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ADOPTED - BOARD OF TRUSTEES
COMMUNITY COLLEGE DISTRICT NO. 508
AUGUST 1, 2013

BOARD OF TRUSTEES OF COMMUNITY COLLEGE DISTRICT NO. 508
COUNTY OF COOK AND STATE OF ILLINOIS

RESOURCE DEVELOPMENT

THE CHANCELLOR

REPORTS

that the following proposals, contracts, and other special funding instruments are under development or have been submitted by staff at this time.

(TOTAL VALUE \$12,495,684)

Grant Name Federal Basic	Funder Illinois Community College Board	Amount \$2,682,161	Performance Period 07/1/13-06/30/14
College/District District	Accountability Sameer Gadkaree - Associate Vice Chancellor for Adult Education	Pd # 1308052	
Alignment Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.			
Summary This grant is one of the five major adult education grants that would be used to provide tuition-free English as a Second Language, Adult Basic Education, and Adult Secondary Education classes to Chicago adults. These programs would increase students' basic skill levels in reading, writing, and mathematics and transition them to college-level work, including the College to Careers programs. ESL classes also build students' skill levels in understanding and speaking English, as well as life skills necessary to transition to life in the United States. As an intermediate step towards college transition, students without a high school diploma are offered instruction that will enable them to pass the GED exam.			

Grant Name State Public Assistance	Funder Illinois Community College Board	Amount \$1,871,031	Performance Period 7/1/13-6/30/14
College/District District	Accountability Sameer Gadkaree - Associate Vice Chancellor for Adult Education	Pd # 1308053	
Alignment Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.			
Summary This grant is one of the five major adult education grants that would be used to provide tuition-free English as a Second Language, Adult Basic Education, and Adult Secondary Education classes to Chicago adults. These programs increase students' basic skill levels in reading, writing, and mathematics and transition them to college-level work, including the College to Careers programs. ESL classes also build students' skill levels in understanding and speaking English, as well as life skills necessary to transition to life in the United States. As an intermediate step towards college transition, students without a high school diploma are offered instruction that will enable them to pass the GED exam.			

Grant Name State Basic	Funder Illinois Community College Board	Amount \$2,491,347	Performance Period 7/1/13-6/30/14
College/District District	Accountability Sameer Gadkaree - Associate Vice Chancellor for Adult Education	Pd # 1308054	
Alignment			
Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.			
Summary			
This grant is one of the five major adult education grants that would be used to provide tuition-free English as a Second Language, Adult Basic Education, and Adult Secondary Education classes to Chicago adults. These programs increase students' basic skill levels in reading, writing, and mathematics and transition them to college-level work, including the College to Careers programs. ESL classes also build students' skill levels in understanding and speaking English, as well as life skills necessary to transition to life in the United States. As an intermediate step towards college transition, students without a high school diploma are offered instruction that will enable them to pass the GED exam.			

Grant Name State Performance	Funder Illinois Community College Board	Amount \$1,168,386	Performance Period 7/1/13-6/30/14
College/District District	Accountability Sameer Gadkaree - Associate Vice Chancellor for Adult Education	Pd # 1308055	
Alignment			
Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.			
Summary			
This grant is one of the five major adult education grants that would be used to provide tuition-free English as a Second Language, Adult Basic Education, and Adult Secondary Education classes to Chicago adults. These programs increase students' basic skill levels in reading, writing, and mathematics and transition them to college-level work, including the College to Careers programs. ESL classes also build students' skill levels in understanding and speaking English, as well as life skills necessary to transition to life in the United States. As an intermediate step towards college transition, students without a high school diploma are offered instruction that will enable them to pass the GED exam.			

Grant Name Early School Leaver Transition Program	Funder Illinois Community College Board	Amount \$80,000	Performance Period 7/1/13-6/30/14
College/District District	Accountability Sameer Gadkaree - Associate Vice Chancellor for Adult Education	Pd # 1308059	
Alignment			
Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.			
Summary			
This grant would support high school dropouts between the ages of 16 and 21 whose TABE level reading score is at or above the 9.0 grade level equivalency. It would provide assistance to students in the completion of the GED examination or alternative high school credit toward graduation; workforce employability skills			

preparation classes; preparation for employment through school-based and/or work-based learning opportunities; and assistance to transition to post-secondary Career and Technical Education programs within one of the 16 nationally recognized career clusters, specifically those identified as high growth sector needs within the geographic area.

Grant Name Federal EL/Civics	Funder Illinois Community College Board	Amount \$493,849	Performance Period 7/1/13-6/30/14
College/District District	Accountability Sameer Gadkaree - Associate Vice Chancellor for Adult Education	Pd # 1308060	
Alignment			
Increase number and share of ABE/GED/ESL students who advance to and succeed in college level courses.			
Summary			
This grant is one of the five major adult education grants that would be used to provide tuition-free English as a Second Language, Adult Basic Education, and Adult Secondary Education classes to Chicago adults. These programs increase students' basic skill levels in reading, writing, and mathematics and transition them to college-level work, including the College to Careers programs. ESL classes also build students' skill levels in understanding and speaking English, as well as life skills necessary to transition to life in the United States. As an intermediate step towards college transition, students without a high school diploma are offered instruction that will enable them to pass the GED exam.			

Grant Name Roosevelt University –Harold Washington College Partnership for STEM Education (NSF STEP award)	Funder National Science Foundation - Subcontracts from Roosevelt University (RU)	Amount \$58,931	Performance Period 7/1/13-6/30/14
College/District Harold Washington (HW)	Accountability Armen Sarrafian, Dean of Instruction	Pd # 1308070	
Alignment			
Increase rate of transfer to bachelor's degree programs following CCC graduation; Increase number of students earning college credentials of economic value.			
Summary			
Through recruitment, retention, research and scholarship, the collaboration between RU and HW is intended to increase the number of HW students enrolling in and completing STEM associates degrees or transferring to STEM baccalaureate programs, increase enrollment in RU baccalaureate STEM majors, and increase the number of RU baccalaureate degrees awarded in STEM majors. Further, to develop active learning laboratories at Harold Washington College and Roosevelt University.			

Grant Name E.A.T. (Education, Agriculture, & Technology)	Funder Walton Family Foundation	Amount \$9,000	Performance Period 7/1/13-6/30/14
College/District Malcolm X	Accountability Marcela Bernai-Munera	Pd # 1308071	

Alignment
Increase number of students earning college credentials of economic value.
Summary
Students enrolled in Biology 122 at Malcolm X College would participate in an interdisciplinary program focused on urban agriculture, local food systems and sustainability. Through self-containing planting kits called Earth Boxes, students would learn about urban food production such as portable micro gardens, sub-irrigated planters, simplified hydroponics, and aquaponic. This problem-based learning and STEM based curriculum will increase the number and quality, globally competitive biological science labs which prepare students for success.

Grant Name	Funder	Amount	Performance Period
Trade Adjustment Assistance Community College and Career Training (TAACCT) Grants Program- TDL Employer Edge (TDLEE) Project	Department of Labor- Employment and Training Administration	\$2,741,433	10/1/13- 9/30/17
College/District	Accountability	Pd #	
Olive-Harvey (OHC)	Joanne Ivory, Associate Dean, College to Careers (C2C)	1308072	

Alignment
Increase rate of transfer to bachelor’s degree programs following CCC graduation; Increase number of students earning college credentials of economic value.
Summary
This project would support CCC's Transportation/Distribution/Logistics (TDL) College to Careers Initiative, led by Olive-Harvey College (OHC). CCC will develop and implement a technology-based Core Skills Mastery (CSM) curriculum to strengthen the hard and soft skills required to improve employment readiness and reduce program completion time. The project also includes faculty development, enhanced career advising and integrated job placement services leading to accelerated completion of certifications, increased job placement outcomes and stronger job retention rates.

Grant Name	Funder	Amount	Performance Period
Early Childhood Services Program	Board of Education of the City of Chicago	\$605,000	7/1/13-6/30/14
College/District	Accountability	Pd #	
District	Maria Elena-Sanchez, District Director	1308057	

Alignment
Increase the number of students earning college credentials of economic value; Increase the rate of transfer to bachelor’s degree programs following CCC graduation; Drastically improve outcomes for students requiring remediation.
Summary
The Child Development Laboratory Schools would support student success by reducing barriers to student’s enrollment and retention by offering quality early learning care services to the student’s children. Also, the Child Development Laboratory Schools provide students access to on-site quality programs to meet the Academic needs of the students.
This grant would serve at-risk students. At-risk students are those students who, because of their home and community environment are subject to such language, cultural, economic and like disadvantages, and have been determined, as a result of screening procedures in accordance with the Governing Documents, to be at risk for academic failure. This grant would serve children 3-4 years old through the Preschool for All Program for our

Child Development Lab Schools and to serve children 2 years old through the Prevention Initiative Services program.

Grant Name Child Care Services	Funder Department of Family and Support Services	Amount \$294,546	Performance Period 7/1/13-6/30/14
College/District District	Accountability Maria Elena-Sanchez, District Director	Pd # 1308056	
Alignment			
Increase the number of students earning college credentials of economic value; Increase the rate of transfer to bachelor's degree programs following CCC graduation; Drastically improve outcomes for students requiring remediation.			
Summary			
This grant would serve children that are enrolled in our Child Development Lab Schools. The funds would allow parents to make subsidized payments, which makes child care more affordable for families. The Child Development Laboratory Schools support student success by reducing barriers to student enrollment and retention by offering quality early learning care services to the children of CCC students.			

THE CHANCELLOR

RECOMMENDS

that the Board of Trustees approves acceptance of any gifts, grants or other funding which may be forthcoming from these proposals and authorizes the Chancellor, the Vice Chancellor for Institutional Advancement, or the District Director for Grants and Contracts to serve as *authorized representative or official representative* of the District in the submission of proposals for funding and to execute all documents for the acceptance of this funding or these gifts and the operation of the funded projects; said acceptance to be subject to the terms and conditions set forth by the grantor, including specified subcontracts and purchases, and said funds not to be expended by the Board for any other purposes.

Respectfully submitted,

**Cheryl L. Hyman
Chancellor**

August 1, 2013 – Office of Institutional Advancement – Resource Development