

Environmental Scan

2011-2012

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The findings and conclusions presented in this report are those of the authors alone and do not necessarily reflect the views, opinions, or policies of the officers and/or trustees of Northern Illinois University.

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INTRODUCTION

This report updates an environmental scan prepared for Harper College in late 2008.¹ Since then our nation has struggled to emerge from a devastating recession, a new president was elected, and the decennial census took place. The consequences of these events are among those addressed in this report. Although the range of content is broad, it is neither exhaustive, nor deep, nor does it claim to address issues new to Harper College. Rather, it offers an independent assessment of important aspects of the external environment that are of potential strategic importance to Harper College operations and planning efforts.

This report is organized into six sections. The first is an executive summary. Section two describes the fiscal and demographic context within which Harper is operating. Sections three through six identify selected trends and developments as they relate to the four strategic directions identified in the Harper College Strategic Plan for 2010-2015. These are:

- Inspiration – developing programs with educational partners that inspire postsecondary education and career readiness as a life goal.
- Partnership – engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy.
- Accountability - creating a culture of innovation, accountability and transparency.
- Completion – increasing completion and achievement of all students with a focus on underperforming student groups.

The last section contains appendices that provide additional methodological detail, lists of other postsecondary programs in the Harper District area, and data sources.

In addition, an extensive database that was created to develop this report has been provided to Harper as a companion resource to this document.

¹ NIU Outreach, November 5, 2008. *Harper College Environmental Scan*

SECTION 1: EXECUTIVE SUMMARY

Recent years have seen dramatic changes in the nation's fiscal landscape. As job losses have grown and consumers have curtailed their spending, tax bases have eroded and in many states, including Illinois, massive budget gaps have developed. As healthcare, Medicaid, and pension contributions compete with education for increasingly scarce public dollars, the result is an exceptionally challenging financial climate and uncertain future for higher education.

William Rainey Harper College has identified four strategic directions to help focus and guide the institution through a rapidly changing environment: inspiration, partnership, accountability, and completion. This environmental scan uses those four directions as lenses for identifying important external trends, opportunities and challenges. These are summarized below.

1. **Inspiration** – developing programs with educational partners that inspire postsecondary education and career readiness as a life goal. Relevant trends and developments include:
 - Educational attainment. Significant new markets are represented by the relatively high educational attainment of area residents and opportunities to attract more in-district postsecondary enrollees to Harper, particularly Baby Boomers.
 - Unemployment. As in Illinois and the nation, unemployment rates in the Harper College district have been increasing since 2006. Although times of high unemployment are historically good for community colleges, declining household incomes in the Harper district mean that fewer resources are available for education.
 - Commuting patterns and gas prices. New tools that profile commuters reveal learner markets for Harper College, opportunities that are bolstered by high gas prices.
 - Common core standards. Harper College's focus on streamlining the educational system to improve academic achievement at all levels will be supported by Illinois' adoption and implementation of the Common Core State Standards.
 - Innovative models. New strategies to help adults reengage with postsecondary education and earn a degree include the ready adult concierge, identifying adults who have earned many credits toward a degree, reducing time-to-degree, and transforming remediation so students can move swiftly to first-year success and completion.
2. **Partnership** – engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy. Trends and developments include:
 - Occupational projections. Middle-skill occupations that require credentials offered by community colleges offer careers with the most stability and growth potential.

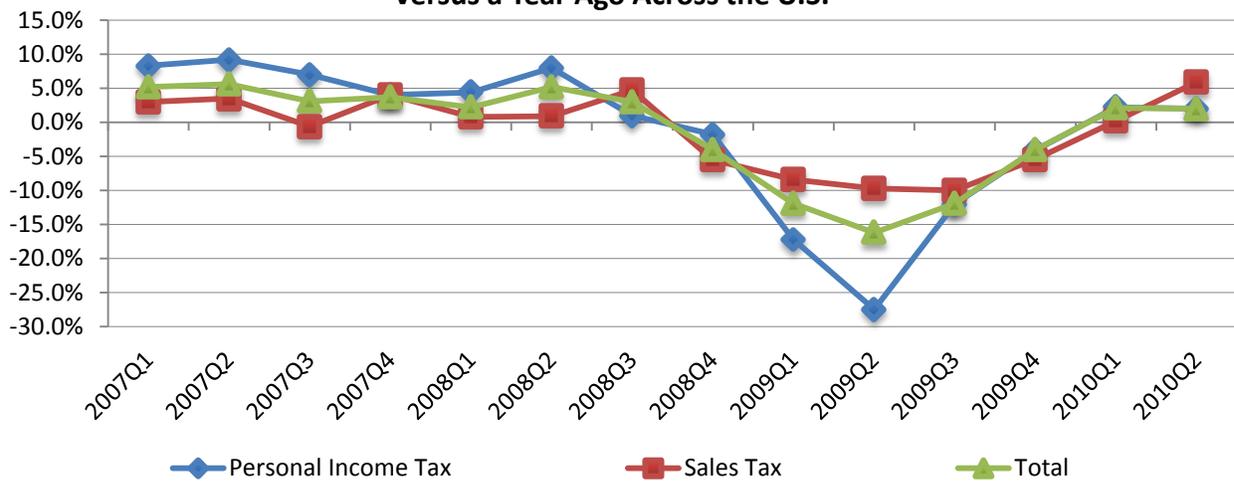
- Industry location quotients (LQs). LQs have the potential to help identify dominant industries and patterns of growth or decline. Four industries are relatively concentrated in the Harper College region: construction, financial activities, manufacturing, and professional and business services.
 - Future work skills. The global information economy calls for new work basic skills: sense-making, social intelligence, novel and adaptive thinking, cross-cultural competency, computational thinking, new media literacy, transdisciplinarity, design mindset, cognitive load management, and virtual collaboration.
3. **Accountability** - creating a culture of innovation, accountability and transparency. Trends and developments associated with this strategic direction include:
- Availability of funding. Harper College’s ability to innovate and support a robust accountability system will be challenged by constrained tuition resources at the family, state and federal levels.
 - New accountability measures. Harper College is well-positioned to participate in current and emerging accountability efforts and has established its own “Challenge of 10,604” in response to President Obama’s college completion goal.
 - State data system initiatives. Illinois’ Longitudinal Data System and Workforce Data Quality Initiative will support accountability efforts and help streamline educational systems, align curriculum, and prepare students for postsecondary education.
4. **Completion** – increasing completion and achievement of all students with a focus on underperforming student groups.
- Income and poverty. The number of students living in low-income households within Harper College’s district has continued to increase. These students are more likely to lack the academic preparation and financial resources needed to attend and succeed in postsecondary education.
 - K-12 student achievement data. Despite K-12 student academic performance gaps in schools throughout Harper’s district, examples of improvement and excellence also exist.
 - Competition. The educational landscape in the area served by Harper College is rich in program providers. The many postsecondary options and easy-to-use institutional comparison tools translate to a more competitive educational market for consumers.
 - Technology. Developments in technology offer important strategies to enhance learning and college completion. These electronic books and mobile devices, augmented reality, game-based learning, gesture-based computing, and learning analytics.

SECTION 2: FISCAL AND DEMOGRAPHIC CONTEXT

FISCAL CONTEXT

Recent years have seen dramatic changes in the nation's fiscal landscape. States' revenue collections have declined and budgets have weakened from the prolonged recession. Although all major tax resources have been affected, personal income tax fell the most across the nation (see Figure 1). As job losses grew and consumers curtailed their spending, sales tax receipts also declined. The result was that every state except North Dakota saw annual revenues drop and massive state budget gaps develop.²

Figure 1: Percent Change in State Tax Collections Versus a Year Ago Across the U.S.



Source: The Nelson A. Rockefeller Institute of Government. *State Revenue Report*, August 30, 2011. In Pattison, S.D. & Eckl, C. (n.d.), A

The National Conference of State Legislators has published the results of a 2010 survey of legislative fiscal directors. Although Illinois did not provide a forecast as to when state revenues would return to pre-recession levels, projections by other states ranged as far out as FY2016.³ This is not good news for higher education. In a recent analysis of state support for higher education between 1979 and 2007, Doyle and Delaney concluded that “When state revenues are low, higher education is an attractive option for heavy cuts because it has the ability to collect fees for its services....”⁴

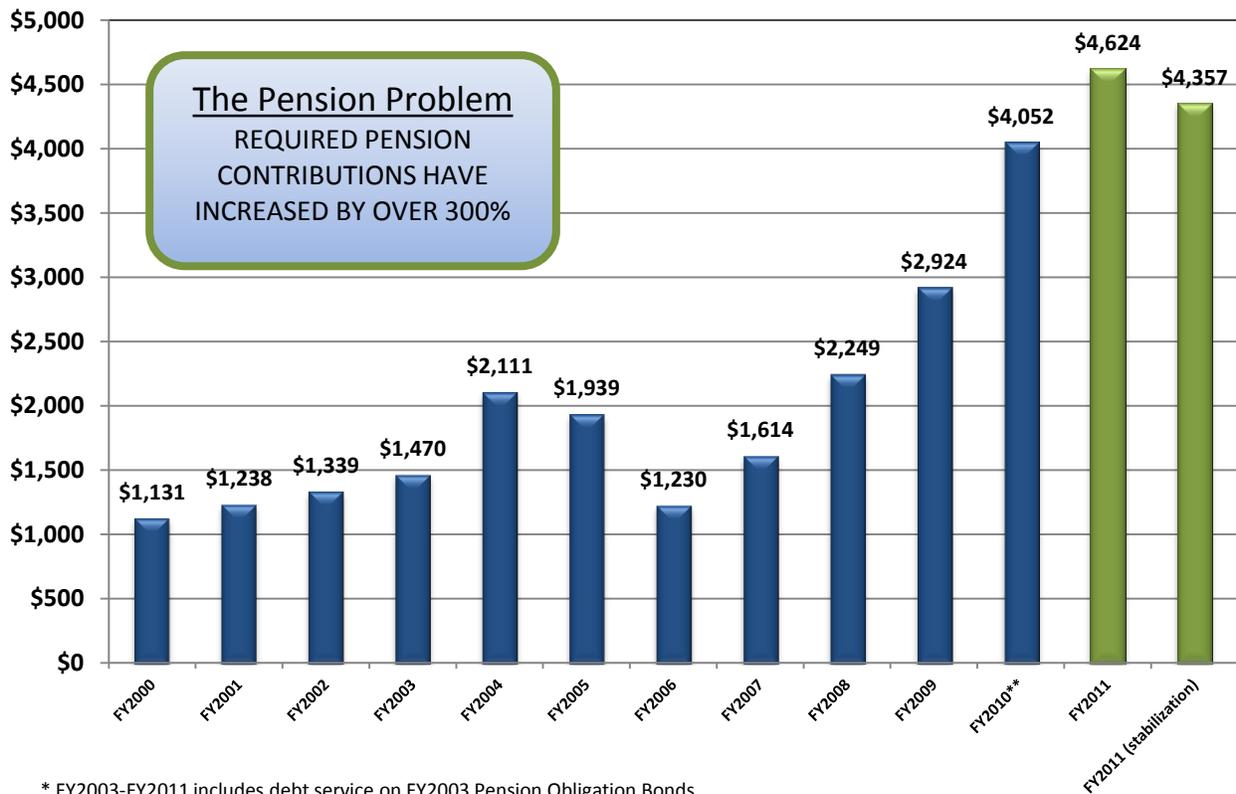
² National Conference of State Legislators in Pattison and Eckl, *A New Funding Paradigm for Higher Education*

³ National Conference of State Legislators, *NCSL Fiscal Brief: Projected State Revenue Growth in FY 2011 and Beyond*, September 29, 2010.

⁴Delaney, Jennifer A. and William R. Doyle. *The Role of Higher Education in State budgets.* The Challenges of Comparative State-Level Higher Education Policy Research. Kathleen M. Shaw and Donald E. Heller (Sterling, Virginia: Stylus, 2007).

This volatility in higher education funding is largely due to the many other important public programs that compete for state funds, particularly healthcare, and specifically Medicaid. The National Association of State Budget Officials (NASBO) estimated Medicaid spending at \$354 billion in FY2010, surpassing elementary and secondary education as the largest component of total state spending for the first time since 2006. Pension funding has been the other major state expenditure. In Illinois, required pension contributions have more than tripled since FY2000 (see Figure 2).

Figure 2: General Fund Pension Contributions Growth in Illinois *
Fy2000 - FY2011
 (in \$millions)



* FY2003-FY2011 includes debt service on FY2003 Pension Obligation Bonds

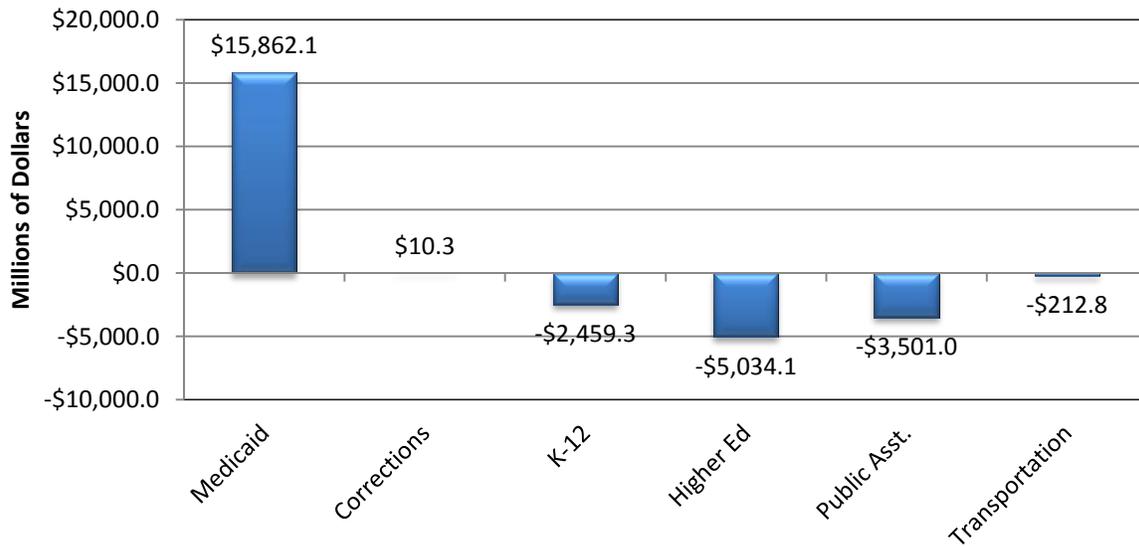
** FY2010 General Fund Pension Contribution was largely financed by issuance of \$3,466 million in Pension Obligation Notes

Source: Governor's Office of Management & Budget

As a result of escalating Medicaid and pension costs, between FY2011 and FY2012, higher education has suffered the largest decrease in state general fund spending of the major cost categories at a little more than \$5 billion. As illustrated in Figure 3, public assistance programs in Illinois sustained the second largest cut in general funds followed by K-12 education. Healthcare spending rocketed to almost \$16 billion.⁵

Figure 3: Changes in General Fund Spending in Illinois by Category (Fiscal 2011 - 2012)

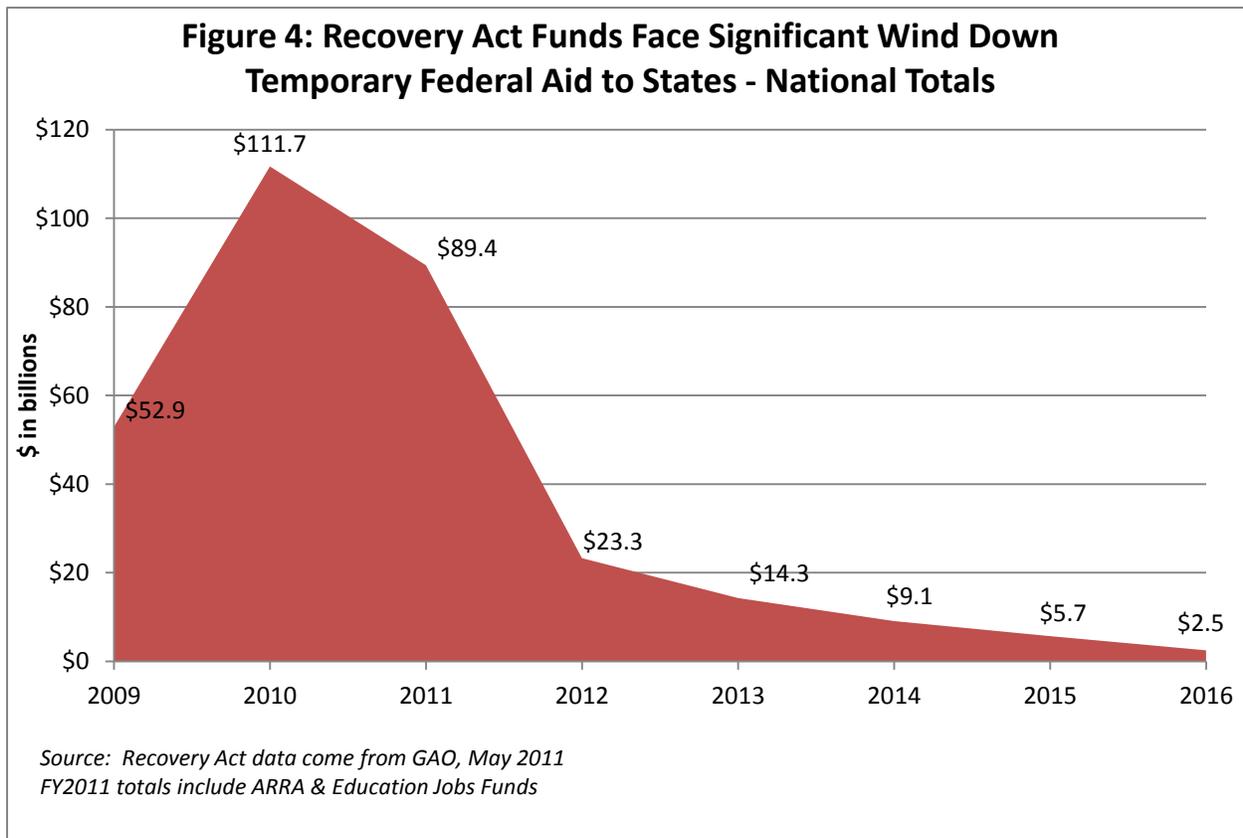
Healthcare Spending continues to Drive General Fund Growth



Fiscal 2011 data is based on enacted budgets and fiscal 2012 data is based on governor's proposed budgets.
 Source: National Association of State Budget Officers

⁵ Pattison, S.D. & Eckl, C. (n.d.) *A New Funding Paradigm for Higher Education*. National Association of State Budget Officers and the National Conference of State Legislatures. Retrieved June 5, 2011 from www.nasbo.org.

Although state fiscal conditions in FY2011 are somewhat improved over the preceding two years, numerous fiscal challenges are evident for FY2012 and beyond. One of these is the withdrawal and wind-down of \$54 billion in American Recovery and Reinvestment Act (ARRA) economic stimulus funds. In many cases the ARRA funds designated to help states cover shortfalls in their education budgets weren't sufficient to prevent governors from making deep spending cuts.⁶ At least \$5.3 billion in ARRA funds went to higher education, and another \$16 billion was provided for student aid. Figure 4 illustrates the magnitude of this funding for the nation as it peaked in FY2010 at \$111.7 billion and dropped precipitously in FY2012.



⁶The Chronicle of Higher Education, February 27, 2009, chronicle.com/weekly/v55/i25/25a02401.htm.

Illinois' budget shortfall at the end of FY11 exceeds \$11 billion, or one-third of the state's tax-funded spending.⁷ In response to this deficit the State of Illinois has increased the individual income tax rate from 3.0% to 5.0% and the corporate tax rate from 4.8% to 7.0%. This distinguishes Illinois as having the fourth highest combined national-local corporate income tax in the nation and in the world. It is not yet apparent what, if any, effect this will have on business attraction and retention. Figure 5 summarizes recent changes in Illinois' individual income and corporate tax rate.

Figure 5: History of Illinois State Income Tax Rate

Date	Individual Income Tax Rate	Percent Change	Corporate Tax Rate	Percent Change
August 1969	2.5%	-	4.0%	-
January 1983	3.0%	20.0%	4.8%	20.0%
July 1984	2.5%	-17.0%	4.05	-17.0%
July 1989	3.0%	20.0%	4.8%	0.0%
January 2011	5.0%	67.0%	7.0%	46.0%

Source: Illinois Department of Revenue and Illinois Policy Institute calculations

On a positive note, when state revenues are high, higher education has historically proven to be a politically attractive area in which to spend money.⁸ However, two key unknowns --the length of time before revenues rebound and how the federal stimulus funds will be replaced -- may delay or prevent a return to former higher education funding levels.

Other potential complications described by Pattison and Eckl include:

- new spending demands as people become eligible for safety net programs such as Medicaid and Temporary Assistance to Needy Families,
- growing pressures from unfunded pension liabilities and other retiree costs,
- the feasibility of raising taxes even though states face continued large budget gaps,
- the impact of voter-approved ballot measures that address state fiscal policy, and
- Federal deficit-reduction actions that affect states.

As state spending growth slows in response to sluggish national economic growth, lawmakers will be asking higher education administrators difficult questions about increasing efficiency and performance and potential consolidation of degrees, programs, and institutions.⁹

⁷ <http://www2.illinois.gov/budget/Pages/budgetbasics.aspx>, retrieved on June 14, 2011.

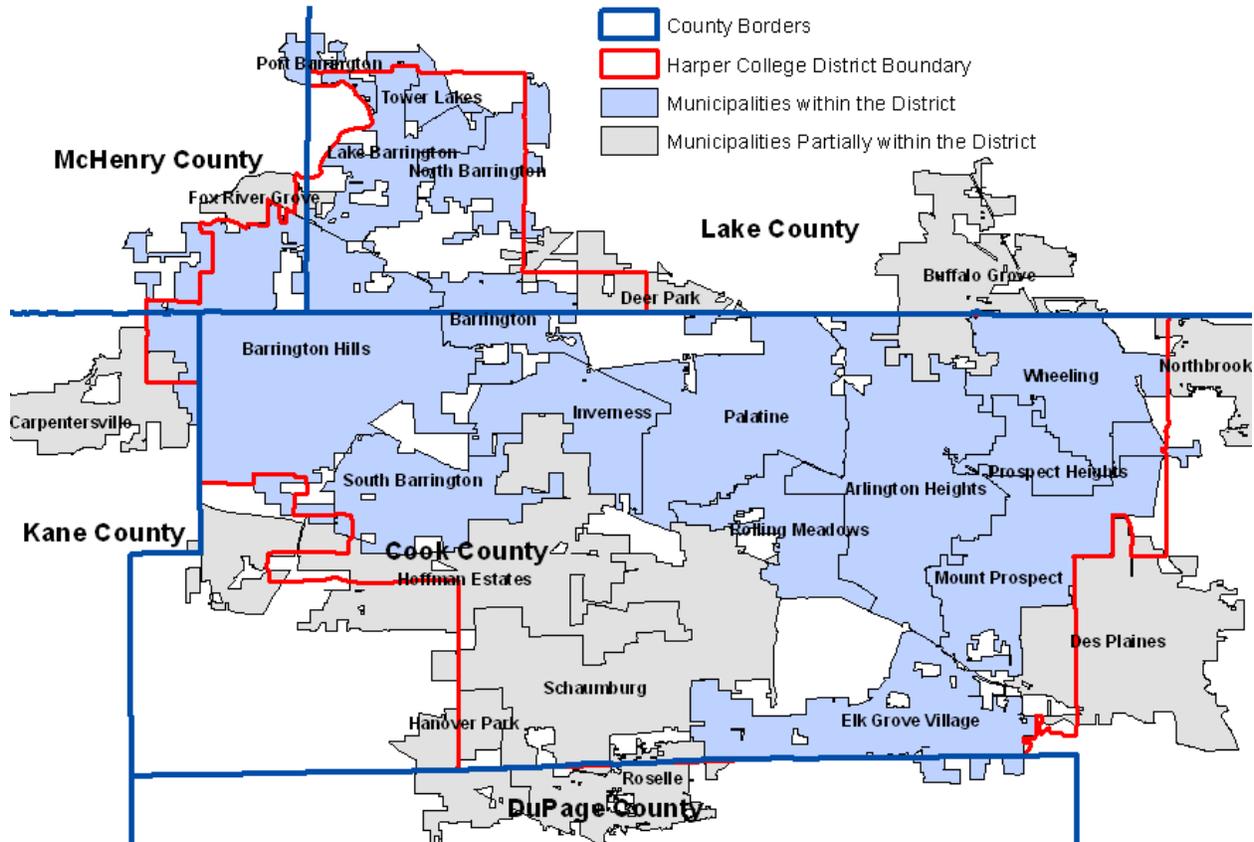
⁸ Delaney, Jennifer A. and William R. Doyle. "The Role of Higher Education in State budgets." *The Challenges of Comparative State-Level Higher Education Policy Research*. Kathleen M. Shaw and Donald E. Heller (Sterling, Virginia: Stylus, 2007)

⁹ Pattison and Eckl, p. 7

DEMOGRAPHIC CONTEXT

The Harper College district includes portions of four counties: Cook (which makes up the majority of the area and population of Harper's district), Lake, Kane, and McHenry (see Figure 6). Fifteen municipalities are located within Harper's district, ranging in size from Tower Lake's 1,283 residents to Arlington Heights' 75,101. Portions of an additional ten municipalities are included in Harper's district depending on the address of the building.

Figure 6: Municipalities in Harper College District



The population has remained fairly stable over the last ten years. Several annexations have taken place, but among those municipalities completely within the district the population grew by just under 1.0%, or 3,201 people. By comparison, the population of the entire state of Illinois grew by 3.3% during the same period.

Population. An estimated 535,000 people lived within the district according to the 2006-08 American Community Survey estimates. Of these, approximately one-fourth were aged 17 and under and another one-fourth aged 55 and over. Fewer than 20% were between 18 and 34 years old, and, of this cohort, 21.0% were enrolled in-district. Of these in-district enrollments, 28.2% attended Harper College in 2010. Figure 7 summarizes these data.

Figure 7: Percent District Residents by Age Group Served By Harper

Age Groups	Harper's District Population		All In-District Enrollment (FY 2010)*		Percent of <u>All</u> In-district Students Attending Harper
	N	%	N	%	
17 & Under	130,530	24.4%	1,894	5.8%	1.5%
18-24	43,065	8.0%	15,420	46.9%	35.8%
25-34	63,065	11.8%	6,850	20.8%	10.9%
35-44	82,208	15.4%	3,562	10.8%	4.3%
45-54	87,696	16.4%	2,775	8.4%	3.2%
55 & Over	128,420	24.0%	2,355	7.2%	1.8%
Total	534,984	100.0%	32,856	100.0%	6.1%

Source: American Community Survey Estimates (2006-08) of HS Dists. 211, 214, 220 and Cognos ODS [Enrollment], provided by Harper College.

Race and Ethnicity. A majority of the residents of the Harper College district are white: 71.3% self-identified as “White alone” in the American Community Survey. Of the remaining population, 14.2% identified themselves as Hispanic or Latino, 10.9% as Asian, and 2.2% as African-American. Figure 8 presents these data for the three school districts that comprise the Harper College district: High School Districts 211 and 214 and Community Unit School District 220. There are modest variations across districts, with HSD 220 having the largest percentage of Whites, HSD SD 214 the highest proportion of Latinos, and CUSD 211 the greatest percentage of Asians.

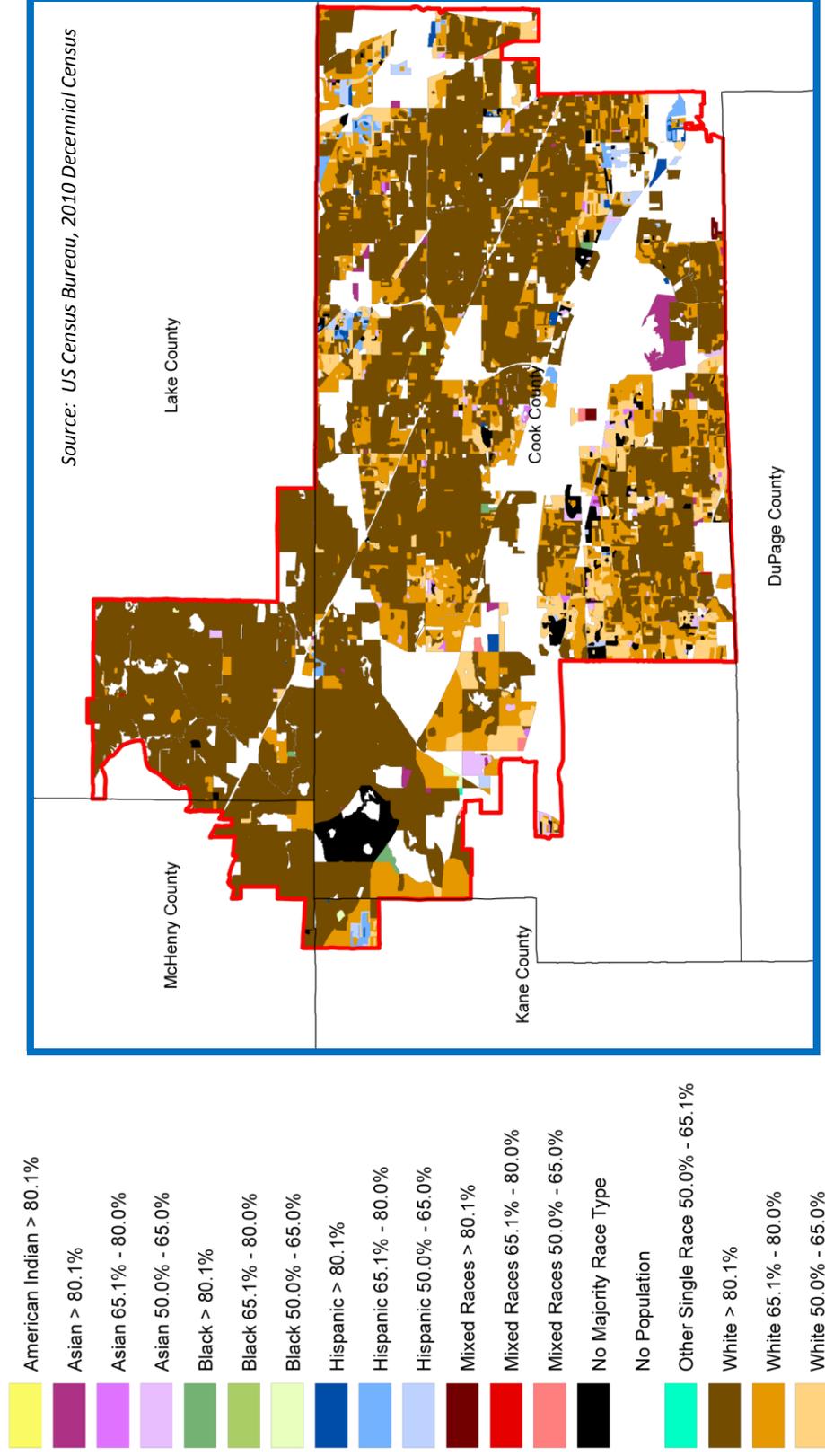
Figure 8: Race/Ethnicity of Harper's District by High School District

Race/Ethnicity	Dist. 211		Dist. 214		Dist. 220		Harper District	
	N	%	N	%	N	%	N	%
Hispanic or Latino	31,681	13.5%	40,437	15.9%	3,771	8.2%	75,889	14.2%
White alone	159,835	68.1%	184,336	72.5%	37,470	81.4%	381,641	71.3%
African American alone	7,379	3.1%	4,212	1.7%	75	0.2%	11,666	2.2%
American Indian alone	296	0.1%	46	0.0%	24	0.1%	366	0.1%
Asian alone	31,793	13.5%	21,912	8.6%	4,352	9.5%	58,057	10.9%
Native Hawaiian other Pacific Islander alone	0	0.0%	103	0.0%	0	0.0%	103	0.0%
Some other race alone	613	0.3%	716	0.3%	278	0.6%	1,607	0.3%
Two or more races	3,161	1.3%	2,432	1.0%	62	0.1%	5,655	1.1%
Total Not Hispanic	203,077	86.5%	213,757	84.1%	42,261	91.8%	459,095	85.8%
Grand Total	234,758	100.0%	254,194	100.0%	46,032	100.0%	534,984	100.0%

Source: American Community Survey Estimates (2006-08) of HS Dists. 211, 214, 220, Harper College Data Book

A map of Harper district residents by race (see Figure 9) drawing on the 2010 decennial Census data reveals that the more heterogeneous areas are located in Cook County with concentrations of Latino residents continuing to settle in the northeast and along Interstate 90. The largest settlement of Asian residents is in the south central part of the district in the unincorporated area between Elk Grove Village and Schaumburg, along with other small enclaves located throughout the district. However, even the White majority areas in Lake and McHenry counties have pockets of mixed races and ethnicities.

Figure 9: Harper College District Racial/Ethnic Breakdown



Note: The category of "Mixed Races" pertains to individuals reporting more than one race category. The category "Other Single Race" is a racial designation not included in the recognized Census bureau main categories.

Income. Household incomes in the communities within the Harper district are striking both in their range and in the changes that have occurred between 2000 and 2010. As illustrated in Figure 10, in 2010 median household incomes varied from a low of \$69,802 in Des Plaines to a high of \$180,328 in Tower Lakes. Median incomes in all of the 22 communities within the Harper district were well above the Illinois median of \$48,262 and the U.S. median of \$44,071. However, incomes in one-half of these communities decreased in constant dollars between 2000 and 2010. Another two had small increases that fell below the statewide rate of 3.59%. Further, except for Tower Lakes, communities with the highest median incomes in 2000 had the largest declines -- in excess of 25%. Conversely, communities with “lower” household incomes, i.e. between \$54,000 and \$66,000, saw increased median household incomes.

It is not clear whether these shifts were the result of the in-migration of lower-income families to these more affluent communities or due to increased unemployment rates and reduced earnings. Regardless of the reason, these trends represent a drop in the amount of household income in the Harper district available for education.

Figure 10: Median Household Incomes in the Harper District

	2000 Actual	2005	2005 in 2000 Dollars	2010	2010 in 2000 Dollars	% Change from 2000-2010 in 2000 Dollars
Barrington	\$83,085	\$111,545	\$99,594	\$127,785	\$100,618	21.10%
Prospect Heights	\$55,641	\$52,494	\$46,870	\$77,371	\$60,922	9.49%
Tower Lakes	\$130,388	\$137,981	\$123,197	\$180,328	\$141,991	8.90%
Schaumburg	\$60,941	\$65,987	\$58,917	\$83,273	\$65,569	7.59%
Hoffman Estates	\$65,937	\$70,663	\$63,092	\$89,407	\$70,399	6.77%
Wheeling	\$55,491	\$61,739	\$55,124	\$74,956	\$59,020	6.36%
Carpentersville	\$54,526	\$62,201	\$55,537	\$73,583	\$57,939	6.26%
Palatine	\$63,321	\$71,862	\$64,163	\$85,291	\$67,158	6.06%
Rolling Meadows	\$59,535	\$61,990	\$55,348	\$79,094	\$62,279	4.61%
Mount Prospect	\$57,165	\$62,194	\$55,530	\$75,700	\$59,606	4.27%
State of Illinois	\$46,590	\$53,350	\$47,634	\$61,293	\$48,262	3.59%
Elk Grove Village	\$62,132	\$67,148	\$59,954	\$80,945	\$63,736	2.58%
Des Plaines	\$53,638	\$57,182	\$51,055	\$69,802	\$54,962	2.47%
Hanover Park	\$61,358	\$63,183	\$56,413	\$77,726	\$61,202	-0.25%
Fox River Grove	\$66,469	\$68,946	\$61,559	\$83,698	\$65,904	-0.85%
Buffalo Grove	\$80,525	\$90,531	\$80,831	\$100,863	\$79,420	-1.37%
Arlington Heights	\$67,807	\$70,377	\$62,837	\$83,646	\$65,863	-2.87%
Lake Barrington	\$106,951	\$103,711	\$92,599	\$131,037	\$103,179	-3.53%
Roselle	\$65,254	\$68,753	\$61,387	\$79,313	\$62,451	-4.30%
US	\$46,590	\$45,655	\$40,763	\$55,970	\$44,071	-5.41%
Inverness	\$141,672	\$140,208	\$125,186	\$134,033	\$105,538	-25.51%
South Barrington	\$170,755	\$203,073	\$181,315	\$151,667	\$119,423	-30.06%
North Barrington	\$146,251	\$140,463	\$125,413	\$116,071	\$91,394	-37.51%
Deer Park	\$149,233	N/A	N/A	\$109,201	\$85,985	-42.38%
Barrington Hills	\$145,330	\$151,250	\$135,045	\$104,732	\$82,466	-43.26%

Data Source: U.S. Census Bureau Decennial 2000 Census, EASI Analytics, Inc. for 2005 and 2010 Figures, Bureau of Labor Statistics CPI Adjustment Calculator

SECTION 3: INSPIRATION

The first of Harper’s four strategic directions, “Inspiration” is described as developing programs with educational partners that inspire postsecondary education and career readiness as a life goal. Harper College outcomes associated with this strategic direction include:

- Reaching as many people as possible to take advantage of Harper’s resources
- Achieving a more streamlined educational system while improving academic achievement at all grade levels from pre-school through postsecondary
- Developing an Alliance for College Readiness with area high school districts that aligns curricula, prepares students for postsecondary education, and engages in joint scholarship and research

Recent trends and developments that have implications for this strategic direction fall into these five areas: educational attainment, unemployment, commuting patterns and gas prices, common core standards, and innovative models that attract adult learners to postsecondary education.

EDUCATIONAL ATTAINMENT

The value of postsecondary education is clearly recognized by residents within Harper College’s boundaries. Of total residents aged 25 years or older, 42.3% have a Bachelor’s degree or higher credential (see Figure 11). This educational attainment level profile is much higher than that for the state of Illinois or the Chicago metropolitan area. Further, as was evident in Figure 7 in the preceding section, of the 24% of Harper district residents aged 55 and over, 7.2% are enrolled in a school but only 1.8% of those students are attending Harper. These Baby Boomers and others that are aging into this demographic represent a significant local market as they redefine retirement and seek new career skills or lifelong learning opportunities.

Figure 11: Educational Attainment (25 years and over)

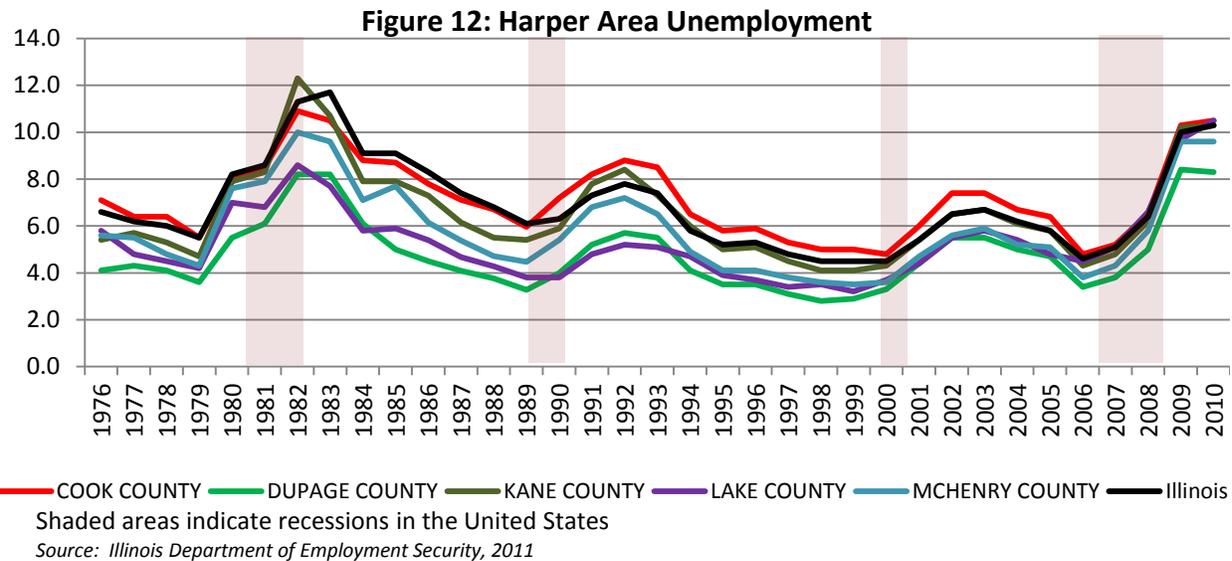
Geography	Total Population 25 years and Over (Number)	Bachelor's Degree (Percent)	Graduate or Professional Degree (Percent)	Bachelor's Degree or Higher (Percent)
Illinois	8,336,919	18.5%	11.1%	29.5%
Chicago Metropolitan Area *	6,275,215	19.9%	12.2%	32.0%
District 211	155,640	28.0%	15.0%	43.0%
District 214	176,890	25.2%	13.7%	38.9%
District 220	28,859	36.0%	24.1%	60.1%
Total (Harper District)	361,389	27.3%	15.1%	42.3%

Source: American Community Survey Estimates (2006-08), provided by Harper College

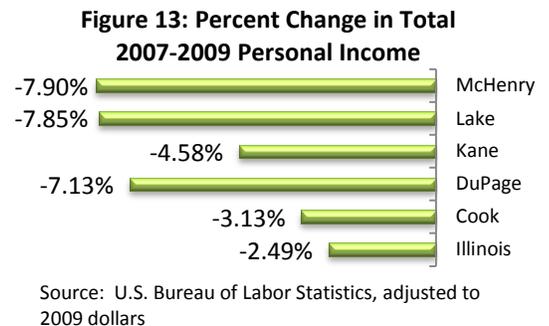
*Chicago Metropolitan Area defined as Chicago--Naperville--Michigan City IL-IN-WI MSA

UNEMPLOYMENT

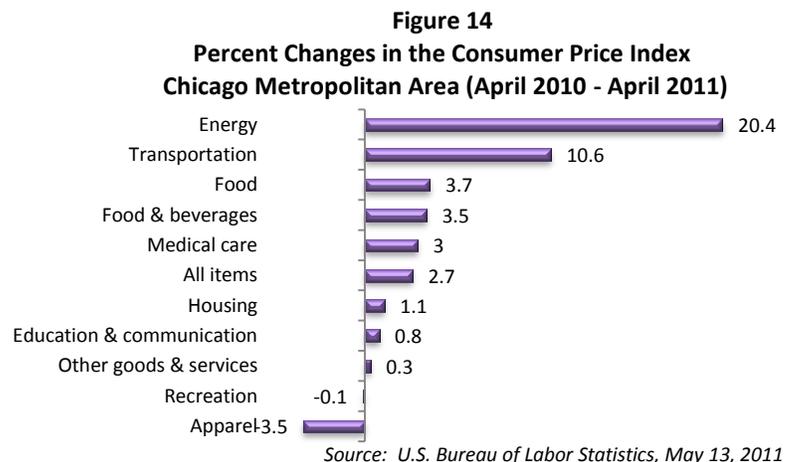
Inspiration can also be driven by economic necessity. Consistent with patterns throughout the state and the nation, unemployment rates in the Harper College district have been increasing since 2006 and are returning to levels not seen since the early 1980s. The annual average unemployment rate for the United States in 2009 was 9.3% and increased slightly in 2010 to 9.6%, with Illinois hovering just over 10%. Figure 12 shows the unemployment rates for counties adjacent to the Harper district with the shaded areas indicating recessions.



Income levels in the Harper College area reflect the increased unemployment rates. Personal income decreased from 2007-2009 in McHenry, Lake and DuPage counties by more than 7%, reaching almost 8% in McHenry (see Figure 13). This is almost triple the average Illinois decrease of 2.5%.



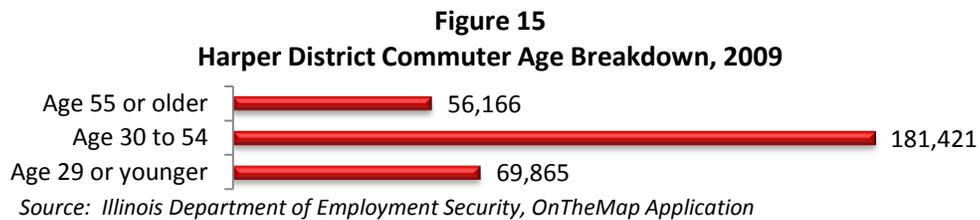
Compounding the effect of eroding personal income is the increase in the cost of basic commodities, most notably in energy and transportation which rose by 20.4% and 10.6%, respectively, between 2010 and 2011 (see Figure 14).



Education and communication is one of the categories with the smallest increase. This fact, along with abundant data that point to the positive relationship between education and income, represent powerful marketing messages to prospective students about the value of investing in a college education.

COMMUTING PATTERNS AND GAS PRICES

Commuting Patterns: Harper College offers in-district tuition rates to individuals who are employed or live within the district. The U.S. Bureau of Labor Statistics and the Census Bureau entered into an agreement to merge selected demographic information with the commuter data, which is determined by the employee to employer address and then aggregated to protect individual confidentiality. The data provide insight into work force patterns and the demographic characteristics of workers commuting into the Harper district¹⁰.

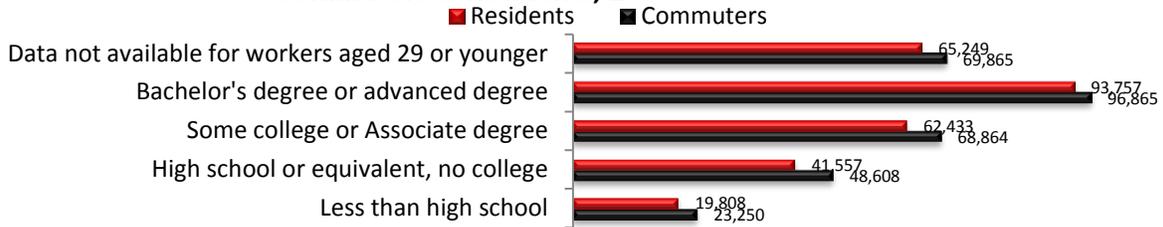


Almost three-fifths, or 59.0%, of workers commuting into the Harper College district are between the ages of 30 and 54. Figure 15 illustrates the number of commuters for three broad age categories. This age profile and other characteristics provide a picture of workers from outside the Harper district who may be interested in completing their degree or changing careers due to the volatility of the economy.

¹⁰ see Appendix A for a discussion of the methodology for commuter pattern data.

Figure 16 illustrates that almost 72,000 commuters have had no college experience, representing a strong potential market for Harper College. In addition, one-third of the commuters aged 30 and above in 2009 possessed a Bachelor’s degree or higher, a rate that is higher than that of in-district residents. Although this could mean that they have the education they need to prosper in the labor market, it may also suggest that they would be receptive to enhancing their educational credentials.

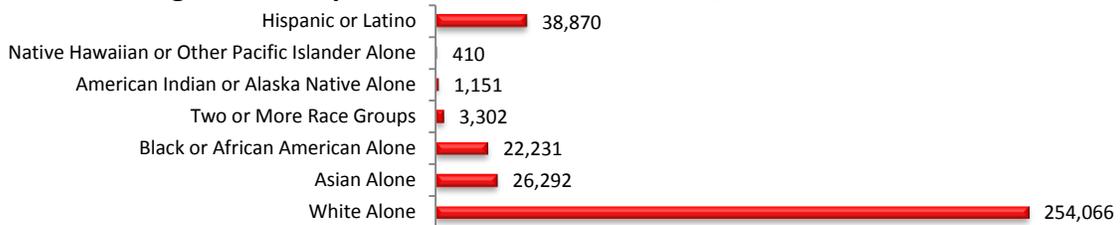
Figure 16: Education Attainment of Harper District Commuters & Residents, 2009



Source: Illinois Department of Employment Security, OnTheMap Application

Figure 17 presents the racial profile of Harper College district commuter. Whites are the largest proportion at 82.6%. Blacks and Asians are similarly represented at 7.2% and 8.5%, respectively, with relatively few commuters that are American Indian, Native Hawaiian or mixed race groups. From these racial groups, only 12.6%, or 38,870, are Hispanic. Unlike the education attainment data above, this racial breakdown does include all commuters, as do the remaining charts.

Figure 17: Harper District Commuter Ethnic/Racial Characteristics



Source: Illinois Department of Employment Security, OnTheMap Application

Wage categories of commuters are divided into three categories: below \$7.25 per hour, between \$7.25 and \$19.25 per hour, and above \$19.25 per hour, or \$40,000 per year. Figure 18 illustrates that the largest number of commuters fall into the highest wage levels. However, 52% are traveling to the Harper district for jobs that earn less than \$40,000 per year.

Figure 18: Harper District Commuter's Earnings at Primary Jobs, 2009



The commuters are employed in a variety of industries. Manufacturing has a strong presence in the district, as do professional, scientific, and technical services, healthcare, and retail trade. A strong and diverse economic base represents a range of employment opportunities for residents and commuters alike. Additional education translates into increased economic opportunity, much of which exists within the five-county Harper region.

Figure 19: Harper District Commuter Employment, 2009



Gas Prices: According to GasBuddy.com, in May 2011, the average price of gasoline in Illinois was \$4.32, the second highest in the nation behind Hawaii at \$4.78. This places significant financial pressure on drivers in general, but particularly for workers who commute into the Harper district from outside. This represents yet another marketing opportunity for Harper College, particularly for individuals falling into the lower wage categories. The cost and time savings associated with attending school near one's place of work is an additional benefit to the enhanced career opportunities associated with a postsecondary degree or additional credentials.

COMMON CORE STANDARDS

Harper College's focus on streamlining the educational system to improve academic achievement at all levels will be supported by Illinois' adoption and implementation of the Common Core State Standards. This state-led effort, coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO), is intended to provide a clear and consistent framework to prepare all youth for college and the workforce.

Broad input in developing these standards was sought from teachers, postsecondary educators (including community colleges), civil rights groups, English language learners, and students with disabilities. They also are informed by the most effective models from the U.S. and internationally and are intended to provide teachers and parents with a common and consistent understanding of what students are expected to learn. Defining the knowledge and skills students should have within their K-12 education will increase the likelihood that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The Illinois State Board of Education has adopted new math and English language arts standards for K-12 education that incorporate the common core. The adoption, communication, and coordination phase of implementation was scheduled to occur through the end of the 2011 school year.

INNOVATIVE STRATEGIES TO ATTRACT ADULT STUDENTS

Adults returning to college face numerous barriers to college success. New strategies are emerging to help potential students reengage with postsecondary education and earn a degree. One such model is the ready adult concierge that is a single point of contact at an educational institution who helps returning adult students, also known as “stop-outs” and “near completers” navigate the application, enrollment, and registration processes.

The Lumina Foundation has been working with six states - Arkansas, Colorado, Nevada, New Jersey, North Dakota, and South Dakota – to identify adults who have earned a substantial number of college credits but have not earned a degree.¹¹ Specific barriers that have been identified and addressed through this model include:

- Financial aid concerns
- Complex reenrollment processes
- Class scheduling and alternative delivery modes
- Transcript issues
- Anxiety and fear
- Prior learning assessments

Two other strategies are proving effective in attracting adult learners back into college as well as in retaining younger students. One is reducing time-to-degree and accelerating success. The longer it takes students to graduate the less likely they are to do so. Smarter scheduling, easier transfers, and new delivery models are being pursued by two- and four-year colleges. A second strategy is transforming remediation, which is too often the place where students fall down and drop out, instead of catch up. New targeted methods prove that students can quickly address academic needs and move swiftly to more first-year success and completion.

¹¹ Western Interstate Commission for Higher Education, November 2010. *Non-Traditional No More: Policy Solutions for Adult Workers*. <http://www.wiche.edu/info/publications/ntnmConciergeBrief.pdf>

SECTION 4: PARTNERSHIP

This strategic direction calls for engaging in partnerships to develop programs in existing and emerging career areas that enable students to succeed in a global economy. Outcomes associated with effective partnering include:

- Creating multiple career and academic paths that lead to living wage jobs
- Preparing students with the academic and workplace skills needed for career success

Recent trends and developments relevant to these strategic initiatives include occupational projections, industry location quotients, and future work skills.

OCCUPATIONAL PROJECTIONS

A postsecondary credential continues to be the pathway to family-supporting jobs and careers. However, the fastest-growing jobs are disproportionately lower skill and lower wage. Illinois has divided the state into workforce areas for purposes of administering federal Workforce Investment Act funds. Most of the Harper College district is located in Local Workforce Area 8, an area comprising northwestern Cook County.

Figure 20 identifies the 25 occupations with the largest projected numerical job growth between 2008 and 2018 in the Local Workforce area serving Harper College. These occupations reflect the service-oriented economy that characterizes the broader Chicago area with growth projected for a variety of sub industries: healthcare, food service, business (including computer-related), education, retail, public safety, and finance.

**Figure 20: 20 Largest Projected Growth Occupations
2008 to 2018 – Local Workforce Area 8**

SOC Code	Occupation Title	2008	2018	New Jobs
29-1111	Registered Nurses	11,149	15,017	3,868
35-3021	Comb Food Prep/Service Workers, Fast Food	10,038	12,548	2,510
43-4051	Customer Service Representatives	13,368	15,767	2,399
25-2021	Elem. School Teachers, excluding Special Ed	7,093	9,467	2,374
31-1012	Nursing Aides, Orderlies/Attendants	6,844	9,089	2,245
43-9061	Office Clerks, General	13,965	16,075	2,110
13-1199	Business Operations Specialists, AO	13,725	15,728	2,003
41-2031	Retail Salespersons	24,636	26,632	1,996
13-2011	Accountants and Auditors	7,762	9,675	1,913
35-3031	Waiters and Waitresses	9,455	11,051	1,596
31-1011	Home Health Aides	2,607	4,173	1,566
33-3051	Police & Sheriff's Patrol Officers	2,734	4,299	1,565
47-2061	Construction Laborers	7,408	8,921	1,513
11-9199	Managers, All Other	12,493	13,920	1,427
43-6011	Executive Secretaries & Admin Assistants	9,714	11,123	1,409
37-2011	Janitors & Cleaners, excluding Maid/Housekeeper	11,512	12,851	1,339
37-3011	Landscaping/Grounds keeping Workers	5,055	6,379	1,324
25-2031	Secondary School Teachers, excluding Special or Vocational Education	4,898	6,147	1,249
43-3031	Bookkeeping/Accounting/Auditing Clerks	9,403	10,609	1,206
43-4171	Receptionists & Information Clerks	6,543	7,744	1,201
25-2041	Special Education Teachers, Preschool & Elementary	892	1,263	371

Source: Illinois Department of Employment Security, LWA 8

It is noteworthy that both elementary and secondary school teachers are included in the top 20 occupations. This category excludes special education teachers and it has been noted the schools are hiring special education teachers at a greater pace. Although this area of expertise is not in the top 20, they are projected to grow by 371 positions, 41.6%, between 2008 and 2018.

Most of the churning in the largest occupational categories is occurring in low skill jobs that typically require only on-the-job preparation and a high school diploma or less. As illustrated in Figure 21, these types of occupations are experiencing the most growth and the most loss. The other extreme are the occupations requiring an advanced academic or professional degree. This sector of the labor market is either stable or growing modestly. The occupations that fall between these two extremes, the middle-skill occupations, offer the most stable or growth careers. These jobs require the types of credentials offered by community colleges and four-year institutions.

**Figure 21: 25 Largest Projected Growth Occupations Aggregated by Job Preparation Level
Local Workforce Area 8 - 2008-2018**

Preparation Level	Stable/Growing Occupations		Declining Occupations		Overall Total Occupations	
	Number	%	Number	%	Number	%
Short-term on-the-job training	92	18.18%	35	29.17%	127	20.29%
Moderate-term on-the-job training	91	17.98%	44	36.67%	135	21.57%
Long-term on-the-job training	54	10.67%	19	15.83%	73	11.66%
Work experience in a related occupation	32	6.32%	6	5.00%	38	6.07%
Postsecondary vocational award	37	7.31%	7	5.83%	44	7.03%
Associate degree	33	6.52%	2	1.67%	35	5.59%
Bachelor's degree	98	19.37%	6	5.00%	104	16.61%
Bachelor's or higher degree, plus experience	29	5.73%	0	0.00%	29	4.63%
Master's degree	25	4.94%	1	0.83%	26	4.15%
Doctoral degree	7	1.38%	0	0.00%	7	1.12%
First professional degree	8	1.58%	0	0.00%	8	1.28%

Based on 2006, 2007 and 2008 data from the American Community Survey data, U.S. Department of Commerce, Census Bureau. Source: Employment Projections Program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

In addition to offering the largest number of solid career opportunities, middle-skill jobs also offer the prospect of a family-supporting wage. Figure 22 provides median wage by occupational preparation level. The strong positive relationship between preparation and earnings is evident with the only two exceptions being a postsecondary vocational award and a master's degree. Every other increase in preparation level is accompanied by an increase in median wage. Individuals with an associate degree earned a median annual wage of \$60,439 in 2008, the most recent year for which this information is available.

Figure 22: Wage by Preparation Level - Local Workforce Area 8

Preparation Level	2008 Weighted Median Wage*
Short-term on-the-job training	\$24,061
Moderate-term on-the-job training	\$35,499
Long-term on-the-job training	\$55,834
Work experience in a related occupation	\$59,506
Postsecondary vocational award	\$36,987
Associate degree	\$60,439
Bachelor's degree	\$66,002
Bachelor's or higher degree, plus work experience	\$98,574
Master's degree	\$57,975
Doctoral degree	\$93,913
First professional degree	\$123,361

Source: Illinois Department of Employment Security, *Employment Projections & Wages*

* The preparation levels in boldface have a weighted median wage below the living wage threshold for a family of three.

It is important to note that many occupations requiring short- or moderate-term on the job training or postsecondary vocational credential pay wages that are not capable of supporting a family. Using cost of living figures developed by The Living Wage Project,¹² a family of two adults and one child living in Cook County in 2008 needed \$47,715 in pre-tax earnings to meet minimum standards of living.¹³ Occupations requiring only short- or moderate-term on-the-job training or a postsecondary vocational award fell short of this threshold. The preparation levels bolded in Figure 22 are those having a weighted median wage below the living wage threshold for a family of three.

¹² <http://www.livingwage.geog.psu.edu/>

¹³ See Appendix B for a description of the Cook County Living Wage Calculation.

INDUSTRY LOCATION QUOTIENTS

Location quotients (LQs) are useful in determining whether a specific geographic region has a higher or lower concentration of a specific industry in comparison to a larger reference area.¹⁴ For example, the concentration of information technology enterprises in Silicon Valley produces a high location quotient for that region in comparison to the balance of California. As Harper College pursues partnerships to develop programs in existing and emerging career areas, LQs have the potential to help identify dominant industries and patterns of growth or decline.

Comparing the distribution of industry in the counties in or adjacent to the Harper College district to that of Illinois as a whole yields LQs for the Harper region. LQs that are greater than 1.0 suggest a relative concentration of such industries and points to potential areas of specialization. Four industry LQs are of note in Figure 23: construction in McHenry County; financial activities in Cook County; manufacturing in McHenry, Kane and Lake Counties; and professional and business services in DuPage County. These findings reinforce the commuter data described earlier in this report and represent promising career areas for Harper College graduates.

Figure 23: 2009 Location Quotients by Industry by County in Comparison with Illinois

	McHenry County	Cook County	DuPage County	Kane County	Lake County	US Total
Construction	1.75	0.77	1.01	1.15	1.01	1.20
Education and Health Services	0.80	1.10	0.76	0.93	0.73	1.00
Financial Activities	0.50	1.22	1.01	0.73	0.96	0.92
Information	0.59	1.13	1.09	1.04	0.65	1.16
Leisure and Hospitality	1.05	0.99	0.82	1.07	0.99	1.11
Manufacturing	1.61	0.80	0.83	1.44	1.44	0.90
Natural Resources and Mining	1.21	0.09	0.17	0.99	0.45	3.15
Other Services	0.94	1.10	0.91	0.77	0.72	0.98
Professional and Business Services	0.72	1.16	1.33	0.96	1.03	0.93
Trade, Transportation, and Utilities	1.07	0.89	1.13	0.92	1.05	0.97
Unclassified	0.55	1.32	0.65	0.63	0.68	1.06

Source: Bureau of Labor Statistics, Annual Average for 2009

Red colored data are extreme values of interest.

¹⁴See Appendix C for a more detailed description of Location Quotients

FUTURE WORKPLACE SKILLS

The marketability of a community college career, as reflected in the median wage commanded by graduates possessing such a credential, is in part the product of a good understanding of the skill demand of local employers. However, community college and other postsecondary curricula may focus on present skill demands to the detriment of emerging and future skills.

A forward-looking view of trends that will reshape the work environment and give rise to new skill needs is offered in a study conducted by the Institute for the Future (IFTF) for the University of Phoenix Research Institute in early 2011.¹⁵ This report describes six key drivers of the workplace and 10 new essential work skills. The six drivers are:

- Extreme longevity – by 2025 it is estimated that the number of Americans over 60 years of age will increase by 70%. Over the next decade this will change the nature of careers and learning.
- The rise of smart machines and systems – workplace automation will push humans even further out of rote, repetitive tasks. This will require us to rethink the content of our work and our work processes and strategies.
- Computational world – the continued diffusion of sensors, communications, and processing power will yield unprecedented amounts of data and the opportunity to see new patterns and design systems.
- New media ecology – new multimedia technologies are transforming how we communicate. A new ecosystem will emerge around more sophisticated video production, digital animation, augmented reality, gaming and media editing technologies.
- Super-structured organizations – new technologies and social media platforms are allowing us to produce and create value outside of traditional organizational boundaries.
- Globally connected world – higher rates of growth in developing countries are being fueled by a lack of legacy infrastructure combined with rapidly growing markets.

These disruptive forces provide a context within which 10 new work skills of the future will become essential. These are identified by IFTF as:

1. Sense-making – the ability to determine the deeper meaning or significance of what is being expressed.
2. Social intelligence – the ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions.

¹⁵ Institute for the Future, 2011. *Future Skills 2020*.<http://www.phoenix.edu/research-institute/publications/2011/04/future-work-skills-2020.html>

3. Novel and adaptive thinking – proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based.
4. Cross-cultural competency – the ability to operate in different cultural settings.
5. Computational thinking – the ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning.
6. New media literacy – the ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.
7. Transdisciplinarity – literacy in and ability to understand concepts across multiple disciplines.
8. Design mindset – ability to represent and develop tasks and work processes for desired outcomes.
9. Cognitive load management – ability to discriminate and filter information for importance and to understand how to maximize cognitive functioning using a variety of tools and techniques.
10. Virtual collaboration – ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

SECTION 5: ACCOUNTABILITY

Harper College’s Strategic Plan describes this direction as creating a culture of innovation, accountability and transparency. Outcomes identified for this strategic direction include:

- Securing at least \$1.25 million in partnership funding over four years
- Providing constituents with updates on Harper’s progress toward its strategic goals

Trends and developments emerging in recent years that may have implications for this strategic direction include availability of funding, new accountability measures, and state data system building initiatives.

AVAILABILITY OF FUNDING

Economic trends at the local, state, and federal level are further limiting the affordability of postsecondary education for prospective Harper College students. As Figure 24 illustrates, median incomes for local communities are at a level where a tuition cost of \$6,150, the current in-district cost of a 60 credit hour associate’s degree, represents 10.5% of the annual median family income in Carpentersville, bringing the disposable income to the minimum living wage level. Even the relative affordability of a Harper College degree would present a financial challenge for many families residing within Harper College’s district. This is particularly significant given that 36% of graduates from high schools in Harper College’s district attend Harper College – a percentage that increases to almost 51% after 18 months of graduation.¹⁶

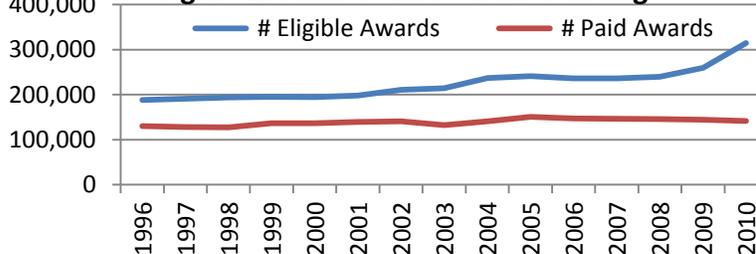
Figure 24: Median Household and Family Incomes in the Harper District

Municipality	Median Household Income	Median Family Income
Barrington	\$109,750	\$127,386
Buffalo Grove	\$86,269	\$102,033
Roselle	\$80,111	\$91,299
Arlington Heights	\$78,765	\$98,291
Hoffman Estates	\$76,171	\$87,691
Palatine	\$73,049	\$87,862
Elk Grove	\$72,879	\$88,746
Schaumburg	\$68,594	\$87,944
Hanover Park	\$67,261	\$70,333
Mount Prospect	\$66,645	\$81,836
Des Plaines	\$60,574	\$75,178
Rolling Meadows	\$57,648	\$74,477
Carpentersville	\$57,379	\$58,511

Source: U.S. Census Bureau, 2005-2009 American Community Survey

State level developments further constrain college affordability for local residents. The 2011 increase in Illinois personal tax rates from 3% to 5% will affect families’ disposable income levels. This is likely to place additional pressure on Illinois’ Monetary Award Program, a need-based program that provides educational grants to Illinois residents who attend approved Illinois schools. As

Figure 25: Illinois MAP Grant Funding



Source: ISAC. MAP Historical Awards and Payout Summary. Data Book

¹⁶ Harper College, n.d. *College Plan: 2010-2011*. Page 38.

Figure 25 illustrates, the number of paid awards has remained stable while the number of eligible awards has increased, particularly in the past several years.

At the federal level, few students from families with incomes above \$50,000 receive Pell Grants. According to the College Board, the \$619 increase in the maximum Pell Grant award, in combination with economic conditions, resulted in an increase in Pell Grant awards of more than 50% between 2008 and 2010.¹⁷ The \$16 billion infusion of federal stimulus funds in student financial aid and expansion of the Hope tax credit for educational expenses provided needed relief, but the future of federally funded student aid is uncertain as Congress faces intense pressure to balance the federal budget.

FAFSA completion data for high schools within the Harper District point to a dramatic drop-off between the times a prospective college student obtains the application and completes it. In the 2010-11 school year 3,759 students began the FAFSA application process and only 692, or 18.4%, completed it (see Figure 26). Of the high school seniors in the three districts that comprise the Harper College district, only 10.65% overall completed the FAFSA application process.

Figure 26: FAFSA Completions for High Schools in the Harper District

District	High School	# FAFSA Applications	# FAFSA Completed	FAFSA Completion Rate	Seniors 2010-11	Percent Complete
211	Hoffman Estates HS	277	57	20.58%	454	12.56%
214	Rolling Meadows HS	249	57	22.89%	457	12.47%
214	Buffalo Grove HS	291	60	20.62%	482	12.45%
214	Prospect HS	366	68	18.58%	555	12.25%
214	John Hersey HS	280	60	21.43%	494	12.15%
214	Elk Grove HS	284	59	20.77%	489	12.07%
214	Wheeling HS	217	52	23.96%	435	11.95%
211	J B Conant HS	349	62	17.77%	524	11.83%
211	Schaumburg HS	333	55	16.52%	582	9.45%
211	WmFremd HS	406	61	15.02%	647	9.43%
211	Palatine HS	338	53	15.68%	612	8.66%
220	Barrington HS	369	48	13.01%	765	6.27%
TOTALS		3,759	692	18.41%	6,496	10.65%

Source: Illinois Student Assistance Commission, 2011-2012 year, Data Accessed: 07/20/2011, <http://www.collegeillinois.org/home/fafsa/index.html#hs>

¹⁷College Board Advocacy and Policy Center, 2010. *Trends in Student Aid: 2010*. http://trends.collegeboard.org/downloads/Student_Aid_2010.pdf

An important trend in helping prospective students respond to these financial challenges is community college partnerships with nonprofit institutions to manage and blend diverse funding streams. In a recent Aspen Institute brief, the experience of six sites participating over a three-year period in the Courses to Employment initiative was profiled.¹⁸ A variety of resources were identified to fund program elements including case management, emergency supports, special tutoring, pre-college training, financial counseling, and motivational support as well as basic tuition, fees and other direct student costs.

In order of magnitude, the six partnerships used nine funding sources:

- Local public funding
- Regional/local philanthropic funding
- Federal public funding
- National philanthropic funding
- State public funding
- Fee for service
- Other
- Business/corporate contributions
- Individual donors

All partnerships tapped into at least a few and often many different funding streams, a diversification strategy that was essential given the unpredictable nature of funding cycles and the varying restrictions associated with each source.

NEW ACCOUNTABILITY MEASURES

As a participant in the National Community College Benchmark Project (NCCBP), Harper College is well-positioned to participate in current and emerging accountability efforts. Responding to requirements for inter-institutional comparisons, Johnson County Community College established the NCCBP with other colleges across the U.S. to standardize a nation-wide benchmark reporting process. Since 2004, 353 community colleges have participated in the current data collection and reporting process, with 268 community colleges participating in NCCBP in 2010. NCCBP participants receive reports on 25 benchmarks in the categories of institutional effectiveness, community and workforce development, and students and student outcomes.

¹⁸ Maureen Conway, February 2011. *The Price of Persistence: Now Nonprofit-Community College Partnerships Manage and Blend Diverse Funding Streams*. The Aspen Institute Workforce Strategies Initiative.

Another major community college-initiated accountability effort is the Voluntary Framework of Accountability (VFA). A three-phase initiative, the VFA is currently in Phase II which will end in fall 2011 with the completion of these products:

- A technical manual to define and instruct calculation of measures
- A framework for guiding colleges in the assessment of student learning outcomes
- A blueprint and mock-up of a data collection and display tool
- The preliminary results of pilot testing
- A strategic plan for college participation and engagement in the VFA

Six categories of metrics are under discussion. In the area of student progress and outcomes, measures will address college readiness, progress, and outcomes and success. In workforce, economic and community development, measures focus on career and technical education, non-credit courses, and adult basic education/GED.

The NCCBP and VFA initiatives position community colleges well to respond to national calls for improved accountability. For example, Complete College America, a national nonprofit organization established in 2009, has a goal that six out of 10 young adults in the U.S. will have a college degree or other certificate of value by 2020. Complete College America is funded by a number of major foundations supporting education: the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, Ford Foundation, Lumina Foundation, and the W.K. Kellogg Foundation.¹⁹

To achieve this goal, Complete College America is calling for each state to set a specific graduate completion goal and to measure progress and success by using common metrics that inform and drive improvement in college completion. They are also calling for a shift to new funding models that tie funding to outcomes and provide incentives not just for enrollment, but for student success. The Illinois Community College Board is now participating in CCA and has recently generated statewide and individual college metrics as part of this participation. This data is supporting an application by Illinois for funding from the Bill and Melinda Gates Foundation for a statewide initiative for performance-based funding and improving developmental/remedial education.

¹⁹<http://www.completecollege.org>

More recently, in July 2010 the National Governors Association (NGA) adopted common metrics for their "Complete to Compete" initiative and recommended that governors make college completion a priority. NGA's metrics fall into five categories:

- Degree production (Associate, Bachelor's, Certificates)
- Graduation rates (Full-time, part-time, transfer by degree/certificate)
- Transfer out (Two-year colleges only)
- Percentage of cohort enrolling into a four-year institution
- Time to degree (Length of time to degree; number of credits accumulated to degree)

Harper College has responded to these initiatives and President Obama's goal for the nation's community colleges to graduate an additional five million students by 2020 by establishing its own "Challenge of 10,604." This goal represents Harper's proportional share of President Obama's goal and translates to an additional 1,000 graduates per year through 2020.²⁰

An important development in the accountability landscape is the recent issuance of regulations by the U.S. Department of Education (ED) addressing the reporting of student "Gainful Employment" information. Effective July 1, 2011, new ED regulations require institutions participating in financial assistance programs authorized under Title IV of the Higher Education Act to report specific student information. Educational programs covered under these regulations must lead to an associate, Bachelor's, graduate, or professional degree in preparing a student for gainful employment in recognized occupations. Specific reporting requirements include:

- The name and Standard Occupational Classification (SOC) code of the occupations that the program prepares students to enter, along with links to occupational profiles on the U.S. Department of Labor's O*NET Web site
- The on-time graduation rate for students completing the program
- The tuition and fees the institution charges a student for completing the program
- The typical costs for books and supplies (unless included as part of tuition and fees) and any applicable cost of room and board
- The job placement rate for students completing the program
- The median loan debt incurred by students who completed the program

²⁰ Harper College, n.d. *Building Community Through Student Success: Harper College Strategic Plan: 2010 – 2015*. Retrieved July 1, 2011, from <http://goforward.harpercollege.edu/uploaded/planning/16115StrategicPlanweb.pdf>

Although these provisions address only a subset of U.S. postsecondary programs, when combined with other initiatives to measure student progress and success, they signal a new level of accountability, transparency, and consumer information expectations.

STATE DATA SYSTEM BUILDING

Two federally-funded data system-building efforts have emerged in recent years that will support accountability efforts, but will also serve efforts to streamline educational systems, align curriculum, and prepare students for postsecondary education – outcomes associated with Harper’s “inspiration” strategic direction.

The first of these, the Statewide Longitudinal Data Systems Grant Program was authorized by Title II of the Educational Technical Assistance Act of 2002 and is designed to help state education agencies develop and implement longitudinal data systems. These systems are intended to strengthen the states’ ability to manage, analyze, and use education data to improve student learning and facilitate research to increase student achievement and close achievement gaps. These competitive, cooperative agreement grants extend for three to five years for up to \$20 million per grantee.

The Illinois State Board of Education has received two federal grants to design and develop the Illinois Longitudinal Data System (ILDS) in partnership with many stakeholder groups.²¹ When complete, the ILDS will link student test scores, length of enrollment, and graduation data over time. Other features include connections to career planning and resources and the potential to facilitate the application process for financial aid and student transfer.

The other major state-level data system-building initiative is the Workforce Data Quality Initiative (WDQI) that is intended to help states use the data they collect to improve workforce education and training programs. In Illinois this effort is being led by the Department of Commerce and Economic Opportunity and coordinated with the ILDS. The goal is to develop a federated education, workforce development, and human services data infrastructure under which each state agency will maintain its own data source consistent with “trustworthy standards.” These standards will ensure that privacy, security, quality, and reliability are addressed in a manner that meets all federal and state laws and regulations.²²

²¹<http://www.isbe.state.il.us/ILDS/htmls/project.htm>

²² Jason Tyszko, October 6, 2010. *Illinois Workforce Data Quality Initiative*. Power point presentation accessed on June 20, 2011 from http://www.google.com/url?sa=t&source=web&cd=1&sqi=2&ved=0CCoQFjAA&url=http%3A%2F%2Fwww.cmap.illinois.gov%2Fdocument_library%2Fget_file%3Fuuid%3D5ed1c0ec-7699-4948-b68e-f2fdeec5b21a%26groupId%3D20583&rct=j&q=illinois%20workforce%20data%20quality%20initiative&ei=tw8FTqzsLpHEgAfl79zaDQ&usg=AFQjCNF8YPQY24sDtAsL_UIA9tch3dXwxA&cad=rja

Three of the products to be generated through the Illinois WDQI are:

- A sector reporting system for selected healthcare occupations and baseline information on the performance of P-20 education pathways and workforce pipeline.
- A reporting system to facilitate transitions for veterans, including reports on access and utilization of programs and services.
- Training and reemployment strategies specific to demographic characteristics, prior employment history, and receipt of employment services.

Once implemented, the ILDS and Illinois WDQI represent a tremendous resource for institutions like Harper College that want to understand which educational strategies and resources work best with various learner populations.

SECTION 6: COMPLETION

Increasing completion and achievement of all students with a focus on underperforming student groups is the thrust of this strategic direction. Three associated goals were identified in the strategic plan:

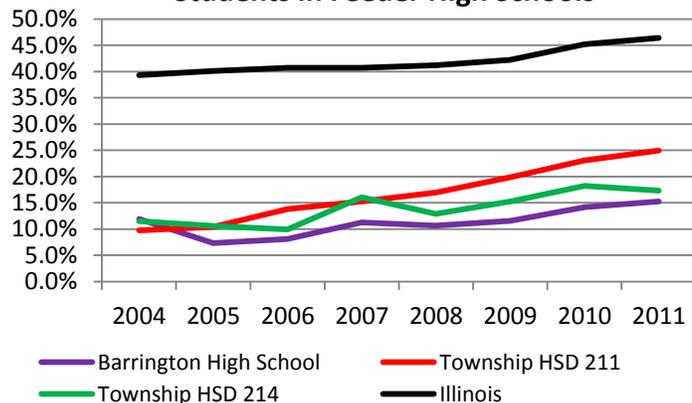
- Decreasing student achievement gaps of developmental, young male and black non-Hispanic students while increasing academic achievement for all
- Increasing the percentage of first-time, full-time freshmen from feeder high school districts who begin in credit-bearing courses
- Increasing the number of certificate and degree completers

Trends and developments in four areas may affect Harper College's completion activities: income and poverty, K-12 student achievement data, competition, and technology.

INCOME AND POVERTY

According to figures from the American Association of Community Colleges (AACC)²³, the nation's nearly 1,200 community colleges account for 44% of all U.S. undergraduate enrollments in the fall of 2008, the latest year for which this information is available. This total includes high concentrations of low-income students, students of color, and students who are the first in their families to attend college. Given that slightly more than one-half of high school graduates in the Harper district enroll in Harper College within 18 months of graduation, K-12 trends relating to percentages of low-income students are important.

Figure 27: Percentage of Low-Income Students in Feeder High Schools



Source: Illinois State Board of Education, 2010-2011 School Year

²³ American Association of Community Colleges. Retrieved on June 29, 2011, from <http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx>.

Figure 28: School Districts within Harper College District

Elementary Schools	# Schools
Arlington Heights SD 25	7
Barrington CUSD 220	8
Comm Cons SD 59	11
Mount Prospect SD 57	3
Palatine CCSD 15	15
Prospect Heights SD 23	3
River Trails SD 26	2
Schaumburg CCSD 54	22
Wheeling CCSD 21	9
Middle Schools	
Arlington Heights SD 25	2
Barrington CUSD 220	2
Comm Cons SD 59	3
Mount Prospect SD 57	1
Palatine CCSD 15	4
Prospect Heights SD 23	1
River Trails SD 26	1
Schaumburg CCSD 54	5
Wheeling CCSD 21	3
High Schools	
Barrington CUSD 220	1
Township HSD 211	5
Township HSD 214	6

The number of students living in low-income households within Harper College’s district has continued to increase, most notably in Township High School District 211. Both Township HSD 211 and Township HSD 214 are comprised of only high schools while the Barrington School District contains one high school, two middle schools, and eight elementary schools. There are many other elementary and junior high schools located throughout the Harper district outside of the Barrington CUSD as illustrated in Figure 28.

Although the schools in the Harper District have an overall percentage of low income students is 22.5%, considerably lower than the statewide rate of 46.4%, there are pockets of low income students within the district. The Community Consolidated School District 59 has the highest percentage of low income students among the school districts, 40.9%, which is still lower than the state average. Prospect Heights SD 23 and Mount Prospect SD 57 are the smallest districts and have very low rates of low income students of 9.9% and 7.2% respectively.

Figure 29: Total Enrollment and Students Receiving Low Income Benefits by School

District	Enrollment	Low Income Students	% Low Income Students
Comm Cons SD 59	6,219	2,543	40.9%
Wheeling CCSD 21	6,715	2,630	39.2%
River Trails SD 26	1,468	494	33.7%
Palatine CCSD 15	11,998	3,440	28.7%
Township HSD 211	12,574	2,879	22.9%
Township HSD 214	11,891	2,122	17.8%
Schaumburg CCSD 54	14,231	2,384	16.8%
Barrington CUSD 220	9,006	1,456	16.2%
Prospect Heights SD 23	1,464	144	9.9%
Arlington Heights SD 25	5,117	409	8.0%
Mount Prospect SD 57	2,141	154	7.2%
TOTAL	82,824	18,656	22.5%

Source: Illinois State Board of Education (2010-2011 Data)

However, for the 2010-11 school year there were eleven elementary, middle, and junior high schools in the Harper district with more than 50.0% students receiving free or reduced lunch (see Figure 30). Sunny Hill Elementary School, located in the most prosperous of Harper’s feeder districts, has the highest percentage of low income students at 86.8%. These students are more likely to lack the academic preparation and financial resources needed to attend and succeed in postsecondary education. The majority of low income students are highly concentrated within specific schools indicating a neighborhood-specific rather than a regional distribution.

Figure 30
Elementary Schools Within the Harper College District
with More than 50% Low Income Students

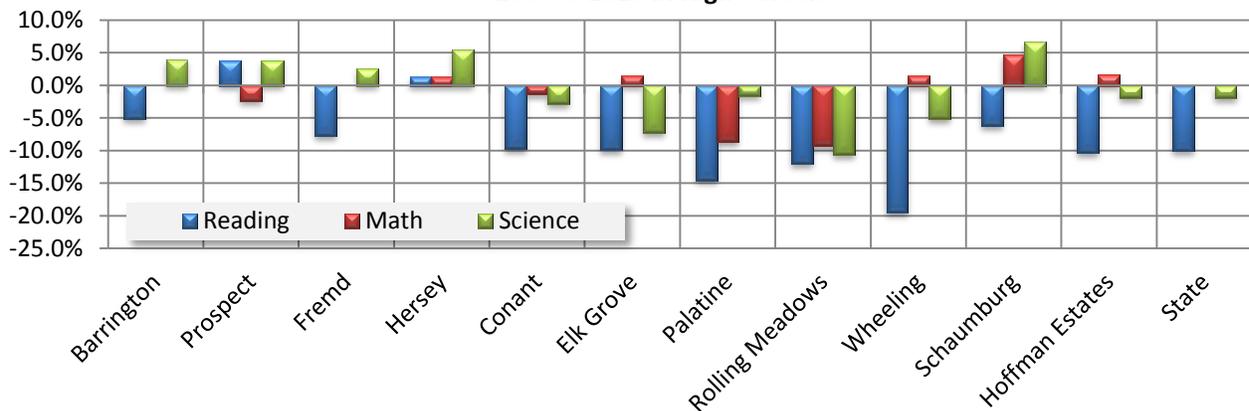
Sunny Hill Elem School	86.80%	Barrington CUSD 220
Walt Whitman Elem School	65.10%	Wheeling CCSD 21
John Jay Elem School	62.90%	Comm Cons SD 59
Oliver W Holmes Middle School	62.50%	Wheeling CCSD 21
Rupley Elem School	61.40%	Comm cons SD 59
Jane Addams Elem School	58.20%	Palatine CCSD 15
Euclid Elem School	58.00%	River Trails SD 26
Mark Twain Elem School	57.50%	Wheeling CCSD 21
Robert Frost Elem School	56.80%	Comm Cons SD 59
Eugene Field Elem School	52.90%	Wheeling CCSD 21
Winston Campus Jr High	52.40%	Palatine CCSD 15

Source: Illinois State Board of Education (2010-2011 Data)

K-12 STUDENT ACHIEVEMENT DATA

When compared to statewide K-12 academic performance levels, school districts within the Harper College district compare somewhat favorably. Only three of the 11 high schools performed worse than the state levels between 2005 and 2010. However, given the fact that student performance dropped by 10% in reading and approximately 2% in science, this is not encouraging. In fact, student achievement gaps are evident in at least one subject in all but Hersey High School.

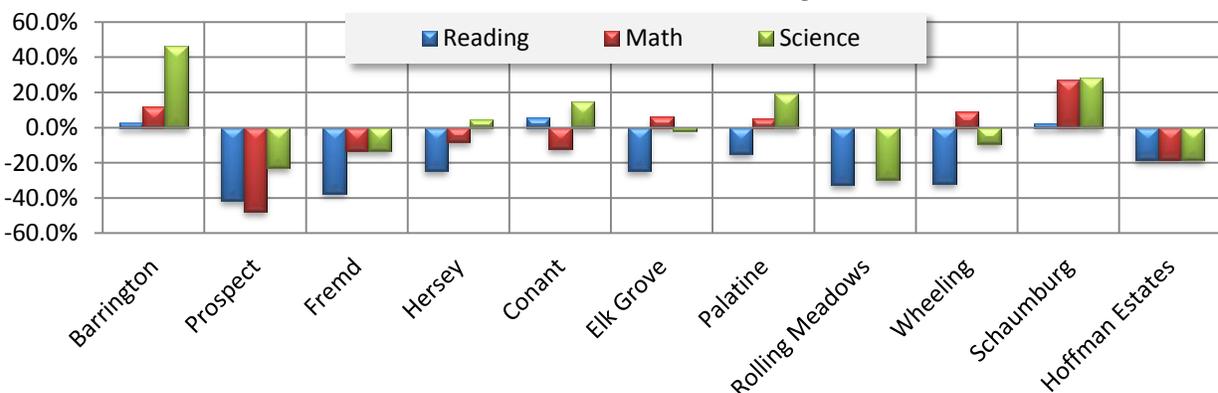
Figure 31: Percent Change in Students Meeting or Exceeding Standards on PSAE 2005 to 2010 in High Schools



Source: Illinois State Board of Education, Report Card Data, 2010

A focus on students who are eligible for free or reduced lunch reveals a much different picture across high schools. As illustrated in Figure 31, of the 11 high schools in the Harper College District, low income students performed better on the Prairie State Achievement Exam (PSAE) than all students in three schools (Barrington, Palatine and Schaumburg), but worse in five schools (Prospect, Fremd, Hersey, Rolling Meadows, and Hoffman Estates). Their performance was mixed in the remaining three high schools (Conant, Elk Grove, and Wheeling).

Figure 32: Percent Change in Low Income Students Meeting or Exceeding Standards on PSAE from 2005 to 2010 in High Schools



Source: Illinois State Board of Education, Report Card Data, 2010

Illinois schools that fail to make adequate yearly progress for two consecutive years are identified in the Illinois Interactive Report Card database as AEWS (Academic Early Warning Status) and are eligible for state sanctions. Schools that fail to make adequate yearly progress for another two years after being placed on AEWS are placed on Academic Watch Status (AWS) and become eligible for additional state sanctions, including restructuring.

Of the 114 elementary, middle and high schools in the Harper College district, 26 are on AEWS or AWS status (see Figure 32). For a detailed definition of these status codes please refer to Appendix D.

High schools made up the largest number with 9 on AWS levels 3, 4, or 5, which includes all high schools in the district. An additional three schools were AEW – 1. Eleven elementary schools were also in need of academic improvement: six were AEW-1 and five were AEW-2. These schools could benefit greatly from partnerships with Harper College aimed at college enrollment and success.

Although Illinois schools overall have significant student performance challenges, as measured by standardized test scores, there are many examples of improvement and excellence in the Harper area. Of the 93 Illinois schools receiving ISBE’s 2010 Academic Improvement awards, 47, or one-half, are located in the Harper College District area (see Appendix E for a list of these schools). These schools were recognized for attaining substantial performance gains. In addition, two schools in the Harper area – Plainfield Elementary School and Winston Campus Junior High -- were ISBE 2010 Spotlight Schools. These are high poverty schools that have succeeded in closing the achievement gap.

Figure 33: K-12 Schools in Harper College District by Academic Status

School	District	Academic Status & Year on Status
Barrington High	Barrington CUSD 220	AWS-4
Sunny Hill Elem	Barrington CUSD 220	AEW-2
Holmes Jr High	Comm Cons SD 59	AEW-1
Byrd Elem	Comm Cons SD 59	AEW-1
John Jay Elem	Comm Cons SD 59	AEW-2
Salt Creek Elem	Comm Cons SD 59	AEW-2
Jane Addams Elem	Palatine CCSD 15	AEW-2
Virginia Lake Elem	Palatine CCSD 15	AEW-1
Helen Keller JHS	Schaumburg CCSD 54	AEW-1
Lakeview Elem	Schaumburg CCSD 54	AEW-1
Cooper Middle	Wheeling CCSD 21	AEW-1
Oliver W Holmes Middle	Wheeling CCSD 21	AWS-3
Eugene Field Elem	Wheeling CCSD 21	AEW-2
Booth Tarkington Elem	Wheeling CCSD 21	AEW-1
Mark Twain Elem	Wheeling CCSD 21	AEW-2
Walt Whitman Elem	Wheeling CCSD 21	AWS-1
J B Conant High	Township HSD 211	AWS-4
Wm Fremd High	Township HSD 211	AEW-1
Palatine High	Township HSD 211	AWS-5
Schaumburg High	Township HSD 211	AWS-5
Hoffman Estates High	Township HSD 211	AWS-5
Elk Grove High	Township HSD 214	AWS-3
John Hersey High	Township HSD 214	AEW-1
Wheeling High	Township HSD 214	AWS-4
Rolling Meadows High	Township HSD 214	AWS-4
Buffalo Grove High	Township HSD 214	AWS-4

Source: Illinois State Board of Education, 2010-11 School Year

COMPETITION

The educational landscape in the area served by Harper College is rich in program providers. These include satellite campuses of four four-year institutions (DePaul University, Northern Illinois University, National Louis University, and Roosevelt University), nearby Oakton and Elgin Community Colleges, two major proprietary institutions (DeVry and the Illinois Institute of Art), and a myriad of public and private providers. In 2010, 330 postsecondary programs were identified by the Illinois Department of Commerce and Economic Opportunity and offered a range of career-related and academic certificates and degrees.²⁴ Appendices F and G to this report list the postsecondary educational programs available in the Harper College district and online.

As efforts toward greater institutional accountability and transparency take hold, consumers of education will increasingly be able to compare and contrast their options to determine which programs offer the most value for their investment. Tools like the College Navigator, developed by the National Center for Education Statistics²⁵ provide detailed information submitted by participating public, private non-profit, and private for-profit institutions. Available information ranges from general information about each institution to retention and graduation rates.

Another comparison tool is College Choices for Adults website²⁶ developed through the Transparency by Design initiative based in the Western Interstate Commission for Higher Education. This website helps adult learners become more informed consumers of regionally-accredited distance higher education institutions enrolling students 23 years and older.

Three features distinguish College Choices for Adults from other college search sites and voluntary systems of accountability:

1. Program-level learning outcomes are provided, including measures of those outcomes and how well student have performed. This allows adult learners to align their learning goals with programs of interest.
2. Data is reviewed by a third party for quality assurance purposes.
3. Their primary focus is on adult learners.

²⁴Illinois Workforce Development System, Department of Commerce and Economic Opportunity, <http://iwds.cmcf.state.il.us/>. A complete listing of area schools can be found in the appendix.

²⁵<http://nces.ed.gov/collegenavigator/>

<http://www2.ed.gov/offices/OSFAP/defaultmanagement/defaultrates.html>

²⁶<http://wcet.wiche.edu/advance/transparency-by-design>

TECHNOLOGY

Developments in technology and new applications to learning offer important strategies to enhance learning and college completion. The 2011 edition of the Horizon report,²⁷ collaboration between the EDUCAUSE Learning Initiative and the New Media Consortium, identified four essential technology trends that are shaping teaching, learning and creative inquiry:

- The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators in sense-making, coaching, and credentialing.
- People expect to be able to work, learn, and study whenever and wherever they want.
- The world of work is increasingly collaborative, giving rise to reflection about the way student projects are structured.
- The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.

The Advisory Board to the 2011 New Horizon Project identified four key challenges relevant to technology adoption:

- Digital media literacy continues its rise in importance as a key skill in every discipline and profession.
- Appropriate metrics of evaluation lag behind the emergence of new scholarly forms of authoring, publishing, and researching.
- Economic pressures and new models of education are presenting unprecedented competition to traditional models of postsecondary education
- Keeping pace with the rapid proliferation of information, software tools, and devices is challenging for students and teachers alike.

Six technologies were featured in the 2011 report that spanned three adoption horizons. The near-term horizon assumed a likelihood of mainstream adoption within 12 months and included electronic books and mobile devices. The second adoption horizon considers technologies expected to gain widespread usage within two to three years and the two technologies highlighted included augmented reality, i.e. the layering of information over a representation of the normal world, and game-based learning. Opportunities on the far-term horizon, four to five years from now, focused on gesture-based computing and learning analytics. Gesture-based computing uses new input devices to move the control of computers from a mouse and keyboard to motions of the body. Learning analytics encompasses a variety

²⁷Johnson, L., Smith, R., Willis, H., Levine, A., and Haywood, K., (2011). *The Horizon Report: 2011 Edition*. Austin, Texas: The New Media Consortium. <http://www.nmc.org/publications/2011-horizon-report>

of data-gathering tools and analytical techniques to use what is learned about student performance to revise curricula, teaching, and assessment in real time.

Figure 34: Future Technological Innovations Affecting Education

Time Horizon	Technology	Description
Near-term (within 12 months)	Electronic books	Electronic readers that support research and note-taking
	Mobiles	Handheld devices that enable access to information, social networks, learning tools and other resources
Mid-term (within 2-3 years)	Augmented reality	Layering information over a representation of the normal world
	Game-based learning	Educational games that foster collaboration, problem-solving, and procedural thinking
Far-term (in 4-5 years)	Gesture-based computing	New input devices use body motions to control the computer
	Learning analytics	Real-time use of data analysis tools to revise curricula, teaching and assessment

Source: *The Horizon Report, 2011 Edition*.

APPENDICES

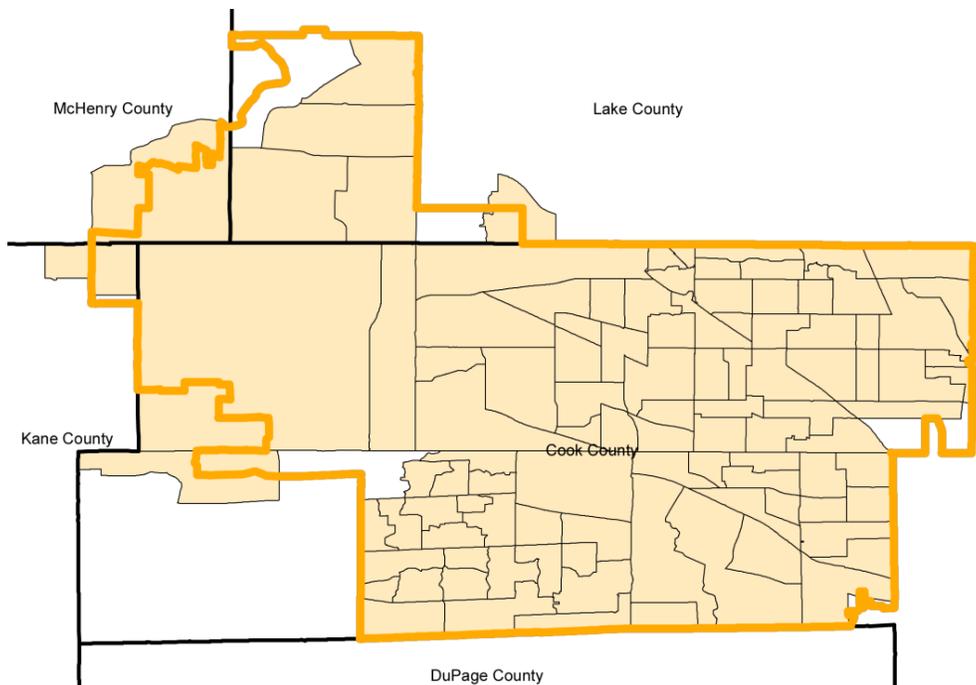
- A. Methodology for Commuter Pattern Data**
- B. Cook County Living Wage Calculation**
- C. Individual Location Quotients for Individual Super Sectors**
- D. AEWS and AWS Definitions**
- E. 2010 Academic Improvement Award Schools**
- F. Postsecondary Programs in the Harper College District**
- G. Statewide Online 2-Year Programs (Fully or Majority Available Online)**
- H. Sources for Figures in Report**

APPENDIX-A: METHODOLOGY FOR COMMUTER PATTERN DATA

The US Census Bureau and the US Department of Employment Security formed a partnership in order to join demographic data with employment data. This partnership allows for the creation of customized regions, such as the Harper College District, and the aggregation of variables that has not been possible previously possible. According to the OnTheMap web site:

OnTheMap Version 5 is the fifth generation of OnTheMap, a web-based mapping and reporting application that shows where workers are employed and where they live. It also provides companion reports on age, earnings, industry distributions, as well as information on race, ethnicity, and educational attainment (2009 data only). OnTheMap provides an easy-to-use interface for creating, viewing, printing and downloading workforce related maps, profiles, and underlying data. Based on 2002-2009 LEHD Origin Destination Employment Statistics (LODES), OnTheMap is a unique resource for mapping the travel patterns of workers and identifying small-area workforce characteristics. The project is supported by the Employment and Training Administration (ETA) at the U.S. Department of Labor.

Utilizing the Harper College District boundaries the program identifies Census Tracts that have their geographic center located within the target region. The map below shows the shaded areas aggregated to formulate the statistics presented in this report. The dark gold line represents Harper College's District boundaries.



APPENDIX-B: COOK COUNTY LIVING WAGE CALCULATION

The living wage shown is the hourly rate that an individual must earn to support their family if they are the sole provider and are working full-time (2080 hours per year). The state minimum wage is the same for all individuals, regardless of how many dependents they may have. The poverty rate is typically quoted as gross annual income. We have converted it to an hourly wage for the sake of comparison. Wages that are less than the living wage are shown in red.

Hourly Wages	One Adult	One Adult, One Child	Two Adults	Two Adults, One Child	Two Adults, Two Children
Living Wage	\$9.95	\$18.13	\$14.75	\$22.94	\$29.61
Poverty Wage	\$5.04	\$6.68	\$6.49	\$7.81	\$9.83
Minimum Wage	\$8.00	\$8.00	\$8.00	\$8.00	\$8.00

Typical Expenses

These figures show the individual expenses that went into the living wage estimate. Their values vary by family size, composition, and the current location.

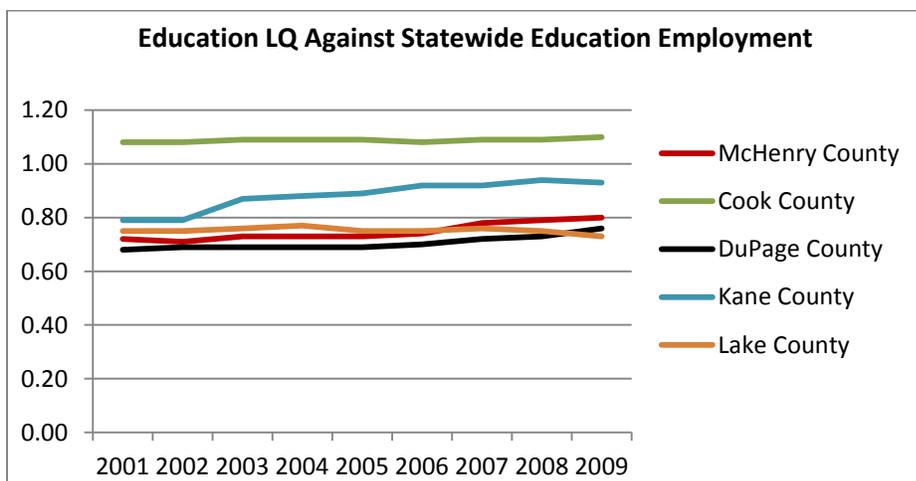
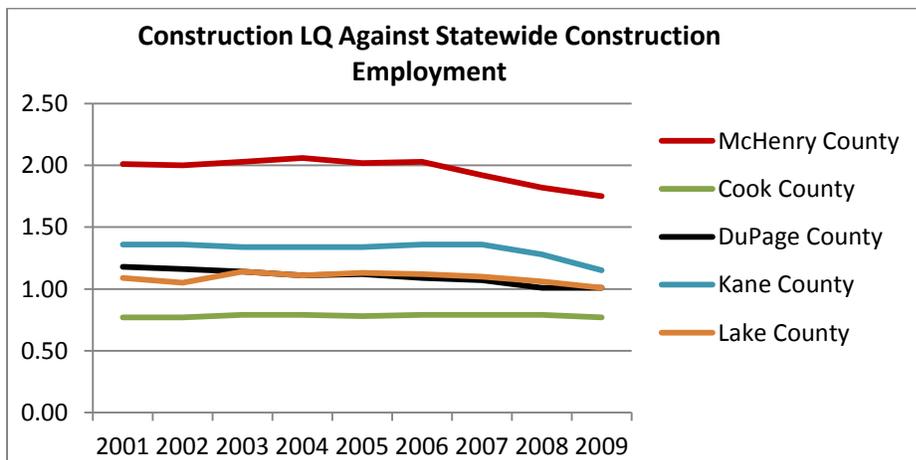
Monthly Expenses	One Adult	One Adult, One Child	Two Adults	Two Adults, One Child	Two Adults, Two Children
Food	\$237	\$386	\$458	\$607	\$756
Child Care	\$0	\$623	\$0	\$623	\$1,102
Medical	\$94	\$185	\$187	\$279	\$370
Housing	\$840	\$944	\$840	\$944	\$944
Transportation	\$277	\$477	\$554	\$754	\$954
Other	\$200	\$392	\$399	\$592	\$785
Monthly After-Tax Income That's Required	\$1,647	\$3,008	\$2,438	\$3,799	\$4,912
Annual After-Tax Income That's Required	\$19,766	\$36,090	\$29,261	\$45,585	\$58,942
Annual Taxes	\$934	\$1,618	\$1,425	\$2,134	\$2,654

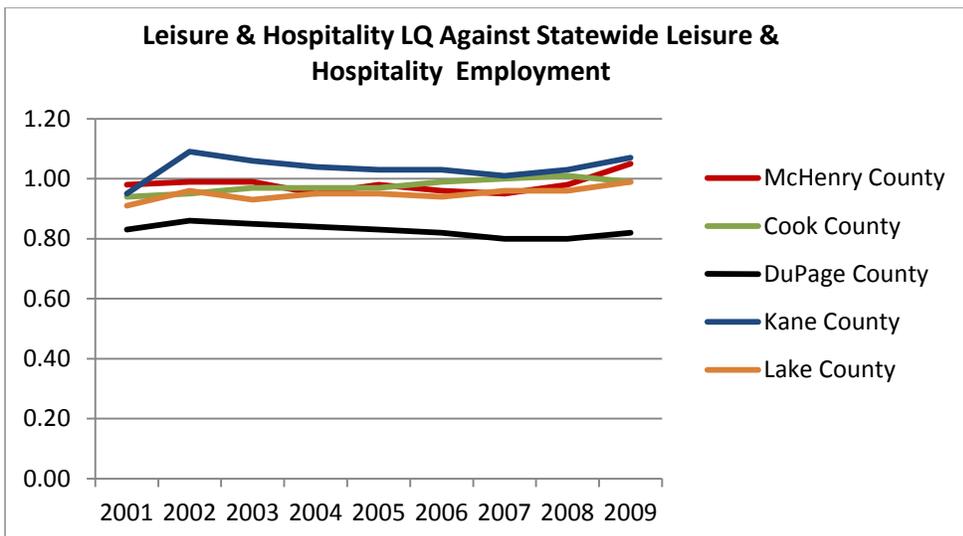
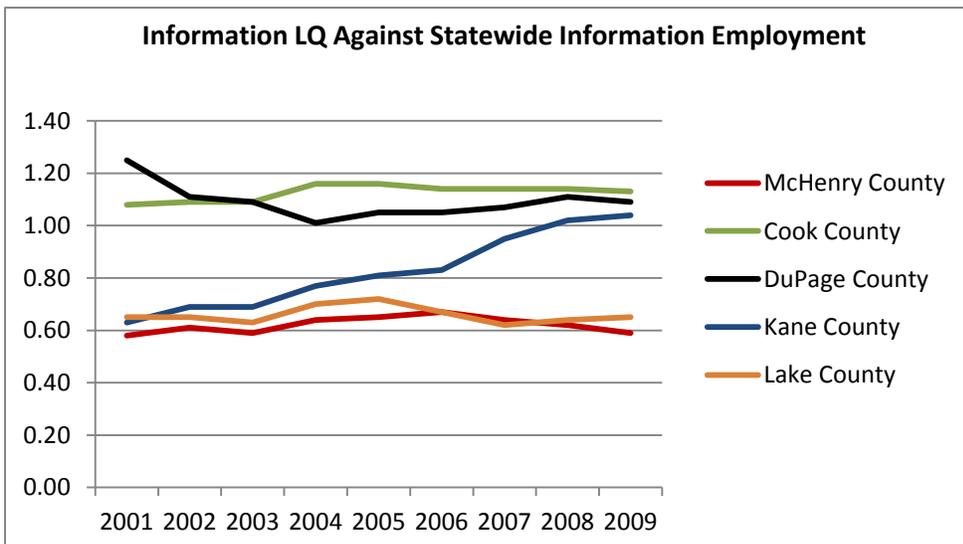
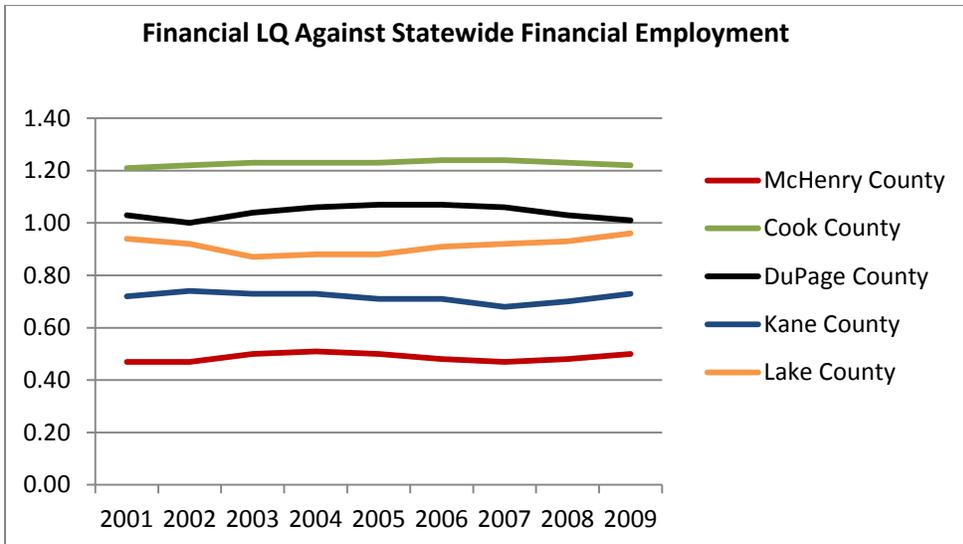
Source: 2011 [Dr. Amy K. Glasmeier](#) and [The Pennsylvania State University](#), Poverty in America Project Online.
<http://www.livingwage.geog.psu.edu/counties/17031>

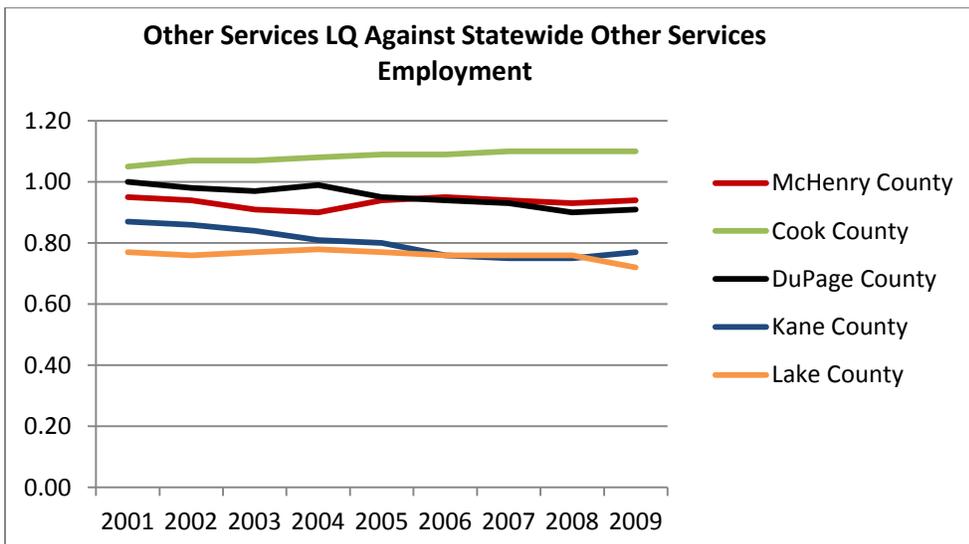
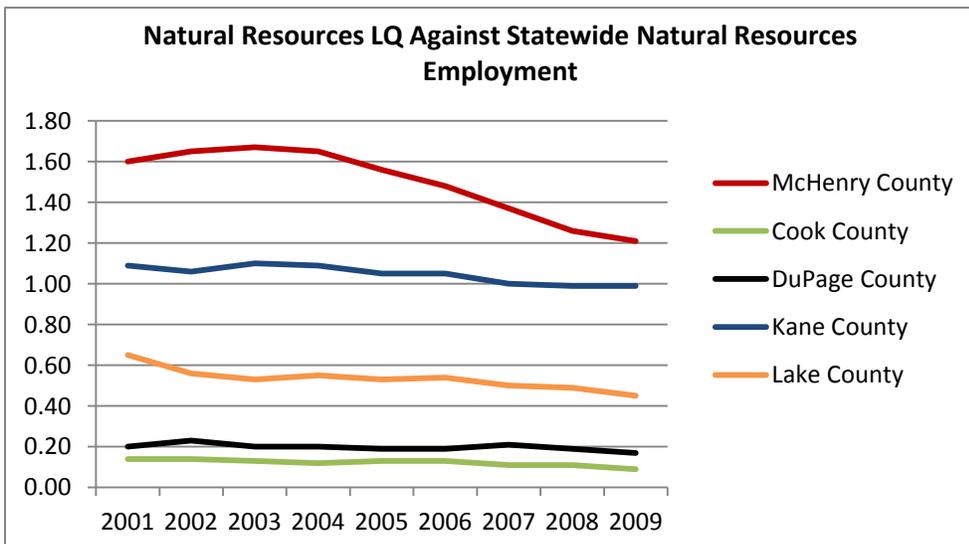
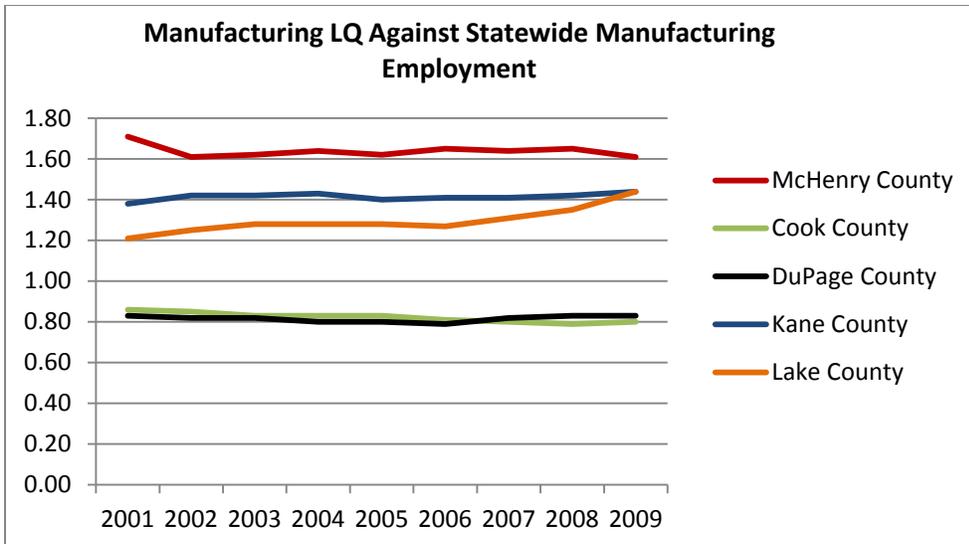
APPENDIX-C: LOCATION QUOTIENTS FOR COUNTIES SURROUNDING HARPER COMMUNITY COLLEGE DISTRICT AGAINST STATEWIDE AVERAGE FOR EACH SUPER SECTOR INDUSTRY

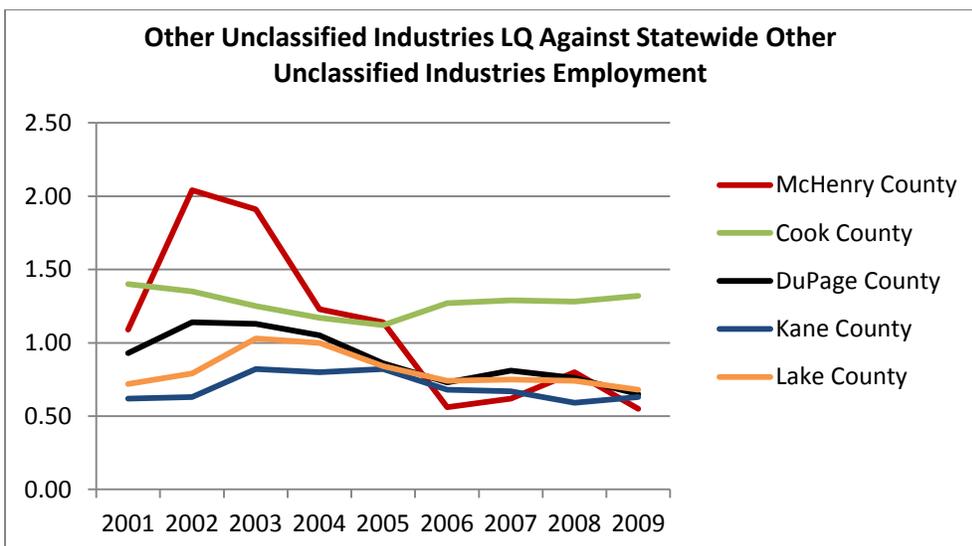
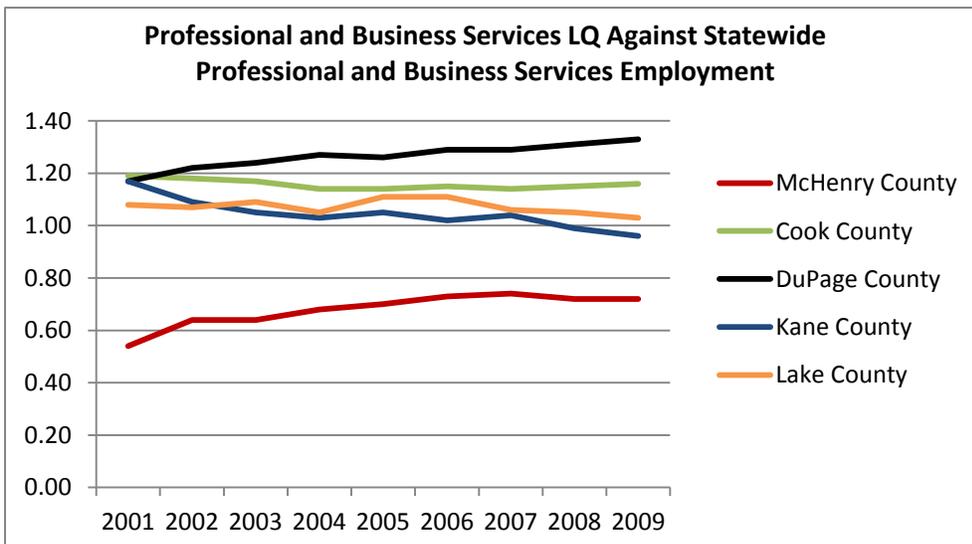
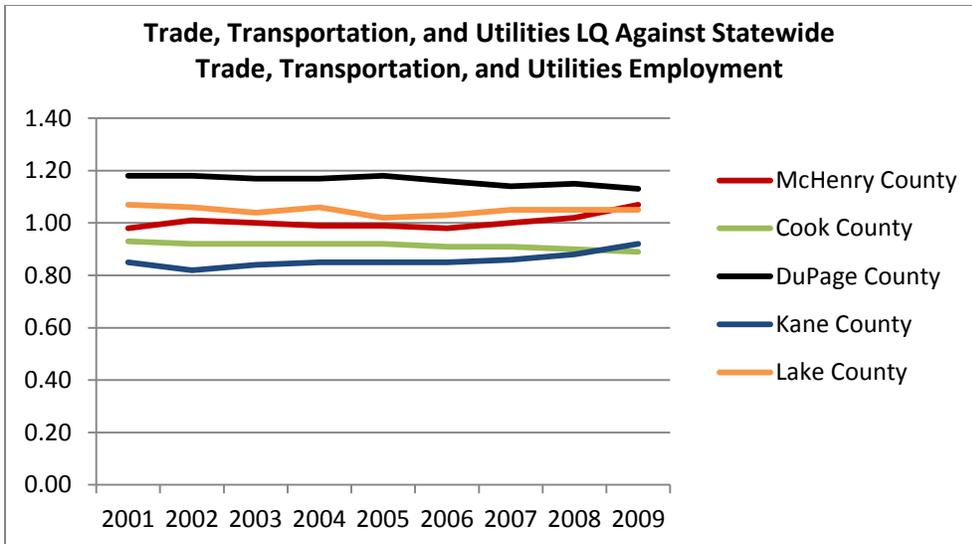
Location quotients (LQs) are ratios that allow an area’s distribution of employment by industry sector to be compared to that of a reference area. The following calculations for the Harper College region use the state of Illinois as the reference area. If an LQ equals 1.0 then the industry has the same share of area employment as the reference geography. An LQ greater than 1.0 indicates that an industry has a greater share of the local area employment and an LQ less than 1.0 represents a lower share.

LQs are helpful in determining a region’s dominant industries and sectors with the strongest employment potential for Harper College graduates. The largest aggregation of industries used by the U.S. Bureau of Labor Statistics is the supersectors. LQs for supersectors in the Harper College region are provided below by county for the period 2001 - 2009.









APPENDIX-D: AEWS AND AWS DEFINITIONS

The No Child Left Behind (NCLB) Act was signed into law on January 8, 2002. Since then, the Illinois State Board of Education (ISBE) has aligned federal and state initiatives to support higher student achievement, stronger public schools, and a better-prepared teacher workforce. NCLB requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014.

Each year, the state will calculate a school or district's Adequate Yearly Progress (AYP) to determine if students are improving their performance based on established annual targets. For 2010 these targets include:

- At least 77.5% Meeting/Exceeding standards for reading and mathematics for all students and each subgroup.
- At least 95% tested in reading and mathematics for every student group.
- At least 91% attendance rate for non-high schools and at least 80% graduation rate for high schools.

Each year, if AYP is not satisfied, a status will be added to the school indicating the level of state sanctions being applied.

AEWS: Academic Early Warning Status means expanded state requirements and services. The Early Warning Status indicates whether it is in the first year or second year of warning prior to further sanctions being applied.

AWS: Academic Watch Status adds further requirements and services; can result in state takeover if school does not improve. The watch can be in effect for up to five years and indicates the number of years for which the AWS status has been in effect.

APPENDIX-E: 2010 ACADEMIC IMPROVEMENT AWARD SCHOOLS

The 47 schools listed below were identified by the Illinois State Board of Education as achieving substantial gains in performance over the last several years.

Barrington

Arnett C Lines Elementary School
Barrington Middle School Station
Countryside Elementary School
Grove Avenue Elementary School
Hough Street Elementary School
North Barrington Elementary School
Roslyn Road Elementary School

Buffalo Grove

Earl Pritchett School
Henry W Longfellow Elementary School
Ivy Hall Elementary School
Meridian Middle School
Prairie Elementary School
Tripp School
Twin Groves Middle School

Arlington Heights

Greenbrier Elementary School
Ivy Hill Elementary School
J W Riley Elementary School
Olive-Mary Stitt School
Patton Elementary School
Thomas Middle School
Windsor Elementary School

Des Plaines

Devonshire School
Terrace Elementary School

Elk Grove Village

Adlai Stevenson Elementary School
Adolph Link Elementary School

Hanover Park

Anne Fox Elementary School

Mt. Prospect

Fairview Elementary School
Indian Grove Elementary School
Lincoln Middle School
Lions Park Elementary School

Palatine

Hunting Ridge Elementary School
Marion Jordan Elementary School
Pleasant Hill Elementary School
Walter R Sundling Jr High School
Winston Campus Elementary

Prospect Heights

Anne Sullivan Elementary School
Dwight D Eisenhower Elementary School

Roselle

Frederick Nerge Elementary School
Roselle Middle School

Rolling Meadows

Plum Grove Jr High School
Willow Bend Elem School

Schaumburg

Everett Dirksen Elementary School
Herbert Hoover Elementary School
Michael Collins Elementary School
Nathan Hale Elementary School
Robert Frost Jr High School
Thomas Dooley Elementary School

APPENDIX-F: POSTSECONDARY PROGRAMS IN THE HARPER COLLEGE DISTRICT

Provider	Program	ID	Address
Academy Of Dog Grooming Arts Ltd	Professional Pet Grooming Day Program	1003286	1742 West Algonquin Rd Arlington Heights, IL 60005
	Professional Pet Grooming Night Program	1532	
Accelper Consulting	Business Innovator Training and Certification	1004712	1320 Tower Road Schaumburg, IL 60173
Ambria College of Nursing	Practical Nursing Program or LPN Program	1002731	5210 Trillium Blvd Hoffman Estates, IL 60192
Argosy University Schaumburg	B.S. in Business Administration	1002861	999 Plaza Drive Schaumburg, IL 60173
Becker CPA Review (Lincolnshire)	Becker Professional Education CPA Exam Review	5774	25 Tristate International Lincolnshire, IL 60069
Best Inc	IPC A610 CIT Acceptability of Electronic Assemblies	1004626	3603 Edison Place Rolling Meadows, IL 60008
	IPC JSTD-001 CIT Electronics Assembly	1004627	
	Surface Mount Technology	1004580	
Building and Fire Code Academy	Code Enforcement Career Development Program (CECDP)	1003516	2401 W Hassell Road Hoffman Estates, IL 60169
	Commercial Building Inspector Certificate Program	1003513	
	Commercial Mechanical Inspector Certificate Program	1003514	
	Illinois Commercial Plumbing Inspector	1003515	
	Plumbing Apprenticeship Program (PAP)	1004147	
	Property Maintenance Inspector Cert	1003512	
	Residential Inspector - Multi Discipline Cert	1003505	
	Residential Inspector - Single Discipline Cert	1003504	
Chicago Professional Center, Inc.	Electrician / Residential HVAC Technician	1006170	500 Harvester Ct Wheeling, IL 60090
	HVAC Technician / Electrician / Maintenance PLC	1003897	
	HVAC Technician / Electrician with internship	1003347	
	Residential & Commercial HVAC Technician / Electrician	1001705	
	Residential HVAC Technician / Electrician	1004028	
Computer Aided Technology, Inc.	CAD Productivity Tools	6592	165 N Arlington Heights Road Buffalo Grove, IL 60089
	CATalyst Now Standard	6294	
	CATalyst Now Premium	1006488	
	CATalyst Now Professional	1005527	
	CATalyst QuickStart	1005526	
	SolidWorks Assembly Modeling	6624	
	SolidWorks Administrator	6389	
	SolidWorks Advanced Surface Modeling	1006487	
	SolidWorks Drawings	6366	
	SolidWorks Essentials - CATI	6750	
	SolidWorks File Management	6481	
	SolidWorks Flow Simulation	1000081	
	SolidWorks Industrial Design Modeling	1000925	
	SolidWorks Mold Design training	1006486	
	SolidWorks Motion	1000082	
	SolidWorks Motion Manager -Creating Animations	6359	
	SolidWorks Part Modeling	6532	
	SolidWorks PhotoWorks Step -By-Step Manual	6482	
	SolidWorks Sheet Metal	6616	
	SolidWorks Simulation	1000083	
	SolidWorks Student Edition Software	1006485	
	SolidWorks Translation Techniques	6530	
	SolidWorks Weldments	1005525	
Workgroup PDM CAD User Training	6440		

Provider	Program	ID	Address
Computer Training Source, Inc.	Administrative Assistant Program	1005894	1320 Tower Rd Schaumburg, IL 60173
	Adobe Certified Expert (ACE) Program	1005892	
	Certified Project Manager Program	1005893	
	Computer Essentials	1004569	
	Computerized Office Support	1004570	
	Desktop Publishing Specialist Program	1000185	
	Helpdesk Technician Program	1005895	
	Microsoft Office Specialist (MOS) (MOUS) Program	1004572	
	Microsoft Office Specialist (MOS) 2007	1005886	
	Microsoft Office Specialist (MOS) 2010	1005887	
	Microsoft Office Specialist (MOS)/Computer Repair (A+)	1001560	
	Microsoft Office Specialist (MOS)/Microsoft Project	1003743	
	Microsoft Office Specialist (MOS)/QuickBooks	1003745	
	Microsoft Office Specialist Program (MOUS) (MOS) - Basic	1001561	
	Microsoft Project Specialist	1000184	
	MS Office/Website Maintenance/QuickBooks	1005890	
	QuickBooks Specialist Program	4122	
	Web Design - Graphic Design	1000186	
	Web Design Specialist	37	
	Web Design/Web Developer Program	1005888	
Web Designer Program	34		
DePaul University	HR Generalist	1004932	2550 W Golf Road Rolling Meadows, IL 60008
	MBA Primer	1005830	
	Professional in Human Resources Certificate Program	1000226	
DeVry University-Lincolnshire Center	Graduate Certificate in Accounting	1003954	25 Tri-State International Center Lincolnshire, IL 60069
	Graduate Certificate in Entrepreneurship	1003125	
	Graduate Certificate in Financial Analysis	1003955	
	Graduate Certificate in Health Services Management	1003126	
	Graduate Certificate in Information Systems Management	1001601	
	Master of Accounting and Financial Management	1001263	
	Master of Business Administration	1000594	
	Master of Information Systems Management	1001265	
	Master of Project Management	1001268	
Master of Public Administration	1001267		
Eagle Training Services Inc. - Harper Branch	CDL-A Semi-Tractor Trailer Driver Training Basic 160	1002526	1375 South Wolf Road Prospect Heights, IL 60070
	CDL-A Semi-Tractor Trailer Driver Training Enhanced 240	1006034	
Environmental Technical Institute	Advanced Skilled Welder	1006475	1101 W Thorndale Ave Itasca, IL 60143
	Skilled Welder	1006474	
Intelli Orbit Solutions	Oracle Database Administration	1005968	1305 Remington Rd Schaumburg, IL 60173
	Web Professional Certification - Apprentice/Associate	1006226	
JCM III Corporation	Basic Nurse Assistant Certification Program	1000221	1375 Remington Road Schaumburg, IL 60173
	EKG TECHNICIAN BASIC AND ADVANCE	1001967	
	PATIENT CARE TECHNICIAN	1002421	
	Pharmacy Technician	1001968	
	Phlebotomy Technician	1001969	
	Physical Rehabilitation Aide	1002696	

Provider	Program	ID	Address
Management & Information Tech Solutions (MITS)	Business Intelligence Pro	1001188	1701 E Woodfield Road Schaumburg, IL 60173
	C++, Visual C++ Programming	1761	
	CAPM and MS Project Combo	1003447	
	CAPM and SCM Combo	1003448	
	Careerpro E-commerce Comp.	1766	
	Certified Administrative Medical Assistant	1002535	
	Certified Clinical Medical Assistant	1002534	
	Clinical Research Associate and Six Sigma Combo	1002222	
	Clinical Research Associate Training	1002221	
	Comprehensive Masters Certificate Program	1297	
	Comprehensive Network and System Administration	1002097	
	Comprehensive Office Support and Management	1003664	
	Comprehensive Office Support and Medical Informatics	966	
	Computer System Analysis Pro	1001189	
	CQE (ASQ) and Six Sigma GB Combo	1002118	
	E-commerce (for Programmers) Webmaster: Internet App. Devlp	1765	
	ESL and Computer Office Associate	1002832	
	ESL, Computer Office and Computerized Accounting	1002827	
	ESL, Medical Office Asst, Billing and Coding Combo	1003160	
	Junior Office Associate	1000784	
	LEED Plus Combo	1006060	
	Management Associate Program	3629	
	Manager of Quality/Organizational Excellence (CMQOE)	1002107	
	MCAD/ MCSD .Net Training	1002226	
	MCAS 2007/Office Administration and Support	1128	
	Medical Assistant Comprehensive	1001325	
	Medical Assistant, MOS and Patient Accounting Combo	1001337	
	Medical Coding and Billing	3627	
	MEDICAL INFORMATION SYSTEMS & MANAGEMENT	1006244	
	Medical Office Coding and Billing Specialist	3626	
	Medical Transcription Specialist	3628	
	Oracle DBA and Oracle 11i Apps DBA combo	3019	
	Oracle Apps 11i DBA / Technical Foundations of Oracle Apps	1127	
	Oracle DBA 10g (OCP 10g)	1001187	
	Oracle Dev XML J2EE Combo	3015	
	Oracle Internet Dev. and Oracle Financials (Apps11i) combo	3018	
	Patient Care Technician	1003048	
	PDMA New Product Development Professional (NPDP)	1005011	
	Pharmacy Tech and Customer Service Combo	1001220	
	PMP and ASQ Six Sigma Combo	1005080	
PMP and MS Project 2007 Combo	1003007		
PMP MS Project ITIL Foundation/Practitioner Combo	1004331		
PMP MS Project LEED Combo	1004729		
PMP, Quality Management and ERP Combo	1004123		
Project Management	1762		
Project Management and Computer Info Systems Management	5223		
Project Management and SCM Combo	3016		
Quality Assurance and Software Testing Comprehensive	1000399		
Six Sigma Black Belt	1002106		
Six Sigma Green Belt (SSGB)	1002105		
Six Sigma Master Black Belt/ Champion Training	1004705		
Software testing and Quality Assurance	3837		
Web Design and Development	3014		

Provider	Program	ID	Address
Manpower - Vernon Hills	Administrative Assistant Program	1004576	830 West End Court Vernon Hills, IL 60061
	Executive Administration Assistant Program	1004669	
	General Office/Receptionists	1004670	
Mildun Training Center of Illinois	Dental Assistant	1000960	77 S Milwaukee Ave Wheeling, IL 60090
	EKG, Phlebotomy and Medical Billing	1000807	
National-Louis University	Bachelor of Arts in Human Services	1005241	1000 Capitol Drive Wheeling, IL 60090
	Bachelor of Arts in Applied Behavioral Sciences	6499	
	Bachelor of Arts in Business Administration	1004956	
	Bachelor of Arts in Elementary Education	1005249	
	Bachelor of Arts in Psychology	1005240	
	Bachelor of Science and Management	6490	
	Bachelor of Science in Health Care Leadership	6446	
	Bachelor of Science in Management	1004959	
	Bachelor of Science in Management Information Systems	1004957	
	ESL/Bilingual Teacher Certification Program	1003426	
	Illinois Teacher Certification	1842	
	Master of Arts in Teaching - Elementary Education	1844	
	Master of Arts in Teaching - Secondary Education	4714	
	Master of Arts in Teaching , Special Education	1005248	
	Master of Business Administration	1003521	
	Master of Education in Mathematics Education	1005920	
	Master of Health Services Administration	1004963	
	Master of Science in Counseling - School Option	1005247	
	Master of Science in Counseling, Community option	1005242	
	Medical Informatics Professional Certificate Program	1005117	
Special Education (LBS1 Endorsement)	1005246		
Northern Illinois University	BPI Building Analyst Certification	1005869	5555 Trillium Boulevard Hoffman Estates, IL 60192
	BPI Energy Auditor Certification Training Package	1005336	
	BPI Envelope Professional Training	1005840	
	Cert. of Grad. Study in Management Information Systems	1005581	
	Facility Management Professional (FMP) Credential	1004096	
	Geographical Information Systems (GIS) Certification	1002746	
	Graduate Certificate in Cybersecurity	1005958	
	Industrial Project Management	1005317	
	Industrial Technology	1001722	
	Industrial Workplace Design Systems	1005335	
	LEED AP Building Design and Construction Exam Prep	1004928	
	LEED Green Associate Exam Prep Course	1004655	
	LEED Green Leader	1005428	
	M.B.A. Program	1004974	
	M.S. Ed. Program in Instructional Technology	1002715	
	Master of Science in Education - Adult & Higher Education	1005721	
	Master of Science in Industrial Management	1004084	
	Master of Science in Taxation	1003874	
	OSHA Authorized Outreach Trainer - General Industry	1005589	
	Professional Human Resource Management Certification Prep	1004109	
Special Education - Master's of Science in Education	1005538		
Northwest Community Hospital	EMT Basic	1003104	800 W Central Rd Arlington Heights, IL 60005
	Nursing - Associate in Applied Science Degree	5464	
	Paramedic Certificate	1006169	
	Practical Nurse Certificate (LPN)	1003296	
Northwest Suburban College	Medical Assistant	1006223	5999 S New Wilke Rd Rolling Meadows, IL 60008
	Pharmacy Technician	1006225	
	Phlebotomy	1006224	

Provider	Program	ID	Address
Oakton Community College	A+ Computer Diagnostic Specialist	3402	1600 East Golf Road Des Plaines, IL 60016
	Accounting Associate Certificate	1005713	
	Accounting Associate, AAS	1101	
	Administrative Assistant Certificate Program	961	
	Advanced Web Site Development Certificate	3575	
	Animation and Multimedia Certificate	3304	
	Associate in Arts	1006325	
	Automation and Controls Certificate	2377	
	Automotive Service Excellence Certificate	447	
	Automotive Technology (Apprenticeship) Certificate	1100	
	Basic Nurse Assistant - Alliance (non-credit)	3569	
	Basic Nurse Assistant Program (Oakton-credit)	2383	
	Bookkeeping Certificate	1004826	
	Facilities Management Certificate	1006182	
	Global Business Technical Certificate	1004829	
	Health Information Technology associate degree	944	
	Human Resource Specialist Certificate	1001910	
	Human Services Certificate	1006180	
	Law Enforcement (Associate Degree)	947	
	Machine Technology (Apprenticeship) Certificate	1006183	
	Mechanical Design/CAD, Associate in Applied Science	1005865	
	Microsoft Office Specialist (MCAS) Certificate	1005818	
	Nursing (Associate Degree)	946	
	Office Information Processing Specialist	3399	
Pharmacy Technician	2284		
Professional Accounting - CPA Preparation Certificate	967		
Quality & Productivity Solutions, Inc.	BioMed: Six Sigma, ISO, Supply Chain, CQE Prep - 4 for 1!	1005976	303 West Algonquin Road Mount Prospect, IL 60056
	Certified Inspector & Technician ASQ CMI and ASQ CQT Prep	1005974	
	Computer & Software Basics	1005972	
	CQE Certified Quality Engineer - any 3 ASQ Refresher	1005984	
	Lean Expert Certification	1005980	
	Lean Six Sigma (Black Belt, Green Belt + Lean Expert) -3!	1005979	
	Lean Six Sigma (GB+BB), ISO, PMP / Supply Chain - 5 for 1!	1005977	
	Lean Six Sigma Green Belt	1005973	
	Lean Six Sigma Green Belt & PMP Project Management 2 for 1	1005975	
	Lean, Six Sigma, ISO, ASQ CQE / CQA or Supply Chain - 4!	1005978	
	Operator & Technician / ASQ CMI Prep	1005983	
	PMP / CAPM Prep - Project Management Certification	1005981	
	Sales & Customer Service Analyst	1005971	
	Six Sigma Black Belt Certification	1005982	

Provider	Program	ID	Address
Roosevelt University	Accounting (Undergraduate)	2139	1400 N Roosevelt Blvd Schaumburg, IL 60173
	Administrative Studies: Bachelor of Professional Studies	3843	
	Biotechnology certificate	3514	
	Business Administration - Management	1006269	
	Certificate In E-Learning (Graduate Level)	3217	
	Certificate In Instructional Design (Graduate Level)	5000	
	Communications: Bachelor of Liberal Studies	3689	
	Computer Science Certificate	4556	
	Computer Science: Bachelor of Professional Studies	3219	
	Elementary Teacher Education (Graduate Level)	4149	
	Elementary Teacher Education Program (Undergraduate)	5499	
	Graduate Certificate in Human Performance Improvement	1002842	
	Hospitality and Tourism Management (Graduate Level)	3601	
	Hospitality and Tourism Management (Undergraduate)	3599	
	Hospitality and Tourism Management Certificate	3598	
	Individualized Program: Bachelor of Liberal Studies	12	
	Middle School Endorsement (Graduate Level)	4213	
	Middle School Endorsement (Undergraduate)	4147	
	Organizational Leadership: Bachelor of Professional Studies	299	
	Paralegal Studies Program (Certificate)	4713	
	Paralegal Studies: Bachelor of Professional Studies	3412	
	Pre-professional Studies Program (Undergraduate)	2141	
	Psychology: Bachelor of Professional Studies	11	
	Secondary Teacher Education (Graduate Level)	300	
	Secondary Teacher Education Program (Undergraduate)	5505	
	Special Education Endorsement (Graduate Level)	4211	
	Special Education Endorsement (Undergraduate)	4209	
Special Education Teacher (Graduate Level)	4210		
Special Education Teacher Program (Undergraduate)	4557		
Training Development Certificate Program (Graduate Level)	4553		
Solex College	A.A.S. in Accounting	1003460	350 E Dundee Rd Wheeling, IL 60090
	Basic Nurse Assistant (CNA)	1281	
	Computerized Accounting & Bookkeeping Career Program	3072	
	Computerized Accounting and Medical Billing Combo	1270	
	Computerized Medical Billing and Coding	817	
	Electrocardiography (EKG)	5945	
	ESL/Accounting & Bookkeeping Combo	1003774	
	ESL/Accounting and Medical Billing & Coding Combo	1003409	
	ESL/Medical Assistant Combo	1003401	
	ESL/Medical Billing & Coding Combo	1001352	
	ESL/Patient Care Technician Combo	1002692	
	MEDICAL ASSISTANT CAREER PROGRAM	5946	
	PATIENT CARE TECHNICIAN	1000491	
	Southern Illinois University - Carbondale	Elementary Education	
Workforce Education and Development		274	

Provider	Program	ID	Address
Southlake Educational Center (College of Lake County)	Home Inspection	1004455	1120 S Milwaukee Ave Vernon Hills, IL 60061
	Lean Six Sigma Green Belt	1004804	
	Lean Six Sigma Yellow Belt	1004801	
	Nanoscience Technology	1004458	
	Pharmacy Technician Quick Start	1005201	
	Project Management Quick Start	1005204	
	Project Management Series	1004451	
	Property Management	1004552	
	Real Estate Transactions	1004456	
	Security Officer Basic Training	1004452	
	Security Officer Firearms Training	1004453	
	Truck Driver Training	1006005	
The Illinois Institute of Art-Schaumburg	Digital Design Diploma	1006480	1000 N Plaza Drive Schaumburg, IL 60173
	Digital Graphic Design	1140	
	Digital Graphic Design and Development	1000162	
	Digital Image Management	1006477	
	Digital Photography	1133	
	Fashion Retailing Diploma	1006476	
	Game Art and Design	1135	
	Graphic and Web Design Certification	1006361	
	Graphic Design	1134	
	Image Manipulation and Design	1003748	
	Image Manipulation and Design/Digital Photography	1003768	
	Interior Design Bachelor of Fine Arts	1003821	
	Media Arts and Animation	1699	
	Multimedia Web Design	1701	
	Residential Interior Decor Certificate of Completion	1000166	
	Residential Planning	1005916	
	Web Design & Development Diploma	1006478	
	Web Design & Interactive Communications Diploma	1006479	
	Website Design and Development	1006050	
Website Development	1003747		
3D Animation Principles and Techniques	1139		
Uvita, Inc.	CGFNS-NCLEX Test Prep Review for Foreign Nurses	1003079	1300 Busch Parkway Buffalo Grove, IL 60089

Source: Illinois Workforce Development System, Department of Commerce and Economic Opportunity, <http://iwds.cmc.state.il.us/>

APPENDIX-G: STATEWIDE ONLINE 2-YEAR PROGRAMS (FULLY OR MAJORITY) AVAILABLE ONLINE

Program	Provider
Accountancy	Illinois Central College
Accounting	Danville Area Community College
Accounting	Highland Community College
Accounting and Computing	Illinois Eastern Community Colleges
Administrative Information Tech	Illinois Eastern Community Colleges
Associate Degree in Applied Science	Danville Area Community College
Associate Degree in Science and Arts	Danville Area Community College
Associate in Applied Science	College of DuPage
Associate in Applied Science - Administrative Assistant Degree	College of DuPage
Associate in Applied Science - Executive Assistant Degree	College of DuPage
Associate in Applied Science -- Criminal Justice Degree	College of DuPage
Associate in Applied Science -- Management Degree	College of DuPage
Associate in Applied Science-Management	Waubonsee Community College
Associate in Arts (AA)	John A. Logan College
Associate in Arts - General	Waubonsee Community College
Associate in Arts / Associate in Science (AA/AS)	Black Hawk College
Associate In Arts Degree	College of DuPage
Associate in General Studies	Waubonsee Community College
Associate in Science (A.S.) General	McHenry County College
Associate in Science Degree	College of DuPage
Associate in Science-- General	Waubonsee Community College
Associate of Arts	Kaskaskia College
Associate of Arts in Business Administration	College of Lake County
Business Administration	Illinois Central College
Business Administration	Midstate College
Business Administration AS	Parkland College
Business Education AS	Parkland College
Business Management AAS	Parkland College
Business Marketing AAS	Parkland College
Community Based Correction	Illinois Central College
Distance Education Associate in Arts (AA) Degree	McHenry County College
Distance Education Associate in General Education (AGE)	McHenry County College
Early Childhood Education	Southeastern Illinois College
Early Childhood Education AA	Parkland College
Elementary Education AA	Parkland College
Fire Science AAS	John Wood Community College
General Education	Illinois Central College
History AA	Parkland College
Industrial and Business Security - Certificate	Illinois Central College
Institutional Corrections	Illinois Central College
Liberal Arts and Sciences AA	Parkland College
Marketing	Danville Area Community College
Mass Communications: Advertising/Public Relations AA	Parkland College
Mass Communications: Integrated AA	Parkland College
Medical Laboratory Technician	Illinois Central College
Medical Office Assistant	Illinois Eastern Community Colleges
Political Science AA	Parkland College
Psychology AA	Parkland College
Secondary Education AA	Parkland College
Special Education AA	Parkland College

Source: Illinois Virtual Campus by the University of Illinois, <http://www.ivc.uillinois.edu/associates/>

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