. In Fiscal Year 2024, 11,731 individuals across 44 programs were served. The entities included high school districts, community-based-organizations, regional offices of education, community colleges, and universities. Of the individuals reported being served, 38 percent were African American, 34 percent Hispanic, and 14 percent white. **\$28,794,400, no change.**

- **Pipeline for the Advancement of the Healthcare Workforce Program (PATH).** The [PATH Program](#) provides grants to all 39 community college districts 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. Approximately 26,776 students were enrolled in the PATH program at the end of Fiscal Year 2025, with over 15,762 completers. This program supports Growth Strategy 3, aligning the state's economic development and higher education strategies, ensuring both address historic inequities. **\$15,000,000, 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 serves as a law enforcement training and workforce development hub, which supports Growth Strategy 3, aligning the state's economic development and higher education strategies. Southwestern Illinois College (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. **\$5,310,000, 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 scaling and assessing evidence-based models and reform initiatives. Evaluation of Transitional Instruction and continued development of the Multiple Measures Placement Portal are critical in the success of both initiatives. All this work moves Illinois closer to achieving Equity Strategy 7, to support the implementation of developmental education reform. **\$1,000,000, no change.**

- **Dual Credit Grants.** IBHE recommends level funding to continue ICCB's existing dual credit grant program, as recommended by ICCB.



These funds enable the community college system to enhance and expand dual credit opportunities with a focus 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.

Overall, in academic year 2025, dual credit increased 11.7 percent compared with the previous year. With this investment, we would anticipate continued 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 had substantially higher community college graduation rates and advancement rates when compared to students who did not take dual credit. Demographic data suggests similar results.

The state's community college system offered over 16,393 dual credit courses to 101,634 individual students during the academic year 2025. 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 45 community colleges offer dual credit. This grant program supports Equity Strategy 6, expanding equitable access, support, and success in early college coursework. **\$3,175,000 for grants and program administration, no change.**

- **Non-Credit Workforce Training Grant.** This dedicated funding will enable the community college system to increase their investment in immediate, short-term workforce solutions that position individuals for career growth. The purpose of this grant initiative is to increase responsiveness to employer needs, individual training needs, and workforce shortages through building capacity and strengthening the impact of noncredit workforce training at community colleges. Noncredit workforce training allows community college to be nimble and swift to respond to workforce and employer needs. The need for continued funding to meet the growing demand for noncredit training for individuals and employers has increased as costs for employers, students, and employees have grown. In Fiscal Year 2024, 9,741 individuals (duplicated) received training. Manufacturing was the largest training sector with 2,441 participants. 455 employers received customized training for employees and business solutions services with 257 of those being small businesses and 224 minority or women owned. **\$5,175,000 for grants program administration, no change.**



- **Lincoln's Challenge Scholarships.** This program provides financial assistance to Lincoln's Challenge Academy, a military-style residential program for at-risk youth who have not completed high school. Students who successfully complete the academy are eligible to receive scholarships to attend an Illinois community college, enabling them to continue their education and pursue postsecondary credentials that support long-term employability and self-sufficiency. **\$60,200, no change.**
- **East St. Louis Higher Education Center.** Funding for the East St. Louis Community College Center funds higher education consortium activities in the region. Higher education training has been offered at the Center since 1999 after the closing of Metropolitan Community College. **\$1,447,900, no change.**
- **Illinois Veterans and National Guard Grant.** This program provides funding to community colleges to offset the cost of statutorily mandated tuition and fee waivers granted to qualifying veterans and members of the Illinois National Guard. These waivers ensure that those who have served the state and nation are able to pursue higher education opportunities without financial barriers. Funding reimburses community colleges for the loss of tuition and fee revenue associated with the mandatory waivers, helping institutions sustain access and affordability for eligible students while maintaining fiscal stability. **\$4,264,600, no change.**
- **Alternative Schools Network.** The Alternative Schools Network (ASN) grant supports programs that re-engage and re-enroll high school dropouts in a program that will ultimately lead to attainment of a high school diploma. **\$4,000,000, no change.**
- **High School Equivalency Testing.** The High School Equivalency (HSE) Program provides funding for the administration of statewide High School Equivalency (HSE) services, including Cook County. The program ensures eligible individuals who have not earned a high school diploma have access to testing and records necessary to obtain a recognized high school equivalency credential. Funding supports statewide coordination, maintenance of testing records and management of the Illinois High School Diploma portal. An increase in the High

School Equivalency appropriation is requested to support COLA and contractual service increased costs. **\$1,384,004, an increase of \$18,704.**

- **Homeless Prevention.** In Fiscal Year 2025, the program's appropriation was transferred from the Illinois Department of Human Services (DHS) to the Illinois Community College Board (ICCB) to strengthen coordination between higher education access initiatives and student support services. This funding enables the ICCB to collaborate with the Illinois Office to Prevent and End Homelessness and local community colleges to build campus-based supports for students experiencing or at risk of homelessness. Program activities include identifying students in need, connecting them to housing and social service resources, expanding data collection on housing insecurity, and supporting institutional capacity to respond effectively to basic needs challenges. ICCB received an additional grant from IDHS in Fiscal Year 2026 of \$200,000 and is requesting transferal of that funding directly to ICCB in Fiscal Year 2027 to improve administrative efficiency and streamline program management. **\$450,000 for program support and administration, an increase of \$200,000.**
- **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 in developing institutional and community capacity for the transition to electric vehicle technology. The initiative 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. Cumulatively beginning in 2024, over 17,000 students and over 800 employers have been engaged, and over 110 programs have been developed. **\$9,000,000, 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. The program enables colleges to expand student mental health services, strengthen referral systems, and enhance awareness campaigns to improve early identification and intervention for students in distress. Initial appropriations in Fiscal Years 2023 and 2024 were distributed by line item directly to colleges based on college survey submissions to the Commission on Government Forecasting and Accountability (COGFA). Beginning in Fiscal Year 2025, the ICCB began receiving a lump sum appropriation to allow more equitable distribution of funds, as the initial survey-based allocations did not accurately reflect varying institution needs. IBHE recommends continuing the lump sum appropriation in Fiscal Year 2027 to maintain flexibility in the allocation process. **\$6,000,000, no change.**
- **Trade School Grants.** Tacking Back the Trades! Trade School Grant Program expands access to high-demand trade careers for young adults, particularly those in underserved communities marked by high youth unemployment, low graduation rates, or other socioeconomic barriers. Grantees are required to engage in partnerships with high school district(s), employers, and community-based organizations or labor organizations to ensure coordinated training and employment pipelines. The initiative aligns with statewide workforce goals to address shortages in sectors critical to Illinois' economic growth.

\$5,000,000, no change.

- **Common Application Implementation.** An increase of \$250,000 is recommended to support community colleges participation in the Common App and implementation of One Click College Admit statewide direct admission program. The additional funding support agency personnel and administrative costs that are currently covered by a Lumina Grant from IBHE which is set to expire in Fiscal Year 2027. **\$750,000, an increase of \$250,000.**

ICCB Operations

Fiscal Year 2027 General Funds Recommendation: \$7,729,351

IBHE is recommending a \$570,151 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 technology costs, and contractual services for building occupancy increased costs.

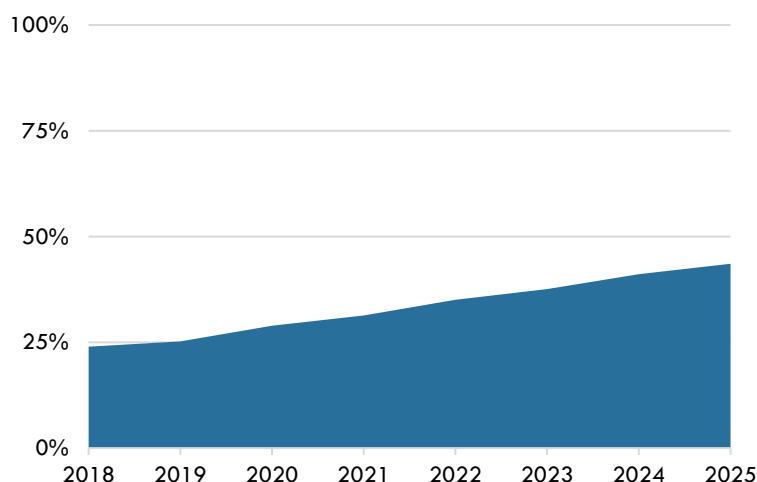
AFFORDABILITY

In 2020 IBHE began collecting and reporting on the net tuition paid by undergraduates at public universities after taking into account MAP, AIM HIGH, other institutional grants, and scholarships, but not loans. The net tuition is reported by the number and percent of undergraduates paying 76-100 percent of tuition and fees; 51-75 percent; 26-50 percent, 1-25 percent, and 0 percent, as outlined in 110 ILCS 205/9.29.

IBHE also reports this data by residency status, Pell status, and by race/ethnicity categories.

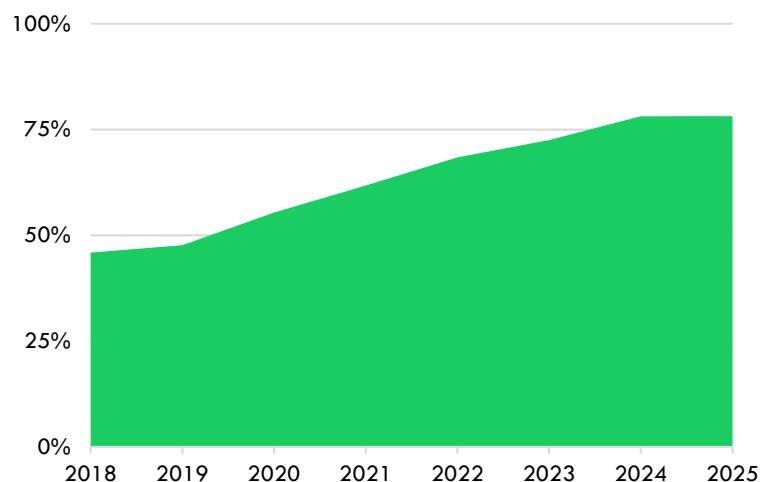
In Fiscal Year 2025, 44 percent of students who are Illinois residents paid no out-of-pocket tuition and fees, up from 24 percent in Fiscal Year 2018.

Figure 4. Percent of Illinois Residents That Paid 0% of Tuition and Fees Out of Pocket (Fiscal Year 2018 to Fiscal Year 2025)



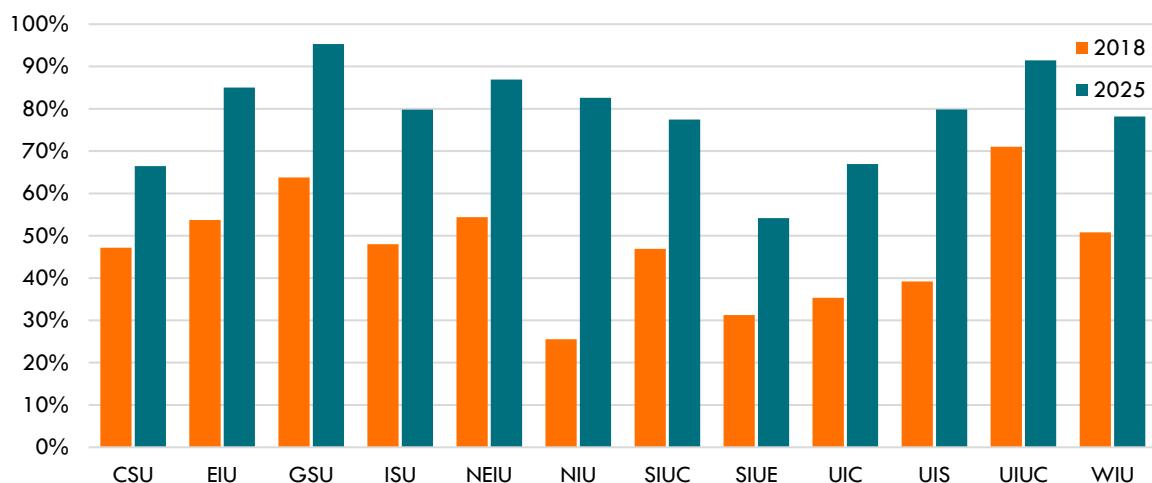
For low-income students (Pell eligible) nearly 80 percent paid no out-of-pocket tuition and fees in Fiscal Year 2025, up from 46 percent in Fiscal Year 2018.

Figure 5. Percent of Pell-Eligible Students That Paid 0% of Tuition and Fees Out of Pocket (Fiscal Year 2018 to Fiscal Year 2025)



The proportion of students who paid no out-of-pocket tuition and fees varied by institution, but in all cases was above 50 percent in Fiscal Year 2025, with many at or above 80 percent⁴.

Figure 6. Percent of Pell-Eligible Students at Each University That Paid 0% of Tuition and Fees Out of Pocket (Fiscal Year 2018 to Fiscal Year 2025)



The institutions report that this increase in affordability is closely related to recent policy choices and investments by the Governor and General Assembly in MAP and AIM HIGH. Since Fiscal Year 2018, MAP funding has increased from \$401 million to \$711.6 million in Fiscal Year 2025. (MAP funding increased further to \$721.6 million in Fiscal Year 2026). This has increased the percent of

⁴⁴ SIU-E is unique in how they package financial aid, applying Pell to room and board costs because it is the most flexible funding source, and then applying other forms of aid. This has the effect of reducing the percent of students that pay no tuition and fees, but potentially covering more of the other components of the total cost of attendance.

tuition and fees covered by the maximum MAP grant at public universities to approximately 45 percent, as shown in the ISAC section below.

At the same time, the state developed the AIM HIGH program, a combination merit/need-based scholarship program. This program provides multi-year awards for Illinois residents enrolling at public universities for the first time as freshmen or as transfer students. The program began as a pilot and a permanent program was enacted into statute in spring 2023. Since that time, \$50 million has been appropriated annually to AIM HIGH, with a variable matching amount provided by the universities. In Fiscal Year 2025, 14 percent of undergraduates were supported by AIM HIGH. Over 60 percent of the students receiving AIM HIGH were Pell eligible, signaling that the program is reaching low-income students.

These investments are directly correlated with the increases in both Illinois residents and low-income students paying no tuition and fees. Conversely, institutions described the reasons why Pell-eligible students would be paying *any* out-of-pocket for tuition and fees: MAP funding ran out, MAP or Pell lifetime eligibility ran out, students not eligible for maximum MAP and/or Pell, and students were non-resident, therefore not eligible for MAP or AIM HIGH scholarships. These reasons, too, suggest the importance of MAP and AIM HIGH in improving affordability during this timeframe.

It is with the intention of continuing to increase affordability, part of the Sustainability goal of *A Thriving Illinois*, and aligned with the strategies to keep Illinois students in Illinois such as One Click College Admit – that the Board recommends Fiscal Year 2027 increases in MAP of \$50 million and AIM HIGH of \$4 million, as outlined below.

ILLINOIS STUDENT ASSISTANCE COMMISSION

Fiscal Year 2027 Recommended General Funds: \$897,970,450

IBHE recommends a Fiscal Year 2027 General Funds budget of nearly \$898 million for ISAC, an increase of about \$69.3 million from Fiscal Year 2026. The increase includes the following:

- An additional \$50 million for the Monetary Award Program (MAP);
- An increase of \$5 million for the merit-based, means-tested AIM HIGH scholarship at public universities;
- Increases for the operational budget lines Agency Operations and Outreach, Research, and Training (growth of \$557,000 and \$517,000, respectively);
- An increase of \$180,000 in reimbursements provided to public universities for the Illinois Veteran Grant and Illinois National Guard Grant, intended to keep up with likely tuition and fee growth;
- An increase of \$3 million (for a total of \$8 million) for the Early Childhood Access Consortium for Equity (EC ACE) Scholarship so that more past scholarship recipients can persist and complete;
- An additional \$28,600 (for a total of \$55,000) to meet demand for the Veterans' Home Medical Provider Loan Repayment Program;



- Increases in operational funding available to the Golden Apple Foundation for the Golden Apple Scholars of Illinois and Golden Apple Accelerators programs, to accommodate inflation;
- An increase of \$940,000 from state general funds to maintain the current level of support for the Human Services Professional Loan Repayment Program; and
- A restoration of \$8.8 million for the Prepare for Illinois' Future universal test preparation program, intended to allow students at all public universities access to preparation for graduate and professional school entrance exams, as well as professional licensing exams. (This item did not have a line in the Fiscal Year 2026 budget, but Fiscal Year 2025 funding was sufficient to allow services to be continued through February 2026.)

ISAC SCHOLARSHIP AND GRANT PROGRAMS

Monetary Award Program

Fiscal Year 2027 Recommended Funding: \$771,566,200

IBHE is recommending a \$50 million increase in MAP in Fiscal Year 2027. *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 covered about 60.5 percent. At private institutions, a MAP grant covered about 19 percent of the tuition and fees. Unfortunately, a \$10 million increase in Fiscal Year 2025 was not enough to keep up with both tuition and fee growth and rising demand that led to a mid-year proration of awards. This combination meant that tuition and fee coverage actually slipped slightly in Fiscal Year 2025, as shown in Figures 7 and 8 below.

Figures 7 and 8 also illustrate that new investments are working to overcome a long decline in the proportion of tuition and fees a MAP grant covers. This directly impacts low-income students' ability to afford college.

Figure 7. MAP Coverage Compared to Weighted Public University Tuition

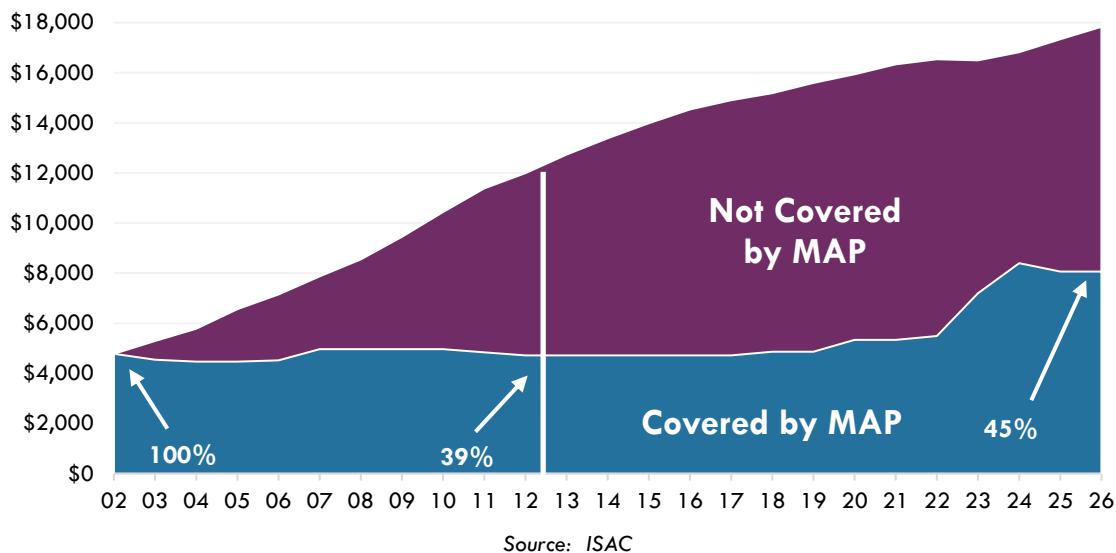
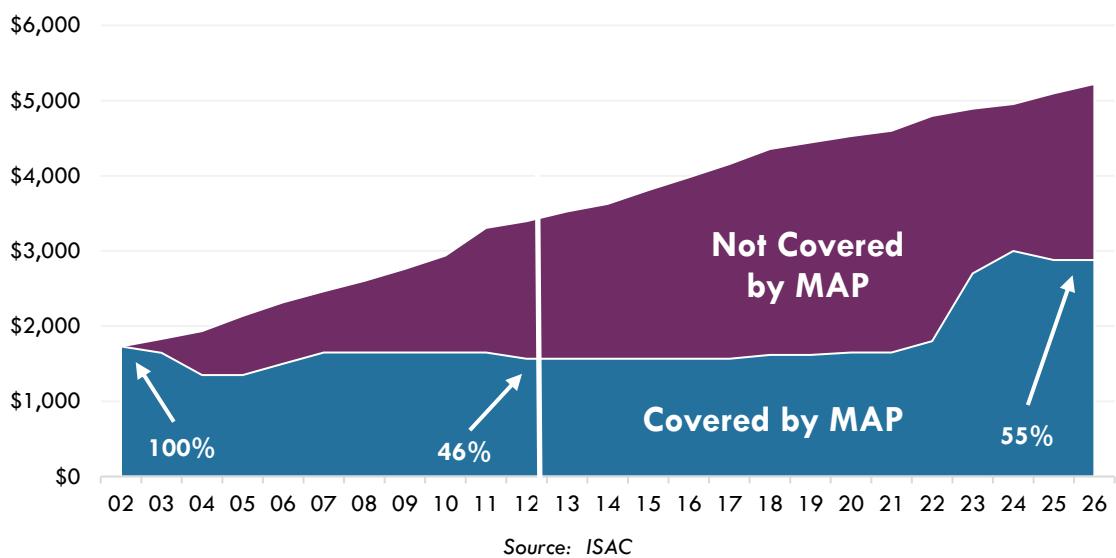


Figure 8. MAP Coverage Compared to Weighted Community College Tuition



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., an Estimated Family Contribution (EFC) of zero or, beginning in FY25, the 2024-25 academic year, a Student Aid Index (SAI) of zero or less)

The proportion of eligible students who can be offered a MAP grant is also an important metric. MAP application volume peaked in Fiscal Year 2013 and, after a troubling decade-long decline, has finally begun to grow again. In Fiscal Year 2024, the number of eligible applicants increased more than six percent over the previous year.

Following the error-ridden launch of the 2024-25 FAFSA, which also serves as the application for MAP, overall Fiscal Year 2025 application numbers were slightly down, but the number of eligible (i.e., low-income) students applying rose. Moreover, as of December 2024, the claim rate – the rate

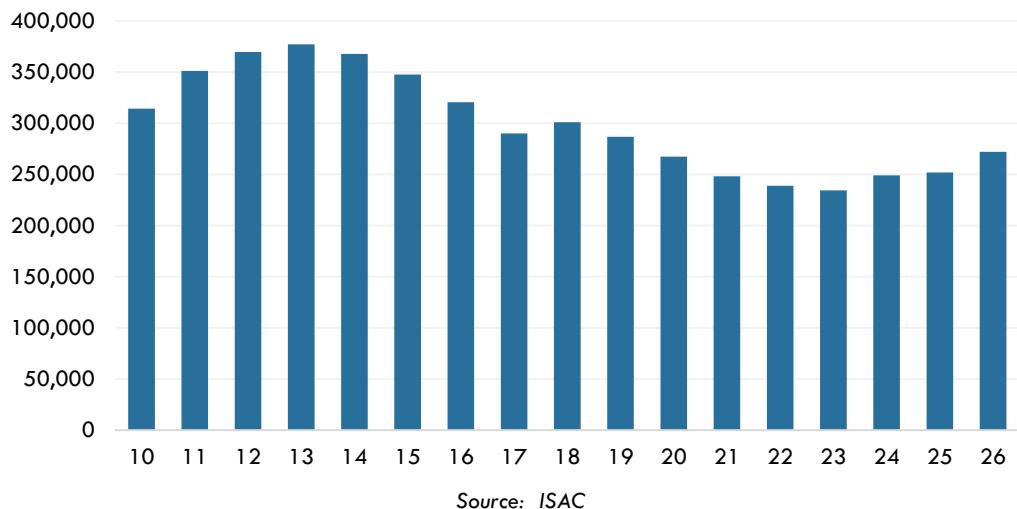
at which eligible applicants accept the grants they are offered – was nearly ten percent higher than the prior year, the largest year-over-year increase in more than two decades.

The increases in demand since Fiscal Year 2024 have, unfortunately, led to wait-lists and reductions in grant size. In Fiscal Year 2022 and Fiscal Year 2023, MAP grants were offered to all eligible students for the first time since Fiscal Year 2001. However, with applications from eligible students increasing since Fiscal Year 2024, some eligible applicants have remained on a waiting list. As noted previously, the increase in claim rates in Fiscal Year 2025 was so unexpectedly high that grant sizes were prorated in the second half of the 2024-25 academic year, and that reduction factor was left in place for Fiscal Year 2026 and Fiscal Year 2027, as demand from eligible students is expected to continue its growth.

Factors that ISAC anticipates will drive higher demand in Fiscal Year 2027 include the implementation of direct admissions, which may encourage more eligible students to choose Illinois institutions; changes in the federal assessment of need that recognize more students as eligible for larger awards; and higher claim rates among awarded students, as more low-income students in recent years have chosen to enroll and to do so in-state.

Unfortunately, for Fiscal Year 2027, MAP would once again need more funding if it is to keep pace with tuition and fee increases and return to offering grants to all eligible students.

Figure 9. Monetary Award Program Eligibility History: Fiscal Years 2010 to 2026 (projected)



AIM HIGH

Fiscal Year 2027 Recommended Funding: \$55,000,000

IBHE recommends increasing funding for the AIM HIGH program by \$5 million, for a Fiscal Year 2027 total of \$55 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 (nearly \$250,000 for a family of four⁵). 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.

ISAC released detailed [analysis of the program](#) in October 2024, covering the program's pilot period. Key findings are summarized below.

In each year of the pilot, between six percent and 12 percent of all undergrads received an AIM HIGH award, which suggests AIM HIGH is an important program in supporting students. The program maintained this significant role in university financial aid strategy in Fiscal Year 2025, when 14 percent of university undergraduates were supported by AIM HIGH.

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

- Between 15 percent and 19 percent of grant recipients (19 percent in Fiscal Year 2025) were Latino, compared to about 18 percent of the undergraduate student body.
- Approximately 16 percent of the grant recipients (17 percent in Fiscal Year 2025) were African American, compared to 12 percent of the undergraduate student body.
- Between 49 percent and 55 percent of the grant recipients (47 percent in Fiscal Year 2025) were white compared to approximately 47 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, 53 percent in Year 4, 58 percent in Year 5, and 61 percent in Year 6. Approximately 36 percent of the undergraduate student body is awarded Pell.

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. For 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. Finally, of the 11,570 who received state- and match-funded AIM HIGH awards in Year 4, 63 percent returned and received AIM HIGH in Year 6. An additional 20 percent returned to school but did not receive an AIM HIGH grant, for a retention rate of 83 percent⁶.

⁵ The FAFSA uses financial information from two years prior (known as "prior prior year"). To determine AIM HIGH eligibility, universities use the poverty levels that align with the year reported on the FAFSA. For example, for awards paid in AY26-27, the FAFSA uses income data from 2024, and the 2024 federal poverty levels are therefore used to determine eligibility.

⁶ 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 increase to \$55 million for Fiscal Year 2027.

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 three years ago recommended increases in funding for the Minority Teachers of Illinois Scholarship and the Illinois Teachers Loan Repayment Program. Increases for both programs were achieved for Fiscal Year 2024 and maintained for Fiscal Year 2025 and Fiscal Year 2026. 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. During the fall 2025 legislative Veto Session, the MTI program was revised to eliminate race-based criteria and renamed the Teachers of Illinois Scholarship.

The recommendation would increase funding for the ECACE Scholarship to help meet existing demand. It would also sustain the level of funding previously available for MTI for the Teachers of Illinois Scholarship, maintain flat funding of \$975,000 for the Illinois Teachers Loan Repayment Program, and provide modest operational funding increases for Golden Apple Scholars and Accelerators.

Early Childhood Access Consortium for Equity Scholarship **Fiscal Year 2027 Recommendation: \$8,000,000**



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 was the EC ACE scholarship, which originally provided total cost of attendance funding as a last dollar scholarship for members of the early childhood workforce who enroll in programs to upskill. When the program was established, ISAC 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 in Fiscal Year 2024 about 4,700 students claimed more than \$76 million.

With the expiration of federal funding, the state opted to establish the ECACE Scholarship as a state-funded program and allocated \$5 million for Fiscal Year 2025. In 2024-25, 693 students

received scholarships, and all were returning students with very low incomes. Unfortunately, no new educators were able to be brought into the pipeline, and many past recipients partway through their programs – who made changes and sacrifices to accommodate returning to school – lost critical financial support. Many recipients who benefitted from the program while it was federally funded may be unable to complete their degrees and credentials without scholarship support.

Funding at the \$8 million level should allow the program to serve more than 1,065 eligible applicants and would put the program on par with the Teachers of Illinois Scholarship. A \$3 million increase over the Fiscal Year 2026 level, this would allow the program to serve more of the students who received scholarships prior to the end of federal funding, helping them to persist and complete their programs. In so doing, the program would also help to 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 2027 appropriations from state general funds would be increased to help meet the demand for two health-oriented loan repayment programs:

- **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 and re-opening of the Quincy home: **\$55,000, an increase of about 108 percent.**
- **Human Services Professional Loan Repayment Program.** This program pays down eligible educational loans for employees of non-profit organizations that support the state's human services agencies. Previously supported by both state general funds and a one-time transfer from the Illinois Department of Healthcare and Family Services, the program has significant unmet demand. The IDHFS funds are expected to be depleted in Fiscal Year 2026; an increase of \$940,000 from state general funds would allow the program to maintain its current level of activity in Fiscal Year 2027: **\$2,190,000 from state general funds, an increase of 75.2 percent from general funds that allows the program to maintain the level of all-funds support it enjoys in Fiscal Year 2026**

IBHE recommends that Fiscal Year 2027 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, including by increasing the IDHS allocation for this

program from \$5 million to \$7.5 million in Fiscal Year 2026: **\$7,500,000 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: **\$400,000, no change.**
- **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. In the Fiscal Year 2026 budget, the General Assembly reduced funding for these two programs to better align with demonstrated demand. **\$2,000,000, 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.** This program 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 or not-for-profit 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. Beginning in Fiscal Year 2026, eligible exonerees are also able to designate one or more dependents to take advantage of their unused benefits: **\$150,000, no change.**

ISAC OPERATIONS AND OUTREACH

Fiscal Year 2027 Recommended General Funds Funding: \$17,354,000

IBHE recommends an increase of \$1,074,000 to ISAC's operations and outreach lines to a total of \$17,354,000. The Fiscal Year 2027 recommended increase 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.

The agency's outreach and training programs have also been critical in implementing the state's "universal FAFSA" policy for high school seniors, preparing middle and high schools for the requirement of adopting Postsecondary and Career Expectations (PaCE) frameworks and helping them to implement those plans, and, recently, meeting the needs of students and families struggling through the rocky transition to the "simplified" FAFSA. Even more recently, ISAC's training team and outreach staff have taken the lead in training counselors on the new statewide direct admissions program and helping students and parents to understand it and opt in.

ISAC considers operational support particularly important given a significant recent expansion in agency programs, including many 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, several new grants to oversee for outside parties, and, as noted above, the advent of a statewide direct admissions program. More than a quarter 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 2027 Recommended General Funds: \$26,819,600

IBHE recommends an increase of \$1,300,000 for maintenance funding (5.2 percent) offset by a reduction of \$934,967 in the line item for capital development, for a total increase of \$365,033 (1.4 percent). The recommendation also includes level funding of \$5,925,000 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 fall 2025 was approximately 650. 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 2027 Recommended Funding: \$1,746,000

IBHE recommends a Fiscal Year 2027 General Funds increase of \$236,000 (15.6 percent), to \$1,746,000.

SUCSS provides the statewide personnel administration system for the 12 public universities and for five affiliated state agencies, including the Illinois Board of Higher Education, the Illinois Community College Board, Illinois Student Assistance Commission, State Universities Retirement System, and the East St. Louis Community College Center. SUCSS administers, develops, and maintains the basic rules and procedures related to the employment of professional (non-academic), technical, and support staff. This includes rewriting job classifications and auditing positions to assure appropriate alignment within the rules. The increase of \$236,000 will provide salary adjustments to allow for recruitment and retention of staff, general cost increases, and filling three vacant positions.

ILLINOIS BOARD OF HIGHER EDUCATION

Fiscal Year 2027 Recommended General Funds: \$39,164,000

The Fiscal Year 2027 general funds recommendation for IBHE includes \$7.1 million in operations and \$32.1 million in grants. This is an increase of \$1.0 million for grants, offset by a reduction of \$200,000 for unneeded survey administration support, plus a \$572,000 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 GRANTS

Fiscal Year 2027 General Funds Recommendation for Grants: \$32,073,000

Once Click College Admit

Fiscal Year 2026 Appropriation: \$2,450,000

Fiscal Year 2027 Recommendation: \$2,450,000

The Board is recommending Fiscal Year 2027 appropriation at the same level as Fiscal Year 2026 for continued support of the One Click College Admit direct admission process, use of the Common App for all university applications, the expected increase in high school and transfer student applications through One Click, and anticipated price increases.



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. Illinois is now one of eleven states with all public universities using the Common App, and Illinois universities are among member institutions across 35 states participating in the Common App Direct Admission process.

For last year's application season (2024-25), the 12 Illinois public universities received 198,329 total applications through the Common App from 126,774 individual students. These numbers represent an eight percent increase in applications and in applicants applying to college via the Common App. In AY25 124,686 of the applications submitted were from Illinois high school students, with 18 percent of the applicants identifying as Black or African American, 23 percent as Latinx, 14 percent Asian, and 23 percent White. Additionally, 44 percent of the applications were from first-generation students, and 23 percent from students in households where the median income is at the 40th percentile or less.

Illinois has expanded its use of Common App for direct admissions, under the One Click College Admit program, targeting two different audiences, high school seniors and high school juniors. One Click College Admit (OCCA) 1.0, asks Illinois high school **seniors** to create an account inside the Common App and provide a self-reported GPA. The Common App then runs a match process – matching the student's GPA to the state university(ies) where the student's self-reported GPA meets the universities' required minimum GPA. The Common App sends an email to the students, telling them which universities they have been matched to and telling them to log back into their Common App account to act on the offer(s). Common App provides monthly reports to IBHE on the progress

of seniors creating accounts and those accepting the direct admission offers. To date, 63,771 graduating high school seniors have received offers to Illinois public universities.

The other direct admission process, called Once Click College Admit 2.0, targets Illinois high school **juniors**. This process was designed to meet Public Act 104-0015 Public University Direct Admission Program. As OCCA 2.0 relies on a verified GPA sent directly from the high schools, the current high school juniors and/or their parents (if the junior is under 18) must opt into the process, thus giving their permission for the high school to provide the student's GPA. In OCCA 2.0, the student's GPA is matched by ISAC with the state universities' GPA criteria and the local community college for direct admission. Once the matches are made, ISAC will send the matched students to Common App. Common App will send an email to the student, informing them of their direct admission offers. The student must then log into the Common App to act on the direct admission offers by completing enrollment to the directly admitted university. Moving forward, OCCA 2.0 is the direct admission process Illinois will use.

These funds will also support the implementation of the One Click program for eligible community college students to receive direct admission offers to Illinois public universities.

Diversifying Higher Education Faculty in Illinois (DFI)

Fiscal Year 2027 Recommendation: \$2,050,200

The Board is recommending Fiscal Year 2027 funding at the same level as Fiscal Year 2026.

In November 2025, the Governor signed legislation that made changes to the DFI program. The primary changes include:

- Only public universities are eligible institutions.
- Institutions must meet a new 45 percent Pell threshold requirement, calculated on a three-year rolling average using the most recent data available to IBHE. Institutions that fall below this threshold will be removed from new applicant eligibility but may re-enter participation once the Pell percentage again meets or exceeds 45 percent. Renewal fellows at those institutions remain eligible for continued funding provided they meet all individual criteria and academic progress requirements.
- Applicants must have received their baccalaureate degree from an Illinois institution and received Pell as an undergraduate
- New procedures for institutions include more rigorous monitoring of compliance procedures for Fellows, adherence to repayment procedures and issuance of repayment notices to Fellows, updated quarterly and compliance reporting forms and specifications, accompanied by referral to the Attorney General's Office under the Illinois Grant Funds Recovery Act (30 ILCS 705) upon failure to meet the requirements. IBHE will serve as the coordinating authority for all statewide collections and compliance enforcement.

IBHE began implementation of the program in spring 2026, including grant awards for the Fiscal Year 2026 award cycle and in anticipation of Fiscal Year 2027.

Cooperative Work Study Grants

Fiscal Year 2026 Appropriation: \$980,500

Fiscal Year 2027 Recommendation: \$980,500

The Board is recommending Fiscal Year 2027 funding at the same level as Fiscal Year 2026.

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 2026, IBHE selected 23 schools to provide approximately 600 to 700 students with internships. In Fiscal Year 2027, IBHE will continue to place strong emphasis on equity, and current student enrollment, persistence, and completion rates.

MyCreditsTransfer Project

Fiscal Year 2026 Appropriation: \$183,300

Fiscal Year 2027 Recommendation: \$183,300

The Board is recommending Fiscal Year 2027 funding at the same level as Fiscal Year 2026.

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 2026 Appropriation: \$95,900

Fiscal Year 2027 Recommendation: \$95,900

The Board is recommending Fiscal Year 2027 funding remain at the Fiscal Year 2026 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 2025 provided IMSA with an exciting opportunity to run eight Fusion curricula as week-long summer day camps as part of Summer@IMSA. Third and fourth graders experienced Engineering: Design and Build and What's the Story, Data?. Fifth and sixth graders explored Fire Science: Fire and STEM, Dive In: Oceanographic Engineering, and Secret Communications. Lastly, seventh and eighth grade students enjoyed Take Flight: STEM in Aviation, Living in a Material World, and Biological Toolkit. The IMSA team worked with eight collegiate students who served as SITE interns throughout the summer, training them on the curriculum, materials, and pedagogy so that they were prepared to run multiple sessions for each camp throughout the summer, with a total of 3,237 student participants in Fiscal Year 2025.

Grow Your Own Teacher Education Initiative

Fiscal Year 2026 Appropriation: \$6,000,000

Fiscal Year 2027 Recommendation: \$6,000,000

The Board is recommending Fiscal Year 2027 funding at the same level as Fiscal Year 2026.



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 paraprofessionals statewide to become effective teachers in 1) Hard to staff schools serving a substantial percentage of low-income students; and 2) Hard to staff teaching positions in schools serving a substantial percentage of low-income students. GYO-Illinois provides grants and services to seven locally run programs across the state, including Chicago, Eastern Illinois University, Lake County, Peoria, SIUC, and has now expanded to consortia at Northern Illinois University and Western Illinois University.

In Fiscal Year 2025, continuing programs provided comprehensive support to help candidates manage academic, financial, and personal challenges and progress. In addition to tuition assistance and other financial stipends, key structures included academic advising, mentoring, tutoring, and social-emotional support. New programs concentrated on recruitment planning, cohort focus, and program development. Based on data from each consortium, GYO-IL served 263 candidates between July 1, 2024, and September 30, 2025, including 52 new candidates in Fiscal Year 2026; 79 candidates graduated in Fiscal Year 2025.

Recruiting new candidates remains a constant focus across all GYO programs, with directors actively engaging with local community organizations, school districts, community colleges, and universities to attract a wider pool of teacher candidates. GYO-IL's marketing and outreach campaign has

helped to promote the teaching profession across the state and educate prospective applicants on licensure programs.

Grow Your Own Disadvantaged Male Teachers Initiative (DMTI)

Fiscal Year 2006 Appropriation: \$4,000,000

Fiscal Year 2027 Recommendation: \$4,000,000

IBHE recommends maintaining the appropriation at the Fiscal Year 2026 level of \$4,000,000.

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).

In Fiscal Year 2026, the General Assembly appropriated additional General Revenue Funding (GRF) for DMTI in the amount of \$4,000,000 to be used, in part, for previous year's (Fiscal Year 2025) costs, and costs for Fiscal Year 2026. This continued DMTI funding will enable GYO-IL to continue to work with institutions of higher education (community colleges and universities), school district and community-based organizations as well as GYO-IL consortia and other initiatives to implement targeted recruitment and outreach, support, and retention efforts within their programs to increase the number of male classroom teachers and further diversify the teacher workforce. Diversifying the teaching corps will allow GYO-IL to improve the educational opportunities and outcomes for all students, especially students color, low-income students, and other historically underserved students. Between the initial federal grant period of Fiscal Year 2023- Fiscal Year 2025, the program successfully recruited forty-four students, with significant representation from Black or African American and Hispanic or Latino communities, graduating four students. Thirty-two students persist in the program in Fiscal Year 2026.

Nursing School Grant Program

Fiscal Year 2026 Appropriation: \$1,500,000

Fiscal Year 2027 Recommendation: \$1,500,000

The Board is recommending Fiscal Year 2027 funding remain at the Fiscal Year 2026 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).

For Fiscal Year 2026, 15 schools were selected, including two public universities, 5 private universities, and eight public community colleges. It continues to be a very competitive process and demonstrates how nursing programs at all types of institutions across Illinois need financial support to expand and improve RN and BSN programs.

Nursing School Grant funds may be used for the following:

- Expand or enhance student services offered for student success in Nursing programs.
- Implementation of the Next Generation NCLEX (NGN) exam.

- Training, a pilot program, and/or adoption of competency-based education and assessment methods for nursing education.
- Strategies to improve clinical partnerships and/or students' clinical experiences.
- Special recruitment strategies focused on nursing students.
- Hire additional qualified nursing faculty and staff.
- Develop or expand instructional programs (e.g., online, weekend, evening).
- Improve or increase space for nursing classrooms or laboratories.
- Purchase equipment and other program-related instructional materials.

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 program, close equity gaps, and improve student success.

Nursing Educator Fellowship Program

Fiscal Year 2026 Appropriation: \$800,000

Fiscal Year 2027 Recommendation: \$800,000

The Board is recommending Fiscal Year 2027 funding remain at the Fiscal Year 2026 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 continued 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. Fellows conclude the program with a presentation and discussion with the members of the Advisory Board of the Illinois Center for Nursing. In Fiscal Year 2025, the most frequent ways that Fellows used the funding for professional development were the following:

- Simulation Training/Simulation Instructional Development
- Diversity, Equity, and Inclusion Training
- New Curriculum, Teaching, and Research
- Professional Conferences/Leadership Development

- Advance Degrees and Certifications

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. For Fiscal Year 2026, 52 Fellowships may potentially be awarded to eligible nominees.

Creating Pathways and Access for Student Success Foundation (CPASS)

Fiscal Year 2026 Appropriation: \$1,433,600

Fiscal Year 2027 Recommendation: \$1,433,600

The Board is recommending Fiscal Year 2027 funding at the same level as Fiscal Year 2026.

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 1,000 students were served in Fiscal Year 2025.

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 2026 Appropriation: \$1,055,700

Fiscal Year 2027 Recommendation: \$1,055,700

The Board is recommending Fiscal Year 2027 funding at the same level as Fiscal Year 2026.

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 14 public and private colleges and universities that deliver more than 110 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; Wellness and Health Sciences.



Unduplicated student enrollment in fall 2025 was 460, with 25 percent of those reporting race/ethnicity being Latino, eight percent African American, and fourteen percent Asian Pacific

Islander. Sixty-nine percent of students were enrolled in undergraduate programs and 31 percent in graduate programs. Preliminary AY26 data, with four institutions reporting, show a 92 percent retention rate and 38 students completing degrees. 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 County advances Equity Strategy 4 to attract working adults through adult-specific outreach and supports.

Quad-Cities Graduate Study Center

Fiscal Year 2026 Appropriation: \$73,800

Fiscal Year 2027 Recommendation: \$73,800

IBHE recommends maintaining Fiscal Year 2027 funding at the same level as Fiscal Year 2026.

The Quad-Cities Graduate Study Center (Grad Center), established in 1969 by leaders from business, government, and education, aims to enhance access to high-quality graduate-level programs and support local economic growth. Tailored for students balancing work and family responsibilities, the Grad Center focuses on providing convenient and diverse program options by partnering with five member institutions to offer graduate programs, including certificate, master's, doctoral, and non-credit options.

To ensure the Grad Center meets its goals effectively, IBHE is enhancing accountability measures and requiring improved performance outcomes.

For more information, visit gradcenter.org.

Behavioral Health Workforce Education Center

Fiscal Year 2026 Funding: \$4.5 million from DHS

Fiscal Year 2027 Recommended Funding: \$4.5 million from DHS

The BHWC is a joint initiative of the Illinois Department of Human Services and the Illinois Board of Higher Education. As established in the Healthcare and Human Services Reform Act of Illinois, the Center is designed to address the workforce shortage in the behavioral health system of care. Using a hub-and-spoke model comprised of academic institutions that serve rural and underserved areas of the state, the Center will increase access to effective services through coordinated and innovative initiatives to recruit, educate and retain professionals in behavioral health. The two hub institutions for the Center are the Southern Illinois University School of Medicine and the University of Illinois Chicago.



In Fiscal Year 2026, the Center implemented its inaugural Strategic Plan, statewide data mapping and analysis of the behavioral health workforce, developed partnerships with high schools, community colleges and universities to promote behavioral health careers and pathways, collaborated with academic partners to develop curriculum content for graduates entering direct practice roles, and added a retention toolkit to its website. The DHS Division of Mental Health awarded **\$4,436,653** to fund these efforts in Fiscal Year 2026.

In Fiscal Year 2027, BHWC will build on these accomplishments by expanding training and education initiatives and refining workforce strategies based on data analysis. Planned activities include scaling career awareness programs, enhancing access and affordability measures, and advancing policy recommendations to address gaps in behavioral health services. These initiatives align with Illinois' higher education strategic plan, "A Thriving Illinois," supporting workforce growth and equity goals to meet the state's behavioral health needs. **The IBHE recommends DHS continue to provide approximately \$4.5 million in Fiscal Year 2027, the same level as Fiscal Year 2026, and that the overall appropriation remain at \$10 million.**

Supporting Universities and Colleges in Creating Equitable Student Success (SUCCESS)

Formerly Homelessness Grants and Services Fiscal Year 2026 Appropriation \$2,000,000

Fiscal Year 2027 Recommendation: \$3,000,000

IBHE recommends increasing program funding by \$1,000,000 to \$3,000,000 from the Fiscal Year 2026 level.

In Fiscal Year 2026, IBHE received \$2,000,000 to provide grants to public and private universities to identify and address the underlying causes of homelessness among students and student basic needs. Institutions have 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. Funding also supports activities relating to the implementation of the [Higher Education Housing and Opportunities Act](#) (110 ILCS 131), such as co-hosing an annual state-wide HOUSE Liaison Summit with ICCB, providing annual HOUSE Liaison training, and the annual [HOUSE Liaison report](#).

In Fiscal Year 2027, IBHE is requesting additional funding to evolve the program. To advance the "Supporting Universities and Colleges in Creating Equitable Student Success (SUCCESS)" initiative, IBHE, in partnership with ICCB, would establish a competitive grant program designed to accelerate campus-level equity plan implementation, expanding on the current grants to help students meet their basic needs, such as housing, food, transportation, child care.

Mental Health Early Action on Campus

Fiscal Year 2026 Appropriation: \$7,000,000

Fiscal Year 2027 Recommendation: \$7,000,000

The Board recommends maintaining funding for the Mental Health Early Action on Campus programs at the same level as Fiscal Year 2026.

In Fiscal Year 2026, \$7.0 million was appropriated to support the initiatives of [Mental Health Early Action on Campus](#). Allocations were provided as grants to each of the public universities and for the Illinois Cares Technical Assistance Center led by the Southern Illinois University School of Medicine on behalf of IBHE.

Institutions are using their MHEAC funding to increase awareness of related resources/events on their campus/community, online screening tools, mental health training for staff/faculty/student leaders, peer support programs, strategic partnerships, and meeting their institution's clinical ratio benchmark.

The ICC TAC is responsible for working with public higher education institutions across the state to offer guidance and assistance to ensure that MHEAC Act deliverables and mandates can be achieved and sustained. To date, the ICC TAC has focused on developing four primary components of Center services, including: member communication, educational programs and services, technical assistance, and research and evaluation. It plays a crucial role in promoting mental health awareness, policy development, and collaboration across college campuses in Illinois.

Statewide Re-enrollment Strategy

Fiscal Year 2026 Appropriation: \$1,000,000

Fiscal Year 2027 Recommendation: \$1,000,000

IBHE recommends maintaining funding for the Statewide Re-enrollment Strategy program at the same level as Fiscal Year 2026.

In Fiscal Year 2026, IBHE received a \$1.0 million appropriation to continue supporting adult learners returning to college through a partnership with ReUp Education Inc.

The goals of the Statewide Re-enrollment Strategy (SRS) grant are to re-engage adult learners with some college but no credential, build a sustainable statewide infrastructure for returning adult learners, drive measurable outcomes for learners and institutions, support economic and talent development in Illinois, foster institutional innovation and impact, and to establish a scalable and replicable model. Four-year institutions participating in ReUp's Illinois Marketplace include Northern Illinois University, Chicago State University, Eastern Illinois University, Northeastern Illinois University, Illinois State University, Western Illinois University, and Southern Illinois University Edwardsville. Since inception of the grant award in January 2025, for the participating 4-year institutions 14,976 students received outreach, 558 students qualified, 261 students expressed interest to transfer, and 122 student re-enrolled.

Data and Accountability Dashboard

Fiscal Year 2026 Appropriation: \$450,000

Fiscal Year 2027 Recommendation: \$450,000

IBHE recommends maintaining funding at the Fiscal Year 2026 level of \$450,000.

The Illinois Board of Higher Education (IBHE), the Illinois Community College Board (ICCB), and the Illinois Student Assistance Commission collect and manage vast amounts of data on student outcomes, institutional performance, and equity-focused initiatives. These data play a critical role in shaping higher education policy, evaluating institutional effectiveness, and addressing disparities in access and success. However, existing data platforms are not fully optimized for key audiences – including policymakers, media professionals, and community stakeholders – who need clear, accessible, and actionable insights to inform their decisions.

The Statewide Data Dashboard was enacted in statute in 2025 and calls for IBHE, ICCB, and ISAC to work collaboratively to create a public dashboard with institution-specific and statewide data that includes institution mission, institution, faculty, staff, and student characteristics, student success metrics, such as enrollment, retention, and completion, and affordability, among others. The dashboard is to be published each year by March 15, starting in 2027. IBHE, ICCB, and ISAC have launched a partnership with the Siebel Center for Design at the University of Illinois to use human-centered practices to design the dashboard.

This new dashboard will improve data accessibility and usability and empower key stakeholders to make informed, data-driven decisions that shape the future of Illinois higher education.

IBHE OPERATIONS

Fiscal Year 2027 General Funds Recommendation: \$7,091,000

IBHE is recommending a \$572,000 increase to IBHE operational budget to cover salary cost increases and two positions.

STATE UNIVERSITIES RETIREMENT SYSTEM (SURS)

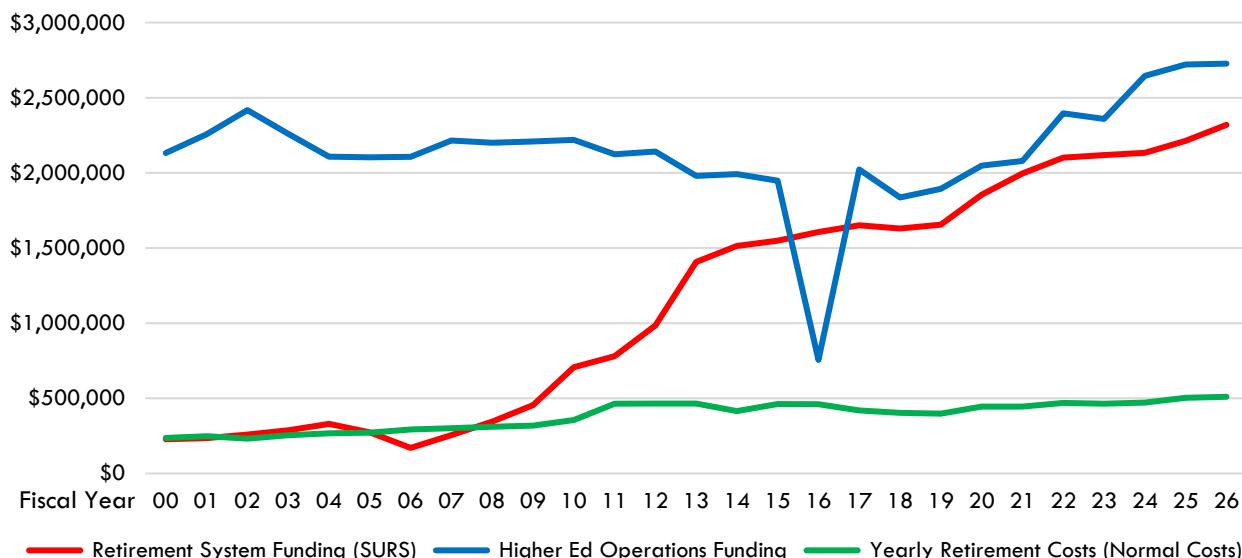
Fiscal Year 2027 Recommended Funding for All Funds: \$2,337,851,648

The Board is recommending Fiscal Year 2027 SURS funding at the full certified level of 2,366,144,000, a \$46,698,000 increase over Fiscal Year 2026, and the Community College Health Insurance fund at \$11,707,648, increasing by \$741,016.

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 \$510.2 million (22 percent) of the certified amount will be used to cover the normal/current cost of employees earning benefits in Fiscal Year 2026. The remaining \$1,809,259 million (78 percent) goes to cover past unfunded liabilities.

*Figure 10. SURS Funding Compared to Higher Education Funding
Fiscal Years 2000-2026 (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 2027 IBHE is recommending this retiree health program be funded at the full SURS certified rate of \$11,707,648.

FISCAL YEAR 2027 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 the **Rebuild Illinois** capital program 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 11. 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, 38 new construction projects with an appropriation value of \$1.5 billion and an additional 128 capital renewal projects at an appropriation value of \$1.3 billion are underway at public universities and the Illinois Math and Science Academy. At the community colleges, 87 projects are underway, at a value of \$681.3 million.

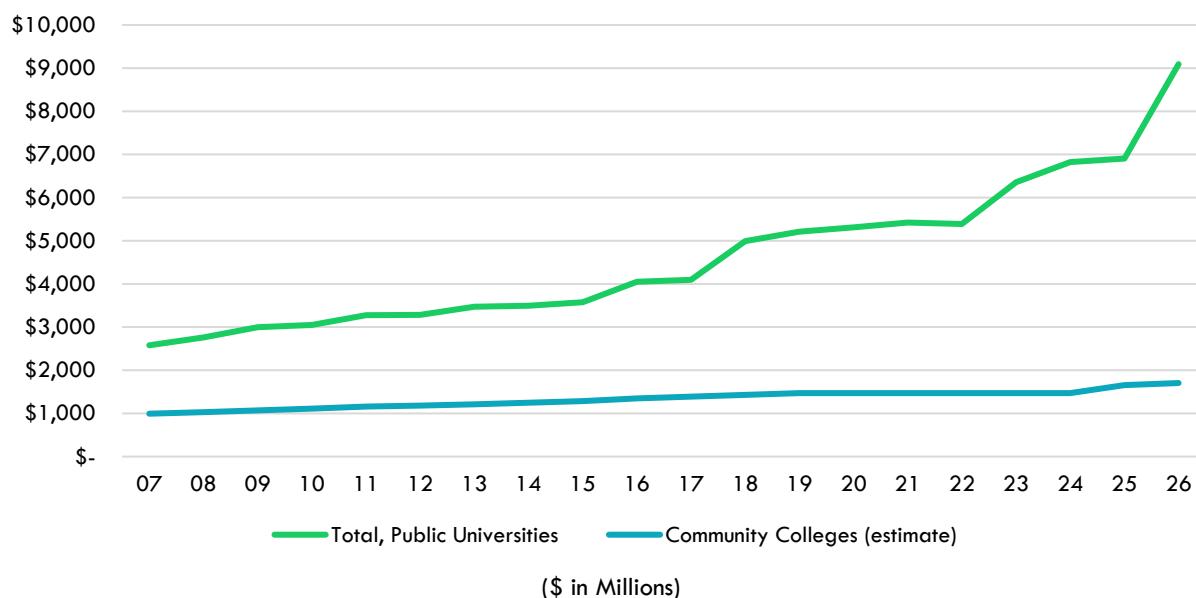
As projects were launched in recent years, construction cost inflation had a significant impact. Projects had to be rescaled to account for higher costs and fit within the appropriated budget or additional university funds had to be dedicated to covering the additional costs. Additional deferred maintenance also put pressure on capital renewal budgets, reducing the planned projects as emergencies and urgent projects took priority. To address these new pressures, the Fiscal Year 2025 budget included \$450 million in capital appropriations for public universities and \$125 million in capital for community colleges.

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 appropriate projects be reappropriated in Fiscal Year 2026, including the additional funding appropriated in Fiscal Year 2025. IBHE is recommending that priority for the new funding of \$575 million be allocated equitably, and to assist institutions that had to downsize projects or use their own funds to cover projects or other capital emergencies and to meet increasing capital renewal needs to address deferred maintenance.

DEFERRED MAINTENANCE

Despite the many projects underway, the backlog of deferred maintenance at public universities and community colleges continues, growing from \$3.6 billion in Fiscal Year 2007 to \$10.8 billion projected for Fiscal Year 2026. 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 \$39.8 billion, approximately \$796 million would need to be invested each year to keep the deferred maintenance total from growing.

Figure 12. Public Higher Education Deferred Maintenance



The significant increase from prior year Deferred Maintenance estimates is due to Illinois State University and Southern Illinois University-Carbondale changing their methodology in how they report to IBHE. Over the next year, IBHE will work with public universities to define a methodology to be used by all universities to ensure consistency in reporting.

CAPITAL INVESTMENT GRANT PROGRAM FOR INDEPENDENT COLLEGES

The *Rebuild Illinois* Capital Program in 2019 included \$400 million for capital grants to independent, not-for-profit institutions of higher education in the state. The program is

administered jointly by the Illinois Board of Higher Education (IBHE) and the Capital Development Board (CDB). In total 45 institutions received grants, and \$167.2 million has been spent to date.

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 224 projects to improve and maintain their campus infrastructure, including 61 for new construction/regular capital at an estimated cost of \$3.9B and 163 for capital renewal projects, at an estimated cost of \$1.1B. For Illinois Math & Science Academy has requested funding for new construction of \$147.0M and capital renewal projects, at an estimated cost of \$9.4M. For Community Colleges, ICCB has recommended funding for 50 total new projects at an estimated \$886 million from state funds (community colleges also provide a local match), and \$130 million for capital renewal.

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.

In Fiscal Year 2026 IBHE began an analysis of capital projects underway, appropriated but not yet released, and new requests. These are summarized below. IBHE is not making recommendations for new capital appropriations in Fiscal Year 2027, although university requests are included in the information below.

STATE UNIVERSITY CAPITAL IMPROVEMENT PROJECTS – FISCAL YEAR 2027

OVERVIEW OF PUBLIC UNIVERSITY CAPITAL PROJECTS

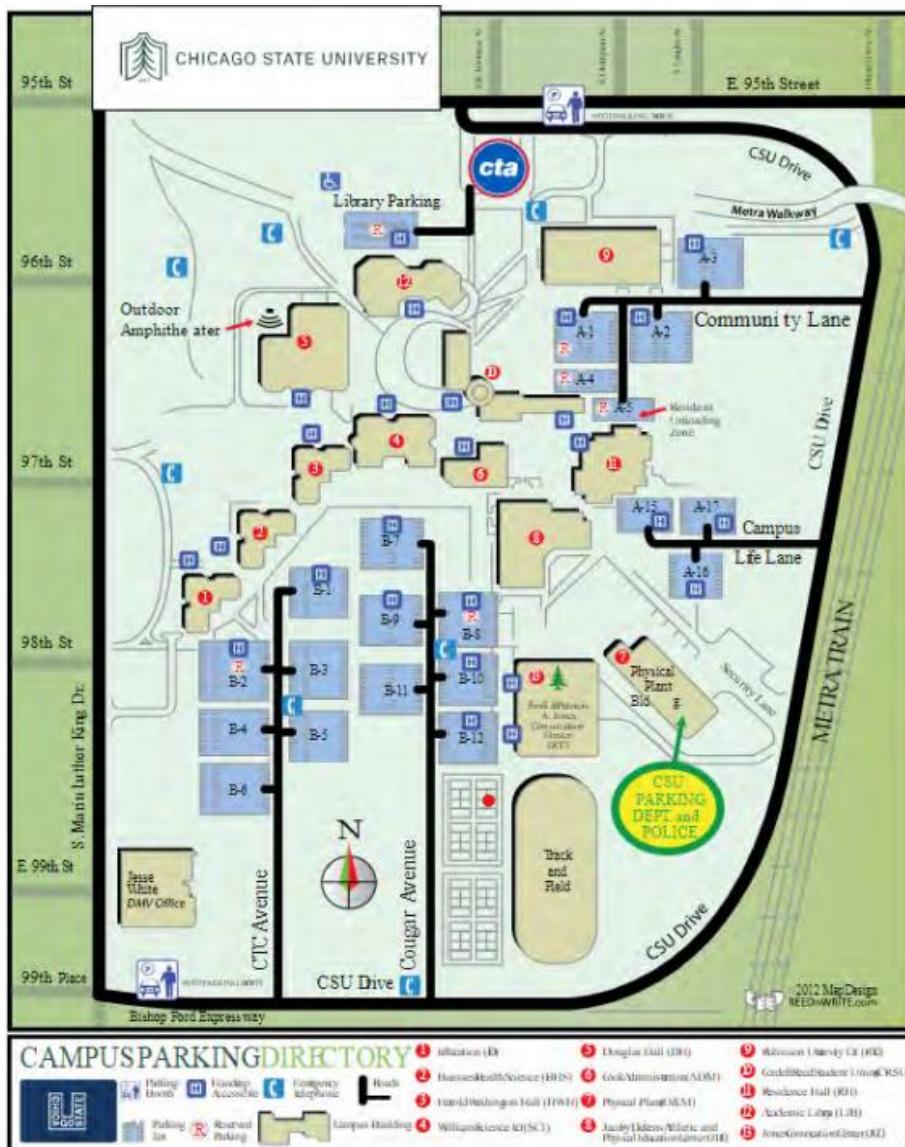
Figure 13. Fiscal Year 2027 Capital Budget Summary

Public University	Regular Capital Projects		Capital Renewal Projects	
	Appropriated	Requested	Appropriated	Requested
CSU	\$32,200,000	\$60,400,000	\$34,700,000	\$53,500,000
EIU	\$117,100,000	\$248,600,000	\$24,700,000	\$59,500,000
GSU	\$5,700,000	\$145,800,000	\$70,317,000	\$15,900,000
ISU	\$165,100,000	\$358,000,000	\$27,950,000	\$27,000,000
IMSA	\$0	\$147,000,000	\$25,200,000	\$9,435,000
NEIU	\$127,900,000	\$333,400,000	\$26,425,000	\$47,400,000
NIU	\$115,400,000	\$643,700,000	\$172,900,000	\$196,000,000
SIU System	\$246,198,000	\$837,000,000	\$101,006,000	\$405,949,000
SIUC	\$85,890,000	\$441,700,000	\$50,800,000	\$96,000,000
SIUE	\$160,308,000	\$264,200,000	\$38,706,000	\$169,986,000
SIU SoM	\$0	\$131,100,000	\$11,500,000	\$139,963,000
U of I System	\$559,900,000	\$721,500,000	\$117,682,000	\$197,292,000
UIC	\$267,000,000	\$352,000,000	\$78,600,000	\$74,200,000
UIS	\$61,900,000	\$85,900,000	\$13,982,000	\$2,592,000
UIUC	\$231,000,000	\$283,600,000	\$25,100,000	\$120,500,000
WIU	\$217,500,000	\$430,500,000	\$69,413,000	\$84,385,000
Total FY27 Capital Request	\$1,586,998,000	\$3,925,900,000	\$670,293,000	\$1,096,361,000

CAPITAL IMPROVEMENT PROJECTS – STATE UNIVERSITY DETAIL, FISCAL YEAR 2027

CHICAGO STATE UNIVERSITY

Chicago State University originally a teachers' college became Chicago State University in 1971 as a fully accredited, public, urban, commuter and residential institution located in a residential community on the South Side of Chicago, Illinois approximately 12 miles from downtown. The University campus is derived of more than 13 buildings on 163 acres. The university has four main colleges and approximately 2,324 students (2023-2024).



Regular Capital – Appropriated

Robinson University Center (RUC) Interior Demolition and Space Reutilization Phase II (\$8.6M)

This project is in pre-construction status. Phase II of this project will complete the interior demolition of damaged buildings components due to aging, major water infiltration, vandalism, and extensive asbestos abatement. The interior demolition will include replacing the HVAC system, interior lighting, electrical upgrade, as well as programming for future buildout.

Renovation of Douglas Hall and Construction of Nursing Simulation Lab and the IIN Center for Solutions (\$23.6M). This project is in construction status. The renovation of Douglas Hall will include the creation of a health professional Nursing Simulation Lab and IIN Center for Solutions of Urban Populations on the second floor. Additional work will include tuckpointing the exterior, renovating

lecture halls and classrooms, upgrading HVAC, electrical, plumbing and abatement of hazardous materials and IT upgrades.

Regular Capital – Requested

Family Housing/Dormitory Expansion (\$43.4M) (P2). The University is requesting funding to upgrade family housing and dorm expansion. Chicago State University dorms were constructed in the 1990's and are not feasible for upgrades to meet the needs of students, potential students, and their families. The inflexible room design of the current building makes renovations/additions prohibitively expensive. This expansion will provide 1,000 dormitory spaces, conducive to learning and living as well as make available to students who are single and to those who have families.

Science Building Laboratory Remodel SE Wing (\$17.0M) (P3). The University is requesting funding to remodel the SE Wing of the Science Building Laboratory. The Williams Science Center was constructed in 1972, and the total square footage is 12,192. The current configuration is not conducive to effective group teaching and learning. There is a need for the restructuring and modernization of twelve existing teaching laboratories and support areas, update the equipment in the laboratories that is obsolete and nonfunctional. The funding will also replace hoods, repair/replacement of the ventilation system incapable of handling the current airflow demands to meet OSHA standards, remove drop-down utilities to lab benches in all labs, replace worn-out pipes, and utilities, replace/reconfigure lab benches and room remodeling to accommodate modern instrumentation and computer/audio-visual aided instruction for the Biology, Chemistry and Physics departments. This remodel provides for various infrastructure upgrades in the Williams Science Center.

Capital Renewal – Appropriated

Locker Room Renovation (\$3.0M) (P9). This project is in construction status. Structural investigation of the locker rooms and updating the locker rooms to comply with current applicable building, mechanical, plumbing, electrical, accessibility and energy codes. Project will include asbestos removal.

Jones Convocation Center Roofing System Replacement (\$4.3M) (P10). This project is in pre-construction status. Complete Removal and Replacement of Jones Convocation Roofing System.

Upgrade Electrical Distribution System-Building H Generator (TBD). This project is in pre-construction status. This project will focus on the replacement of electrical substations, switchgear and wiring, and upgrade/expansion of emergency backup systems, specifically in Building H.

Upgrade Fire Alarm System – 7 Buildings: Phase 2 (\$3.7 M). This project is in pre-construction status. Phase 1 is in close out status. Phase II will assess and prioritize the repairs and system operation and compliance with the upgrading of the fire alarm systems campus wide in four buildings (Education, Douglas, Cook, and Student Union).

Upgrade Utility Tunnel Electrical Systems (\$700 thousand). This project is in pre-construction status.

Elevator Renovation (\$3.2M). This project is in construction status. This project includes renovation of the elevators and the assessment and replacement of elevator components as needed in both

passenger and freight elevators located in nine (9) buildings and for camera and intercom systems in each elevator.

HVAC Repair and Pool Renovation – Jacoby Dickens Center (JDC) (\$19.8M). This project is in construction status. This project will replace the roof, HVAC system, and all systems related to the pool included but not limited to the pool deck, lighting, and dehumidification system, replacement of the support beams and exterior envelope walls of the natatorium and possible water piping replacement in locker rooms.

Capital Renewal – Requested

Campus Wide Roof Repairs (\$17.6M) (P1). Funding for this project is not released. This project will repair/replace the roofs on ten campus buildings based on an inspection completed by the state 2 years ago which uncovered severe to minor roof leaks for ten of the buildings. The Library, Student Union and the Residence Hall need the most attention. Douglas Hall, Science, Harold Washington, BHS, and the Education building need significant repairs to prevent further deterioration, but all the roofs need to be addressed.

Remediation of the Convocation Building, in Addition to Funds Previously Appropriated (\$4.3M) (P2). Funding for this project is not released. The Convocation Building is 143,000 square feet for athletics and special events. A sizeable portion of previously allocated funds for furniture, fixture, and equipment was redirected to remediate building functionality deficiencies, construction omissions, design omissions, code compliance, and inadequate provision of appropriate interior finishes. Portions of the facility, i.e., food concessions are non-compliant with codes regulating their intended use. The university request for additional funds addresses the replacement of previously allocated funds for doors, signage, finishes, furnishings, equipment, and commissioning of the facility. Funds will be used to remediate remaining deficiencies, increase security, perform code compliance remediation work, and complete and equip the facility to adequate functional levels.

Renovation of On-Campus Outdoor Track & Field and Soccer Field (\$2.5M) (P3). Funding for this project has been requested. The renovation of the track and football field will provide the University with a safe facility for NCAA students/athletes, students, intramural activities, and community partners. It would also save the University over \$150,000.00 in facility rental and transportation annually, not to mention the loss of revenue generating events.

Campus-Wide ADA Building Accessibility (\$2.5M) (P4). Funding for this project has been requested. This project will address ADA compliance by upgrading five academic buildings and the Student Union Building.

Jacoby Dickens Center (JDC) Renovation Project (\$5.0M) (P5). Funding for this project has been requested. This renovation project will address outdated MEP (mechanical, electrical, plumbing and engineering) systems, necessary building tuckpointing, and spaces including offices, classroom spaces, and restrooms. This project excludes any pool renovations.

Remodeling of the Breakey Theater and Equipment (\$5.3M) (P6). Funding for this project has been requested. The Breakey Theatre has not had any updates since 1972 and has reached the end of its useful life. Critical renovations needed are floor replacement, stage upgrades, theater seating, and lighting upgrades.

Renovation of Media Teaching Facility for Communication, Media Arts & Theatre (CMAT) (\$6.0M) (P7). The University is requesting funding to complete a redesign of the entire suite of labs, classrooms, and offices of the Media Teaching Facility. The facility has not had any upgrades since it was constructed in the 1970's. The three media teaching labs will be upgraded with 4K equipment and software and will be networked and outfitted with smart teaching stations and projection systems. The facility needs repairs to the electrical system, the HVAC system, the lighting grid, and studio room. The radio, television and multimedia labs are too small for the equipment that is currently in the un-air-conditioned spaces. Airflow, soundproofing, HD video, and audio system networks all need to be redesigned and upgraded to ensure effective training for the students. Douglas Hall 115, Douglas Hall 116, and Douglas Hall 117 will also be outfitted with smart teaching and screening technology.

Mechanical Renovation and Repair Projects (\$5.3M) (P8). Funding for this project has been requested. This project consists of critical mechanical renovation and repair projects addressing (1) Replacement of Chilled Water Lines that are directly buried that serve the Residence Hall and Cordell Reed Student Union Buildings. Leaks have been identified, and high temperature hot water lines have not been replaced since 2016, \$750K. (2) Rebuild/Redesign the cooling towers that serve the chilled water system \$500K. (3) Replacement of 1200 ton absorber with an 1800-ton chiller or the alternative to rebuild the absorber which hasn't run in 8 plus years, \$2M. (4) WSC RTU (Trane Precedent WSC), serving annex, replacement, \$1.3M. (5) Sealing of the penthouse floors, \$750K.

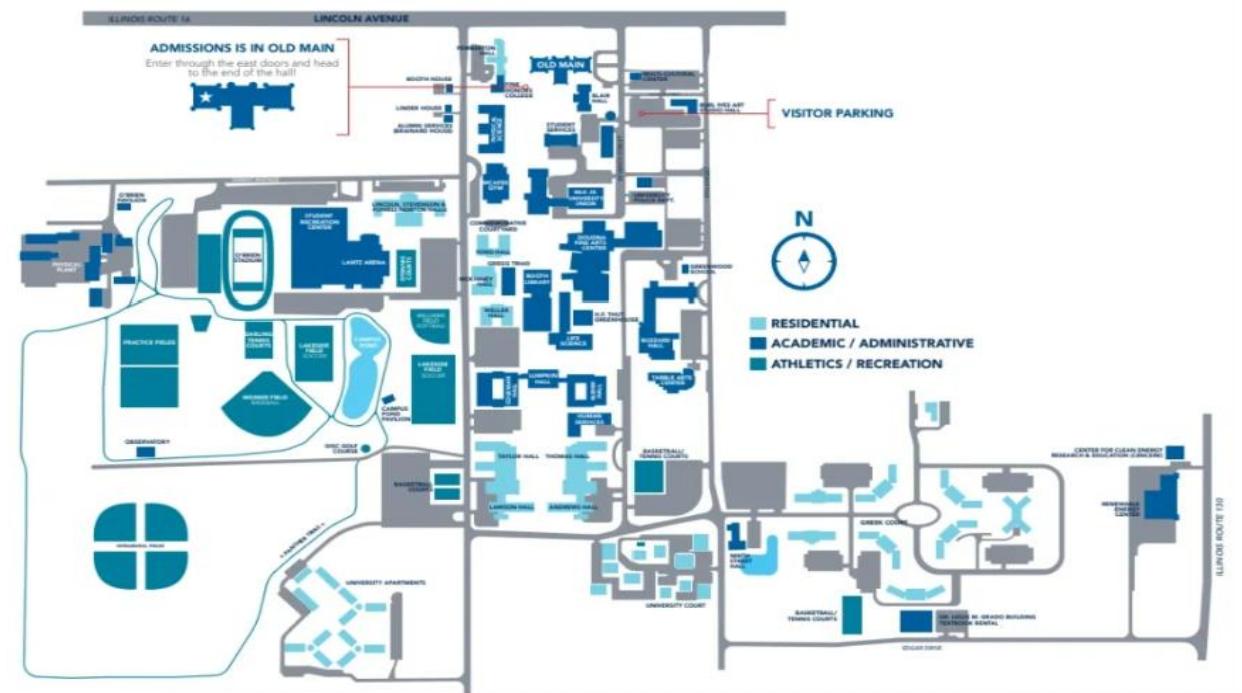
Campus Wide Ceiling Tile Replacement Project (\$5.0M). The University is requesting funding to replace broken, outdated, water damaged ceiling tiles for thirteen buildings.

EASTERN ILLINOIS UNIVERSITY

Eastern Illinois University (EIU) founded in 1895 in Charleston, Illinois is a comprehensive public university in rural Charleston, Illinois known for its student-centered approach, accessible education, and high-quality faculty. It is a fully accredited university whose campus spans 320 acres and includes 88 buildings. EIU offers 51 undergraduate degree programs, 32 graduate degree programs, and 10 post baccalaureate certificate programs through four main colleges. Eastern Illinois University has a total of undergraduate enrollment of over 6,700 students (fall of 2024) and offer 170 student organizations, including Greek life, academic groups, and service organizations.

CAMPUS MAP

This campus map should help you find your way around. If you need additional guidance, chances are you'll run into a friendly face who will be more than happy to help you get where you're going. If you have questions, just ask!



Regular Capital – Appropriated

Construct New Science Building (\$117.1M). This project is in pre-construction status. The new construction Science Building will be approximately 171,000 square feet in size to house the Biological Sciences, Chemistry and Biochemistry departments that will include teaching and research laboratories, general classroom space, greenhouse, and exterior plant biology facilities. This new facility will contain building equipment and systems to provide adequate ventilation, fume control, plumbing, hazardous waste control, lighting, sound control and serve as a centralized location for animal care.

Regular Capital – Requested

Physical Science Building Rehabilitate (\$69.9M) (P1). Funding for this project has been requested to rehabilitate the Physical Science Building. The Physical Science Building was constructed in 1938; two wings and Phipps Lecture Hall were added to the building in 1969. The total gross square footage of this facility is 128,683. In 1969 certain HVAC and electrical upgrades were done to the original building. The recommendations for the Physical Science Building include funding to rehabilitate the facility, including building envelope, roof, mechanical systems, electrical systems, updated classrooms, laboratories, and office spaces. This building is currently home to the departments of Chemistry, Physics, Geology, Geography and Psychology. Eastern Illinois University will continue to study this facility more in-depth and will refine the cost estimates as a part of that process.

Coleman Hall Rehabilitate (\$40.4M) (P2). Funding for this project has been requested to rehabilitate Coleman Hall that was constructed in 1965, added onto in 1967 and received a third small addition in 1991. Coleman Hall is a liberal arts building that contains classrooms and office space. The total gross square footage of this building is 115,538. Asbestos is present throughout the building, including most floors and mechanical systems. The plumbing fixtures counts are too few for the building to meet current code, and most restrooms cannot meet accessibility codes due to building limitations. The recommendations for Coleman Hall would rehabilitate the facilities including window replacement, envelope deficiencies, mechanical systems, electrical systems and provide updated classrooms, restrooms, and office spaces. Eastern Illinois University will study this facility more in-depth and will refine the cost estimates as a part of the process.

Klehm Hall Rehabilitate (\$31.2M) (P3). Funding for this project has been requested to rehabilitate Klehm Hall. Klehm Hall is an Applied Arts Academic building that contains classrooms, laboratories, and office space. Klehm Hall was constructed in 1966 and added onto it in 1968. The total gross square footage of this facility is 86,994. Exterior rehabilitation would include the exterior of the building, including window replacement, roof replacement, parapet repairs, and other building envelope deficiencies. Interior rehabilitation would include mechanical systems, electrical systems, updated classrooms, laboratories, restroom, and office spaces. Asbestos is present throughout the building, including most floors and mechanical systems. The plumbing fixtures counts are too few for the building to current code, and most restrooms cannot meet accessibility codes due to building limitations. Eastern Illinois University will continue to study this facility more in-depth and will refine the cost estimates as a part of that process.

Renovation of Space for Student Service (\$107.1M) (P4). Funding for this project has been requested for the renovation of space for Student Services facilities. With the operation of the Renewable Energy Center and after completion of the campus stream system upgrades currently being planned for, steam production capability will no longer be available from the current steam location. Additionally, the Student Services Buildings on Eastern Illinois University campus are dated and need updates. This will be an opportunity for Eastern Illinois University to reduce campus square footage by demolishing two buildings, one unused and one outdated, and relocate services into existing under-utilized square footage. The project will additionally rehabilitate existing space to meet the needs of departments that provide services to students.

Capital Renewal – Appropriated

Illinois Jobs Now (\$1.6M). This project is in pre-construction status used for specific projects.

Repair Utility Tunnel & Upgrade Boiler (\$23.1M). This project is in pre-construction status. This project upgrades the boiler and controls, including modifying and upgrading Boiler #5, air/fuel delivery and its control systems restoring it to dual-fuel capability. Upgrade associated equipment, including pumps, condensate receiver, valves, chemical feed, brine tank and fuel oil system and their related controls will also be replaced. The roof over the south addition of the steam plant building (3,500 square feet) must be replaced with new roof membrane, as well as supporting gypsum panels located over the equipment. There will be enhancements related to the relocation of the control room/office within the steam plant building to replace pipe insulation, repair and/or replace pipe supports, and address structural damage and egress issues of the tunnels.

Capital Renewal – Requested

Additional Funds for New Science Building Construction (\$2.4M) (P1). The University is requesting additional funding due to cost escalation for this project which is currently in pre-construction status. Eastern Illinois University current greenhouse is in extremely poor condition, but it is a critical part of our biological sciences program.

Additional Funds for Utility Tunnel Repairs (\$4.5M) (P2). The University is requesting additional funding for this project to replace domestic water supply lines and compressed air piping. Many of the domestic water supply lines in the tunnels are galvanized, in poor condition, with band clamps to stop leaks, reduced water flow and poor quality associated with internal corrosion. The compressed air is used for the control of all space temperature regulating systems and critical functions in various labs and preparation areas.

Fire Alarm Upgrades, Old Main/Klehm Hall/Student Services/Buzzard/Coleman (\$8.5M) (P3). Funding for this project has been requested to update the fire alarm detection systems, pull stations and notification devices to improve fire protection notification and increase occupant safety in the Old Main, Klehm Hall, Student Services, Buzzard Hall, and Coleman Hall buildings. The new fire alarm systems will be compatible with the Simplex systems in campus security and will include an Emergency Notification System (ENS) to align with the university 2013 Campus Security Plan as well as conform to the State Fire Marshal code standards and NFPA 101 – Life Safety Code. The Emergency Notification System will provide students and staff notification of emergency actions such as shelter during severe weather or an active shooter on campus.

Roof Replacement, Booth Library/Physical Science/Buzzard/McAfee/Life Science (\$7.7M) (P4). Funding for this project has been requested to address deficiencies on multiple buildings around campus, specifically Booth Library, Physical Science Building, Buzzard Education Building, McAfee Gymnasium, Life Science Annex, Klehm Hall, Facilities Planning and Management North Building, and Lumpkin Hall. All roofs have deteriorated to the point where they frequently see roof leaks that require interim repair efforts. The roofs would receive a complete tear-off and replacement, at which time the insulation will be increased to current energy code.

Rehabilitate Window, McAfee (5.1M) (P5). Funding for this project has been requested to repair/replace the classroom and other windows in McAfee Gym and tuckpoint brick and masonry. The McAfee Gymnasium is a beautiful art deco structure constructed by the WPA in 1937; it is listed on the national register of historic places. The University will work with the Illinois Historic Preservation Agency (IHPA) to ensure that public spaces will not be adversely affected by the project.

Chilled Water System Upgrades (\$11.5M) (P6). Funding for this project has been requested to upgrade the chilled water system that consists of eight centrifugal chillers, six are water-cooled and two are air-cooled. The chillers are connected in a decentralized loop, and supply comfort and process cooling to most major buildings on campus. Five of the water-cooled chillers are near twenty-five plus years in age and are fully depreciated, less energy efficient than new, and a liability to the reliable operation of the chilled water system. This project would replace chillers and cooling towers, pumps, and repair cooling tower support steel which is deteriorating due to corrosion and causing a safety issue.

Rehabilitation Building Envelope, Booth Library (\$9.3M) (P7). Funding for this project has been requested to rehabilitate the building envelope of the Booth Library. The Booth Library was constructed in 1950; it is eligible for the national register of historic places. This project will repair/replace the windows, masonry, and entry doors. The University will work with the Illinois Historic Preservation Agency (IHPA) to ensure that public spaces will not be adversely affected by the project.

Upgrade Electrical Building Distribution (\$8.2M) (P8). Funding for this project has been requested to upgrade the existing electrical distribution systems in Coleman and Klehm that are original to the buildings. Both have substations and distribution systems which are more than 40 years of age and obsolete with no readily available replacement parts. This is especially an issue for the integral 5kV incoming switches for the unit substations (USS). Equipment was manufactured by Federal Pacific Electric (FPE) which ceased operations over 20 years ago. Apart from some later additions, all distribution and branch panels and feeders are 40-50+ years of age and have surpassed normal life expectancies. Old Main has similar issues with the distribution and branch panels which exceed 50 years in age and are also manufactured by FPE. None of the three buildings have adequate branch and distribution panel capacity to support new program needs. Motor controls are of similar age to power distribution. Power distribution circuit capacity for replacement of aging mechanical systems is needed. Klehm is the only building of the three which has a generator and transfer switch for life safety system power such as exit signs, egress lighting and fire alarm system but is not large enough for any other use (19kW/24kVA). The single phase 120/240V generator is well beyond normal life expectancy (Onan – estimated 40-50 years old) and serviceability is questionable. Old Main and Coleman lack Emergency Power System (EPS) to support central Life Safety systems.

Utility Transformer (\$2.3M) (P9). Funding for this project has been requested for a utility transformer as the current one is powered by one utility transformer owned and operated by the campus. This project would add a redundant transformer and regulation station next to the current transformer in the event of failure of the current transformer. The transformer steps voltage down from Ameren's 69KV distribution voltage to 12.5 KV for campus distribution. The lead time on a new transformer is estimated to be around three years. The University back up plan relies on renting strategically placed generators from a distribution center at a rough cost of \$50,000 per week. These generators would consume 10,000 gallons of diesel fuel per day. The total cost to run these generators for three years could be around \$50 million at \$3.90 per gallon of diesel.

GOVERNORS STATE UNIVERSITY

Governors State University is an urban public university in University Park, Illinois, founded in 1969. Governors State University is primarily a commuter campus located in Chicago south suburbs with a campus size of 750 acres. GSU has four colleges and has grown to become the only regional, public, comprehensive university in Chicago's south suburban area, serving approximately 4,400 students (fall of 2025) in 85 different bachelor's, master's, doctoral, and certificate programs.

THE MASTER PLAN

The Facilities Master Plan illustrates the preferred direction for facilities growth and upgrades throughout the campus. It identifies the intent of building organization, spatial organization, vehicular circulation and parking, pedestrian circulation, landscaping, and infrastructure needs as the facilities are developed.

Social Justice Institute
Student Housing
New Center for Instruction & Innovation
New CPA Lobby
Athletic Field Complex
New Fieldhouse / Indoor Soccer Facility
Potential FDC Expansion
New Student Success Center
New Library & Learning Commons
New Academic Extension
New Center for Health Equity
New Access Drive



Regular Capital – Appropriated

Academic Building E Extension (\$5.7M) (P1). Funding for this project has not been released. This project will incorporate and develop further the Spagnolo Enterprises, LTD Mechanical Systems Evaluation report for the Art Studio areas, the renovation of Sherman Hall, and additional space to build to accommodate new programs and teaching spaces.

Regular Capital – Requested

Library & Learning Commons (\$43.5M) (P2). Funding for this project has been requested. The Library & Learning Commons is a blend of a modern 21st century library and an academic support center. These academic hub renovations would include the University Library, Academic Resource Center, Disability Services, Undergraduate Advising Center, TRiO Support Services, and the Writing Center. The current University Library is a 50,000 square foot portion of the second floor of the University's main building. The library is open to a classroom complex on the third floor and noise generated by students filters down to the library, producing an environment not conducive to collaboration, study, or research. Future renovations to the existing space cannot increase the library's capacity nor facilitate a universal design therefore Governors State University is requesting a free-standing building of approximately 70,000 square feet located on campus.

Center for Instruction & Innovation (\$33.5M) (P3). Funding for this project has been requested. The University is requesting capital investment of \$30 million for a new Center for Instruction and Innovation building on the university campus. This center will address the lack of classroom spaces, facilitate active learning environments, forum lectures, breakout spaces, open collaboration areas and provide fully equipped, state-of-the-art instructional space including technology equipped multimedia classrooms. The university is incorporating space in the present facility for student-centered activities whereas the new Center for Instruction & Innovation will provide a dedicated Student Union freeing usable space in other buildings.

Student Success Center (\$36.2M) (P4). Funding for this project has been requested for a Student Service Center. Presently Academic and Social Support Student Services and Life spaces are currently located throughout the campus. This facility will be a consolidated Student Success Center providing a comprehensive one-stop-shop for instructional and academic support services on campus to navigate available academic resources and support services.

Center for Health Equity (Health Science Building) (\$29.5M) (P5). The University is requesting funding of \$29 million to support the university capacity to conduct instructional, clinical, and collaborative activities centrally to address the physical, mental, and social health of communities in the Southland. As a substantial contributor to the health and human services workforce in the region, they seek to provide state-of-the-art models of care and practice and instill the values of equity and inclusivity. This innovative interdisciplinary space will unite multiple disciplines under one roof, including: Occupational Therapy; Physical Therapy; Speech-Language Pathology; Social Work; Psychology and Counseling; Nursing; and Health Administration and Health Informatics. It will present new opportunities for teaching and practicing, and for engaging the community in health and wellness promoting activities. The University envisions approximately 45,800 square feet providing laboratories, meeting rooms, offices, and clinical spaces.

Building C Addition for Student Security & Safety (\$3.1M) (P6). The University is requesting \$43 million to construct an addition to the wing of Building C for the safety and security needs that have increased substantially since Governor State University became a 24/7 campus with student housing in FY15. Governor State University currently utilizes small internal spaces like utility and storage closets for holding areas, fingerprinting, and interviews. This space would allow for the use of these internal spaces as their intended purpose without going through public areas of the main building and Human Resources waiting area.

Capital Renewal – Appropriated

Building E (Sherman Hall & Art Studio) Renovation (\$5.5M) (P1). Funding for this project has not been released. This project will incorporate and develop further the Spagnolo Enterprises, LTD Mechanical Systems Evaluation report for the Art Studio areas, the renovation of Sherman Hall, and additional space to build to accommodate new programs and teaching spaces. Renovations to the "E" Wing shall provide for HVAC upgrades, replace air handling units, exhaust fans and chine hoods along with piping, ductwork, and electrical modifications.

Renovation/Replacement Library: Library Area (\$6.4M) (P2). Funding for this project has not been released. The University is requesting funding of \$6.4 million as the University Library area requires repairs for both safety and space utilization concerns including reinforcement of public accessible counters, shelving, and media storage. Additionally, to remain a Library of the future, with universal design and accessibility by everyone, innovative technologies need to be implemented.

Renovation/Replacement Library: Student Space (\$7.6M) (P3). Funding for this project has not been released. The Student Space within the University Library requires modifications to allow for the current trends of student group study, research, and group participation to create break-out rooms and the student's ability to use such spaces in a controlled environment when the library is closed to allow students to have more flexibility to complete their work. There is a need to develop a connecting public corridor through the current library student space such that the entire second floor is connected.

Vehicular/Pedestrian Circulation Renovations: North/West Campus (\$8.5M) (P4). Funding for this project has not been released. The University is requesting \$8.5 million to renovate the walkways as Governor State University has notably added to the volume of pedestrian traffic on its campus and to the variety of the entries and exits that those pedestrians seek. The walkways which circulate through the campus and provide the primary means of access to the building for students, faculty and staff need significant repairs; new walkways are needed to accommodate the circulation patterns of resident students and visitors between buildings; and the provision of lighting along these paths (both the renovated and the newly constructed) is a high-priority safety concern. The present vehicular circulation for people with disabilities and K-12 school buses to the Center of Performing Arts creates difficulties that can be addressed by developing an alternate way to reduce vehicular/pedestrian conflicts.

Vehicular/Pedestrian Circulation Renovations: South/East Campus (\$4.4M) (P5). Funding for this project has not been released. The Eastern Entrance Roadway was originally planned to circumvent the parking lots with a small service road used between the parking lots and campus buildings. This was not completed; thus, a large volume of traffic uses this small service road, which has awkward turns and a high volume of pedestrian vehicle conflicts, which have caused numerous accidents. This project would help to resolve these issues and make Governor State University campus more easily navigated and increase the safety of all those using it – pedestrians and drivers alike.

Illinois Jobs Now (\$265 thousand). Funding for this project has not been released.

HVAC Replace & Upgrade (\$29.1M). This project is in construction status. HVAC problems frequently close numerous classrooms. In January 2018, HVAC problems closed the Family Development Center, forcing the university to send babies, toddlers, and preschoolers home. Several university boilers, HVAC equipment, and RTU (Roof Top Units) have ongoing issues because of poor design, improper ductwork, air distribution, and the age of the equipment. Governor State University buildings are connected into one large facility where an urgent situation in one place affects many other areas. Renovation, replacements, and upgrades are needed to bring the facility up to current code. This project will replace several boilers, HVAC equipment, and RTU (Roof-top Units).

HVAC Replace & Upgrade (\$3.9M). This project is in construction status. This project is paid for with Emergency Funding from CDB.

Campus Roadway & Sidewalk Improvements (\$17 thousand). This project is in construction status.

Replace Piping System & Renovate Washrooms (\$3.8M). This project is in construction status with Emergency funding from CDB. The project will replace corroded domestic water pipes, sewer and storm drains in A-E buildings, as well as remodel/upgrade washrooms.

Renovate Facility for Supply Chain Innovation Center & Business Incubator (\$935 thousand)

This project is in pre-construction status. This project will correct the water infiltration related to the roof, gutters, downspouts, the exterior and foundation of the building, repairing interior damage, installation of a security system, parking lot upgrades, including lighting. It will also replace the HVAC system, sump pump and water heater and electrical upgrades to support upgraded technology.

Capital Renewal – Requested

Vehicular/Pedestrian Circulation Renovations: South/East Campus (\$4.5M) (P5). Funding for this project has been requested. The Eastern Entrance Roadway was originally planned to circumvent the parking lots with a small service road used between the parking lots and campus buildings. This was not completed; thus, a large volume of traffic uses this small service road, which has awkward turns and a high volume of pedestrian vehicle conflicts, which have caused numerous accidents. This project would help to resolve these issues and make Governor State University campus more easily navigated and increase the safety of all those using it – pedestrians and drivers alike.

Building Envelope (Including Window Systems) Phase I (\$8.2M) (P6). Funding for this project has been requested. This project will repair leaks (water & air) throughout the building, outer doors reparations, single pane windows that have deteriorated beyond repair, building soffits (flashing heights not aligned), masonry tuck pointing, and other areas of exposed concrete surrounding the building.

Building Envelope Phase II (\$3.2M) (P7). Funding for this project has been requested. This project will repair leaks (water & air) throughout the building, outer doors reparations, single pane windows that have deteriorated beyond repair, building soffits (flashing heights not aligned), masonry tuck pointing, and other areas of exposed concrete surrounding the building.

ILLINOIS MATHEMATICS AND SCIENCE ACADEMY

Illinois Mathematics & Science Academy, or IMSA is a three-year residential college preparatory public high school institution located in Aurora, Illinois. IMSA's campus consists of seven residential halls spread across 97 acres. As a teaching and learning laboratory created by the State of Illinois, IMSA enrolls academically talented Illinois students (grades 10-12) in its advanced residential academic program with approximately 650 students enrolled.



Regular Capital – Requested

Residence Hall Replacement (\$147.0M) (P1). Funding for this project has been requested. The Illinois Mathematics & Science Academy is requesting funding to replace the current residential buildings which were constructed in the late 1980's and early 1990's. The building has sagging walls/ceiling, leaking roofs and outdated condensing units that run on R22 refrigerant. The new residential facilities will accommodate eight hundred beds.

Capital Renewal – Appropriated

Correct Water Infiltration – Academic Building (\$6.3M). This project is in construction status. The project entails assessing and correcting water infiltration leaks occurring in the Academic Building, replacing approximately 220,000 square feet of the roofing system, upgrading the mechanical systems and associated ductwork, replacing or resealing windows, exterior repairs, tuckpointing and architectural improvements.

Replace Heating and Cooling Systems (\$3.9M). This project is in construction status. This project includes prioritization of rooftop unit replacements, piping insulation, temperature control systems, air/water testing, and balancing a backup power system for critical functions and abatement of hazardous materials. Included in the scope of this project are the assessment, recommendation and design of the heating, ventilation, air conditioning (HVAC) system deficiencies, and air distribution throughout the campus.

Residence Hall Remodeling (\$15.0M) (P1). Funding for this project has not been released for the renovation of residence halls, including bathrooms, and other capital improvements, including the cost of planning, supplies, equipment, materials, services and all other expenses required.

Capital Renewal – Requested

Fire System Upgrades (\$2.7M) (P1). IMSA is requesting funding to update the current fire protection system and monitoring equipment to 100% building coverage. The school's current fire protection system covers 71% of the building, leaving 95,000 square feet unprotected. This project would also update the annunciation system to meet current fire safety codes.

Facility External Door Replacement (\$735 thousand) (P2). IMSA is requesting funding to replace the original forty (40) year old exterior doors in the Education Building. The estimated cost for each energy efficient door is \$20,000. The project consists of 36 (double and quad) doors and frames that will reduce heating/cooling costs and help with safety and security for the building.

Infrastructure Upgrade (\$6.0M) (P3). The school is requesting funding to update roadways, storm sewers, contract walking paths, and parking lots throughout IMSA property.

ILLINOIS STATE UNIVERSITY

Illinois State University (ISU) founded in 1857 is Illinois' oldest public urban university that also operates additional facilities in twin cities, Bloomington and Springfield, IL. The campus size is 1,180 acres, offering 78 undergraduate programs, 83 graduate programs and has 2 laboratory schools. It is a top ranked public university located in the town of Normal, Illinois. Founded as a teachers' college, the University now offers a range of programs at the bachelor, master and doctoral levels through seven colleges.



- 1 Adeladie Street Field B3
- 2 Administration Building #1 A6
- 3 Allen Theatre F6
- 4 Alumni Center C7
- 5 Bond Hall C6
- 6 Bowling and Billiards Center C8
- 7 Braden Auditorium C6
- 8 Brooks Hall C5
- 9 Capen Auditorium D6
- 10 Cardinal Court B5
- 11 Centennial Hall Building B5
- 12 CECU Arena C2
- 13 Centennial East F7
- 14 Centennial West F8
- 15 Center for Civic Engagement E10
- 16 Center for Mathematics, Science, and Technology D3
- 17 Center for the Performing Arts E7
- 18 Center for Visual Arts F5
- 19 Chiller Plant C2, F2, and F9
- 20 Classroom Building #1 B4
- 21 Classroom Building #2 C5
- 22 College Plaza Upper E10
- 23 Cook Hall D6
- 24 DeGarmo Hall D5
- 25 Drey Rock Field B4
- 26 Edwards Hall D6
- 27 Ewing Cultural Center F18
- 28 Fine Arts Center C1
- 29 Fairchild Hall D4
- 30 Fell Hall E5
- 31 Field of Science D7
- 32 Gregory Street Fields A1
- 33 Hancock Stadium C4
- 34 Haynie Hall C5
- 35 Haynie Hall C2
- 36 Heating Plant D5
- 37 Hewett Hall D10
- 38 Homecoming Museum C1
- 39 Fairchild Hall D4
- 40 Heron Field House C3
- 41 Hoover Hall F6
- 42 Hudson Building B5
- 43 In Exchange E8
- 44 In Exchange Building B6
- 45 Julian Hall D8
- 46 Kaufman Football Building C4
- 47 Kemp Recital Hall F6
- 48 Ladd Hall C2
- 49 Edwards Hall D6
- 50 Manchester Hall D9
- 51 Marian Krieger Softball Stadium B2
- 52 Metcalf School D4
- 53 Miller Library C7
- 54 Moulton Hall C7
- 55 Multicultural Center C3
- 56 Nelson Smith Building C1
- 57 North University Street Building E4
- 58 Office of Sustainability C8
- 59 Old Union E1
- 60 O'S HealthCare Athletics Training Center B4
- 61 Parking Garage, North University Street B3
- 62 Parking Garage, North University Street C5
- 63 Parking Garage, School Street F8
- 64 Parking Garage, South University Street F4
- 65 Parking Visitor C7 and F4
- 66 Planetarium D8
- 67 Pugh Hall C7
- 68 Rachel Cooper D4
- 69 Redband Adventure Center A1
- 70 Redband Plaza C2
- 71 Redband Plaza Shop in Bone Student Center C7
- 72 Redband Spirit Shop on North Street D8
- 73 Risk Management C7
- 74 Schaeffer Hall C5
- 75 Schroeder Hall D6
- 76 Science Laboratory Building D9
- 77 Shadwick Hall C6
- 78 Stevenson Hall E8
- 79 Stroud Auditorium B7
- 80 Student Activity Building D2
- 81 Student Fitness Center and McCormick Hall E3 E5
- 82 Student Services Building C5
- 83 Turner Hall C3
- 84 University Farm A10
- 85 University Farm F10

- 86 University High School B5
- 87 University High School Tennis Courts B4
- 88 University Residence A3
- 89 Vertical Farm at Illinois State University CB
- 90 Vito J. Rizzo Commons E6
- 91 Vito Center (Globe) B5
- 92 Wisconsin Center D9
- 93 Wisconsin Center Commons E10
- 94 Wotterson Towns E9
- 95 Webbing Golf Club A2
- 96 Welcome Desk, Dr. Larry and Marlene Dietz C7
- 97 Williams Hall C6
- 98 Williams Hall C2
- 99 Williams Hall E7
- 100 Williams Hall E2
- 101 Worniuca Ken School of Art MFA Art Studios F10
- 102 209 North Fahey Avenue Apartment Building D10
- 103 211 North University Street Apartment Building D10
- 104 311 North University Street Building C5
- 105 302 North School Street Apartment Building C9
- 106 308 Kingsley Street Building D2
- 107 311 North University Street A3
- 108 1709 General Electric Road property F10

Regular Capital – Appropriated

Renovate Visual Arts Complex (Wonsook Kim College of Fine Arts Building Project) (\$75.9M)

This project is in pre-construction status to renovate the Visual Arts Complex. This project includes building demolition, construction of new building components, renovation of several existing Kim College of Fine Arts buildings, and considerable infrastructure upgrades. The project involves approximately 60% building addition work and 40% building renovation work detailed as follows: (1) Minor renovations for the Center for the Visual Arts Building, Minor renovations for the Centennial East Building, (3) Demolition of the Centennial West Building above the foundation level, (4) A building addition planned on top of the old Centennial West foundation between the Center for the Centennial East Building and the Center for Visual Arts Building, (5) A building addition for the Center for Visual Arts Building, (6) A building addition for the Center for Performing Arts, (7) Infrastructure upgrades and replacements in the basement of the Centennial West Building.

Milner Library Rehabilitation (\$89.2M) (P2). Funding for this project has not been released to construct additional space to the Milner Library. This project will convert Milner Library into an integrated learning center providing reference areas, work areas, electronic retrieval areas, collaborative work areas, conferencing areas, and faculty and student self service areas. Improvements include enhancements to the building envelope, heating, ventilation, air conditioning, and electrical services and the reconfiguration of all the shelving on each floor to accommodate accessibility.

Regular Capital – Requested

STEM/Science Building & Greenhouse (\$30.0M) (P1). Funding for this project has been requested. The University is requesting funding for the planning and construction of a new four story 43,700 GSF building with a greenhouse and head house at the top of the building. This project is for a new Felmley Science Annex STEM/Science Building to accommodate either nine STEM/Science Classrooms or Research or Teaching Labs. Current space limitations require new construction to provide a home for necessary lectures, lab, research, and collaborative learning spaces for existing and planned growth of Illinois State University STEM programs.

Williams Hall Rehabilitation (\$120.0M) (P3). Funding for this project has been requested for an addition to and renovation of Williams Hall, originally built in 1940 as the University Library. This renovation consists of designing and constructing a major addition to Williams Hall, the former location of the College of Business and the University's library. This project will replace and/or upgrade the building's mechanical, electrical and plumbing systems and the remodeling will correct code deficiencies, remove asbestos, repair the original slate roof, and bring the structure back to its original architectural significance. The interior of the old library building will also be renovated. Williams Hall is planned to be used for university academic science program space comprised of classroom and office spaces. The project will restore the quality and architectural integrity of the original University library building.

Thomas Metcalf School Replacement (\$50.0M) (P4). Funding for this project has been requested to construct a new Illinois State University "laboratory school" for kindergarten through the eighth grade for Thomas Metcalf School. The Thomas Metcalf School building was constructed in 1955. The facility and infrastructure are outdated and aged with mechanical, electrical, plumbing, and fire alarm systems. This new Thomas Metcalf School building would permit consolidation of all programs into a single school building location at a better site location, allow better access to the

building and outdoor space for elementary school-aged children. This new facility will meet 21st century pedagogical requirements and house all necessary instructional classrooms, offices, laboratories, shops, auditoriums, gymnasiums, safe outdoor activity playgrounds, modern equipment, and observation classrooms which are necessary to support the laboratory school.

University High School Replacement (\$80.0M) (P5). Funding for this project has been requested for the design and construction of a new Illinois State University High School. The current High School building was constructed in 1965 and houses the University's "laboratory school" for ninth through twelfth grades. The facility is outdated and aging, and the mechanical, electrical, plumbing, and fire alarm systems need upgrading or replacement. This new facility will meet 21st century pedagogical requirements and house all necessary instructional classrooms, offices, laboratories, shops, auditoriums, gymnasiums, safe outdoor activity spaces, modern equipment, and collaborative classrooms which are necessary to support the laboratory school. This new University High School building would provide a new building and a better site location.

DeGarmo Hall Rehabilitation (\$60.0M) (P6). Funding for this project has been requested for the rehabilitation of DeGarmo Hall. DeGarmo Hall was an architectural award-winning building in 1972, the year it was built. It is the home of the College of Education with five above grade levels and a basement. The "curtain wall" exterior has deteriorated to a point where it is difficult to maintain, and the interior spaces need to be reconfigured to better serve the 21st century program requirements. The current issues are the configurations, infrastructure and building envelope that are either failing or in serious need of replacements and/or upgrades. The major renovations and/or significant remodeling include designing and construction of all floors and spaces, reconfiguring and upgrading interior spaces, replacing and upgrading the Mechanical, Electrical and Plumbing and Data/Telecommunication Network infrastructure, and repairing and/or replacing the entire building envelope.

New Mennonite College of Nursing Building (\$18.0M) (P7). Funding for this project has been requested. This project involves construction of a new facility for the Mennonite College of Nursing (MCN). Mennonite College of Nursing currently occupies 21,567 NASF/47,538 GSF in Edwards Hall and a separate modular Simulation Laboratory Building at the north end of campus at Illinois State University (ISU). ISU is currently building a new expanded Mennonite Simulation Lab Building to meet the immediate facility needs and some of the program enrollment growth plans of the College. The proposed Mennonite College of Nursing has been programmed to accommodate new additional nursing Simulation Space, Skills Lab Space, Health Assessment Space, Graduate Health Assessment Space, Nursing Simulation Space, Debrief Space, Faculty Offices, and Building Support Spaces.

Capital Renewal – Appropriated

Felmley Hall Steam Conversion Phase II (CDB Portion) (\$3.2M). This project is in pre-construction status. This project involves Upgrading the Steam Heating System, and Other Capital Phase II.

Felmley Science Annex HVAC Upgrades (\$14.5M). This project is in pre-construction status. This project will replace major failed building envelope components, ducts and equipment including the AHU's, fume hoods, curtain wall, and air distribution ducts. A comprehensive upgrade is needed to meet current building codes and pedagogical needs and will require a rebalance of the entire building. The comprehensive upgrade and the rebalance of the entire building will be completed with independent commissioning to verify proper operation at the completion of work.

Small Molded Benchtop (SLB) Fume Hood Damper Replacement (\$7.6M). This project is in pre-construction status. This project is needed as Illinois State University has currently exceeded the universities' ability to procure parts to keep the systems operating. The majority of the building fume hoods, damper parts and controls are in failure and are no longer available, or serviceable. Failure of these parts creates an increased shortage of central plant chilled water capacity.

Renovating Stevenson and Turner Halls for Life/Safety, and Other Capital Improvements (\$290 thousand). Funding for this project has not been released. This project is for miscellaneous uncompleted project work renovating Stevenson and Turner Halls for Life/Safety improvements.

Renovation of Capen Auditorium, and Other Capital Improvements (\$200 thousand). Funding for this project has not been released. This project is for miscellaneous uncompleted project work for the renovation of Capen Auditorium.

Renovation of Schroeder Hall and Other Capital Improvements (\$2.1M). Funding for this project has not been released. This project involves the renovation of Schroeder Hall and other capital improvements.

Illinois Jobs Now! (\$60 thousand). Funding for this project has not been released.

Capital Renewal – Requested

Fell Hall Roof & Cornice Replacement (\$5.0M) (P1). Funding for this project has been requested to replace failed roof and cornices.

Cook Hall Infrastructure Replacement/Repairs (\$3.0M) (P2). Funding for this project has been requested to upgrade HVAC, plumbing, building infrastructure and necessary building system health & safety upgrades to meet current code requirements.

Milner Library Elevator Modernization (\$4.0M) (P3). Funding for this project has been requested to upgrade/modernize existing Milner single public elevator, upgrade/modernize existing Milner single service elevator and add a second public elevator in the empty elevator shaft.

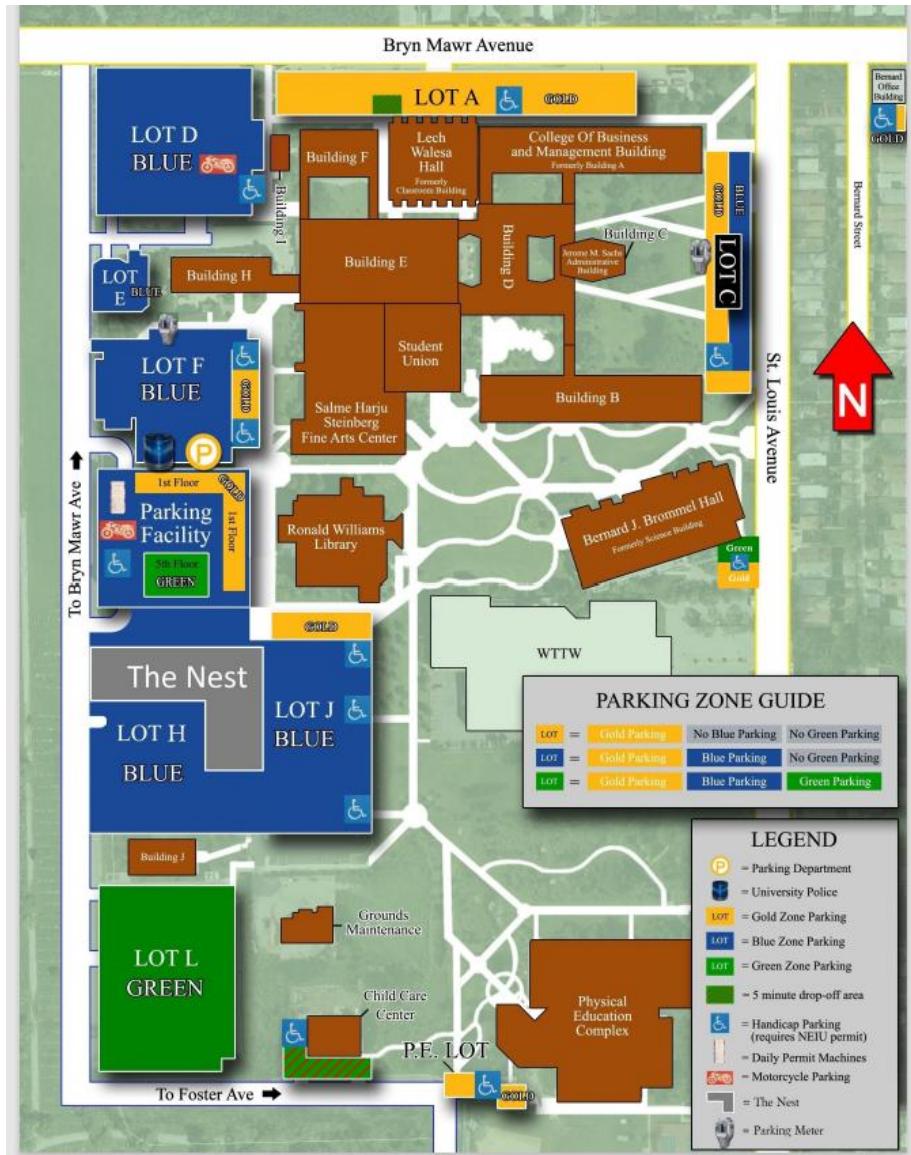
Fire House/604 N Adelaide New Construction (\$5.0M) (P4). Funding for this project has been requested. Demolition of an existing firehouse that has been converted into temporary College of Applied Science (CAST) and Technology Labs and the construction of a new CAST Lab Facility

Old Union Infrastructure Master Plan Implementation (\$10.0M) (P5). Funding for this project has been requested to upgrade Old Union mechanical, plumbing, and electrical including building envelopes, window, and doors. This project is part of the completion of implementation of an independent consultant multi-year master plan for Old Union.

NORTHEASTERN ILLINOIS UNIVERSITY

Northeastern Illinois University (NEIU) was founded in 1867 as the Normal School, Cook County's first teacher training institution. In 1971 the university became Northeastern Illinois University. The main campus is located on 67 acres and 18 buildings in a residential area on the Northwest Side

of Chicago. The University has three additional campuses in the metropolitan area. The university is composed of 7 degree granting colleges offering more than 40 undergraduate degree and certificate programs and more than 50 graduate degree, certificate, licensure and endorsement programs.



Regular Capital – Appropriated

Construct an Education Building (\$125.4M). This project is in construction status. The new Education Building will provide 189,673 square feet for general and specialized classrooms, as well as clinics/laboratories for undergraduate and graduate students, and teachers returning for continuing education to consist of 36,000 square feet for classrooms, 28,183 square feet for laboratories, 51,111 square feet for administrative and office space and 48,735 square feet in general use and support space.

Renovation of the Carruthers Center for Inner City Studies and Remodeling and Expansion of the Performing Arts Building. (\$2.5M). Funding for this project has not been released. This project provides for the renovation of the Carruthers Center and the Parking Facility to create a hub for the Business Growth & Innovation Center. The renovation work at the Parking Facility includes interior demolition and complete renovation of approximately 2,000 square feet of the parking office areas on the first floor. The renovation work in the Carruthers Center includes a complete renovation of the women's restroom and a complete renovation and upgrade of the computer lab on the fifth floor, approximately eight hundred square feet. The renovation at both is not limited to demolition, reconstruction, electrical, HVAC, plumbing, fire protection, technology, security, furniture, fixture and equipment.

Regular Capital – Requested

Education Building, FF&E (\$14.3M) (P1). FF&E is only for new College of Education building. Funding for this project has been requested.

Mixed Use Facility (\$58.5M) (P2). Funding for this project has been requested. This project will involve construction of the Education Building and a future New Science Building, will result in the demolition of two parking lots (H & J) and two buildings (GM & J), displacing the Trades Department and the Grounds Department. This project will house the displaced Trades and Grounds Departments as well as the grounds shed, yard, and provide 950 parking spots to also include parking spots for the Nest Student Residence.

Science Building, Planning (\$12.4M) (P3). Funding for this project has been requested for the programming and conceptual design of a new Science Building. Construction of a new Science Building is necessary to address the continuing growth, success, and pressing needs of the University. This project will permit Northeastern Illinois University to meet current and future needs for teaching laboratories, student and faculty research laboratories, classrooms, meeting and conference facilities, and office space.

Science Building, Construction (\$147.1M) (P4). Funding for this project has been requested. Constructed in 1972, the Science Building at Northeastern Illinois University is a three-story concrete frame, masonry veneer building. The major laboratories and other teaching spaces are in the center of the building, with the offices located around the perimeter. Most of the offices are constructed in a unique double-deck fashion with a group of offices located half a story up and down from the main circulation corridor. All these offices are not and cannot be modified to meet ADA accessibility requirements. The University is planning to construct a new 200,000 gross square feet Science Building that will include general and specialized classrooms, as well as laboratories for undergraduate and graduate students and faculty. The building will be completely wired for new technologies.

Science Building, FF&E (\$27.6M) (P5). Funding for this project has been requested to provide movable equipment, classroom and office furniture, computer laboratory equipment and furniture and general equipment for academic departments and support areas for the Science Building.

Lech Walesa Hall, Remodeling (\$20.2M) (P6). Funding for this project has been requested. This project is a major remodel and upgrade of Lech Walesa Hall. This project will renew existing finishes, modernize HVAC and utility systems, replace fixed equipment, and remodel interior areas in response to programmatic changes in the building

Ronald Williams Library, Renovation (\$53.3M). Funding for this project has been requested. The role of the academic library has evolved dramatically since the opening of the Ronald Williams Library in 1977. This project addresses both necessary upgrades to building systems and finishes, as well as a re-imagination of existing spaces. The current seating is insufficient to serve the current student population. The present seats are primarily at traditional reading tables and study carrels, with minimal lounge, computer, and group study spaces. Currently, only 44 percent of available seats are adjacent to an electrical connection, limiting the functionality of more than half the seating for students, and leading to ad hoc furniture arrangements arising from a quest for electrical outlets.

Capital Renewal – Appropriated

Replace Campus Roofs (\$4.1M). This project is in construction status. This project will replace campus roofs.

Repair/Improvements of Pavements and Parking Structure (\$5.1M). This project is in construction status. This project provides for analysis, recommendations, design and implementation of repairs and improvements of asphalt roads, parking pavements, concrete parking decks, parking structures, concrete sidewalks and concrete entrance plazas.

Upgrade HVAC System – Science Building (\$3.1M). This project is in construction status. This project will upgrade the HVAC system, including all laboratory fume hoods and the motor controls centers (disconnects) in the Science Building and retrofit the ventilating system, including all fume hoods with new equipment and controls. This building, constructed in 1972, utilizes a constant velocity ventilation system with reheat coils. This project will convert the air handling system from a constant supply to a variable volume supply system with reheat and will be tied to the building automation system.

Upgrade HVAC System – LWH (\$2.4M). This project is in construction status. This project will provide a Low Load Home (LWH) HVAC upgrade, units fabricated and on site to reduce the energy consumption needed to heat and cool the building.

Renovate for Business Growth & Innovation Center (\$2.5M). This project is in construction status. This project will renovate the Carruthers Center and the Parking Facility to create a hub for the Business Growth & Innovation Center. The renovation at both locations includes demolition, reconstruction, electrical, HVAC, plumbing, fire protection, technology, security, furniture fixtures and equipment, and other required disciplines to complete the project. The Parking Facility includes interior demolition and complete renovation of approximately 2,000 square feet of the parking office areas.

Remodeling and Expanding Building "C", Building "E", Building "F", and Other Capital Improvements (\$6.9M). Funding for this project has not been released. This project will remodel and expand Buildings "C," Building "E," Building "F", and other capital improvements.

Remodeling in the Science Building to Upgrade Heating, Ventilating Air Conditioning Systems, and Other Capital Improvements (\$2.2M). Funding for this project has not been released for remodeling of the Science Building to upgrade heating, ventilating and air conditioning systems, and other capital improvements.

Replacing Roof and Repairing Walls – Library, and Other Capital Improvements (\$125 thousand). Funding for this project has not been released for replacing the roof and repair walls of the library, and other capital improvements.

Capital Renewal – Requested

Cogeneration (\$3.2M) (P1). Funding for this project has been requested to rebuild the infrastructure needed to preserve the university's cogeneration apparatus on campus spaces to continue modernization, security, and efficiency upgrades campus wide to the equipment from lighting to HVAC to lower the university overall energy

Campus Roof Replacement (\$4.8M) (P2). Funding for this project has been requested. The project provides for campus roof replacements.

ADA Restrooms, Renovation (\$3.9M) (P3). Funding for this project has been requested. The project involves upgrading the existing restroom to meet current American with Disabilities (ADA) standards.

Parking Lot D, Renovation (\$2.0M) (P4). Funding for this project has been requested. The project involves renovating and resurfacing the deteriorated ground surface of parking lot D.

Masonry & Building Envelope, Replacement (\$11.9M) (P5). Funding for this project has been requested. The project involves repairing the masonry and building envelope of multiple buildings on campus to restore the exterior ensuring they are structurally sound and energy efficient.

Building D & E Exterior Window Wall, Replacement (\$4.0M) (P6). Funding for this project has been requested. The project involves replacing approximately 1,800 linear feet of original window wall system in Building D & E.

Five Science Lab, Renovations (\$6.2M) (P7). Funding for this project has been requested. The project involves renovating five science labs to meet current standards and requirements.

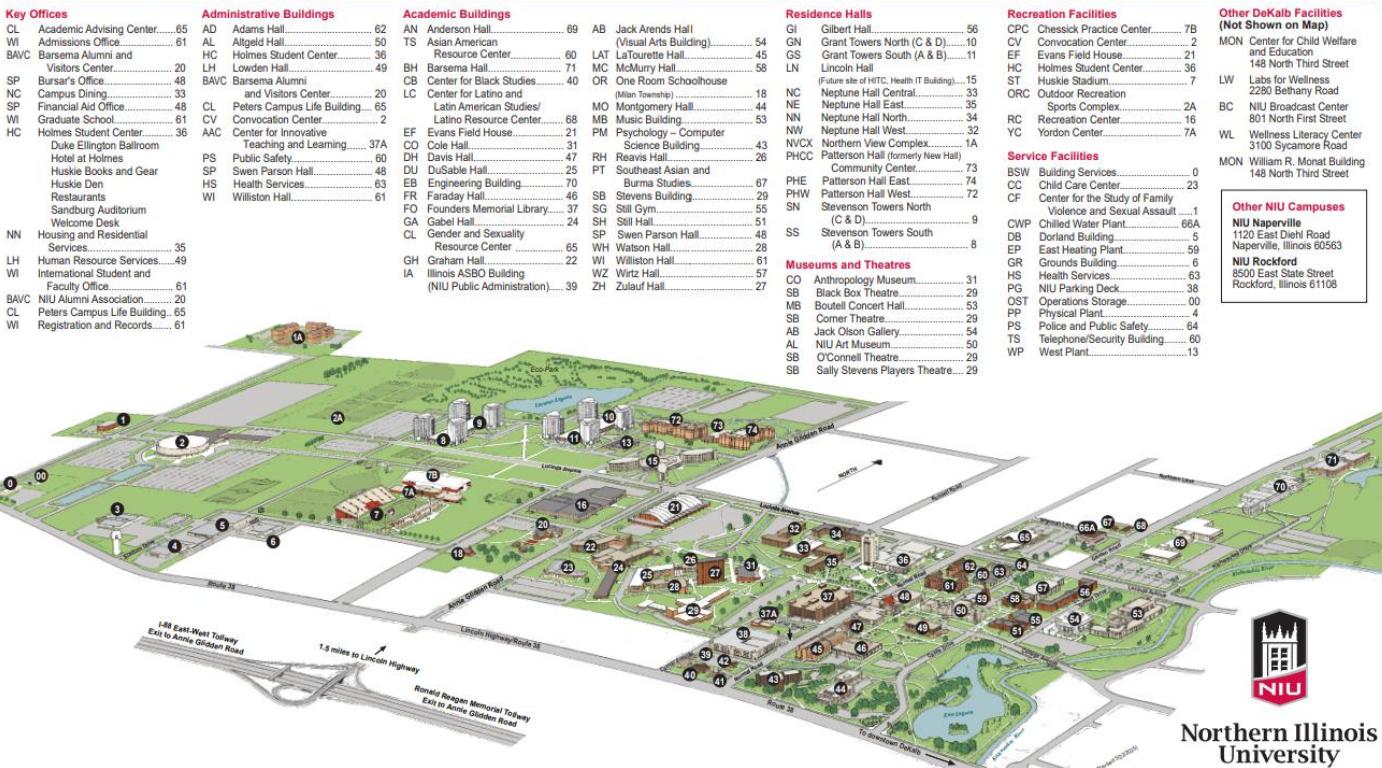
Fume Hoods, Replacements (\$1.4M) (P8). Funding for this project has been requested. The project involves replacing existing fume hoods with new energy-efficient hoods.

Lower-Level Egress and Fire Separation (\$10.0M) (P10). Funding for this project has been requested. The project involves installing new code required egress signs, fire separations at openings to ensure they maintain the barrier's ability to restrict fire and smoke from spreading and add connections to the fire alarm system to ensure the protective devices operate automatically when a fire is detected.

NORTHERN ILLINOIS UNIVERSITY

Northern Illinois University (NIU) was founded in 1895, a public research university in DeKalb, Illinois. The main campus is located on 786 acres and includes 64 major buildings. The university has additional campus sites, the Lorado Taft Field Campus (144 acres), Rockford Campus (01 acres), and the Naperville Campus (11.2 acres). NIU has seven degree-granting colleges serving approximately 16,078 students annually (fall 2025).

Northern Illinois University – DeKalb, Illinois



Regular Capital – Appropriated

Construct Baustert and Bahwell Health Technology Center (\$100.4M). This project is in pre-construction status to construct a new Health Information and Technology Center. The new facility will offer students a unique learning environment. The center will have extensive infrastructure to accommodate a broad range of equipment necessary to develop nationally competitive programs with potential for industry and professional certifications, custom learning labs and single classes. Experience using “cutting edge” technology in a well-planned, well-equipped facility will prepare students to compete and succeed in the technologically complex world of the future. The Baustert and Bahwell Health Technology Center is funded by two authorizations including Higher Education Lump Sum funding and the \$450M Higher Education Deferred Maintenance program.

Northern Illinois Center for Community Sustainability NICCS (\$15.0M). This project is in pre-construction status. This project is an Illinois Innovation Network project at NIU campus to construct a research and instructional building. The scope of work for the project is intended to include three basic components with a desired approximate overall square footage as noted for each component of classrooms, office, conference, and collaboration space to be approximately 22,000 square feet, food systems innovation, water resources management and, environmental change adaptation, currently envisioned to be approximately 6,000 square feet and future tenant research, innovation, and collaboration space in size of 6,000-9,000 square feet. The new facility will be located on a green field site at the far west side of campus adjacent to the Convocation Center on the west side of Presidents Boulevard.

Regular Capital – Requested

Psychology/Computer Science Building Renovation (\$66.1M) (P1). Funding for this project has been requested. Constructed in 1973, this building houses classroom and faculty spaces for the College of Liberal Arts and Sciences. While the spaces generally work for classroom and faculty use, additional improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching paces generally work for classroom and faculty use, additional improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching and inadequate for current teaching methods. This project will be a complete renovation and modernization project.

Davis Hall Renovation (\$58.6M) (P2). Funding for this project has been requested. Davis Hall was constructed in 1942 as the institution's first science building. The original building was constructed with steel and steel reinforced concrete; no major renovations have been completed at Davis Hall over the last 70 years. This will be a complete building renovation and modernization. The facility's mechanical systems are inefficient and antiquated, sections of the roof are failing, and two sides of the building need major repairs to the stonework. The 65,500 gross square feet facility requires comprehensive structural rehabilitation and infrastructure updates.

DuSable Hall Renovation (\$73.0M) (P3). Funding for this project has been requested. Constructed in 1968, this building contains classroom and office space for several humanities departments and is the first facility on campus named for an African American. Improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The building incorporates significant quantities of asbestos containing materials, roofing membranes need replacement and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

Montgomery Hall Renovation (\$81.9M) (P4). Funding for this project has been requested. Constructed in 1967, this building houses classroom and faculty spaces for the College of Liberal Arts and Sciences. While the spaces generally work for classroom and faculty use, additional improvements need to be made to achieve a more optimal learning environment, with a more modern, student-focused, technology-oriented teaching experience. The building incorporates significant quantities of asbestos containing materials, roofing membranes need replacement and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods. This project will be a complete renovation and modernization project.

Gabel and Graham Complex Renovation (\$133.5M) (P5). Funding for this project has been requested. Gabel Hall was constructed in 1958, and Graham Hall was constructed in 1964. The buildings are interconnected, so they share many of the same deficiencies. Housed in these buildings are the Colleges of Education, Health and Human Sciences, and Visual Arts and Performing Arts. Significant classroom and faculty spaces dominate the use. While the spaces generally work for classroom and faculty use, improvements need to be made to achieve a more optimal learning environment with a more modern, student-focused, technology-oriented teaching experience. The roof system is in critical need of replacement which is addressed under a separate capital renewal request. The buildings incorporate large amounts of asbestos containing materials and many of the mechanical and electrical systems are inefficient, antiquated, and inadequate for current teaching methods.

Still Hall and Still Gym Renovation (\$62.9M) (P6). Funding for this project has been requested. The Still Hall and Still Gym buildings were built in 1928 and converted into office and classroom space in 1964 with no major renovations in the buildings over the last 57 years. They currently support the College of Engineering and Engineering Technology. This project will be a complete building renovation and modernization project providing major repairs to the existing masonry structure and tuckpointing that have caused significant concerns for water intrusion and structural deterioration as the exterior walls are deflecting outward and updating the building structures and their mechanical, electrical, and plumbing systems to better meet the needs of modern-day students. As an alternative, an assessment is planned to evaluate the cost effectiveness of demolishing these buildings and building a structure adjacent to the College of Engineering and Engineering Technology.

Reavis & Watson Hall Renovation (\$60.7M) (P7). Funding for this project has been requested. Whole building renovation and modernization investment for 1950's era academic buildings totaling 109 KSF. Refer to Capitol Ramp Narrative explaining the aged systems and critical building needs.

McMurry and Wirtz Hall Renovation (\$58.8M) (P8). Funding for this project has been requested. Wirtz Hall was originally constructed in 1964 and connected to NIU's second oldest building, McMurry Hall, built in 1911. Together these buildings house a substantial portion of the College of Health & Human Sciences. With planning for the new Health Technology Center moving ahead some programs currently located here will be moved to the new facility once completed. No major renovations since original construction, both buildings need building envelope, infrastructure and finishes upgrades to bring in line with modern day campus facilities needs in addition to any space reconfigurations necessary for revised use. This project will be a complete renovation and modernization project.

Williston Hall Renovation (\$45.7M) (P9). Funding for this project has been requested. Williston Hall opened in 1915 and was originally built as a women's dormitory. Converted to administrative office space in 1969, no other major renovations have been made over the last 52 years. Available power is inadequate to meet modern technology demands. Mechanical systems are inefficient and antiquated. Repairs are required to the existing masonry structure to address water intrusion and general deterioration. This project will perform major renovations of Williston Hall to improve space functionality of the building and the overall building structure and systems. This project will be a complete building renovation and modernization.

Northern Illinois Center for Community Sustainability (NICCS) (\$2.5M). Funding for this project has been requested. These are additional funds requested to reimburse \$2.5 donor funding IGA commitment.

Capital Renewal – Appropriated

Campus Boiler Replacements Phase 1 (\$66.9M). This project is in construction status. The boiler modernization investment is funded by four authorizations including capital renewal, university funds, \$450 Higher Education Deferred Maintenance and Higher Education Lump Sum funding. This project begins the long-term process of decentralization across campus to continue progressing towards the sustainability goals of the University. This phase includes expansion of the west heating plant with implementation of new boilers and related equipment to provide a reliable, economical and sustainable central heating facility with future anticipated phases for additional boilers and/or

combined heat and power unit. The project also includes improvements and connections to existing campus infrastructure.

Visual Arts Building Structural Repairs (\$50.5M). This project is in construction status. This project involves structural repairs to the exterior concrete building envelope such as crack, spalling and resulting corroded steel reinforcing repairs; north and south exterior main entrance stair repair or replacements, multiple elevated concrete balcony and perimeter railing repairs and improvements, as well as tuckpointing, caulking replacement of building expansion/control joints and windows and doors.

Swen Parson Hall Roof Failures (\$50.5M). This project is in construction status. This project involves replacement of the Swen Parson Hall's flat roof areas and includes exterior stone and masonry repairs and perimeter façades and roof parapets. The flat roof systems have saturated roof insulation and related degraded stone parapet walls involving stone displacement and falling debris.

Music and Gabel Roof Replacement (\$5.0M). This project is in pre-construction status. This project involves the replacement of the deteriorated remaining sections of the roofs and all associated accessories on the Music Building and Gabel Hall. The work on the Music Building provides for replacing the remaining original roof sections, totaling approximately 40,000 square feet. The work for the Gabel Hall Building includes replacement of the roofing system on the southwest single-story wing of the building, which is approximately 27,000 square feet and includes several skylights. The current roof on this section is a mechanically attached membrane and will be replaced with the appropriate replacement roofing system.

Capital Renewal – Requested

Anderson Hall Building Systems Upgrade (\$11.5M) (P1). Funding for this project has been requested. Anderson Hall was originally constructed in 1964 with a two-pipe heating ventilation system. Since then, modifications were made to add air conditioning; however, these upgrades are inconsistent, inefficient, and in need of significant upgrades to meet the current and future needs of this heavily occupied academic building. The natatorium space was closed in fall of 2024 and future use is unknown therefore is excluded from the scope. In addition to HVAC, the electrical infrastructure of the building needs significant upgrades in order to meet current needs and future. The electrical infrastructure has not had any upgrades since the original construction and has seen severe deterioration over the years. Scope for the project will be to update HVAC and electrical systems in the building as a whole except for the natatorium and associated spaces.

Electrical Infrastructure Upgrades (\$5.0M) (P2). Funding for this project has been requested. This project will replace and upgrade critical electrical improvements for the east portion of the campus including but not limited to Swen Parson Hall, Davis Hall, and the Health Services Building. Portions of the existing electrical infrastructure constructed in the 1940's, have far exceeded life expectancy, and are beyond repair. Failure of the electrical system would create significant impacts for critical campus support services such as the data center located in Swen Parson which serves as the data backbone for the entire campus. Significant failures to the infrastructure supporting this system would expose the campus to significant risk for loss of IT data and emergency communication capability.

Academic Buildings – Interior Upgrades – Phase I DuSable (\$12.0M) (P3). Funding for this project has been requested. DuSable Hall was originally built in 1968 and is one of the most attended buildings on campus due to the number of general education classes held here. The goal is to update teaching and shared spaces to create a more inviting and flexible teaching and collaboration space for an enhanced student learning environment. Additionally, elements of the original building will be upgraded for ADA, fire safety, and general security.

DeKalb Campus – Roof Repairs and Replacements (\$5.0M) (P4). Funding for this project has been requested. This project will make repairs to and/or replace various roofs on campus buildings. The roofs repair and/or replacement will be prioritized based on roof age, condition from recent assessment work, active leaks and infrared scanning reports. Incorporation of roof mounted PV/Solar array will be considered on roofs that have been identified as ideal for this process.

DeKalb Campus - Heating System Piping Conversions – Phase I (\$12.0M) (P5). Funding for this project has been requested. This project will be focused on upgrades to the heating and cooling systems/piping in several academic buildings. The existing 'two-pipe' heating systems in these buildings are largely original with cooling added later. These systems have extremely limited capabilities for adjustment, and incidents of rotted piping causing system failures are becoming increasingly frequent. The project intends to convert the systems to a four-pipe system, replacing the aged and degraded piping and update other system equipment as needed. This will focus on increased sustainability and newer technologies plus provide more energy efficient and reliable heating and cooling systems for buildings which are central to several major academic programs for the University.

DeKalb Campus – Elevator Upgrades (\$5.0M) (P6). Funding for this project has been requested. This project will provide upgrades to various elevators located in campus buildings. The controls, motors and associated equipment for many existing elevators are approaching the end of their useful life, and all are largely original to when the buildings were constructed. These elevator upgrades are necessary to ensure reliable service for students, faculty, and staff in these academic-focused buildings. Freight elevators and buildings with only one elevator are highest priority due to heavy daily use and ADA requirements.

DeKalb Campus – Fire Protection Upgrades – Phase I (\$5.0M) (P7). Funding for this project has been requested. This project will assess, prioritize, and address fire protection improvements to various campus buildings. While fire protection systems are built to code requirements at the time of construction, these systems have become outdated and antiquated with limited feasibility for repair. These systems require complete replacement to ensure continued service and updates to adhere to evolving code requirements.

DeKalb Campus – HVAC and Hood Exhaust Repairs – Phase I (\$5.0M) (P8). Funding for this project has been released. The academic science buildings on campus are home to numerous state-of-the-art laboratories used for both instruction and research. Many of these systems are original to the building and show signs of age and degradation. In some cases, repairs are no longer feasible, and system replacement is required to ensure proper functionality. The components responsible for controlling and balancing the supply of air and exhaust for a laboratory have started to experience age-related failures. These components are repaired and/or replaced as they fail; however, replacement parts are becoming exceedingly difficult to procure. Continued failure of these components without replacement will lead to significant issues with maintaining the required environment within the rooms and potentially create hazardous conditions in and around

the fume hoods. The building HVAC systems are failing to provide adequate humidity control causing building deterioration. This project focuses on addressing mechanical system repairs with particular attention paid to the safe ventilation of the laboratory spaces in various buildings on campus with priority on Faraday Hall and LaTourette Hall.

DeKalb Campus – Surplus Property Demolitions and Campus Outdoor Space Improvements (\$4.0M) (P9). Funding for this project has been requested. This project will dispose of structures no longer in use by the university and have no meaningful future use without significant repair investment. The elimination of the buildings will have no impact on university operations. Reducing the university's maintenance and deferred maintenance liability with a smaller building footprint is a strategic financial imperative. Demolition will allow newly created open spaces to be used to enhance the campus outdoor space and support initiatives focused on environmental sustainability.

Campus Wide Boiler Decentralization – Assessment & Phase I (\$9.0M) (P10). Funding for this project has been requested. The West Heating Plant Boiler Replacement Project that is currently underway will allow for a more stable and reliable heating plant by reducing reliance on aging boiler systems. In conjunction with this improvement, the University is also initiating steps to begin a long-term process to decentralize the campus heating system which will involve installing a boiler system in each building. Decentralization will significantly improve operational efficiency, reduce environmental impact, and decrease long-term operating costs. The West Heating Plant will continue to operate the West Heating Plant to satisfy campus steam demand as buildings are transitioned. This project is intended to first further assess overall strategy and begin with decentralization of buildings on east campus which would include the Visual Arts Building, Music Building, Wirtz Hall, McMurry Hall, Still Gym, and Still Hall buildings.

DeKalb Campus – Building Envelope Improvements (\$5.0M) (P11). Funding for this project has been requested. This project will provide building envelope upgrades on several buildings originally constructed in the 1960's with priority to Gabel and Graham and Lowden Hall's. This project will increase energy efficiency, improve the indoor environment, and address both water and air infiltration issues. This project will include replacement of exterior doors, windows, curtain walls, masonry repairs, cleaning and tuckpointing, flashing repairs and other work as deemed necessary.

DeKalb Campus – Building Access Control Upgrades (\$2.0M) (P12). Funding for this project has been requested. This project will provide access control (card reader technology) to exterior doors on various buildings across campus to improve building security and after-hours access monitoring. Northern Illinois University has started adding this technology gradually across campus as funding has allowed, therefore this project will allow for the goal of all campus buildings to have at least one card reader entrance.

DeKalb Campus – ADA Assessment and Repairs - Phase I (\$5.5M) (P13). Funding for this project has been requested. This project will assess, prioritize, and address accessibility deficiencies and enhancements across campus. Most campus buildings were built prior to the 1990 Americans with Disabilities Act (ADA). In 1994, a campus accessibility study was completed which highlighted deficiencies that existed at that time and guided the University's physical accessibility improvements over the past few decades. While the University has addressed many accessibility concerns through focused efforts or indirectly with some building renovations, ADA code requirements have continued to evolve and opportunities for further enhancements remain to support both students and employees.

DeKalb Campus – Water Main Replacements (\$6.0M) (P14). Funds for this project have been requested. The campus has experienced several water main breaks each year in sections of the water main, many date back to the 1940's/50's. The University campus domestic water distribution system consists of looped piping networks interconnected with the City of DeKalb water distribution system at numerous locations. Due to a growing number of water main breaks in sections across campus, an assessment of the distribution system was conducted in 2022 to develop the master plan to systematically replace all the water mains. The analysis considered breakage history, pipe material, and age of pipe to establish the priority list for replacement. This project will focus on water mains that have been identified as high priority and in need of urgent replacement.

Campus Electrical Infrastructure Upgrades – Phase II (\$7.0M) (P15). Funding for this project has been requested. The existing electrical infrastructure on main campus was constructed in the 1960s and components of the system are beyond life expectancy and not repairable. Improvements have systematically been addressed over the past years, but a final phase is required to address the remaining 50-year-old transformers, switch gears, substations, and distribution cables. Major failures of these components may render portions of the campus without power for extended periods of time and pose significant risk to personnel near this antiquated equipment. Numerous power failures have occurred over the recent past and are demonstrating the increasing deteriorated condition of the system.

Campus Wide Boiler Decentralization – Phase II (\$25.0M) (P16). Funding for this project has been requested. This project is a continuation of the Campus Wide Boiler Decentralization Phase I project requested. This project will proceed with the long-term process of decentralization across campus to continue progressing towards the sustainability goals of the University.

DeKalb Campus – Heating System Piping Conversions – Phase II (\$8.0M) (P17). Funding for this project has been requested. This project is a continuation of the DeKalb Campus - Heating System Piping Conversions Phase I project request. This project will continue with the upgrades to the heating and cooling systems/piping in several academic buildings. The project's intent is to convert the systems to a four-pipe system, replacing the aged and degraded piping and update other system equipment. This will focus on increased sustainability and newer technologies plus provide more energy efficient and reliable heating and cooling systems for buildings which are central to several major academic programs for the University.

DeKalb Campus – HVAC and Hood Exhaust Repairs – Phase II (\$3.0M) (P18). Funding for this project has been requested. This project is a continuation of the DeKalb Campus – HVAC and Hood Exhaust Repairs – Phase I project request. The academic science buildings on campus are home to numerous state-of-the-art laboratories used for both instruction and research. Many of these systems are original to the building and have started to show signs of age and degradation. Repairs are no longer feasible, and system replacement is required to ensure proper functionality. This project will address mechanical system repairs with particular attention paid to the safe ventilation of the laboratory spaces in various buildings on campus with Davis Hall and Montgomery Hall.

Academic Buildings – General Upgrades – Phase II (\$11.0M) (P19). Funding for this project has been requested. This project is a continuation of the Academic Buildings – General Upgrades – Phase I. There are twenty-two main academic buildings on campus, 17 of which were constructed in the 1960s and 1970s or earlier. A majority of the buildings have seen minimal refresh, remodeling, or renovation since their original construction. The goal of this phased project is to update teaching and shared spaces across campus academic buildings to create flexible teaching

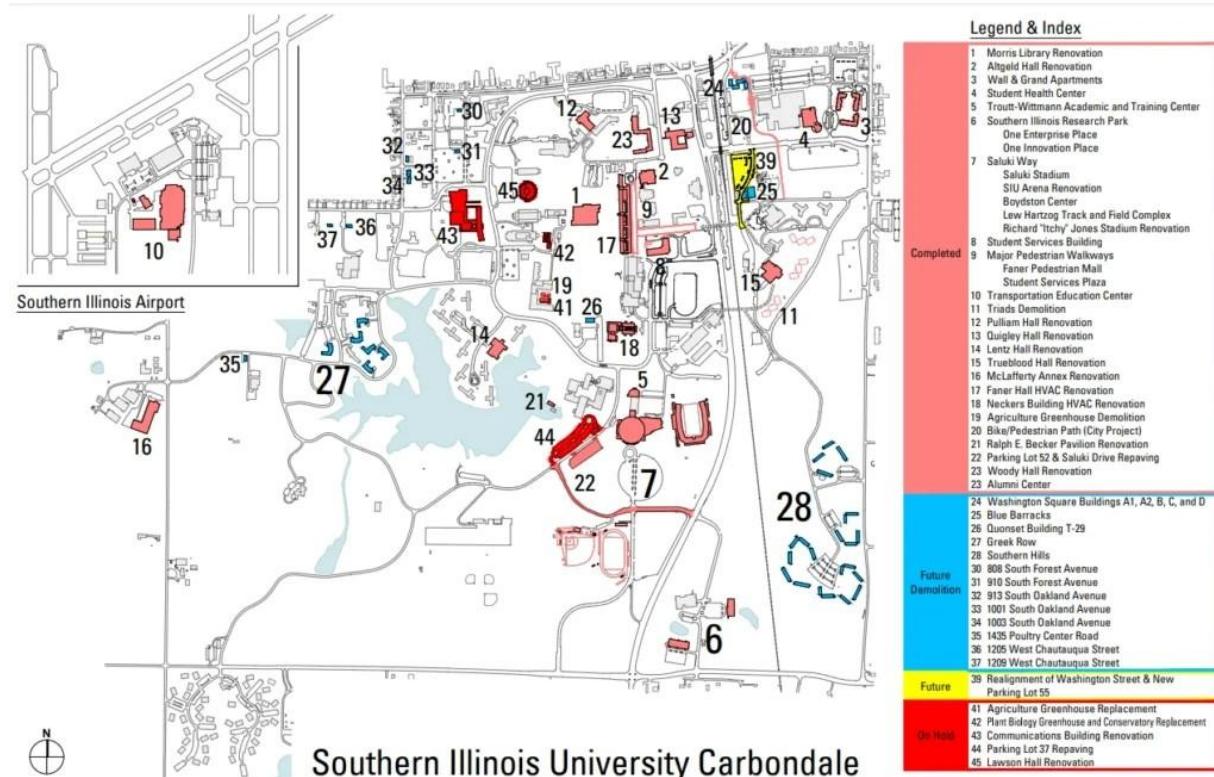
and collaboration spaces for an enhanced student learning environment. The upgrades will include modern improvements such as furniture, finishes, lighting, power and technology upgrades to meet the needs and expectations of today's students. This first phase is intended to focus on the buildings with the most need.

Campus Chilled Water System Reconfiguration (\$25.0M) (P20). Funding for this project has been requested. This project will focus on chilled water needs for Holmes Student Center, Still Hall, Still Gym, and McMurry Hall by adding capacity to the East Chiller plant or alternative localized methods with the intent of increasing energy efficiency. These buildings have stand-alone cooling systems which are nearing end of life and costly to maintain. The project will also include chilled water line replacements and installation of chilled water booster pumps in various buildings to rectify issues stemming from inadequate system flow.

Revised Focus – Campus Wide Boiler Decentralization – Phase III (\$25.0M) (P21). Funding for this project has been requested. This project is a continuation of Campus Wide Boiler Decentralization Phase I and Phase II. This project will proceed with the long-term process of decentralization across campus to continue progressing towards the sustainability goals of the University.

SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

Southern Illinois University (SIUC) was founded in 1896 as the state's second teachers' college. The campus is located on 1,136 acres and includes 156 buildings. The university has twenty off-campus locations in Illinois, California and Pennsylvania and has eight degree-granting colleges serving approximately 11,790 students annually (fall 2024).



Regular Capital – Appropriated

Renovate McLafferty Annex (\$2.5M). This project is in pre-construction status. This project involves the renovation of a small area in the McLafferty Annex to create the Illinois Food, Entrepreneurship, Research, and Manufacturing Hub (iFERM). The iFERM Hub project will include building interior spaces with doors, walls, and finishes to support a teaching kitchen and sensory lab, fermented dairy facility, and a fermented beverage facility. The project will also upgrade the HVAC and electrical systems to support the newly renovated spaces and equipment provided by the University and create a loading area exterior to the production brewery. This space will house a teaching kitchen and sensory lab, fermented dairy facility, and a fermented beverage facility. The funding is part of the Illinois Innovation Network allocation.

Communication Building Renovation/Addition (\$83.1M). This project is in pre-construction status and provides for constructing a 60,000 square foot addition to the Communication Building, including providing classroom and laboratory space, an auditorium and digital postproduction suites. The project includes renovating the Communication Building, including upgrading the acoustics, lighting, plumbing, fire protection, electrical and HVAC systems, reconfiguring space to provide additional editing and viewing rooms and replacing technology equipment. An addition to the existing Communications Building of approximately 60,000 gross square feet will be added that provides additional infrastructure improvements and extensive remodeling to the existing building, equipment upgrades, and technology enhancements. The \$2.8M is additional funding not yet released for the project.

Construct Transportation and Education Center (\$290 thousand) (P2). Funding for this project has not been released as this is the balance of funding from the original project.

Regular Capital – Requested

Agricultural Teaching Greenhouse (\$8.4 million) (P1). Funding for this project has been requested for the construction of a new Agriculture Teaching Greenhouse. The original facility was built in 1957 and had severe structural deficiencies, mechanical problems, and utility failures because of the age and lack of deferred maintenance which created structural instability. The decision was made to demolish the greenhouse facility in July 2017. This project will construct a new Agricultural Teaching Greenhouse with the installation of new mechanical, electrical, and plumbing systems, ADA accessibility, information technology as well as environmental and associated controls. It will include work on the headhouse to improve efficiency, operations, and workspace.

Agricultural, Life and Physical Sciences Renovation/Addition (\$119.8M) (P2). Funding for this project has been requested for the renovation of the Agriculture Building that was constructed in 1955 and currently houses and supports the programs of the College of Agricultural, Life and Physical Sciences. The renovation will replace the obsolete infrastructure and mechanical systems as well as the outdated labs and deteriorating instructional classrooms. A new addition consisting of approximately 107,000 gross square feet will adjoin the existing building. This will provide an up-to-date facility for many of the programs of the College, particularly agricultural sciences, research and teaching laboratories, demonstration auditoriums, classrooms, and faculty offices.

Neckers Renovation/Addition (\$133.3M) (P3). Funding for this project has been requested to construct an addition to and renovate the J.W. Neckers building. The Neckers Building was constructed in 1963 as one of the campus' major science buildings. The building contains

laboratories, classrooms, offices, and a large lecture hall/auditorium with an estimated 180,878 gross square feet. The addition and renovation include the construction of a 25,000 gross square foot addition, renovation/reconfiguration of existing office, classroom and laboratory spaces and will provide new equipment. This project will provide an up-to-date facility for many of the programs of the College. The environmental quality conditions renovations include replacing the antiquated, obsolete air-handling system with a new variable air volume system and new temperature controls so the building can maintain rigid climate requirements during the spring and fall when central chilled water is unavailable. The health life/safety portion of this project includes a new code compliant fire detection system.

Interdisciplinary Research Laboratory (\$36.6M) (P4). Funding for this project have been requested to build a 50,000 square foot research-oriented facility that will bring together an array of research programs, students, and faculty in one location. The new Interdisciplinary Research facility will provide a new facility complete with state-of-the-art technology that offers laboratories, classrooms, offices and study areas serving Southern Illinois University Carbondale research productive faculty.

Life Science II Building Renovation (\$143.6M) (P5). Funding for this project has been requested to renovate the Life Science II building that was constructed in 1970 as one of the campus' major science buildings. This building has not had any major renovations and most of the systems are over 40 years old, obsolete and have constant maintenance problems. This renovation will address the antiquated, obsolete air-handling system, correct environmental quality issues, install a new fire protection system that will meet the latest codes and regulations and a new protection system. The estimated 226,496 gross square foot facility renovation will reconfigure existing offices, classrooms, laboratory spaces, new equipment to meet current and future needs and a vivarium.

Capital Renewal – Appropriated

Electrical Feeder Replace/Upgrade to 12kV – Phase 1 (\$6.0M) (P1). This project is in construction status. Phase 1 of this project will convert the electrical distribution from 5kV to 12kV and replace electrical feeders and associated equipment in the campus distribution system that are at high risk of failure due to deterioration. Replacement feeders and equipment will be sized to convert the electrical distribution from 5kV to 12kV, which will greatly improve the efficiency of the system and result in significant savings over the long term in the purchase of electricity. This project will also require additional upgrades to the Ameren substation.

Chilled Water System Renovations – Phase 1 (\$32.3M) (P2). Funding for this project has not been released and reprioritized due to recent failures. Chillers and water lines targeted for replacement are over 30 years in age and mainly serve the west campus area. Chiller and pipe failures create a loss of cooling capabilities that would produce a potentially long-term loss of research as well as facilities during periods of extreme external temperatures. This project will include multiple phases to replace portions of the campus chilled water distribution system.

Steam Line and Tunnel Repairs – Phase 1 (\$2.5M) (P4). This project is in pre-construction status. Phase 1 of this project will include the structural investigation of the tunnel system to implement the repairs identified as having precedence. Targeted areas include stanchions, anchors, tunnel tops and wall deterioration.

Life Safety Improvements – General Campus – Phase 1 (\$4.5M) (P5). Funding for this project has not been released. Phase I will focus on the improvement of life safety issues and ADA compliance across campus. Stair and handrail needs, sidewalk irregularities, and doors and entry ways shall be assessed and the priority for repair will be established.

Campus Sewer Line Replacement – Phase 1 (\$1.8M) (P6). This project is in pre-construction status. This project will replace the waste and storm sewer lines that consist of four-inch to thirty-six-inch mains, ranging in age from 40 to 100 years.

Renovating Greenhouses (\$2.5M) (P7). Funding for this project has not been released. This project will renovate teaching greenhouses.

Illinois Jobs Now! (\$1.2M) Funding for this project has not been released.

Capital Renewal – Requested

Chilled Water System Renovations – Phase 1 & 2 (\$11.0M) (P8). Funding for this project has been requested. This project will include multiple phases to replace portions of the campus chilled water distribution system. Chillers and water lines targeted for replacement are over 30 years in age and mainly serve the west campus area. Chilled water is the main cooling source for many of the campus buildings. Chiller and pipe failures create a loss of cooling capabilities that would produce a potentially long-term loss of research as well as facilities during periods of extreme external temperatures.

Life Safety Improvements – General Campus – Phase 1 & 2 (\$9.3M) (P9). Funding for this project has been requested. This project involves sidewalk repairs, building accessibility, doors, handrails, stair wells, and bathrooms. This project includes efforts to enhance ADA compliance and overall accessibility of the campus and the need to remove accessibility barriers and provide additional safety measures to the campus community.

Steam Tunnel Structural Repairs – Phase 2 & 3 (\$6.0M) (P10). Funding for this project has been requested. This project will continue repairs to tunnel tops, steam line anchors, and other failed areas having precedence. The Carbondale campus utilizes a network of underground reinforced concrete tunnels for its utility distribution to most of the central campus buildings. Some of these tunnels are more than 50 years old and have shown serious signs of deterioration and failure. One of the oldest sections of tunnel is a 1,000-foot-long section running through the old campus area. The tunnel top has deteriorated in some areas causing the steam line anchors to break loose creating yet another hazard.

Electrical Feeder Replace/Upgrade to 12kV – Phase 2 & 3 (\$9.5M) (P11). Funding for this project has been requested. This project will continue to convert the electrical distribution from 5kV to 12kV and replace electrical feeders and associated equipment in the campus distribution system that are at high risk of failure due to deterioration.

Roof Renovations – Phase 2 (\$4.3M) (P12). Funding for this project has been requested. This project will continue replacement of roofs that have failed and are no longer repairable.

Demolition – General Campus – Phase 1 (\$4.3M) (P13). Funding for this project has been requested. This project will identify and remove obsolete facilities to reduce maintenance costs and energy consumption associated with sustaining them. This demolition will improve the aesthetics of the campus while providing additional safety to the campus community.

Campus Elevator Renovations – Phase 1 (\$1.8M) (P14). Funding for this project has been requested. This project will renovate or replace elevators on campus which may present an accessible or health life safety concern. The campus has 37 academic facilities with a total of 50 elevators installed between 1964 and 2017. In some cases, the original manufacturer is no longer in business and parts must be fabricated or an acceptable replacement part must be located.

Window Repair/Replacement – General Campus – Phase 1 (\$3.7M) (P15). Funding for this project has been requested. This project will repair or replace the aged and weather damaged windows with energy efficient light harvesting windows. Many of the campus buildings are over 50 years old and most of the windows are original to the structure and past their life expectancy.

Engineering Complex HVAC – Phase 1 (\$3.6M) (P16). Funding for this project has been requested. This renovation will replace the 50-year-old heating, ventilating, and air conditioning equipment, which is obsolete and a constant source of maintenance problems. The main Engineering complex approximately 250,000 square feet was constructed in 1967. The building's air handling systems, fan coil systems and temperature control systems no longer operate at their design potential.

Exterior Facade Repair – General Campus – Phase 1 (\$2.6M) (P17). Funding for this project has been requested. Every facility on campus has numerous entryways into the building. This project will focus on these entryways to minimize the moisture infiltration problems and improve the function of the operating systems and security.

Fire Alarm System Replacements – Phase 2 & 3 (\$7.9M) (P18). Funding for this project has been requested. This project phase will provide new code compliant fire alarm systems. The new systems will meet the latest codes and regulations as adopted by the State of Illinois and the State Fire Marshal's office. The alarm systems will consist of addressable automatic fire alarm system with smoke and heat detection systems, public address systems, audio-visual notification, manual pull stations and fire alarm activated elevator controls.

Campus Sewer Line Replacement – Phase 2 & 3 (\$5.7M) (P19). Funding for this project has been requested. This project will be part of multiple phases to replace parts of the deteriorated campus sewer distribution system. Waste and storm sewer lines targeted for replacement consist of four-inch to thirty-six-inch mains, ranging in age from 40 to 100 years. Lines in most urgent need of replacement are those serving Old Campus and the Agriculture Building.

Campus Water Line Replacement – Phase 2 (\$3.2M) (P20). Funding for this project has been requested. This project will be the second of multiple phases to replace parts of the deteriorated campus water distribution system. Water lines targeted for replacement consist of four-inch to twelve-inch mains, ranging in age from 40 to 100 years old.

Classroom/Lab Renovations – Phase 1 (\$3.7M) (P21). Funding for this project has been requested. This project would provide infrastructure improvements to add technology into classrooms rooms as well as provide new casework and cosmetic improvements such as painting, new flooring, and

ceilings. Mechanical systems will be modernized to improve performance and provide a more suitable environment for occupants. The improvements would include infrastructure raceways for power and data to all student and instructor workstations for full electronic connectivity to on-campus networks and the Internet. All classrooms will be equipped with the required audio equipment to meet the requirements of the Americans with Disabilities Act. This project will be the first step toward propelling the inadequate classroom into the 21st Century.

Pulliam Industrial Education Electrical Upgrades (\$1.8M) (P22). Funding for this project has been requested. This project will upgrade the electrical distribution system. The current electrical distribution system is inadequate to meet the growing needs of the production space. Pulliam Industrial Education, originally built in 1953, houses part of the School of Art and Design.

Woody Hall Upgrades – Mechanical Electrical Plumbing (\$2.9M) (P23). Funding for this project has been requested. This project will upgrade the mechanical, electrical, and plumbing systems have outlived their intended lifespan and need replacement. Woody Hall, constructed in 1953 as one of the first residence halls on campus, is now utilized as office space for university business support functions

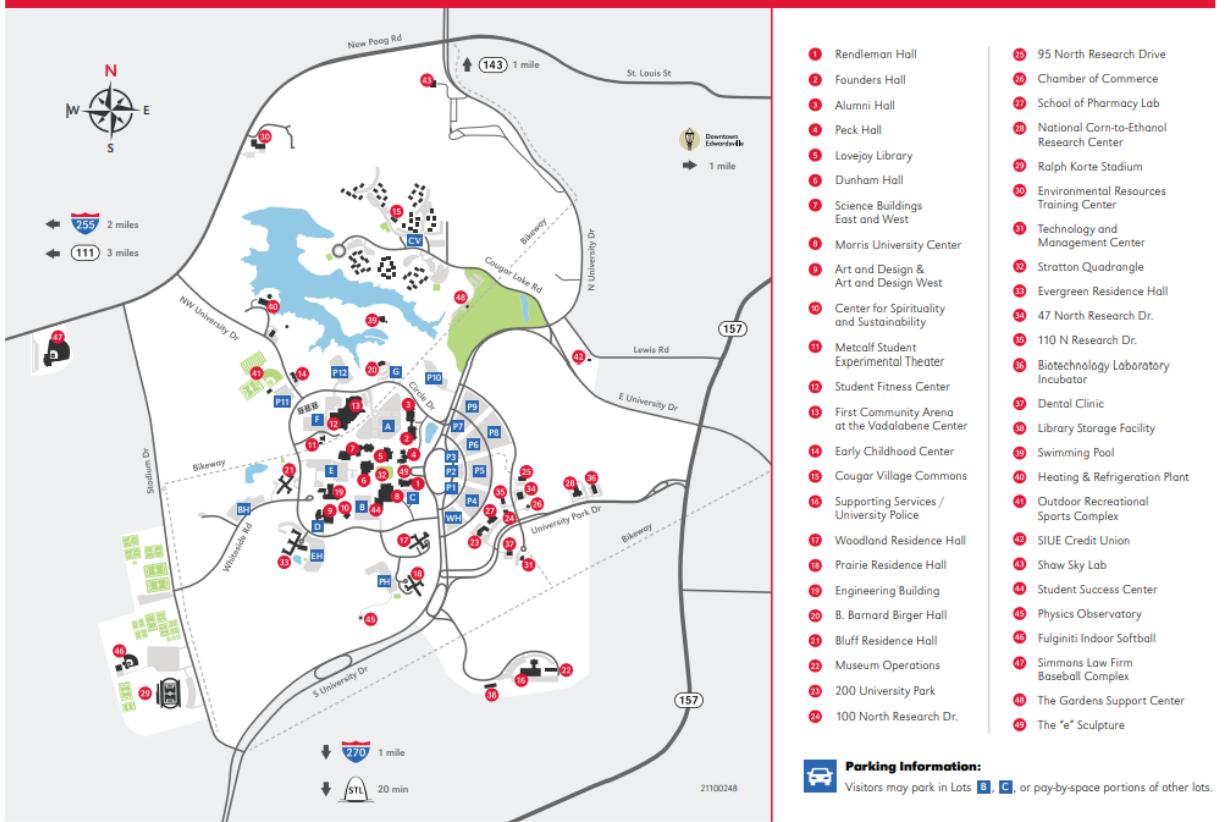
Lawson Hall Renovations (\$7.2M) (P24). Funding for this project has been requested. This project will renovate the entries and restrooms to provide better ADA accessible access and improve the health life safety of the building. Additional issues may include building envelope and climate control. Lawson Hall was constructed in 1966 as one of the first lecture halls on campus. The building contains large lecture type rooms, offices, and classrooms with an estimated 63,000 gross square feet.

Neckers Sprinkler System (\$3.9M) (P25). Funding for this project has been requested. This project will install fire suppression systems as well as the associated controls. During the original construction of this facility fire suppression systems were not required by code. Additional issues may include ADA requirements. The J. W. Neckers Building was constructed in 1963 as one of the campus' major science buildings. The building contains laboratories, classrooms, offices, and a large lecture hall/auditorium with an estimated 180,878 gross square feet.

Roads, Parking Lots, Overpass Repairs – Phase 1 (\$3.6M) (P26). Funding for this project has been requested. This project will repave existing roadways, lots, and repair the overpasses, improving accessibility and pedestrian safety. The university has over 14 miles of roadways, 97.5 acres of parking lots, and 2 overpasses built in 1971 and 1986. Due to degradation, traffic, and lack of maintenance funds, they need constant repair and maintenance.

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE

Southern Illinois University Edwardsville (SIUE) is located within the Metro East of Greater St. Louis, SIUE was established in 1957 as an extension of Southern Illinois University Carbondale. It is located on 2,660 acres with 69 buildings and offer three off-campus locations in Alton, IL, Belleville, IL and East St. Louis, IL. Southern Illinois University Edwardsville has eight degree granting colleges serving approximately 12,813 students (fall 2025).



Regular Capital – Appropriated

Renovating and Constructing a Science Laboratory (\$758 thousand). Funding for this project has not been released.

Center for Health & Athletic Performance (CHAP) (\$15.0M). Funding for this project has not been released. CHAP would be an addition to the Vadalabene Center (VC) and would include a 17,000 square foot expansion of the Applied Health Physical Therapy Doctoral Academic Program with a Physical Therapy/Athletic Training Clinic; a 3,000 square foot expansion of an Applied Health Nutrition Science Performance Lab and Classroom; 13,000 square foot expansion of a Basketball/Volleyball training court; 11,400 square foot expansion of the Basketball Lockers/Teams/Video Rooms and Coaches' Offices; and 24,500 square feet of renovated/expanded Applied Health Exercise Science Physiology and Sports Psychology space. The university is requesting additional funding due to construction costs and inflation, as much of 40,000 square feet of the program will not be built, and two older buildings will be utilized to keep costs down. The Applied Health uses, including Physical Therapy, could not be fit in the program, as well as several classrooms, vivarium and other spaces.

Renovate Greenhouse and Construct Addition (\$2.6M). This project is in construction status. The scope of work provides for renovation of the science complex greenhouse, including roof and wall panels, providing programmable controls for ventilation, lighting, irrigation and humidification. The work also includes an addition of a new, 1,250 square foot greenhouse section and a new headhouse to serve both greenhouse sections.

Construct a Health Sciences Building (\$117.4M). This project is in construction status. This project includes construction of a health sciences building, connections to two existing buildings and renovation of the existing buildings. The Health Sciences Complex will bring together the School of Nursing and the School of Pharmacy into one state-of-the-art facility. The collocation will enhance the opportunities for interdepartmental program and allow for the implementation of an allied health component.

Illinois Jobs Now Miscellaneous Capital Improvements (\$250 thousand). Funding for this project has not been released.

Capital Renewal – Edwardsville (\$24.3M). Funding for this project has not been released.

Regular Capital – Requested

National Corn-to-Ethanol Research Center (NCERC) Addition & Renovation (\$13.8M) (P1). Funding for this project has been requested. The NCERC building is severely undersized, especially related to storage, to meet the educational and research mission. This project would include a new storage facility to replace shipping containers that now dot the parking lot. It would also create new fermentation science lab space to replace overflow labs in the adjacent BLI building. A new overflow tank would replace the current tank which overfills and spills over sporadically. The project would address years of leaking roof damage, modernize equipment, provide for a new complete HVAC system, multiple energy improvements and a complete interior remodel. It would also update the design and functionality of the building.

Vadalabene Center Entrance Renovation with Structural and Safety Improvements (\$9.5M) (P2). Funding for this project has been requested. The Vadalabene Center Project would create a new entrance to the Vadalabene Center including a new lobby and upstairs gathering space that enhances the student experience at commencement and other ceremonies. This would also provide for some enhanced seating in the gymnasium and also address outdoor areas between the parking lot and front entrance.

Campus Shipping, Receiving and Surplus Facility (\$6.3M) (P3). Funding for this project has been requested. Conditioned campus storage is severely limited and has led to losses in campus property due to mildew, water, heat, and cold damage. Additionally, there is no space to properly store classroom furniture while it is being rotated. This project would construct a 15,000 square foot climate-controlled storage facility that would provide the academic program, receiving service department, surplus services, the academic program on campus, and overflow storage in a safe, clean and conditioned space.

Solar & Renewable Energy (\$6.9M) (P4). Funding for this project have been requested for Southern Illinois University Edwardsville to pursue a public-private partnership for an initial solar field of between 5-7 megawatts that would double the size and together these two projects would address up to 20% of the campus's electrical needs. This project would enhance that effort by

providing additional transmission lines but would also add additional solar campus bringing the total energy use for solar up to 20% of the total electrical load. By owning this field, the project would also provide for all the Renewable Energy Credits (REC) needed for the University's LEED (Leadership in Energy and Environmental Design) projects. It would also ensure that capacity charges on high usage days be curbed or even eliminated. The project would be located next to the current planned field or potentially over parking in the campus core, utilizing the University's own electrical grid.

Visual and Performing Arts Center (\$79.1M) (P5). Funding for this project has been requested to build a 70,000 gross square foot Visual and Performing Arts Center (VPAC) facility sited in accordance with the Campus Master Plan. The two buildings will work in concert, sharing academic and performance spaces for both the Music and the Theater and Dance Departments. The design elements include a 600-seat theater and dance auditorium, a 400-seat music hall, a 6,000 square foot visual arts gallery, and common shared areas and services, such as entry lobby, concessions area, coat room, restrooms, and other support facilities. The Visual and Performing Arts Center would provide a focal point in Southwest Illinois for diverse cultural events thereby enhancing the area's development and serve as an academic complement thereby enhancing the University's recruiting efforts and academic mission.

Alton Dental Consolidation (\$148.6M) (P6). Funding for this project is requested to construct a new two-story state-of-the-art clinic with a basement to house, academic classroom spaces, clinic administration, student locker room, lounge area, and renovation of the existing clinic building to house the departmental offices. The building was originally constructed in the 1980's to accommodate the dental technologies of the day and the historic status of the building limits the ability to modernize. The project would fund planning for new construction of approximately 49,000 square feet on the first floor, 49,000 square feet on the second floor and a full basement that will house the technical services, support, mechanicals and equipment to maintain the operation of the clinic and building space. This project would also fund the purchase of state-of-the-art equipment for the new and renovated buildings, renovation of the existing 28,700 NASF space in Building 263 and the demolition of Buildings 283, 284, 285, 286, 287, 288 and 289; to be replaced with a new parking lot for patients, students, faculty and staff parking.

Capital Renewal – Appropriated

Air Handler/HVAC Dunham Hall (\$576 thousand) (P13). Funding for this project has not been released to replace the air handler/HVAC at Dunham Hall. The air handler and HVAC systems are beyond their design life and repairs are frequent, service to the building is uneven and hard to balance. The existing system needs to be replaced with a new system.

Replace Roof Metcalf Theater (\$142 thousand) (P14). Funding for this project has not been released to replace the roof on the Metcalf Theater. The roof is beyond its lifespan, and a new single ply roofing system (TPO) thermoplastic polyolefin will be installed, including new/additional insulation, cornice tuck-pointing and repairs as needed.

Replace Sidewalks; Edwardsville Campus (\$2.8M) (P16). Funding for this project has not been released to continue the sidewalk replacement program where the failing asphalt walks are being replaced with new concrete walkways that are wide enough for snow removal equipment and are thick enough to withstand maintenance vehicular traffic. Existing cracked or unserviceable concrete walks will also be replaced. All replacement sidewalks are being designed for ADA compliance.

Lovejoy Library Tuck-pointing/Soffit (\$691 thousand) (P17). Funding for this project has not been released for mortar joint repair across various parts of the exterior brick façade, and repair and replacement of failing exterior soffits.

Replace Sidewalks; Alton Campus (\$944 thousand) (P23). Funding for this project has not been released to replace broken/cracked and unserviceable sidewalks at Alton Campus. The new walkways will be wide enough for snow removal equipment and thick enough to withstand maintenance vehicular traffic. All replacement sidewalks are being designed for ADA compliance.

Abate Asbestos (\$107 thousand). Funding has not been released as the remaining funds in the Renovating and Constructing Science Laboratory project.

Replacing Windows for Buildings and Other Capital Improvements (\$125 thousand). Funding for this project has not been released to replace windows for buildings and other capital improvement projects.

Renovating the Chiller Plant and Other (sidewalks) (\$270 thousand). Funding has not been released as the remaining funds from the Chiller Plant renovation are to be used to replace the deteriorating sidewalks around and approaching the Chiller Plant.

Replace Digester Lid (\$632 thousand). This project is in construction status. This project provides for the anaerobic digester No. 2 floating cover replacement project removal and disposal of an existing cover, furnishing and installing a replacement cover, like the existing one, as well as other improvements

Improve Water Treatment Plant Sand Filter (\$857 thousand). This project is in construction status. This project provides for the replacement of tertiary filter components in four existing filter cells, including piping, valve actuators, and steel painting.

Replace Water Distribution Systems (\$2.5M). This project is in construction status. This project provides for replacement of approximately three hundred water valves and 70 fire hydrants, including pumps and water lines that service the system and all related equipment on the Edwardsville and Alton campuses.

Repair Stone Facia (\$712 thousand). This project is in pre-construction status. This project includes repairs to damaged mitered corners of existing precast concrete panels, removal and cleaning of deteriorated concrete corners, preparation and coating the steel anchors, patching, replacing sealant and backer rod, installation of new sealant in corner joints, masonry tuckpointing, masonry unit replacement and cleaning of precast panels and masonry walls. This project will also include the removal and replacement of all sealant and backer rods of all vertical and horizontal control joints in the existing precast panels and masonry veneer walls.

Emergency Water Damage Repairs – SDM Clinic, Alton (\$1.4M). This project is in construction status to make Emergency Water Damage Repairs – SDM Clinic, Alton.

Renovation for Center for Sustainable Communities and Entrepreneurship (\$2.3M). This project is in pre-construction status. The scope of work provides for converting classrooms in the Technology and Management Center to support Center for Sustainable Communities and Entrepreneurship

functions, including collaborative meeting spaces, offices and workspaces, as well as changes to the Biotechnology Laboratory Incubator to accommodate new equipment. The project will include electrical and HVAC work as necessary to support the planned uses and equipment, as well as interior layout and configuration of walls and doorways.

Illinois Jobs Now (\$350 thousand). Funds have not been released for Miscellaneous Capital Improvements projects.

Capital Renewal – Edwardsville (\$24.3M). Funding for this project has not been released.

Capital Renewal – Requested

Alumni Hall-Seismic/HVAC/Energy/ADA Upgrades (\$46.5M) (P1). Funding for this project has been requested for Alumni Hall-Seismic/HVAC/Energy/ADA Upgrades. Alumni Hall was constructed in 1973 and has not had a major upgrade since. This project would include replacement of the building's electrical, telecommunications, plumbing, window, and mechanical systems. Fire alarm systems will also be replaced and include emergency notification, and fire protection systems replaced and expanded. The building structural system will be upgraded to ASCE 41-13 minimum performance objective of Life Safety (3-C) at the BSE-1E seismic hazard level, or BSE-1N. Storm shelters will also be developed at the lower level of each building. The building elevators will be refreshed and updated but not necessarily replaced. Interior finishes will be renewed, particularly in classrooms, but significant interior space alterations are not planned. Due to required mechanical system work, new lay-in suspended ceilings and lighting will be required. The building information technology network, including WIFI coverage and bandwidth, will be maintained or expanded. The buildings contain asbestos containing materials such as floor tile and mastic, pipe insulation, exterior window soffits, and fireproofing, to be removed and replaced to the greatest extent possible. The projects will be designed and built to obtain at least LEED Silver certification.

Alumni Hall Water Infiltration (\$1.3M) (P2). Funding for this project has been requested. This project is to find and repair a leak in the paving system at the South entrance to Alumni Hall. The leak has been persistent and difficult to locate. It has also caused severe corrosion of a steel structural beam, and the beam needs to be structurally analyzed and may need repair or replacement.

Rendleman Hall-Seismic/HVAC/Energy/ADA Upgrades (\$37.3M) (P3). Funding for this project has been requested. Rendleman is one of the original buildings on campus, over 50 years old, and at the end of its useful life span. The aging plumbing, electrical and HVAC systems are all beyond their useful life spans and no longer meet the needs of the University. The building does not meet seismic standards, which is critical as the campus is located within the New Madrid fault zone. The building configuration does not fully support the Americans with Disabilities Act, nor current energy or building codes. This project would completely rehab the building, replace roofing, windows, HVAC, Electrical and Plumbing systems, as well as retrofitting communications and IT for the 21st century, upgrade the building for improved seismic protection, and upgrade all surface treatments throughout the building and upgrade led lighting, insulation for more efficient HVAC systems and control systems.

National Corn-To-Ethanol Research Center (NCERC) Roof & HVAC Replacement (\$1.1M) (P4). Funding for this project has been requested to create a new fermentation science lab to replace overflow labs in the BLI building. This project will include a new storage facility to replace shipping

containers, address years of leaking roof damage, modernize equipment, provide a new air handler and HVAC system, multiple energy improvements, and a complete interior remodel and update the design and functionality of the building.

Lovejoy Library Roof Replacement (\$1.6M) (P5). Funding for this project has been requested. Replace roof that is beyond its lifespan with a new TPO roof, including new/additional insulation, cornice tuck-pointing and repairs as needed. The library now has chunks of structural concrete falling through the ceilings.

Repair/Resurface Roadways (\$9.8M) (P6). Funding for this project has been requested to repair/resurface roadway cracking and failed sections of roadway throughout the Edwardsville Campus. The project focuses on the worst roadway conditions on campus.

Boiler Replacement Failing/Older than 20 Years Phase 1 & 2 (\$9.3M) (P7). Funding for this project has been requested. The Edwardsville campus decommissioned its centralized boiler system and went to a decentralized system (boilers in each building) in 2004, twenty years ago. A few of the boilers have been replaced, the remaining boilers have reached or surpassed their life span and must be replaced. Failure to do so will result in increased operating costs, unscheduled service outages, and potential damage to the structure if without heat long.

Elevator Repairs Campus Wide: Compliance/Maintenance/Replacement (\$15.4M) (P8). Funding for this project has been requested to upgrade the control panels in elevators on campus and improve the safety and reliability of the units. Many of the elevators on campus have outdated control panels that are not compliant with current codes and experience frequent breakdowns due to the outdated control panels. The doors require replacement, and, in some cases, cab repair/replacement will also be included.

Chilled Water Distribution System Repairs (\$4.5M) (P9). Funding for this project has been requested for repairs to the Chilled Water Distribution System that is over 50 years old. Repairs are needed at multiple locations to prevent loss of cooling water to improve capacity of the system, which is nearing maximum capacity due to building additions on campus over the last 15 years. Severe corrosion in the chilled water lines has been identified in the VC and other buildings that need immediate replacement. The system also requires isolation valves at all buildings so outside lines can drain to reduce corrosion by oxidation.

Fire Sprinkler System Upgrade/Compliance Dunham Hall (\$3.3M) (P10). Funding has been requested for this project to upgrade the sprinkler system to be compliant with current code requirements. The fire sprinkler system, including controls, would be added/upgraded to Dunham Hall including the Theater, Prop Shop, classrooms, and common areas.

Emergency Operations Center (EOC) (\$2.6M) (P11). Funding for this project has been requested to rehab space in the existing Supporting Service Building to function as an EOC in times of need with an incident commander and staff. The university currently does not have an EOC or equivalent. An Emergency Operations Center (EOC) is required for large, planned events and emergencies. Americans with Disabilities Act (ADA) compliant restrooms will also be renovated to serve EOC personnel.

Chiller Capacity Increase: Plant & Multiple Buildings (\$17.9M) (P12). Funding for this project has been requested to add capacity to the chiller system to meet the growing needs of the campus. The

capacity of the plant chiller system has not been increased considering several new buildings on campus within the last fifteen years and further building construction will require additional capacity including increasing the intakes, pumps, storage and chiller units, as well as improvement to the plant itself.

Water Line Corrosion Replacement/Upgrade Phase 1 & 2 (\$11.2) (P15). Funding for this project has been requested. The Edwardsville campus has suffered large amounts of copper line corrosion, primarily in newer buildings due to Cuprosolvency and other issues. While steps have been taken to improve the situation including increasing levels of orthophosphate in the water, reducing velocities and spot repairs/replacement with PVC or cross-linked polyethylene, multiple parts of the system have been damaged and need to be repaired or replaced. Failure to do so will result in continued leaks with corresponding loss of service and damage to buildings

Install Dry Sprinkler System Museum Storage Building (\$1.8M) (P18). Funding for this project has been requested to install a dry sprinkler system in the Museum's Storage Building to protect the Museum's curated collection from fire and damage

Lovejoy Library North Entrance Plaza Water Infiltration and Guardrails (\$286 thousand) (P19). Funding for this project has been requested to stop the infiltration of water that is damaging systems in the library mechanical room and install safety guardrails at the top of the Lovejoy Library North Entrance Plaza. The Lovejoy Library North entry plaza deck located above the Library's Main Mechanical Room has been experiencing water intrusion and leakage, occurring over electrical and mechanical systems, due to failure of the waterproofing membrane beneath the deck topping. The existing concrete deck topping and waterproofing will be removed and replaced to ensure a water-tight system. Safety guardrails will also be added to the top of the plaza.

Rendleman Tunnel Water Infiltration (\$1.1M) (P20). Funding for this project has not been requested to make structural repairs to spalling concrete roof beams caused by water infiltration and the removal/replacement of the surface layer of the concrete plaza to repair the waterproofing over the concrete roof deck to prevent further structural damage. This will improve the integrity of the access tunnel to Rendleman and the Morris University Center.

Replace Exterior Light Poles/Lighting – Core Campus (\$3.7M) (P21). Funding for this project has been requested to improve the campus exterior lighting system and overall safety on the core campus. The University replaced most of the outdoor light fixtures with LEDs in the last few years however, the underground connections between individual poles have started to fail leading to constant repairs to keep the fixtures in service. This has caused areas of the campus to be dark at night leading to safety concerns and affects the general appearance of the campus.

195 UP-Mitigate Mold, Replace Exterior Façade, Dental Implant Clinic (\$1.3M) (P22). Funding for this project has been requested. 195 University Park building was originally built as a spec office building. The School of Dental Medicine relies on this building to provide clinical services for their students as well as to serve the public with affordable dental care. The existing exterior façade has no exterior insulation with metal studs causing the Dew Point to be behind the interior gypsum board, causing the entire building to produce mold at each metal stud on the interior face of the gypsum board. This project would move the Dew Point in the middle of the exterior continuous insulation (ci), remove existing brick, EIFS, sheathing and insulation between the studs, and install glass material sheathing, weather barrier, 6 inch fiberglass girt system with 6 inch insulation, & metal panel rainscreen system with sub-girt fasteners.

SOUTHERN ILLINOIS UNIVERSITY SCHOOL OF MEDICINE

Southern Illinois School of Medicine (SIU SOM) was established in 1970 in Springfield, IL part of the Southern Illinois University system and the main campus is located in Springfield, IL. SIU SOM has several Family Medicine Centers in the towns of Alton, Quincy and Decatur with other clinics across 66 counties. They offer MD degrees, combined MD/MPH and MD/JD programs, plus graduate studies (M.S., Ph.D.).



Regular Capital – Requested

Medical Education Building – Planning & Design (\$6.7M) (P1). Funding for this project has been requested for the construction of a new 99,900 gross square feet Medical Education Building to provide development of academic and educational program requirements. The project will include the construction of space for use as office space, computer lab space, conference rooms, collaboration space, classrooms/tutor rooms, as well as reallocation of areas to enhance educational objectives and technology areas.

Neuroscience Institute Ambulatory Instruction Facility & Academic Offices Planning & Design (\$5.7M) (P2). Funding for this project has been requested for new construction of a Neuroscience Institute Ambulatory Instruction Facility & Academic Offices. The existing facilities do not allow for interdisciplinary collaborations of faculty, modern teaching environment for learners, or adequate space for faculty, staff, patients, and academic offices. The School of Medicine's Neuroscience Institute is comprised of the Department of Psychiatry, Department of Neurology and Neurology Division of the Department of Surgery housed in three separate locations. A new facility will bring

the Department of Psychiatry onto the medical school campus in a university branded building. The project will focus on a new ambulatory instructional facility and academic offices.

Medical Education Building – Construction (\$64.5M) (P3). Funding for this project has been requested. The building is needed to provide development of academic and educational program requirements. The total project is estimated to cost \$72,569,100 and will consist of approximately 99,900 building gross square feet of new construction. The project will include the construction of space for use as office space, computer lab space, conference rooms, collaboration space, classrooms/tutor rooms, as well as reallocation of areas to enhance educational objectives and technology areas.

Neuroscience Institute Ambulatory Instruct. Facility & Academic Offices – Construction (\$54.2M) (P4). Funding for this project has been requested. This project will focus on the design, procurement, and construction of a new ambulatory instructional facility and academic offices.

Capital Renewal – Appropriated

Medical Instruction Facility Upgrade Air Handling Equipment (\$7.5M) (P1). This project is in construction status. Units can be upgraded by replacement of all internal components. Air Handling Units have been in operation for over 50 years with only minor repairs. Internal components are failing or will fail in the near future.

SCLF Replace Two Failing Chillers, Cooling Towers, and Associated Piping (\$4.0M) (P10). This project is in construction status. Replace chillers and cooling towers in the 825 Springfield Combined Laboratory Facility. Chillers are beyond useful life. Cooling Towers are failing or will fail in the near future.

Capital Renewal – Requested

Simmons Cancer Institute Expansion/Renovation (\$13.0M) (P2). Funding for this project has been requested to expand/renovate Simmons Cancer Institute built in 2006 a 63,007 square foot three story facility that contains administrative space, multi-disciplinary cancer clinics and a infusion treatment center. The existing floor build out would be approximately 5,737 gross square feet, and the new addition would be approximately 9,838 gross square feet. This project would allow the Institute to utilize vacant space on the third floor and incorporate additional roof space to the South of the current space.

Medical Instructional Facility Renovations – Phase 1 (\$24.9M) (P3). Funding for this project has been requested. The Medical Instructional Facility on the Springfield Medical Campus was built in 1971 and is a 160,305 square foot four story facility that contains a library, classrooms, laboratories, animal holding and administrative offices. This project will include the renovation of space in the Medical Institute Facility for use as faculty office space and reallocation of areas to enhance educational objectives.

Medical Instructional Facility Renovations – Phase 2 (\$16.2M) (P4). Funding for this project has been requested. Phase 2 of the Medical Instructional Facility renovations will continue the renovation of space in the Medical Institute Facility for use as faculty office space and reallocation of areas to enhance educational objectives.

Upgrade Obsolete Fire Alarm Panels (\$716 thousand) (P5). Funding for this project has been requested to upgrade several building fire alarm panels to continue communication with main fire alarm reporting at the Security Office. The upgrades are needed to maintain system/equipment operations to ensure buildings are fully fire protected.

Medical Instruction Facility Add Fire Protection to the Entire Building (\$2.3M) (P6). Funding for this project has been requested to install a full coverage fire protection system to this Medical Instruction Facility built in 1971 and is a 160,305 square foot four story facility. In this facility only standpipes exist; no fire protection sprinkler system exists. This building has staff, laboratories, animal research, and other facilities which constitute a hazard with no fire protection system.

Animal Facility Upgrades to Humidification and HVAC Controls (\$2.1M) (P7). Funding for this project has been requested to add humidifiers and upgrade controls since the existing animal facilities do not have adequate humidity and temperature controls. This project will require the addition of humidifiers and replacement or upgrades of existing HVAC equipment and controls. The Animal Facility is in the Medical Instructional Facility that was built in 1971 and is a 160,305 square foot four story facility that contains a library, classrooms, laboratories, animal holding and administrative offices.

Springfield Combined Laboratory Facility (SCLF) Replace Motor Control Center that serves Illinois Department of Public Health (IDPH), Illinois Environmental Protection Agency (IEPA), and Division of Laboratory Animal Medicine (DLAM) Lab HVAC Equipment (\$3.5M) (P8). Funding for this project has been requested to replace two existing motor control centers in the Springfield Combined Laboratory Facility that was built in 1985 and is a 73,123 square foot five story facility. The existing group of motor control centers are in poor condition with modifications requiring sections to have doors remaining open since retrofitted VFDs do not allow them to be closed, which is a hazard. The motor control centers serve the following departments: Illinois Environmental Protection Agency labs and Illinois Department of Public Health labs.

Medical Instruction Facility Replace Two Failing Chillers & Cooling Towers (\$5.8M) (P9). Funding for this project has been requested to replace a 300- ton and 800-ton chillers and respective chilling towers in the Medical Instructional Facility that was built in 1971 a 160,305 square foot four story facility. The chillers and chilling towers are beyond useful life with increasing difficulty to repair.

Springfield Combined Laboratory Facility (SCLF) Addition – Replace Failed Cooling Towers (\$2.3M) (P11). Funding for this project has been requested to replace in entirety the existing cooling towers partially operational and failing in the 825A Springfield Combined Laboratory Facility Addition. This facility was built in 2004 and is a 109,134 square foot five story facility.

Calhoun Complex Roof Replacement and Roof Top HVAC Units (\$3.7M) (P12). Funding for this project has been requested to replace existing 90 ton and 75 ton rooftop units in coordination with roof removal and replacement for the 327 Calhoun Avenue Complex that was built in 2002 and is a 64,596 square foot two story facility that contains administrative offices, print shop, mail services, warehouse/records, and the grounds maintenance shop.

Springfield Combined Laboratory Facility (SCLF) Replace Ten Failing Air Handling Units & Upgrade Pneumatic Controls (\$4.0M) (P13). Funding for this project has been requested to purchase electric controls and replace air handling units. The existing air handling units are in poor

condition, and existing pneumatic controls on units need to be replaced. This facility was built in 1985 and is a 73,123 square foot five story facility that contains laboratory space, animal holding, administrative offices, Illinois Environmental Protection Agency (IEPA) labs and Illinois Department of Public Health labs (IDPH).

Upgrade Campus Building Automation System (BAS) (\$950 thousand) (P14). Funding for this project has been requested to upgrade campus wide building automation systems.

Springfield Combined Laboratory Facility (SCLF) Life Safety and ADA Upgrades to Restrooms, Lighting, Labs and Floor Replacement (\$20.5M) (P15). Funding for this project has been requested to upgrade existing restrooms that are non-ADA compliant, lighting that require upgrades for function and energy code compliance and replace interior finishes that are in poor condition located in the Springfield Combined Laboratory Facility that was built in 1985 and is a 73,123 square foot five story facility.

Springfield Combined Laboratory Facility (SCLF) Addition - Replace Failed and Leaking DA Boiler Feed Tank (\$433 thousand) (P16). Funding has been requested to provide new pumps, and controls for the recently replaced deaerator (DA) tank located in the Springfield Combined Laboratory Facility (SCLF) built in 2004 and is a 109,134 square foot five story facility.

Replacement of 3 Emergency Generators that are 20+ years old (\$1.0M) (P17). Funding for this project has been requested to replace generators and transfer switches since existing Emergency Power Systems (EPS) at Richard Moy Clinic, SCLF, and Research Lab are more than 20 years old with questionable reliability. Service and repairs are becoming difficult due to age.

Simmons Cancer Institute Emergency Generator & Pharmacy HVAC Upgrades (\$1.2M) (P18). Funding for this project has been requested to add an emergency power system, new RTU for ventilation and exhaust fan to ensure safe working space for compounding pharmacy. Per USP standards review the existing pharmacy compounding space does not have adequate ventilation nor backup power where toxic compounds are developed. The existing infusion area has no backup power for patient monitors. This project is located at the 315 Simmons Cancer Institute built in 2006 and is a 63,007 square foot three story facility.

Medical Instruction Facility Replace Two (2) Motor Control Centers that are Obsolete (\$785 thousand) (P19). Funding for this project has been requested to replace existing Motor Control Centers MCC 1 & MCC 2 which are no longer supported, fifty years old, obsolete, and cannot be retrofitted or updated. These Motor Control Centers are located in the Medical Instructional Facility built in 1971 and is a 160,305 square foot four story facility.

Richard Moy Clinic Replacement of Two 300 Ton Centrifugal Chillers (\$3.1M) (P20). Funding for this project has been requested for replacement of chillers including the modification of piping to assure all chillers are common to the campus chilled water loop. The project will also replace existing AHU coil pumps, upgrade 150 VAV box controllers from pneumatic to electrically actuated, including controllers. Existing chillers are unreliable, and only one is currently connected to the campus's chilled water loop. This project is located in the Richard H. Moy building built in 1991 and is a 106,918 square foot three story facility.

Elevator Modernization and Life Safety Upgrades for Fifteen Sites (\$6.1M) (P21). Funding has been requested for this project to upgrade elevators to meet ADA requirements for fifteen buildings.

911 Research Facility Replacement of Failing Air-Cooled Chiller (ACC) (\$470 thousand) (P22).

Funding for this project has been requested to replace air cooling system since the existing air-cooled chiller is in poor condition and unreliable. The unit is beyond useful life and difficult to repair. This project is located in the 911 Research Laboratory built in 1968, converted into laboratory space in 1992 and is a 22,947 square foot two story facility.

Medical Instruction Facility Replace Three (3) Low Pressure Steam Boilers (\$6.8M) (P23).

Funding for this project has been requested to replace three (3) existing dual fuel steam boilers which are fifty years old and obsolete for the Medical Instruction Facility. Two boilers are dual fuel types requiring additional equipment to be replaced for oil feed to be maintained. The existing boilers are beyond useful life, difficult to repair, in poor condition and unreliable. This project is located in the 911 Research Laboratory built in 1968, converted into laboratory space in 1992 and is a 22,947 square foot two story facility.

Medical Instruction Facility ADA Upgrades to Restrooms & Entrances (\$5.1M) (P24). Funding for this project has been requested to upgrade restrooms and entrances to the Medical Instruction Facility to meet ADA requirements. This project is located at the 801 Medical Instruction Facility built in 1971 and is a 160,305 square foot four story facility.

Springfield Combined Laboratory Facility (SCLF) Upgrades to the Phoenix Exhaust System and Fume Hoods for Illinois Department of Public Health (IDPH) & IEPA Labs (\$2.1M) (P25). Funding for this project has been requested to replace all existing Phoenix valves and related controls to maintain proper fume hood, bio-safety cabinets, and lab exhaust pressure relationships in the 825 Springfield Combined Laboratory Facility, a 73,123 square foot five story facility built in 1985. This project is necessary to maintain laboratory certification.

Medical Instruction Facility Upgrades to Research Labs 50 Plus Years Old (\$11.8M) (P26).

Funding for this project has been requested to renovate lab facilities as the existing equipment is obsolete and in poor condition or failing. This project will take place at 825 Springfield Combined Laboratory Facility built in 1985 and is a 73,123 square foot five story facility.

Life Safety Upgrades to Parking Lots and Sidewalks Across Campus (\$908 thousand) (P27).

Funding has been requested for Life Safety upgrades campus wide to reseal and restripe parking lots and fill cracks on sidewalks.

Medical Instruction Facility Lighting Upgrades throughout Auditoriums, Museum, Corridors & Offices (\$401 thousand) (P28). Funding for this project has been requested for facility wide lighting upgrades to replace obsolete fluorescent and incandescent lighting and controls in the 801 Medical Instructional Facility to meet energy code. Most of the lighting and fixtures are 40-50 years old and not energy efficient. Special controls are required for the Auditoriums and Museum. This project will replace existing T-12 fluorescent lighting and incandescent lighting with energy conserving LED lighting and new lighting controls.

Medical Instruction Facility Replace 50-year-old Windows, Blinds & Waterproof Exterior (\$4.8M) (P29). Funding for this project has been requested to replace windows fifty plus years old no longer

offering weathertight conditions and not energy efficient. This project will replace portions of the existing face brick and mortar that are showing signs of failure due to water damage where bricks and tuck-pointing are required and address light infiltration control and sealant issues that are showing signs of failure due to age and exposure. This project will take place at the 801 Medical Instructional Facility.

Richard Moy Clinic Tuck-Pointing and Waterproofing Failed Building Envelope (\$1.9M) (P30).

Funding for this project has been requested to address water infiltration due to envelope issues to correct with tuck-pointing and waterproofing at the 751 Richard H. Moy Building.

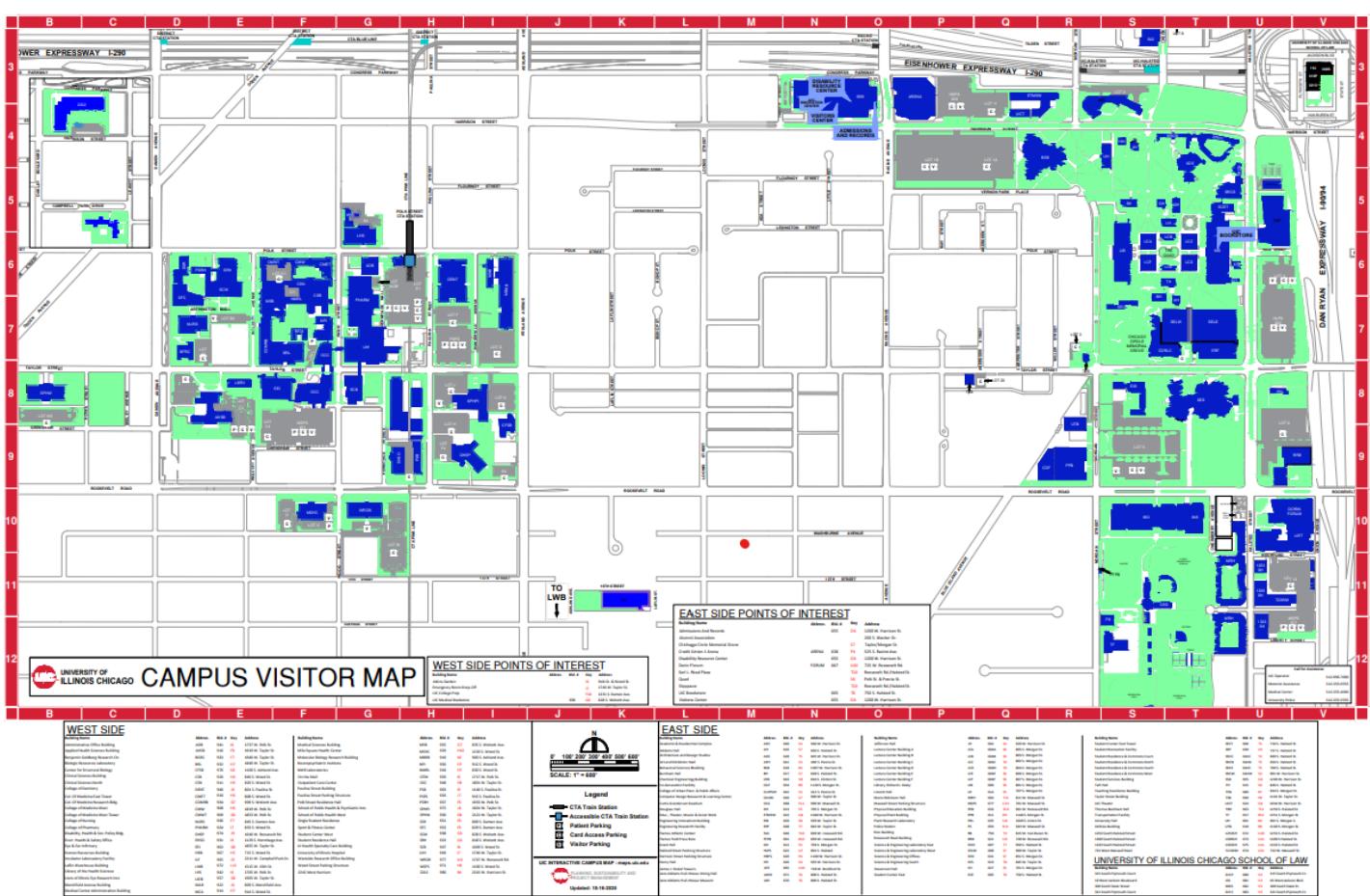
Springfield Combine Laboratory Facility (SCLF) Tuck-Pointing, Water Proofing, and Replacement of Curtain Wall (\$1.6M) (P31). Funding for this project has been requested for tuck-pointing, water proofing, and replacement of curtain wall at 825 Springfield Combined Facility. Water infiltration issues will be addressed due to envelope issues by performing tuck-pointing and waterproofing. Curtain wall seals and framework are failing due to age and water infiltration. Deteriorated curtain walls will be replaced.

911 Research Facility Replacement of Failed Exterior Brick and Exterior Insulation and Finish Systems (EIFS) (\$1.6M) (P32). Funding for this project has been requested to replace failed exterior brick, exterior insulation, and finish systems (EIFS) where water infiltration is occurring, and exterior is failing at the 911 Research Laboratories. The project includes removing existing masonry and EIFS and installing new masonry and accent metal panels at windows.

401 Walnut Office Building Roof and HVAC Units Replacement (\$1.6M) (P33). Funding for this project has been requested to replace five existing rooftop HVAC units due to age and condition and replace the roof that is in poor condition and damage at rear overhead doors to building from water infiltration. This project will take place at 401 Office of Community Care.

UNIVERSITY OF ILLINOIS CHICAGO

University of Illinois Chicago (UIC) was formed in 1982 by the consolidation of two University of Illinois campuses: the Medical Center campus and the comprehensive Chicago Circle campus which replaced in 1965 the two-year undergraduate Navy Pier campus that opened in 1946. UIC, a public research university, is located in the Near West Side community of Chicago, Illinois. The campus covers 240-250 acres with approximately 200 buildings. UIC has regional campuses in Peoria, IL, Quad Cities, Rockford, IL, Springfield, IL and Urbana, IL. The university has sixteen academic colleges and schools with approximately 24,260 students (fall 2025).



Regular Capital – Appropriated

Drug Discovery and Cancer Research Pavilion (\$153.1M). This project is in pre-construction status.

Innovation Center Expansion (\$4.4M). This project is in construction status. The project provides for construction of an approximately 15,000 square foot, 2-story addition to the UIC Innovation Center that will include a large co-working area, workshop space, offices, presentation room and loading dock. The goal for a new state-of-the-art collaborative space will be to provide a facility optimized for integrative work among multidisciplinary teams, expand the innovative educational experience for which the UIC Innovation Center is known and establish a new landmark for design on the University of Illinois at Chicago's campus.

Construct A Computer Design Research and Learning Center (\$109.5M). This project is in construction status. This project is in construction status. The project provides for the construction of a new facility for the College of Engineering Computer Science Department. The new facility will include an auditoria and lecture halls, classrooms, social and collaboration spaces, computing research laboratories, faculty and staff offices, student organization spaces, and special program spaces.

Regular Capital – Requested

Replace Applied Health Sciences Building (\$162.0M) (P1). Funding for this project has been requested. The Applied Health Sciences Building currently houses the core teaching, research and administrative space for the College of Applied Health Sciences in addition to some of the college's clinics and nutrition gardens. The eight-story building constructed in 1949, which was acquired by the University of Illinois in 1975, has a significant backlog of critical deferred maintenance that is impacting the college's ability to sustain its teaching, research and administrative operation.

Addams Hall and Burnham Hall Phased Renovation (\$73.0M) (P2). Funding for this project has been requested. This project involves the complete gutting and phased renovation of Addams Hall (18,012 GSF) and Burnham Hall (34,674 GSF), which totals 52,686 GSF. The renovation will provide a much-needed overhaul of the centrally scheduled, general classrooms, UIC Honors College and the Black Cultural Center in these facilities, providing contemporary, functional learning spaces that support active learning and are flexible for hybrid learning. Additionally, the buildings and the pedestrian bridge that connects the two will be renovated to be fully accessible and sustainable through the replacement of building systems including exterior cladding, mechanical, electrical, plumbing, fire protection and interior finishes. State funding for the phased renovation of Addams Hall and Burnham Hall will enable UIC to optimize two original campus buildings in a way that enhances student learning experiences while removing the deferred maintenance backlog associated with the two facilities - aligning with the University of Illinois system-wide goals on capital renewal.

Daley Library Student Learning Hub (\$117.0M) (P3). Funding for this project has been requested. This project features a 120,000 SF addition at the Richard J. Daley Library. A central atrium will allow natural light deep into the building and provide a visual connection to the upper floors. A new 200-seat auditorium will provide a public meeting venue to offer programs, lectures, performances, readings, and other events related to library and campus interests

Capital Renewal – Appropriated

Repair Exterior - Science and Engineering South Buildings (\$36.0M). This project is in construction status. This project involves repairing and replacing masonry, tuckpointing, installing new flashings, replacing steel and masonry lintels, limestone panels and trim, reinforcing various masonry anchorage devices and glazing and frames at skylights and windows and an evaluation of the building envelopes, including masonry, concrete, and glazing.

Repair Facade (\$40.0M). This project is in construction status. This project involves repairing and replacing masonry, tuckpointing, installing new flashings, replacing steel and masonry lintels, limestone panels and trim, reinforcing various masonry anchorage devices and repairing and replacing glazing and frames at skylights and windows.

Illinois Jobs Now! (\$2.6M) (P3). Funding for this project has not been released.

Capital Renewal – Requested

Multiple Facility HVAC System Compliance and Modernization (\$18.3) (P1). Funding for this project has been requested. These HVAC systems and their components have exceeded their service life, resulting in frequent and unpredictable breakdowns and increased operational costs

due to energy inefficiency. Among the issues encountered are motor and bearing failures, corrosion and water damage, leaking coils and pans which cause the deterioration of the units, and poor heat transfer. Replace critical deficient HVAC components. The components to be replaced include air handling units, fan coil units, variable air volume boxes (terminal units), variable frequency drives, instrumentation, communication devices for building automated systems, required piping and ductwork with insulation, and other deficient required auxiliary equipment for the systems. Testing and balancing will be required upon completion.

Science & Engineering Laboratory East Critical Electrical Distribution Replacement (\$3.7M) (P2)

Funding for this project has been requested. Critical pieces of the Science and Engineering Laboratory East facility's electrical distribution equipment, including automatic transfer switches, switch gear, load centers, and transformers are all original to the building. Safety and reliability issues due to equipment obsolescence, material degradation, and incompatibility with modern power demands are the result of the equipment's age and condition. If unaddressed, this equipment is at risk of catastrophic failure, which would make the facility unoccupiable and interrupt academic and research activity. This equipment is at an increased risk of failure since it consists of oil-filled transformers that are over 40 years old. Replace obsolete electrical distribution infrastructure with modern, high capacity, and arc flash compliant equipment. The project design should identify delivery in phases, identifying sequencing of shutdowns, installation of new equipment, and commissioning.

Multiple Facility Domestic Water Distribution System Replacement (\$12.0M) (P3). Funding for this project has been requested. Except for minor repairs, the galvanized piping in the College of Dentistry and Clinical Sciences North buildings are original and continue to fail. Typical pipe failures involve internal corrosion and scale buildup that restrict water flow and lead to leaks and overall pipe failure. Leaks and pipe failures have directly impacted academic, research and clinic operations in these buildings and damaged other building systems.

Neuropsychiatric Institute Fire Alarm System Replacement (\$500 thousand) (P4). Funding for this project has been requested. The fire detection and notification system has surpassed its useful life. Replacement parts have become difficult to obtain as the system is obsolete, causing the impact of system failure to become more preeminent. Install a new code-compliant FA system to ensure accurate detection and reliable notification. A new panel and detection devices are required.

Multiple Facility Roof Replacement (\$21.7M) (P5). Funding for this project has been requested. The flat/low-slope roofing systems at eight facilities have reached the end of their useful life and are in poor condition. These poor conditions have resulted in the following deficiencies: membrane degradation, moisture/air trapping, leak seepage, saturation of insulation as well as ponding water, flashing separation and cracking, blisters in the membrane, damaged membrane seams, and repetitive repair costs. Observations of these roofs show different vintage patching attempts to stem multiple leaks over the lifespan. These leaks impact academic and research activities occurring in facilities, and water infiltration in the exterior walls cause structural, façade, and potential health issues. Replace deficient roofing systems: perform a complete tear off, inspect and repair deficient or compromised decking systems, install new modified bitumen roof system and install new flashing.

Behavioral Sciences Building Exterior Envelope Repairs (\$3.2M) (P6). Funding for this project has been requested. Cracked and spalled concrete is observed across 35% of the exterior walls, floors, and terrace roofs of the building. This spalling is typically the result of the steel reinforcement having been set too close to the surface of the concrete coupled with water infiltration. This is especially

prevalent on the 3rd floor terrace, and the stair surfaces and joints. Mineral displacement is observed along the cracks and patches, especially along the edge of the north terrace slab. This indicates water infiltration at these locations. Inadequate slope to the drains of the terraces (which causes moderate ponding of water). No waterproof barrier is present at the joints between the walls, slabs, and stairs to prevent water infiltration. Water infiltration through the slab will continue to corrode the internal steel reinforcement resulting in a continuing need for repair and more significant structural failure. Cracked and eroded mortar joints were observed across the façade. The sealant at the perimeters of the windows, exterior doors, movement joints, and other elements have deteriorated throughout the facade. Remove loose concrete to expose the full extent of the corroded steel reinforcement. Use mechanical methods (wire brushing, wire wheels, etc.) to remove all corrosion from the steel. Apply corrosion-inhibiting epoxy coating to steel (or consider a zinc-based coating). Patch the concrete with the intent of restoring its original geometry and aesthetic properties. Where mismatched repair patching exists, remove ad hoc repairs and properly patch to uniformly match the concrete. Evaluate installing a fluid-applied topcoat on the terraces and stairs surface to prevent water from further infiltrating and damaging concrete structural elements. At the facade, re-point cracked and eroded mortar joints. Replace elastomeric sealant. Remove all the corrosion from the lintels using mechanical methods and refinish them with a high-performance coating.

Science and Engineering Office Concrete Facade Repairs (\$4.5M) (P7). Funding for this project has been requested. Cracked and spalling concrete is observed across 30% of the exterior of the building. There is concrete cracking due to shrinkage at the intersection of the slab with the structural wall and the exterior wall above the glazed precast concrete exterior wall panels. This allows water to pass through corroding steel reinforcement. There is cracking and spalling underneath the inset slab at the galleries caused by corroded internal steel reinforcement due to water infiltration. This spalling is typically the result of the steel reinforcement having been set too close to the surface of the concrete coupled with water infiltration. Concrete patching is observed in numerous locations where repairs have already been made. Mineral displacement is also observed along the cracks and patches. Remove loose concrete to expose the full extent of the corroded steel reinforcement and railings. Use mechanical methods (wire brushing, wire wheels, etc.) to remove corrosion from the steel. Apply corrosion-inhibiting epoxy coating to steel (or consider a zinc-based coating). Patch the concrete with the intent of restoring its original geometry and aesthetic properties. Where mismatched repair patching exists, remove ad hoc repairs and properly patch to uniformly match the concrete.

Multiple Facility Vertical Conveyance System Replacement (\$2.5M) (P8). Funding for this project has been requested. Reoccurring equipment failures cause operational outages for two passenger elevators in the Art and Exhibition Hall and Architecture and Design Studios buildings. The elevators in both buildings are required for ADA access to all floors of the facilities. Replacement parts for these conveyance systems are obsolete and not readily available, adding to the downtimes of these systems when repairs are needed. Replace mechanical, electrical, and assembly unit components in addition to the safety systems, and life safety systems in the existing hoist way. Restore and replace worn finishes in each cab.

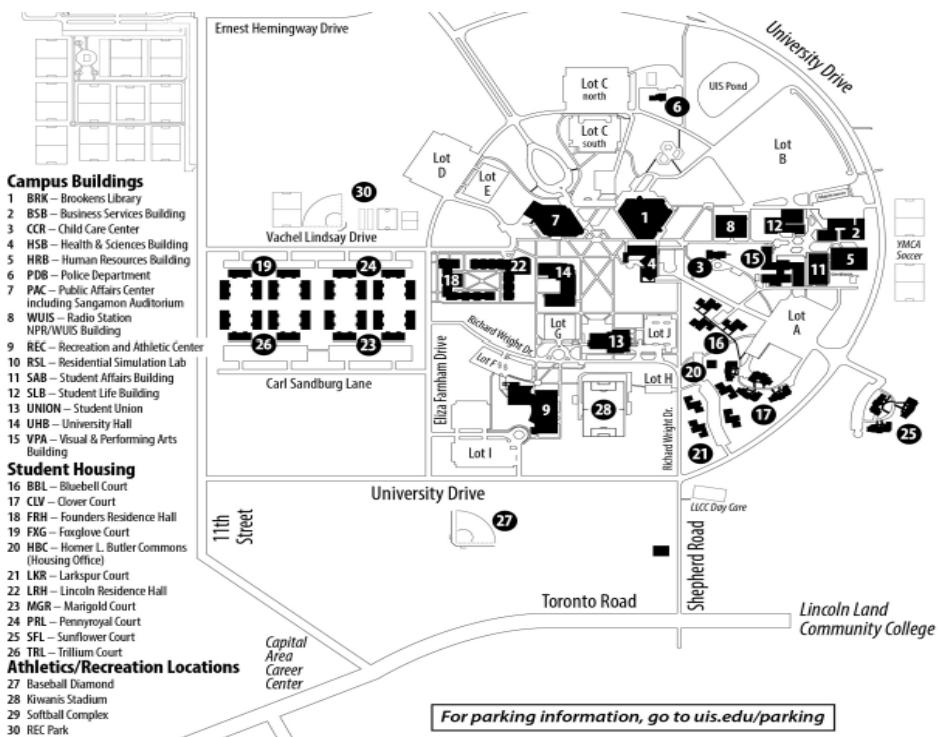
Multiple Lecture Center Building Standing Seam Metal Roof Replacement (\$5.4M) (P9). Funding for this project has been requested. These roofing systems have surpassed the end of their life cycle and are enduring the consequences from the lack of replacement. Observations of coating degradation and chalking are prevalent at the metal roof due to more than three decades of UV exposure. Rust and corrosion are observed where protective coating has failed, leading to pitting.

Sealant used at the flashing, pipe penetrations, valleys, and end caps has deteriorated, compromising the water seal and become a primary source of leaks. Fastener fatigue due to continuous thermal expansion and contraction has caused the clips of the standing seam roof to fail. This allows winds to pull at the panel edges degrading the integrity of the standing seam structure. In addition, each facility has a low slope roof border that constitutes the building overhang. This is an EPDM roofing material covered by brick pavers. This overhang has prevalent mineral deposits and ponding requiring the replacement of the roofing material. There are water-stained ceiling panels in multiple areas of these buildings. Repair the damaged concrete structural elements (consult a qualified structural professional to recommend the appropriate extent of repair required for each deficient location). Remove all corrosion and refinish metal roofing. Replace the elastomeric sealant at the movement joints throughout the roofing. Replace all deteriorated fasteners. Replace EPDM roofing that covers the overhangs (consider eliminating the pavers from the roof design to improve access to the roof membrane to ease maintenance and repairs). Repair fascia.

Lecture Center D Glass Storefront Renewal (\$2.4M) (P10). Funding for this project has been requested. Seventy-five percent of the wood framed window wall system has deteriorated, with most prevalent locations of deterioration at the bottom of the doorways and along the stall riser. The window wall consists of inefficient single pane glazing and has doors that are heavily worn. In addition to worn paint finishes at the storefront frame, water infiltration is an issue at numerous locations across the façade. Replace the storefront frame and glaze with insulated glazing units and replace the worn and deteriorated doors.

UNIVERSITY OF ILLINOIS SPRINGFIELD

University of Illinois Springfield (UIS) joined the University of Illinois system in 1995 located on 740 acres with nineteen primary buildings. The university has four main colleges with approximately 4,364 students (fall 2025) and one other campus located in East Peoria, Illinois.



Regular Capital – Appropriated

Construct a Library Learning Student Success Center (\$42.6M). This project is in pre-construction status. The project provides for the construction of a multi-story Library Learning and Student Success Center (LLSSC) programmed at approximately 65,000 square feet will serve as a nucleus for advanced and innovative teaching-learning and collaboration. The LLSSC will house library services and collections, Information Technology Services (ITS), client services, a help desk, and the Center for Academic Success. The Center for Academic Success is composed of: The Learning Hub, Office of Advising Services, Information and Support, Experiential and Service-Learning Program, Testing Services, the Tutoring Center, Writing Lab, Math Lab, the Career Development Center, and Testing Center. The LLSSC will have stand-alone heating and cooling and a backup power source to support 365 day/year operations. The heating/cooling system for the LLSSC will also be needed to support the adjacent Student Union building. Funding of \$7.6M is provided from the \$450M lump sum appropriation.

UIS Innovation Center (\$13.8M). Funding for this project has not been released. The project provides for a full rehabilitation of an approximately 26,000 square foot, existing 3-story building with close to a 7,700 square feet basement, located off the University of Illinois, Springfield (UIS) campus. The existing building will be repurposed to provide collaborative co-working spaces, and experiential learning labs, which will include a maker space/prototyping lab, technology-rich classrooms, informal meeting spaces, conference rooms, a flexible multi-use technology-rich conference/community room, and offices for corporate, industry and community partners, and university administrators. The project will include site work, not limited to utility, drainage, parking, and landscaping.

Construct a Public Safety Building (\$5.5M). Funding for this project has not been released. A new building will help to ease the confining conditions that currently exist, improve the flow of traffic in and out of the facility, alleviate current storage deficits for both evidence and general/hazardous storage, and provide modern secure program areas for staff, patrons, and proper holding areas for suspects. A new facility will allow the campus to fully meet the Commission on the Accreditation of Law enforcement Agencies (CALEA) standards and fulfill their mission to provide the safest possible environment for students, staff, faculty, and visitors to campus.

Regular Capital – Requested

Brookens Building Remodel (\$85.9M) (P1). Funding for this project has been requested. With recent funding appropriated to build a new Library, Learning, and Student Success Center, it will be necessary to renovate and reinvent the 120,000 square feet of interior space in the existing Brookens Library Building. The repurpose of the Brookens Building centralizes several critical student, faculty, and staff resources. These resources include the Online, Professional, and Engaged Learning (OPEL) program, which promotes learning through initiatives in four departments: the Center for Online Learning, Research, and Service (COLRS), the Office of Engaged Learning (OEL), the Continuing and Professional Education (CAPE) program, and the Faculty Development Resource Office (FDRO). Other improvements include the ability to provide better temperature control to all spaces in the facility and improve wayfinding in the facility. Renovation of the HVAC and mechanical systems will allow the university to dramatically improve the energy efficiency of the facility in addition to providing optimal humidity and climate controls that are required. This project aspires to achieve U.S. Green Building Council LEED Gold certification with HVAC, plumbing, lighting, fire suppression, electrical, and building envelope modernizations. This project also enables

the demolition of temporary facilities that were constructed in the early 1970's when the university was established.

Capital Renewal – Appropriated

Brookens Library (BRK) & Performing Arts Center (PAC) SLB SAB Sanitary Sewer (\$4.8M). This project is in construction status.

Sanitary Sewer and Domestic Water Repair (\$4.1M). This project is in construction status. This project is in construction status. This project will replace and repair the failing domestic water service lines, sanitary sewer pipes, drains and cleanouts in four buildings to bring these systems back into safe, code compliant condition. The four campus buildings involved in this project are the Public Affairs Center, Brookens Building, Student Life Building, and the Student Affairs Building.

Brookens Roof Replacement (\$4.0M). This project is in pre-construction status. The 54,000 square foot ballasted roof on the Brookens (BRK) building has reached the end of its useful life. This project will install a rubber membrane roofing system, repair any damaged underlayment, and incorporate additional insulation to prevent unwanted energy loss and increase the efficiency of the facility. This project will also re-flash the various sections of differing roof elevations and repair the areas where the brick masonry has deteriorated or failed. Lastly, this project will repair the access ladders (to include the installation of appropriate fall protection equipment) serving the existing roof mounted mechanical equipment to meet occupational health and safety standards.

Replace Roofing System (\$1.0M). This project is in construction status. This project provides for the replacement of approximately 18,700 square foot roofing system on the Health Science Building. The work will include two lower roof sections with a 30-year, fully adhered roofing system and enhanced insulation in accordance with IECC guidelines, flashing modifications, pre-finished metal edging, and trim. The work will also include mechanical screening enhancements, curtainwall enhancements, and brick/masonry tuckpointing as needed.

Visual and Performing Arts Building Upgrades and Campus Metering Upgrades (\$47 thousand). Funding for this project has not been released.

Illinois Jobs Now (\$35 thousand). Funding for this project has not been released.

Capital Renewal – Requested

Brookens Library & Performing Arts Center Elevator Replacement (\$1.5M) (P1). Funding for this project has been requested. This project will repair, modernize, and replace all failed components to ensure safe, effective, and reliable elevators are available in both high traffic facilities. It will also ensure that all elevators are compliant with all current buildings and life, health, and safety codes. The project will provide any new utility services or HVAC requirements to support the new elevator controls systems. This project will also ensure that all accessibility requirements are met. The elevators were initially constructed over fifty years ago, the existing elevators in Brookens Library and the Public Affairs buildings have exceeded their useful life and are experiencing significant breakdowns causing multiple entrapments in the past year. The existing elevator equipment located at Brookens Library (BRK) was engineered and installed in 1972 where certain parts and equipment are no longer being manufactured by the original manufacturer. Few third-

party manufacturers are producing some of the equipment other parts that are obsolete by the original equipment manufacturer creating long down time.

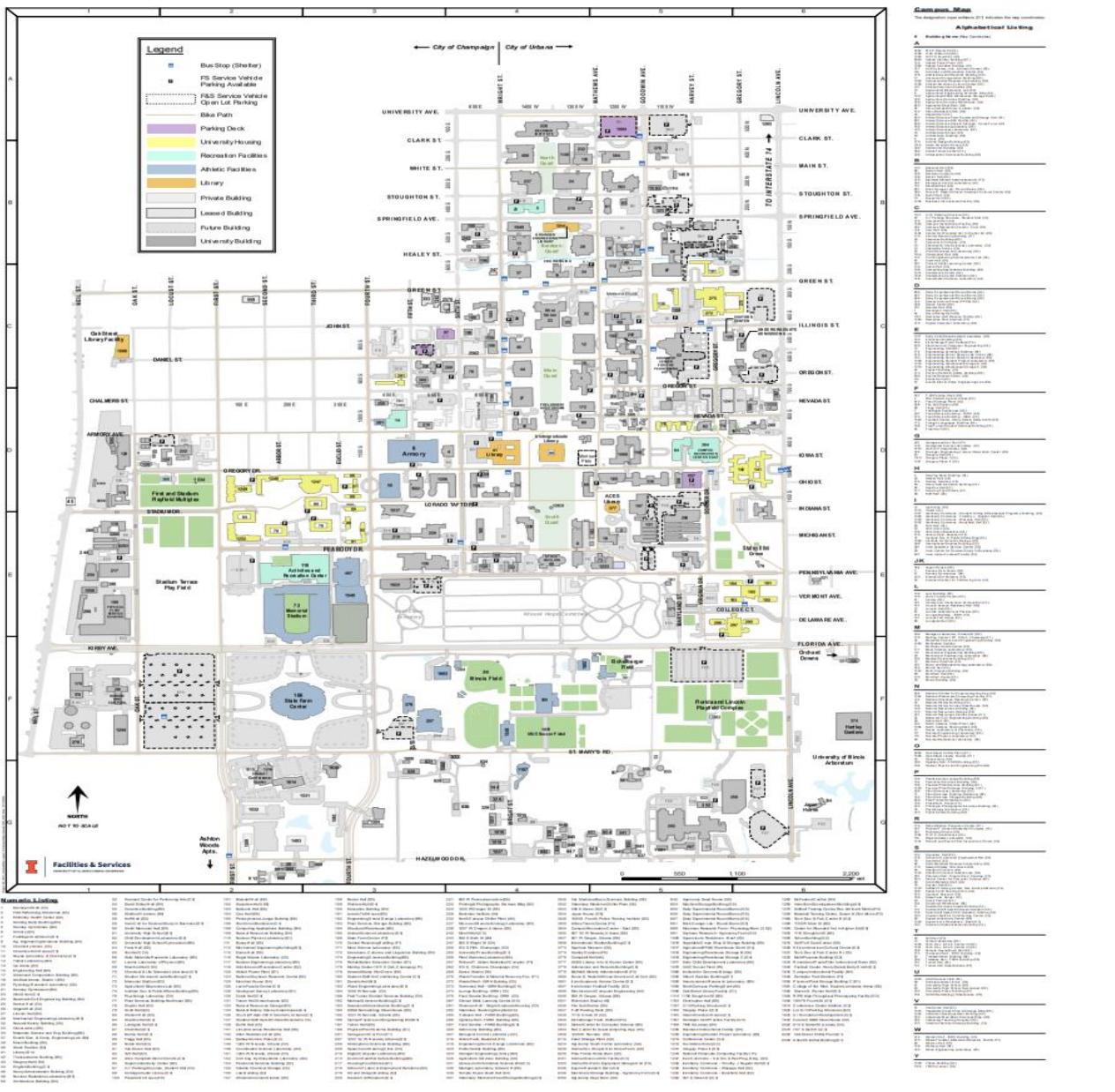
Performing Arts Center Replace 12,500 KVA/480 Volt Transformer (\$458 thousand) (P2)

Funding for this project has been requested. This project will replace the original high voltage transformer that was installed in the 1970's. The electrical equipment, most of the electrical switch gear, main distribution panels, all the conductors are building original and therefore will require replacement to ensure a safe distribution of power across campus. This transformer that feeds the University of Illinois Springfield campus is in poor condition and beyond its useful life. Failure of this transformer will result in a significant loss of power on campus and will disable the primary heating and cooling plants for most of the campus facilities.

Health Sciences Building (HSB) Server Room HVAC (\$634 thousand) (P3). Funding for this project has been requested. The main server room that supports all University of Illinois Springfield campus IT infrastructure is cooled with (2) above ceiling mounted, horizontal Computer Room Air-Conditioning (CRAC) units that have reached the end of their useful life. This project will replace all existing equipment, maximizing the expected useful life of all new HVAC components. New equipment will provide N+1 level redundancy utilizing building chilled water, DX and free-cooling sources to comply with energy code requirements. All new equipment shall be floor mounted, which will require revision to the existing air distribution system, and the removal of all water piping above the ceiling to a point outside the perimeter of the server room. The entire building is supported with 100% emergency electrical power. The project will confirm capacity exists within existing electrical system components to support additional electrical load. All new HVAC equipment will be integrated into the existing campus Building Automation System, inclusive with raised floor leak detection.

UNIVERSITY OF ILLINOIS URBANA-CHAMPAIGN

University of Illinois Urbana-Champaign (UIUC) is the original campus of the University of Illinois System which started as the Illinois Industrial University in 1867 under the Morrill Act and became the University of Illinois in 1885 interconnecting with the twin cities of Champaign and Urbana. The other campuses of the university are University of Illinois Chicago (UIC) and University of Illinois Springfield (UIS). The campus covers 4,552 acres with 647 buildings. The university offers 16 colleges and schools with approximately 60,000 students (fall 2024).



Regular Capital – Appropriated

Renovate Altgeld Hall/Demolish Illini Hall & Construct New Facility (\$211.0M). This project is in construction status. This project provides for a complete restoration of the existing Altgeld Hall and demolition and replacement of Illini Hall with a new facility in its location for the Departments of Mathematics and Statistics, as well as providing a hub for the creation site for an incubator for data science on our campus.

Building X (\$20.0M). This project is in pre-construction status of approximately 60,000 square feet above ground academic and research facility. This multi-story facility will include hardware, labs, robotics and computing research space, office space and support areas for faculty, doctoral candidates, and postdoctoral fellows.

Regular Capital – Requested

Art & Design Renovation/Addition (\$129.0M) (P1). Funding for this project has been requested. Built in the late 1950s, the Art and Design Building has undergone only minor repairs and upgrades. The current condition of the building reflects the wear and tear of 60 plus years of continuous use as an administrative, teaching, and research facility. It suffers from general fatigue and deterioration of comfort and visual quality. Over time, the requirements of the School's disciplines have changed dramatically, creating entirely new functional demands which were unimagined when the building was conceived. New program and equipment needs have rendered the original space configuration outmoded, inefficient, and ill-suited to their intended purposes. This project will renovate and upgrade the existing facility and provide an addition to consolidating all functions, activities, and programs into one facility. This renovation will allow for a symbiotic relationship with the new Siebel Design Center, which is a facility used by students from every discipline and background. The facilities will serve both as a physical and intellectual hub, layering across the undergraduate experience a range of informal and formal opportunities and offerings to engage students in multi-and trans-disciplinary collaborations. This project will meet Illinois' vision for multi-disciplinary design and doing, while fostering a culture of student-led problem solving. The building will be an incubator of talent where students master skills by tackling real and pressing problems that lend themselves to design-based solutions.

Library Upgrades (\$154.6M) (P2). Funding for this project has been requested. The University of Illinois Urbana-Champaign Library has initiated a full capital building project to redevelop the Main Library following the transformation of the Undergraduate Library into a facility devoted to services and secure storage of our rare and archival collections – the library's "special collections." The overall project is being constructed in phases, which will allow for the funding of the project over time and allow for the library to remain open throughout construction. Phase I, the transformation of the Undergraduate Library, has started with construction expected to start in September 2025.

Capital Renewal – Appropriated

Multiple Building Life Safety Upgrades (\$2.0M). This project is in construction status that provides a sprinkler installation in Talbot Lab building and fire alarm upgrades in Foellinger Hall and Krannert Center for Performing Arts.

Morrill Hall Infrastructure Phase 2 (\$6.3M). This project is in construction status that will replace air handling units serving the basement through third floors of the west wing of the Morris Hall building.

Masonry Reconstruction (\$3.3M). This project is in construction status that provides for repairing the masonry at three buildings. Noyes Laboratory: repair masonry fire walls and chimneys at courtyard and limited reroofing. Wohler Hall: repair masonry at chimneys. Madigan Laboratory: repair masonry at chimneys.

Replace Roofing System at AESB (\$12.0M). This project is in construction status.

Illinois Jobs Now! (\$1.5M). Funding for this project has not been released.

Capital Renewal – Requested

Multiple Building HVAC Renovations: Natural Resources Building and Education Building (\$72.0M) (P1). Funding for this project has been requested. The University of Illinois Urbana-Champaign is requesting funding of \$66,000,000 for a multiple building project for two buildings that are the subject of major deferred maintenance deficiencies on campus. The funds are to be used to complete an initial conceptualization to determine the exact scope for the full project. The Natural Resources Building's HVAC systems are aging and increasingly costly to maintain. The chiller and make-up-air units that serve laboratories at the NRB ceased to operate. The make-up-air units were designed as an integral piece of the operation of the laboratory fume hood mechanical ventilation system. Illinois's F&S Code Compliance & Fire Safety (CC&FS) has given the department until 2033 to correct the issues. The following are actions required to rectify the current system deficiencies.

Bevier Hall HVAC Renovations (\$41.0M) (P2). Funding for this project has been requested. The University of Illinois Urbana-Champaign is requesting \$41,000,000 for HVAC renovations at Bevier Hall that are the subject of major deferred maintenance deficiencies on campus. Bevier Hall was constructed from 1954-56. It is urgently in need of major HVAC renovations, particularly with the four air handling units (AHU's 7,8,12, and 16) located in the penthouse. These air handling units have been identified by UIUC Facilities & Services maintenance personnel as failing and in need of replacement as on-going maintenance is difficult and systems failures are imminent the total project budget, including \$2,500,000 in owner's cost, is \$43,500,000. The funds are to be used to complete an initial conceptualization to determine the exact scope for the full project. Most of the building's air and water systems are beyond their useful life with the mechanical equipment original to the 1956 construction project. Due to the age of the original mechanical systems, the building operates inefficiently. The 70-year-old HVAC units are relied upon to distribute heating and cooling to spaces on the third, fourth and fifth floors of the building. The air distribution and room level control systems are poor. They are also relied upon for proper operation of lab fume hoods. Based on the condition of the air handling units, there are dangers associated with these pieces of equipment. The total project would address floors three through five with asbestos abatement; replacement of reheat systems, exhaust fans, steam perimeter heating to hot water; upgrades to HVAC controls; replacement of lighting fixtures, ceilings, and sprinkler systems. Funding from the state appropriations is requested to complete this project. Like many UIUC buildings, Bevier Hall has suffered from deferred maintenance due to a lack of adequate maintenance funding, which has exacerbated the maintenance challenges described above. The university has replaced five of the other original AHU's in recent projects and will plan to replace another five AHU's in the penthouse in a future project.

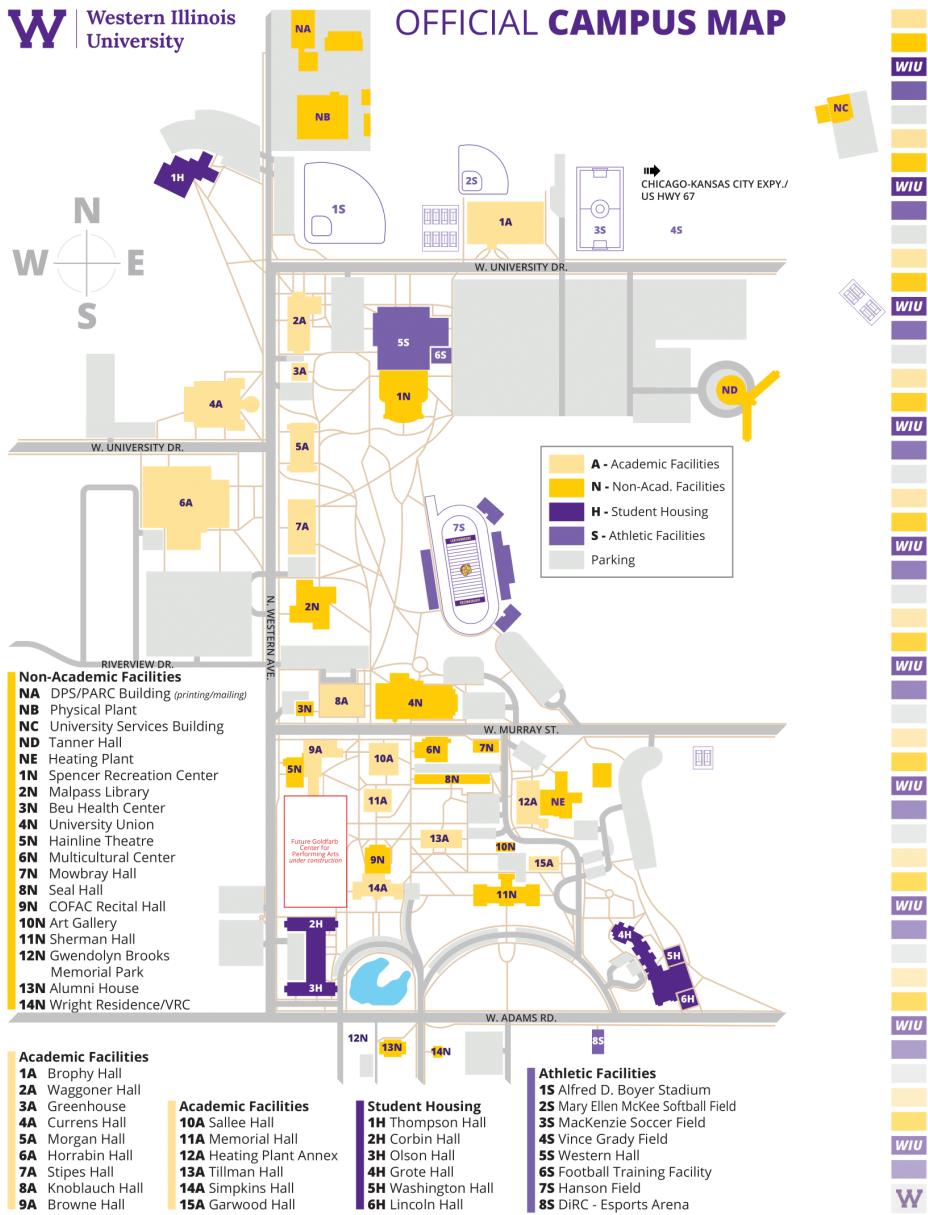
Campbell Hall Metal Roof Replacement (\$4.3M) (P3). Funding for this project has been requested.. The University of Illinois Urbana-Champaign is requesting \$4,000,000 to replace the metal roof at Campbell Hall which is the subject of major deferred maintenance deficiencies on campus. Campbell Hall for Public Telecommunication was dedicated in 1999. It is a 40,966 square foot facility that houses Illinois Public Media. The building's primary benefactors were Robert C. and Alice Curtis Campbell, who gave some of the funds for the new building. The total project budget, including \$250,000 in owner's cost, is \$4,250,000. Campbell Hall's metal roof was installed in 1999 with the incorrect fastener system causing it to begin major degradation immediately following construction. The degradation includes the gutter system as well as finishes through to the interior areas of the building. The project will require replacement of the metal roof and the full gutter system including damaged envelop systems along with adjacent interior materials

and finishes. Below are images representing the degradation of the system. Campbell Hall was identified as a part of a multiple building roof replacement project. It was value engineered out of that project due to increased costs during the COVID19 pandemic. The roof has continued to degrade allowing water to enter the building during rain events

Burrill Hall Roof Replacement (\$3.2M) (P4). Funding for this project has been requested. The University of Illinois Urbana-Champaign is requesting \$3,000,000 to replace the roofs at Burrill Hall, which is the subject of major deferred maintenance deficiencies on campus. Dedicated in 1959, Burrill Hall was named after Thomas J. Burrill, an integral figure in campus' early history. Burrill served as Acting President of the University from 1891 to 1894 and was responsible for several early developments in bacterial and plant pathology. The total project budget, including \$200,000 in owner's cost, is \$3,200,000. Roofs C and D at Burrill Hall are leaking into a new remodeled area. These sections of the roof have new equipment that was installed on the existing roofing materials with a project that was completed in 2019. The project also included the interior remodel of a few spaces directly below the equipment and roofs. These existing roof sections are gravel ballasted roofs. At the time of the equipment project, it was estimated that 5 to 8 years were left on the life of the roof. Due to the escalation of construction costs that occurred during the COVID19 pandemic, the project did not have sufficient funds to incorporate the roof replacement. It was determined that the roofs needed to remain in place even with the installation of the new equipment.

WESTERN ILLINOIS UNIVERSITY

Western Illinois University (WIU) was founded in 1899 and in 1957 the name changed to Western Illinois University. The university is located on 1,050 acres consisting of 53 buildings. WIU has an additional campus in Moline, IL. Western Illinois University offers four colleges with approximately 5,337 students (fall 2025).



Regular Capital – Appropriated

Performing Arts Center (\$66.5M). This project is in construction status. The scope of work provides for constructing an approximate 130,000 square foot Performing Arts Center, including a 75,000 square foot convocation center for recitals, lectures, graduation ceremonies and local art and civic functions and a 1,900 square foot performance auditorium.

Heating Plant Structure (\$26.6M). This project is in construction status. This project includes roof replacement, exterior masonry repairs and interior structure assessment repairs.

Science Building, Phase I (\$94.4M). Funding for this project has not been released. This project is Phase I that provides the construction of a new science building and an addition and remodel to an

existing building. The new science building will consolidate existing and support new academic programs.

Phase III Of Quad Cities Campus (\$30.0M). Funding for this project has not been released.

Regular Capital – Requested

Macomb Science Phase II (\$94.3M) (P1). Funding for this project has been requested to continue with the improvements to the science programs by renovating an existing building. A new facility to house science-based programs will provide the ability to integrate new laboratory technologies with the latest in science pedagogy. The basic teaching and laboratory layouts of Western Illinois University's current science facilities are obsolete in the College of Arts and Sciences facilities, Currens Hall (physical sciences, 1970) and Waggoner Hall (life sciences, 1968). Tillman Hall (earth sciences, 1953) has been taken offline due to the level of deferred maintenance. These facilities were constructed before modern laboratory standards were developed by the American Society of Heating, Refrigerating and Air Conditioning Engineers and these facilities fall below acceptable indoor air quality and energy efficiency standards.

Macomb Stipes Hall (\$75.5M) (P2). Funding for this project has been requested. Stipes Hall was constructed in 1968 and has over 140,000 square feet of classroom and office space and houses the College of Business and Technology. Stipes Hall has not had any renovations or major remodeling since its opening over 50 years ago. The new facility will promote the latest in teaching, electronic classrooms as well as utilize green and sustainable technologies design to satisfy the University's goal to construct LEED Silver certified facilities.

Macomb Education Building (\$132.8M) (P3). Funding for this project has been requested. Horrabin Hall was constructed in 1965 as a laboratory school housing K-12 grades. Horrabin has not had any major renovations or retrofits in over 55 years. The College of Education and Human Services is housed in the 150,000 square feet of classrooms and offices in Horrabin. The new facility will promote the latest in teaching styles, electronic classrooms, and utilize green and sustainable technologies for College of Education and Human Services.

Macomb Malpass Library (\$127.9M) (P4). Funding for this project has been requested. The Malpass Library, constructed in 1978, is obsolete in providing a high-quality research facility. Archival repository standards developed by the American Society of Heating, Refrigerating and Air Conditioning Engineers have improved however the library fall below acceptable indoor air quality and energy efficiency standards. The current layout of the facility does not allow for the integration of new technologies. Renovation will update layout, improve indoor air quality and energy efficiency standards, update power distribution and building controls.

Capital Renewal – Appropriated

Library Repairs (\$1.5M). This project is under construction. This project provides a new roof, tuck pointing, window gasket replacement, expansion joint sealant replacement and seal masonry.

Roof Replacement (\$5.0M). This project is under construction. This project will replace roofs for multiple buildings.

Replace Chiller & Construct Chilled Water Loop (\$12.0M). This project is in construction status. This project provides for the installation of two chilled water loops, one for the north section campus and one for the south section of the campus. The work also provides for the establishment of a central chiller plant at Simpkins Hall.

Heating Plant Upgrades (\$2.0M) (P1). Funding for this project has not been released. This project provides for boiler upgrade, replacement, and additions in the heating plant.

Elevator Upgrades (\$2.8M) (P2). Funding for this project has not been released. This project provides for the repair, replacement, and modernization of all elevators (passenger and freight) in Garwood Hall and Malpass Library.

Western Hall and College of Fine Arts (COFAC) Roof (\$3.2) (P3). Funding for this project has not been released. This project provides for the replacement of the roof, four roof top cooling units and roof related items (metal, masonry repair, etc.) on the COFAC Recital Hall at Western Hall.

HVAC Replacement and Upgrades (\$4.1M) (P4). Funding for this project has not been released. This project provides for chiller replacement, renewal, piping upgrades and factory renewal on multiple buildings on campus. New modular chiller installation at Malpass Library and necessary mechanical and electrical upgrades to support the new chiller. Upgrades will also include chilled water piping with Garwood Hall and necessary mechanical and electrical to tie this building into the newly constructed chilled water loop.

Domestic Water Line (\$2.5M) (P5). Funding for this project has not been released. This project will remove and replace existing water mains running through the south campus.

Construct Quad-City Riverfront Campus (\$5.7M). Funding for this project has not been released and will be funded by IIN (Illinois Innovation Network).

Renovation and Construction of Quad-City Riverfront Campus (\$3.3M). Funding for this project has not been released and will be funded by IIN (Illinois Innovation Network).

Miscellaneous Capital Improvements Section 250 Illinois Jobs Now (\$485 thousand). Funding for this project has not been released for miscellaneous capital improvements.

Improvements to Memorial Hall and Other Capital Improvements (\$225 thousand). Funding for this project has not been released. This appropriation was part of a prior project and has not been released.

Upgrade Electrical Distribution System (\$26.6M). This project is in pre-construction status. This project will replace transformers and upgrade distribution lines.

Capital Renewal – Requested

HVAC Replacement and Upgrades Phase II (\$4.5M) (P6). Funding for this project has been requested. This project will separate CRAC units in Morgan Hall electrically, mechanically, and physically.

South Campus Steam Tunnel Repair (\$2.4M) (P7). Funding for this project has been requested. This project will involve the removal and replacement of the steam tunnel lid.

Heating Plant Abatement (\$2.4M) (P8). Funding for this project has been requested. This project will involve abatement of the heating plant.

Roof Replacements (\$4.2M) (P9). Funding for this project has been requested. This project will replace the roof for multiple buildings on campus (Salee, Simpkins, Sherman, Physical Plant, Browne, University Services Building, Art Gallery and Physical Plant East).

Electrical Infrastructure Upgrade Phase II (\$3.6M) (P10). Funding for this project has been requested. This project will replace transformers, update feeder wires, and switchgears campus wide.

Sherman Hall Building Envelope and Acroteria Repair (\$1.8M) (P11). Funding for this project has been requested. This project will provide exterior building repair (tuckpoint, seal, masonry issues).

Differential Pressure Switch/Sensor (DPS) HVAC Repair (\$300 thousand) (P12). Funding for this project has been requested. This project will involve HVAC system upgrade to correct humidity control issues

Campus Sidewalks/ADA Routes (\$505 thousand) (P13). Funding for this project has been requested. This project will involve campus wide sidewalk replacement and repairs to address accessibility and/or safety issues.

Knoblaugh Cooling Tower Repair (Fencing and Roof) (\$180 thousand) (P14). Funding for this project has been requested. This project will involve re anchoring of concrete structures that cover the cooling tower on the roof of this building.

Knoblaugh Building Envelope (\$900 thousand) (P15). Funding for this project has been requested. This project will involve exterior building repair (tuckpoint, seal, masonry issues).

Simpkins Hall Building Envelope (\$1.8M) (P16). Funding for this project has been requested. This project will involve exterior building repair (tuckpoint, seal, masonry issues).

Garwood HVAC and Plumbing (\$1.8M) (P17). Funding for this project has been requested. This project will involve ventilation and plumbing upgrades to address existing issues.

Sherman HVAC Update (\$7.2M) (P18). Funding for this project has been requested. This project will involve upgrading the HVAC system.

Waggoner HVAC Replacement (\$10.8M) (P19). Funding for this project has been requested. This project will involve upgrading the HVAC system.

Demolition of Tillman Hall (\$6.0M) (P20). Funding for this project has been requested. This project will involve the abatement and demolition of Tillman Hall and moving the electrical structure.

Browne Hall Upgrades (\$5.4M) (P21). Funding for this project has been requested. This project will involve HVAC replacement and building ADA accessibility upgrades.

Morgan Hall Upgrades (\$12.0M) (P22). Funding for this project has been requested. This project will involve HVAC and building upgrades.

Salee Hall HVAC Update (\$4.2M) (P23). Funding for this project has been requested. This project will involve upgrading the HVAC system.

Stipes Hall Upgrades (\$14.4M) (P24). Funding for this project has been requested. This project will involve HVAC and building upgrades.

COMMUNITY COLLEGE CAPITAL IMPROVEMENT PROJECTS – FISCAL YEAR 2027

OVERVIEW OF COMMUNITY COLLEGE CAPITAL PROJECTS

Figure 14. Fiscal Year 2027 Capital Budget Summary

Agency	Regular Capital Projects		Capital Renewal Projects	
	Appropriated	ICCB Recommendation	Appropriated	ICCB Recommendation
ICCB	\$547,821	\$886,015	\$170,000	\$130,000
Total FY27 Capital Request	\$547,821	\$886,015	\$170,000	\$130,000

STATEWIDE CAPITAL RENEWAL GRANTS

The capital renewal program allocates funds to community colleges to address critical remodeling and infrastructure improvements and maintain college facilities. ICCB has recommended an additional \$130 million for capital renewal in FY 2027.

NEW PROJECT REQUESTS

Community Colleges request state funding for construction projects annually to the ICCB. This year, the ICCB received 110 requests which totaled nearly \$ 2.2 billion. Community colleges are required to match state resources with a 25 percent local match for each project. From these requests, ICCB prioritized 50 projects at a state cost of \$886 million and recommended them to IBHE. ICCB evaluated and ranked projects using criteria established in the Administrative Rules of the Illinois Community College Board. Narratives that follow describe the 50 specific college project requests.

Priority 1. South Suburban College – Renovate Labs

The general scope of work entails the renovation of two biology labs and two physics labs. The current labs are outdated and have equipment that is over 20 years old. Their current layout and equipment do not meet todays high-tech standards for learning environments. The new learning

environment in each lab shall consist of 4 chair student workstations with center isles for circulation. The new spaces will serve a dual function for lecturing and lab work. New ceilings with new dimmable LED lighting appropriate for the working environment. Walls will be repaired and painted along with a new chemical resistant epoxy floor system will be installed. New electrical power will be provided as required along with new plumbing, air and gas as needed for new student work stations. An ADA work station will be a part of the new student workstations. The existing HVAC system and temperature controls will be upgraded as required to provide comfort in the space. New fixed equipment such as base and wall cabinets with glass doors will be installed. A new teacher work station with the flexibility to lecture and instruct during lab sessions will also be installed. New markerboard(s) and a new smart board will be installed. Existing emergency shower and fume hoods will be upgraded or replaced.

Priority 2. College of Lake County/ATC – PMT Relocation and Life Safety Renovation

The project's scope is to develop a currently vacant large bay space within the Advanced Technology Center (ATC), an existing College facility. This project is imperative as there is high need from the manufacturing sector and a lack of adequate advanced manufacturing instructional space at the College that meets Industry 4.0 demands for skilled workers. This project involves transforming current undeveloped space within the ATC into dedicated special facilities for advanced manufacturing and manufacturing-related programing, the life safety upgrades to meet Village of Gurnee codes for occupancy and implementing sustainability energy conservation enhancements per the College's commitment to sustainability. The main priority is a build out of approximately 32,000 sq. ft. of undeveloped space, to enable the College to offer a comprehensive curriculum that aligns with business and industry demands and emerging trends, and allows for the integration of specialized laboratories, simulation areas, and most importantly, collaborative workspaces that foster innovation and interdisciplinary learning. Secondarily, this project comprehensively addresses the basic health and life safety requirements within the undeveloped space to meet local code requirements to utilize the space. This requires the upgrade and incorporation of the latest advancements in life and safety features to optimize functionality and adhere to the standards of safety and security protocols.

Priority 3. Danville Area Community College – Julius W Hegeler II Hall Phase 2 Renovation

The scope of this remodel is focused on renovating the 2nd floor to provide classroom & office spaces. A 2-stop elevator would be added adjacent to the existing lobby to improve accessible access to the second level and meet ADA compliance. Julius W Hegeler II Hall is a 2-level building located adjacent to the main DACC campus that was formerly owned by the US Army Reserve and was purchased from the US government in 2020 to be used for college activities.

The Julius W Hegeler II foundation donated \$3 million to fund first floor renovations (phase 1) This phase of construction is expected to be complete August 2024. The Corporate and Community Education Department provides a wide array of classes and training opportunities, including drivers' education, culinary arts, CPR certification, forklift operator training, and college for kid's summer camps. To continue delivering high-quality education and training to the community effectively, the department requires a building renovation project. Updated classrooms, labs, and facilities will support interactive and engaging teaching methodologies, improving the overall learning experience. Upgrading facilities such as culinary arts kitchens, CPR training rooms, and specialized equipment for forklift operator training will ensure that students receive training on state-of-the-art equipment, aligning with industry standards and enhancing the employability of graduates.

Priority 4. City Colleges of Chicago – STEM Labs

Scope of work to include the design and construction of district wide STEM labs. The colleges with the most immediate need of renovation are Wright College (Chemistry & Biology Labs), Truman College (Biology Labs), and Olive-Harvey (Chemistry Labs). The colleges that require additional labs for new or expanding academic programs are Wright College (additional labs to support the Engineering Program), Kennedy-King College (BNA Nursing Labs,) and Daley College (Renewable Energy Lab). The Daley College Renewable Energy Labs will convert an existing 1-story 15,400 sq. ft. building into a series of labs and related support spaces. Scope of work to include abatement, selective demolition, HVAC and electrical upgrades, new partitions, AV&IT infrastructure, new finishes, equipment, compressed air, and millwork. The renovation of the Olive-Harvey chemistry labs includes the renovation of up to three 1,200 sq. ft. Chemistry labs. The labs require selective demolition, additional fume hoods, HVAC & electrical upgrades, new millwork, AV&IT infrastructure, plumbing fixtures, lighting, and finishes. Similar to Olive-Harvey, the Wright College renovation of the Biology, Physical Science, and Chemistry labs will include selective demolition, HVAC & electrical upgrades, new millwork, AV&IT infrastructure, plumbing fixtures, lighting, and new finishes. At Wright College the scope of work will include the conversion of approximately 4,000 sq. ft. of classroom space into two science/electronics labs with a shared prep space and storage. The Kennedy-King College (KKC) nursing lab will allow for the expansion of the City Colleges of Chicago School of Nursing to KKC. Approximately 15,000 sq. ft. of the existing library will be converted into a simulated hospital with practical skills labs, nursing stations, observation rooms, briefing rooms, and support classrooms. Work shall meet or exceed all applicable codes. Final design and engineering may adjust the project conceptual scope provided.

Priority 5. Illinois Valley Community College – Nursing Program Expansion

In order to provide appropriate space to support the Nursing Program at Illinois Valley Community College, an existing 5,100 sf space located at the west side of the middle level of Building B will require complete renovation. The space needs required to support the programmatic expansion for the nursing program includes the following: hospital simulation labs, control rooms, debrief room, clinical simulation labs, nursing stations, office space, collaboration space.

Priority 6. Illinois Valley Community College – Library/Academic Support Center

In order to renovate the existing Library and create a new Academic Support Center within this space for Illinois Valley Community College, the existing 15,720 sf Library currently located on the middle level of Buildings A and C along with the immediately adjacent corridor space will require complete renovation. The overall layout of the proposed Library/Academic Support Center will be a combination of open spaces and acoustically separated spaces. Where acoustic separation is required, glass walls will be used to create space that is visually connected and easily monitored throughout. New carpeting/flooring materials, a combination of acoustical and “hard” ceiling systems and strategically located sound absorbing panels will also be incorporated throughout the space in order to control the sound within this very active environment. The furniture and equipment to support this space will be critical to the overall design. Building A wing has an elevator that is not ADA compliant.

Priority 7. Shawnee Community College – Main Campus Lab Renovations

Comprehensive renovation of its existing Chemistry, Biology, and all Learning Laboratories aimed at enhancing the educational environment by upgrading critical infrastructure, ensuring compliance with modern standards, and improving accessibility and safety. Chemistry Laboratories: Complete renovation of existing Chemistry laboratories; installation of modern, durable and chemical-resistant work surfaces and cabinetry; and upgrade of water, gas, and electrical supply systems to

meet current standards and support advanced laboratory equipment. Biology Laboratories: Complete renovation of Biology laboratories to include new workstations, sinks, and storage solutions and enhancement of microscope stations and integration of technology for digital learning. Learning Laboratories: Modernization of all Learning Laboratories to create flexible and adaptable learning spaces and implementation of smart technology to support interactive and collaborative learning experiences.

Renovating these spaces will involve installing modern safety features, upgrading ventilation systems, and ensuring that all equipment meets current safety standards.

Priority 8. Triton College – Window Replacements Student Resource Buildings

Replace existing original windows in Triton College's Student Resource Buildings. A detailed site analysis of the windows will be required. The site analysis will determine what interior work is required as well as whether or not any of the window caulking needs to be abated. A detailed set of construction documents will then be prepared for bidding.

Priority 9. Lincoln Land Community College – Menard Hall and Sangamon Hall Renovation

Project will consist of renovating the Main and Upper Levels of both Sangamon and Menard Halls to improve student services and college function. The renovation work will include asbestos abatement within the areas of work as well as new/updated finishes and MEP/technology upgrades to support a modern work environment for faculty and staff. Structural Considerations to be resolved with this project include accessibility needs (office widths, door push and pull areas, turning radii, etc.) and asbestos removal. The majority of current offices are not accessible and would be renovated to be code compliant. The renovation work will include asbestos abatement within the areas of work as well as new/updated finishes and MEP/technology upgrades to support a modern, accessible work environment for faculty and staff.

Priority 10. John A. Logan College – Library Remodel

The current Library spaces in the "C" building occupy approximately 12,000 gross square feet (gsf) of space. This project will completely remodel the spaces within the library using finishes similar to upgrades that have occurred in the adjacent spaces. The spaces currently in use for the library have been occupied and rearranged as services have expanded, without major renovation work to facilitate efficient space use and flow and provide for all spaces to be ADA compliant. With the exception of mechanical rooms and stairs located within the boundaries of the proposed remodeling work, all interior partitions, and floor coverings, will be completely removed and new installed. New private meeting spaces, study rooms, and offices will be created, and some existing walls will be eliminated to open up other spaces. The restrooms serving this area will be renovated and new furnishings, shelving, and cabinetry will be provided.

Priority 11. Southwestern Illinois College – Nursing and Health Sciences Center

The project scope was expanded to +/- 88,732 S.F. building dedicated to nursing, dental, and health sciences instruction. The proposed +/- 88,732 S.F. facility will include: +/- 11 classrooms and +/- eight laboratories, +/- three special purpose rooms. i.e., dental, simulation, and multi-purpose; two Clinics and other office support, restrooms and student gathering space. Programs proposed for this facility include Health Information Technology, Medical Assistant, Medical Laboratory, Nursing Education, Nursing Assistant, Emergency Medical Technology, Pharmacy Tech, Phlebotomy, Physical Therapist Assistant, Radiologic Technology, Dental, and Respiratory Care. Considering the anticipated growth in these allied health science fields and the district population, along with the age of the current facilities, there remains a need to expand the campus facilities.

Priority 12. Triton College – Window Replacements Line Buildings Phase 2

Replace existing original windows in Triton College's Line Buildings which are comprised of four buildings. In order to install new windows in the Line Buildings, a thorough site analysis needs to be completed. A detailed site analysis of the windows will determine what interior work is required as well as whether or not any of the window caulking needs to be abated. Water infiltration is causing damage and mold and making temperature maintaining difficult. New windows would eliminate the leaks as well as greatly improve the energy efficiency of the buildings.

Priority 13. Moraine Valley Community College – Career Technical Center

This project will construct a 94,080-square-foot, state-of-the-industry facility dedicated to instruction in automotive, manufacturing, and technology programs. This new building will feature interactive classrooms and modernized lab spaces designed to provide students with access to the latest technology and equipment. The facility will support the expansion of existing programs and serve as a home for new degree and certificate offerings, aligning with industry needs and workforce demands. The growing demand for advanced manufacturing and high-tech automotive careers requires a comprehensive blend of traditional hands-on training and modern technology-based education.

Priority 14. Elgin Community College – Building I – Culinary Renovation and Expansion

With a continued growth in service industry careers and an increased interest in the program, the College is looking to right-size and update their facilities and equipment to match the current and projected demand and the evolution of culinary instruction. Among suggested improvements would be to add, update, and expand direct instructional classroom and class lab space, reorganize the operational components of the restaurant and quick serve counter, provide student and faculty support space, create stronger connections between the program and the remaining campus, and update building systems and finishes throughout. The proposed improvements address facilities that require updating and expansion to support a high demand technical education program. Technical education growth is a college priority and highly in demand. The revitalization and expansion would modernize facilities to match industry standards and allow for expansion of the career/technical education programs.

Priority 15. City Colleges of Chicago – Student Resource Centers

The scope of work for the district wide Student Success Centers is the design and construction necessary to renovate and transform CCC's outdated libraries to meet current academic and research models. The colleges with the most immediate need are Wright College, Truman College, Harold Washington College, and Kennedy King College.

- Wright College Student Resource Center will transform a portion existing library space into a dynamic study and support center.
- Truman College Student Resource Center will open a new wing in the existing library that will be equipped with state-of-the-art technology and dedicated spaces for workshops and seminars.
- Harold Washington Student Resource Center is a complete renovation of the existing library and will include a maker's space.
- Kennedy King Resource Center will transform the existing underutilized library into a technology focused resource center.

Priority 16. Parkland Community College – Biological/Chemical and Physical Sciences Training Center

The new Science Addition will be a 2-story, approximately 27,000 gross square feet structure located on available land immediately adjacent to the existing L-Wing on the north side of the Parkland College campus. The building will connect to the L-Wing on both floor levels and be designed to meet the specific programmatic needs identified below. It will also be designed to be compatible with the existing campus architecture in terms of form and materials usage. Additional laboratory, classroom and instructional support space is needed if Parkland is best able to meet current and projected needs of the community. A new Biological/Chemical and Physical Sciences Training Center will meet four categories of needs: Chemistry Classroom/Lab Space; Biology Classroom/Lab Spaces; Computer/Virtual Lab spaces; and General/Shared spaces and faculty & staff spaces.

Priority 17. Illinois Eastern Community College – ADA Improvements to Public Restrooms and Other Capital Improvements

This remodel project will take our current restroom space located on each campus and ensure accessibility exists in every building. The work necessary to accomplish this would consist of a redesign of the current floor plan(s) of the existing restrooms. This redesign would include the removal and reduction of commode stalls to accommodate individuals in wheelchairs and other physical limitations. Washing sinks would require adjustment to necessary minimum heights to ensure proper access. A number of the existing wash sinks currently have exposed plumbing that require insulation or other protective barriers. Entryways to restrooms would require reconfiguration to allow for minimum width and clearance requirements as well as purchase and installation of automatic door openers to accommodate entrance to the restrooms. Restrooms selected for this project will primarily target those used by students and guests of the district. Access to facilities, such as restrooms, improves the student and visitor experience.

Priority 18. College of Lake County – Wellness and Health Sciences Center

The Wellness and Health Sciences Center would bring health and wellness programming into a single state-of-the-art learning environment. The Center will provide students with opportunities to work seamlessly in a setting that better mirrors the way they will be engaging in patient care as professionals at area hospitals and other healthcare facilities. The Center will be designed with a specific focus to train on nursing, allied health and wellness professions. The Wellness and Health Sciences Center will be an integrated training facility where students will learn patient care using the tools and techniques used in top-notch healthcare facilities. This planned facility would provide rich learning experiences to CLC students including computer simulation, interdisciplinary education, collaborative learning spaces, and simulated learning experiences. It would add an additional 54,000 square feet with the following enhancements to the existing healthcare programs nursing, nursing assistant, medical imaging, surgical technology, health information technology and kinesiology classrooms and labs.

Priority 19. 528 McHenry County College – First Responder Training Center

The proposed new First Responder Training Center at McHenry County College will consist of the construction of new structures as well as sitework to support the needs of the Fire Science, EMT, and Criminal Justice programs on campus. The proposed new complex will be located in the southeast portion of the existing campus on property that was recently acquired by the College and will include: a new multi-purpose/garage space to accommodate various emergency scenarios, new classroom and office space, a new burn tower and an emergency vehicle operations course (EVOC) pad.

Priority 20. College of DuPage – S.T.E.M Center

This new facility would consist of 105,000 square feet within three stories located on west side of the College of DuPage main campus. The building will create a learning environment designed to meet evolving S.T.E.M. educational needs of today as well as enable the College to creatively address the needs of the future. The S.T.E.M. Center will serve as the foundation for the College of DuPage efforts to create interactive blended learning in Science, Technology, Engineering and Mathematics. The new facility will include space to address new classrooms to increase the number of course offerings in S.T.E.M. The S.T.E.M. Center will continue the ability of the College of DuPage to create learning environments, which encourage joint exploration, and teaching among the sciences, technology, engineering and mathematics programs. These interactive blended programs will promote collaborative learning designed to enable students to excel in their continued educational and professional endeavors.

Priority 21. Sauk Valley Community College – CTE Expansion

The CTE expansion at SVCC will require a 10,000 SF addition to the west-end of the SVCC's main facility. The expansion will make room for SVCC's CTE programs, including but not limited to, Agriculture, Welding, Multicraft Technology, HVAC, and Electrical Engineering. Site preparations for the expansion footprint will require the demolition of two existing substandard structures and excavation of existing employee parking. The expansion will also require additions to SVCC's main facility's electrical and HVAC infrastructure.

Priority 22. Black Hawk College – New Career and Technical Education Building at the Quad-Cities Campus

Black Hawk College is looking to develop a Career and Technical Education Center on its Quad-Cities campus in Moline, Illinois. The facility will include educational programming in the following areas: Automotive Technology Center, Automotive Body Repair, Diagnostic Medical Sonography, HVAC/Refrigeration, Manufacturing/CNC, Microbrew/Craft Distillery, Occupational Therapist Assistant, Welding, Related and Shared Classrooms and Faculty and Staff Office Space. This new CTE facility will allow existing programming to be updated/modernized (manufacturing is offered in spaces that were built in the 1960's) and accommodate programming that has not been offered on the QC campus (automotive). New programming will be accommodated in this new space as well, including automotive body repair, diagnostic medical sonography, occupational therapist assistant, HVAC/Refrigeration, and microbrewing/craft distillery. Program support spaces including program specific classroom space, shared classroom space, and faculty/staff offices will allow for students to have convenient access to support their success.

Priority 23. McHenry County College – Multi-Purpose Addition

In order to address the lack of large meeting space on campus to support events such as career fairs, college fairs, and industry-related events, as well as to create space to support the health and wellness of the college community and the community-at-large, a new addition and a series of renovations to the existing facilities will need to be implemented. The general scope of work will include new multi-purpose addition (approx. 24,600 SF) and renovations (approx. 9,950 SF). Renovations would include upgrade existing home team locker rooms/training room, improve handicap accessibility, replace existing MEP infrastructure, and creating space for visiting team locker rooms that does not currently exist. A new, more inviting entry for the community-at-large will be created at this public entrance to the College which is highly visible from US Highway 14.

Priority 24. Rend Lake College – Advance Technology Center

Provide ten classrooms large enough to instruct from 25 to 45 students each, a mix of tables and desks to be used and the teachers' desks, which will all comply with current accessibility standards. Two of the classrooms would be large enough to be used as a lecture hall to be used for special meetings and conferencing. 12 laboratories for computers, welding, robotics, criminal justice, and electronics labs large enough to seat 25 to 35 students. A new state-of-the-art welding department, occupied by 42 new welding booths and 12 grinding stations with proper ventilation, make-up air supply, and HVAC. A new state-of-the-art robotics lab. Two study lounges are to be provided that will seat 15-20 students each. 30 offices for the entire department to be provided (including four for future expanding programs) for the faculty and staff. Site Improvements to consist of a new entry plaza and development, accessible walks, site lighting, connection to the campus storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, a building emergency generator and HVAC controls system.

Priority 25. Lake Land College – Remodel of Northwest Classroom Building

This major remodeling project will include a comprehensive renovation of the Northwest Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room.

Priority 26. 540 Heartland Community College – New Health Sciences Center

In order to allow for the expansion of existing Health Sciences programs and the creation of new Health Sciences programs at Heartland Community College's Normal Campus, a comprehensive new 69,000 SF Health Sciences Center is proposed. The proposed new facility will accommodate the following programs/spaces:

- Radiologic Technologist (expand existing program) 1,715 SF
- Sonography/Mammography (new program) 1,230 SF
- EMT/Paramedic (expand/consolidate existing program) 4,425 SF
- Physical Therapist Assistant (PTA) (expand existing program) 2,760 SF
- Medical Assisting/Phlebotomy (existing program) 1,850 SF
- Pharmacy/Dental Assistant/Vet Tech (new programs) 1,850 SF
- Medical Lab Technician (MLT) (new program) 1,450 SF
- Nursing (expand existing program) 8,900 SF
- Shared Classroom Space 2,400 SF
- Shared Technology Space 2,400 SF
- Future Growth/Flex Space 2,000 SF
- Student Collaboration Space 2,100 SF
- Faculty/Staff Office Space 5,780 SF
- Building Support Space 4,950 SF
- Building Grossing (circulation, walls, structure, etc.) 21,410 SF

Priority 27. Joliet Junior College – Health Professions Expansion

The Health Professions Expansion will be a new structure that will help the college expand the high-demand nursing, allied health and emergency services programs to meet projected growth. The structure site will be located in close proximity to the current Health Professions building. The expanded facilities will include laboratory, classroom, office and instructional space designed to incorporate new and future technologies, especially in simulation centers providing situational skills practice. The project will provide: expanded space for Nursing/CAN/MA, Radiologic Technology,

CPR/EKG/Phlebotomy, Pharmacy Technicians, Simulation Center, EMS/Fire Science Technology, Massage Therapy, Dietetic Assistant, and Occupational and Physical Therapy Assistant programs; include design and construction of a 31,000 gross square foot structure serving the community with a combination of facilities necessary to the health professions curriculum; the addition of six new biology, health sciences and simulation laboratory rooms; the addition of up to twelve new classrooms or group study; and up to ten offices, reception and conference room for faculty and support staff.

Priority 28. Sauk Valley Community College – New Public Safety Training Center

The proposed Northern Illinois Criminal Justice Training Center (NICJTC) at Sauk Valley Community College (SVCC) will serve as a comprehensive, multi-disciplinary regional training hub for both credit and non-credit public safety training programs. The facility will provide advanced infrastructure to support criminal justice, emergency medical technician (EMT), and other non-credit public safety training needs. Phase 1 of the project, estimated at \$29 million, will include the development of 4 to 6 smart classrooms and flexible lecture spaces, a tactical training mat room and force-on-force training areas, dedicated EMT and first responder training labs with medical simulation equipment, virtual and augmented reality (VR/AR) simulation labs for immersive crisis response scenarios, and a 12-lane indoor firing range with observation and control rooms. In addition, the project includes administrative and support offices for the Police Academy and Mobile Training Unit #1 (MTU #1), a secure IT and security operations center, locker and shower facilities, and a simulator/auditorium space featuring a 360-degree adaptable training environment. The NICJTC will support expanded non-credit offerings, including EMT, fire science, and emergency management training programs to serve first responders across the Sauk Valley region. Future phases may include medical and trauma response wings, disaster response zones, K-9 and outdoor tactical training areas, and a physical fitness center. The building will be designed to be energy efficient, flexible, and sustainable, with infrastructure capable of adapting to future training needs.

Priority 29. Lewis and Clark Community College – Roadway, Parking Lot, and Sidewalk Improvements

Site improvements are focused on the main campus of the college and the roadways, parking lots and sidewalks included are common pathways students take to get to their classes in existing facilities. Safety issues with crumbling roadways, breaks in sidewalks or settled pavement will be corrected through replacement. Additional sidewalks will be considered to improve accessibility on campus. A large portion of the Godfrey campus' roadways and parking lots have been in poor condition for many years, and patching roadways is no longer adequate, requiring replacement. Lewis and Clark Community College have seen increased activity on campus with enrollment growth and an increase in number of events hosted by the college and third parties. Civil Engineers have identified the most severely damaged roadways and parking lots. Smaller projects that include the most deteriorated areas are planned to take place over the next several years, and the scope of this project includes all other remaining areas needing maintenance.

Priority 30. Rend Lake College – Student Center Addition

Construction of a two-story addition to the existing Student Center for meetings, student multi-purpose center, student commons spaces, and bookstore. The ground floor level will consist of an Entrance Lobby, with direct access to an elevator. Primary spaces on this level include a Student Commons/Dining area with chair and table seating for 100, a Coffee/snack bar, and a bookstore with an office, and a receiving/processing and book storage area. Restrooms and janitorial spaces will be provided adjacent to the lobby. The second level will serve as a new Multi-purpose Center, with a capacity of 400 with chair and table seating, and with flexible partitions to divide the space

into small groups. A Reception Lobby will serve the Center and will include the elevator and a reception counter with coats check. Restrooms and janitorial spaces will be provided adjacent to the Lobby. Site Improvements will consist of redeveloping the patio and commons areas north of the proposed addition, including accessible outdoor spaces, site lighting, connection to the existing facility systems.

Priority 31. Rend Lake College – Applied Sciences Center Addition

The new Applied Sciences Center Addition will be an extension of the existing facility. Spaces planned for the addition include three new service bays, a combine bay, wash bay, two classrooms for instruction, a diesel laboratory, a small student lounge, restrooms, and storage spaces. Site Improvements to consist of accessible walks, site lighting, aprons and drives, connection to the facility storm sewer system, water lines, sanitary sewer, gas lines, communication systems, underground electrical, and HVAC controls system.

Priority 32. John Wood Community College – Cafeteria/Food Service/Bookstore Area Conversion

This renovation will include the removal and construction of walls, food serving areas, and the creation of more multi-functional use of our Bookstore and lounge/study areas for students and the general public. John Wood's student surveys have shown a large percentage of our students deal with food insecurities, leading us to create an expanded food pantry, named the Fueling Station, to help with that constant need. While that is beneficial, many of John Wood's financially struggling students still have a need for more consistent food service. Those without, struggle to perform as well as they could in their studies, having a lower success rate achieving their goals. John Wood has had a dormant food service area for many years, but is now in the initial phase of working to provide some lunch options while also providing some culinary arts and hospitality courses. As our food service/cafeteria area exists next to our Bookstore and student lounge spaces, our goal is to re-imagine this entire area, to create a new combination of public seating, study, food service, student life activities and bookstore function to revitalize this very underutilized portion of our campus. Hosting public groups, such as the Great River Honor Flight, during evenings or on weekends while offering a venue with potential food service options to the general public, beyond our improved ability to support our students struggling with food insecurities, will become a benefit to everyone in our District.

Priority 33. Carl Sandburg College – Asphalt Sidewalk Replacement Project

The purpose of this project is to provide access from the existing parking lots to the existing campus entrances that meet current accessibility requirements and provide more durable surfaces that are more easily maintained. The existing asphalt structure dates back to the original campus and has exceeded anticipated serviceable life. Concrete sidewalks will provide a safer surface with consistent walking and provide safer access to all users on campus. Replacement of the asphalt will reduce the heat-island effect caused by heat retention and release. The new sidewalks will provide a safer more consistent grade and make it more accessible for all users.

Priority 34. Shawnee – Construct New Alexander County Extension Center Building:

New Alexander County Extension Center to expand and consolidate high-demand workforce training programs in the southernmost region of the college's service area. The new facility will serve as a permanent, modern instructional hub supporting programs in truck driving, highway constructions, and other workforce training needs that cannot be accommodated with current facilities. Proposed facility features include three standard classrooms equipped with smartboards, video conferencing capabilities, and adaptable furniture to accommodate various teaching formats;

one flexible classroom and computer lab to include data drops, printing/scanning stations, and accessible layout for group or individual work; dedicated CNA training classroom with sink, handwashing station, storage for medical equipment and training dummies, and layout flexibility to simulate patient-care environments; workforce program space tailored for hands-on instruction in Highway Construction and Forklift operations which features a large open instructional lab with durable flooring and high ceilings, climate-controlled tool/equipment storage areas, bay door access for materials and heavy equipment, and exterior space for live training activities. The Truck Driving Training Support spaces will include an outdoor driving range designed to IDOT specifications, a yard building/student shelter adjacent to the range, equipped with seating, lighting, HVAC, and Wi-Fi as well as access to interior classroom spaces for the instructional portion of CDL training. Additional areas include: Meeting/Conference area for twenty-plus people with AV setup, conferencing ability, and flexible seating configurations to support community events, employer training, and internal meetings; Public Lobby/Open Collaboration Space; Breakroom and Support Spaces (restrooms, janitorial, vending and mechanical/electrical rooms) and a Flex-innovation area or Maker Space, equipped with tools, 3D printers, laser cutters, large-format plotters, hand tools, sewing machines, and electronic workstations that support entrepreneurship, prototyping, and business incubation activities. This investment will significantly improve educational access for historically marginalized populations, especially African-American residents of Cairo and the surrounding communication. This facility is a commitment to addressing educational inequity, improving workforce readiness, and creating long-term, transformative change in one of Illinois' most vulnerable regions.

Priority 35. McHenry County College – Library/Student Success Center Renovations

As one of the major hubs on campus that supports student engagement and overall student success as well as a tremendous resource that serves the community-at-large, the existing Library at McHenry County College is in need of significant renovations, reorganization, and upgrades to reflect the changing nature of information literacy and student engagement. The project scope includes the reconfiguration of the floorplan to reflect the interactive functions required of a modern Library. Specifically, the renovation will affect the Circulation and Reference Desk, reduction of General Collection Stacks, Open Computing Space, Reference Collection, Information Literacy Computer Lab, the Student Success Center, a new On-Line Learning Center, and a new Teaching and Learning Center.

Priority 36. Lincoln Land Community College – Sangamon and Menard Hall Renovations

Project will consist of renovating the Main Level and Lower Level at Sangamon Hall and Main and Lower Levels of Cass Gymnasium to improve Library and academic functions as well as athletic support spaces. The scope in Sangamon Hall will include a complete renovation of the Main Level Library and classroom spaces. Lower-Level renovations in Sangamon Hall include AIEL, Tutoring, Writing Center, Math Center, and Library seating and study area. The renovation in Cass Gymnasium will include additional offices on the Main Level and a complete renovation of the Lower Level for updated locker rooms and support/storage needs. Cass Gymnasium will also have an addition to the North side of the building for multi/purpose practice space and additional storage needs. The types of spaces required to support an upgraded Library include: diverse collaborative seating spaces, access to technology, quiet study spaces, group study spaces, Information Literacy Classroom space, reference materials, stacks, and appropriate office space. Additionally, the campus as a whole needs a large Multi-Purpose Space to accommodate dance classes, yoga, etc. as well as indoor space for softball and baseball batting cages. As a result of these needs, a new 4,200 SF addition is proposed on the north side of the Gymnasium at the Main Level. Structural considerations include accessibility needs (hallway widths, accessibility clearances,

walking surfaces, door push and pull areas, turning radii, etc.), asbestos removal, and energy efficiency upgrades to heating, ventilation, air conditioning, and lighting systems.

Priority 37. Southwestern Illinois College – Advanced Manufacturing Academy Phase II

The project includes +/- 24,729 S.F. building dedicated to expanding the manufacturing robotics and welding trades. With a recent award received from DCEO, Southwestern Illinois College (SWIC) broke ground on Phase I of the Advanced Manufacturing Academy in mid-summer of 2022 and completed the building in summer of 2024. As overseas labor costs rise, the demand in the states for skilled employees in trades such as welding, CNC machining, and precision machining has grown. Illinois is second in the nation for states seeking machinists, with more than 31,790 employed across the state, according to the 2022 Bureau of Labor. Southwestern Illinois College's welding program is recognized as #7 for best welding schools in the nation. The machining program at SWIC just recently finished second in the nation in 'Project MFG', a competition that combined welding, machining, and programming, which challenges the participants on problem-solving and technical aptitudes, and last year finished first in the nation in 'Project MFG'.

Phase II of the Advanced Manufacturing Academy expansion will add 24,729 gross square feet to the state-of-the-art facility by adding two (2) large classrooms, five (5) large robotic, semi-automatic and manual welding processes laboratories, a weldment inspection and testing room, and computer room for programming, two (2) offices, and supporting areas. When this facility is complete it will increase the Advance Manufacturing Academy complex to over 55,871 square feet and house multiple large scale, high-end manufacturing equipment such as 3D printers, CNC Machines, Precision Machines, Welding, and Robotics.

Priority 38. Black Hawk College – New Student Center at the East Campus

The East Campus is lacking is a Student Center that consolidates student service functions as well as multi-purpose space to serve students and the community. This proposed new 46,500 SF Student Center will be designed to accommodate student service functions and to create a new "front door" for the campus, providing a more welcoming experience for students and the community. The new facility is planned to be connected to the first and second floor levels of existing Building A on campus and will be positioned toward the main entrance drive. By connecting the new facility at both floor levels, overall circulation throughout the campus will also be improved, and access to these critical functions on campus will be greatly enhanced. Due to the existing topography where the new facility will be located, there will be an opportunity to create a third level below the first and second floors with access to natural light to create a more efficient footprint for the building. Additionally, the project will include improvements to the existing main entrance to Building A to improve accessibility as this entrance currently incorporates a "split-level" entry sequence causing many persons with disabilities to navigate stairs or an elevator immediately upon entrance to the building to access the rest of the campus.

Priority 39. Spoon River College – Drama Auditorium/Theatre Addition to Multipurpose Facility

The building under consideration addresses the College's and community's need to provide students, as well as community members, cultural enrichment education and activities. Construction will provide functional, technologically up-to-date and attractive theater and classrooms. The area and the Spoon River College district have very limited facilities dedicated to cultural enrichment and education activities. This new facility would provide cultural enrichment education and activities not only for our students but for our entire district. It would allow for student and personal development and enhance the College's student retention and student life activities. Currently, there is no space to hold physical education classes nor a study center for our student athletes. This addition would

allow the college to offer more physical education classes to our student population and offer dedicated space for our student athletes to study on-campus improving their retention and grades.

Priority 40. South Suburban College – Exterior Painting and Caulking-Entire Building-Main Campus

The exterior integrity of a building is only as good as its ability to prevent air and water infiltration. South Suburban College has been providing a bandage to the exterior of its Main Campus Building for many years. The existing exterior panels have endured years of weathering, causing the paint to spall and fade over the years giving the building a worn out appearance. The caulk between the exterior panels has either fallen out, dried up and lost its movement ability. Most of all the old caulk between panels makes the building susceptible to water infiltration.

Re-painting and re-caulking will beautify the appearance of the building and also provide cost saving measures when it comes to energy efficiency. Leaving the exterior of the building in current conditions can create bigger underlying problems in the near future making repairs more costly.

Priority 41. Lincoln Land Community College – New Child Care Center

This project involves the construction of a new (approximate) 15,000 square foot, single-story, Child Development Center (CDC) immediately adjacent to the existing CDC. The new building will consist of Classrooms (Infants, Toddlers, Pre-school), Resource Room, Instructional Classroom, Offices, a Lounge, Restrooms, Kitchen, Laundry, Observation, and other mechanical and storage support spaces. The new building will also include a new playground to support the children's development outside of the classrooms. This project will address Core Campus Components related to day care facilities. The college currently has a day care facility and the existing building in which it occupies has become antiquated; in addition, the windows currently leak and need to be replaced. One of the classrooms will be designated for the newly awarded Preschool Expansion grant that will be used by adult learners in our Early Childhood Education program. Having this classroom under the same roof as the daycare (and not across campus) will help these future teachers better prepare for real world daycare environments.

Priority 42. Moraine Valley Community College – Center for Public Safety

The Center for Public Safety will serve as a comprehensive training hub for the college's public safety programs – including criminal justice, fire science, emergency medical services, cybersecurity, and other first-responder disciplines. This purpose-built facility will provide state-of-the-art training environments and instructional spaces designed to prepare a pipeline of career-ready public servants. The Center will house all fire science and emergency management degree and certificate programs, while also offering opportunities for ongoing professional development and specialized training aligned with the unique needs of our region. The project includes the development of outdoor training facilities for Criminal Justice, Fire, and EMS programs. Additionally, the plan encompasses the remodeling of space to accommodate programs that will be relocated as a result of the Center's construction and related campus reorganization efforts.

Priority 43. John A. Logan College – Lower C Wing Renovation

Tailor spaces in the lower C wing area of the campus to fit the Cyber Security. The project would overhaul this existing Lower C wing for JALC's Cyber Security and Electronics Technology programs.

Priority 44. 501 Kaskaskia College – Comprehensive Roofing Replacement Project

The Harry L. Crisp Technology Center Roof Replacement Project will replace the south metal roof that is original to the building. The current metal roof has required several patches and repairs to

stop leaks and is near the end of its functional capacity. The roof is approximately 12,200 square feet. The south metal roof has required several patches to stop leaks into the building. The maintenance staff continues to fix new leaks discovered with each rain event. The Technology Center provides education for the highest in-demand trade classes. Each weather event could lead to the closure of classrooms due to leaks in classrooms. Roof leaks could cause closure to the classroom that would disrupt the learning environment, and teaching schedule and put an additional burden on students and staff.

Priority 45. Oakton College – Classroom Remodel Skokie Campus

Academic Classroom remodel to foster active learning by creating flexible spaces with immersive technology capabilities allowing for teaching and learning to take any which form imaginable. Oakton is already embracing the full range of learning spaces: from traditional classrooms to active, project based environments and adaptive learning, it can distinguish itself by pushing the use of the latest technology for hybrid curricula, instant feedback and immersive simulation environments. The flexibility of this space will be enhanced by multipurpose class/seminar rooms that can be opened into a large meeting room. The rooms will be equipped with the latest in instructional technology, including online and distance-learning capabilities. Stand-alone mechanical systems will make the facility utility-efficient at times when the campus may be closed, making the new building ideal for supporting business and industry conferences and meetings.

Priority 46. Triton College – Career Discovery Center Building

The CDC will allow students to explore and move into careers by providing a full range of career and technical education (CTE) paired with wrap-around career guidance services to help them make well-informed choices. Through partnerships with high schools and employers that stimulate innovation and encourage active learning and participation, the CDC will prepare students and community members to meet the demands of tomorrow's workforce. Activities will be informed by and aligned with the Illinois Community College Board's "Workforce Education Strategic Plan" strategic directions. Career discovery programming at the CDC will be designed for collaborative learning environments where students can work on projects at their own pace while supported by qualified faculty. In this model students are actively engaged in the advancement of their lessons and take responsibility for their own learning, which enhances their critical thinking skills while cultivating student agency in a manner similar to competency-based education. The CDC will also allow the college to expand instruction provided as Community Services, providing assistance and options for community members looking to explore new careers or vocational directions they can take with their lives.

Priority 47. Lake Land College – Remodel of Northeast Classroom Building

This major remodeling project will include a comprehensive renovation of the Northeast Classroom Building. In addition, the project will remodel numerous spaces throughout the building including the ceilings, floors, doors and restrooms. The mechanical and electrical systems will also be improved to assure a comfortable learning environment, increase the efficiency of the lighting and to ensure a viable source of power for each room. Updated classroom space will ensure that a student taking a class in one of Lake Land College's original buildings has access to the same type of learning opportunities as the student taking a class in a newer structure. Renovated space will allow Lake Land College to offer the needed technology support to properly educate tomorrow's students. Many of the educational tools available today did not exist when the original campus buildings were constructed and wired in the early 1970s.

Priority 48. Kankakee Community College/Renovation of the West Portion of the Existing Third Floor of the L Building

In order to create more collaborative, engaging, and appropriate learning spaces for the students of Kankakee Community College as well as more appropriate faculty and staff offices, the entire 12,150 SF of space located on the west portion of the third floor will require renovation. When completed, the newly renovated space will include the following:

- 2 Large Computer Labs at approximately 1,300 SF each
- 1 Medium Computer Lab at approximately 800 SF each
- 1 Small Computer Lab at approximately 400 SF each
- 8 Private Faculty Offices set up in suites to accommodate student/faculty interaction
- Combined Information Technology Help Desk, Staff Offices, and Storage to accommodate staff collaboration
- Group Study Rooms/Informal Collaboration Space throughout the corridor system

Priority 49. Kankakee Community College/Renovation of the East Portion of the Existing Third Floor of the L Building

In order to create more collaborative, engaging, and appropriate learning spaces for the students of Kankakee Community College as well as more appropriate faculty and staff offices, the entire 22,000 SF of space located on the east portion of the third floor will require renovation. When completed, the newly renovated space will include the following:

- 8 Active Learning/Collaborative Classrooms at approximately 900 SF each
- 4 Active Learning/Collaborative Classrooms at approximately 650 SF each
- 12 Private Faculty Offices set up in suites to accommodate student/faculty interaction
- Humanities/Social Sciences & Math/Science/Engineering Divisional Office Suite
- Group Study Rooms/Informal Collaboration Space throughout the corridor system

Priority 50. Illinois Central College – Level 2 – Classroom/Collaboration Space/Office Renovations

The Second Level of the Academic Building at Illinois Central College currently houses numerous General Classroom spaces and Faculty/Staff Office spaces. These spaces have not been significantly upgraded to support current teaching and learning modalities and collaborative work/study environments in decades.

Together with associated corridor space and other support spaces, this area consists of approximately 51,800 SF and is in need of renovations and upgrades. When completed, the newly renovated space will include the following:

- 20 Flexible/Collaborative Classrooms/Computer Labs
- 13 Shared four-person Faculty Offices
- Huddle Spaces to accommodate student/faculty interaction
- Adjunct Faculty Office Space/Workroom
- Group Study Rooms
- Informal Collaboration Space throughout the corridor system

APPENDICES

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](#). The Commission completed its work and submitted its report and recommendations to the General Assembly on March 1, 2024. More information about the work of the Commission can be found on the Commission's [dedicated IBHE website](#). Legislation reflecting the Commission's recommendations was introduced in the spring 2025 General Assembly, but did not advance.

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 (administered 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 were submitted March 1, 2025.

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 (CAH MCP, known as "Champs"). Founded in 1979 at the Illinois Institute of Technology, CAH MCP 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](http://TeacherCancellation_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. ittransfer.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 seven public and nine 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

federalCollege 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 feed 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 four years of full-time enrollment, including summer terms. Beginning with the 2013-2014 academic year, any person who has served over ten 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.

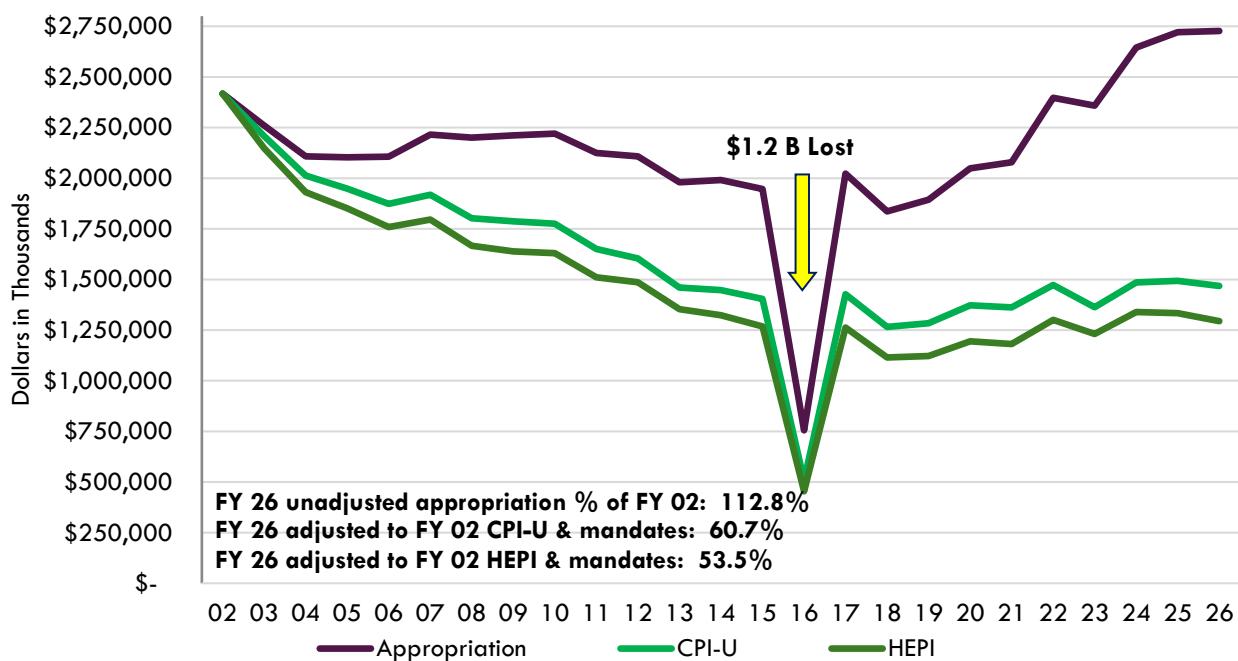
Also, since Fiscal Year 2002, higher education has experienced a series of additional mandates and pressures. This includes:

- 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 \$721.6 million, and as shown in Figures 7 and 8, above, MAP now covers 55 percent of community college tuition and fees and 45 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, in Fiscal Year 2024 higher education funding levels finally surpassed Fiscal Year 2002 levels, and the funding increased again in Fiscal Years 2025 and 2026. 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 continuing to reach new heights.

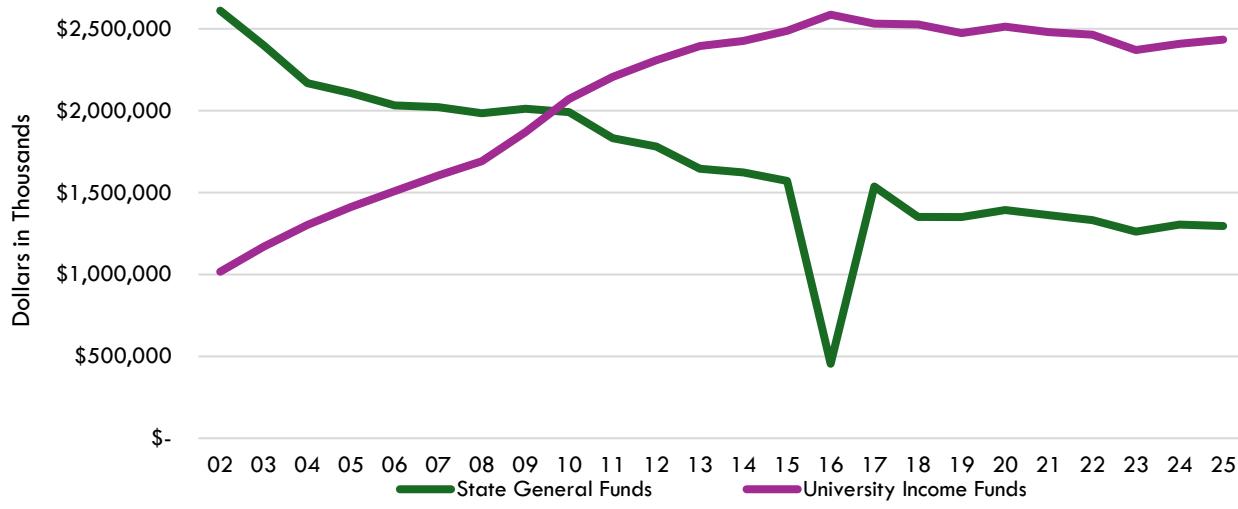
Figure D-1: Illinois Higher Education Appropriations Operations History
Adjusted for Mandates and Inflation*



*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.

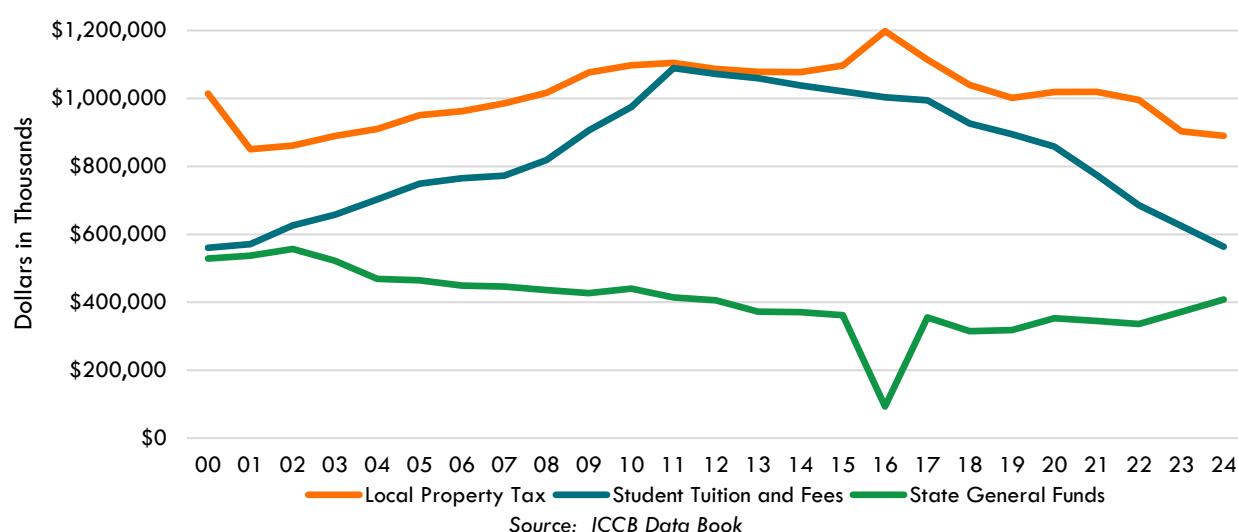
In the face of historical underinvestment in higher education and to continue to pursue their missions and provide students with quality education, universities and community colleges had to look to student tuition and fees, in part creating challenges in affordability that we are working to overcome. Despite the recent investments in higher education, state funds in Fiscal Year 2025 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 2025 (in 2025 dollars)*



While community colleges were established with the expectation that a third of funding would come from the State, in Fiscal Year 2002 state funding covered just 27.2 percent of their costs. That support declined even further to just 22 percent in Fiscal Year 2024, 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 2024 (in 2024 dollars)*



APPENDIX E: ADDITIONAL SUPPORTING INFORMATION

IBHE Statutory Requirements

Pursuant to the Board of Higher Education Act (110 ILCS 205), the Illinois Board of Higher Education is required to annually submit to the Governor and the General Assembly budget recommendations for the ensuing fiscal year budget for higher education programs. In development of the Budget Recommendations, IBHE staff facilitated the collection of financial data and held budget meetings with each of the public universities and agencies 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 2027 OPERATING & CAPITAL TABLES

Table F-1
FY 2027
Higher Education Operations and Grants
General Funds
(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Institutional Operations and Grants	\$ 2,252,931.6	\$ 2,539,351.7	\$ 2,615,691.6	\$ 2,621,203.9	\$ 2,742,789.1	\$ 121,585.2	4.6%
Public Universities	\$ 1,221,273.2	\$ 1,304,153.1	\$ 1,329,485.8	\$ 1,366,365.5	\$ 1,405,288.6	\$ 38,923.1	2.8%
Community Colleges	266,401.2	316,185.1	326,334.0	305,819.1	315,952.1	10,133.0	3.3%
Adult Education/Postsecondary Career and Technical Education	54,555.0	54,555.0	54,555.0	54,565.3	55,848.3	1,283.0	2.4%
Illinois Student Assistance Commission	672,903.8	810,817.6	833,747.6	828,697.6	897,970.5	69,272.9	8.4%
Illinois Mathematics and Science Academy	19,891.4	24,541.4	25,482.9	26,454.6	26,819.6	365.0	1.4%
State Universities Civil Service System	1,170.5	1,241.8	1,444.5	1,510.0	1,746.0	236.0	15.6%
Board of Higher Education*	16,736.5	27,857.7	44,641.8	37,791.8	39,164.0	1,372.2	3.6%
State Universities Retirement System	1,933,504.8	1,926,047.0	2,007,001.0	2,080,412.6	2,127,851.6	47,439.0	2.3%
Community College Health Insurance Fund	29,937.8	7,712.0	9,191.0	10,966.6	11,707.6	741.0	6.8%
State Contribution to SURS (General Funds Only)	1,903,567.0	1,918,335.0	1,997,810.0	2,069,446.0	2,116,144.0	46,698.0	2.3%
TOTAL	\$ 4,186,436.4	\$ 4,465,398.7	\$ 4,622,692.6	\$ 4,701,616.5	\$ 4,870,640.7	\$ 169,024.2	3.6%

*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	2,814,981.9	3,005,813.0	3,124,660.5	3,153,658.3	3,268,606.4	114,948.1	3.6%
Education Assistance Fund	1,371,454.5	1,459,585.7	1,498,032.2	1,547,958.2	1,602,034.3	54,076.1	3.5%
TOTAL	4,186,436.4	4,465,398.7	4,622,692.6	4,701,616.5	4,870,640.7	169,024.2	3.6%

Table F-2
FY 2027
Higher Education Operations and Grants*
All Appropriated Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Total Institutional Operations and Grants	\$ 2,980,894.2	\$ 3,206,814.7	\$ 2,942,084.1	\$ 2,925,947.8	\$ 3,049,741.0	\$ 123,793.2	4.2%
Universities	\$ 1,240,124.8	\$ 1,321,153.9	\$ 1,344,887.2	\$ 1,380,896.2	\$ 1,420,499.4	\$ 39,603.2	2.9%
Illinois Community College Board and Community Colleges	471,296.2	518,734.0	444,329.0	428,814.1	438,947.1	10,133.0	2.4%
Adult Education/Postsecondary Career and Technical Education	103,355.0	103,355.0	103,955.0	103,965.3	105,248.3	1,283.0	1.2%
Illinois Student Assistance Commission	977,331.1	1,053,253.3	923,988.7	918,338.7	989,291.6	70,952.9	7.7%
Illinois Mathematics and Science Academy	24,816.4	30,466.4	31,407.9	32,379.6	32,744.6	365.0	1.1%
State Universities Civil Service System	1,170.5	1,241.8	1,444.5	1,510.0	1,746.0	236.0	15.6%
Illinois Board of Higher Education	162,800.2	178,610.3	92,071.8	60,043.9	61,264.0	1,220.1	2.0%
State Universities Retirement System	2,148,504.8	2,141,047.0	2,222,001.0	2,330,412.6	2,377,851.6	47,439.0	2.0%
Community College Health Insurance Fund	29,937.8	7,712.0	9,191.0	10,966.6	11,707.6	741.0	6.8%
State Contribution to SURS (General Funds Only)*	1,903,567.0	1,918,335.0	1,997,810.0	2,069,446.0	2,116,144.0	46,698.0	2.3%
State Contribution to SURS (State Pension Fund Estimate)	215,000.0	215,000.0	215,000.0	250,000.0	250,000.0	-	0.0%
TOTAL	\$ 5,129,399.0	\$ 5,347,861.7	\$ 5,164,085.1	\$ 5,256,360.4	\$ 5,427,592.6	\$ 171,232.2	3.3%

Source of Appropriated Funds

General Revenue	4,186,436.4	4,465,398.7	4,622,692.6	4,701,616.5	4,870,640.7	169,024.2	3.6%
General Revenue Fund	2,814,981.9	3,005,813.0	3,124,660.5	3,153,658.3	3,268,606.4	114,948.1	3.6%
Education Assistance Fund	1,371,454.5	1,459,585.7	1,498,032.2	1,547,958.2	1,602,034.3	54,076.1	3.5%
Other State Funds	370,845.3	375,379.2	386,549.8	422,835.7	421,485.8	(1,349.9)	-0.3%
Federal Funds	572,117.3	507,083.8	154,842.7	131,908.2	135,466.1	3,557.9	2.7%
TOTAL	\$ 5,129,399.0	\$ 5,347,861.7	\$ 5,164,085.1	\$ 5,256,360.4	\$ 5,427,592.6	\$ 171,232.2	3.3%

Table F-3
FY 2027
Higher Education Operations and Grants
Appropriations by Other State Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Other State Funds	370,845.3	375,379.2	386,549.8	422,835.7	421,485.8	(1,349.9)	-0.3%
CSU Education Improvement Fund	3,000.0	3,000.0	3,000.0	3,000.0	3,000.0	-	0.0%
CSU, SIU, & U of I - General Professions Dedicated Fund	2,057.0	2,057.0	2,057.0	2,057.0	2,057.0	-	0.0%
EIU, ISU, NIU, SIU, U of I, & WIU - State College and University Trust Fund	331.0	331.0	331.0	335.0	333.0	(2.0)	-0.6%
U of I - Coal Technology Development Assistance	6,175.0	4,065.0	2,000.0	-	-	-	0.0%
U of I - Emergency Public Health Fund	300.0	300.0	300.0	300.0	300.0	-	0.0%
U of I - Fire Prevention Fund	5,127.3	5,671.2	6,406.8	7,358.7	8,040.8	682.1	9.3%
U of I - Hazardous Waste Research Fund	500.0	500.0	500.0	500.0	500.0	-	0.0%
U of I - Pet Population Control	250.0	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	400.0	-	0.0%
U of I - Fund For Illinois' Future	-	-	-	330.0	330.0	-	0.0%
ICCB - Personal Property Tax Replacement Fund	105,570.0	105,570.0	105,570.0	105,570.0	105,570.0	-	0.0%
ISAC - Contracts and Grants Fund	10,000.0	10,000.0	17,500.0	17,500.0	12,500.0	(5,000.0)	-28.6%
ISAC - Energy Transfer Assistance Fund	1,100.0	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	100.0	-	0.0%
ISAC - Illinois National Guard Grant Fund	20.0	20.0	20.0	20.0	20.0	-	0.0%
ISAC - Optometric Licensing & Disciplinary Board Fund	50.0	50.0	50.0	50.0	50.0	-	0.0%
ISAC - University Grant Fund	110.0	110.0	110.0	110.0	110.0	-	0.0%
ISAC - Accounts Receivable Fund	300.0	300.0	300.0	300.0	300.0	-	0.0%
ISAC - Nursing Dedicated & Professional Fund	4,000.0	4,000.0	4,000.0	4,000.0	4,000.0	-	0.0%
ISAC - Illinois DREAM Scholarship	-	-	2,500.0	3,500.0	5,000.0	1,500.0	42.9%
ISAC - United Negro College Scholarship	-	-	2,500.0	3,500.0	5,000.0	1,500.0	42.9%
IMSA - Income Fund	4,925.0	5,925.0	5,925.0	5,925.0	5,925.0	-	0.0%
IBHE - Academic Quality Assurance Fund	600.0	700.0	800.0	800.0	800.0	-	0.0%
IBHE - Data & Research Recovery	30.0	30.0	30.0	30.0	-	(30.0)	-100.0%
IBHE - Distance Learning Fund	150.0	150.0	150.0	150.0	150.0	-	0.0%
IBHE - PBVS Quality Assurance Fund	650.0	650.0	650.0	650.0	650.0	-	0.0%
IBHE - Private College Academic Quality Assurance Fund	100.0	100.0	-	-	-	-	0.0%
IBHE - State Contract & Grants Fund	10,000.0	15,000.0	15,000.0	15,000.0	15,000.0	-	0.0%
SURS - State Pension Fund	215,000.0	215,000.0	215,000.0	250,000.0	250,000.0	-	0.0%
Federal Funds	572,117.3	507,083.8	154,842.7	131,908.2	135,466.1	3,557.9	2.7%
U of I - Water Reports*	711.3	426.6	156.6	-	-	-	0.0%
ICCB - College Bridge Programs*	10,000.0	7,653.9	-	-	-	-	0.0%
ICCB - Adult Education Fund	28,400.0	28,400.0	29,000.0	29,000.0	29,000.0	-	0.0%
ICCB - Career and Technical Education Fund	22,000.0	22,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
ICCB - Contracts and Grants Fund	87,000.0	87,000.0	10,000.0	15,000.0	15,000.0	-	0.0%
ICCB - Federal Trust Fund	525.0	525.0	625.0	625.0	625.0	-	0.0%
ICCB - Instructional Development Revolving Fund	100.0	100.0	100.0	100.0	100.0	-	0.0%
ICCB - High School Equivalency Testing Fund	100.0	100.0	100.0	100.0	100.0	-	0.0%
ISAC - Federal State Student Incentive Trust Fund	13,400.0	13,400.0	11,720.0	11,720.0	15,400.0	3,680.0	31.4%
ISAC - Golden Apple Accelerators*	3,894.9	3,118.8	1,300.0	-	-	-	0.0%
ISAC - Golden Apple Scholars Program*	3,434.2	2,849.3	1,300.0	-	-	-	0.0%
ISAC - Student Loan Operating Fund	168,018.2	157,387.5	47,741.1	47,741.1	47,741.1	-	0.0%
ISAC - Loan Guarantee Program	100,000.0	50,000.0	-	-	-	-	0.0%
IBHE - Federal Grants Fund	133,500.0	133,500.0	30,500.0	5,500.0	5,500.0	-	0.0%
IBHE - Grow Your Own*	1,033.7	622.6	300.0	122.1	-	(122.1)	-100.0%
TOTAL	\$ 942,962.6	\$ 882,463.0	\$ 541,392.5	\$ 554,743.9	\$ 556,951.9	\$ 2,208.0	0.4%

*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 2027
University Operations and Grants, Including Statutorily Required Performance Adjustment**

General Funds

(in thousands of dollars)

Operations	FY2023	FY2024	FY2025	FY2026	FY2027	FY26 to FY27	Percent Change
	Final Appropriations	Final Appropriations	Final Appropriations	Final Appropriations	After Satutoy Perf. Adjustment	Dollar Change	
Chicago State University	\$ 36,769.9	\$ 39,343.8	\$ 40,130.7	\$ 41,334.6	\$ 42,420.9	\$ 1,086.3	2.6%
Eastern Illinois University	43,495.6	46,540.3	47,471.1	48,895.2	50,299.7	1,404.5	2.9%
Governors State University	24,353.3	26,058.1	26,579.3	27,376.7	28,994.7	1,618.0	5.9%
Illinois State University	73,100.3	78,217.4	79,781.8	82,175.3	85,952.9	3,777.6	4.6%
Northeastern Illinois University	37,345.3	39,959.5	40,758.7	41,981.5	44,657.3	2,675.8	6.4%
Northern Illinois University	92,194.6	98,648.3	100,621.3	103,639.9	109,025.5	5,385.6	5.2%
Southern Illinois University*	201,065.6	215,140.2	219,443.1	226,026.4	230,629.4	4,603.0	2.0%
University of Illinois*	590,654.6	632,000.4	644,640.4	663,979.6	680,949.0	16,969.4	2.6%
Western Illinois University	52,067.4	55,712.2	56,826.5	58,531.3	59,829.3	1,298.0	2.2%
Total	\$ 1,151,046.6	\$ 1,231,620.2	\$ 1,256,252.9	\$ 1,293,940.5	\$ 1,332,758.8	\$ 38,818.3	3.0%
Grants	FY2023	FY2024	FY2025	FY2026	FY2027	FY26 to FY27	Percent Change
	Final Appropriations	Final Appropriations	Final Appropriations	Final Appropriations	After Satutoy Perf. Adjustment	Dollar Change	
Eastern Illinois University	-	500.0	500.0	500.0	500.0	-	0.0%
Southern Illinois University*	5,639.6	6,260.0	6,260.0	5,960.0	6,064.8	104.8	1.8%
University of Illinois*	64,587.0	65,772.9	65,972.9	65,965.0	65,965.0	-	0.0%
Total	\$ 70,226.6	\$ 72,532.9	\$ 72,732.9	\$ 72,425.0	\$ 72,529.8	\$ 104.8	0.1%

Source of Appropriated Funds							
General Revenue	1,221,273.2	1,304,153.1	1,329,485.8	1,366,365.5	1,405,288.6	38,923.1	2.8%
General Revenue Fund	66,826.9	68,987.6	69,687.6	68,987.6	68,987.6	-	0.0%
Education Assistance Fund	1,154,446.3	1,235,165.5	1,259,798.2	1,297,377.9	1,336,301.0	38,923.1	3.0%

*University of Illinois and Southern Illinois University system totals

**IBHE recommendations do not include these adjustments.

Table F-4 B
FY 2027
University Appropriations, Including Statutorily required performance adjustment^{AA}
General Operating Funds

(in thousands of dollars)

	FY 2026 Final Appropriations	Percent Increase at Recommended State Funding	FY 2027 Recommended Increase	FY 2027 Performance	FY2027 0.5% Set-Aside	FY2027 Performance Net Change	FY2027 After Satutoy Perf. Adjustment	FY26 to FY27 Net Dollar Change	FY26 to FY27 Percent Change
Chicago State University	41,334.6	2.6%	1,086.3	206.7	(80.1)	42,340.8	1,006.2	2.4%	
Eastern Illinois University	48,895.2	2.9%	1,404.5	244.5	(39.4)	50,260.3	1,365.1	2.8%	
Governors State University	27,376.7	5.9%	1,618.0	136.9	53.6	29,048.3	1,671.6	6.1%	
Illinois State University	82,175.3	4.6%	3,777.6	410.9	21.8	85,974.7	3,799.4	4.6%	
Northeastern Illinois University	41,981.5	6.4%	2,675.8	209.9	5.2	44,662.5	2,681.0	6.4%	
Northern Illinois University	103,639.9	5.2%	5,385.6	518.2	(38.5)	108,987.0	5,347.1	5.2%	
Western Illinois University	58,531.3	2.2%	1,298.0	292.7	(36.0)	59,793.3	1,262.0	2.2%	
Southern Illinois University*	226,026.4	2.0%	4,603.0	1,130.1	(276.8)	230,352.6	4,326.2	1.9%	
Southern Illinois - Carbondale**	154,261.4	1.6%	2,462.1	771.3	(248.0)	156,475.4	2,214.1	1.4%	
Southern Illinois - Edwardsville**	71,765.0	3.0%	2,140.9	358.8	(28.8)	73,877.2	2,112.1	2.9%	
University of Illinois*	663,979.6	2.6%	16,969.4	3,319.9	390.2	681,339.2	17,359.6	2.6%	
University of Illinois - Chicago ^	257,723.8	4.6%	11,811.3	1,288.6	360.1	269,895.2	12,171.4	4.7%	
University of Illinois - Springfield ^	24,577.3	2.9%	701.1	122.9	7.7	25,286.1	708.8	2.9%	
University of Illinois - Urbana/Champaign ^	381,678.5	1.2%	4,457.0	1,908.4	22.4	386,157.9	4,479.4	1.2%	
Total	1,293,940.5	3.0%	\$ 38,818.3	\$ 6,469.7	\$ -	\$ 1,332,758.8	\$ 38,818.3	3.0%	

* 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.

^{AA}IBHE Recommendations do not include these adjustments

Table F-5
FY 2027
Community College Operations and Grants
Appropriated Funds
(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Unrestricted Grants to Colleges	\$ 278,537.4	\$ 297,971.5	\$ 303,912.8	\$ 313,003.0	\$ 322,365.9	\$ 9,362.9	3.0%
Base Operating Grants*	188,937.2	202,162.8	206,206.0	212,392.2	218,764.0	6,371.8	3.0%
Performance Based Funding	359.0	359.0	359.0	359.0	359.0	-	0.0%
Designated Grant - City Colleges of Chicago	13,928.7	14,903.7	15,201.8	15,657.9	16,127.6	469.7	3.0%
Small College Grants	548.4	548.4	548.4	548.4	548.4	-	0.0%
Equalization Grants	74,764.1	79,997.6	81,597.6	84,045.5	86,566.9	2,521.4	3.0%
Other Grants and Initiatives	\$ 177,234.9	\$ 204,715.6	\$ 123,665.3	\$ 92,592.2	\$ 92,810.9	\$ 218.7	0.2%
Lincoln's Challenge Scholarships	60.2	60.2	60.2	60.2	60.2	-	0.0%
East St. Louis Higher Education Center	1,457.9	1,457.9	1,447.9	1,447.9	1,447.9	-	0.0%
Veterans Shorfall Grants	4,264.4	4,264.4	4,264.4	4,264.4	4,264.4	-	0.0%
Alternative Schools Network	4,000.0	4,000.0	4,000.0	4,000.0	4,000.0	-	0.0%
High School Equivalency Testing	1,148.0	1,148.0	1,348.4	1,365.3	1,384.0	18.7	1.4%
P-20 Council	150.0	150.0	-	-	-	-	0.0%
Competitive Grant Program	23,794.4	28,794.4	28,794.4	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	1,000.0	-	0.0%
Governor's Emergency Education Relief Fund	27,000.0	27,000.0	-	-	-	-	0.0%
Early Childhood Programs	50,000.0	50,000.0	-	-	-	-	0.0%
College Bridge Programs	10,000.0	7,653.9	-	-	-	-	0.0%
Pipeline for the Advancement of the Healthcare (PATH) Workforce	25,000.0	25,000.0	15,000.0	15,000.0	15,000.0	-	0.0%
Southwestern Illinois College Educational Facility	5,900.0	5,900.0	5,900.0	5,310.0	5,310.0	-	0.0%
Advanced Manufacturing & Electric Vehicle Technologies	-	10,000.0	9,000.0	9,000.0	9,000.0	-	0.0%
Data Center Curriculum Development	-	1,000.0	-	-	-	-	0.0%
Digital Instruction for Title II Adult Education	-	2,000.0	2,000.0	2,000.0	2,000.0	-	0.0%
Interactive Virtual Reality Technology	-	768.0	-	-	-	-	0.0%
Fire Science Training @ Rock Valley	-	-	500.0	-	-	-	0.0%
Expansion of English Language Services	-	750.0	750.0	750.0	750.0	-	0.0%
Dual Credit Grants	-	3,150.0	3,175.0	3,175.0	3,175.0	-	0.0%
Noncredit Workforce Grants	-	5,150.0	5,175.0	5,175.0	5,175.0	-	0.0%
Homelessness Prevention Grant	-	-	250.0	250.0	450.0	200.0	80.0%
Workforce Development Programs	-	-	30,000.0	-	-	-	0.0%
Center for Basic Needs	-	-	-	-	-	-	0.0%
Career & Technical Education in Chicago	5,000.0	5,000.0	-	-	-	-	0.0%
College Bridge Programs (GRF)	5,000.0	-	-	-	-	-	0.0%
Trade Schools	5,000.0	5,000.0	5,000.0	5,000.0	5,000.0	-	0.0%
Illinois Resource Center Grant	1,000.0	-	-	-	-	-	0.0%
Mental Health Early Action on Campus (MHEAC)	6,660.0	9,218.8	6,000.0	6,000.0	6,000.0	-	0.0%
Build Your Own Police Program @ Rockford	-	100.0	-	-	-	-	0.0%
12x12x12 Program at Joliet Junior College	-	150.0	-	-	-	-	0.0%
Career & Technical Education Enrichment Program @ Illinois Central	-	5,000.0	-	-	-	-	0.0%
Career & Technical Education Enrichment Program @ Rock Valley CC	-	500.0	-	-	-	-	0.0%
Career & Technical Education Hospitality Program @ Rock Valley CC	-	500.0	-	-	-	-	0.0%
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	\$ 455,772.3	\$ 502,687.1	\$ 427,578.1	\$ 405,595.2	\$ 415,176.8	\$ 9,581.6	2.4%

Illinois Community College Board Operations							
Administration (General Funds)	\$ 3,198.9	\$ 3,721.9	\$ 4,325.9	\$ 5,793.9	\$ 6,345.3	\$ 551.4	9.5%
Office Operations	2,488.6	2,921.9	3,000.5	4,127.8	4,911.6	783.8	19.0%
Operational Expenses Related to PATH	150.0	150.0	175.0	-	-	-	0.0%
Grants Administration	-	-	500.0	500.0	-	(500.0)	-100.0%
Common Application	-	-	-	500.0	750.0	250.0	50.0%
Illinois Longitudinal Data System	560.3	650.0	650.4	666.1	683.8	17.7	2.7%
Administration (Federal Funds)	\$ 12,325.0	\$ 12,325.0	\$ 12,425.0	\$ 17,425.0	\$ 17,425.0	-	0.0%
ICCB Adult Education Administration	1,600.0	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	15,000.0	-	0.0%
ICCB Federal Trust Fund	525.0	525.0	625.0	625.0	625.0	-	0.0%
ICCB Instructional Dev./Enhancement Revolving Fund	100.0	100.0	100.0	100.0	100.0	-	0.0%
High School Equivalency Testing Fund	100.0	100.0	100.0	100.0	100.0	-	0.0%
TOTAL	\$ 15,523.9	\$ 16,046.9	\$ 16,750.9	\$ 23,218.9	\$ 23,770.3	\$ 551.4	2.4%

GRAND TOTAL	\$ 471,296.2	\$ 518,734.0	\$ 444,329.0	\$ 428,814.1	\$ 438,947.1	\$ 10,133.0	2.4%
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Source of Appropriated Funds							
General Funds	266,401.2	316,185.1	326,334.0	305,819.1	315,952.1	10,133.0	3.3%
General Revenue Fund	108,269.9	139,594.7	144,100.4	114,951.4	116,191.3	1,239.9	1.1%
Education Assistance Fund	158,131.3	176,590.4	182,233.6	190,867.7	199,760.8	8,893.1	4.7%
Personal Property Tax Replacement Fund	105,570.0	105,570.0	105,570.0	105,570.0	105,570.0	-	0.0%
Federal Funds	99,325.0	96,978.9	12,425.0	17,425.0	17,425.0	-	0.0%
TOTAL	\$ 471,296.2	\$ 518,734.0	\$ 444,329.0	\$ 428,814.1	\$ 438,947.1	\$ 10,133.0	2.4%

Table F-6
FY 2027
Adult Education and Postsecondary Career and Technical Education
Appropriated Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Adult Education	\$ 62,382.1	\$ 62,382.1	\$ 62,982.1	\$ 62,990.3	\$ 63,704.1	\$ 713.8	1.1%
State Appropriated Funds	35,582.1	35,582.1	35,582.1	35,590.3	36,304.1	713.8	2.0%
Basic Grants	23,783.6	23,783.6	23,783.6	23,791.8	24,505.6	713.8	3.0%
Performance Based Grants	11,798.5	11,798.5	11,798.5	11,798.5	11,798.5	-	0.0%
Federal Adult Education Grants	26,800.0	26,800.0	27,400.0	27,400.0	27,400.0	-	0.0%
Postsecondary Career and Technical Education*	\$ 40,972.9	\$ 40,972.9	\$ 40,972.9	\$ 40,975.0	\$ 41,544.3	\$ 569.3	1.4%
State Appropriated Funds	18,972.9	18,972.9	18,972.9	18,975.0	19,544.3	569.3	3.0%
Career and Technical Education Programs	18,972.9	18,972.9	18,972.9	18,975.0	19,544.3	569.3	3.0%
Federal Career and Technical Education Grants	22,000.0	22,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
TOTAL	\$ 103,355.0	\$ 103,355.0	\$ 103,955.0	\$ 103,965.3	\$ 105,248.3	\$ 1,283.0	1.2%

Source of Appropriated Funds

General Funds	\$ 54,555.0	\$ 54,555.0	\$ 54,555.0	\$ 54,565.3	\$ 55,848.3	\$ 1,283.0	2.4%
General Revenue Fund	54,555.0	54,555.0	54,555.0	54,565.3	55,848.3	\$ 1,283.0	2.4%
Federal Funds	\$ 48,800.0	\$ 48,800.0	\$ 49,400.0	\$ 49,400.0	\$ 49,400.0	-	0.0%
ICCB Adult Education Fund	26,800.0	26,800.0	27,400.0	27,400.0	27,400.0	-	0.0%
ICCB Career and Technical Education Fund	22,000.0	22,000.0	22,000.0	22,000.0	22,000.0	-	0.0%
TOTAL	\$ 103,355.0	\$ 103,355.0	\$ 103,955.0	\$ 103,965.3	\$ 105,248.3	\$ 1,283.0	1.2%

Table F-7

FY 2027

Illinois Student Assistance Commission
All Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Monetary Award Program	\$ 603,566.2	\$ 701,566.2	\$ 711,566.2	\$ 721,566.2	\$ 771,566.2	\$ 50,000.0	6.9%
Other Grant and Scholarship Programs (State Funded)	\$ 61,617.6	\$ 99,531.4	\$ 110,781.4	\$ 95,131.4	\$ 113,330.3	\$ 18,198.9	19.1%
AIM HIGH	35,000.0	50,000.0	50,000.0	50,000.0	55,000.0	5,000.0	10.0%
College Illinois! State Contribution	-	-	-	-	-	-	0.0%
Higher Education License Plate Grants (HELP)	110.0	110.0	110.0	110.0	110.0	-	0.0%
National Guard Grants: Other Funds	20.0	20.0	20.0	20.0	20.0	-	0.0%
Minority Teachers of Illinois Scholarships	4,200.0	8,000.0	8,000.0	8,000.0	8,000.0	-	0.0%
Dependents Grants	1,273.3	1,300.0	1,300.0	1,300.0	1,300.0	-	0.0%
Teacher Loan Repayment Program	439.9	975.0	975.0	975.0	975.0	-	0.0%
Optometric Education Scholarship Program (OSF)	50.0	50.0	50.0	50.0	50.0	-	0.0%
Golden Apple Scholars of Illinois (OSF)	100.0	100.0	100.0	100.0	100.0	-	0.0%
Golden Apple Scholars of Illinois	6,498.0	10,750.0	10,750.0	10,750.0	10,937.3	187.3	1.7%
Golden Apple Accelerators Program	750.0	5,000.0	5,000.0	5,000.0	5,063.0	63.0	1.3%
Veterans' Home Loan Repayment	26.4	26.4	26.4	26.4	55.0	28.6	108.3%
Nurse Educator Loan Repayment	500.0	500.0	500.0	400.0	400.0	-	0.0%
Veterans & National Guard Grants for Public Universities	-	-	6,000.0	6,000.0	6,180.0	180.0	3.0%
Exonerated Persons Grants	150.0	150.0	150.0	150.0	150.0	-	0.0%
Social Worker Scholarships	6,000.0	6,000.0	6,000.0	2,000.0	2,000.0	-	0.0%
Nursing Education Scholarship Law Program	4,000.0	4,000.0	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	-	8,800.0	8,800.0	0.0%
IGROW Tech Scholarship Program	-	2,000.0	2,000.0	-	-	-	0.0%
Human Services Professional Loan Repayment Program	-	-	250.0	1,250.0	2,190.0	940.0	75.2%
Early Childhood Programs (ECACE)	-	-	5,000.0	5,000.0	8,000.0	3,000.0	60.0%
Other Grant and Scholarship Programs (Federally Funded)	\$ 120,729.1	\$ 69,368.2	\$ 14,320.0	\$ 11,720.0	\$ 15,400.0	\$ 3,680.0	31.4%
Federal Grant Funding	13,000.0	13,000.0	11,320.0	11,320.0	15,000.0	3,680.0	32.5%
John R. Justice Loan Repayment	300.0	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	100.0	-	0.0%
Loan Guarantee Program	100,000.0	50,000.0	-	-	-	-	0.0%
Golden Apple Scholars of Illinois (ARPA)	3,434.2	2,849.3	1,300.0	-	-	-	0.0%
Golden Apple Accelerators Program (ARPA)	3,894.9	3,118.8	1,300.0	-	-	-	0.0%
Administration (General Funds)	\$ 12,000.0	\$ 14,000.0	\$ 15,680.0	\$ 16,280.0	\$ 17,354.0	\$ 1,074.0	6.6%
Agency Administration	6,000.0	7,000.0	7,840.0	7,840.0	8,357.0	517.0	6.6%
Outreach/Research/Training	6,000.0	7,000.0	7,840.0	8,440.0	8,997.0	557.0	6.6%
Administration (Other Appropriated Funds)	\$ 11,400.0	\$ 11,400.0	\$ 23,900.0	\$ 25,900.0	\$ 23,900.0	\$ (2,000.0)	-7.7%
Collections Activities (ISAC Accounts Receivable Fund)	300.0	300.0	300.0	300.0	300.0	-	0.0%
Contracts & Grants Fund	10,000.0	10,000.0	17,500.0	17,500.0	12,500.0	(5,000.0)	-28.6%
Energy Transfer Assistance	1,100.0	1,100.0	1,100.0	1,100.0	1,100.0	-	0.0%
Illinois DREAM Scholarship Fund	-	-	2,500.0	3,500.0	5,000.0	1,500.0	42.9%
United Negro College Scholarship Fund	-	-	2,500.0	3,500.0	5,000.0	1,500.0	42.9%
Total, Grant Programs and Administration	\$ 809,312.9	\$ 895,865.8	\$ 876,247.6	\$ 870,597.6	\$ 941,550.5	\$ 70,952.9	8.1%
Federal Loan Program Administration and Loan Reimbursements*	\$ 168,018.2	\$ 157,387.5	\$ 47,741.1	\$ 47,741.1	\$ 47,741.1	\$ -	0.0%
TOTAL	\$ 977,331.1	\$ 1,053,253.3	\$ 923,988.7	\$ 918,338.7	\$ 989,291.6	\$ 70,952.9	7.7%

*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	\$ 672,903.8	\$ 810,817.6	\$ 833,747.6	\$ 828,697.6	\$ 897,970.5	\$ 69,272.9	8.4%
General Revenue Fund	663,856.1	793,241.2	810,921.2	804,971.2	870,025.2	65,054.0	8.1%
Education Assistance Fund	9,047.7	17,576.4	22,826.4	23,726.4	27,945.3	4,218.9	17.8%
Federal Funds	120,729.1	69,368.2	14,320.0	11,720.0	15,400.0	3,680.0	31.4%
Student Loan Fund	168,018.2	157,387.5	47,741.1	47,741.1	47,741.1	-	0.0%
Other State Funds	15,680.0	15,680.0	28,180.0	30,180.0	28,180.0	(2,000.0)	-6.6%
TOTAL	\$ 977,331.1	\$ 1,053,253.3	\$ 923,988.7	\$ 918,338.7	\$ 989,291.6	\$ 70,952.9	7.7%

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

Table F-8
FY 2027
Illinois Mathematics and Science Academy
All Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Illinois Mathematics and Science Academy	\$ 24,816.4	\$ 30,466.4	\$ 31,407.9	\$ 32,379.6	\$ 32,744.6	\$ 365.0	1.1%

Source of Appropriated Funds

General Funds	\$ 19,891.4	\$ 24,541.4	\$ 25,482.9	\$ 26,454.6	\$ 26,819.6	\$ 365.0	1.4%
General Revenue Fund	-	2,000.0	1,500.0	1,435.0	500.0	(935.0)	-65.2%
Education Assistance Fund	19,891.4	22,541.4	23,982.9	25,019.6	26,319.6	1,300.0	5.2%
Income Fund	4,925.0	5,925.0	5,925.0	5,925.0	5,925.0	-	0.0%
TOTAL	\$ 24,816.4	\$ 30,466.4	\$ 31,407.9	\$ 32,379.6	\$ 32,744.6	\$ 365.0	1.1%

Table F-9**FY 2027****State Universities Civil Service System****All Funds***(in thousands of dollars)*

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Operations	\$ 1,170.5	\$ 1,241.8	\$ 1,444.5	\$ 1,510.0	\$ 1,746.0	\$ 236.0	15.6%
TOTAL	\$ 1,170.5	\$ 1,241.8	\$ 1,444.5	\$ 1,510.0	\$ 1,746.0	\$ 236.0	15.6%

Source of Appropriated Funds

General Revenue Fund	\$ 1,170.5	\$ 1,241.8	\$ 1,444.5	\$ 1,510.0	\$ 1,746.0	\$ 236.0	15.6%
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Table F-10
FY 2027
Illinois Board of Higher Education
All Funds

(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Illinois Board of Higher Education	3,475.9	3,801.8	6,268.8	6,518.8	7,091.0	\$ 572.2	8.8%
Operations	\$ 2,844.1	\$ 3,144.7	\$ 5,538.7	\$ 5,753.7	\$ 6,293.9	\$ 540.2	9.4%
Strategic Planning	\$ 250.0	\$ 260.0	\$ 287.0	\$ 307.0	\$ 320.5	\$ 13.5	4.4%
Illinois Longitudinal Data System	\$ 381.8	\$ 397.1	\$ 443.1	\$ 458.1	\$ 476.6	\$ 18.5	4.0%
Institutional Grants & Special Initiatives	\$ 13,260.6	\$ 24,055.9	\$ 38,373.0	\$ 31,273.0	\$ 32,073.0	\$ 800.0	2.6%
University Center of Lake County	1,055.7	1,055.7	1,055.7	1,055.7	1,055.7	-	0.0%
Quad Cities Graduate Study Center	73.8	73.8	73.8	73.8	73.8	-	0.0%
Higher Education Assessment in the Quad Cities	500.0	500.0	100.0	-	-	-	0.0%
MyCreditsTransfer	183.3	183.3	183.3	183.3	183.3	-	0.0%
Cooperative Work Study Grants	980.5	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	1,433.6	-	0.0%
Illinois Mathematics and Science Fusion Program	95.9	95.9	95.9	95.9	95.9	-	0.0%
Diversifying Higher Education Faculty in Illinois (DFI)	1,981.5	2,050.2	2,050.2	2,050.2	2,050.2	-	0.0%
Grow Your Own Program	2,466.3	6,000.0	6,000.0	6,000.0	6,000.0	-	0.0%
Grow Your Own Disadvantaged Male Teachers Program	-	-	-	4,000.0	4,000.0	-	0.0%
Nursing School Grants	750.0	1,500.0	1,500.0	1,500.0	1,500.0	-	0.0%
Nurse Educator Fellowships	400.0	800.0	800.0	800.0	800.0	-	0.0%
Common Application	1,000.0	1,000.0	1,450.0	2,450.0	2,450.0	-	0.0%
Ending Homeless Program	-	2,000.0	2,000.0	2,000.0	3,000.0	1,000.0	50.0%
Mental Health Early Action - Technical Assistance Center*	2,340.0	3,382.9	7,000.0	7,000.0	7,000.0	-	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	450.0	-	0.0%
Campus Sexual Misconduct Climate Surveys	-	-	200.0	200.0	-	(200.0)	-100.0%
State-wide Re-enrollment Strategy	-	-	2,000.0	1,000.0	1,000.0	-	0.0%
HOPE Chicago Grant	-	-	8,000.0	-	-	-	0.0%
Other State Funds	\$ 11,530.0	\$ 16,630.0	\$ 16,630.0	\$ 16,630.0	\$ 16,600.0	\$ (30.0)	-0.2%
Private College Academic Quality Assurance Fund	100.0	100.0	-	-	-	-	0.0%
Academic Quality Assistance Fund	600.0	700.0	800.0	800.0	800.0	-	0.0%
PBVS Quality Assurance Fund	650.0	650.0	650.0	650.0	650.0	-	0.0%
Distance Learning Fund	150.0	150.0	150.0	150.0	150.0	-	0.0%
IBHE Data Resource and Recovery	30.0	30.0	30.0	30.0	-	(30.0)	-100.0%
IBHE State Contracts and Grants	10,000.0	15,000.0	15,000.0	15,000.0	15,000.0	-	0.0%
Federal Funding	\$ 134,533.7	\$ 134,122.6	\$ 30,800.0	\$ 5,622.1	\$ 5,500.0	\$ (122.1)	-2.2%
Federal Contracts and Grants	5,500.0	5,500.0	5,500.0	5,500.0	5,500.0	-	0.0%
High Impact Tutoring	25,000.0	25,000.0	25,000.0	-	-	-	0.0%
Governor's Emergency Education Relief Fund	43,000.0	43,000.0	-	-	-	-	0.0%
Early Childhood Programs	60,000.0	60,000.0	-	-	-	-	0.0%
Grow Your Own Program (ARPA)	1,033.7	622.6	300.0	122.1	-	(122.1)	-100.0%
TOTAL	\$ 162,800.2	\$ 178,610.3	\$ 92,071.8	\$ 60,043.9	\$ 61,264.0	\$ 1,220.1	2.0%

Source of Appropriated Funds

General Revenue Fund	16,736.5	27,857.7	44,641.8	37,791.8	39,164.0	1,372.2	3.6%
Other State Funds	\$ 11,530.0	\$ 16,630.0	\$ 16,630.0	\$ 16,630.0	\$ 16,600.0	\$ (30.0)	-0.2%
Private College Academic Quality Assurance Fund	100.0	100.0	-	-	-	-	0.0%
Academic Quality Assistance Fund	600.0	700.0	800.0	800.0	800.0	-	0.0%
PBVS Quality Assurance Fund	650.0	650.0	650.0	650.0	650.0	-	0.0%
Distance Learning Fund	150.0	150.0	150.0	150.0	150.0	-	0.0%
IBHE Data Resource and Recovery	30.0	30.0	30.0	30.0	-	(30.0)	-100.0%
IBHE State Contracts and Grants	10,000.0	15,000.0	15,000.0	15,000.0	15,000.0	-	0.0%
Federal Funds	134,533.7	134,122.6	\$ 30,800.0	\$ 5,622.1	\$ 5,500.0	\$ (122.1)	-2.2%
TOTAL	\$ 162,800.2	\$ 178,610.3	\$ 92,071.8	\$ 60,043.9	\$ 61,264.0	\$ 1,220.1	2.0%

Table F-11
FY 2027
State Universities Retirement System
All Funds
(in thousands of dollars)

	FY2023 Final Appropriations	FY2024 Final Appropriations	FY2025 Final Appropriations	FY2026 Final Appropriations	FY2027 IBHE Recommendations	FY26 to FY27 Dollar Change	Percent Change
Contributions to State University Retirement System	2,118,567.0	2,133,335.0	2,212,810.0	2,319,446.0	2,366,144.0	46,698.0	2.0%
General Funds	1,903,567.0	1,918,335.0	1,997,810.0	2,069,446.0	2,116,144.0	46,698.0	2.3%
State Pension Fund	215,000.0	215,000.0	215,000.0	250,000.0	250,000.0	-	0.0%
Community College Retirees Health Insurance*	29,937.8	7,712.0	9,191.0	10,966.6	11,707.6	741.0	6.8%
TOTAL	\$ 2,148,504.8	\$ 2,141,047.0	\$ 2,222,001.0	\$ 2,330,412.6	\$ 2,377,851.6	\$ 47,439.0	2.0%

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

Source of Appropriated Funds							
General Funds	\$ 1,933,504.8	\$ 1,926,047.0	\$ 2,007,001.0	\$ 2,080,412.6	\$ 2,127,851.6	\$ 47,439.0	2.3%
General Revenue Fund	1,903,567.0	1,918,335.0	1,997,810.0	2,069,446.0	2,116,144.0	46,698.0	2.3%
Education Assistance Fund	29,937.8	7,712.0	9,191.0	10,966.6	11,707.6	741.0	6.8%
State Pensions Fund	215,000.0	215,000.0	215,000.0	250,000.0	250,000.0	-	0.0%
TOTAL	\$ 2,148,504.8	\$ 2,141,047.0	\$ 2,222,001.0	\$ 2,330,412.6	\$ 2,377,851.6	\$ 47,439.0	2.0%

Table F-12
FY 2027
Public University 3% 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 FY2026
Chicago State University	1,482	856	57.7%	1,269	1,086,326	2.6%
Eastern Illinois University	6,889	2,098	30.5%	669	1,404,528	2.9%
Governors State University	2,618	1,388	53.0%	1,165	1,617,992	5.9%
Illinois State University	18,060	5,572	30.9%	678	3,777,627	4.6%
Northeastern Illinois University	4,286	2,284	53.3%	1,171	2,675,834	6.4%
Northern Illinois University	11,540	5,318	46.1%	1,013	5,385,634	5.2%
Southern Illinois University Total						2.0%
Southern Illinois University Carbondale	8,114	3,015	37.2%	817	2,462,057	
Southern Illinois University Edwardsville	9,422	3,030	32.2%	707	2,140,943	
University of Illinois Total						2.6%
University of Illinois Chicago	22,064	10,890	49.4%	1,085	11,811,278	
University of Illinois Springfield	2,413	877	36.4%	799	701,117	
University of Illinois Urbana/Champaign	35,154	8,444	24.0%	528	4,456,992	
Western Illinois University	5,243	1,760	33.6%	738	1,297,977	2.2%
Total	127,285	45,532	35.8%	\$ 10,638	\$ 38,818,306	3.0%

*Three-year average