



Agenda At-A-Glance **THURSDAY, APRIL 17, 2025**

8:30 AM	REGISTRATION - CONTINENTAL BREAKFAST	Brickyard II & III
9:00 AM	CONFERENCE WELCOME	Brickyard II & III
	<i>DR. BRIAN DURHAM</i> Executive Director Illinois Community College Board	
9:15 AM	STATE OF THE STATE AND CALL TO ACTION FOR CONTINUING DEVELOPMENTAL REFORM	Brickyard II & III
	Facilitated by: <i>JENNIFER FOSTER</i> Deputy Executive Director Illinois Community College Board	<i>DR. BRIAN DURHAM</i> Executive Director Illinois Community College Board
	<i>DR. LISA CASTILLO RICHMOND</i> Executive Director Partnership for College Completion	<i>CHERITA ELLENS</i> President and CEO Women Employed
10:15 AM	BREAK	
10:30 AM	BREAKOUT SESSION I	
11:45 AM	NETWORKING LUNCH	Brickyard II & III
12:45 PM	BREAKOUT SESSION II	
1:45 PM	BREAK	
2:00 PM	BREAKOUT SESSION III	
3:15 PM	CLOSING PLENARY	Brickyard II & III
	<i>BROOKS HARPER</i> Author, Speaker, and Career Expert Brooks Harper Enterprises LLC	
4:30 PM	ADJOURNMENT	



Jennifer K. Foster

Jennifer K. Foster is the Deputy Executive Director at the ICCB. She served as the State Director for Adult Education and Literacy and High School Equivalency. Jennifer is leading the implementation efforts of the Workforce Innovation and Opportunity Act (WIOA) for Adult Education. Mrs. Foster has been with the ICCB for more than 20 years and worked in adult education for over 30 years. She is a current board member of and the past chair of the National Adult Education Professional Development Consortium (NAEPDC) and the National Council of State Directors of Adult Education (NCSDAE). She is also a member of the State Workforce Board and the Chicago Workforce Board. Mrs. Foster has been instrumental in the development of two Adult Education Strategic Plans, "Creating Pathways for Adult Learners and Expanding Career Pathway Opportunities in Adult Education." Both plans were developed to expand career pathway programs and instructional services in adult education for adult learners.



Dr. Brian Durham

Dr. Brian Durham, Executive Director for the Illinois Community College Board (ICCB), began his career at the agency in 2001 in workforce development. He has provided leadership for and served as an administrator in adult education and family literacy, career and technical education, research and policy studies, and academic affairs. He has managed the state's top-rated transfer system, the Illinois Articulation Initiative, managed the Carl D. Perkins Career and Technical Education Act (now the Strengthening Career and Technical Education Act), and led the program approval and program review process. Dr. Durham oversaw the implementation of transitional math pathways in the state and worked closely with college stakeholders to design a multiple measures placement policy for the community college system. He serves on the Illinois Workforce Innovation Board (IWIB), the IWIB Executive Committee, the P-20 Council, and as the Board liaison to the Illinois Council of Community College Presidents, among many other areas of service. Dr. Durham holds a B.A. from the University of Evansville in Political Science, an M.A. from Southern Illinois University Carbondale in Political Science, and an Ed.D. from the University of Illinois Urbana-Champaign, where he focused on Education Policy, Organization and Leadership with a concentration in Higher Education.



Lisa Castillo Richmond, Ph. D

Lisa Castillo Richmond, Ph.D is an entrepreneurial higher education leader committed to collaborative approaches to addressing longstanding racial and socioeconomic inequities in colleges, universities, and higher education systems. With experience managing nonprofit education organizations and initiatives, local and national program teams, policy initiatives, and fundraising and development efforts, her work has focused on organizations in launch and growth phases, working within and alongside K-12 schools and systems, colleges and universities, and government agencies. Lisa currently serves as the Executive Director of the Partnership for College Completion, a nonprofit organization launched in 2016 to advance racial and socioeconomic equity in Illinois higher education through data and research, state policy and advocacy, and direct support to colleges and universities in their equity change efforts.



Cherita Ellens

Cherita Ellens is the President and CEO of Women Employed. Women Employed is dedicated to establishing equity for women in the workforce. From the recent Paid Leave for All Workers Act, salary transparency law, and No Salary History in Illinois, to fair scheduling and protection from workplace harassment, Women Employed has been at the forefront of proposing, enacting, and shaping policies that improve the economic status and security of women. Cherita is boldly driving WE's current focus on growing the economic power of women, with a particular focus on closing the wealth gap at the intersection of gender and race.

Cherita serves as Chair of the City of Chicago's Mayor's Advisory Council on Women, Chair of the Illinois Labor Advisory Board, and Co-Chair for the Board of Directors for Family Values at Work. She recently served on the Illinois Board of Higher Education Commission on Equitable Public University Funding, the Illinois Governor's Commission on Workforce Access and Equity, Mayor Johnson's Transition Subcommittee on Workers' Rights and Labor, and the City of Chicago's Advisory Group for the Chicago Resilient Communities Fund. Cherita holds an executive MBA from The University of Notre Dame, and a Bachelor of Science degree in Speech Communications from Illinois State University.



Brooks Harper

Brooks Harper is an Author, Speaker, and Career Expert who has successfully led clients to rewarding careers. His books have been incorporated into Business and Career Education curricula in Middle, High School, and College campuses nationwide. He connects the dots between today's decisions and tomorrow's college and career options. Brooks draws from 15 years of leadership experience in Corporate America to invest in and inspire our current and future workforce.

Brooks is no stranger to adversity. When he was nine years old his dad did what he calls a "Houdini." He left him, his two brothers, and his mother without notice. He was a Free Lunch, Hand-me-Down Clothes-wearing College Access Student! Brooks found solace and support in programs such as Boys and Girls Clubs and TRiO and is a strong advocate for them today, speaking on their campuses across the country.

Brooks has spoken on hundreds of K-12, college, and corporate campuses nationwide to more than one million students, educators, parents, and employees. He has turned his passion for helping others achieve gainful employment into his paycheck, helping career seekers develop and convey their competitive advantages.

College Algebra and Composition I Making STEM Pathways Accessible

Brickyard IV

Connie McLean, Math Department Chair

Torria J. Norman, Interim Vice President of Instruction

Anthony Hoang, Senior Research Analyst Data Warehouse Manager

Individuals from Black Hawk College will outline the process of establishing a corequisite College Algebra course and examine the adjustments made since the initial pilot during the 2022- 2023 academic year. Additionally, we will present retention and success rates based on data analysis and review the progression of students who transitioned into STEM pathways after completing the corequisite College Algebra course. Finally, we will explore the broader impact of the English corequisite course on our mathematics corequisite offerings.

Faculty Perspectives on Developing and Implementing a Corequisite Support Model at Kishwaukee College

Brickyard V

Judson Curry, Dean, Liberal Arts and Sciences

Todd West, Associate Professor and Department Coordinator, English

Dominica Blalock, Associate Professor and Department Coordinator, Math

Carl Fuerst, Assistant Professor, English

Kyra Rider, Assistant Professor, Math

Kishwaukee College has been offering corequisite support courses in Math and English since fall 2023. Since then, the college has eliminated all stand-alone developmental education courses in English and is working toward a similar goal in Math. The success of this process has been due to the considerable effort, flexibility, and creativity of faculty in both Math and English. This faculty panel will share the highs, lows, and in-betweens of the corequisite development process at Kishwaukee College.

Dashboards That Speak: Visualizing the Journey, Informing Action

Brickyard VI

Sabrina Black, Interim Executive Director of Institutional Effectiveness

Dr. April Teske, Vice President of Academic Affairs

This presentation will showcase the Shawnee Community College data dashboard reports that are used to monitor, evaluate, and inform developmental education reform efforts. Attendees will learn how the dashboards bring data to life—highlighting enrollment trends, student progress, and equity gaps in real time. More than just visual tools, these dashboards serve as a storytelling and decision-making platform, helping faculty, advisors, and administrators take informed action. Presenters will share insights on how the dashboards were developed, how they're being used across departments, and how they support continuous improvement and student success.

Techno-Skepticism in the Co-Requisite Classroom

Brickyard IV

Carl Furst, Assistant Professor of English, Kishwaukee College

Attendees of this session will participate in a round-table discussion about the impacts of digital technologies in a co-requisite writing class, along with the potential benefits of an “unplugged” classroom. Questions addressed will include: Can preparing an “AI Ready Workforce” mean helping students develop skills to make, do, and say things that AI cannot make, do, or say? Where is the boundary between techno-skepticism and technophobia? How can what we know about today and tomorrow’s digital technologies inform and improve the way we use analog technologies in the past? What can an “unplugged” classroom look like?

Fast Forward Math: Math at Any Speed

Brickyard V

Kellie Henegar, Dean of Arts and Sciences

Byron Keller, Math Transition Success Coach and Adjunct Math Faculty

Kaskaskia College will be sharing their story of the creation of their Fast Forward Math Model for the delivery of remedial math courses. This session will explain what FFW Math is, the challenges it addresses and how it can be used to strengthen a co-reg model, the results after the first three years, and the unusual resources colleges will need for implementing a similar model.

Pathways to Success: Building a Math and English Bridge Program

Brickyard VI

Jessica Moreno, Dean for Academic Support

Dr. Chassie Sherretz, Academic Support Manager

Waubonsee Community College’s Math and English Bridge Programs enhance student access and success in gateway subjects, addressing readiness gaps through adaptive learning. Care teams provide personalized support, fostering empowerment. Tailored modules and student engagement boost confidence. These programs promise educational reform, prioritizing access, support, and collaborative learning.

Making DERA Work for Your Institution

Brookridge

Kathy Almy, CEO and Founder of Almy Education

The Developmental Education Reform Act (DERA) is reshaping how institutions approach student success, course placement, and support services. This session—“Making DERA Work for Your Institution”—will offer a practical guide to implementing the reforms in a way that aligns with your institution’s unique mission, student population, and resources. We’ll explore key provisions of DERA, discuss implementation strategies that promote equity and student achievement, and share insights from institutions that have successfully adapted to the new requirements. Whether you’re just beginning the process or looking to refine your approach, this session will equip you with actionable tools, innovative practices, and policy insights to make DERA work for your students and your institution.

Understanding State-Wide Implementation of DERA from Community College Leaders

Brickyard IV

Dr. Lorenzo Baber, Director, Office of Community College Research and Leadership

As community colleges continue to reshape the delivery of Developmental Education to students, varied approaches have evolved from institutional leadership teams. The purpose of this presentation is to provide a general overview of developments across the state, including both unique approaches and common trends. The session audience will be able to learn and share experiences at their institution.

Data-Driven Decisions: DERA Takeaways, ICCB Support, and a Dashboard Preview

Brickyard V

Cecilia Elhaddad, Data Analyst, Illinois Community College Board

This presentation highlights key takeaways from the DERA report, showcases how ICCB data supports our findings, and offers a sneak peek at the upcoming interactive data dashboard designed to inform and drive strategic decisions.

A Small Rural College's Math Redesign Journey

Brickyard VI

Buster Leeck, Vice President of Academic and Student Services

Greg Hollmann, Dean of Arts and Sciences

Alex Martin, Math Faculty

Joe Ervin, English Faculty

Jena Jensik, Dean of Enrollment Services

Cindy Caldwell, Math Faculty

Jeff Keen, Math Faculty

Learn how Rend Lake College worked with Almy Education to redesign their math curriculum in six months. In the spring of 2024 Rend Lake College was awarded an ICCB grant supporting developmental math redesign. RLC had one co-requisite course developed for non-STEM, but still had a track of four standalone developmental courses: Non-STEM track: Computational Math, Mathematical Pathways, credit bearing math; STEM track: Computational Math, Algebra for College Students, Geometry and Intermediate Algebra, credit bearing math. RLC developed a path giving everyone the opportunity to be in credit bearing math by the second semester. Join them to find out how they did it and how it is going so far!

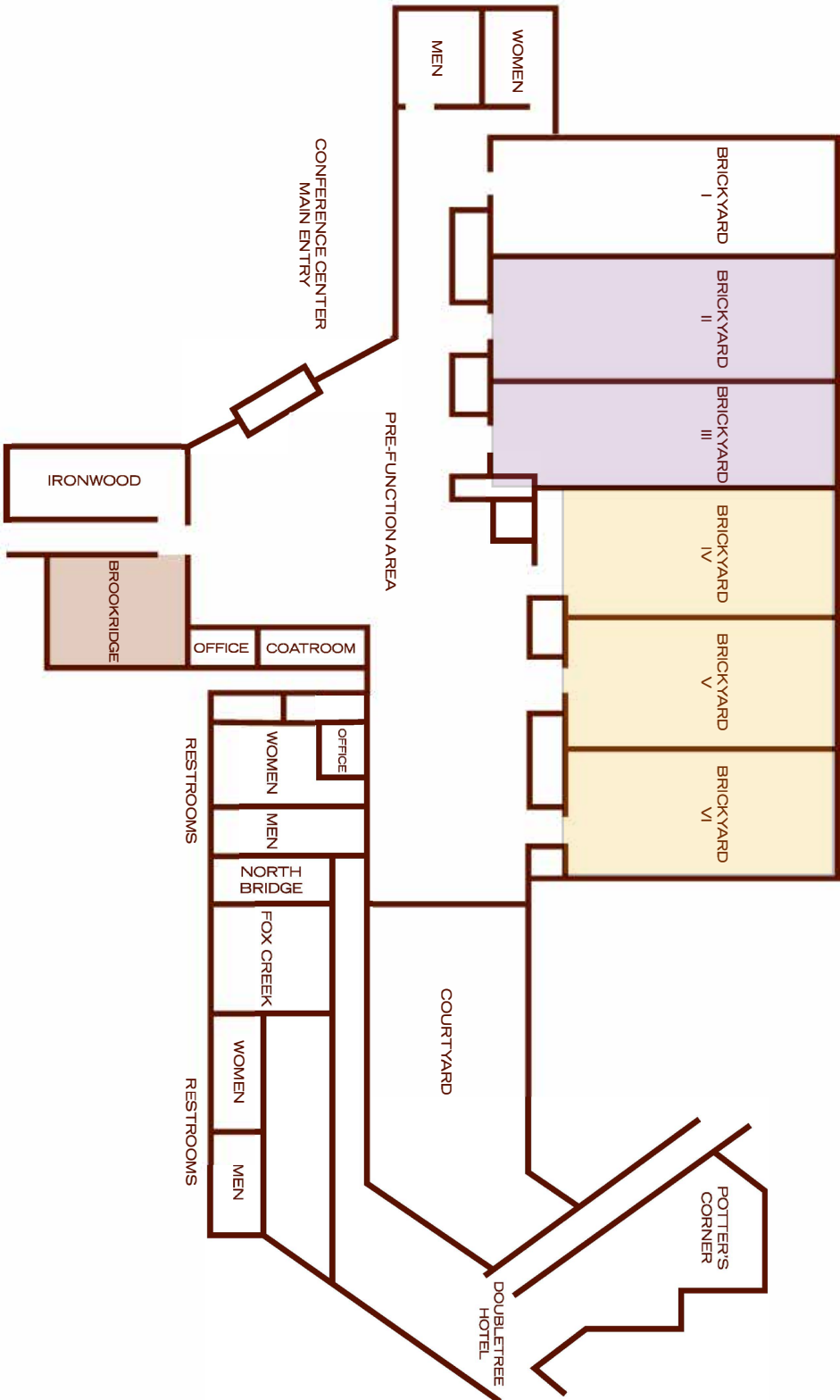
Aspiring to Excellence: Fostering Student Success with Culturally Responsive and Inclusive Pedagogy

Brookridge

Dr. Lonetta Oliver, Dean of Humanities

Illinois Central College utilized the support of Women Employed's ASPIRE grant to develop culturally responsive and inclusive pedagogy modules to train co-requisite English and math faculty to positively impact the success rates of minoritized students in those classes.

HOTEL MAP





The Illinois Community College Board would like to thank all of the conference presenters and programs for participating. Your dedication, expertise, and willingness to share the innovation occurring in your programs is what makes this conference a success.

Presentations and materials will be available at <https://icsps.illinoisstate.edu/developmental-education-reform-act-dera> following the conference.