

**ILLINOIS COMMUNITY COLLEGE SYSTEM
SELECTED PROGRAMS AND SERVICES FOR
UNDERREPRESENTED GROUPS**

**FOCUS AREA:
ADDRESSING THE NEEDS OF
STUDENTS WITH DISABILITIES**

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INTRODUCTION

The Underrepresented Groups Report provides community colleges with the opportunity to report on initiatives and strategies to increase participation and achievement among individuals with disabilities, minorities, and women. Underrepresented Groups Report production is an important annual statutory responsibility (Public Act 85-283). Each community college provides a report detailing current activities and programs aimed at strengthening participation and progress among traditionally underrepresented student populations. Illinois Community College Board (ICCB) staff summarizes the information provided by the individual colleges and forward it to officials from the Illinois Board of Higher Education (IBHE) who combine it with responses from the public universities and forwarded to the Governor and General Assembly.

This report begins with an overview of the demographic characteristics of community college students and faculty. External comparative information is referenced where available. The focus topic for the current Underrepresented Groups Report explores the extent to which higher education is meeting the needs of individuals with disabilities.

DEMOGRAPHIC INFORMATION

Illinois Community College System demographic data on credit students are gathered through the Annual Enrollment and Completion (A1) submission. These data illustrate that Illinois community colleges serve a broad cross section of the general population. Census data are provided where possible to offer an external reference point for reviewing the enrollment, completion, and staffing data. Additional analyses are included about the racial/ethnic distribution of community college credit students for selected broad program areas (PCS).

Disability Status – During fiscal year 2003, Illinois community colleges served approximately 10,683 students with disabilities (1.5 percent of all credit students). This figure represents the number of individuals (unduplicated) who self-identified their disability status through the Underrepresented Groups reporting process. This year was the second year that colleges were asked to report the type of disability individuals attending community colleges possessed through the Underrepresented Groups reporting process.

Based on the duplicated count, specific disabilities included learning (43.0 percent of reported disabilities); medical (7.5 percent); auditory (6.6 percent); mobility (8.7 percent); mental (8.3 percent); visual (3.9 percent) and other (22.0 percent). In the 2000 census data, 17 percent (1.2 million) of all Illinoisans between the ages of 21 and 64 years of age reported having a disability. Fifty-seven percent of these individuals who reported a disability indicated that they were employed. Census figures show a substantial Illinois population of individuals with disabilities (<http://www.illinoisbiz.biz/2000census/04017.pdf>).

Gender – The overall male/female distribution of students in the Illinois Community College System typically fluctuates little from year to year. Females comprised 56.0 percent of the student population in fiscal year 2003. The percentage of male students has averaged 44.4 percent over the past five years. Census data show a slight reduction in the proportion of females in Illinois with 51.0 percent in 2000 versus 51.4 percent in 1990. Over the past five years, the number of female students completing degree programs has increased 28.2 percent, while the number of female students enrolled in Illinois community college courses has increased an average of 7.0 percent. These are large increases over the previous five-year trends (from 1998 to 2002) when completions increased 7.7 percent and enrollment rose 1.4 percent.

Age – The average age of Illinois community college credit students was 31.0 in fiscal year 2003 showing little change from fiscal year 2002 (31.1). The median age was 26.5, just slightly younger than in fiscal year 2002 (26.7). According to the 2000 census, the median age of all Illinoisans was 34.7 years. The latest census data also showed that nearly three-quarters (9.2 million) of all Illinoisans were 18 years of age or above (<http://www.illinoisbiz.biz/2000census/04017.pdf>).

Racial/Ethnic Distribution – According to the state census website, Illinois’ population grew to nearly 12.42 million in 2000 compared to 11.43 million in 1990 (http://www.state.il.us/2000census/1990_2000_IL_Profile.xls). Detailed Illinois census data indicate that the state’s population grew 8.6 percent over the decade between 1990 and 2000. Illinois’ 2000 census data in Table 1 show that Caucasians remained the largest racial/ethnic group. However, minorities have been responsible for Illinois’ population growth over the last ten years, as the percent of Caucasians decreased from 78.3 percent to 73.5 percent of the population.

The racial/ethnic data collection methodology changed for the 2000 census. In 2000, approximately two percent of all Illinoisans indicated two or more races on their census forms and this percentage is included in the “Some Other Race*” column in the table. Selecting more than a single race was not permitted in the 1990 census. The question on Hispanic ethnicity was asked independently from an individual’s race in 2000. The 1990 census data were adjusted to allow for comparisons. The Hispanic** figure is a duplicated count for both years. These duplicated Hispanic population counts show substantial growth, from 904,446 in 1990 to 1,530,262 in 2000. Growth definitely occurred in Illinois’ Hispanic population between 1990 and 2000. At the same time, a portion of this growth may be attributable to the changes in the reporting structure.

Table 1
State of Illinois Racial/Ethnic Distribution Based on the Census

	Caucasian	African American	Asian American	Native American	Some Other Race*	Hispanic** (Duplicated)
1990	78.3%	14.8%	2.5%	0.2%	4.2%	7.9%
2000	73.5%	15.1%	3.4%	0.2%	7.8%	12.3%

SOURCE OF DATA: U. S. Census Bureau , 1990, 2000.

Overall in fiscal year 2003, minorities accounted for just over one-third (35.9 percent) of the individuals enrolled in credit coursework in the Illinois Community College System whose ethnicity was known. Current data show that minority representation remained the same as last year (35.9 percent). During the past five years, minorities have comprised an average of more than one-third (35.1 percent) of the student population. Students identifying themselves as Hispanic (currently 110,245) became the largest minority group in 2000, followed by African American students (currently 99,350). In fiscal year 2003, proportionate representation by Hispanic students decreased slightly to 16.0 percent from 16.2 percent in fiscal year 2002, and African American students increased to 14.4 percent from 14.1 percent in fiscal year 2002. Over the past five years, the Illinois Community College System Hispanic student population has grown by 25.6 percent, the largest increase of any racial/ethnic group.

Student racial/ethnic representation varies across broad program levels. For example, Table 2 contains information about the racial/ethnic distribution of Adult Education and English-as-a-Second

Language (ESL) enrollments. Minority students accounted for nearly two-thirds (64.1 percent) of the individuals enrolled in community college Adult Education coursework whose ethnicity was known in fiscal year 2003. African American students accounted for just over one-third (36.5 percent) of the adult education enrollments. Hispanic students accounted for just under one-quarter (24.1 percent) of the individuals enrolled in Adult Education coursework. Minority students accounted for over three-quarters (80.2 percent) of the individuals enrolled in community college ESL coursework in fiscal year 2003. Hispanic students accounted for over two-thirds (69.2 percent) of the students enrolled in community college ESL coursework.

Table 2
Fiscal Year 2003 Minority Students Enrolled in
Adult Education (ABE/ASE) and English-as-a-Second Language (ESL)

Program	African American	Hispanic	Asian	Alien	Native American	Minority Subtotal
ABE/ASE %	36.5%	24.1%	2.0%	0.6%	0.6%	64.1%
Number	19,877	13,140	1,078	315	348	34,758
ESL %	1.5%	69.2%	6.9%	2.2%	0.1%	80.2%
Number	1,174	53,570	5,336	1,723	95	61,898

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Table 3 illustrates the distribution of minorities in baccalaureate/transfer and occupational programs. During fiscal year 2003, over one-quarter (27.8 percent) of baccalaureate/transfer enrollees whose ethnicity was known were minority students. An examination of each minority racial/ethnic group's representation across the baccalaureate/transfer program area indicates that African-American students (14.3 percent) accounted for the largest minority group enrollments, followed by Hispanic (7.6 percent), Asian (4.8 percent), Nonresident Alien (0.5 percent), and Native American (0.3 percent) students. Table 3 also shows that over one-fourth (28.1 percent) of students enrolled in occupational programs were members of a minority group. African-American students had the highest representation among minorities in occupational programs and accounted for 15.3 percent of the population. Hispanic students had the second largest enrollment in occupational programs (7.6 percent), followed by Asian (4.1 percent), Nonresident Alien (0.5 percent), and Native American (0.4 percent) students.

Table 3
Fiscal Year 2003 Minority Students Enrolled in
Baccalaureate Transfer and Occupational Programs

Program	African American	Hispanic	Asian	Alien	Native American	Minority Subtotal
Baccalaureate Transfer %	14.3%	7.6%	4.8%	0.5%	0.3%	27.8%
Number	37,035	19,684	12,462	1,337	826	71,344

Table 3
Fiscal Year 2003 Minority Students Enrolled in
Baccalaureate Transfer and Occupational Programs

Program	African American	Hispanic	Asian	Alien	Native American	Minority Subtotal
Occupational %	15.3%	7.6%	4.1%	0.5%	0.4%	28.1%
Number	28,634	14,260	7,675	1,017	719	52,305

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Across all minority groups, in 2003 there were more than four times as many occupational completers as baccalaureate/transfer graduates. Table 4 shows that during fiscal year 2003, four times as many minorities completed occupational programs (10,166) than baccalaureate/transfer programs (2,507). Minority students accounted for 33.1 percent of occupational graduates, compared to 18.5 percent of baccalaureate/transfer graduates. Slightly less than one out of five occupational program completers was African-American (17.4 percent). The distribution for the remaining minority occupational completers was Hispanic (8.8 percent), Asian (5.8 percent), Native-American (0.5 percent), and Nonresident Alien (0.4 percent). African-American students represented a much smaller proportion of the baccalaureate/transfer graduates at 8.3 percent than the occupational program completers. Hispanic students (6.4 percent) accounted for the second largest group of baccalaureate/transfer minority graduates followed by Asian (3.2 percent), Nonresident Alien (0.4 percent), and Native American (0.2 percent) students.

Table 4
Fiscal Year 2003 Minority Student Completers in
Baccalaureate Transfer and Occupational Programs

Program	African American	Hispanic	Asian	Alien	Native American	Minority Subtotal
Baccalaureate Transfer %	8.3%	6.4%	3.2%	0.4%	0.2%	18.5%
Number	1,126	867	429	57	28	2,507
Occupational %	17.4%	8.8%	5.8%	0.4%	0.5%	33.1%
Number	5,379	2,723	1,788	131	145	10,166

SOURCE OF DATA: Annual Enrollment and Completion (A1)

Analyses by Humphreys (1999) and the American Council on Education/American Association of University Professors (2000) found that a diverse faculty promotes a positive learning environment for both minorities and Caucasians. Table 5 shows that in fiscal year 2003 minority faculty accounted for 13.5 percent of the full-time and 14.2 percent of the part-time Illinois community college faculty whose ethnicity was known. Minority representation among full-time faculty is up slightly (0.1%), while among part-time faculty it is up nearly a whole percent (0.8%) compared to last year.

Table 5
Fiscal Year 2003 Minority Faculty in
Illinois Community Colleges

Program	African American	Hispanic	Asian	Native American	Alien	Minority Subtotal
Full-time %	7.6%	1.7%	3.7%	0.2%	0.2%	13.5%
Number	338	75	166	11	6	596
Part-time %	7.9%	3.2%	2.6%	0.3%	0.1%	14.2%
Number	925	377	308	40	14	1,664

SOURCE OF DATA: Faculty, Staff and Salary (C1)

Each community college accepts the responsibility of meeting the needs and demands of area communities and constituents. To thrive in the competitive higher education marketplace, community colleges adopt a strong customer and community focus. Hence, the colleges tend to reflect the communities in which they are located. Interest in creating a diverse environment is common to all colleges across the system. Strengths and opportunities for improvement may differ by locality.

FOCUS TOPIC:
ADDRESSING THE NEEDS OF STUDENTS WITH DISABILITIES

Community colleges value diversity and constitute an important avenue of access for traditionally underrepresented groups. A diverse and inclusive college community provides an enriching atmosphere for learning and growth among all students, faculty, and staff.

Section 504 (of the Rehabilitation Act of 1973) and the Americans with Disabilities Act (1990) should be welcomed for the opportunities they offer to postsecondary education for rewarding self-examination. No other set of laws so entreats academia to take its own temperature, examine its traditions, and thoughtfully deliberate about which of its standards are essential and which are merely unexamined habits.

Whether from the insights achieved from integration or from self-reflection, the unconventional, nontraditional, innovative ways in which individuals with disabilities accomplish tasks can place institutions on new paths that benefit everyone. The term "universal design" signifies inclusive planning, structures, tools, and methods of teaching that take into account the range of physical and mental characteristics that spans human diversity. Because flexibility and provision of alternative approaches to the same objective are an inherent element of universal design, it gives all individuals, disabled or not, the freedom to choose the paths that best serve them without marginalizing them through "special" or segregated treatment. (Grossman, 2001).

Accommodations made for individuals with disabilities can produce benefits for the entire campus community as institutional self-examination occurs, physical barriers are eliminated, and ways of delivering course content are expanded.

Federal legislation has expanded educational opportunities for students with disabilities including: the Rehabilitation Act of 1973, the Individuals with Disabilities Education Act of 1975, and the Americans with Disabilities Act of 1990. The 1973 Rehabilitation Act opened up educational opportunities to disabled persons at all levels. The Individuals with Disabilities Education Act went further by requiring main streaming of disabled students into classrooms, as appropriate, and establishing of individualized educational programs for students with disabilities. The passage of the Americans with Disabilities Act of 1990 reinforced the common goals of full participation in American society for people with disabilities (<http://www.usdoj.gov/crt/ada/adahom1.htm>). In 1999, the Olmstead Supreme Court decision challenged restrictions by federal, state, and local governments and furthered the ultimate goal of promoting equality of opportunity to individuals with disabilities. State funded postsecondary institutions must provide the most integrated setting appropriate to meet the needs of individuals with disabilities (<http://www.cms.hhs.gov/olmstead>). Yet, Pierangelo and Crane (1997) contend that enrollment of people with disabilities in postsecondary institutions is 50 percent lower than enrollment among the general population.

Community colleges in Illinois offer individuals with the ability to benefit affordable access to education and training very close to home. Additionally, Illinois community colleges are a major provider of on-line instruction that has been developed within the state which brings opportunity into the individual's internet equipped home. Yet, nationally additional gains are needed in providing internet access to individuals with disabilities. "Among the non-elderly (aged 15–64), the gaps in access to these technologies are still pronounced as 32.6 percent of those with disabilities have computers and 15.1 percent use the Internet, compared to 55.6 percent and 42.3 percent, respectively, of counterparts without disabilities." (Kaye, July 2000)

The Illinois Community College System is committed to serving students with disabilities who can benefit by providing services and reasonable accommodations appropriate to the individual's documented disability. In higher education appropriate services are provided once the individual self-identifies and presents necessary documentation to verify the existence of a disability.

At the postsecondary level, students are deemed eligible for services if they submit documentation from the appropriate licensed clinical examiner (physician, psychologist, etc.) which shows they meet the ADA-504 definition of disability: a physical or mental impairment that substantially limits one or more major life activities (such as walking, standing, seeing, speaking, hearing sitting, breathing, Reading, learning, thinking, performing manual tasks, taking care of oneself); has a record of such impairment; is regarded as having such an impairment . . . Eligibility for disability-related services at the postsecondary level extends to those students with disabilities who are otherwise qualified. Students who are deemed to be otherwise qualified are those who are able, with or without accommodations, to meet the entrance requirements of the college or university. In other words, students with disabilities must be able to compete academically with their able-bodied peers. This does not mean that students with disabilities must do everything in the same way as their able-bodied peers--accommodations such as extended time on exams, scribes to write down answers dictated by students, use of computers for exams, and many other academic adjustments are allowed so long as the nature of the program is not substantially altered. (Kincaid, 2001)

During fiscal year 2003, approximately 10,683 students with disabilities were served by Illinois community colleges. According to Barnett and Li (1997), nationally about 53 percent of public higher education students are enrolled in community colleges and the proportion of students with disabilities served by the community colleges is about 71 percent. More recent statewide comparative information available from the Illinois Board of Higher Education (IBHE) for fall 2002 (fiscal year 2003) show community colleges enrolled 63.9 percent of the students in public higher education. IBHE fiscal year 2003 data show that community colleges served about the same proportion (63.8 percent) of the individuals with disabilities enrolled in public higher education.

FOCUSED QUESTIONS

A series of overarching questions was formulated to assess the extent to which Illinois higher education is providing needed services to all eligible students with disabilities. Community colleges and universities all responded to the underlying concepts contained in three questions which address: **adequacy of services**, **transitioning students** from high school to postsecondary education, and examining the **campus climate** for individuals with disabilities. Since providing needed services to individuals with disabilities requires resources related **funding** issues are also reviewed in the report.

Staffs from the Illinois Community College Board and the Public Policy Institute at Southern Illinois University Carbondale developed, administered, and are collaborating to analyze a survey on Postsecondary Transition Planning and Services for Students with Disabilities (Transition Services Survey). The survey is another step in the Illinois Community College Board's ongoing efforts to gain a more complete understanding of available programs and services that work for students with disabilities and to help share promising practices across the system.

The Transition Services Survey builds upon work currently underway as part of the Interagency Coordinating Council (ICC). The ICC was created by state legislation (1990 Interagency Coordinating Council Act, 20 ILCS 3970) to facilitate transition services for students with disabilities entering into Postsecondary education and improve outcomes for youth with disabilities. The Council is charged with: gathering and coordinating data on services for transition-age youth with disabilities; providing information, consultation, and technical assistance to state and local stakeholders; assisting state and local stakeholders in establishing interagency transition agreements; conducting an annual statewide evaluation of student transition outcomes and needs; and providing in-service training to consumers in developing and improving awareness of transition services.

An ICC subcommittee focuses its attention on higher education service issues for persons with disabilities. Membership on this subcommittee includes representatives from the Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), Department of Human Services (DHS), and the Illinois State Board of Education (ISBE). The subcommittee was apprised of the project and had the opportunity to review and comment on the direction of the Transition Services Survey as well as the content of specific items throughout the survey development process. Further analysis of Transition Services Survey outcomes will be provided in a separate forthcoming report. The following paragraphs address the focus questions agreed to by partners preparing Underrepresented Groups Reports across all sectors of higher education along with related funding issues.

ADEQUACY OF SERVICE

Colleges and universities were asked to respond to the following questions which address adequacy of services to individuals with disabilities. To what extent is the college providing a range of services to students with disabilities that is appropriate and adequate? How does the college

know that the existing range and level of services are appropriate and adequate?

Community colleges are required to provide services to students with disabilities under Section 504 of the federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. (<http://www.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html#E>) College officials take this responsibility seriously and have made substantial modifications to buildings and campus grounds, purchased assistive technology and established special programs and services to provide opportunities to individuals with disabilities.

The first part of the question "to what extent Is the institution providing a full range of services to students with disabilities and offering the services this population needs" was addressed through a series of inquiries in the Transition Survey. The Transition Services Survey asks community colleges to identify the services available to students with disabilities and then asks for information about services that were requested that could not be or were not provided. To penetrate this issue more deeply, the survey examines whether the requested services were outside the scope of the college, available from a community partner, or unavailable for another reason. Taken together, the questions in this portion of the survey approach the issues surrounding whether a full range of services is provided as well as if needs are being met.

Virtually all colleges indicated that they made the following services available to students with disabilities as per their Individual Education Programs:

- modifications in policy or procedures such as extended time to take exams;
- interpreters;
- access to alternative media such as Braille, large print and audio equipment; and
- note taking or taping of lectures.

Twenty-three community colleges had students with disabilities request services that could not be provided. In all but one instance where a textbook on tape was unavailable from the publisher and a reader was supplied, the requested service was outside the scope/responsibility of the community college under federal laws. The most frequently requested services that were not provided at the request of students with disabilities were personal aides and personal attendants. Several community colleges had been asked to provide wheelchairs, motorized scooters and other mobility aides. Other instances involved requests for accommodations that were deemed inappropriate such as waiving essential course requirements or eliminating vital components of the learning or evaluation methods. Examples included requests for unlimited time for assignments and tests, the ability to do all tests at home and waiving all attendance requirements.

Community college officials sought support from partners to meet non-academic needs. Requested services were located from another community partner 52 percent of the time. For example, the Home Services Program provided personal attendants to persons with disabilities who meet eligibility criteria. Some assistive software for home use was acquired through the Department of Human Services (DHS) local rehabilitation offices. Some personalized services such as an individual tutors or a personal assistant to help with wheelchair mobility so the student can attend class, are available through other local social service agencies. In three cases, the community college indicated that the services were unavailable for another reason.

The second part of the question focuses on how the institution knows if the existing ranges and levels of services are adequate. The Student Transition Survey puts the question into a declarative statement and provides several activities that might serve the purpose of determining the adequacy

of existing ranges and levels of services, as follows.

- Informal conversations with students with disabilities (100 percent)
- Administering customer satisfaction surveys (64.4 percent)
- Using an advisory council for students with disabilities (43.2 percent)
- Convening focus groups of students with disabilities (27.3 percent)

Percentages cited are of those responding to each inquiry.

Steps to Assure Adequacy of Services What Works – Community colleges identified an array of practices, procedures and approaches that work locally to assure the availability of appropriate accommodations and services to individuals with documented disabilities. **John A. Logan College** officials commented that they surveyed all students in all service areas, not just students with disabilities. **Waubensee Community College** noted that the Access Center for Students with Disabilities surveyed students with disabilities "per accommodation, per class, each semester" to determine service adequacy and any additional needs that had arisen. **Olney Central College** sought feedback from instructors and tracked completion rates for students with disabilities compared with the general population to gather information about the adequacy and appropriateness of its service mix. As another example, **College of DuPage** officials were pleased to report a climate where students felt comfortable coming forward with their needs and would talk to college officials if additional assistance or accommodation were required.

Making sure that internal and external constituencies are aware of available resources and how to access them is an important first step. **Highland Community College** and **Spoon River College** highlighted updated **Manuals/Transitional Services Guides** which are widely distributed to better assure that college staff, area high school staff, service partners and students with disabilities are aware of available services.

Highland Community College and **Spoon River College** both detailed recent revisions to their manuals of procedure guidelines for ADA compliance and equal access developed independently by their respective ADA compliance officers. These manual pulls together in one place important ADA definitions, rights and responsibilities of the college, rights and responsibilities of individuals with disabilities, procedures for seeking accommodations, and an appeal process. It is an important resource for students, faculty and administration in that it gives everyone a common vocabulary and set of procedures to follow in order to provide reasonable accommodations to students with disabilities in a timely and appropriate fashion. Community colleges will typically each produce similar documents.

Having access to the technology to help students is critical to helping them meet their goals. John A. Logan College described the range of adaptive technology available to students in its submission. Wilbur Wright College officials emphasized expanded low vision services. **John A. Logan College** maintains an updated adaptive technology workspace for student use. The purpose of this room is twofold: first to allow students with disabilities the opportunity to have access to assistive software and hardware for doing their work most effectively, and second to make the most efficient use of staff resources. During the summer of 2003, the College purchased additional adaptive software and hardware designed to assist students with disabilities. Kurzweil 3000 software was purchased, which allows a student's test to be scanned into the computer, edited as necessary, and then read to the student by the computer, with the words being highlighted as the computer reads them. Overall students have responded well to the technology. Kurzweil 1000 software was also purchased, which performs a similar function as the Kurzweil

3000, except that it is made for a person who is blind and reads the entire screen to the student. Dragon Naturally Speaking was also purchased and is a program that allows the student to speak into a microphone and have the computer type the information that is spoken. In addition to the software purchased for the adaptive technology room, a new color closed caption television was also purchased to replace the outdated one. This equipment allows those with low vision to view a textbook, an article, or to even do their homework by enlarging the words on a screen. Backgrounds and printed text colors can be changed to accommodate the vision requirements of each individual student.

City Colleges of Chicago Wilbur Wright College's Special Needs Office purchased a "Clarity Mobilemate" system to provide mobile access for our visually impaired students. The system is a very important addition to our adaptive equipment collection. The Mobilemate system consists of a mobile cart, a 17" LCD display, "Clarity" Classmate Video Magnifier with desktop and distance viewing, a battery and charger. It can be wheeled wherever the student needs it. This mobile video magnifier attached to a movable desktop provides low vision students with distance viewing. The equipment allows the low vision student to view the blackboard, lecturer, artwork, etc. It is ideal for use in our classrooms, lecture halls, and other areas requiring mobile access. Visually impaired students have successfully used this system and are pleased with the improved access to education it has allowed an array of adaptive technology is available at community colleges on demand to meet documented needs.

In the Elgin Community College and Parkland College submission the importance of dedicated staff is reiterated. **Elgin Community College's** provides a specific TRIO grant funded advisor for students with disabilities who works with local disability service providers to help coordinate services. Implemented in May 2003, this program provides students with tutoring support and free admission to academic workshops. Students receiving services are not singled out for these services, but their progress is facilitated and monitored. All colleges have someone who oversees ADA compliance.

Parkland College's Learning Resource Services Office coaches students throughout their time at the college. Coaching sessions are ½ hour sessions scheduled on a weekly or bi weekly basis with the Learning Disability Specialist. These coaching services can include assessing the student's needs, assessing learning strengths and weaknesses, connecting students to services on campus, and assisting students to make the connections. Coaching can include direct instruction in strategies created for the individual strengths. Time management is another area where direct assistance can create an environment where a student can be successful. Study skills, test taking skills, and career planning may also be a part of a coaching session. Sometimes referrals are made to off campus agencies or facilities by writing referral letters or completing forms and sharing contact information with the student. The staff may assist students with scheduling and planning both short- and long- term as the student requests.

FACILITATING TRANSITION FROM HIGH SCHOOL TO COLLEGE

To what extent is the college providing outreach services to students with disabilities in high school? How will students with disabilities who are transitioning directly from high school know that if they go to college the needed services will be available? How does the community college work with high schools to facilitate the transition to college for students with disabilities?

Nearly 95 percent of the community colleges reported that they were specifically reaching out to high school students with disabilities in their districts to help them transition into higher education. A range of outreach methods is used. Some colleges conduct site visits at area high schools and

participate in activities upon request while others appear to be more proactive in their outreach. College staff regularly goes to the high schools for special programs like “college recruitment nights” or to talk with specific classes. One college commented that it 'piggy-backed' on existing activities to share information about special needs services with a broader audience. It was also noted that community colleges host high school students, teachers and guidance counselors at special events and tours on campus. Several colleges also explained that they target activities to both students with disabilities and their parents. In almost all cases, community colleges provide both service and contact information to high school students with disabilities. This can take the form of written materials like personal letters, brochures, manuals or verbal communication at informational meetings, workshops and orientations.

Twenty-one community colleges reported that they were members of the local team that developed Individual Education Programs for area high school students. Over three-quarters of them (N = 16) were brought in when the students reached the ages of 17 and 18. Some thought this timing was appropriate, while others thought it was late in the transition planning process and would prefer earlier involvement.

To determine whether the community colleges are providing the right outreach services so that students with disabilities in high school know needed services are available if they choose to go to a community college, the survey focused questions in two areas: Outreach services are provided to students with disabilities in high schools so they are made aware of the services available from the college to meet their needs; and, outreach services are provided to these individuals while still in high school so they are made aware of the academic expectations and rigor of college programs. Forty-four of the 48 colleges agreed with both of these rationales for providing enhanced outreach services.

Facilitating Transitions What Works – Several community colleges reported they were doing some creative activities to ease the transition for secondary students with disabilities. One example was a community college that used dual enrollment to help academically qualified students with disabilities make a smooth transition from high school to Postsecondary education. Another community college prepared and distributed public service announcements (PSAs) about programs and support services available to students with disabilities. These PSAs are aired on local radio stations. A third community college reported that a representative participated in the exit interviews of all seniors with disabilities from area high schools to inform them of what the college has to offer. **South Suburban College** specifically mentioned offering special scholarships for secondary students with disabilities to facilitate their college enrollment.

One example of a program that works to ease the transition into higher education is Open House and Orientation sessions held on the college campus to get students acquainted with the campus and available services. Several colleges including **Lincoln Land Community College, Lake Land College, Action Community College, and Southwestern Illinois College** detailed what worked best locally. Open Houses tend to be information sharing and recruitment opportunities. Generally, orientations help students who commit to pursuing college level work develop a more complete understanding of expectations and available assistance.

Lincoln Land Community College includes a component called “Mission Impossible” which has become so popular that high school counselors and special education teachers request it by name. The program incorporates a virtual tour of the college campus and features key personnel important to a successful transition for entering students. The students’ task is to locate and investigate the presented areas, then return with valuable information they will need to enroll in classes. This participatory approach has stimulated interaction, both placed more responsibility

on the student and empowered them to take additional steps toward independence, and made their first on-site visit to the college more comfortable.

Lake Land College's Special Needs Open House is especially well received since as many partners as possible join together in the same location to take the necessary steps to begin addressing multiple needs that may exist for potential entering students with disabilities. The fiscal year 2003 Special Needs Open House attracted 46 students, parents and counselors. During the Special Needs Open House, attendees have the opportunity to visit with representatives from both Lake Land College and outside agencies to obtain information about college programs, resources and disability support services as well as the opportunity to tour the Lake Land College campus. Lake Land College offices participating in the Open House include the following: Special Needs, Perkins Grant, Tutoring, Assessment, Counseling, Financial Aid, and Student Life. The Office of Rehabilitation Services and Dislocated Workers also participates in this event.

Southwestern Illinois College officials also noted the importance of bringing partners together to facilitate making as many services as possible available to new students with disabilities and how making the entire day a campus wide event benefitted the participants and the larger campus community. Twelve community agencies attended the Southwestern Illinois College's Disabilities Awareness Student Orientation Program. These organizations provided disability awareness information and handouts. A networking luncheon was held and campus tours were given to increase disability awareness. Additionally, in order to elevate awareness and attendance, a nationally known motivational speaker was featured as the highlight of the "Disabilities Awareness Day" that corresponded with the orientation program. Mr. Foppe gave a presentation on overcoming barriers as a person with a disability who was born without arms. Mr. Foppe explained his journey from dependence on others to independence. He talked about how to stay motivated and focused, deal with negative people, and do more with less. He intertwined his presentation with heartwarming and humorous stories, which captivated and inspired both the high school audience and others in attendance.

Oakton Community College's Expanded Orientation for Individuals with Disabilities was expanded to two days to clarify expectations and better prepare individuals for the rigor of college level coursework. The sessions include strategies for reading a textbook, taking notes, studying, managing time and self-advocacy.

Joliet Junior College's students with disabilities New Student Orientation is offered every semester to every student who will be using accommodations and services for their time at the college. The group orientation is held the week before the beginning of each new semester and has the following goals to:

- Teach new students the procedure to access accommodations such as extended test time, scribing, test read, note takers and specialized software and equipment.

- Teach new students how to schedule services such as tutoring, time management, and study skills.

- Introduce students to assistive technology and software.

- Help students learn college survival skills such as how to read the class schedule, add or drop a class, find parking, find their classrooms and other tutoring programs on campus.

- Learn how to discuss their disability and request ADA/504 accommodations from their instructors using the Instruction Notification Letter.

During orientation the students become acquainted with the staff and will know where to get assistance when questions or concerns arise during the semester.

Moraine Valley Community College’s Center for Disability Services (CDS) transition process works because of the close working relationship with area high school counselors, special education instructors, students with disabilities, and their parents. Generally, community colleges strive to maintain close relationships with their partners. CDS staff visit potential incoming students with disabilities in their own high schools to begin the application process for admission to the college and to discuss the steps students must complete to be eligible for services and accommodations while attending Moraine Valley Community College. Individual meetings occur with each student to complete an intake, discuss documentation requirements, and talk about available services. Small-group orientations are held throughout the summer for new students, and a “Get Acquainted Day” is held a week or two prior to the fall semester to familiarize new students to the college environment. Because the application process is begun **prior** to high school graduation and students are encouraged to complete all the necessary steps by a specified deadline date, services are very likely to be in place when classes begin in the fall. Once the application process is begun, CDS will follow up with those students who have not completed all procedures by sending out reminders and guiding students through the final steps. The following table shows the increase in the number of students registered with the CDS office at Moraine Valley Community College over the past six years. This number includes students of all ages.

Table 6 Moraine Valley Community College Documented Students with Disabilities Served Fiscal Year 1998 - 2003						
Fiscal Year	1998	1999	2000	2001	2002	2003
Learning Disabilities ADD	160	169	167	174	205	226
All Other Disabilities (Vision, Hearing, Motor, Developmental, Emotional, etc.)	130	140	149	149	175	168
TOTAL	290	309	316	323	380	394

SOURCE OF DATA: College Database

CAMPUS CLIMATE

To what extent is the college providing an appropriate climate or context so that students with disabilities know that they will be supported and their needs responded to in a prompt and timely manner, if they seek services? How does the college provide an appropriate environment?

Community colleges described activities they sponsored to make the campus climate welcoming for persons with disabilities. They were also asked to identify the steps college officials take to ensure that the needs of students with disabilities are addressed in a proper and timely manner.

Campus Climate What Works – Community college efforts to make the campus welcoming were described as beginning at orientation. One college refers students with disabilities to a specific college advisor for assistance as needed. Another college offers disability test dates for students who need accommodations for their entrance exam as well as priority registration. A third college described its Independent Student Organization, an advocacy and support group that assists in maintaining a barrier-free campus. One of the community colleges stated that "The Special Needs department sponsors many workshops to increase awareness and acceptance. The student club SNAP holds mixers and does community service work, which also contributes to a welcoming climate." Another aspect of a welcoming climate was ensuring that faculty and administrative staff have training in screening students with disabilities and the appropriate strategies to use with students with disabilities in the classroom and around campus.

A variety of information was also given about ensuring that students know how their needs will be responded to in a proper and timely manner when they seek assistance. Most community colleges consider the employment of a full time Special Needs Professional or the existence of a Disability Services Unit or Special Needs Office to be evidence that they are serious about meeting the needs of students in a proper and timely manner. Several respondents said that they arrange accommodations and services at the time of registration and before classes begin as one strategy to meet student needs in a timely manner. One college commented that it periodically convenes an advisory group of students with disabilities to examine being responsive to student needs. Another community college sets aside time for twice weekly staff meetings to review individual cases for progress. Two colleges noted that they had policy statements available related to issues of accommodation and discrimination and other institutional guidelines to ensure services are timely and proper.

It appears that whatever special arrangements are made by community colleges to ensure that the needs of students with disabilities are met in a timely and proper manner, they enjoy strong campus support. These were a few of the comments :

"The department has enjoyed solid institutional financial support for 30 years. Disability Services is an integral part of College operations...

The Dean of Student Affairs attends weekly meetings of special support staff to discuss needs and assure their timely address.

...the Special Needs Office Coordinator directly reports to the Vice President of Student Services and also is a member of the Executive Council."

Frontier College stressed in its submission that addressing the needs of students with disabilities is built on the development of an environment filled with caring staff and instructors. Administrators seek to schedule classes at times and places that best meet the students' needs. Staff takes the time to develop trusting relationships with students and seek to meet those students' needs in a timely manner. Instructors willingly make accommodations that enhance the class for all students. Frontier College also provides assistive devices to students who need them. Frontier purchased several voice-activated tape recorders which are loaned out to students who can benefit from recording lectures. A Chording Keyboard was purchased specifically for one student who has limited use of only one hand. A portable let and a right-hand keyboard was purchased so that regardless of what lab a class is scheduled to be in, the board moves with the student who needs it at the time. Focusing on the individual and making a concerted effort to meet their needs is a key to helping the student achieve success.

Olney Central College echos the importance of creating an enriching environment and welcoming climate. Olney Central College's Special Learning Needs Unit has sought to establish a

comprehensive program for all disabled students at the college and to effect system-wide change in faculty and staff training levels and attitudes about disabilities. The program was started by sending all Learning Skills Center personnel for Special Learning Needs training as Resource Specialists at the ABE/GED and Developmental levels. The next step was to educate faculty and staff about disabilities and how to recognize students who need to be referred for disability services. A comprehensive training program was systematically presented addressing issues relevant to addressing the needs of students with disabilities. Staff, faculty, and administrators participated in a training program entitled "Change Your Brain, Change Your Life." Once the faculty and staff had been trained, the final step was to begin referring students for assessment. Advisors screen students through school records, testing results, agency referrals and self-disclosure for referral to the LSC for assessment. ABE/GED and Developmental instructors conduct ten-minute interviews with all students in their classes and refer students for assessment who self-disclose. All Olney Central College instructors refer students who exhibit special learning needs in the classroom to the Learning Skills Center for assessment. Once students are referred, they are assessed with the Payne Learning Need Inventory. Multiple levels of assessment are done on an as-needed basis, including the SATA, WRAT, Peabody Picture Vocabulary Test, and the Woodcock- Johnson III. What makes this program unique are the reports, with their emphasis on what the student can do as well as their problem areas, that are shared with students and sent to teachers as appropriate. These test results, the students' previous testing school records and individual education plans are used to design specific strategies and accommodations to enhance success in the classroom. Assistive technology is built into these individualized plans when needed.

All community colleges strive to create a welcoming climate for individuals with disabilities.

PROVIDING RESOURCES TO PROMOTE STUDENT SUCCESS

A recent state level funding losses and impending change in federal ADA regulations can be expected to further impact community college efforts to serve individuals with disabilities and other underrepresented groups. Resources are needed to provide students with disabilities and other underrepresented groups with the support systems to succeed. Community colleges have a proud tradition of providing access to higher education to all individuals who can benefit and are challenged by the current fiscal climate which makes it increasingly difficult to meet the need for service.

The cost to providing appropriate services to students with disabilities ranges from modest to substantial based on the needs of the particular student. Historically, the Illinois Community College System's Special Populations Grant was one important source of funding to furnish needed services. However, due to fiscal constraints, dedicated funding for the community college system's Special Population Grant was discontinued in fiscal year 2003. The Special Populations Grant was restricted funding that provided special support services to assist special population students to initiate, continue, or resume their education. It supported services to individuals in need of academic skill enrichment to remedy educational deficiencies. For other students, these funds were used to provide accommodations for their special needs and provide educational opportunity. The Special Populations Grant was nearly \$13 million in the fiscal year 2002, was eliminated in the fiscal year 2003 budget and has not been restored. The impact of these cuts and their responses can be summarized as follows: Many colleges noted that the elimination of the Special Populations Grant has been detrimental to students who were provided services with grant funding. Colleges reported that mandated services to students with disabilities that had been funded through the Special Populations Grant are now being paid for out of operating budgets, which further reduces service capabilities to students in other areas. Colleges reported that the loss of the Special Populations Grant impeded their ability to provide other non mandated education services.

Table 7	
Illinois Community College Special Populations Grant Funding Fiscal Year 1995 - 2003	
Fiscal Year	Grant Amount
2004	\$0
2003	\$0
2002	\$12,982,200
2001	\$13,000,000
2000	\$12,711,800
1999	\$12,300,000
1998	\$12,300,000
1997	\$11,700,000
1996	\$11,700,000
1995	\$10,100,000

SOURCE OF DATA: ICCB Financial Records

Community colleges continue to serve individuals with disabilities but the challenges are much greater without Special Populations Grant funds. With additional resources more individuals with disabilities and under prepared students could be served and their needs more fully accommodated. Efforts to restore funding to better serve special populations should continue.

Running Out of Budgeted Dollars to Serve Individuals with Disabilities – The Student Transitions Survey asked colleges to comment on the point at which the budget dedicated to provide services for students with disabilities were exhausted last year. During fiscal year 2003, 44 percent of all Illinois Community Colleges reported running out of resources to provide services to students with disabilities before the end of the fiscal year. Providing interpreters for hearing impaired students was a major expense that contributed to the problem at several colleges. Since continuation of services is mandatory for students with documented disabilities other funding sources had to be located.

Most of these schools' exhausted their resources budgeted for serving individuals with disabilities before the end of the Spring semester. For example, **Joliet Junior College** indicated that its resources for these services are usually exhausted by April or May. **McHenry County College** noted that its resources were exhausted by late March. **Lincoln Land Community College** and **Rock Valley College** indicated budgeted funds were exhausted by February. Other colleges exhausted their resources before the end of the Fall semester. For example, **Heartland Community College** and **Prairie State College** indicated their resources ran out in December and three months into the fiscal year respectively. **Morton College** reported that its resources were exhausted by December due to the elimination of Special Populations Grant funds, and they

implemented emergency procedures to ensure that adequate services were available to students during the Spring semester. **Olney Central College** reported that it recognized at the beginning of the fiscal year that they would not have enough money to provide needed disability services. Each year, they must look for alternative sources of funding such as external grants to provide services to students already attending and there are no resources readily available for new transfer students with disabilities.

Many of the colleges that did not exhaust the resources available to provide services to students with disabilities reported that their funding came from multiple sources. Ninety percent of those who encountered budgetary difficulties indicated that the college increased the special needs budget either through an infusion of general institutional funds, re-allocation of funds from other departments or tapping into federal Perkins or Adult Education dollars. Perkins dollars are used to provide services for appropriate occupational populations. Others noted that adequate resources to provide services to students with disabilities were identified in the college's overall budget, or they had eliminated some nonmandated services in order to maintain ADA-mandated services. The Special Services Office at **Southwestern Illinois College** maintains operating budgets from Perkins and College funds. **Highland Community College** reported that its resources were not exhausted, however, no resources were officially allocated for disability services and needed to be acquired based on demand. **Harold Washington College** officials indicated that while they were able to maintain funding for ADA-mandated services, they had to eliminate non mandated services, but still widely needed services such as cutting staff, supplies, travel and/or printing, reducing hours and/or pay, and increasing tuition and fees.

Colleges are partnering to assure that mandatory services continue and selected equipment purchases can be made. Advanced Technology Grant cuts at the state level also have a negative impact on equipment purchases. Nearly two-thirds of those responding said that they participate in partnerships to fund mandated services for students with disabilities, including about half of the colleges who exhausted funds prior to the end of the year. Slightly more than 50 percent of those responding stated that they participated in partnerships to purchase equipment for students with disabilities. Four colleges experiencing budget shortfalls reported involvement in partnerships to purchase equipment.

Actions at the federal level are also expected to have an impact on the need for additional dollars to meet the needs of individuals with disabilities. The Access Board is a federal agency which establishes accessibility standards and expects to release revised guidelines soon governing campus accessibility under the ADA. The upcoming changes will be the first comprehensive revision since standards were enacted in 1991. According to Frazier (2004), universal design will lie at the center of the update of the ADA Accessibility Guidelines (ADAAG). While the new requirements will not specifically apply to educational facilities, it will contain detailed provisions for various generic elements of public buildings such as ramps, elevators, restrooms, walkways, parking, signage and campus classrooms. The impact of these guidelines upon postsecondary institutions is expected to be substantial. The new guidelines are expected to be formally released in the near future. For more details and to monitor developments please see www.access-board.gov.

Hence, current state budgetary constraints are impacting operational funds for services to individuals with disabilities and have a ripple effect on other groups on campus. Approaching changes in accessibility standards at the federal level are expected to impact capital funding needs. Maintaining mandatory and other needed services for individuals with disabilities must remain a priority. Adequately funding programs designed to serve individuals with disabilities is the right thing to do.

PARTNERSHIPS WITH THE OFFICE OF REHABILITATIVE SERVICES

The Department of Human Services (DHS) Office of Rehabilitative Services (ORS) and community college system are actively partnering in order to better serve students with disabilities. The last edition of the Illinois Interagency Coordinating Council (ICC) highlighted the progress being made.

In an effort to enhance relationships with local ORS offices, community colleges have negotiated agreements that identify shared payment arrangements for ORS clients, joint training sessions between colleges and local ORS offices, and an exchange of information about the ORS students and the services they received. During these discussions, colleges and ORS offices were guided and supported by a statewide committee composed of representatives from ICCB, ORS, IBHE, and colleges and universities. To help institutions in negotiating with their local ORS offices, the committee developed a statewide model agreement that colleges and universities could use to guide their discussions and conducted three workshops to review agency policies and practices. (Illinois Interagency Coordinating Council, April 2003).

Since the ICC report was issued, ICCB, college, and ORS state and local staffs have met throughout fiscal years 2003 and 2004 mainly to discuss cooperative agreement matters that are impacting the availability of student support services. Three regional workshops were offered in March 2004 to interested community college and ORS staff to make further progress. The goal of the workshops was to refine the universal agreement for services that is being used as a model throughout the state. Funding cuts such as the Special Populations Grant for community colleges and general funding cuts for ORS have negatively affected payment for student services by both partners. Regional workshops for fall, 2004 are in the planning stage to strengthen communication, coordination, and testing.

Forthcoming initiatives are expected to include a pilot implementation date of July 1, 2004 for a uniform cooperative agreement in Zone A of ORS which includes the City Colleges of Chicago and parts of the collar colleges. Usage is expected to expand to other regions if the partners see it as beneficial. A transition meeting is planned with ISBE, IBHE, ICCB, and ORS before the end of FY2004 to further improve transition methods and coordination among the agencies. The goal is to establish make movement for students from high school to higher education more seamless. A list serve of the community college coordinators for students with disabilities is being developed to make it easier to share information among colleagues and forward the latest information from ORS to appropriate college officials. A one day Transition Planning Workshop sponsored by the ICC is scheduled for May 11 and involves training for personnel from member agencies. Nine community college representatives are scheduled to participate in the workshop. An enhanced transition plan is expected to emerge from the workshop and then integrated into the agenda for the upcoming ICCB/ORS regional workshops in fall, 2004.

In the Transition Services Survey, 91.7 percent of the colleges indicated that they established and signed agreements with local Department of Human Services (DHS) Office of Rehabilitative Services (ORS). Nearly two-thirds of the agreements had been implemented (N = 27). Transition Services Survey results show working relationships between colleges and ORS staffs are generally positive and improving to the benefit of all parties – particularly the students. Opportunities exist in some parts of the state for further enhancements in communications. Locating adequate funding to meet existing needs in the current fiscal environment and reimbursement levels and delays were among the challenges cited.

FUTURE DIRECTIONS

The structure of the Underrepresented Groups Report is evolving in an effort to focus activities and resources on high impact initiatives. A series of focused topics has been identified structured around a three-year repeating cycle. Topics scheduled to be addressed to increase participation of minorities, women, and persons with disabilities include:

Fall 2004: Academic Achievement – Initiatives related to college success and transition to the workplace are scheduled for examination (i.e., persistence, completion, time to degree, programmatic diversity, etc.).

Fall 2005: Campus Climate – Programs and initiatives associated with diversifying campus academic and social environments have been identified for emphasis.

Fall 2006: Recruitment and Preparation – Programs and initiatives related to the recruitment and retention of diverse student, faculty and staff; as well as activities related to the student transition (high school to college, adult education to college, developmental education to college, etc.), and public-private partnerships are scheduled to be addressed.

A set of review questions will be furnished each year. As was the case this year. An additional topic may be added periodically to address other priority issues or concerns as they arise.

RECOMMENDATIONS

The Illinois Community College Board and partners in the delivery of education and training programs should make the pursuit of additional funding to provide services and support to students with disabilities and other underrepresented groups a priority. Although the current fiscal climate is challenging the need for programs and services to serve these individuals continues to be strong.

College officials should continue actively engaging in the implementation of cooperative agreements between Office of Rehabilitation Services to promote student achievement and employability for individuals with disabilities.

The Illinois Community College Board and partners should collaboratively pursue additional funding to provide the assistive technology and auxiliary services necessary for individuals with disabilities to more fully participate in higher education opportunities. Research suggests that individuals with disabilities lag behind the general population in having computer and internet access (Kaye, July 2000).

College officials should fully cooperate with additional information requests about the types of disabilities which individuals possess who are enrolled in community colleges and work with colleagues on campus to assure that these more detailed data are input into college administrative data systems.

College officials should address those areas identified in local analysis that provide the greatest opportunity to improve services to students with disabilities.

CONCLUSION

According to the US Department of Labor (2004), education is an essential element in qualifying for a high-paying job. In fact, for all but one of the 50 highest paying occupations (2002), a college degree or higher is the most significant source of education or training. Among the 20 fastest growing occupations (2002 - 2012), a bachelor's or associate degree is the most significant source of education or training for 10 of them. Furthermore, Chairman of the Federal Reserve, Alan Greenspan recently acknowledged the role of community colleges in allowing individuals to develop new job skills and help workers earn rising incomes.

Generic capabilities in mathematics, writing, and verbal skills are key to the ability to learn and to apply new skills and thus to earn higher real wages over time. The avenues to acquiring those skills are many, and one effective tool that we have developed to facilitate the transition to a new job or profession has been our community colleges. . . The impressive expansion of these learning centers attests to their success in imparting both general and practical job-related learning. A rising proportion of the population is also taking advantage of both general adult education and work-related instruction. (Alan Greenspan, Omaha Chamber of Commerce February 20, 2004)

Higher education is an important pathway to higher earnings and positions that pay strong self-sufficient wages with fringe benefits and offer the opportunity for rising real incomes. Providing individuals with disabilities who have the ability to benefit with access to higher education should be a priority. Community colleges have traditionally played an important role in providing access and with sufficient funding can help more individuals with disabilities achieve their goals.

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APPENDIX A

**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF AT ILLINOIS COMMUNITY COLLEGES
FISCAL YEARS 2002 AND 2003**

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

<u>Program</u>	<u>Staff Years Budgeted</u>		<u>Total Dollars Budgeted</u>		<u>Change In Total Dollars Budgeted</u>	<u>FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation</u>	<u>Other Sources</u>
	<u>FY02</u>	<u>FY03</u>	<u>FY02</u>	<u>FY03</u>			
SOUTHWESTERN ILLINOIS COLLEGE							
Minority Transfer Center	2.50	2.25	77,975	102,262	24,287	37,700	64,562
Special Services Center	*	8.00	264,242	285,270	21,028	225,270	60,000
Career Center	5.40	7.5	269,873	351,537	81,664	296,537	55,000
Personal Advocate Program	3.00	3.5	105,621	137,247	31,626	0	0
Minority Science Program	0.25	0	6,650	0	(6,650)	0	0
Adult Basic Education	N/A	53	0	1,530,117	1,530,117	793,272	736,845
East St. Louis Success Center	N/A	1.38	0	39,410	39,410	0	0
East St. Louis One-Stop	N/A	0.25	0	11,875	11,875	11,875	0
BLACK HAWK COLLEGE							
Programs							
Special Populations Grants	7.51	3	300,693	108,523	(192,170)	0	108,523
Access to Education & Employment	5.00	2	70,000	59,462	(10,538)	0	59,462
English as a Second Language	2.50	2.5	115,162	140,215	25,053	0	140,215
Workforce Diversity Program	*		0	0	0	0	0
Bridges Program	*		0	0	0	0	0
Gender Equity Coordinator	*	1	31,000	30,511	(489)	0	0
Minority Faculty Open House	*		2,000	0	(2,000)	0	0
Minority Transfer Center	*		107,000	107,000	0	0	0
Disability Service	*		77,891	92,437	14,546	0	92,437
Office of Intercultural & Community Affairs	*		170,000	170,000	0	0	170,000
Scholarships							
(2) High Potential Students	*		0	0	0	0	0
(2) Academic Achiever	*		0	0	0	0	0
(1) Commitment to Diversity (MLK)	*		0	0	0	0	0
(2) ALCOA Mills Products	*		0	0	0	0	0
African American & Hispanic	*		0	0	0	0	0
(2) Workforce Diversity	*		0	0	0	0	0
(1) Bridges Scholarship	*		0	0	0	0	0
(65) Bridges Summer Orientation	*		21,450	18,425	(3,025)	0	18,425
Workforce Diversity Program	*		0	0	0	0	0
(1) Commitment to Diversity at East Campus	*		42,636	42,636	0	0	0
Clubs & Organizations							
ALANAA Student Organization	*		0	0	0	0	0
Brotherhood on Campus (BOC)	*		0	0	0	0	0
Association of Latin American Students (ALAS)	*		0	0	0	0	0
Sisterhood on Campus (SOC)	*		0	0	0	0	0
African-American Student Union	*		0	0	0	0	0
Black Hawk College Soccer Club	*		0	0	0	0	0
Buddy Mentoring Club	*		0	0	0	0	0
Voices on Campus	*		0	0	0	0	0
Black Hawk College Bridges Club	*		0	0	0	0	0
DALEY COLLEGE, RICHARD J.							
<i>Implementation of a new advising model and changes in FY03 funding required the reorganization of some programs and services.</i>							
Adult Education Counseling (formerly ALSP Counseling)	1.00	2.00	45,381	85,673	40,292	----	----
Adult Education Tutoring (formerly ALSP Tutoring)	5.38		82,608	0	(82,608)	----	----
CBO Program	0.75	2.00	23,760	73,957	50,197	----	----
Continuing Education	1.00		35,993	0	(35,993)	----	----
Faculty Advising	3.00	4.58	104,977	174,537	69,560	----	----
National Youth Sports	#	2.72	68,370	56,957	(11,413)	----	----
NovaNET	1.00	0.83	51,756	21,489	(30,267)	----	----
Placement & Transfer Services (reported on separate lines in FY02)		2.21	0	79,554	79,554	----	----
Placement Services (see "Placement & Transfer Services" above)	1.12		30,773	0	(30,773)	----	----
Special Needs Services	*	2.60	59,443	45,818	(13,625)	----	----
Student Facilitators	5.63	3.72	86,311	57,353	(28,958)	----	----
Transfer Center (see "Placement & Transfer Services" above)	1.48		39,407	0	(39,407)	----	----

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program		Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
		FY02	FY03	FY02	FY03			
Upward Bound	#	4.39	5.64	125,478	146,530	21,052	-----	-----
KENNEDY-KING COLLEGE								
Benjamin E. Mays Academy	#	9.25	0	655,669	0	(655,669)	0	0
Project Transfer		1.75	1.75	75,714	48,500	(27,214)	48,500	0
Special Populations Grant		24.00	0	436,395	0		0	0
Talents Search	#	4.00	4	262,275	285,615	23,340	0	0
MALCOLM X COLLEGE								
AAWCC		0.10	0.10	1,225	1,225	0	0	1,225
Academic Support Center		38.68	13.50	730,116	278,087	(452,029)	278,087	0
CBO Program		0.18	0.55	11,035	12,000	965	12,000	0
Future Teachers		0.10	0.00	0	0	0	0	0
Latino Center		0.00	0.00	2,960	0	(2,960)	0	0
NYSP	#	2.71	3.50	117,500	92,500	(25,000)	0	92,500
Opportunities Program		0.00	0.00	0	0	0	0	0
Placement Center		5.35	3.30	174,000	112,000	(62,000)	55,000	57,000
Special Needs	*	6.45	5.00	177,760	140,278	(37,483)	86,278	54,000
Transfer Center		6.64	7.50	231,881	360,673	128,792	170,982	189,691
TRIO Educational Opportunity Centers (EOC) Program			4.00	0	200,000	200,000	0	200,000
TRIO Talent Search (TS) Program	#		4.00	0	200,000	200,000	0	200,000
Title V Hispanic Serving Institution Development Program			2.50	0	441,000	441,000	0	441,000
OLIVE-HARVEY COLLEGE								
Academic Computing Center		2.03	1.4	39,290	17,216	(22,074)	0	17,216
CBO Program	*	1.00	0.44	14,714	5,000	(9,714)	0	5,000
College Academy (formerly Bridge Program)	*	1.75	0.56	73,000	7,000	(66,000)	0	7,000
Future Teachers	*	0.25	0.25	2,000	0	(2,000)	0	0
Job Placement Center		1.50	1.5	66,506	70,000	3,494	0	70,000
Middle College	#	17.25	18.09	1,028,000	1,295,000	267,000	0	1,295,000
NovaNET		1.75	1.1	45,323	17,513	(27,810)	0	17,513
Science Resource Center/Champs	*	0.30	0.3	8,000	6,000	(2,000)	0	6,000
Special Needs	*	4.00	1.4	227,046	46,874	(180,172)	0	46,874
Transfer Center		1.75	1.75	98,334	96,000	(2,334)	0	96,000
Tutoring Services		33.10	6.5	496,352	234,918	(261,434)	0	234,918
TRUMAN COLLEGE, HARRY S								
Admissions & Advising Center	*	5.00	8	216,351	406,645	190,294	-----	-----
Institute for Native American Development	*	2.50	2	88,780	70,712	(18,068)	-----	-----
Refugee Assistance Center	*	3.50	1	84,137	57,666	(26,471)	-----	-----
Teen Parent Services	#	2.00	0	165,847	0	(165,847)	-----	-----
Testing Center		5.00	5	150,000	130,495	(19,505)	-----	-----
Special Services for Disabled Students/Touch Club	*	3.00	2	100,000	63,049	(36,951)	-----	-----
Adult Education Counseling	*	2.00	0	124,403	0	(124,403)	-----	-----
Career Planning and Placement		4.00	3	120,000	60,734	(59,266)	-----	-----
College Level Tutoring Services		12.00	8	300,781	231,992	(68,789)	-----	-----
Computerized Tutoring Center		5.00	3	196,064	155,068	(40,996)	-----	-----
Lakeview Learning Center	*	12.00	20	379,468	394,468	15,000	-----	-----
Technical Center - Counseling & Tutorial Services		2.00	0	55,929	0	(55,929)	-----	-----
Truman Middle College Alternative High School	#	18.00	25	370,405	746,488	376,083	-----	-----
Workforce Development Business and Industry Services	*	2.00	3(2FT+2PT)	58,381	168,690	110,309	-----	-----
WASHINGTON COLLEGE, HAROLD								
AAWCC *	*	0.00	0.00	9,353	0	(9,353)	0	0
African Student Association		0.50	0.50	1,000	1,000	0	1,000	0
Black Student Union	*	0.50	0.50	500	500	0	500	0
Black Women's Caucus ^	*	0.00	0.00	3,500	0	(3,500)	0	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
	FY02	FY03	FY02	FY03			
Career Planning & Placement	2.50	2.50	97,479	98,883	1,404	0	0
CBO Program	1.0	1.0	14,714	14,000	(714)	0	14,000
CLIMB x	0.50	0.50	10,000	0	(10,000)	0	0
Common Ground Project (Pluralism) ^	0.00	0.00	0	0	0	0	0
Computer-Assisted Instruction	8.24	7.55	116,611	96,000	(20,611)	0	0
Individual Needs (IN) Program ^	0.00	0.00	0	0	0	0	0
Opportunities Program ^	0.00	0.00	0	0	0	0	0
Organization of Latin American Students	0.50	0.50	1,500	1,500	0	0	0
Pre-Collegiate Program	3.00	1.00	106,500	100,000	(6,500)	0	0
Supported Employment (IL Dept. of Human Services)	6.30	6.30	271,590	268,195	(3,395)	268,195	0
Special Needs Center	3.42	2.98	155,959	118,000	(37,959)	0	0
Transfer Center	2.00	1.00	75,714	49,300	(26,414)	0	49,300
Tutoring Services	10.00	13.00	131,037	105,000	(26,037)	0	0
Vocational Development Program, IDHS	3.90	3.90	226,769	223,934	(2,835)	223,934	0
** funded through fundraisers, banquets, membership dues and donations							
*** funded through a partnership with Chicago State University							
WRIGHT COLLEGE, WILBUR							
A. Specific Race/Ethnic Groups, etc.							
African American History Month	0.20	0.2	1,912	500	(1,412)	0	500
Annual African Am Student Awards Luncheon	0.10	0.1	1,911	500	(1,411)	0	500
Future Teachers of Chicago/Illinois Bilingual Education of Chicago	0.05	0.05	2,375	2,000	(375)	0	2,000
Hispanic Heritage Month Activities	1.00	1	3,823	1,000	(2,823)	0	1,000
Minority Health Programs	0.02	0.02	3,600	3,000	(600)	0	3,000
National Women's History Month Activities	0.02	0.02	3,823	1,000	(2,823)	0	1,000
Resurrection Minority Scholarship	0.01	0.01	25,000	25,000	0	0	25,000
Special Needs Office	2.50	2.5	90,000	45,000	(45,000)	0	45,000
Teaching Certificate Program	2.00	2	95,000	95,000	0	0	95,000
B. Geographic Circumstances							
Adult Education Support Services	3.00	3	120,000	117,100	(2,900)	117,100	0
Annual Ethnic Food Festival	0.00	0	0	0	0	0	0
Clerical Excellence Awards	0.05	0.05	1,200	1,000	(200)	0	1,000
College Bridge Program	3.00	3	60,000	60,000	0	0	60,000
Displaced Homemaker Program	4.50	4.5	60,000	50,000	(10,000)	0	50,000
Job Training - Bank Teller	0.50	0.5	25,000	20,000	(5,000)	0	20,000
Job Training - Computer Certificates	0.50	0.5	30,000	30,000	0	0	30,000
Multi Cultural Community Events	0.15	0.15	16,822	8,400	(8,422)	0	8,400
NovaNET	8.00	8	40,000	39,030	(970)	39,030	0
Project Excel	3.50	3.5	19,000	15,000	(4,000)	0	15,000
Recruitment, Marketing, & Partnering	2.00	2	285,000	225,367	(59,633)	0	225,367
Sitter Service	1.00	1	19,429	15,610	(3,819)	0	15,610
Student Awards	0.05	0.05	1,200	1,000	(200)	0	1,000
Student Clubs & Assoc. (SGA)	0.40	0.4	43,045	38,000	(5,045)	0	38,000
Untenured Faculty Dinner	0.04	0.04	700	400	(300)	0	400
DANVILLE AREA COMMUNITY COLLEGE							
Career Directions/Gender Equity	0.00	0	0	0	0	----	----
Diversity Team	0.00	0	6,435	5,375	(1,060)	----	----
Minority Scholarship/Foundation	0.00	0	12,022	15,000	2,978	----	----
Opportunities Program	0.00	0	2,960	0	(2,960)	----	----
Perkins III / Special Populations	1.50	1.75	205,911	254,624	48,713	----	----
Project Excel	0.50	1.5	17,000	35,000	18,000	----	----
Special Populations / Disabled Students	1.00	0.5	71,398	56,054	(15,344)	----	----
Teen Parent Services / IDHS	1.75	1	51,000	46,000	(5,000)	----	----
The Learning Community / TRIO	4.50	4	249,208	260,079	10,871	----	----
Welfare-to-Work / ICCB	1.00	1.4	65,448	66,144	696	----	----
Youth Employment & Education Program / JTP-WIA	0.00	0.25	27,242	15,000	(12,242)	----	----
DUPAGE, COLLEGE OF							

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Program		Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
		FY02	FY03	FY02	FY03			
Health & Special Services	*	3.00	3.00	272,400	287,681	15,281	150,231	137,450
International Student Advising	*	2.50	2.50	58,212	89,972	31,760	0	89,972
Minority Transfer Program (includes Minority Articulation)	*	2.00	2.00	152,564	116,696	(35,868)	37,000	79,696
Project SELF	*	2.00	0.00	142,148	0	(142,148)	0	0
ABE/ASE/ESL including ESL Development	*	17.00	17.00	2,620,000	2,300,000	(320,000)	1,400,000	900,000
CREATE	*	1.00	0.00	87,868	0	(87,868)	0	0
Multicultural Center		0.00	3.00	0	166,196	166,196	0	166,196
Developmental Edu. Advising & NSO		0	3.50	0	217,141	217,141	0	217,141
ELGIN COMMUNITY COLLEGE								
Existing Programs								
ABE/ESL		7.00	7	1,593,969	1,325,364	(268,605)	448,841	0
ADAPT (Disabled Student Organization)		0.00	0	65	350	285	0	0
Advancing Opportunities		0.00	0	1,735	0	(1,735)	-----	-----
Affirmative Action		0.10	0.1	47,410	49,795	2,385	-----	-----
BSA (Black Student Association)		0.25	0.25	2,550	2,625	75	-----	-----
Displaced Homemakers		1.25	1.25	68,000	63,335	(4,665)	-----	-----
Foundation Minority Scholarships		0.00	0.1	0	15,750	15,750	-----	-----
Learning Skills Center		4.00	4	318,920	122,955	(195,965)	-----	-----
Minority Transfer Center		1.50	1	64,000	41,600	(22,400)	-----	-----
Multi-Cultural Exchange Presentations & Training		0.00	0	0	0	0	-----	-----
Muslim Student Association		0.00	0	550	800	250	-----	-----
Office of Multi cultural Admissions		2.00	5	103,287	178,567	75,280	-----	-----
OLAS (Organization of Latin American Students)		0.25	0.25	5,700	5,800	100	-----	-----
Pakistani Students Association		0.00	0	0	0	0	-----	-----
Parents and Kids		0.00	0	0	0	0	-----	-----
Project STEP		2.00	3	250,000	321,372	71,372	-----	-----
Special Populations Assistance		1.00	0	251,242	0	(251,242)	-----	-----
Student Services Support		4.50	4.5	375,584	386,851	11,267	-----	-----
United Students of All Cultures		0.00	0	3,620	3,675	55	-----	-----
Welfare-to-Work		1.50	1.5	98,786	86,991	(11,795)	-----	-----
2000 Intensive English Program		1.00	1	92,165	186,722	94,557	-----	-----
Perkins		1.50	1.5	191,406	205,420	14,014	-----	-----
Youth Leadership Academy		0.00	0	82,500	90,000	7,500	-----	-----
Upward Bound		5.00	5	252,541	272,232	19,691	-----	-----
Upward Bound Science/Math		5.00	5	212,180	218,545	6,365	-----	-----
New Programs								
WIA LWIB 5 In School		1.00	1	213,417	131,352	(82,065)	-----	-----
WIA LWIB 5 Out of School		1.00	1	162,260	155,110	(7,150)	-----	-----
WIA LWIB 8 Out of School		1.00	1	80,000	102,998	22,998	-----	-----
Building Healthy Families		0.00		4,500			-----	-----
HARPER COLLEGE, WILLIAM RAINEY								
Center for Disabilities	*	24.00	23	767,948	758,111	(9,837)	326,806	431,305
Minority Student Transfer Center	*	1.00	1	70,000	45,500	(24,500)	45,500	0
Women's Program	*	6.00	5	256,009	249,911	(26,989)	169,107	80,804
Center for Multicultural Affairs and Counseling	*	9.00	9	381,801	353,795	(28,006)	0	353,795
Admissions Outreach	#	0.50	0.5	0	20,809	20,809	0	20,809
Diversity and Organization Development (Human Resources)		1.50	2	283,466	239,407	(44,059)	0	239,407
Adult Educational Development			15	-----	1,155,012	20,244	446,460	708,552
ESL			17	-----	1,322,665	(28,464)	1,322,665	0
Special Populations (Additional Designated Grant)	*			-----	210,099	(139,376)	210,099	0
HEARTLAND COMMUNITY COLLEGE								
Special Populations (including Disability Services)	*	0.5	0.5	100,936	100,936	0	0	100,936
Disability Services	*	1	1	39,662	55,423	15,761	0	55,423
Workforce Prep		0		0	0	0	0	0
Current Workforce Training		1.5		0	0	0	0	0
Education to Careers	*	2	2	95,465	89,270	(6,195)	89,270	0

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Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted)		Other Sources
	FY02	FY03	FY02	FY03		Appropriation		
Welfare to Work	*	1	1	61,504	61,886	382	61,886	0
Accelerated College Enrollment	#	0	0	21,318	31,569	10,251	17,813	13,756
Technology Support Grant		0		0	0	0	0	0
Illinois CC Online Grant		0.0731		0	0	0	0	0
TRIO (SSS Grant) - Project Rise	*	3	3.5	195,000	195,700	700	195,700	0
Carl D. Perkins Grant		0.75	0.75	60,000	64,500	4,500	64,500	0
HIGHLAND COMMUNITY COLLEGE								
ICCB Special Populations Grant		4.00	1.00	84,148	40,000	(44,148)	40,000	0
Title IV, Student Support Services		4.00	4.50	125,000	133,934	8,934	133,934	0
Title IV, Upward Bound	#	2.00	4.00	69,000	121,468	52,468	121,468	0
ISBE Carl Perkins Grant	*	1.50	1.30	42,000	61,752	19,752	61,752	0
Illinois On-Line Grant		1.50	0.45	23,317	11,455	(11,862)	11,455	0
ICCB Welfare to Work Grant		1.50	1.00	48,331	49,341	1,010	49,341	0
P-16	#	0.00	0.00	15,000	15,000	0	15,000	0
Dual Credit	#	0.00	0.10	0	6,000	6,000	0	6,000
Affirmative Action/Diversity	*	0.20	0.20	12,000	12,000	0	0	12,000
Scholarships				0	0	0	0	0
African-American	*		0.00	12,000	13,000	1,000	0	13,000
Physically Challenged	*		0.00	300	300	0	0	300
ILLINOIS CENTRAL COLLEGE								
Disability Services	*	1.00	4.00	92,856	143,522	50,666	-----	-----
Minority Transfer Center	*	2.50	2.50	65,000	62,003	(2,997)	-----	-----
Opportunities Program		0.00	0.00	0	0	0	-----	-----
Special Academic Services		1.00	1.00	173,841	170,153	(3,688)	-----	-----
Student Support Services		5.00	5.00	274,495	283,476	8,981	-----	-----
Caterpillar Young Scholars	#	0.25	0.25	25,000	21,541	(3,459)	-----	-----
AES/ CILCO College Yes	#	0.50	0.50	60,000	60,000	0	-----	-----
Upward Bound	#	3.00	3.00	254,272	267,381	13,109	-----	-----
ILLINOIS EASTERN - FRONTIER COMMUNITY COLLEGE								
ICCB Special Populations as Reported by IECC District Office		6.14		138,917	-----	-----	-----	-----
Adult Basic/Adult Secondary Ed		-----	3.5	-----	125,977	-----	90,797	35,180
Education to Careers		-----		-----	-----	-----	-----	-----
IL Employment Training Cntr (IETC)		-----		-----	-----	-----	-----	-----
International/ English as a Sec Lang		-----		-----	-----	-----	-----	-----
Job Location Development (JLD)		-----		-----	-----	-----	-----	-----
Literacy		-----	3.5	-----	47,295	-----	0	47,295
Perkins(Disadvantaged Students)		-----	2	-----	59,136	-----	30,247	28,889
Single Parent/Displaced Homemaker		-----		-----	-----	-----	-----	-----
Student Success Network		-----	1	-----	20,000	-----	20,000	0
Talent Search		-----		-----	-----	-----	-----	-----
Upward Bound Program		-----		-----	-----	-----	-----	-----
Welfare to Work		-----		-----	-----	-----	-----	-----
ICCB Restricted Tech Support		-----	1	-----	27,200	-----	27,200	0
ILLINOIS EASTERN - LINCOLN TRAIL COMMUNITY COLLEGE								
ICCB Special Populations		6.14		138,917	-----	-----	-----	-----
Adult Basic/Adult Secondary Ed		-----		-----	-----	-----	-----	-----
Education to Careers		-----		-----	-----	-----	-----	-----
IL Employment Training Cntr (IETC)		-----		-----	-----	-----	-----	-----
International/ English as a Sec Lang		-----		-----	-----	-----	-----	-----
Job Location Development (JLD)		0.20	0.2	10,000	10,000	0	10,000	0
Literacy		-----		-----	-----	-----	-----	-----
Perkins(Disadvantaged Students)		1.30	1.2	54,439	63,084	8,645	30,827	32,257
Single Parent/Displaced Homemaker		-----		-----	-----	-----	-----	-----
Student Success Network		-----		-----	-----	-----	-----	-----
Talent Search		-----		-----	-----	-----	-----	-----

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Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
	FY02	FY03	FY02	FY03			
Upward Bound Program	----	----	----	----	----	----	----
Welfare to Work	----	----	----	----	----	----	----
ILLINOIS EASTERN - OLNEY COMMUNITY COLLEGE							
ICCB Special Populations	6.14	----	41,080	0	(41,080)	0	0
Adult Basic/Adult Secondary Ed	----	0.34	17,575	34,097	16,522	0	34,097
Advanced Technology	----	1	97,155	89,091	(8,064)	89,091	0
Deferred Maintenance	----	0	21,443	17,500	(3,943)	17,500	0
Education to Careers	----	----	----	----	----	----	----
IL Employment Training Cntr (IETC)	----	----	----	----	----	----	----
International/ English as a Sec Lang	----	----	----	----	----	----	----
Job Location Development (JLD)	----	----	----	----	----	----	----
Literacy	----	----	----	----	----	----	----
Perkins(Disadvantaged Students)	----	1.66	93,455	91,793	91,793	91,793	0
Single Parent/Displaced Homemaker	----	1	65,500	60,960	60,960	60,960	0
Student Success Network	----	----	----	----	----	----	----
Talent Search	----	----	----	----	----	----	----
Upward Bound Program	----	----	----	----	----	----	----
Welfare to Work	----	----	----	----	----	----	----
ILLINOIS EASTERN - WABASH COMMUNITY COLLEGE							
ICCB Special Populations	6.14	----	138,917	----	----	----	----
Adult Basic/Adult Secondary Ed	----	----	----	----	----	----	----
Education to Careers	----	----	----	----	----	----	----
IL Employment Training Cntr (IETC)	----	----	----	----	----	----	----
International/ English as a Sec Lang	----	----	----	----	----	----	----
Job Location Development (JLD)	----	1	----	10,952	----	7,017	3,935
Literacy	----	----	----	----	----	----	----
Perkins(Disadvantaged Students)	----	2	----	58,059	----	36,524	21,535
Single Parent/Displaced Homemaker	----	----	----	----	----	----	----
Student Success Network	----	1	----	17,031	----	17,031	0
Talent Search	----	----	----	----	----	----	----
Upward Bound Program	----	----	----	----	----	----	----
Welfare to Work	----	----	----	----	----	----	----
ICCB Restricted Tech Support	----	1	----	24,992	----	24,992	0
ILLINOIS VALLEY COMMUNITY COLLEGE							
Student Support Services (TRIO)	4.00	4	259,303	259,389	86	0	259,389
Adult Education (ABE/GED/ESL)	3.25	3.25	210,009	361,534	151,525	----	----
Hola, Mendota	0.25	0.25	3,890	3,890	0	----	----
Alma Latina	0.25	0.25	0	500	500	----	----
People of the World End Racism (POWER)	0.25	0.25	1,600	1,600	0	----	----
Carl Perkins	1.75	1.75	54,119	44,043	(10,076)	----	----
Academic Dev Center/Special Needs	7.26	7.26	137,100	76,000	(61,100)	0	76,000
JOLIET JUNIOR COLLEGE							
HECA Multi-Cultural Transfer Center	1.75	2.75	89,000	84,400	(4,600)	42,200	42,200
Joliet Area Math, Science and Computer Educational	1.75	2.75	104,000	118,200	14,200	76,000	42,200
FED/INST Project Achieve/Student Support Services	6.00	7.00	348,408	363,835	15,427	347,835	16,000
Special Needs (Now StAR Program)	10.75	11.75	145,567	248,624	103,057	156,989	91,635
Carl Perkins	----	----	155,119	80,949	(74,170)	80,949	0
Division of Adult and Family Services	21.75	22.75	1,247,927	2,209,925	961,998	1,176,726	1,033,199
Opportunities Program	----	----	58,510	58,510	0	0	58,510
Adult Education Admin/Support/Staff	12.25	13.25	0	0	0	0	0
Adult Case Managers, Outreach, and Education to Career staff	0.00	0	0	0	0	0	0
SOS Volunteer Literacy Tutorials	----	----	4,500	4,500	0	4,500	0
Reading Achievement Program	1.00	2.00	0	0	0	0	0
Special Populations (Admin,Counseling, Support)	13.85	14.85	262,050	50,000	(212,050)	0	50,000
Advancing Opportunities	----	----	0	0	0	0	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
	FY02	FY03	FY02	FY03			
Displaced Homemakers			0	0	0	0	0
Welfare to Work	0.50	1.50	73,477	60,030	(13,447)	60,030	0
Learning for Earning	0.50	1.50	0	80,000	80,000	0	80,000
Teen Reach			0	0	0	0	0
Women's College	1.00	2.00	0	0	0	0	0
Career Planning & Placement - Carl Perkins	0.73	1.73	24,973	55,043	30,070	37,927	17,116
International/Inter-cultural Education (IIE)			0	0	0	0	0
Tech Prep	1.50	2.50	246,807	267,737	20,930	267,737	0
Education to Careers			103,872	91,908	11,964	91,908	0
ENLACE*** (Latinos)	1.00	2	41,133	46,448	5,315	0	46,448
** StAR & CPP partially funded w/Perkins Funds							
*** Funded by Kellogg Foundation (27,457) & School (13,683 No state or fed money)							
KANKAKEE COMMUNITY COLLEGE							
Affirmative Action	0	0	2,000	2,000	0	----	----
Gender Equity	0	0	0	0	0	----	----
Partners in Success	0	0	0	0	0	----	----
Building Opportunities	0	0	0	0	0	----	----
ESL/Coop/Hispanic Community	0	0	0	0	0	----	----
Transfer Center	*	1.3	43,000	27,300	(15,700)	----	----
Job Training Partnership	0	0	0	0	0	----	----
Literacy Programs	3	3	87,296	115,682	28,386	----	----
Office of Special Populations	8	2	333,460	64,894	(268,566)	64,894	0
Ounce of Prevention	4	4	168,433	191,851	23,418	----	----
Parent Support/DFI	2	2	41,527	40,830	(697)	----	----
Parent Training Initiative	2	2	27,018	31,000	3,982	----	----
Advancing Opportunities	0	0	0	0	0	0	0
Beyond the GED	0	0	0	0	0	0	0
Workforce Prep Liaison; WTW	*	1.5	67,758	41,771	(25,987)	----	----
Healthy Families	0	3	118,889	139,851	20,962	----	----
Public Aid Job Skills	0	0	0	0	0	0	0
KCTC - Adult Education	0	0	0	0	0	0	0
Welfare to Work Grants	0	0	0	0	0	0	0
Upward Bound	#	4	354,055	372,875	18,820	----	----
Minority Achievement Experience	0	0	0	0	0	0	0
Educational Talent Search	#	4	222,428	245,354	22,926	----	----
CITE	0	0	0	0	0	0	0
Youth Program Services	#	3	135,702	121,594	(14,108)	----	----
Workforce Investment Act	21	23	2,696,953	3,299,586	602,633	----	----
Young Parents Program	5	6	191,851	168,433	(23,418)	----	----
Bridge to Opportunity	*	2.5	75,000	0	(75,000)	0	0
TRAIN	*	1	56,457	45,600	(10,857)	45,600	0
KASKASKIA COLLEGE							
Affirmative Action	0.35	0.35	25,000	26,000	1,000	0	26,000
Black Student Assoc.	*	0.25	1,050	2,417	1,367	0	2,417
TRIO/Student Success Program	4.67	4.67	219,067	247,096	28,029	247,096	0
Perkins Special Populations	*	2.5	86,311	194,934	108,623	194,934	0
Reading Link	9	9	150,000	160,560	10,560	160,560	0
P-16 Initiative	0.2	0.2	30,000	20,000	(10,000)	15,546	4,454
Dual credit/Dual enrollment	#	1.2	68,000	87,000	19,000	12,000	75,000
KICK Program (Kids in College at Kaskaskia College)	#	8.5	10,350	11,277	927	0	11,277
Students with Disabilities	*	0.35	12,000	12,450	450	0	12,450
Job Skills	5.2	5.2	21,414	21,654	240	21,654	0
KISHWAUKEE COLLEGE							
Spanish General Ed. Development Classes	*	0.35	5,467	5,694	227	5,694	0
Spanish General Ed. Development Testing	*	0.1	689	1,949	1,260	1,949	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program		Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
		FY02	FY03	FY02	FY03			
Special Needs Counseling Services	*	0.4	0.4	23,022	24,174	1,152	0	24,174
Minority Transfer Center	*	2.0	2.0	89,454	82,560	(6,894)	38,300	44,260
Assistive Resources Center/Disability Services	*	1.0	1.0	58,640	58,240	(400)	58,240	0
Adult Basic Education Program		1.75	2.0	158,861	93,590	(65,271)	93,590	0
Adult Student Connections	*	1.5	1.0	40,632	44,470	3,838	44,470	0
Bilingual Counseling Program	*	0.75	0.75	29,247	25,125	(4,122)	25,125	0
English as a Second Language Program	*	0.4	3.0	77,368	127,247	49,879	127,247	0
Family Literacy Program	*#	1.8	2.0	131,500	130,000	(1,500)	130,000	0
Literacy Program		1.25	1.0	45,000	45,000	0	45,000	0
P-16 Initiative (ACE)	#	0.05	0.05	14,800	14,250	(550)	14,250	0
Public Assistance Program		0.80	1.0	63,243	38,080	(25,163)	38,080	0
Teen Parent Services Program	#	0.25	0.25	11,000	10,000	(1,000)	10,000	0
Welfare to Work		0.50	0.50	47,341	60,916	13,575	60,916	0
Workforce Preparation for Youth Programs:								
Dekalb County	#	0.50	0.625	56,093	72,995	16,902	72,995	0
Ogle County	#	0.25	0.625	27,900	67,356	39,456	67,356	0
LAKE COUNTY, COLLEGE OF								
Allied Health		1.00	1.40	221,000	215,753	(5,247)	----	----
In School Youth		1.25	0.00	50,000	0	(50,000)	----	----
ENLACE		1.00	1.00	40,052	53,352	13,300	----	----
IETC Services		0.50	0.50	30,000	30,000	0	----	----
Fifty Plus Job Fair		0.25	0.25	12,500	0	(12,500)	----	----
Academic Support for Athletes		0.05	0.05	4,064	4,064	0	----	----
Welfare to Work		1.00	2.00	73,449	67,848	(5,601)	----	----
Adult Education State Grant		6.00	15.00	205,243	261,178	55,935	----	----
Public Assistance		2.00	5.00	215,241	152,322	(62,919)	----	----
Advancing Opportunities		1.00	0.00	N/A	N/A	0	----	----
Adult Education Performance		15.00	8.00	378,140	350,004	(28,136)	----	----
ABE/ESL Federal Grant		37.00	22.00	300,000	306,983	6,983	----	----
ESL Vocational Support		0.50	0.75	0	17,500	17,500	----	----
ELCIVICS (New)		N/A	0.50	N/A	20,000	20,000	----	----
Learning Assistance Center		1.00	1.00	26,000	26,000	0	----	----
New Student Orientation		2.25	2.25	56,872	56,872	0	----	----
Student Retention Program		3.00	2.00	103,600	105,216	1,616	----	----
Gospel Choir		0.25	0.25	25,569	22,909	(2,660)	----	----
Salute to Gospel		0.25	0.25	17,728	28,312	10,584	----	----
Future Teachers		0.50	0.50	37,208	5,273	(31,935)	----	----
Saturday Youth Institute		0.25	0.25	18,109	24,098	5,989	----	----
Martin Luther King		0.05	0.05	4,627	4,585	(42)	----	----
US Hispanic Leadership Conference		0.05	0.05	2,660	0	(2,660)	----	----
Special Needs Disabled		7.50	7.50	208,611	212,731	4,120	----	----
Black Student Union		0.20	0.20	6,400	4,115	(2,285)	----	----
Hispanic Club		0.20	0.20	8,100	6,800	(1,300)	----	----
Historically Black College Tour		0.10	0.10	2,616	2,616	0	----	----
Black Diamonds		0.10	0.10	2,286	4,185	1,899	----	----
Kwanzaa		0.10	0.10	495	2,601	2,106	----	----
Getting it Together / Summer Youth Institute 03		0.25	0.50	6,255	24,098	17,843	----	----
Multicultural Mentorship		0.00	0.00	0	0	0	----	----
Talent Search		5.00	5.00	262,794	287,147	24,353	----	----
Faculty and Staff Diversity Project		1.50	1.50	76,000	19,395	(56,605)	----	----
Bridges (Combined with Project Win)		0.65	1.05	22,762	45,000	19,750	----	----
Perkins Grant		2.50	2.50	280,764	336,899	56,135	----	----
Project Win (combined with Bridges)		0.50	0.00	2,488	0	(2,488)	----	----
Summer Tech Workshop-Talent Srch		0.26	0.26	3,000	3,000	0	----	----
Hispanic Horticulture Program			0.25		5,000	5,000	----	----
Afro-Fest			0.10	500	790	290	----	----
Back to School Rally			0.10	0	2,792	2,792	----	----
Black History Month		0.25	0.10	84,700	1,058	(83,642)	----	----

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources	
	FY02	FY03	FY02	FY03				
Character Matters		0.10	11,860	8,996	(2,864)	----	----	
Common Break	0.10	0.10	2,061	1,242	(819)	----	----	
Conversation Café	0.25	0.25	1,598	6,498	4,900	----	----	
Drop-In Center		0.10	0	631	631	----	----	
Grill Day on the Mall		0.10	1,500	938	(562)	----	----	
Harambee Bookshelf & Forum	0.25	0.10	3,311	8,114	4,803	----	----	
Harambee Convocation	0.10	0.00	6,480	0	(6,480)	----	----	
Latino Day on the Mall	0.10	0.10	3,548	3,082	(466)	----	----	
Minority Teachers		0.10	0	2,024	2,024	----	----	
Lakeshore Welcome Week		0.25	0	1,544	0	----	----	
Cinco De Mayo	0.10	0.00	493	0	(493)	----	----	
Literacy Café	0.25	0.00	4,226	0	(4,226)	----	----	
Red Black Green	0.10		1,250	0	(1,250)	----	----	
Youth Level Violence		0.25	0	32,812	32,812	----	----	
LAKE LAND COLLEGE								
Special Needs Counselor & Services*	*	2.50	2	92,986	81,879	(11,107)	0	81,879
Perkins Services*	*	1.50	1.5	110,000	131,000	21,000	131,000	0
English as a Second Language*	*	1.00	1.75	15,500	17,789	2,289	0	17,789
International Studies*	*	1.00	1	58,897	74,807	15,910	0	74,807
Intensive English Language*	*	1.75	1	28,000	28,390	390	0	28,390
Academic Advisement for Athletes#	#	1.00	1	37,748	39,989	2,241	0	39,989
Accelerated College Enrollment#	#	1.00	1	57,748	47,791	(9,957)	21,716	26,075
Tech Prep#	#	1.50	1.5	200,148	203,954	3,806	109,241	94,713
Welfare to Work#	#	1.00	1	60,040	61,024	984	61,024	0
Career Services (College/Career Day; 8th Grade Career Conference)	#	0.15	0.15	4,800	4,800	0	0	4,800
College for Kids#	#	0.50	0.5	9,000	9,000	0	0	9,000
Pathways#	#	12.00	13	300,855	311,193	10,338	311,193	0
LEWIS & CLARK COMMUNITY COLLEGE								
Black Student Association	*	0.00	0.00	0	0	0	0	0
Student Support Services	*	4.73	4.73	241,712	261,503	19,791	0	261,503
Supported School-to-Work Transition	*	10.18	10.55	377,882	379,178	1,296	220,000	159,178
S-JET	*	0.00	0.00	0	0	0	0	0
Talent Search	#	4.24	4.24	246,103	276,971	30,868	0	276,971
Upward Bound	#	4.28	4.88	260,411	264,471	4,060	0	264,471
Teen Parent	#	7.60	7.60	288,893	268,791	(20,102)	268,791	0
Minority Affairs	*	1.60	1.06	37,313	41,520	4,207	0	41,520
Student Athletics	*	2.28	3.55	149,078	181,440	32,362	0	181,440
Special Learning Needs	*	0.23	0.20	9,885	8,009	(1,876)	0	8,009
Perkins (Tutoring, Math Lab, Spec Pops)	*	4.40	4.75	168,465	161,848	(6,617)	0	161,848
Online Writing Lab	*	0.50	0.25	10,374	2,167	(8,207)	0	2,167
Special Populations	*	3.14	0.00	96,659	0	(96,659)	0	0
LINCOLN LAND COMMUNITY COLLEGE								
LLCC Summer College for Kids	#	0.51	0.51	6,000	8,325	2,325	----	----
LLCC Trustee Tuition Waivers	#	0	0	15,366	8,810	(6,556)	----	----
Minority Transfer Center	*	1	1	42,000	42,200	200	42200*	0
Special Needs Program	*	7.75	6	175,800	149,375	(26,425)	83,503	0
Springfield Learning Center	*	5	4	300,000	300,000	0	300,000.00*	0
Women's Center	*	1	1	7,754	5,954	(1,800)	----	----
Urban League Tuition Waivers	*	0	0	38,095	41,098	3,003	----	----
LOGAN COLLEGE								
Black Student Association	*			700	550	(150)	0	550
Disabled Student Services	*	1.00	1	117,978	134,063	16,085	134,063	0
Deaf and Hard of Hearing Services	*	1.00	1	107,631	107,631	0	107,631	0
International Club	*			300	300	0	0	300
Minority Transfer Center	*	2.00	2	50,000	32,500	(17,500)	32,500	0

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003**

<u>Program</u>		Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources	
		<u>FY02</u>	<u>FY03</u>	<u>FY02</u>	<u>FY03</u>				
McHENRY COUNTY COLLEGE									
	Multi cultural Services and Programs	3.00	3	123,505	96,395	(27,110)	45,000	51,395	
	Special Needs	14.00	14	283,388	283,908	520	71,745	212,163	
	English as a Second Language	55.00	60	610,040	450,159	(159,881)	280,773	169,386	
	Adult Basic Education	9.00	13	66,256	81,278	15,022	50,695	30,583	
	Adult Secondary Education	13.00	13	89,890	93,785	3,895	58,495	35,290	
MORAIN VALLEY COMMUNITY COLLEGE									
	ABE/GED/ESL/Literacy		B 10.00	10	813,868	715,706	(98,162)	----	----
	Advancing Opportunities		A		0	----	----	----	
	African American History Month		A		2,500	----	----	----	
	Alliance of African American Students		A		800	500	(300)	----	
	Alliance of Latin American Students		A		800	500	(300)	----	
	Arab Student Union		A		800	500	(300)	----	
	College Prep Workshops at High Schools		B#	1.00	2,500	----	----	----	
	Community Nights/Information Sessions		B	0.50	4,008	----	----	----	
	Cultural Diversity Programs: College Activities		A	0.50	4,000	----	----	----	
	Cultural Diversity Center		A	1.00	0	0	----	----	
	Developmental Education/Academic Skills Center		B	16.00	16	1,158,142	1,354,336	(196,194)	
	Family Literacy and Public Asst.(see next row)		B	1.00	119,605	----	----	----	
	Special Service Coordinator for WIA			7.00	7	119,605	93,916	(25,689)	
	Higher Education Issues for Latin American Students		A		0	0	0	----	
	Displaced Homemaker		A	1.00	65,000	----	----	----	
	Indian/Pakistani Student Union		A		0	0	0	----	
	JTPA Title-3A (WIA Title 1D)		B	2.60	1.9	125,000	100,000	(25,000)	
	JTPA Title-3G		B		0	0	0	----	
	JTPA Title-2A (WIA Title 1A)		B	0.73	1.5	50,000	80,000	30,000	
	Jump Start		B#		68,080	58,287	9,793	----	
	Latin Cultural Awareness Month		A		0	500	500	----	
	LEAP		A	0.50	1	48,000	65,000	17,000	
	Learning Development Support System		A	2.50		99,976	----	----	
	Minority Student Achievement		A	1.00	0.5	33,729	29,735	(3,994)	
	Minority Student Transfer Center		A	1.50	1	71,000	16,365	(54,635)	
	Multicultural Student Affairs		A	1.50	1.5	120,953	114,311	(6,642)	
	Nursing (Mentoring Program/Tutoring)		B	1.00	1	22,000	22,000	0	
	Off-Campus, Eisenhower Center		B	1.00	1	10,000	21,000	11,000	
	Physically Handicapped Support Services		A	1.00	2	89,565	89,565	0	
	Returning Woman		A		32,111	1,465	(30,646)	----	
	Sensitivity to Diversity Workshop		A		0	0	0	----	
	Student Support Services/Trio		A	4.00	4	195,000	199,614	4,614	
	Summer Youth Training program (see next row)		B#	2.00		58,870	----	----	
	WIA Youth Training Program			7.00	7	----	116,390	57,520	
	Welfare to Work		A	1.00	1	87,974	46,704	(41,270)	
	Women's History Month Program		A			300	300	----	
	A - programs whose primary purpose is to serve targeted populations B - programs that serve large numbers of targeted populations								
MORTON COLLEGE									
	Hispanic American Leadership Organization			0.00	0.25	0	1,500	1,500	0
	Hispanic Heritage Club			0.10	0	500	0	(500)	0
	Lillian Baar Scholarship					1,110	1,110	0	1,110
	Mid America Bank					0	961	961	0
	SOS Volunteer Adult Literacy			0.50	0.5	40,000	44,000	4,000	44,000
	Pinnacle Bank Scholarship					0	0	0	0
	Special Populations/LD Specialist		*	1.00	0	29,704	0	(29,704)	0
	Special Populations Coordinator		*	1.00	1	34,060	35,422	1,362	35,422
	Title V Student Support-Hispanic- Serving Institution		*	2.00	2	350,000	350,000	0	350,000
	LEP Services			1.00	0	28,212	0	(28,212)	0

Illinois Community College Board

Appendix A

DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
	FY02	FY03	FY02	FY03			
ACS/ESL Specialist	1.00	1	19,916	20,712	796	21	0
Carl Perkins Bilingual Students Services	1.50	1	18,950	17,950	(1,000)	17,950	0
Peer Tutors/Math-Writing Lab Tutors	1.50	1.5	66,538	69,199	2,661	0	69,199
Public Assistance	1.00	1	20,000	20,800	800	20,800	0
Special Needs Academic Advisor	1.00	1	35,360	36,774	1,414	36,774	0
Special Needs Testing Specialist	1.00	1	35,022	36,422	1,400	36,422	0
Adult Education Testing Specialist	1.00	0	35,022	0	(35,022)	35,022	0
Adult Education Program Specialist	1.00	1	28,184	29,311	1,127	29	0
Women/Minority Scholarships			34,289	14,450	(19,839)	0	14,450
OAKTON COLLEGE							
ASSIST Services for students with disabilities	2.00	2	125,056	127,456	2,500	----	----
Black Student Union	0.00	0	0	0	0	----	----
BN/AT (Basic Nurse Assistant Training Program)	3.50	3.5	110,000	110,000	0	----	----
Cultures Week	0.00	0	6,775	6,775	0	----	----
Educational Programming	0.40	0.4	21,500	22,360	860	----	----
Family Literacy	0.25	0.25	32,257	32	0	----	----
Futures	0.15	0.15	5,000	5,000	0	----	----
High Risk Nursing Program	1.50	1.5	24,000	24,000	0	----	----
HCOP (Health Career Opportunity Program)	3.00	3	150,000	156,000	6,000	----	----
JVS Medical Billing	0.00	0	0	0	0	----	----
Japanese Club	0.00	0	1,962	1,962	0	----	----
SOS/Library Literacy	1.30	1.3	70,000	70,000	0	----	----
STEPS (Services to Establish Patterns of Success)	3.50	3.5	206,665	206,665	0	----	----
Transit	0.00	0	0	0	0	----	----
Middle Eastern Club	0.00	0	0	0	0	----	----
Minority Leadership Conference	0.00	0	0	0	0	----	----
Minority Transfer Center	1.25	1.25	55,000	57,200	2,200	----	----
Phyozone (Filipino club)	0.00	0	0	0	0	----	----
South Asian Association	0.00	0	2,692	2,692	0	----	----
Spanish Club	0.00	0	628	680	52	----	----
Transfer Club	0.00	0	0	0	0	----	----
Women's Day	0.20	0.2	9,500	9,900	400	----	----
French Club	0.00	0	458	522	64	----	----
International Students	0.00	0	475	525	50	----	----
Oakton Pride	0.00	0	100	100	0	----	----
Todos Unidos	0.00	0	100	100	0	----	----
PARKLAND COLLEGE							
Center for Excellence in Teaching and Learning (Classroom Assessment & Research Initiative, Respectful Workplace Training, Inclusive Classroom Discussion)	1.25	1	107,500	58,118	49,382	0	58,118
Disability Services (Student Support/Counseling)	2.50	2.5	83,137	63,891	19,246	0	63,891
Diversity (Faculty Hiring Initiative)	4.00	4.0	122,732	153,112	(30,380)	0	153,112
Special Populations (Preparedness/Transition)	3.50	0.0	173,154	0	173,154	0	0
Transfer Center (HECA)	1.00	1.0	63,000	40,900	22,100	0	40,900
Voc Ed - Perkins	2.75	3.0	434,873	464,077	(29,204)	0	464,077
Women's Program/Services	0.50	0.5	27,300	24,650	2,650	0	24,650
Cooperative Learning Center (Learning Lab, Peer Tutoring, Writing Center)	8.50	12.8	170,557	164,140	6,417	0	164,140
Intensive English Program	6.00	13.2	289,416	251,739	37,677	0	251,739
TRIO/Student Support Services	4.00	4.0	216,454	222,948	(6,494)	0	222,948
College For Kids program	2.98	2.8	112,336	107,171	5,165	0	107,171
TRIO/Educational Talent Search	4.00	5.0	212,428	245,354	(32,926)	0	245,354
Academic Development Center (new FY 02)	1.50	2.5	37,040	101,304	(64,264)	0	101,304
Counseling-Special Populations Advisor	0.50	0.0	16,367	0	16,367	0	0
PRAIRIE STATE COLLEGE							
Affirmative Action/Equal Opportunity	0.10	0.1	7,394	7,653	(259)	----	----
Disabled Student Services	0.30	0.3	21,679	65,037	(43,358)	----	----
Academic Assistance and Assessment Center	4.00	4	200,137	349,132	(148,995)	349,132	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program		Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
		FY02	FY03	FY02	FY03			
HECA Transfer Center	*	2.00	2	72,000	46,800	25,200	----	----
Office of Minority Student Affairs	*	1.00	1	62,105	24,279	37,826	----	----
Project HOPE		2.00	2	111,615	110,951	664	111,615	0
Returning Woman's Program	*	0.20	0.2	8,924	9,236	(312)	----	----
Workforce Training and Services (WIA)		6.00	6	325,000	283,345	41,655	283,345	0
Office of Student Life - Clubs		0.50	0.5	24,000	55,656	(31,656)	----	----
Adult Literacy Institute		3.00	3	72,543	72,042	501	72,042	0
Learning In Context	*	0.25	0.25	40,000	40,000	0	----	----
Early Alert		0.25	0.25	9,625	9,962	(337)	----	----
Outcomes Assessment Initiative		0.50	0.5	22,550	23,500	(950)	----	----
ABE/GED Program		40.00	40	565,890	382,716	183,174	382,716	0
ESL Program	*	13.00	13	140,334	186,066	(45,732)	186,066	0
Diversity Learning Circle		0.10	0.1	4,608	4,769	(161)	----	----
Kids@ College	#	4.00	4	42,300	28,720	13,580	----	----
Child Care Center	#	5.50	5.5	200,000	266,607	(66,607)	----	----
Displaced Homemakers Grant	*		1	----	61,170	----	61,170	0
Developmental Studies Dean			1	----	72,120	----	----	----
International Students			0.1	----	4,363	----	----	----
REND LAKE COLLEGE								
Affirmative Action Office		0.10	0	6,632	0	(6,632)	0	0
STARS (TRIO)		4.00	1.5	241,575	88,525	(153,050)	0	88,525
Teen Parent Services	#	2.75	2.75	181,000	181,000	0	0	181,000
Vocational Special Pop/Tutoring		1.75	0	130,721	20,000	(110,721)	0	20,000
Skills Center-Adult Ed		7.25	0	335,476	0	(335,476)	0	0
Even Start-Family Literacy		3.50	2	103,000	110,000	7,000	110,000	0
SOS-Literacy		1.75	0	65,000	0	(65,000)	0	0
Welfare to Work		2.00	0.33	62,075	13,685	(48,390)	13,685	0
Counseling-Special Needs		0.25	0.1	13,062	5,650	(7,412)	0	5,650
Alternative Education	#	1.75	0	57,731	0	(57,731)	0	0
Future Focus	#	3.50	2	175,000	126,000	(49,000)	0	126,000
Upward Bound (TRIO)	#	3.00	2	215,365	76,486	(138,879)	0	76,486
RICHLAND COMMUNITY COLLEGE								
Black Student Association		0.12		2,300	2,300	0	----	----
College Futures		1.00		2,937	0	2,937	0	0
Displaced Homemakers		1.50		68,000	68,000	0	----	----
Families in Transition		0.00		0	0	0	0	0
Special Populations		0.00		0	0	0	0	0
Transfer Center		2.50		69,000	68,000	1,000	----	----
Disability Accommodations Services		2.00		74,965	72,000	2,965	----	----
Students Unlimited		0.12		300	0	300	0	0
NAACP College Chapter		0.12		1,200	1,200	0	----	----
ROCK VALLEY COLLEGE								
Adult Education Center (ABE/GED/ESL)		14.00	8.5	663,651	583,286	(80,365)	248,149	335,138
Association for Asian Students	*	0.00	0	725	0	(725)	0	0
Association for Latin American Students	*	0.00	0	5,693	7,300	1,607	0	7,300
Black Student Alliance	*	0.00	0	2,819	11,600	8,781	0	11,600
Disability Support Services	*	0.25	1	63,000	105,911	42,911	0	105,911
High School Connections	#	6.00	0	338,194	0	(338,194)	0	0
International Program		0.50	0.5	17,295	17,378	83	0	17,378
Minority Transfer Center	*	1.50	1	65,000	50,000	(15,000)	0	50,000
Perkins Support Services		3.00	2.25	231,812	251,129	19,317	0	251,129
Services to Women (Displaced Homemaker, Advancing Opps)	*	5.00	6	358,992	390,351	31,359	31,604	358,748
Upward Bound	#	3.00	3	211,000	234,600	23,600	0	234,600
Refugee and Immigrant Services	*	7.00	10.5	404,900	401,552	(3,348)	0	401,552
Multicultural Initiatives		0.00	1	0	46,327	46,327	0	46,327

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**DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
UNDERREPRESENTED STUDENTS AND STAFF
AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003**

<u>Program</u>	<u>Staff Years Budgeted</u>		<u>Total Dollars Budgeted</u>		<u>Change In</u>	<u>FY03 Breakout for</u>	<u>Other</u>
	<u>FY02</u>	<u>FY03</u>	<u>FY02</u>	<u>FY03</u>	<u>Total</u>	<u>Total Dollars Budgeted</u>	<u>Sources</u>
					<u>Dollars</u>	<u>State (Restricted)</u>	
					<u>Budgeted</u>	<u>Appropriation</u>	
SANDBURG COLLEGE, CARL							
Disabilities Support Services/Student Peer Tutor	1.50		100,000	114,000	(14,000)	----	----
GED, ABE	1.20		381,681	381,681	0	----	----
ESL	0.40		4,500	4,500	0	----	----
Opportunities grant	0.00		0	0	0	0	0
Gale Scholars Program (partnership with public schools)			0	0	0	0	0
TRIO (Student Support Services)	3.00		137,134	164,354	(27,220)	----	----
Upward Bound	3.00		211,562	234,624	(23,062)	----	----
SAUK VALLEY COMMUNITY COLLEGE							
Special Needs Coordinator	1.00	1.00	76,322	78,295	(1,973)	----	----
Title IV, Student Support Services	4.00	4.00	223,982	240,262	(16,280)	----	----
Peer Tutors (Sp. Pops & Perkins)			49,500	28,000	21,500	----	----
SHAWNEE COMMUNITY COLLEGE							
Academic Enhancement	* 6.00	6	249,211	263,293	(14,082)	----	13,000
Carl Perkins Special Needs	* 6.00	6	194,773	219,197	(24,424)	----	----
Minority Transfer Center	* 1.00	1	34,187	29,200	4,987	----	12,400
Gear UP	# 5.00	5	389,094	436,946	(47,852)	----	46,119
ETC	# 3.00	3	109,507	91,256	18,251	ETC	----
Talent Search	# 4.00	4	----	200,000	----	----	----
SOUTH SUBURBAN COLLEGE OF COOK COUNTY							
Academic Assistance Center	5.00	5.00	418,912	427,599	(8,687)	42,935	384,644
LS-AMP Grant	* 2.00	2.00	8,000	6,479	1,521	6,479	0
Cultural Diversity	* 0.50	0.50	36,909	35,599	1,310	0	35,599
Disabled Student Services	* 2.00	2.00	103,721	136,220	(32,499)	0	136,220
Opportunities			0	0	0	0	0
Returning Adult Programming	1.20	1.20	35,363	37,812	(2,449)	0	37,812
Special Needs	* 2.50	2.50	141,298	147,411	(6,113)	147,411	0
Student Support Services	5.25	5.25	273,329	292,174	(18,845)	292,174	0
Minority Transfer Center	* 2.00	2.00	149,951	129,751	20,200	42,900	86,851
Job Training	2.00	8.00	97,100	526,663	(429,563)	526,663	0
New Student Center	5.00	6.00	266,591	347,992	(81,401)	0	347,992
Educational Talent Search	4.25	4.25	243,972	251,518	(7,546)	251,518	0
SOUTHEASTERN ILLINOIS COLLEGE							
Developmental Studies	1.50	0	52,768	52,651	(117)	0	52,651
Education to Careers	# 1.50	1.5	59,826	90,740	30,914	90,740	0
Welfare to Work	1.50	1.5	48,970	60,350	11,380	60,350	0
Special Needs (Perkins)	3.00	3	192,183	190,632	(1,551)	190,632	0
Student Support Services	4.00	4	253,423	295,514	(42,091)	295,514	0
ADA	* 0.00	0	5,800	866	(4,934)	0	866
P-16 Initiative	# 0.00	0	0	15,000	15,000	15,000	0
SPOON RIVER COLLEGE							
Handicapped and Disadvantaged	* 0.45	0	29,323	0	----	0	0
Special Populations	* 0.60	0	41,263	0	(41,263)	0	0
Welfare-to-Work	1.20	1.5	60,743	61,967	1,224	61,967	0
Disability Support Services	* 0.7		29,323	28,912	(411)	0	28,912
Education to Careers	#	1.70	----	90,147	----	90,147	0
ABE/ASE/ESL	* 6.40		----	317,707	----	317,707	0
Teen Services	# 0.6		----	36,000	----	36,000	0
Literacy Program		2	----	105,000	----	105,000	0
("Handicapped and Disadvantaged" is now listed as "Disability Support Services") (The college no longer receives the Special Populations grant)							
TRITON COLLEGE							
ABE Job Placement Services	1.00	1.00	30,000	34,193	4,193	34,193	0

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DOLLARS AND STAFF YEARS BUDGETED TO PROGRAMS SERVING
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AT PUBLIC COMMUNITY COLLEGES, FISCAL YEARS 2002 AND 2003

Program	Staff Years Budgeted		Total Dollars Budgeted		Change In Total Dollars Budgeted	FY03 Breakout for Total Dollars Budgeted State (Restricted) Appropriation	Other Sources
	FY02	FY03	FY02	FY03			
Access to Allied Health Careers	1.00	1.00	120,000	120,000	0	0	120,000
Black Academic Student Association	*	0.00	0.00	500	500	0	500
Center for Students with Disabilities	*	2.00	2.00	193,290	226,534	33,244	226,534
English as a Second Language		3.00	2.00	825,000	1,025,190	200,190	420,853
Latin American Club	*	0.00	0.00	500	500	0	500
Learning Assistance Center		9.00	8.00	362,548	300,198	(62,350)	300,198
MathPower Headquarters		3.00	2.00	98,000	98,000	0	98,000
Minority Transfer Center		4.00	3.00	153,000	125,240	(27,760)	125,240
Multi cultural Center		0.75	1.00	13,870	13,395	(475)	13,395
Nuevos Horizontes	*	6.00	6.00	122,094	125,624	3,530	125,624
Pre-Nursing Learning Community		0.00	0.00	6,400	12,000	5,600	0
Project Student Success		0.50	0.25	20,000	9,535	(10,465)	9,535
Public Assistance Coordination Special Project		0.25	1.00	11,000	59,010	48,010	59,010
Spanish Literacy/ESL Preparation	*	1.00	0.75	22,000	18,551	(3,449)	18,551
Summer Bridge/Tech-Prep Bridge Program	#	0.50	0.00	138,000	119,534	(18,466)	119,534
Triton College/Westlake Hospital Scholarship Program.	#	1.50	1.50	103,546	140,678	37,132	140,678
Upward Bound	#	4.00	4.00	282,000	287,705	5,705	287,705
Workforce Development Center/Welfare to Work		1.50	1.50	102,350	91,853	(10,497)	91,853
WAUBONSEE COMMUNITY COLLEGE							
Learning Enhancement Center		7.75	8.73	245,637	435,378	189,741	435,378
Access Center for Disabled Students		11	10	351,203	354,501	3,298	107,075
Adult Education		17	10	423,859	432,719	8,860	432,719
Advancing Opportunities		0	0	0	0	0	0
Career Services		2.5	1.5	106,509	99,275	(7,234)	99,275
Innovative Tech Design Center		2	1.5	73,048	61,752	(11,296)	61,752
Student Support Services		12	12	274,695	263,858	(10,837)	31,206
Transfer Center		1.5	1	62,277	47,941	(14,336)	43,119
Transition Program		1.5	1.5	105,934	127,446	21,512	127,446
Interpreter Training Program		0	0	0	0	0	0
Youth Services Program		0	2	0	92,350	92,350	92,350
Literacy		2.5	2	72,646	70,000	(2,646)	70,000
Mutual Learning		0.25	0.25	15,000	10,000	(5,000)	10,000
Cultural Events/Student Organization		1.5	1.5	72,651	116,922	44,271	116,922
WOOD COMMUNITY COLLEGE, JOHN							
Perkins III		3.95	3.95	255,444	261,346	5,902	-----
Talent Search	#	5.50	5.50	259,936	294,450	34,514	-----
Student Support Services		5.80	5.80	283,842	291,314	7,472	-----
				65,524,066	69,485,505	(231,346) **	21,132,687

* Programs that are designed for or whose primary purpose is to serve a specific race/ethnic group with disabilities to further advance the goal of diversity.

Programs which are primarily serving secondary or younger student populations.

----- Data Not Available

** Based on initiatives included in both years

APPENDIX B

ENROLLMENT OF STUDENTS WITH DISABILITIES

Illinois Community College Board

Appendix B-1

**DUPLICATED COUNT OF STUDENTS WITH DISABILITIES BY TYPE OF DISABILITY
IN ILLINOIS COMMUNITY COLLEGES - FY 2003**

		<u>Auditory Count</u>	<u>Learning Count</u>	<u>Medical Count</u>	<u>Mental Count</u>	<u>Mobility Count</u>	<u>Visual Count</u>	<u>Other Disability Count</u>	<u>Total Population</u>
503	Black Hawk	15	164	4	12	138	5	31	12,674
508	Chicago	(248)	(519)	(70)	(134)	(204)	(106)	(671)	(119,675)
	Daley	3	35	13	13	11	2	6	17,177
	Kennedy-King	18	52	0	53	101	17	297	10,206
	Malcolm X *	103	103	16	24	16	0	8	16,619
	Olive-Harvey	92	0	0	0	12	28	136	9,965
	Truman	14	180	21	12	16	5	78	29,311
	Washington	9	49	9	5	27	26	123	15,720
	Wilbur Wright	9	100	11	27	21	28	23	20,677
507	Danville	5	34	7	8	7	2	12	5,780
502	DuPage	50	700	100	40	100	40	223	54,501
509	Elgin	15	188	23	59	23	11	40	18,172
512	Harper	54	202	30	45	34	12	129	24,954
540	Heartland	10	91	18	22	15	7	18	7,700
519	Highland	2	28	6	1	5	6	32	6,134
514	Illinois Central	16	118	15	0	17	7	173	19,393
529	Illinois Eastern	(14)	(148)	(11)	(9)	(21)	(6)	(16)	(27,689)
	Frontier	2	10	0	0	3	1	0	7,397
	Lincoln Trail	3	10	0	3	5	2	7	2,373
	Olney Central	9	116	10	6	11	3	6	2,829
	Wabash	0	12	1	0	2	0	3	15,090
513	Illinois Valley	2	33	1	7	6	8	83	7,476
525	Joliet	18	201	71	66	25	12	119	22,558
520	Kankakee	16	67	0	14	11	34	42	9,106
501	Kaskaskia	4	9	7	0	7	2	32	7,498
523	Kishwaukee	6	50	4	10	4	9	28	7,145
532	Lake County	24	246	24	42	21	31	41	26,402
517	Lake Land	6	138	14	25	9	5	7	14,321
536	Lewis & Clark	12	169	13	29	21	8	66	11,620
526	Lincoln Land	25	70	2	22	23	11	16	16,048
530	Logan	31	95	48	16	9	13	6	11,713
528	McHenry	7	159	30	44	4	13	58	11,748
524	Moraine Valley	22	196	18	38	32	16	62	27,051
527	Morton	5	42	7	1	13	2	76	7,830
535	Oakton	8	348	58	55	8	8	40	36,195
505	Parkland	12	247	33	22	19	18	94	16,396
515	Prairie State	5	14	9	2	1	1	34	11,273
521	Rend Lake	2	26	3	2	5	0	4	10,443
537	Richland	7	93	6	59	38	8	35	7,331
511	Rock Valley	48	139	69	12	41	10	0	15,559
518	Sandburg	3	45	2	8	9	6	7	6,640
506	Sauk Valley	3	26	2	3	26	3	6	5,087
531	Shawnee	0	23	1	0	1	0	1	6,542
510	South Suburban	16	61	55	26	35	6	87	16,282
533	Southeastern	0	0	0	0	0	0	51 **	7,560
522	Southwestern*	24	140	52	28	44	11	161	24,704
534	Spoon River	5	18	2	2	1	1	0	4,427
504	Triton	14	57	17	16	18	9	47	25,777
516	Waubensee	32	202	61	106	28	17	70	17,484
539	Wood	<u>2</u>	<u>16</u>	<u>7</u>	<u>7</u>	<u>11</u>	<u>2</u>	<u>4</u>	<u>4,397</u>
	TOTALS	788	5,122	900	992	1,034	466	2,622	693,285

* Calculated

**Corrected

SOURCE OF DATA: Postsecondary Transition Planning and Services for Students with Disabilities Survey and Annual Enrollment and Completion (A1) submission.

Illinois Community College Board

Appendix B-2

**UNDUPLICATED COUNT OF STUDENTS WITH DISABILITIES
IN ILLINOIS COMMUNITY COLLEGES - FY 2002 AND FY 2003**

		FY 2002 Students With <u>Disabilities</u>	FY 2003 Students With <u>Disabilities</u>
503	Black Hawk	99	369
50800	Chicago	(1,830)	(1,952)
50806	Daley	275	83
50801	Kennedy-King	290	538
50803	Malcolm X*	168	270
50805	Olive-Harvey	165	268
50804	Truman	336	326
50802	Washington	290	248
50807	Wilbur Wright	306	219
507	Danville	66	75
502	DuPage	1,241	1,253
509	Elgin	204	209
512	Harper	471	506
540	Heartland*	154	181
519	Highland	75	80
514	Illinois Central	301	346
52900	Illinois Eastern	(134)	(204)
52904	Frontier	8	16
52901	Lincoln Trail	2	30
52902	Olney Central	99	140
52903	Wabash	25	18
513	Illinois Valley	47	44
525	Joliet	370	404
520	Kankakee	294	149
501	Kaskaskia	30	61
523	Kishwaukee	76	87
532	Lake County	199	315
517	Lake Land	175	182
536	Lewis & Clark	316	318
526	Lincoln Land	217	169
530	Logan	47	157
528	McHenry	313	284
524	Moraine Valley	390	384
527	Morton*	102	146
535	Oakton	308	525
505	Parkland	435	445
515	Prairie State	74	66
521	Rend Lake	15	40
537	Richland	198	231
511	Rock Valley	158	153
518	Sandburg	63	80
506	Sauk Valley	136	66
531	Shawnee **	14	14
510	South Suburban	293	286
533	Southeastern	26	35
522	Southwestern*	699	460
534	Spoon River	23	29
504	Triton*	167	178
516	Waubonsee	259	400
539	Wood	<u>54</u>	<u>49</u>
		10,073	10,683

*calculated

SOURCE OF DATA: Postsecondary Transition Planning and Services for Students
with Disabilities Survey 2003 or A1Submission 2003 **
A1 Submission 2002

APPENDIX C

Definitions for the Annual Report on Underrepresented Groups in Higher Education and Students Transitions Survey

Staff-Year: A staff year is defined as a 12-month contract providing for at least one month of vacation.

White (not of Hispanic origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

Black (not of Hispanic origin): A person having origins in any of the Black racial groups of Africa. African American.

Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American or other Spanish culture or origin regardless of race.

Asian or Pacific Islander : A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. The area includes, for example, China, Japan, Korea, the Philippine Islands, and Samoa.

American Indian or Alaskan Native: A person having origins in any of the original peoples of North America, and who maintains cultural identification through tribal affiliation or community recognition.

Attention Deficit Disorder: A neurological disorder or syndrome of disordered learning that is not caused by any serious underlying physical or mental disorder and that has several subtypes characterized primarily by inattentiveness or primarily by hyperactivity and impulsive behavior or by the significant expression of both; ADD may produce symptoms such as destructibility, forgetfulness, inability to concentrate, and poor attention span; students with ADD (without hyperactivity) can be shy, withdrawn, overly quiet and obedient.

Attention Deficit Hyperactive Disorder: A subtype of ADD usually characterized by impulsiveness and hyperactivity; ADHD.

Blind: Sightless, having less than 1/10 of normal vision in the more effective eye when refractive defects are fully corrected by lenses; included under visual impairment; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Deaf: A hearing impairment so severe or profound that the individual experiences difficulty in processing speech through hearing, with or without amplification, that affects a student's educational performance; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration

Deaf-blindness: Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that cannot be accommodated in programs solely for students with deafness or students with blindness.

Department of Human Services: An Illinois state agency established to oversee and administer (in partnership with community agencies and others) human services programs

for persons meeting established eligibility criteria through a family-focused, integrated approach; DHS.

Developmental Disability: Mental retardation or a related condition.

Duplicated Count: Total number of students with disabilities, who may have multiple disabilities, requiring more than one type of service.

Hard of Hearing: A hearing impairment which falls in the mild to moderately severe range and may prevent development of full awareness of environmental sounds and spoken language, with or without a hearing aid. Normal language acquisition and reading achievement may be limited; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Individual Education Program: A written plan developed by parents and school's special education team that specifies a student's academic goals and methods to obtain these goals.

Learning Disabilities: Difficulty in learning a basic scholastic skill because of a disorder (i.e., dyslexia) that interferes with the learning process.

Medical Disabilities: A medical disability means having limited strength, vitality or alertness due to chronic or acute health problems, such as asthma, diabetes, epilepsy, hemophilia, lead poisoning or sickle cell anemia.

Mental Illness: A mental or emotional disorder that substantially impairs a person's thought, perception of reality, emotional process, judgment, behavior or ability to cope with the ordinary demands of life, but does not include a developmental disability, dementia or Alzheimer's disease absent psychosis, a substance abuse disorder, or an abnormality manifested only by repeated criminal or otherwise antisocial conduct.

Mental Retardation: Significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested before the age of 18 years. Significantly sub-average is defined as an intelligence quotient of 70 or below on standardized measures of intelligence. This upper limit could be extended upward, depending upon the reliability of the intelligence test used.

Multiple Disabilities: Concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in programs or services solely designed for one of the impairments. The term does not include deaf-blindness.

Office of Rehabilitation Services: One of the divisions of the Department of Human Services responsible for overseeing and administering programs for persons with disabilities, including but not limited to, programs under the federal Vocational Rehabilitation Act; DHS-ORS.

One-Stop Career Center: Employment and training centers established by private and public sector partners as per the requirements of the federal Workforce Investment Act to improve access to education, training, career and labor market information, job development and job placement, and other workforce development activities.

Other : A disability due to a factor not identified among the listed items which requires support to fully participate in major life activities (e.g., domestic, leisure, community use, vocational).

Outreach: An activity or program with the purpose of seeking out target group population members who may need services to ensure that they are informed about available services and the proper procedures to follow to avail themselves of those services.

Physical Impairment: Functional limitations in at least two activities of daily living as a result of a physical impairment; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.

Psychological Disabilities: Emotional disturbance includes one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a student's educational performance. This includes the student's inability to learn, but cannot be explained by intellectual, sensory or health factors.

Transition Planning Committee: A group established in law to perform a series of functions to help ensure the smooth transition of students with disabilities among levels of education and into the adult world.

Typically: The usual or customary method of occurrence.

Unduplicated Count: Total number of students served as defined by their primary disability.

Visually Impaired: Having central visual acuity of 20/200 or less in the better eye with best correction; or central visual acuity of better than 20/100 in the better eye with best correction, but a limitation in the visual field of 20 degrees or less; eligible for Social Security Income or Social Security Disability Insurance as determined by the Social Security Administration.