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ABSTRACT

This report analyzes the progress of the underrepresented student population in fiscal year 1999, which includes minorities, females interested in nontraditional occupations, and persons with disabilities, in Illinois community colleges by comparing these data to the 1990 Illinois general population. Also described are programs and activities created by community colleges to increase the success of underrepresented groups and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs. The report finds that persons from underrepresented groups are well represented in the Illinois Community College System. In fiscal year 1999, minorities comprised over one-third of the total enrollments in community colleges. This exceeds the minority population representation of the general state population. A major portion of the minority student enrollment was in precollegiate-level instruction. In fiscal year 1999, women made up over half of the student population on college campuses. They are well represented among baccalaureate and transfer program enrollees and graduates in these programs. However, this is not the case in all fields of study. National statistics indicate that the majority of students with disabilities are in community colleges, and Illinois is no exception. Many approaches to serve this student population are being used, including adaptive technology and partnerships in education. Includes appendices. (VWC)

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**COMMUNITY COLLEGE PROGRAMS AND SERVICES
FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS
FISCAL YEAR 1999**

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COMMUNITY COLLEGE PROGRAMS AND SERVICES FOR SPECIAL POPULATIONS AND UNDERREPRESENTED GROUPS FISCAL YEAR 1999

Public Act 85-283 requires public colleges and universities to develop goals and strategies to increase the participation and success of minorities, females interested in nontraditional occupations, and persons with disabilities. Each college and university must report annually on the progress in improving the status of underrepresented groups to the Illinois Community College Board and Illinois Board of Higher Education. This report analyzes the progress of this student population in Illinois community colleges by comparing these data to the 1990 Illinois general population. It also describes programs and activities created by community colleges to increase underrepresented groups and colleges' responses to focus topics identified by the Illinois Board of Higher Education and Illinois Community College Board staffs.

A focus topic identified by Board staff this year is a concern for the rights of persons with disabilities, including the right to access programs and services at higher education institutions. The American with Disabilities Act (ADA) prohibits discrimination on the basis of disability in employment, programs and services provided by state and local governments, goods and services provided by private companies, and in commercial facilities. Signed into law on July 26, 1990, the ADA contains requirements for new construction, for alterations or renovations to buildings and facilities, and for improving access to existing facilities of private companies providing goods or services to the public. It also requires that state and local governments provide access to programs offered to the public. The ADA covers effective communication with people with disabilities, eligibility criteria that may restrict or prevent access, and requires reasonable modifications of policies and practices that may be discriminatory.

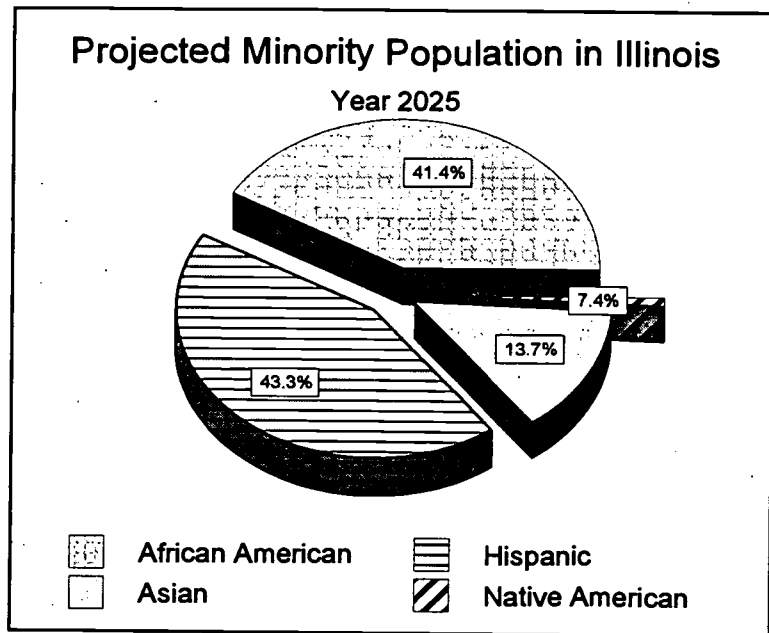
As part of the response to the underrepresented groups, community colleges examined access to services that can assist persons with disabilities to obtain viable employment. College reports indicate that officials are exploring strategies that address obstacles that students encounter in pursuing and graduating from academic programs. Many colleges have implemented special accommodations, programs, activities or practices that have proven especially effective in improving the workforce preparation of students with disabilities. Descriptions of these efforts and a listing of programs designed to assist all underrepresented groups are included in this report.

In addition to legislation, accreditation requirements for the North Central Association (NCA) give colleges an opportunity to respond to the needs of underrepresented populations. NCA requirements specify that the affiliated institutions must practice equity of treatment of individuals and support the building of a diverse educational community. The Association expects colleges to create and maintain a teaching and learning environment that supports sensitivity to diverse individuals and groups. Strategies that facilitate a diverse and sensitive campus climate are critical in community colleges, the primary point of access to higher education for underrepresented populations.

Minority Demographics and Projections

Illinois' population is 11.4 million persons, according to the 1990 census. Minorities comprise 25.4 percent, with African Americans constituting 14.8 percent, Hispanics, 7.9 percent, Asian Americans, 2.5 percent, and Native Americans, 0.2 percent. According to the United States Census Bureau, Illinois will experience an increase of nearly 1.5 million residents by 2025. The chart on this page shows the projected composition in the minority population in Illinois. Hispanics will constitute 43.3 percent of the total minority population; African Americans, 41.4 percent; Asian Americans, 13.7 percent and, American Indians, less than 1 percent. Immigrants from other countries will account for two-thirds of the population growth. Hispanics will displace African Americans as the largest minority population in the state.

A major portion of this increase will be in the Chicago and northeastern suburban areas. Experts indicate that the growth will occur in such counties as Will, DuPage, Kane, Lake and the suburbs of Cook County. This population growth will have significant implications for Illinois health and social services and educational systems.



Minorities in Community Colleges

In fiscal year 1999, minorities comprised 33.7 percent of the total headcount enrollments in Illinois community colleges. During the past five years, minority representation on average was 33.2 percent of the student population. Recent data indicate a slight increase in minority student representation, which is largely due to growth in representation among Hispanic (0.4 percent) and Asian (0.1 percent) students. African Americans (92,268) remain the largest minority student group, followed by students of Hispanic origin (87,769) (see Appendix A).

Minority students comprised the majority of precollegiate level enrollments which included courses in adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) (see Table A). African Americans (34.6 percent) accounted for the largest minority student population, followed by Hispanics (26.1 percent) in adult basic and adult secondary education. Substantial portions of the Hispanic and Asian students enrolled at community colleges were in English as a Second Language courses, designed primarily to acquire or strengthen English speaking and writing skills. Nearly 63.0 percent of the English as a Second Language students were Hispanics. Asian students comprised 8.8 percent of the ESL student population in community colleges.

Table A Minority Students in Adult Basic Education (ABE), Adult Secondary Education (ASE), English as a Second Language (ESL) Programs (Fiscal Year 1999)				
<i>Program</i>	<i>African American</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>
Percent of ABE/ASE	34.6%	26.1%	2.6%	0.7%
Percent of ESL	1.2%	62.9%	8.8%	0.2%

For fiscal year 1999, African American and Hispanic enrollments in baccalaureate/transfer and occupational instructional program areas were below their representation in the state. For Asian and Native American, enrollment levels in both baccalaureate/transfer and occupational instructional program areas exceeded their representation of the state population. Table B below shows the percent of minority student enrollments in both instructional areas.

Table B Minority Student Enrollments in Baccalaureate/Transfer and Occupational Instructional Program Areas (Fiscal Year 1999)				
<i>Program</i>	<i>African American</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>
Percent of College-Level Baccalaureate	12.3%	6.0%	4.3%	0.3%
Percent of College-Level Occupational	13.2%	6.5%	3.5%	0.4%

Table C presents the percent of completions for all minorities in the baccalaureate/transfer instructional program areas. With the exception of Native Americans, all minority students were below their percent of enrollments in the same fields of study. Minority completions in occupational programs exceeded the enrollments for each respective group. African American completers in occupational programs, for example, exceeded their enrollment representation by 4.1 percent.

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Table C Minority Student Completers in Baccalaureate/Transfer and Occupational Instructional Program Areas (Fiscal Year 1999)				
<i>Program</i>	<i>African American</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>
<i>Program</i>	<i>African American</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>
Percent of Baccalaureate Completers	7.6%	4.9%	2.8%	0.3%
Percent of Occupational Completers	17.3%	7.1%	4.9%	0.5%

In fiscal year 1999, the major portion of minority staff in community colleges was employed in service and maintenance (22.8 percent), clerical (22.8 percent), and professional support service (21.9 percent) positions. Representation of persons of color in leadership and teaching positions in community colleges is critical to minority student retention and achievement. Full-time and part-time minority faculties and administrators represented 15.6 percent and 27.3 percent, respectively, of the total personnel in these positions. Table D shows the percent of all minority faculty and administrative staff in community colleges for fiscal year 1999. With the exception of Native Americans, minority representation in faculty and administrative positions is below the representation of minorities in the general state populations.

Table D Minority Faculty and Administrators in Community Colleges (Fiscal Year 1999)				
<i>Employment Category</i>	<i>African American</i>	<i>Hispanic</i>	<i>Asian</i>	<i>Native American</i>
Percent of Faculty	10.9%	3.3%	2.9%	0.2%
Percent of Administrators	11.6%	2.9%	1.0%	0.1%

Females in Illinois and in Community Colleges

According to the 1990 census, females comprised 5.8 million (51.4 percent) of the total state population. The economic profile indicates that 57.7 percent of females 16 years or older in Illinois are in the workforce. The 1998 median income for female head of households with no husbands present was \$26,000, approximately \$15,000 less than households headed by males. Efforts to

improve the economic status of women are supported through various community college activities designed to mentor and prepare women for higher paying professions.

The chart on this page compares the percent of female and male enrollees and completers in community colleges to their representation in the state population. In fiscal year 1999, female enrollments represented 55.8 percent of all students; males represented 44.2 percent. Among completers in community colleges, women represented 60.8 percent in fiscal year 1999 compared to 39.2 for males. In baccalaureate/transfer and occupational/career associate degree programs, women comprised 61.5 percent and 60.4 percent, respectively, of the total graduates in these programs. Women were largely represented in occupational programs, such child care provider assistant (96.9 percent) and nursing (91.6 percent). Females in such fields as electronic communications and electronic technologies (9.43 percent) and construction trades (10.8 percent) were still underrepresented in these and other male-dominated fields.

Women made up 58.8 percent of the total employees in community colleges in fiscal year 1999. They comprised 46.8 percent of the full-time faculty. Among the administrative staff, women made up 51.5 percent. The three largest categories of employment for women in community colleges were clerical (91.4 percent), technical/paraprofessional (64.2 percent) and professional support services (51.9 percent).

Persons with Disabilities in Illinois and Community Colleges

Using data from the 1990 census, the Illinois Office of Rehabilitation Services (ORS) estimated that 1.6 million people in Illinois are severely disabled. This represented 9.6 percent of the number of persons who live in the State of Illinois. In fiscal year 1999, the rehabilitation office reported that approximately 6,000 persons were successfully rehabilitated, which included job development and training and job placement.

The total number of students with disabilities reported in fiscal year 1999 in Illinois community colleges was 9,235 (1.4 percent). Among college completers, 2.1 percent were students with reported disabilities. These figures are only estimates. Several colleges only collect these data at the point of enrollment, and many students with disabilities prefer not to self identify during this time. However, community colleges serve more than the reported numbers through their special support service units. During the course of the semester, students who have disabilities can elect to utilize special services if they find that they cannot continue to maintain good academic standing. While colleges

are providing this service to help students be successful in their educational endeavors, information regarding the service delivery is not being reported fully.

According to the U.S. Department of Education's 1992 National Postsecondary Student Aid Survey, 71 percent of all students with disabilities in public postsecondary institutions were in two-year colleges with 29 percent in four-year colleges and universities. Several reasons are speculated why students with disabilities attended community colleges, including an open door policy and small class size. Nearly 80 percent of all campuses responding to a 1995 American Association for Community College survey reported having a special support service unit for students with disabilities. This figure reflected an increase of services, up from 70 percent in 1992. When asked about disabilities affecting community college students, colleges reported that learning disabilities constituted by far the largest (38 percent) single category, followed by orthopedic or mobility disabilities (18 percent), and chronic illness and other disabilities (15 percent).

A large portion of colleges (78.8 percent) reported offering study skills training to students with disabilities. Other services being offered included adaptive equipment/technology, registration assistance, notetakers/readers/scribes, counseling, alternative exam formats/time, interpreters, taped texts, learning center lab, and tutoring. According to community colleges nationwide, some services became more extensively used since the survey completion in 1992: interpreters (up 12 percent), taped texts (up 10 percent), and notetakers/readers/scribes (up 9.6 percent). Most dramatic was the use of adaptive equipment/technology, reported at 69 percent in 1992. In 1995, every community college surveyed listed the use of assistive technology facilities or equipment, an increase of 31 percent.

Statewide Initiatives for Special Populations and Underrepresented Groups

The Illinois Community College Board has initiated several programs to assist students in underrepresented groups. The **Special Populations Grant (SPG) Program** provides statewide support for community colleges to assist minorities, educationally and economically disadvantaged persons, and persons with disabilities. In fiscal year 1999, community colleges reported expenditures of \$12.3 million under this grant program. Each community college annually receives a fixed sum of \$20,000 plus an allocation based on student credit hours generated in remedial, adult basic education (ABE), adult secondary education (ASE), and English as a Second Language (ESL) courses. Individual grants ranged in size from \$45,000 to \$6.3 million. The average grant expenditure was \$307,500.

Typically, the grant expenditures are for direct services to students, i.e., counseling, tutoring, testing and assessment, recruitment, and outreach. Tutoring and assessment constitute the two major services delivered to students in fiscal year 1999, 79.2 percent of all services for special populations. The total number of service contact hours to students was more than 1.6 million, an increase of 5 percent from the previous fiscal year. Table E shows the number of students served and contact hours provided in each service category.

Table E Number of Special Population Grant Program Students Served and Service Contact Hours in Fiscal Year 1999			
Types of Service	# of Districts	Total Contact Hours	Students Served
Tutoring	35	1,047,689	140,631
Counseling	31	111,653	108,847
Assessment & Testing	32	240,220	122,381
Referrals to External Agencies	26	27,028	20,231
Direct Support Services for Students with Disabilities	29	47,044	4,880
Outreach Services	23	44,776	81,715
Other Direct Support Services	24	106,224	69,140
Total	--	1,624,655	*

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

The Special Populations Grant Program also supports instruction in remedial and developmental education, adult basic and secondary education and English as a Second Language. Approximately 320,000 credit hours generated were supported with monies from the SPG program. The highest instructional category supported by the SPG program was English as a Second Language, with nearly 155,000 credit hours generated. This is a substantial change from last year, where the major support from the grant program was for remedial education. Table F shows the number of credit hours generated and students served by courses funded through this program.

Table F Remedial, ABE, ASE, and ESL Courses Funded with Fiscal Year 1999 Special Populations Grants			
Types of Service	# of Districts	Total Credit Hours*	Total Students
Remedial (PCS 1.4)	17	65,363	22,712
ABE (PCS 1.7, excluding ESL)	25	50,906	16,131
ASE (PCS 1.8, excluding ESL)	24	48,243	18,001
ESL (PCS 1.9 & 1.7/1.8, not included above)	23	154,819	22,252
TOTAL		319,331	**

* Total credit hours certified by instructors at midterm

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

Faculty Exchange and Minority Recruitment and Retention Program. In an effort to acclimate faculties to different student populations and cultures, the Illinois Community College System under the leadership of five community college presidents created a faculty exchange and minority recruitment and retention program. The colleges involved in this initiative included **Carl Sandburg College, Malcolm X College, Parkland College, College of DuPage, and Illinois Central College.** The faculty exchange portion, called the visiting scholar program, is designed for faculties to share knowledge, awareness, and sensitivity on issues related to multicultural education and intercultural communication. To date, six faculties and administrators have participated in the program.

The minority recruitment and retention program works closely with current networks designed to encourage minority graduate students to seek employment in higher education. Minority masters and doctoral students apply to participate in an internship and residency experience at participating community colleges. The experience includes a reduced teaching load for the first semester, gradually increasing each semester to a full load of teaching and committee responsibilities.

Lincoln's Challenge Scholarship Program. The ICCB has a partnership with the Lincoln's Challenge (LC) Program through its scholarship program for graduates. Lincoln's Challenge is a residency experience for students who have dropped out of high school or have encountered problems with the judicial system. The scholarship's fiscal year 1999 appropriation of \$175,000 allows students to continue their education at community colleges. This program reimburses colleges for tuition and other required educational expenses incurred by Lincoln's Challenge Scholarship recipients. About 275 LC graduates have received ICCB scholarships in fiscal year 1999, which brings the total of scholarships awarded since the inception of the program to 1,300.

Advancing Opportunities Program. Through a unique partnership, the Illinois Community College Board, the Illinois Department of Human Services, and 15 community college districts established the Opportunities Program in fiscal year 1993. In 1998, Opportunities' staff predicted the emphasis

in welfare to work would shift to post-employment and job upgrading. In order to promote this new focus, the name was altered to Advancing Opportunities and expanded bringing the total to 36 community colleges and one center. The program's emphasis is on meeting short-term education and training needs as required by the Temporary Assistance for Needy Families (TANF) program.

The Advancing Opportunities Program has always acted as an informational clearinghouse and referral system utilizing coordination efforts with other college programs and agencies. A more intense focus on coordination within the college system, particularly job training, adult education, vocational and occupational training, as well as outside services with business and industry and community organizations was developed. Performance standards, assessment, mentoring, career path development, life and job skills, access to supportive services, and incentive programs remain incorporated as significant elements of the program. The number of students served by the Advancing Opportunities Program for fiscal year 1999 totaled 14,000. An example of an exemplary program is described below.

Lincoln Land Community College has received numerous local TV and newspaper recognition for its Skills Training and Retention for Success. STARS is an intense six week training course that consists of three parts: Business/Life Skills, Computer Skills, and a weekly job club. The Business/Life Skills component helps students understand the importance of their behavior on the job, including being on time for work, and displaying a cooperative attitude. In addition to enrolling in computer skills classes that help students become familiar with word processing and data base management software packages, students participate in a job club where they meet to discuss practical applications of what they learned in classes. By providing the necessary skills to be successful in the workplace, this program is intended to be a life-changing experience for TANF clients struggling to find realistic solutions to their many challenges.

Community College Initiatives for Special Populations and Underrepresented Groups

Community colleges offer a variety of programs and services for underrepresented students. Students in this population were served by more than 400 programs. Community college expenditures for these programs and services totaled more than \$43.7 million (see Appendix B).

Colleges were asked to identify programs and services that (1) strengthen institutional planning and community outreach; (2) provide support for elementary and high school students; (3) offer training opportunities in high employment demand areas, such as teacher education, and (4) facilitate an environment conducive to learning and success.

The next section describes various community college programs and activities designed to assist underrepresented populations.

Minorities in Community Colleges

Strengthening Institutional Planning and Community Outreach. **Parkland College's** Diversity Circle consisting of 30-40 faculties and administrators has meetings monthly to discuss multicultural issues. The Circle has sponsored, in conjunction with the college's Center for Multicultural Education, several workshops and seminars offered statewide. **Waubensee Community College** invited the Executive Director of a Hispanic organization, the Elssy Fabela Foundation, to give a presentation on college racism to all staff. In addition, the College's Diversity Council redefined its purpose and goals toward that of a leadership role in the promotion of cultural diversity. **John A. Logan College** has instituted the college's Minority Concerns Committee which reviews college policies and practices that can strengthen institutional support for minority students and the communities where they live.

In conjunction with Admissions Outreach and the Office of Multicultural Affairs, **William Rainey Harper College** established the Minority Student Recruitment Plan. In devising the plan, the college collaborated with various minority groups including LUCE-Latinos United in Culture and Education. The college conducted several financial aid workshops and seminars that reached nine hundred and forty-seven potential minority students and parents. **Lincoln Land Community College** established a Springfield Learning Center (SLC) which focuses on educational programming for the African-American community on the city's eastside. In addition, the college's Community Relations Office is planning to move a large percentage of programming to the SLC, which will include "Bud-to-Flower," the Academy of Lifelong Learning and the Volunteer Center, all of which serve minority groups.

Provide Support Programs Early and Throughout Education. **Elgin Community College** instituted *SYNERGY*, an event which high school minority students plan, rehearse and present a theatrical program open to the community. At **Illinois Valley Community College**, a Peace Corps fellow improved the college's existing programs and identified new approaches for outreaching to the Hispanic community. This effort included activities such as a Mexican Ballet; conversational language classes for health care workers; and plans for Spanish printed financial aid brochures. **Illinois Central College** has instituted two proactive programs in partnership with Eastern Illinois University's Minority Teachers in Education Program (MTIEP) and "College Yes" Program (CILCO.) **Richland Community College** implemented several innovative programs and activities instituted at the college such as a "Reality Conference" which targets minority male high school sophomores. **Moraine Valley Community College** instituted ACCESS (Achieving a Community College Education for Student Success) which provides the necessary coping skills to prospective students.

Providing Opportunities in Fields of High Employer and Societal Needs. Colleges implemented several programs and activities to meet high employment demands, such as, teacher education, and to address society needs for Illinois. In addition, some colleges have devised strategies to increase employment of minorities on their own campuses.

Joliet Junior College stimulated student interest in teaching through a series of activities including establishing group mentors who are teachers; publishing information that shows that the teaching profession as being economically rewarding as well as prestigious; creating pre-college programs that encourage early career preparation and academic tutoring; and conducting seminars and workshops that highlight the need for minority and female teachers. **Heartland Community College** has engaged in several activities to encourage students to consider a profession in teaching. As a result of the college's work with community organizations and neighboring universities, the college has collaborated on the Minority Teacher Recruitment Project and the Minority Teacher Educational Association, which offer workshops to students at HCC, high schools, and the junior high schools. **College of Lake County** is working with Project Prime, a two-week residential academic bridge program offered by Northern Illinois University for students who are interested in the teaching profession and who may be considering transferring to NIU.

City Colleges of Chicago District has institutionalized a Future Teacher Club (FTC) program. In partnership with Chicago public and non-public schools, universities and organizations, the program is aimed at recruiting and supporting minority students interested in teaching and educational leadership careers within Chicago Public Schools (CPS). To accomplish the goal, the program uses several components that include (1) providing a professional network for students to explore the career options in teaching; (2) giving an opportunity for students to gain hands-on experiences in pedagogical training, tutoring, internships, peer-counseling, mentoring, and educational leadership at each campus; (3) encouraging students to interact with educators in discussing current educational issues and practices; and (4) requiring students to participate in monthly meetings, counseling, test preparation, field trips, college tours, seminars, workshops, retreats, conferences, and specialized programs.

Harold Washington College has initiated several efforts that assist minorities to succeed in high employment demand fields. Examples of these efforts include: (1) the ChAMP Program (The Chicago Alliance for Minority Participation) designed to increase the number of minorities in science and engineering; and (2) the CLIMB Program (the Chicago Linkage for Minorities in Biomedical Sciences), a partnership program with Chicago State University created to increase the number of minorities in biomedical careers.

Recognizing that equal opportunity cannot be accomplished through affirmative action measures alone, the President of the **College of Lake County** initiated a Diversity Committee during 1998. Five subcommittees were formed during Spring 1999. The committee made progress as committee members voiced personal issues and concerns related to diversity at the college. By the end of the school year, an atmosphere of trust, mutual respect, and understanding began to grow. With considerable dialogue about issues related to diversity and minority employment, women and minority staffs were encouraged to pursue personal and professional growth opportunities. During the year, several minorities and women were promoted to high and mid-level administrative and management positions.

John Wood Community College engaged in a review of its human resource procedures and policies to eliminate barriers to minority hiring. In addition, college representatives maintained contact with influential minority leaders in the district, encouraging them to inform and assist prospective applicants. With the increasing enrollment of adult learners from Hispanic, Asian, Polish, and other minority groups, **Malcolm X College** enhanced its student performance by employing bilingual/bicultural adult educators who enhanced students' basic and literacy skills, and cognitive abilities in a language understood by the students. Such educators are knowledgeable about two educational systems and can utilize instructional materials published in students' native countries to supplement instruction and improve teaching and learning. **Parkland College** initiated a workshop, through its Center for Multicultural Education, that offered specialized training for faculties and administrators serving on college search committees. The workshop is designed to help college personnel rethink their hiring policies and practices and devise strategies that attract and retain minority candidates.

Women in Community Colleges

Emphasize Opportunities in Fields of High Employer and Societal Needs. **Southwestern Illinois College** offered programming through the Small Business Development Center to coordinate the Illinois Women's Network for Entrepreneurial Training designed to support women in business. **Triton College** created the *Transitions* program for short-term training opportunities to single parents receiving public assistance. An Accelerated Multimedia Training Program, implemented by the U.S. Department of Labor and the Mayor's Office of Workforce Development in Chicago granted funding to **Harry S Truman College** to help women seeking new careers in the computer sciences. The Gender Equity Program at **Kankakee Community College** assisted women in vocational educational programs and offered support to prepare them for nontraditional jobs. Women also receive entrepreneurial training, through a mentor-protege program, provided through the College's Small Business Development Center.

Morton College has established linkages with the local Illinois Employment and Training Center (IETC) on-campus satellite Office and other Chicago area organizations to offer specialized vocational training classes for women. **Spoon River College** with Western Illinois University; **Carl Sandburg College**; Lamoine Valley Vocational System and Fulton County Career System in Tech Prep programming, coordinated the Tech Prep program, designed to encourage females to enroll in fields previously dominated by males and vice-versa.

Improve the College Environment. **Olive-Harvey College** created the Women's Resource Center offering various services, including the Temporary Care Sitter Service on a regular and drop-in basis. A centralized reporting system at **Kishwaukee College** was established to identify the services provided to TANF clients as they move from intake to course enrollment to job placement. **Lincoln Land Community College** hosted a seminar on breast cancer awareness; a seminar on learning to love yourself (regarding date rape); a reader's club; an athletic recognition event for female athletes; and a dinner in honor of National Women's History Month.

At **McHenry County College**, there is a strong commitment to opportunities for female staff as evidenced by the women employed in leadership positions at the college: 9 of the 16 members in the President's Cabinet are women and several key positions in other departments are held by women. The college sponsored several activities for female student, staff, and community members throughout the year, which covered topics such as Safe and Smart Women; and Love, Laughter, and Healing: A Breast Cancer Survivor's Story. **Lewis and Clark Community College**, in conjunction with the River Bend Growth Association, Alton Marketplace, SCORE, and L&C coordinated the "For Women by Women" conference. **Joliet Junior College** instituted major initiatives relating to empowering women, including workshops on Global Violence Against Women; and offered a number of courses directly promoting women's places in society. The college also instituted a Groundwork Domestic Violence Shelter with a Secretary of State's Domestic Violence Grant.

Students with Disabilities

Students with disabilities face obstacles in pursuing training and, ultimately, securing a job that allows them to maintain a quality life style. While attending college, these students require special support such as interpreters and adaptive equipment — all of which is costly. Over the years, the Office of Rehabilitation Services (ORS) has shared in the cost of providing these services; however, this support is declining. Students with disabilities still need special services, and the major cost of these services is falling on community colleges. In addition to the cost of support services, colleges are faced with the continuing need to train faculty and staff on how to work successfully with this student population. Costs include training faculty members who must make the appropriate accommodations for a student with a disability, as well as in-house technicians who specialize in repairing adaptive equipment.

Persons with disabilities have many obstacles to overcome in today's workplace. One of these obstacles is the perception that they are not as productive as able-bodied persons. Placed in

appropriate jobs, persons with disabilities are extremely productive and reliable and, in some circumstances, more so than other employees. Another obstacle is physical access. Businesses and public places must give high priority to improving access for the disabled. Although advancements in communication and assistive technologies provide opportunities for the disabled, physical barriers in parking, entrances to buildings, and restroom facilities hamper employment opportunities. Colleges are serving as examples to improve access to persons with disabilities, both physical and academic. Examples of these efforts are described below.

Improve Planning and Evaluation of Services. **William Rainey Harper College** has engaged in several activities in the planning and delivery of services to students with disabilities. Among the activities are inservice education through seminars, orientation activities, and consultations for the faculty. Also, the college is involved in the reevaluation of the delivery of tutorial services with adjustments to serve more students through group work, drop-in time, supplemental instruction, and follow-up assessment of students who have completed their field of study. **South Suburban College** has arranged to house an Illinois Department of Human Services Client Assistance Program advocate with no extra charge to the college. To assist workforce preparation for students with disabilities, **Kaskaskia College** employed a team approach comprising a Counselor/Coordinator of Special Needs Students, LD/Special Populations Coordinator, Learning Skills Center staff, ABE and Special Program Staff, Employment Resources Center Coordinator and the Dean of Student Services. Collaboration among various members of these services units has proven to be effective.

Focus on Continued Refinement and Coordination of Service. The Special Needs Coordinator at **Wilbur Wright College** has implemented an orientation for new staff regarding disabled students' needs to reduce repetitive assessments and actions. **Lincoln Land Community College** instituted a Special Populations fund which enabled the Learning Lab staff to provide two hundred "Academic Kits" at no charge to students during the school year. The Bipolar Mood Disorder Workshop instituted at **McHenry County College** enabled faculty and staff to gain a greater understanding to help students affected with these disorders. The college also sponsors a club, which collaborates with several community groups, called Special Needs Action Program – SNAP, for students with disabilities on campus. **Rock Valley College** presented a "Disabilities Awareness Day" at which information was distributed by local agencies and organizations that assist students with disabilities. **Richland Community College** established a Disabilities Accommodations Service (DAS) office which recently established the Partners and Listeners (PAL) program where students with disabilities mentor one another.

During fiscal year 1999, Oakton Community College's ASSIST program presented *An Evening at Oakton*, a recruitment program for incoming freshmen with disabilities and their parents and teachers. Nearly 100 students, parents, and teachers toured the campus, learning about services and hearing from a panel of former Oakton students with disabilities. In August, ASSIST hosted a two-day orientation program where students had an opportunity to develop independent thinking and learning skills. ASSIST students, as they are referred to on campus, parallel the mainstream population in the diversity of the programs and the career path they chose. The ASSIST (Additional Student Services Instructional Support Team) program was created several years ago to offer specialized services to this student population. The ASSIST office regularly provides updated information to each academic division about the Americans with Disabilities Act and local services. As a strategy for updating college personnel on matters relating to students with disabilities, the ASSIST office created a committee comprising staff and faculty representing each campus division. This committee is also used as a mechanism for airing concerns that faculties may have about disability issues.

Summary

Persons from underrepresented groups are well represented in the Illinois Community College System. In fiscal year 1999, minorities comprised over one-third of the total enrollments in community colleges. This exceeds the minority representation of the general state population. A major portion of the minority student enrollment was in precollegiate-level instruction. Community colleges are developing different strategies to support minority student achievement. Colleges are encouraged to continue their support to assist students to move from precollegiate levels of instruction to collegiate levels, and to complete their program of study. One strategy that can help to ensure minority student success is the presence of minority faculties and administrators on college campuses. Colleges need to consider more innovative ways to hire and retain persons of color in leadership and teaching roles. Faculty exchange programs, cultural diversity education, and collaboration with universities on internship and residency experiences for minority graduate students are ways to increase minority representation on campus.

In fiscal year 1999, women made up over half of the student population on college campuses. They are well represented among baccalaureate and transfer program enrollees and graduates in these programs. However, this is not the case in all fields of study. Colleges must continue to assist females in pursuing careers in traditionally male-dominated fields, such as electronics. Efforts to encourage women to pursue these fields should start at the elementary and high school levels. Also, colleges can facilitate a campus climate of support for women through services and programs, such as forums to present the latest women's studies knowledge; support groups to address personal, financial and career crises; and mentoring programs for women transitioning from welfare dependency and family disruptions to the workforce and independent life styles.

National statistics indicate that the majority of students with disabilities are in community colleges. Illinois is no exception. The nature of student disabilities includes learning disabilities, orthopedic or mobility disabilities, and chronic illness. Many approaches to serve this student population are being used. Adaptive technology and related computers or learning labs are very common. Cooperative arrangements are increasing between community colleges and their local schools, community groups, rehabilitation agencies, and employers. As community colleges continue their mission of open access to all citizens, it is likely that they will serve increasing numbers of students with disabilities. As the students with disabilities increase, so will the cost. Community colleges are faced with the challenge of providing quality services to disabled students without adequate 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 the ICCB and the Department of Human Services-Office of Rehabilitation Services is needed to meet the increasing demands of this population and to meet the costs associated with providing quality services.

APPENDIX A

Illinois Community College Board

Table A-1

COMPARISON OF ANNUAL HEADCOUNT ENROLLMENTS BY ETHNIC ORIGIN
FISCAL YEARS 1995 - 1999

	1995	1996	1997	1998	1999
Asian/Pacific Islander Percent Change	30,310 -0.2%	29,308 -3.3%	29,251 -0.2%	29,041 -0.7%	29,325 1.0%
American Indian/Alaskan Percent Change	2,644 -5.4%	2,515 -4.9%	2,511 -0.2%	2,346 -6.6%	2,289 -2.4%
Black Percent Change	101,155 -1.6%	99,392 -1.7%	99,728 0.3%	93,964 -5.8%	92,268 -1.8%
Hispanic Percent Change	81,992 -4.3%	84,645 3.2%	91,851 8.5%	86,239 -6.1%	87,769 1.8%
White Percent Change	457,902 -1.0%	450,455 -1.6%	442,603 -1.7%	435,796 -1.5%	427,095 -2.0%
Non-Resident Alien Percent Change	3,444 -10.5%	3,715 7.9%	4,736 27.5%	4,988 5.3%	5,528 10.8%
Total Known	677,447	670,030	670,680	652,374	644,274
All Other Unknown	4,796	5,524	6,634	6,695	6,331
TOTALS	682,243	675,554	677,314	659,069	650,605

SOURCE OF DATA: Annual Enrollment (A1) Records

APPENDIX B

Illinois Community College Board
Table B-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999

<u>Program</u>	<u>FY 1999</u> <u>Expenditures</u>	<u>Program</u>	<u>FY 1999</u> <u>Expenditures</u>
BELLEVILLE AREA COLLEGE		OLIVE-HARVEY COLLEGE	
Gender Equity	\$ 32,000	Academic Computing Center	\$ 85,045
Minority Transfer Center	71,400	Bridge Program	70,880
Special Services Center	221,230	CBO Program	24,784
Special Populations Programs	1,389,416	Future Teachers	6,314
		Job Placement Center	43,623
BLACK HAWK COLLEGE		Middle College	643,905
Special Populations Grants	294,205	National Youth Sports	58,000
Women's Resource Center	25,352	NovaNET	76,786
		Opportunities Program	256,296
CITY COLLEGES OF CHICAGO		Science Resource Center**	10,000
DALEY COLLEGE, RICHARD J.		Special Needs	58,069
ALSP Counseling	39,115	Summer Youth	129,350
ALSP Tutoring	51,200	Transfer Center	82,500
CBO Program	35,000	Tutoring Services	109,000
Continuing Education	297,000	Women's Center	6,000
Faculty Advising	46,000		
National Youth Sports	47,900	TRUMAN COLLEGE, HARRY S	
NovaNET	101,500	ALSP Counseling	125,000
Opportunities Program	113,482	Audiovisual Tutorial Laboratory	165,000
Placement Services	34,000	AVT International Students/Peer Advisor	55,000
Special Needs Services	28,000	CBO Program	60,000
Student Facilitators	34,000	College Level Tutoring Services	240,000
Title III Program	340,857	Institute for Native American Development	95,000
Transfer Center	99,500	Lakeview Learning Center	497,000
Upward Bound	227,000	Latin American Student Center**	72,000
		NovaNET Tutoring	30,000
KENNEDY-KING COLLEGE		Opportunities Program	155,000
Benjamin E. Mays Academy	457,168	Refugee Assistance Center	160,000
Building Opportunities	5,500	Special Services-Disabled Students/Touch Club	95,000
Future Teachers	921	Technical Center-Counseling/Tutorial Services	130,000
Opportunities Program	722,550	Teen Parent Services	125,000
Project Transfer	82,500	Transfer Center	88,000
		Truman Middle College Alternative High School	400,000
MALCOLM X COLLEGE		WASHINGTON COLLEGE, HAROLD	
AAWCC	2,050	AAWCC	4,732
Academic Support Center	1,189,966	Actuarial Program	18,475
CBO Program	49,568	Black Student Union	500
Future Teachers	5,116	Black Women's Caucus	1,000
Latino Center	56,900	Career Planning & Placement	38,500
NYSP	107,500	CBO Program	46,401
Opportunities Program	265,660	ChAMPS Grant	20,000
Placement Center	93,186	CLIMB	10,000
Special Needs	187,466	Common Ground Project (Pluralism)	5,125
Transfer Center	82,500	Compter-Assisted Instruction	108,080
		Dept of Mental Health Voc Training	242,148

Illinois Community College Board
Table B-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999
(Continued)

<u>Program</u>	<u>FY 1999 Expenditures</u>	<u>Program</u>	<u>FY 1999 Expenditures</u>
WASHINGTON COLLEGE, HAROLD(cont.)		DUPAGE, COLLEGE OF	
Individual Needs (IN) Program	\$ 19,350	Minority Transfer Program	\$ 175,874
Opportunities Program	255,000	(includes Minority Articulation)	
Organization of Latin American Students	2,500	Project SELF	127,011
Pre-Collegiate Program	50,000	ABE/ASE/ESL	670,400
Special Needs Center	128,193	ESL Development	398,500
Transfer Center	82,500		
Tutoring Services	129,455		
Vocational Transition Program, DOMH	202,185		
		ELGIN COMMUNITY COLLEGE	
WRIGHT COLLEGE, WILBUR		ADAPT (Disabled Student Organization)	100
11th Annual Ethnic Food Fest	500	Advancing Opportunities	210,000
8th Annual African Am Student Awards Luncheon	2,500	BSA (Black Student Association)	2,000
African American History Month	2,500	Citizenship	38,400
ALSP Support Services	125,000	Displaced Homemakers	59,000
Clerical Excellence Awards	1,200	Minority Transfer Center	64,000
Hispanic Heritage Month Activities	5,000	Muslim Student Association	100
Job Training - Bank Teller	21,200	Office of Multicultural Admissions	89,900
Job Training - Computer Certificates	23,000	OLAS (Org. of Latin American Students)	4,500
Minority Health Programs	3,000	Project Escalara	205,500
Multicultural Community Events	25,000	Single Parent	55,000
National Women's History Month Activities	5,000	Special Populations Assistance	217,300
NovaNET	40,000	Special Services	330,200
Opportunities Program	94,000	United Students of All Cultures	3,300
Recruitment, Marketing, & Partnering	310,500	Welfare-to-Work	64,800
Resurrection Minority Scholarship	25,000	Perkins	96,300
Sitter Service	110,000	Youth Leadership Academy ***	119,600
Special Needs Office	94,000	Upward Bound***	235,300
Student Awards	1,200		
Student Clubs & Assoc. (SGA)	32,000	HARPER COLLEGE, WILLIAM RAINEY	
Untenured Faculty Dinner	700	Center for Disabilities	636,300
		Multicultural Affairs	100,000
DANVILLE AREA COMMUNITY COLLEGE		Minority Student Transfer Center	66,000
Black Student Union	200	Project HOPE	
Career Directions/Gender Equity	32,000	Resources for Women	341,900
Minority Scholarship/Foundation	8,500		
Opportunities Program	172,500	HEARTLAND COMMUNITY COLLEGE	
Project Excel***	50,000	Special Populations	62,681
Special Populations/Disabled Students	21,600	Special Needs	12,500
Student Human Relations Council***	4,600		
Teen Parent Services / IDHS***	69,500	HIGHLAND COMMUNITY COLLEGE	
The Learning Community/TRIO	187,200	DAVTE Special Populations	34,600
		Title IV, Student Support Services	70,100
DUPAGE, COLLEGE OF		Title IV, Upward Bound***	65,400
Health & Special Services	110,364	Minority Achievement Team Program***	52,000
International Student Advising	76,600		
		ILLINOIS CENTRAL COLLEGE	
		Disability Services*	75,000
		Minority Transfer Center	66,000

Illinois Community College Board
Table B-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999
(Continued)

<u>Program</u>	<u>FY 1999 Expenditures</u>	<u>Program</u>	<u>FY 1999 Expenditures</u>
ILLINOIS CENTRAL COLLEGE (cont.)		KANKAKEE COMMUNITY COLLEGE (cont.)	
Opportunities Program	\$ 445,564	Healthy Families	\$ 90,000
Special Academic Services	190,253	Public Aid Job Skills**	8,400
Student Support Services	246,892	KCTC - Adult Education**	23,500
Young Scholars ***	25,000	Upward Bound***	240500
ILLINOIS EASTERN COMMUNITY COLLEGES		KASKASKIA COLLEGE	
ICCB Special Populations	139,016	Affirmative Action	NA
Perkins(Disadvantaged Students)	274,163	Black Student Association	1,300
Single Parent/Displaced Homemaker	55,000	TRIO/Student Support Services	187,000
Student Success Network	194,502	Minority Awards Banquet	1,300
Upward Bound Program***	241,882	Perkins Special Populations	83,350
International/ English as a Sec Lang	254,328	Reading Link	109,000
Talent Search	193,800		
Literacy	50,000	KISHWAUKEE COLLEGE	
Adult Basic/Adult Secondary Ed	236,376	Spanish General Education Development Classes	5,900
Job Location Development (JLD)	30,000	Spanish General Education Development Testing	200
		Special Needs Counseling Services	19,900
		Minority Transfer Center	54,500
ILLINOIS VALLEY COMMUNITY COLLEGE		LAKE COUNTY, COLLEGE OF	
Academic Dev Center/Special Needs	113,146	Special Needs Disabled	118,000
JOLIET JUNIOR COLLEGE		Black Student Union	4,700
Joliet Area Math, Science and Computer Educational	95,400	Hispanic Club	8,102
Project Achieve\Student Support Svc	262,611	Historically Black College Tour	900
Special Needs	196,839	Getting it Together	20,500
CABEL	539,411	Multicultural Mentorship***	10,000
Opportunities Program	283,000	Talent Search ***	209,455
SOS Volunteer Literacy Tutorials	50,000	Faculty and Staff Diversity Project	76,000
Women's College	35,000	Bridges***	16,000
KANKAKEE COMMUNITY COLLEGE		LAKE LAND COLLEGE	
Affirmative Action	1,900	Single Parent/Homemaker	55,000
Gender Equity	32,000	Special Needs Counselor & Services	73,579
Partners in Success	65,600		
Building Opportunities	55,000	LEWIS & CLARK COMMUNITY COLLEGE	
ESL/Coop/Hispanic Community	39,800	Black Student Association	36,000
Transfer Center	42,000	Student Support Services	208,900
Job Training Partnership	2,514,700	Supported School-to-Work Transition	211,400
Literacy Programs	124,800	S-JET	52,000
Office of Special Populations	368,600		
Ounce of Prevention	125,300	LINCOLN LAND COMMUNITY COLLEGE	
Parent Support/DFI	33,400	Displaced Homemakers	64,800
Parent Training Initiative	45,800	LLCC Springfield Learning Center	69,200
Opportunities	156000	LLCC Summer College for Kids	6,000
Beyond the GED	75000	LLCC Trustee Tuition Waivers	11,800
		Minority Transfer Center	33,000

Illinois Community College Board
Table B-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999
(Continued)

<u>Program</u>	<u>FY 1999 Expenditures</u>	<u>Program</u>	<u>FY 1999 Expenditures</u>
LINCOLN LAND COMMUNITY COLLEGE (cont.)		MORaine VALLEY COMMUNITY COLLEGE (cont.)	
Special Needs Program	\$ 136,000	Learning Development Support System	\$ 126,600
Opportunities	175,000	Minority Student Academic Achievement	26,000
JTPA-Economic Disadvantage	65,000	Minority Student Transfer Center	64,000
JTPA-Summer Youth	43,500	Off-Campus, Eisenhower Center	6,000
Welfare-to-Work	60,000	Physically Handicapped Support Services	77,000
Women's Center	6,600	Returning Woman	7,600
Urban League Tuition Waivers	10,900	Sensitivity to Diversity Workshop	2,500
		Single Parent*	50,000
		Welfare to Work	71,898
LOGAN COLLEGE		MORTON COLLEGE	
Black Student Association	1,000	Academic Excellence Scholarship	7,034
Disabled Student Services	117,000	Hispanic Heritage Club	400
Gays, Lesbians, Bisexuals and Friends	400	Lillian Baar Scholarship	800
G.P.A. (Goals, Persistence, and Achievement)	559	Pinnacle Bank Scholarship	500
Hearing Impaired Services	76,848	Special Populations/LD Specialist	26,062
International Club	300	Special Populations Coordinator	29,520
Minority Transfer Center	48,500	LEP Services	26,984
Single Parent/Homemaker	10,000	ACS/ESL Specialist	11,624
		Peer Tutors/Math-Writing Lab Tutors	12,878
		Special Needs Academic Advisor	10,600
		Special Needs Testing Specialist	10,500
		Adult Education Testing Specialist	13,165
McHENRY COUNTY COLLEGE		OAKTON COLLEGE	
Adult Re-Entry	29,237	ASSIST Services for students with disabilities	85,243
Hispanic Support Services	108,200	Black Student Union	2,434
Special Needs	243,000	BNAT (Basic Nurse Assistant Training Program)	155,000
English as a Second Language	300,063	Cultures Week	7,773
Adult Basic Education	70,603	Family Literacy	19,450
Adult Secondary Education	70,603	Futures	4,000
		High Risk Nursing Program	40,000
		JVS Medical Billing*	0.00
		Japanese Club	962
		SOS/Library Literacy	75,000
		STEPS (Services to Establish Patterns of Success)	203,679
		Middle Eastern Club	150
		Minority Leadership Conference	2,100
		Minority Transfer Center	52,000
		Pnyozone (Filipino club)	620
		South Asian Association	250
		Spanish Club	100
MORaine VALLEY COMMUNITY COLLEGE			
Tech Prep	15,000		
Advancing Opportunities	126,000		
African American History Month***	3,500		
Alliance of African American Students	300		
Alliance of Latin American Students	1,200		
College Prep Workshops at High Schools	2,000		
Community Nights/Information Sessions	500		
Cultural Diversity Programs: College Activities	2,500		
Cultural Diversity Center	124,000		
Developmental Education	803,629		
Higher Education Issues for Latin American Students	300		
JTPA Title-3A	281,587		
JTPA Title-3G	50,000		
JTPA Title-2A	45,927		
Latin Cultural Awareness Month	4,800		

Illinois Community College Board
Table B-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999
(Continued)

<u>Program</u>	<u>FY 1999 Expenditures</u>	<u>Program</u>	<u>FY 1999 Expenditures</u>
OAKTON COLLEGE (cont.)		PRAIRIE STATE COLLEGE (cont.)	
Transfer Club	\$ 350	International Student	\$ 40,322
Women's Day	12,409	Diversity Learning Circle	3,830
PARKLAND COLLEGE		REND LAKE COLLEGE	
Access, Equity, Cultural Diversity	146,000	Affirmative Action Office	800
Classroom Assessment & Research Initiative	120,000	HECA - Project First Class***	50,000
Disability Services (Student Support/Counseling)	65,727	STARS	177,517
Diversity 2000	73,128	Single Parent	55,000
Single Parent	10,000	Teen Parent Services	188,000
Special Populations (Preparedness/Transition/Disabilities)	161,102	Vocational Special Populations	98,704
Transfer Center (HECA)	60,000	RICHLAND COMMUNITY COLLEGE	
Voc Ed - Perkins	339,682	Black Student Association	2,400
Women's Program/Services	45,225	College Futures***	70,000
Learning Lab	169,904	Displaced Homemakers	61,900
Peer Tutoring	51,500	Families in Transition	662
Intensive English Program	240,882	Single Parents and Homemakers	55,000
African American peer Mentor Program	3,250	Special Populations	96,100
TRIO/Student Support Services	187,200	Transfer Center	67,500
Student Retention	32,176	Disability Accommodations Services	50,188
OASIS Project	19,424	Options in Technology	30,000
College For Kids Program*	45,000	ROCK VALLEY COLLEGE	
TRIO/Educational Talent Search**	190,000	Targeted Populations/Vo-Tech Programs	112,000
PRAIRIE STATE COLLEGE		Special Populations Grant	131,680
Affirmative Action/Equal Opportunity	8,750	WIU Cross Cultural Program	15,000
Disabled Student Services	16,545	SANDBURG COLLEGE, CARL	
Academic Assistance and Assessment Center	120,800	Disabilities Support Services/Student Peer Tutot	73,158
HECA Transfer Center	64,000	GED, ABE	260,000
Office of Minority Student Affairs	53,065	ESL	6,000
Opportunities Program	312,028	Opportunities grant	38,800
Project HOPE***	120,000	TRIO (Student Support Services)	123,000
Returning Student's Program	3,484	SAUK VALLEY COMMUNITY COLLEGE	
Multicultural Affairs Task Force	16,250	Special Needs, Learning Disabled	14,300
Americans with Disabilities Act Compliance	523,000	Special Needs, Physically Disabled	25,800
Workforce Preparation Task Force	22,728	SHAWNEE COMMUNITY COLLEGE	
Office of Student Life - Clubs	115,775	Academic Enhancement	189,300
Workplace Literacy Institute	68,514	Carl Perkins Special Needs	42,663
Family Literacy Institute	127,600	Minority Transfer Center	36,000
Adult Literacy Institute	63,000	SOUTH SUBURBAN COLLEGE	
Learning In Context	40,658	Academic Assistance Center	365,455
Interview Clothes Closet	3,000	ChAMPS Grant	13,000
Early Alert	7,757		
Outcomes Assessment Initiative	18,500		
GED Program	95,232		
ESL Program	31,744		
Special Needs Coordinator	17,836		

Illinois Community College Board
Table B-1
PROGRAMS FOR UNDERREPRESENTED STUDENTS
AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEAR 1999
(Continued)

<u>Program</u>	<u>FY 1999 Expenditures</u>	<u>Program</u>	<u>FY 1999 Expenditures</u>
SOUTH SUBURBAN COLLEGE (cont.)		WOOD COMMUNITY COLLEGE, JOHN	
Cultural Diversity-Community Liaison	\$ 54,314	Support Services Center	\$ 609,227
Disabled Student Services	46,600		
Opportunities	396,000		
Returning Adult Center	32,575		
Special Needs	121,259		
Student Support Services	218,965		
Minority Transfer Center	61,000		
SOUTHEASTERN ILLINOIS COLLEGE			
Developmental Studies	66600		
Special Needs (Perkins)	167720		
Student Support Services	202000		
SPOON RIVER COLLEGE			
Handicapped and Disadvantaged	49,300		
Single Parents/Displaced Homemakers	55,000		
Special Populations	45,067		
TRITON COLLEGE			
English as a Second Language	574,929		
Transitions	72,600		
Latin American Club	500		
Minority Transfer (HECA)	185,545		
Nuevos Horizontes	106,489		
Project Student Success (formerly Project Advance)	12,778		
Public Assistance Coordination Special Project	11,000		
Spanish Literacy / ESL Preparation	13,500		
Learning Assistance Center	395,460		
Summer Bridge Program	34,000		
TRAC (Dislocated Workers Grant)	215,263		
Upward Bound***	244,000		
WAUBONSEE COMMUNITY COLLEGE			
Learning Enhancement Center	198,578		
Access Center for Disabled Students	315,000		
LINCC***	8,000		
Office Technology	212,485		
Project Success	40,000		
Road to Success	15,482		
Student Support Services	216,300		
Transfer Center	53,600		
African-American Cultural Alliance	500		
Latinos Unidos	500		
Delta Sigma Omicron	500		
Minority Teacher Education Association	500		



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