Illinois 60 by 25 Network
Engaging Adult Learners to Increase Postsecondary Attainment Equity in Illinois

September 28, 2021
<table>
<thead>
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<th>Topic</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome &amp; Illinois 60 by 25 Network Overview</td>
<td>Edith Njuguna, Director of the Illinois 60 by 25 Network</td>
</tr>
<tr>
<td>Postsecondary Attainment Equity Targets</td>
<td>Emily Rusca, Director of State Policy and Strategy at EdSystems</td>
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<td>A Thriving Illinois &amp; Illinois Board of Higher Education (IBHE) Efforts</td>
<td>Stephanie Bernoteit, Executive Deputy Director at IBHE</td>
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<tr>
<td>Illinois Community College Board Efforts</td>
<td>Jennifer Foster, Deputy Executive Director at ICCB</td>
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<td>OAI Strategies for Engaging Adults</td>
<td>Mollie Dowling, Executive Director at OAI</td>
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<td><strong>Q&amp;A</strong></td>
<td></td>
</tr>
<tr>
<td>Closing &amp; Next Steps</td>
<td>Edith Njuguna, Director of the Illinois 60 by 25 Network</td>
</tr>
</tbody>
</table>
Network Background
What is 60 by 25?

The Illinois P-20 Council has set a goal to ensure that 60% of all Illinois adults have a high-quality college degree or postsecondary credential by 2025.

Right now, Illinois is at 55.2%
Our Goal

To support communities to increase meaningful and equitable postsecondary attainment.
Leadership Communities

Aurora Regional Pathways to Prosperity
Boone County
East Side Aligned
Enlace Chicago
Evanston
Health Professions Education Consortium (HPEC) of Lake County
Making Opportunities Real for Everyone (MORE) in the Mississippi and Rock River Region
McLean County
NCI/Starved Rock Region
Northwest Educational Council for Student Success (NECSS)
OAI/Rich Township District 227
Peoria Pathways to Prosperity
Rockford
Sangamon County Continuum of Learning
Thrive Chicago
Vandalia ONE
Vermilion County
Leadership Community Expectations

1. Data for continuous improvement
2. Define a geographic community
3. Identify a trusted intermediary organization
4. Develop a plan to implement key strategies
5. Document a partnership
Leadership Community Supports

- Manage peer-to-peer learning and action network
- Provide technical assistance on collective impact and strategies to advance postsecondary attainment
- Gather and curate critical data
- Serve as a conduit for financial support to communities (mini-grants)
267,370
Public high school students in Leadership Communities statewide

44%
of public high school students statewide

162,727
Public high school students in Leadership Communities outside Chicago

32%
of all high school students outside of Chicago
Emerging Postsecondary Attainment Equity Targets
Emily Rusca, EdSystems
Progress toward 60% by 2025

Source: Lumina Foundation Stronger Nation

*Since 2014, workforce-relevant certificates have been included in the total of postsecondary credentials. Since 2018, the total also has included certifications.
Despite Progress, Equity Gaps Persist

Attainment Rates in 2018
(MHEC Analysis)

- Black: 39.7%
- Latinx: 29.1%
- White: 61.9%
Additional Context

Increasing State and national focus on equity in education and workforce development both legislatively and through executive-agency action.

Higher Education Strategic Plan (June 2021) – equity as a core theme and institutional equity plans as a core strategy.

Covid-19 pandemic has significantly impacted communities of color and low-income communities, as well as education systems overall.
Develop recommendations for the P-20 Council to update its State-level postsecondary attainment goals to include equity-focused targets aimed at closing gaps by race and socioeconomic status.
Study Goal: To provide state-level projections to assist policymakers in evaluating progress towards meeting postsecondary attainment equity goals in Illinois

Project Variables: Key variables projected as total number and rate: postsecondary enrollment, credential production, and the postsecondary-credentialed population

Projection timeframe: 2020 through 2030/5

Project Team: MHEC, ICCB, IBHE, Advisory Panel, CCR Staff

Published: May 2021 to P-20 Council
Projections of Postsecondary Education in Illinois: Enrollment, Credentials, and Attainment Through 2035

- Population:
  - Illinois State Board of Education
  - 12th Grade cohorts (2020 to 2030)
  - U.S. Census Bureau
  - Illinois Board of Higher Education
  - Illinois Community College Board
  - Illinois Population Ages 16-64 (2020 to 2035)

- Enrollment:
  - National Student Clearinghouse
  - Directly-Enrolled first-time Postsecondary Students
  - Integrated Postsecondary Educational Data System

- Completion:
  - Cohort Completions
  - National Student Clearinghouse
  - Beginning Postsecondary Survey
  - Integrated Postsecondary Educational Data System

- Attainment:
  - U.S. Census Bureau
  - Georgetown CCW/Lumina Foundation
  - Total College-Educated Adults
  - Status Quo and equity Scenarios

- Status Quo and equity Scenarios

- Beginning Postsecondary Survey

- Total Credentials Conferred

- Total Postsecondary Enrollment

- First-Year Postsecondary Enrollment

- Cohort Completions

- Status Quo and equity Scenarios
Projections Models of “Status Quo”

**Constant Rate (Most Conservative):**
Assuming no change in the attainment rate from 2018 levels

**Historical Growth:**
Assuming modest growth based on historic rates of growth
### Changes in Postsecondary Attainment Rates under Status Quo Projections (25-64)

Even accounting for historical growth, gaps will still persist through our initial postsecondary attainment goal deadline and into the future.

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2025</th>
<th>2030</th>
<th>2035</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constant Rate Model</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>61.90%</td>
<td>61.90%</td>
<td>61.90%</td>
<td>61.90%</td>
</tr>
<tr>
<td>Black</td>
<td>39.70%</td>
<td>39.70%</td>
<td>39.70%</td>
<td>39.70%</td>
</tr>
<tr>
<td>Latinx</td>
<td>29.10%</td>
<td>29.10%</td>
<td>29.10%</td>
<td>29.10%</td>
</tr>
<tr>
<td>Other</td>
<td>75.40%</td>
<td>75.40%</td>
<td>75.40%</td>
<td>75.40%</td>
</tr>
<tr>
<td>Total</td>
<td>54.70%</td>
<td>53.30%</td>
<td>52.70%</td>
<td>52.30%</td>
</tr>
<tr>
<td><strong>Historical Growth Rate Model</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>61.90%</td>
<td>66.60%</td>
<td>69.90%</td>
<td>73.30%</td>
</tr>
<tr>
<td>Black</td>
<td>39.70%</td>
<td>41.80%</td>
<td>43.40%</td>
<td>44.90%</td>
</tr>
<tr>
<td>Latinx</td>
<td>29.10%</td>
<td>32.20%</td>
<td>34.40%</td>
<td>36.50%</td>
</tr>
<tr>
<td>Other</td>
<td>75.40%</td>
<td>78.80%</td>
<td>81.20%</td>
<td>83.50%</td>
</tr>
<tr>
<td>Total</td>
<td>54.70%</td>
<td>57.20%</td>
<td>59.30%</td>
<td>61.60%</td>
</tr>
</tbody>
</table>

5/24/2021 | 19
Black Attainment Projections

Adults aged 25-44

Note: Y-axis is truncated; "Gaps Closed" represents rate if enrollment/completion equity gaps were closed.
Source: MHEC, 2021
Latinx Attainment Projections

Adults aged 25-44
Without action, gaps will persist

Increasing enrollment & completion is essential, but not enough to close gaps in attainment

Targeting a narrower age band (25-44) may be more actionable
What do the data say?

Key takeaways from MHEC study regarding adult learners

- Closing gaps earlier in the education pipeline will not be sufficient to narrow postsecondary attainment gaps significantly.

- Given the historic patterns of enrollment and completion, there are many Black, Latinx, and low-income adults in Illinois who may be attracted back into postsecondary education and training.
How do we achieve these goals?
Implementation Recommendations

How can we drive more equitable outcomes?

- Focus on Acceleration Throughout the P-20 Pipeline
- Drive Systemic Equity Through Policy
- Leverage and Align Resources to Advance Equity
- Enhance Data & Monitoring Resources
- Establish a State Responsibility Structure for Equity
Current Status

- CCR Committee Equity Targets workgroup currently considering frameworks for the recommended targets
  - *Upcoming meeting*: 10/6, 9:30-11am
- Upon generating agreement around the framework, the Workgroup will dive into the MHEC study and other data to develop target recommendations
- Goal is to submit for P-20 Council approval in November

Anyone interested in participation in Workgroup meetings is welcome! Please email erusca@niu.edu to be looped in.
Stephanie Bernoteit
Executive Deputy Director
Illinois Board of Higher Education
September 28, 2021
A thriving Illinois has an inclusive economy and broad prosperity with equitable paths to opportunity for all, especially those facing the greatest barriers.
Built on Community Engagement

Nine Preliminary stakeholder specific focus groups to identify goals of strategic plan and key priorities

20 regionally-based or stakeholder specific focus groups to identify barriers and opportunities across key priorities

Strategic Plan draft posted for public comment and Town Halls to gather feedback

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPT</td>
<td>OCT</td>
<td>NOV</td>
<td>DEC</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

Public survey to nearly 10,000 IBHE stakeholders to identify key priorities

Public comments through written comment
## Sustained by Core Principles

<table>
<thead>
<tr>
<th>Students are our priority.</th>
<th>Equity drives our system.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher education is a public good that enriches life.</td>
<td>Our diverse institutions work in concert.</td>
</tr>
<tr>
<td>We reinforce the P-20 education continuum.</td>
<td>Talent, research, and innovation drive our economy.</td>
</tr>
</tbody>
</table>
# Disparities in Postsecondary Attainment

## Educational Attainment in Illinois (Age 25+) by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>High School Diploma/GED or Less</th>
<th>Some College, No Degree</th>
<th>Associate's</th>
<th>Bachelor's or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>21%</td>
<td>8.5%</td>
<td>38.1%</td>
<td></td>
</tr>
<tr>
<td>Latinx</td>
<td>10%</td>
<td>5.8%</td>
<td>64.0%</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>9.9%</td>
<td>40.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>22.9%</td>
<td>9.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>28.3%</td>
<td>16.2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>21%</td>
<td>8.5%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Educational Attainment in Illinois (Age 25+) by Rurality

<table>
<thead>
<tr>
<th>Rurality</th>
<th>High School Diploma/GED or Less</th>
<th>Some College, No Degree</th>
<th>Associate's</th>
<th>Bachelor's or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural</td>
<td>47%</td>
<td>24%</td>
<td>11%</td>
<td>19%</td>
</tr>
<tr>
<td>Non-Rural</td>
<td>35%</td>
<td>20%</td>
<td>8%</td>
<td>37%</td>
</tr>
</tbody>
</table>
Equity Gaps Facing African American Students

ENROLLMENT CHANGE OVER TIME

Enrollment has dropped 34% for African Americans.

2013
107k students enrolled

2019
70k students enrolled

2019 GRADUATION RATES

Public Universities

38% 70.1%

Community Colleges

14.2% 38.4%

Non-Profit Institutions

40.4% 70.5%

For Profit Institutions

3 18.5%

2 29.3%

African American
White
Equity Gaps Facing Latinx Students

ENROLLMENT CHANGE OVER TIME

Enrollment has increased by over 8% for Latinx students.

2013
118k Latinx students enrolled

2019
128k Latinx students enrolled

2019 GRADUATION RATES

Public Universities

52.5% 70.1%

Latinx
White

Non-Profit Institutions

57.4% 70.5%

Community Colleges

25.5% 38.4%

For Profit Institutions

28.2% 29.3%
Equity Gaps Facing Low-Income Students

**ENROLLMENT CHANGE OVER TIME**

Enrollment has decreased by **33%** for low-income students.

2013
280k low-income students enrolled

2019
195k low-income students enrolled

**2019 GRADUATION RATES**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Universities</td>
<td>49.9%</td>
</tr>
<tr>
<td>Community Colleges</td>
<td>26.7%</td>
</tr>
<tr>
<td>Non-Profit Institutions</td>
<td>52.8%</td>
</tr>
<tr>
<td>For Profit Institutions</td>
<td>24.5%</td>
</tr>
</tbody>
</table>

Pell
Non-Pell
Strategies for a Thriving Illinois

Close the equity gaps for students who have been left behind.

Build a stronger financial future for individuals and institutions.

Increase talent and innovation to drive economic growth.
Close Equity Gaps for Students Who have been Left Behind

We need a higher education system in Illinois designed to meet the needs and lead to the success of historically underserved and underrepresented students, with particular attention paid to Black, Latinx, Low-Income, rural, and working adult students, so that all students can thrive.
1. Support learning renewal and student supports
2. Implement institution-level equity plans and practices
3. Use equitable talent management to increase and retain faculty, staff and trustees of color
4. Provide more pathways through higher education for adults
   - Re-engage adults who dropped out or stopped out
   - Provide wrap around services for adults
   - Pursue financial strategies to mitigate barriers to enrollment
   - Adopt teaching and learning methodologies and practices most appropriate for adult students

*See www.ibhe.org for complete list of strategies
Close Equity Gaps for Students Who have been Left Behind

These recommended equity strategies incorporate data-driven and best practices that help to address the persistent equity gaps in higher education and lay the framework for an aligned higher education system that serves students independent of the path they take.
Affordability is one of the biggest barriers to higher education access and success, especially for low-income students, students of color, working adults, rural students, and many others who are underserved by the higher education system.
*Strategies for a Thriving Illinois*

1. **Invest** in public higher education through an *equitable, stable, and sufficient funding* system

2. Increase **Monetary Award Program (MAP)** funding to $1 billion over ten years

3. Allow MAP grants to be used for **year-round study**

4. Address the **challenge of “holds”** on student accounts that prevent them from completing their degrees

5. Support new **low-interest loan programs** through the Office of the Treasurer for low-income students

*See www.ibhe.org for complete list of strategies*
Increase Talent & Innovation to Drive Economic Growth

Our state’s universities are hubs of research, discovery, and innovation that continue to drive the economy forward and contribute to Illinois’ growth.
1. Leverage the **Illinois Innovation Network**
2. Establish a statewide **Business and Employer Advisory Council** to foster the growth of Illinois’ talent pipeline
3. Align the state’s **economic development and higher education** strategies, ensuring that both address historic inequities
4. Establish a consortium of community colleges and universities to better serve the incumbent **early childhood workforce**

*See [www.ibhe.org](http://www.ibhe.org) for complete list of strategies*
6. Expand higher education models of teaching and learning to prepare students for success in the work of the future

- Online, hybrid, adaptive, and self-passed learning models
- Competency-based approaches that offer a personalized path to completion and career
- High-quality experiential and work-based learning opportunities
- Shorter-term, industry-recognized credentials of value

7. Strengthen the statewide, coordinated transfer system to ensure students have seamless paths to build on previous academic learning and earn postsecondary credentials.

*See www.ibhe.org for complete list of strategies
The challenge of the next decade is to focus on creating broad, sustainable, and equitable paths to a prosperous future for every learner, leader, and community that we engage.
STRATEGIES TO ENGAGE ADULT LEARNERS

Jennifer K. Foster
Deputy Executive Director
ICCB Vision

• **Goal 1:** Support minority, first generation, and low-income students across urban, rural, and suburban communities, through the promotion of evidence-based best practices that results in systemwide improvement of equity metrics that reduce equity gaps.

• **Goal 2:** Support a seamless transition for students into and through postsecondary education and the workforce by fostering system engagement and equitable access and outcomes for these students.

• **Goal 3:** Contribute to economic development by supporting the Illinois community college system’s effort to provide robust workforce training, to expand apprenticeships, to increase credential attainment, to build quality career pathways, and to address the future needs of the Illinois workforce.
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>FY 15</th>
<th>FY 16</th>
<th>FY 17</th>
<th>FY 18</th>
<th>FY 19</th>
<th>FY 20</th>
<th>One-Year % Change</th>
<th>Five-Year % Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>10,283</td>
<td>9,218</td>
<td>7,728</td>
<td>7,093</td>
<td>6,951</td>
<td>7,331</td>
<td>5.47%</td>
<td>-20.47%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10,036</td>
<td>11,209</td>
<td>11,506</td>
<td>12,145</td>
<td>12,181</td>
<td>14,564</td>
<td>19.56%</td>
<td>29.93%</td>
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<tr>
<td>Asian American</td>
<td>3,278</td>
<td>2,795</td>
<td>2,538</td>
<td>2,521</td>
<td>2,589</td>
<td>2,791</td>
<td>7.80%</td>
<td>-0.14%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>384</td>
<td>372</td>
<td>477</td>
<td>462</td>
<td>513</td>
<td>477</td>
<td>-7.02%</td>
<td>28.23%</td>
</tr>
<tr>
<td>Native American</td>
<td>362</td>
<td>187</td>
<td>157</td>
<td>197</td>
<td>165</td>
<td>130</td>
<td>-21.21%</td>
<td>-30.48%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>202</td>
<td>112</td>
<td>72</td>
<td>62</td>
<td>56</td>
<td>63</td>
<td>12.50%</td>
<td>-43.75%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>--</td>
<td>1,237</td>
<td>1,350</td>
<td>1,330</td>
<td>1,464</td>
<td>1,572</td>
<td>7.38%</td>
<td>27.08%</td>
</tr>
<tr>
<td>Minority Subtotal</td>
<td>24,545</td>
<td>25,130</td>
<td>23,828</td>
<td>23,810</td>
<td>23,919</td>
<td>26,928</td>
<td>12.58%</td>
<td>7.15%</td>
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<tr>
<td>Unknown</td>
<td>2,688</td>
<td>2,477</td>
<td>1,843</td>
<td>1,811</td>
<td>1,626</td>
<td>1,647</td>
<td>1.29%</td>
<td>-33.51%</td>
</tr>
<tr>
<td>White</td>
<td>44,554</td>
<td>42,852</td>
<td>40,472</td>
<td>39,050</td>
<td>36,697</td>
<td>37,132</td>
<td>1.19%</td>
<td>-13.35%</td>
</tr>
</tbody>
</table>

**SOURCE OF DATA:** ICCB Centralized Data System—Annual Enrollment and Completion (A1 & A2) Data
IL ADULT LEARNER POPULATION

• Over 1 million of 10.2 million Illinoisans over the age of 16 have less than 12 grades of formal education. Included in this number are 403,143 individuals over age 16 with less than a 9th grade education. (1)

• Over 2.7 million Illinois residents speak a language other than English as the primary language in their homes. Over 400,000 of these individuals are over 16 and lack the English literacy skills necessary for entry and advancement in the labor force. (1)

• More than 300,000 immigrants are currently residing in Illinois. English literacy and civics education provides individuals with a pathway to citizenship, improved education, and employment.
ADULT EDUCATION

- Offers adults without a high school diploma and those with limited English language the education and skills development programs that accelerate achievement of diplomas and credentials that lead to employment and postsecondary education.

• Expanding Career Pathways for Adult Learners
  - Goal 1: Scale Effective Strategies and Models across the System
  - Goal 2: Postsecondary Transition and Credential Attainment
  - Goal 3: College and Career Readiness
  - Goal 4: Lifelong Career Pathways Systems & Integrate Enabling Technologies

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English as a Second Language (ESL)</td>
<td>32,458</td>
</tr>
<tr>
<td>Adult Basic Education (ABE)</td>
<td>12,970</td>
</tr>
<tr>
<td>Adult Secondary Education (ASE)</td>
<td>5,372</td>
</tr>
<tr>
<td>High School Credit (HSCR)</td>
<td>1,896</td>
</tr>
<tr>
<td>Vocational (VOC)</td>
<td>933</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53,629</strong></td>
</tr>
</tbody>
</table>
CAREER PROGRAMS

• Adult Education/Career Technical Education
  ▪ Customized Apprenticeship Programming – Information Technology (CAP-IT)
    o The four-year CAP-IT grant was funded ($3.9M) through a competitive grant process through the US Department of Labor to partner with 10 community colleges.
    o The purpose of the grant is to support sector-based approaches to develop programs with the capacity to pilot, improve, assess, and scale new apprenticeship models. ICCB funds ten community colleges who are offering Information Technology pre-apprenticeship and apprenticeship opportunities to Illinois residents in their districts.
    o Enroll 4,000 Apprenticeship/Pre-Apprenticeships
  ▪ Integrated Education and Training (IET) and Bridge Programming
    o Designed to accelerate and connect the adult literacy instruction with technical or workforce training leading to industry-recognized/ postsecondary credentials and meaningful employment.
### Table 2: Bridge Programs

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>No. Programs FY 19</th>
<th>No. Programs FY 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ag, Food and Natural Resources</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Architecture and Construction</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Career/College</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>Education &amp; Training</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Health Science</td>
<td>12</td>
<td>42</td>
</tr>
<tr>
<td>Hospitality &amp; Tourism</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Transportation, Distribution, and Logistics</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td><strong>138</strong></td>
</tr>
</tbody>
</table>

### Table 3: Integrated Education and Training Programs

<table>
<thead>
<tr>
<th>Career Pathway</th>
<th>No. Programs FY19</th>
<th>No. Programs FY20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture and Construction</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Business Management and Administration</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Education and Training</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Health Science</td>
<td>14</td>
<td>34</td>
</tr>
<tr>
<td>Hospitality and Tourism</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Human Services</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>Law, Public Safety, Corrections and Security</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>18</td>
<td>28</td>
</tr>
<tr>
<td>Transportation, Distribution, and Logistics</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>53</strong></td>
<td><strong>95</strong></td>
</tr>
</tbody>
</table>
High School Equivalency Scholarship:

- Reduced the full battery price of each HSE exam by $80 to Test-takers.
- 25,000 subtests will have been discounted for Illinois test takers by the completion of the funding.
- HSE discount funding is estimated to last through the end of 2021.
Career and Technical Education

• Career and Technical Education Equity-Driven Grant:
  ▪ Targets rural communities and communities with equity gaps or disparities in retention and completion.
  ▪ Required to develop and implement programs of study with intentional recruitment and retention practices for underrepresented student groups to achieve more equitable outcomes.

• Comprehensive Local Needs Assessment:
  ▪ Facilitate a data-informed, continuous improvement process for community colleges to assess the extent to which their CTE programs and programs of study are aligned with local workforce and economic needs, while using an equity lens.
  ▪ Requires disaggregation of data to highlight, analyze, and work toward closing equity gaps for underserved populations.
Innovative Bridge and Transition

• Over the past several years, the ICCB has awarded the IBT grant to between 30-34 providers in the state, both community colleges and community-based organizations.

• Purpose is to create, support, or expand innovative bridge programs and services, promote equity and diversity, and to create programs and services that support individuals with disabilities.
The Workforce Equity Initiative (WEI) provides $18.7 million in funding from the State of Illinois to a consortium of 17 Community Colleges.

The purpose of this grant is to create, support, or expand short-term (year or less) workforce (credit and/or noncredit) training opportunities in high-need communities focused on specific sectors with identified workforce gaps.

The primary goal of WEI is to increase the number of African Americans from at-risk communities on a path or in jobs earning 30% above the current area living wage. The grant is administered through the Illinois Community College Board (ICCB).

There are over 100 WEI programs offered throughout the state in the following sectors, **Transportation, Computer Technology, Manufacturing, Healthcare, Repair, Construction, Services, and Education.**
WEI Outcomes

Total Students Enrolled: 5,221 (99% of goal reached)
African American Students: 3,855 (121% of goal reached)
Completed Credentials: 2,581 (60% of enrolled)
Students Employed: 1,788 (71% of completers)
ACADEMIC, INSTRUCTION AND PLACEMENT

• **Implementation of a Common Placement Framework across the State:** The ICCB and the Illinois Council of Community College Presidents developed and endorsed a common multiple measures placement system that would create consistency of expectations for students.

• **Support for Transitional Instruction:** Transitional Instruction courses, including transitional math and English Language Arts, allow students who do not test as college-ready the opportunity to achieve such levels prior to graduating high school and are intended to reduce the number of students requiring remediation in math and English.

• **Developmental Education Innovation Grant:** to support faculty, students, and institutions to develop successful developmental education models that assist with moving students into gateway coursework.
OAI
Mollie Dowling
Chicago-based **OAI** is a nationally recognized pioneer in workforce development. Our work opens career pathways; fuels business success; promotes health, safety, and the environment; and supports community development. For more than 40 years, we’ve been delivering real economic benefit to individuals, employers, and communities across the country.
Engaging Adult Participants

- OAI’s primary work is with adults ages 25 – 44
- Targeting historically marginalized populations
- Centering portable industry-recognized certs for all training programs
- Using Work-based Learning and Sector Partnerships as key strategies
Meeting the needs of Manufacturing, Logistics, and Supply Chain Companies since 2011

A solution for your talent needs.
Integrated Workforce, Education & Economic Strategy

CMiSP
Calumet Manufacturing Industry Sector Partnership

Outreach, Recruitment & Screening

High School Initiatives
ROBOTICS COMPETITION, TECHNICAL TRAINING, & MFG DAY

Manufacturing Internship
AGES 15-24

Technical Training at Colleges
PRE-HIRE AND INCUMBENT TRAINING

Maker Lab Network & Entrepreneurship Training

Job Placement & Matchmaking
1,000 JOBS

Opportunity Advancement Innovation
Chicago Southland Economic Development Corporation
EMPLOYER ENGAGEMENT

100+ companies have been engaged since 2011
Work-Based Learning Programs at OAI – Manufacturing Sector

• Apprenticeship Expansion Program
• Manufacturing Careers Internship Program/ Opportunity Works
• Youth Career Pathways Initiative
• Supply Chain & Logistics Program

Key Components:
- Bootcamp with job readiness
- OSHA 10-hr general industry safety & forklift certification
- Employer tours and industry exposure
- 8-week paid work experience w/ company

Supplementary Components:
- Electro-Mechanical Registered Apprenticeship Program
- Makerlab training
- Robotics club participation
- National Institute of Metalworking Skills (NIMS) CNC certification
- Development of web portal for intelligent intern matching
Additional details:

- PMMI Mechatronics/ Mechanical and Electrical certifications offered through Purdue University Northwest
- OAI utilizes On-the-Job Training (OJT) funds to support participant wages during training period
- Companies and participants interview each other; match is made based on top picks of both (as well as location/transportation access)
  - Currently have 4 participating companies + additional in healthcare
- OAI visits each host site multiple times during apprenticeship period

- Challenges: Identifying enough apprenticeship sites for all participants and making the right match
- Opportunities: Good source for fresh talent, low risk for companies, enormous institutional support of participants and companies
OAI Key Lessons

❖ Employers want elevated skill set from applicants
❖ Hands-on, problem-based activities build skills as well as desire
❖ Success skills still need to be addressed
❖ Transportation is a predominant issue for suburban participants
❖ Must provide supports for other critical issues adults face such as childcare, housing instability, financial coaching, etc.
❖ Partnerships with Colleges and other technical trainers provide additional capacity and legitimacy to programs
❖ OAI as critical connector and liaison between employers, training providers and job seekers
❖ Labor market data and Industry Sector Partnership informs all training programs
Thank you!

OAI, Inc.

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Thank You!