

DOCUMENT RESUME

ED 416 925

JC 980 127

TITLE Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1997.

INSTITUTION Illinois Community Coll. Board, Springfield.

PUB DATE 1998-03-00

NOTE 20p.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Annual Reports; Community Colleges; Disabilities; Educational Strategies; Females; Grants; *Inclusive Schools; Intercultural Programs; Mainstreaming; Minority Groups; Nontraditional Occupations; *Nontraditional Students; *Outreach Programs; Partnerships in Education; School Community Programs; School Community Relationship; *Special Needs Students; *Special Programs; State Programs; Two Year College Students; Two Year Colleges

IDENTIFIERS *Illinois Community College Board; *Illinois Community College System

ABSTRACT

Since the passage of legislation (Public Act 85-283) requiring Illinois colleges to report every 3 years the progress made to increase the participation and advancement of underrepresented groups, the state's community colleges have used both special population grant funds and local college funds to address the needs of these groups. This report summarizes statewide initiatives and college efforts to support special populations, which include minorities, females in nontraditional occupations, and students with disabilities, during fiscal year 1997. The first section includes data on the demographic representation of underrepresented groups in Illinois and Illinois community colleges. The report then discusses Illinois Community College Board financial support and community college initiatives supporting these underrepresented groups. Initiatives for minorities include community partnerships, programs to encourage participation in science and engineering fields, workforce preparation, mentoring, and recruiting and retaining minority staff. Programs for females strive to increase the representation of women in nontraditional careers, improve their success in mathematics and science, and provide workforce preparation and welfare assistance. In addition, attempts are being made to defray the cost of education and provide assistance programs for students with disabilities. Appendices include data on programs for the underrepresented. (YKH)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

**REPORT ON
COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS
FISCAL YEAR 1997**

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

V. McMillan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Illinois Community College Board
401 East Capitol Avenue
Springfield, Illinois 62701-1711
(217) 785-0123

March 1998

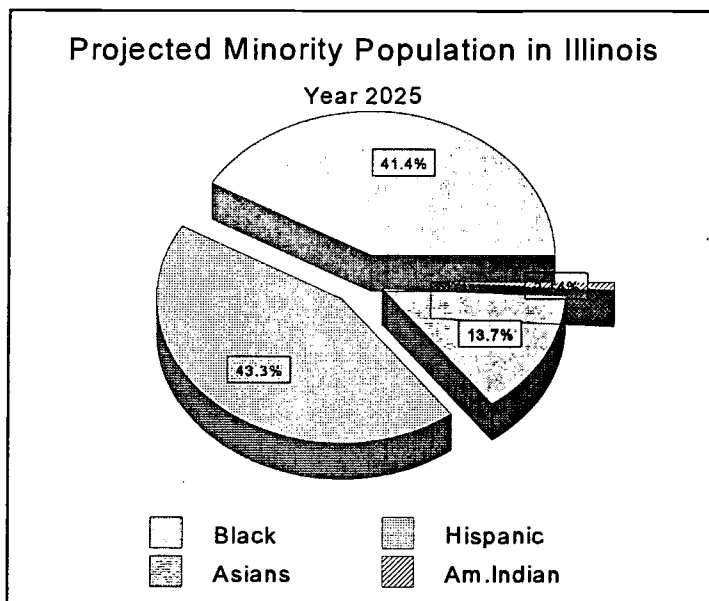
BEST COPY AVAILABLE

5c 980 127

**REPORT ON
COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS
FISCAL YEAR 1997**

Public Act 85-283 requires public colleges and universities to report every three years the progress made to increase the participation and success of minorities, females interested in nontraditional occupations, and persons with disabilities at their institutions. Community colleges examined enrollments, academic progress, completions, and employment of underrepresented groups on their campuses. In addition to providing evidence of student success, colleges were asked to identify (1) retention activities and programs specifically designed for minorities, (2) programs/resources that support and enable female students to pursue careers in nontraditional occupations, and (3) the reasons for cost increases in serving students with disabilities and creative ways to defray these costs. This report analyzes the progress of underrepresented groups in Illinois community colleges using the 1990 Illinois census as an evaluative benchmark. It also describes programs and activities created by community colleges to increase representation of this population and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs.

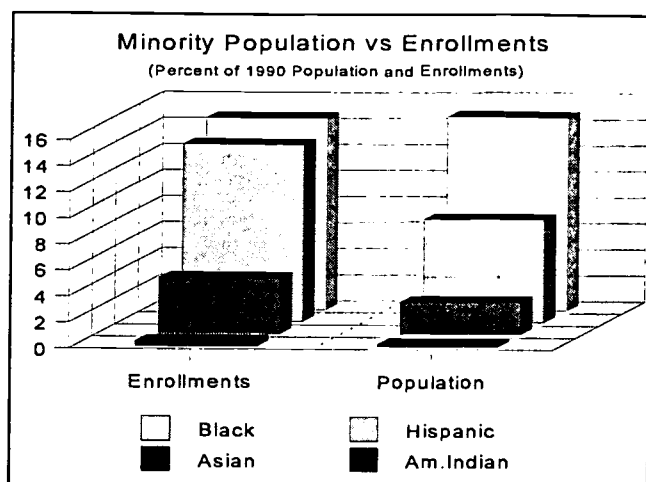
Minorities in Illinois



The 1990 census data indicate that minorities account for 25.4 percent of the 11.4 million persons in Illinois. In Illinois, Blacks make up 14.8 percent (1.7 million); Hispanics, 7.9 percent (904,400); Asian or Pacific Islanders, 2.5 percent (285,300); and American Indians/Eskimo or Aleut, 0.2 percent (21,800). By the year 2025, the Illinois population is expected to increase by 11.9 percent, from 11.4 to 13.4 million, with minorities increasing by 79.3 percent. The chart to the left shows the projected distribution of minorities in Illinois by the year 2025. If current minority enrollment patterns remain constant, community colleges will play

an even more significant role in educating this growing population in the 21st century. Of the minorities in Illinois higher education institutions in fall 1996, 53.1 percent were enrolled in community colleges.

Minority Enrollees, Completers, Faculty, and Staff in Illinois Community Colleges



In fiscal year 1997, minorities comprised 33.4 percent of the total student population in community colleges. The chart to the left shows that minority student enrollments exceeded the percent of the minorities in the state of Illinois. However, these enrollments varied greatly by program area. During fiscal year 1997, minority students accounted for the majority of precollegiate level enrollments. Precollegiate instruction includes a range of programs: adult basic education-ABE, adult secondary education-ASE, and English as a Second Language-ESL. Substantial portions of

the Hispanic and Asian students enrolled at community colleges in fiscal year 1997 were acquiring or strengthening English skills. Table A below shows the percent of minorities in adult basic education, adult secondary education, and English as a Second Language programs.

<i>Program</i>	<i>Percent Black</i>	<i>Percent Hispanic</i>	<i>Percent Asian</i>	<i>Percent Am. Indian</i>
ABE	39.9	30.4	3.5	0.7
ASE	30.5	15.1	1.8	0.8
ESL	1.5	66.6	8.4	0.2
ABE/ ASE and ESL	22.6	44.9	5.5	0.5

Almost half of the adult education population (44.9 percent) in community colleges were Hispanic. This is not surprising since Hispanics accounted for two-thirds (66.6 percent) of the enrollments in English as a Second Language programs. Blacks accounted for 22.6 percent of the enrollments in ABE/ASE/ESL, 39.9 percent of the enrollments in ABE and 30.5 percent of the enrollments in ASE. Adult education and English as a Second Language programs are designed for individuals who need basic educational skills and do not lead to a degree.

Table B shows a comparison of minorities in college-level programs in community colleges. For Asians and American Indians, enrollment levels exceeded their representation of the state population. For Blacks and Hispanics, enrollments were below their representation in the state. While enrollment of Blacks and Hispanics was below the percent of minorities in the state population, the completion rates varied. With the exception of Hispanics, minority representation exceeded or equaled college-level enrollments.

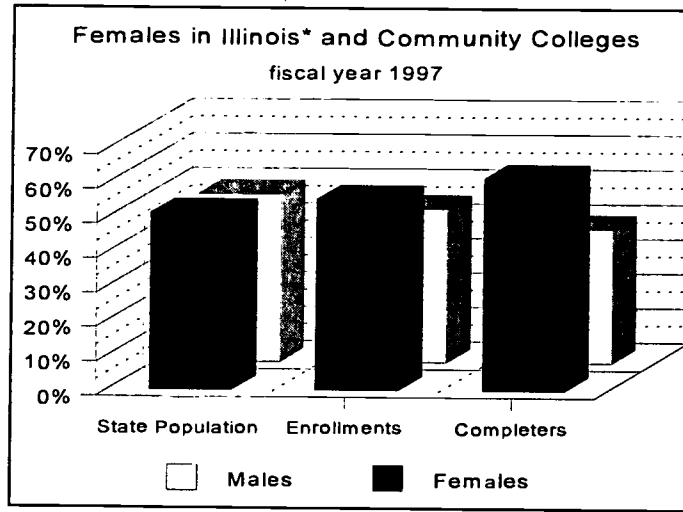
Table B Comparison of Percent of Enrollments to Percent of Completions for Minority Students in College Level Programs (Fiscal Year 1997)				
<i>Race</i>	<i>Percent Black</i>	<i>Percent Hispanic</i>	<i>Percent Asian</i>	<i>Percent American Indian</i>
College-Level Enrollments	12.9	6.6	4.1	0.3
Completions at the College Level	13.1	5.7	4.1	0.3

While minority completion rates generally equal their college enrollment levels, minority employment in community colleges was below their state representation, particularly in areas where they might be considered role models for minority students. In fiscal year 1996, 18.0 percent of community college employees were minorities. Clerical and "others" were the two largest employment classifications for minorities. A comparison of employment classifications, such as faculty and administrative staff, shows that minority employees were below the percent of minorities in the state. Table C compares the percent of minority faculty and administrative staff in community colleges for fiscal year 1996 to the percent of minorities in the state.

Table C Comparison of Community College Minority Faculty and Administrators to State Representation (Fiscal Year 1996)			
<i>Race</i>	<i>Percent of Faculty</i>	<i>Percent of Administration</i>	<i>Percent of State Population</i>
Black	10.0	13.0	14.7
Hispanic	1.3	3.0	7.9
Asian	3.1	1.0	2.5
American Indian	0.3	0.1	0.2

Females in Illinois and Community Colleges

According to the 1990 census, females comprised 51.4 percent of the total state population. The economic profile indicated that 57.7 percent of females 16 years or older in Illinois were in the workforce. Economic statistics also indicated that female-owned businesses increased by 29.3 percent from 1987 to 1992. Females comprise a larger portion of the small businesses created in Illinois. The chart below compares the percent of female and male enrollments and completers in community colleges to their representation in the state population. Female enrollments in community colleges (55.5 percent) exceeded their representation in the state population in fiscal year 1997.



*1990 Census

Among completers in community colleges, women represented 61.7 percent in fiscal year 1997. In baccalaureate/transfer and occupational/career associate degree programs, women comprised 61.2 percent and 62.7 percent, respectively, of the total graduates in these programs. Women were largely represented in occupational programs, such as business management and administrative services, which included secretarial sciences (73.0 percent) and health professions (85.0 percent). Females in such fields as construction trades (5.4 percent) and mechanics and repairs (4.2 percent) were still underrepresented in these and other male-dominated fields.

Females made up 57.2 percent of the total employees in community colleges in fiscal year 1996. Women comprised 44.6 percent of the full-time faculty and 42.1 percent of the administrative staff. The three largest categories of employment for women were among the other professionals, clerical, and "other" classifications. Females represented 72.1 percent and 63.8 percent, respectively, in clerical staff and other professionals employment classifications.

Persons with Disabilities in Illinois and Community Colleges

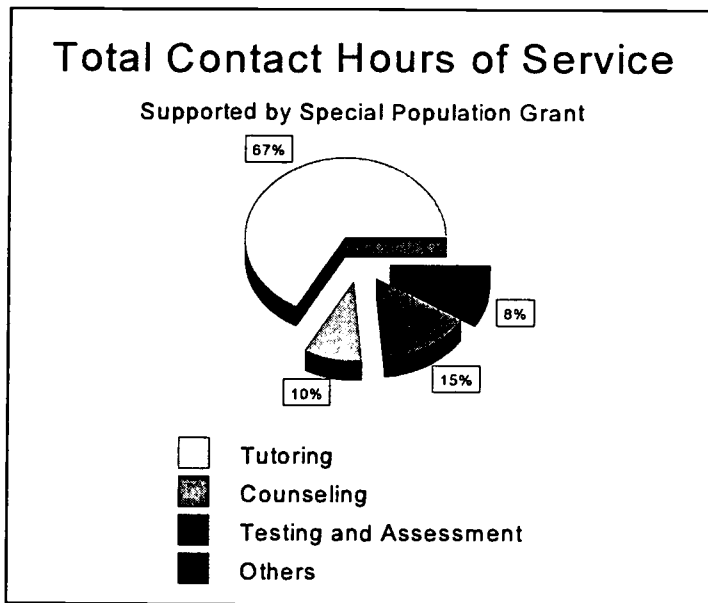
Recent data show that 431,000 persons with disabilities live in the state of Illinois. The Illinois Department of Human Services-Division of Disability and Behavioral Health Services provides some support for training and education in the form of tuition, fees, and special services to persons with disabilities. In fiscal year 1997, 10,227 disabled students were enrolled in Illinois community colleges. Among the completers in community colleges in fiscal year 1997, 2.3 percent were

students with disabilities. The true number of community colleges serving disabled students may never be obtained. Students must self select to identify their disabilities, and some students chose not to do so. No data are collected for disabled persons employed in community colleges.

Illinois Community College Board Support

There are several ICCB programs and initiatives that support underrepresented populations statewide. Below are descriptions of each state initiative and community college efforts to support minorities, females in nontraditional occupations, and students with disabilities.

Special Populations Grant. The ICCB has supported efforts to address the needs of students of underrepresented groups for the past several years. A major resource for the colleges has been the Special Populations Grant (SPG) program. In fiscal year 1997, community colleges reported SPG expenditures of \$11.7 million. College expenditures range from \$42,262 to \$6.7 million. Support services provided through the SPG program include tutoring, testing and assessment, counseling, recruitment and outreach, remedial and developmental courses, English as a Second Language courses, and specialized services such as mobility assistance and readers for students with disabilities. The chart below shows total contact hours of service provided by community colleges with support from the SPG program during fiscal year 1997.



In fiscal year 1997, 1.4 million hours of service were provided to students through the Special Populations Grant program. Table 1 in the appendix provides the number of contact hours of service and total students served through this grant program. Information about students served and contact hours provided through institutional and other grants is also included in Table 1.

Opportunities Program. The Illinois Community College Board's Opportunities Program began as a unique partnership with the Illinois Community College Board, the Illinois Department of Human Services, and selected community colleges. Students in the program are offered services and resources they may need to complete an education and training program. The Opportunities program provides trained professionals as casework-managers to assist students in achieving their goals. The college districts that participate are **Black Hawk College; City Colleges of Chicago: Richard Daley College, Kennedy-King College, Malcolm X College, Olive-Harvey College, Harry S Truman College, Harold Washington College, and Wilbur Wright College; Danville Area Community College; Illinois Central College; Joliet Junior College; Kankakee Community College; Lake Land College; Lewis & Clark Community College; Lincoln Land Community College; Metropolitan Community**

College; Prairie State College; Richland Community College; Rock Valley College; Carl Sandburg College; and South Suburban College.

At **Black Hawk College**, the Opportunities Program established an Advisory Council made up of 12 Opportunities students. The council is a unique feature of the Opportunities programs and has provided needed input for the program. It was established to address problems and concerns of Opportunities participants. The council's goal is to promote the retention of the Opportunities participants by bridging the gap between the Opportunities staff and students. Additionally, the council offers an outlet for students to share their experiences of the many barriers which they face and to collectively explore solutions from within the group.

Diversity Initiative. Parkland College's Center for Multicultural Education provides statewide leadership in diversity through an Illinois Board of Higher Education Higher Education Cooperation Act grant program and support from the Illinois Community College Board. Working with colleges and universities in the Prairie Higher Education Consortium, the center offers a professional development series, "Cultural Diversity in Education." Since its inception, the project served nearly 1,350 persons. In fiscal year 1997, the Center was honored in Chicago with the Innovative Program Award by the Illinois Council of Continuing Higher Education. The consortium membership includes **Danville Area Community College, Eastern Illinois University, Heartland Community College, Lake Land College, Millikin University, Richland Community College, University of Illinois at Springfield, and University of Illinois at Urbana/Champaign.** Other colleges that participated in the program, yet not members of the consortium, include **Moraine Valley Community College, Prairie State College, and Kishwaukee College.**

ICCB Lincoln's Challenge Scholarship Program. Through a statewide scholarship program, the ICCB offers educational opportunities for graduates of the Lincoln's Challenge Program. Lincoln's Challenge, directed by the Illinois National Guard, is a two-phase military-modeled training experience for 16-18 year old at-risk youth. Federally funded, this program offers students a variety of educational and vocational opportunities as well as the necessary life skills to be successful members of their community, work, and school. Lincoln's Challenge staffs assist students in attaining their GED and offer advice regarding educational opportunities at community colleges or technical schools. Graduates of the program total 2,829, with 2,161 receiving their GED. The ICCB scholarship program reimburses community colleges for tuition, fees, and other required educational expenses incurred by Lincoln Challenge scholarship recipients. Since the program's inception, more than 800 scholarship awards have been given. To date, expenditures for the program total nearly \$329,000.

Community College Efforts to Support Minorities, Females in Nontraditional Occupations, and Students with Disabilities

More than 342,500 students from underrepresented groups were served by more than 340 community college programs (see Table 2 in the appendix). The next section highlights colleges' responses to focus topics about recruitment and retention activities and programs specifically designed for minorities, programs/resources that support and enable female students to pursue careers in nontraditional occupations, and the reasons for cost increases in serving students with disabilities and creative ways to defray the cost.

Minority Student Programs and Services

Community Partnerships. Many colleges created partnerships within their district communities to serve minority students prior to their attending college. This year, **Elgin Community College**, **Waubensee Community College**, and **Rend Lake College** formed a partnership with youth and community leadership neighborhood programs that provide alternatives to gangs, drugs, and other serious problems facing low-income youth and their families in high-risk neighborhoods. Students begin their activities in middle school. At Elgin Community College, students are given free tuition upon the completion of high school. **William Rainey Harper College** has created a similar program. Project HOPE--Hispanic Opportunity and Personal Enrichment--has a primary purpose of raising the college aspirations and participation of Hispanics in the community. The overall goal of Project HOPE is to increase the enrollment of Hispanic students until the proportion of Hispanic enrollments reflects the proportion of Hispanics in the area's population. **Prairie State College** and **Southeastern Illinois College** have similar programs in cooperation with Governors State University and Southern Illinois University at Carbondale, respectively.

Harold Washington College received a grant to become involved with the Chicago Alliance for Minority Participation (AMP) program designed to increase the number of minority students in science and engineering. Funded by the National Science Foundation, Chicago AMP provides students with hands-on research opportunities, scholarship programs, science conferences, and other activities. **Highland Community College** works cooperatively with the local school district through its Minority Achievement Team program. Black students in the fifth and sixth grades are counseled and tutored by their counterparts at Highland and have an opportunity to experience the cultural and social aspects of higher education. Needs assessments are conducted and shared with participating teachers. **Richland Community College** collaborated with the Minority Community Partners regarding ways the college could better serve minority students. The results of these efforts were highlighted at the Enhancing Minority Attainment Conference at the University of Indiana at Kokomo. The **Sauk Valley Community College** Latino Task Force worked with Western Illinois University to help Hispanic students become more at ease on a college campus.

Workforce Preparation. Project HOPE (Helping our People Excel) is a two-year model program involving the City of Kankakee, labor unions, **Kankakee Community College**, and the U.S. Department of Labor Bureau of Apprenticeship Training. It is funded by the City of Kankakee and the U.S. Housing and Urban Development. Participants, who must be HUD eligible, are provided with a 48-week program designed to prepare them for entry as a trade apprentice. At the end of the

program, participants will be ready to apply for an apprenticeship in one of the 15 local trades. **Malcolm X College**, one of the recipients of the 1997 Awards for Excellence in Workforce Preparation, worked with 46 Chicago Housing Authority (CHA) Cabrini Green residents and provided comprehensive job training through a home repair/carpentry program. After a 25-week skills training program, residents were employed by the CHA to repair and maintain the housing developments in which they resided. **Moraine Valley Community College's** Workforce Preparation Initiative has been directed toward underrepresented groups with five teams developing goals, objectives, and action steps. Twenty-five staff members on these teams focus on developing partnerships with the community, developing partnerships with high school faculty and administrators, enhancing support services to retain minority students, transitioning minority students to work or transfer, and facilitating an attitudinal shift toward inclusiveness at the college.

Mentoring. Several colleges have created mentoring programs using peer students who exhibited the characteristics that could be modeled by new and prospective students. **Black Hawk College's** Buddy Mentoring Club pairs two students — a new student and a veteran student — to form a relationship for the purpose of assisting students academically and socially. The pair is assigned to faculty/staff/administrators who serve as mentors to both students. At the **College of Lake County**, the Multicultural Mentorship Program helps at-risk, first generation Hispanic students to succeed in school and set aspirations for postsecondary education. Students from grades K-8 are mentored by high school students and adults. **Metropolitan Community College** has a unique mentoring program called M.O.V.E. (Mentoring Offers Valuable Experiences) that involves all levels of management, including the president of the college.

Recruiting and Retaining Minority Faculty and Staff. An obstacle in improving representation of underrepresented groups is the lack of minority role models in faculty and administrative ranks. **Parkland College** has implemented the Diversity 2000 Faculty Internship Program. Its goal is to achieve a faculty composition which reflects the diverse populations served. During fiscal year 1997, there were four faculty interns (one Black male, one Black female, one Asian-American female, and one White female). Another program newly implemented at the college is **PROF: Professors Of the Future**. This program provides financial aid to promising minority students who will return to Parkland to teach full-time for up to three years after earning their master's degree. **Prairie State College** has an Association of Black Personnel on campus. With approximately 40 members, the association strives to further the influence and participation of the Black community in policy and decision-making processes and serves as a bureau of concerns in the college community.

Females in Nontraditional Occupations

Kishwaukee College implemented a series of programs to increase the representation of women in nontraditional careers and to improve their success in mathematics and science. Among the most effective of these activities was one that targeted young girls with the Kids College courses and Career Day emphasizing nontraditional careers for high school females. **Lewis and Clark Community College** implemented a career assessment and exploration program for 7th and 8th graders, in conjunction with the local chapter of the American Association of Women in Community Colleges. **Kaskaskia College** fostered the achievements of women in science and math through curricular involvement and extracurricular support. As part of its program, two outstanding female students achieved the college's science department's "Outstanding Biology Student of the Year" and

the "Outstanding Chemistry Student of the Year." **College of Lake County** has implemented a new approach to teaching algebra which has had promising results with female students. The DAREC system replaces the traditional lecture teaching format with group discussion and collaboration based on problem solving. Faculty members report that female students enrolled in math classes using this approach exhibited a significant change toward learning and have passed algebra at a much higher rate utilizing this method.

Community colleges developed and implemented numerous programs to assist females to enter the workforce from welfare or minimum wage-paying jobs to rewarding careers. **Belleville Area College's** Nontraditional Occupations program sustained a 95 percent retention rate in fiscal year 1997. Features of this program include enhanced one-on-one career counseling, increased financial assistance, mentoring and networking, tutoring and developmental coursework when needed, and peer support groups. **Spoon River College** received a Nontraditional Opportunities grant designed to encourage females desiring to enter the workforce in male-dominated fields. With the help of this grant, seven women completed the Commercial Truck Driving program and were employed immediately.

Several colleges that do not participate in the Opportunities programs have established programs for welfare recipients. **Highland Community College**, for example, responded to welfare reform issues by creating the JobSmart program. Welfare recipients are assessed, assigned to job and life skills classes, and trained to utilize the resources of the Illinois Employment and Training Centers and develop their own employment plan. **College of DuPage, Morton College, and Triton College** created short-term training classes and provided individual mentoring to help female students effectively use the range of institutional resources available to them. Students develop self-confidence, competence, and effective problem-solving skills. **Malcolm X College** introduced a new program that addresses human relations skills — Parents and Teachers First — as a welfare-to-work partnership between the college's continuing education and child development departments.

Students with Disabilities

The Americans with Disabilities Act states that no student with a disability can be denied an education and that reasonable accommodations must be made to provide access for such students. National statistics indicate that 75 percent of all students with disabilities are attending community colleges. As this number of students with disabilities increases, so does the cost. Reasonable accommodations for students with disabilities require employment of sign language interpreters, notetakers, and readers. Salaries for persons assisting students with disabilities have increased greatly over the past several years, particularly for sign language interpreters. Colleges report that it is difficult to project the cost of services for this population from year to year.

Another expense associated with services to this student population is the purchase of adaptive computer equipment and assistive software for students with visual or hearing impairments, manual impairments, and learning disabilities. Purchases include voice-activated computer systems, adaptive keyboards, and reader scanners. The need for staff training on new equipment is another expense associated with these purchases. With cost increases for serving this population, some colleges report that the Department of Human Services-Division of Disabilities and Behavioral

Health Services, the state agency designated to help persons with disabilities in Illinois, has declined to pay for all the special services needed for their clients to meet their educational goals.

To help defray the cost of students with disabilities, **Kankakee Community College** formed a partnership with Olivet Nazarene University students who have studied interpreting and need field experience. These students have volunteered to interpret for hearing-impaired students free of charge. **Parkland College** uses volunteer tutors, readers, and note takers from the University of Illinois at Urbana-Champaign Rehabilitation Counseling program. The rising number of enrolled students with learning disabilities prompted **Lake Land College** and **Kishwaukee College** to hire a learning disability tutoring specialists to conduct assessment testing, one-on-one tutoring, and time management/organizational assistance to students with learning disabilities.

John A. Logan College, **Lincoln Land Community College**, and **John Wood Community College** have worked closely with high school officials, district offices of Department of Human Services (DHS)-Division of Disabilities and Behavioral Health Services, and district transition committees to project the cost of incoming disabled students. **Morton College** created a Transition Fair for 300 district high school students with disabilities. This fifth annual event has a different theme each year. The theme in fiscal year 1997 was a Reality Store, which helped the young people learn to make choices and to live within a budget. Each participant chose a career and then received an appropriate budget for making decisions concerning housing, transportation, utilities, insurance, marital status, day care, and other issues pertaining to independent living.

Colleges are making efforts to collaborate more closely with DHS and private agencies as well. **Sauk Valley Community College** has developed partnering arrangements with agencies like the Lyndon Progress Center, a facility in which students with disabilities are enrolled in a Computer Information System certificate program; and Strive, a facility for the physically disabled which promotes socialization, training, rehabilitative independence, and vocational education.

Summary

Minorities, females, and persons with disabilities are well represented among Illinois' population. In the next century, underrepresented groups will experience tremendous growth. For this population, community colleges are the colleges of choice, and they will play a significant role in educating and training underrepresented groups in the next century. Among minority students currently in all of higher education, 53.1 percent choose community colleges. During fiscal year 1997, minorities made up 33.4 percent of the total enrollments in community colleges. However, these enrollments varied greatly by program area. Minority students accounted for the majority of precollegiate level enrollments in community colleges. For college level enrollments, minority representation was slightly below the representation of minorities in the state, with the exception of Asians and American Indians. The percent of minorities completing programs exceeded or equaled enrollments in community colleges, with the exception of Hispanics. While completion rates were high among minorities, levels of employment for minorities in community colleges are low, particularly in areas where they might be considered role models for students. Minorities made up only 14.7 percent and 17.1 percent of the faculty and administrators, respectively, in community colleges.

Females are well represented in college enrollments and completions. However, colleges must continue to assist females in pursuing careers in male-dominated fields, such as electronics and construction trades. National statistics indicate that the majority of students with disabilities are in community colleges. Illinois is no exception. While community colleges welcome these students, the cost of serving this population is increasing. Community colleges are faced with rising costs, while being required to provide quality services to disabled students with inadequate resources. The ICCB special populations grant program is a great help for colleges in meeting the increased needs of underrepresented groups, especially students with disabilities. However, it is evident that a collaborative effort between ICCB and the Department of Human Services-Division of Disabilities and Behavioral Health Services is needed to meet the increasing demands of this population.

BEST COPY AVAILABLE

APPENDIX

**Illinois Community College Board
Table 1**

STUDENTS SERVED AND CONTACT HOURS PROVIDED BY FISCAL YEAR 1997 SPECIAL POPULATIONS GRANTS			
Type of Service	# of Districts	Total Contact Hours	Total Students
Tutoring	37	930,567	121,385
Counseling	33	131,550	99,165
Assessment and Testing	33	203,761	93,527
Referrals to External Agencies	26	8,056	11,965
Direct Support Services for Students with Disabilities	28	45,073	6,052
Outreach Services	21	30,478	27,779
Other Direct Support Services	21	37,939	55,708
TOTAL		1,387,424	**
REMEDIAL, ABE, ASE, AND ESL COURSES FUNDED WITH FISCAL YEAR 1997 SPECIAL POPULATIONS GRANTS			
Type of Course	# of Districts	Total Credit Hours*	Total Students
Remedial (PCS 1.4)	15	66,623	20,767
ABE (PCS 1.7, excluding ESL)	23	275,440	22,119
ASE (PCS 1.8, excluding ESL)	23	45,811	15,324
ESL (PCS 1.7/1.8 not included above)	22	70,007	21,505
TOTAL		457,881	**
STUDENTS SERVED AND CONTACT HOURS PROVIDED BY FISCAL YEAR 1997 INSTITUTIONAL & OTHER GRANTS			
Type of Service	# of Districts	Total Contact Hours	Total Students
Tutoring	31	403,862	90,292
Counseling	28	210,688	166,958
Assessment and Testing	24	105,898	56,072
Referrals to External Agencies	20	4,152	5,077
Direct Support Services for Students with Disabilities	26	94,008	3,853
Outreach Services	18	20,142	35,866
Other Direct Support Services	19	161,458	112,173
TOTAL		1,000,208	**

*Total credit hours as certified by instructors at midterm.

**Total number of students served unavailable due to duplicity of services.

Illinois Community College Board
Table 2
**PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEAR 1997***
(Continued)

<u>Program</u>	<u>Students Served</u>	<u>Program</u>	<u>Students Served</u>
BELLEVILLE AREA COLLEGE			
Gender Equity	0	MALCOLM X COLLEGE	
Recruitment Program	2,000	Academic Support Center	
Equity Awareness	3,000	Tutoring	2,662
Retention Program	450	Placement Testing	1,619
Gender Equity for Youth ***	2,000	NovaNET	3,781
Minority Transfer Center	1,816	Personalized Curric. Institute	451
MTC Secondary School Prog ***	845	CBO Program	84
MTC Community Outreach Program	1,000	Future Teachers	37
Special Services Center	11,628	Latino Center	752
BLACK HAWK COLLEGE			
Multicultural Affairs	641	NYSP	958
Opportunities Program	727	Opportunities Program	324
Special Populations Grants	3,849	Placement Center	1,591
Student Accomodations	148	Special Needs	151
Student Support Services	408	Transfer Center	1,502
Transfer Center	214	OLIVE-HARVEY COLLEGE	
Transition Services	1,436	Academic Computing Center	3,440
CITY COLLEGES OF CHICAGO			
DALEY COLLEGE, RICHARD J.			
ALSP Counseling	8,887	CBO Program	105
ALSP Tutoring	593	Child Development Center	39
CBO Program	305	Future Teachers	22
Continuing Education	1,329	Middle College	940
Faculty Advising	6,637	National Youth Sports	152
National Youth Sports	312	NovaNET	494
NovaNET	7,199	Opportunities Program	5,365
Opportunities Program	100	Public Assistance Program	2,329
Placement Services	593	Special Needs	79
Special Needs Services	216	Summer Youth	354
Student Facilitators	1,100	Transfer Center	1,235
Title III Program	6,637	TRUMAN COLLEGE, HARRY S	
Transfer Center	2,002	ALSP Counseling	2,285
Upward Bound	55	Audiovisual Tutorial Lab	3,275
KENNEDY-KING COLLEGE			
Benjamin E. Mays Academy***	412	AVT Internat'l Students Peer/Advisor/Tutor	293
Building Opportunities	86	Bilingual Assistance	303
Future Teachers	58	CBO Program	36
Opportunities Program	1,500	College Level Tutoring Services	1,730
Project Transfer	1,111	Dubois - Washington	186
		Institute for Native American Development	167
		Lakeview Learning Center	2,768
		NovaNET Tutoring	3,831
		Opportunities Program	137
		Refugee Assistance Center	2,203
		Single Parent	203
		Special Serv-Disabled Students/Touch Club	781
		Technical Center-Counseling/Tutoring Srvcs	197
		Transfer Center	1,331
		Truman Middle College Alternative HS	259

Illinois Community College Board
Table 2
**PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEAR 1997***
(Continued)

<u>Program</u>	<u>Students Served</u>	<u>Program</u>	<u>Students Served</u>
WASHINGTON COLLEGE, HAROLD		DUPAGE, COLLEGE OF	
Actuarial Program	9	Health & Special Services	2,820
Black Student Union	110	International Student Advising	173
Career Planning & Placement	750	Minority Transfer Program (includes Minority Articulation & Project SELF)	3,246
CBO Program	104	ABE/ASE/ESL	4,240
CLIMB 8		ESL Development	2,142
Common Ground Project (Pluralism)	125		
Dept of Mental Health Voc Trng	93	ELGIN COMMUNITY COLLEGE	
Individual Needs (IN) Program	184	ADAPT	15
NovaNET	3,313	BSA	45
Opportunities Program	163	Citizenship	629
Oratorical Contest	100	Displaced Homemakers	81
Organization of Latin American Students	38	Minority Transfer Center	552
Pre-Collegiate Program	415	Office of Multicultural Admissions	2,332
Project Access	248	OLAS (Hispanic Student Association)	75
Projects with Industry	93	Project Escalera	83
Spanish GED-TV	34	Single Parent	167
Special Needs	297	Special Populations Assistance	1,381
Transfer Center	1,102	Special Services	515
Tutoring Services	4,052	Upward Bound***	55
Vocational Transition Program, DOMH	115	Youth Leadership Academy***	19
WRIGHT COLLEGE, WILBUR		HARPER COLLEGE, WILLIAM RAINEY	
African American History Month	269	Center for Disabilities	450
ALSP Support Services	23,355	Multicultural Affairs	361
Annixter Center Food Prep Training Prog	24	Multicultural Special Programs	895
Austin Youthnet	350	Minority Student Transfer Center	1,523
ChAMP	27	Project HOPE	446
Hispanic Heritage Month Activities	264	Resources for Women:	
Job Training - Bank Teller	18	Displaced Homemaker	195
Job Training - Computer Certificates	20	Single Parent	156
Minority Health Programs	67	Gender Equity	37
Multicultural Community Events	500	Women's Courses	786
National Women's History Month Activities	322	Women's Special Programs	1,299
NovaNET	4,252		
Opportunities Program	141	HEARTLAND COMMUNITY COLLEGE	
Recruitment, Marketing, & Partnering	47,950	Special Needs	120
Resurrection Minority Scholarship	3	Special Populations	5,468
Sitter Service	393		
Special Needs Office	457	HIGHLAND COMMUNITY COLLEGE	
Student Awards	126	Dept of Adult Voc & Technical Ed	100
Student Clubs & Assoc. (SGA)	2,094	Title IV, Student Support Srvcs (Project Succeed)	325
DANVILLE AREA COMMUNITY COLLEGE		Title IV, Upward Bound***	82
Black Student Association	30	Minority Achievement Team Program	30
Career Directions/Gender Equity	23		
Minority Scholarship/Foundation	12	ILLINOIS CENTRAL COLLEGE	
Opportunities Program	367	Minority Transfer Center	3,373
Project Excel***	75	Opportunities Program	676
Special Populations/Disabled Students	103	Disability Services	187
Student Human Relations Council***	289		

Illinois Community College Board
Table 2
**PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEAR 1997***
(Continued)

<u>Program</u>	<u>Students Served</u>	<u>Program</u>	<u>Students Served</u>
ILLINOIS CENTRAL COLLEGE (Cont'd)		KISHWAUKEE COLLEGE	
Special Academic Services	421	Adult Basic Ed for-the Mentally Disabled**	16
Student Support Services	169	Spanish General Ed Development Classes**	112
Young Scholars ***	69	Spanish General Ed Development Testing**	18
Expanding Your Horizons***	86	Special Needs Counseling Services*	120
ILLINOIS EASTERN COMMUNITY COLLEGES		LAKE COUNTY, COLLEGE OF	
ICCB Special Populations	1,908	Special Needs Disabled	312
International Program	52	Black Student Union	15
Perkins (Disadvantaged)	435	Hispanic Club	30
Single Parent/Displaced Homemaker	127	Historically Black College Tour	27
Student Success Network	231	Getting It Together***	130
Upward Bound Program***	67	Multicultural Mentorship***	77
ILLINOIS VALLEY COMMUNITY COLLEGE		Talent Search***	831
Academic Dev Center/Special Needs/ Placement	2,246	LAKE LAND COLLEGE	
JOLIET JUNIOR COLLEGE		Single Parent/Homemaker	137
Intercollegiate Opportunity-Minority Students	1,739	Special Needs Counselor and Services	163
Project Advance	319	LEWIS & CLARK COMMUNITY COLLEGE	
Special Needs	338	Black Student Association	249
KANKAKEE COMMUNITY COLLEGE		Single Parent/Homemaker	168
Building Opportunities	88	Student Support Services	76
Dr. King Adult Ed Centers**	711	Supported School-to-Work	48
ESL Coop/Hispanic Community**	98	LINCOLN LAND COMMUNITY COLLEGE	
Job Training Partnership	1,588	Displaced Homemaker	217
Leadership 2000/Retention	227	LLCC Eastside Service Center	16
Literacy Programs**	472	LLCC Summer College for Kids/ African American	2,025
Meeting the Unmet Need	13	LLCC Trustee Tuition Waivers	17
Transfer Center	682	Minority Transfer Center	404
Office of Special Populations**	288	Special Needs	179
Ounce of Prevention**	111	LOGAN COLLEGE, JOHN A.	
Parent Support/DFI**	108	Black Student Association	88
Parent Training Initiative**	117	Disabled Student Services	92
Upward Bound***	63	Hearing Impaired Services	11
Opportunities	154	International Club	20
Beyond the GED	80	Minority Transfer Center	278
HOPE Pre-apprentice	9	Single Parent/Homemaker	129
Public Aid Job Skills**	42	MCHENRY COUNTY COLLEGE	
KASKASKIA COLLEGE		Adult Re-Entry	3,358
Black Student Association	8	Hispanic Support Services	172
Minority Awards Banquet	89	Special Needs	226
Perkins Special Populations	146	English as a Second Language	1,187
Reading Link	56		

Illinois Community College Board
Table 2
**PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEAR 1997***
(Continued)

<u>Program</u>	<u>Students Served</u>	<u>Program</u>	<u>Students Served</u>
METROPOLITAN COMMUNITY COLLEGE		PARKLAND COLLEGE	
Minority Articulation Transfer	1,711	Disability Svcs (Student Support/Counseling)	628
Upward Bound	76	Single Parent	24
Literacy	517	Special Populations(Preparedness/ Transition/Disabilities)	779
Opportunities	50	Transfer Center (HECA)	511
Perkins	642	Voc Ed - Carl Perkins	237
Special Populations	541	Women's Program/Services	2,211
MORAIN VALLEY COMMUNITY COLLEGE		African American Peer Mentor Program	200
African American History Month	224	Learning Lab	386
Alliance of African American Students	44	Peer Tutoring	1,456
Alliance of Latin American Students	98	Writing Center	652
Building Opportunity	78	Intensive English Program	116
College Prep Workshops at High Schools	593	PRAIRIE STATE COLLEGE	
Community Nights/Information Sessions	14	Disabled Student Services	97
Cultural Diversity Programs	287	Disadvantaged Students Tutoring	3,346
Higher Education Issues for Latin Students	57	HECA Transfer Center	4,606
Latin American History Celebration	527	Office of Minority Student Affairs	1,782
Learning Dev. Support System	240	Opportunities Program	451
Minority Student Academic Achievement Ceremony	21	Project HOPE***	350
Minority Student Transfer Center	1,401	Returning Women's Program	65
Physically Handicapped Support Serv.	154	REND LAKE COLLEGE	
Returning Woman	69	Early School Leaver	53
Sensitivity to Diversity Workshop	43	HECA - Project First Class***	224
Staff Development and Ongoing Seminars	200	Gender Equity	100
Thurgood Marshall Education Scholarship	1	Single Parent	242
Women's History Month Program	326	Teen Parent Services	209
MORTON COLLEGE		Vocational Special Population	608
Academic Excellence Scholarship	23	RICHLAND COMMUNITY COLLEGE	
Hispanic Heritage Club	185	Black Student Association	21
Lillian Baar Scholarship	1	College Futures***	118
Pinnacle Bank Scholarship	1	Displaced Homemakers	150
Special Populations/LD Specialist	90	Families in Transition	15
LEP Services	500	Single Parents and Homemakers	103
ASC/ESL Services/Peer Tutoring	1,326	Special Populations	52
OAKTON COMMUNITY COLLEGE		Transfer Center	818
ASSIST (Special Needs Students)	375	ROCK VALLEY COLLEGE	
BNAT (Basic Nurse Assistant Training)	53	Targeted Populations/Vo-Tech Programs	223
Family Literacy	106	SANDBURG COLLEGE, CARL	
High Risk Nursing Program	71	N/A	
SOS/Library Literacy	1,286	SAUK VALLEY COMMUNITY COLLEGE	
STEPS (Services to Establish Patterns of Success)	207	Special Needs, Learning Disabled	43
Transit	53	Special Needs, Physically Disabled	44
Futures	451		
Minority Transfer Center	62		

Illinois Community College Board
Table 2
**PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS PUBLIC COMMUNITY COLLEGES
FISCAL YEAR 1997***
(Continued)

<u>Program</u>	<u>Students Served</u>	<u>Program</u>	<u>Students Served</u>
SHAWNEE COMMUNITY COLLEGE		WAUBONSEE COMMUNITY COLLEGE	
Academic Enhancement Program	94	Access Center for Disabled Students	166
Carl Perkins Special Needs	145	LINCCC***	85
Minority Transfer Center	473	Office Technology	152
		Project Opportunity	113
		Project Success	241
		Road to Success	21
		Student Support Services	419
		Transfer Center	441
SOUTH SUBURBAN COLLEGE		WOOD COMMUNITY COLLEGE, JOHN	
Academic Assistance Center	3,831		N/A
ChAMPS Grant	54		
Cultural Diversity	1,500		
Disabled Student Services	278		
Opportunities	325		
Returning Adult Center	1,735		
Special Needs	2,012		
Student Support Services	220		
Minority Transfer Center	1,360		
SOUTHEASTERN ILLINOIS COLLEGE			
Developmental Studies:			
Developmental Education (Tutoring)	194		
Developmental Education (Mentoring)	675		
Computer Lab	1,029		
Project Aspire***	78		
Single Parent/Homemaker Advancement Proj	51		
Special Needs (Perkins)	348		
Student Support Services	150		
SPOON RIVER COLLEGE			
Handicapped and Disadvantaged	39		
Single Parents/Displaced Homemakers	149		
Special Populations	2,234		
TRITON COLLEGE			
English as a Second Language	5,152		
Latin American Club	69		
Minority Transfer - HECA	3,508		
Nuevos Horizontes	10,300		
Project Advance	655		
Public Assistance Coord. Sp. Project	242		
Spanish Literacy	209		
Student Support Services	541		
TRAC (Dislocated Workers)	160		
Upward Bound***	68		

N/A - Not Available

* Includes all programs that have a primary purpose to serve underrepresented students and that have a budget allocation from the institution for this purpose.

** Program is directed to serve more than one underrepresented group (e.g., minorities and females).

*** Program serves elementary and secondary school students.



REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: Report on Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1997	
Author(s): Illinois Community College Board	
Corporate Source:	Publication Date: March 1998

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following two options and sign at the bottom of the page.



Check here
For Level 1 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical) and paper copy.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 1

The sample sticker shown below will be affixed to all Level 2 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

Level 2



Check here
For Level 2 Release:
Permitting reproduction in microfiche (4" x 6" film) or other ERIC archival media (e.g., electronic or optical), but not in paper copy.

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Sign here → please

Signature: <i>Virginia K. McMillan</i>	Printed Name/Position/Title: Virginia K. McMillan Vice President	
Organization/Address: Illinois Community College Board 401 East Capitol Avenue Springfield, IL 62701-1711	Telephone: 217-785-0011	FAX: 217-524-4981
	E-Mail Address: mcmillan@iccb.state.il.us	Date:

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:	Jonathan Kelly ERIC Clearinghouse for Community Colleges 3051 Moore Hall Box 951521 Los Angeles, CA 90095-1521
---	---

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Contributors
June, 1997

(Rev. 2/96/96)