

Michigan Community Colleges At-Risk Student Success Program

1998-99

GRANT EXPENDITURES AND PROGRAM SUMMARIES



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INTRODUCTION

The At-Risk Student Success Program was first authorized as a grant in the 1989-90 Community College Appropriation Act (P.A. 175 of 1989). The purpose of this grant is to help colleges give academically At-Risk students more individual attention with a goal to assist and retain these students until their scholastic goals are met. The At-Risk Student Success Program is designed for students with special needs that meet one or more of the following criteria: 1) enrolled in one or more developmental courses, 2) diagnosed as learning disabled, and 3) those who require English as a Second Language (ESL) assistance. Traditionally, programs which provide personalized student services have a greater financial cost to the institution. While this state grant program can never fully reimburse the additional institutional expenses, its intent is to encourage community colleges to pursue activities in this area.

In accordance with boilerplate sections of appropriation bills, each college must submit a report of their At-Risk Student Success Program accomplishments no later than 90 days (December 30) after the end of the state's fiscal year (September 30). The most current summaries have been compiled into one document. It is hoped this report will continue to stimulate an information exchange among community colleges, the Legislature, and State Executive Branch departments.

This report is a summary of the data provided by the colleges for the 1998-99 state fiscal year. The fiscal year 1999 report was compiled and edited by Ms. SuzAnne Beckley, Higher Education Consultant, and Ms. Debra Lonik, Department Specialist, Postsecondary Services, Michigan Department of Career Development. Requests for additional copies should be directed to Ms. Robyn Sutfin at (517) 373-3361 or SutfinR@state.mi.us.

PRIOR REPORTS

Michigan Community Colleges At-Risk Student Success Program Grant Expenditures for 1991-92, Lori Towers-Hoover, House Fiscal Agency, Lansing, Michigan, August 1993

Michigan Community Colleges At-Risk Student Success Program 1992-93, Karen J. Pawlovich, Department of Management and Budget, Lansing, Michigan, September 1994

Michigan Community Colleges At-Risk Student Success Program 1993-94, Karen J. Pawlovich, Department of Management and Budget, Lansing, Michigan, November 1995

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Michigan Community Colleges At-Risk Student Success Program 1995-96, Karen J. Pawlovich, Department of Management and Budget, Lansing, Michigan, October 1997

Michigan Community Colleges At-Risk Student Success Program Grant Expenditures 1996-97,
Dr. Arthur Kirk, Michigan Department of Education, Lansing, Michigan, May 1998

Michigan Community Colleges At-Risk Student Success Program Grant Expenditures 1996-97, Dr.
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Arthur Kirk, Michigan Department of Education, Lansing, Michigan, February 1999

HISTORY OF THE AT-RISK STUDENT SUCCESS PROGRAM FORMULA

The At-Risk Student Success Program evolved from a grant in FY89-90, which was allocated based on college services provided to students involved with programs such as Michigan Jobs Opportunity Basic Skills (MJOBS), Tuition Incentive Program (TIP), and Michigan Opportunity Skills Training (MOST) programs. Eligibility for these programs was the responsibility of the Department of Social Services (Family Independence Agency), which often could not release participants' names because of confidentiality issues. As a result, many colleges felt the number of students helped could not be accurately reported and used for formula allocation purposes.

In 1990-1991, a new formula was devised, and is, with a few changes, the one still in use today.

Fiscal Year 1990-91 At-Risk Student Success Program Formula (P.A. 201 of 1990)

The first year's categorical grant using contact hours was \$3,000,000, with each college awarded a base grant of \$40,000. The remainder of the grant (\$1,840,000) was allocated based on the following formula:

The number of individual college student contact hours in developmental and preparatory classes was divided by that college's total number of student contact hours from all categories. These numbers were taken from the Activities Classification Structure (ACS) Data Book, which is compiled by the Department of Education using data submitted by colleges. This resulting percentage was then divided by the total number of student contact hours of all 29 colleges (there are now 28) combined. This yielded the percent of the \$1,840,000 that was the individual college's share under this formula.

Fiscal Year 1991-92 At-Risk Student Success Program Formula (P.A. 110 of 1991)

In FY 1991-92, the At-Risk Student Success Program grant was increased from \$3,000,000 to \$3,120,000. The \$40,000 base grant remained the same as the prior year and \$1,960,000 was allocated by formula.

In the second year of using this formula, colleges raised a concern to the House and Senate Subcommittees regarding the formula treatment of colleges that had not properly classified developmental classes in their Activities Classification Structure Reports, which they submitted to the Department of Education. There was and still is a two year delay built into the data the formula uses, i.e. the last completed year's data (in this case 1989) was used to calculate the following year's budget (1991). The net result was that some college grants were understated for two to three years prior to the data catching up with the formula calculation. Audit reviews and policy modifications at some colleges resulted in significant increases in the reported contact hours in developmental and preparatory courses.

By allowing schools to add all their new student contact hours in one year, a large redistribution would have taken place. The Subcommittees felt it would not be fair to the colleges that had

previously correctly reported student contact hours to suddenly face a decreased allocation. The idea for a cap on student contact hours was advanced - with the result that additional contact hours up to double the amount of hours previously reported would be used in formula calculations. Any hours over twice as much as the prior year would be disregarded for use in the At-Risk Student Success Program formula calculation.

Fiscal Year 1992-93 At-Risk Student Success Program Formula (P.A. 150 of 1992)

The At-Risk Student Success Program's funding was increased from \$3,120,000 to \$3,282,400; with the base grant remaining at \$40,000 for each college and \$2,122,400 allocated to the colleges based on the formula.

Once again, the House and Senate Subcommittees on Community Colleges faced concerns raised by colleges who felt the cap on student contact hour growth would unfairly understate their At-Risk Student Success Program grants.

The solution finally adopted consisted of using an average of the three most recent years of student contact hours, instead of using only the previous year's numbers.

Secondly, to grandparent the three year average concept, At-Risk Student Success Program grant calculations for each college would be done two ways: once using the formula for FY 1991-92 (one year's student contact hours) and another time using the new three year average. Whichever calculation yielded the higher grant for each college was used in the FY 1992-93 budget allocation. The increase of \$162,400 to the FY 1992-93 grant was the additional funding needed to cover this "hold harmless" approach.

Fiscal Year 1993-94 At-Risk Student Success Program Formula (P.A. 163 of 1993)

The At-Risk Student Success Program funding remained unchanged. The total was \$3,282,400, the base grant remained at \$40,000 and \$2,122,400 was allocated to the colleges based on the formula.

There was yet another small change in the formula. Each college's last three years of developmental/preparatory contact hours were divided by the three-year average of that college's total contact hours from all academic areas. That individual percent was divided by the total number of student contact hours of all 29 colleges combined, yielding a college's share of the formula.

Fiscal Year 1994-95 At-Risk Student Success Program Formula (P.A. 285 of 1994)

The At-Risk Student Success Program funding was increased 3% to \$3,380,900. The base grant remained at \$40,000 and \$2,220,900 was available for formula distribution.

The distribution formula was not modified. Each of the 29 college's allocation were computed using the three year average of developmental/preparatory contact hours divided by the three year average of that college's total contact hours from all academic areas. That individual percent was divided by the total number of student contact hours yielding that college's share of the formula At-Risk Student Success Program funds.

Fiscal Year 1995-96 At-Risk Student Success Program Formula (P.A. 128 of 1995)

The **adjusted** At-Risk Student Success Program funding was authorized at \$3,330,608. The reduction in the appropriation over FY 1994-95 related to the legislative veto of funding for *Highland Park Community College*. The base grant remained at \$40,000 (times 28) and \$2,210,608 was available for formula distribution.

The distribution formula was not modified. Each of the 28 (*Highland Park Community College* closed) college's allocation were computed using the three year average of developmental/preparatory contact hours divided by the three year average of that colleges total contact hours from all academic areas. That individual percent was divided by the total number of student contact hours yielding that college's share of the formula At-Risk Student Success Program funds.

There were two program changes. One impacted the funding total and the second broadened the definition of permitted uses for At-Risk Student Success Program funds in FY96. The funding for *Highland Park Community College* (\$147,000 in FY 94-95) At-Risk Student Success Program grant was eliminated. The other change was the opportunity for the colleges to use the program funds for the acquisition, enhancement, or upgrade of equipment and software related to telecommunications, computers or computer systems, or other technologies for use by students, faculty, or administrators. Equipment and software purchased with At-Risk Student Success Program funds **did not** have to be associated with the operation of a program designed to address the needs of At-Risk Student Success Program students.

Fiscal Year 1996-97 At-Risk Student Success Program Formula (P.A. 293 of 1996)

The At-Risk Student Success Program funding was increased 5% to \$3,497,138. The base grant remained at \$40,000 and \$2,377,138 was available for formula distribution.

The distribution formula was not modified. Each of the 28 college's allocation were computed using the three year average of developmental/preparatory contact hours divided by the three year average of that colleges total contact hours from all academic areas. That individual percent was divided by the total number of student contact hours yielding that college's share of the At-Risk Student Success Program funds.

The legislature continued the opportunity for the colleges to use the program funds for the acquisition, enhancement, or upgrade of equipment and software related to telecommunications, computers or computer systems, or other technologies for use by students, faculty, or administrators. As was determined by the legislature in FY 95-96, equipment and software purchased with At-Risk Student Success Program funds need not be associated with the operation of a program designed to address the needs of At-Risk Student Success Program students.

Fiscal Year 1997-98 Student Success At-Risk Program Formula (P.A. 85 of 1997)

The At-Risk Student Success Program funding was increased to \$3,873,066 (which includes the

Renaissance zone tax reimbursement funding of \$288,500). The base grant remained at \$40,000 and \$2,753,066 was available for formula distribution.

The program guidelines and distribution formula remained the same as the prior year. Some of the boilerplate was modified for clarity.

One major report processing change was made. Section 401(1) [Section of At-Risk Student Success Program guidelines] (7) added a sentence which says, “The department of education shall make available a summary report of the program.” (Effective January 1, 2000 Governor Engler’s Executive Order 1999-12 transferred the direction of Postsecondary Services, the program area responsible for compiling the summary report, from the Department of Education to the Michigan Department of Career Development.)

Fiscal Year 1998-99 Student Success At-Risk Program Formula (P.A. 295 of 1998)

The At-Risk Student Success Program funding was increased to \$3,584,566. The base grant remained at \$40,000 and \$3,017,566 was available for formula distribution.

The program guidelines and distribution formula remained the same as the prior year. Some of the boilerplate was modified for clarity.

SUMMARY OF AT-RISK GRANT PROGRAMS AT MICHIGAN COMMUNITY COLLEGES

This section represents a compilation of college responses to Question 9 of the At-Risk Student Success Program Final Report, which is attached as *Appendix A*. The responses are listed to permit sharing of program accomplishments and initiatives among the community colleges. The methods of grant utilization described below have not necessarily been endorsed by the State, but are provided as an information service for community college administrators. Some community college personnel indicated that no changes occurred in the 1998-99 fiscal year program from that of the 1997-98 program (thus only dates and/or names were changed).

ALPENA COMMUNITY COLLEGE

Contact: Ms. Kathleen McGillis

The At-Risk Program works in conjunction with two other programs - the Special Populations and Student Support Services Programs.

Specialized workshops are conducted on career exploration, financial aid, and transfer options. An agreement has been made with Michigan Rehabilitation Services to share costs of providing special services for disabled students. Supplemental instruction is used in Chemistry, Math and English courses.

Alpena Community College annually evaluates all services to students who are considered At-Risk. This evaluation procedure encompasses: evaluation of services to students, methods of identifying At-Risk students, and a review of all developmental courses.

The use of the COMPASS computerized academic testing instrument was initiated in fall 1997 primarily for the placement of students into English and reading classes.

In addition, Alpena Community College is conducting a longitudinal study assessing student outcomes of At-Risk students over a three year time period.

Recommendations for improvement are derived from the above evaluation and are implemented so that we may better serve the students.

BAY DE NOC COMMUNITY COLLEGE

Contact: Ms. Carolyn Rogers Bissell

All students who enter the institution must participate in mandatory testing. In addition, those students who have a **AC@** average or lower on their high school transcripts are **Aflagged.@** The institution compares the test scores with the high school academic record to determine if the student fits the category of "at-risk.@

All students who fit the description of At-risk must see their advisor, who works with the counselors to plan an academic program. These students are advised to take developmental classes where necessary and are advised as to the amount of course load appropriate for their situation. The Special Needs office and the teachers of the developmental courses work together to provide tutoring and special help, remedial reading, remedial writing, remedial math, remedial science, and study skills development.

The institution has realized an increase in retention of students who are at-risk. A high percentage of students are completing developmental courses and find success in their academic programs.

In addition to the college's Special Needs office, which works with at-risk students, the college has one faculty person who has been involved in extensive professional training in working with students who fit the category of high risk. For the past ten years, he has obtained certification in neurolinguistic programming, has collected numerous case studies on students, and has worked with and used this research to develop techniques to help students succeed. The college has also begun this year to help this type of learning disability. The tutor has been trained and certified in this most effective remediation activity.

DELTA COLLEGE

Contact: Ms. Pat Graves

Students participating in services offered through Delta College's At-Risk Program are recruited from developmental English and math courses, as well as from low scores on the ASSET test. Students scoring low on the ASSET test for incoming students are contacted and encouraged to participate in a second tier of assessment prior to selecting course for their first semester. Letters are sent to all students who could benefit from the services provided by the At-Risk Program, including services of the Bridge Program (a developmental education program) or through the Teaching/Learning Center where students receive assistance in specific course tutoring or peer mentoring. In addition, students who fall below a 2.0 grade point average are placed on "Academic Caution" and contacted by an advisor in the Student and Educational Services Department. If appropriate, students are assigned to an advisor/mentor to develop an Educational Development Plan (EDP)/Academic Support Plan.

At-Risk students are informed of and invited to use the tutoring, computer instruction (PLATO), academic skill building workshops, peer mentors, and other services of the Teaching/Learning Center. Faculty who teach developmental courses have the option of requesting a Structured Learning Assistant or a Peer Mentor who offers supplemental sessions and tutoring outside of class time. Students in the Structured Learning Assistant-supported developmental courses are invited to the Structured Learning Assistant study sessions; however, if a student's grade point average falls below a B- in the course, they are required to study with the Structured Learning Assistant. A Developmental Education Director was hired to supervise the Bridge Program to coordinate the efforts for underprepared students. Students with learning disabilities are served individually by the Learning Disabilities Coordinator.

The Developmental Education Program is being implemented with a coordinated approach for at-risk students. Students are directed to enroll in the class that is most appropriate for their skill level.

Students can enroll in the Student Success courses to prepare them for transition to college level work. A partnership is in process to develop a liaison with agencies in the area that serve adult basic education students. There is a direct link between the At-Risk Program and the Teaching/Learning Center to serve students in the classroom and in tutorial settings.

The 1998-99 At-Risk funding has provided Delta College with the opportunity to provide additional academic support services to assist academically at-risk students to improve their academic achievement (grade point average) and retention both within and between semesters.

GLEN OAKS COMMUNITY COLLEGE

Contact: Mr. Mark G. Watson

At-Risk students may be identified in several ways: ASSET testing results, ACT scores, high school transcript or counselor referral, or referral from college faculty. Students with ASSET or ACT score results lower than college level are contacted and asked to participate in advising. During these advising sessions, students meet with a college counselor or faculty advisor to discuss career plans, select courses and receive information on available referral sources such as child care, single parent program, sex equity, tutoring, etc. In addition, if students feel that they have made a personal connection with their advisor, they are advised to request that person in the future. If they prefer a different contact or a walk-in advisor for the future, they are given that choice.

Computer-aided skill building programs are available in math and English. Personal or group tutoring is available during posted hours in the Academic Opportunities Center (AOC). Course specific tutoring may take place during these posted hours or, for students with learning disabilities, individual tutoring can be arranged if necessary. In addition, the Academic Opportunities Center allows students to receive personalized attention outside of the classroom. This personalized attention can take the form of reading skills development, writing skills and math skills work. An assistant maintains open hours for the Center from 8:00 AM - 8:00 PM.

The college currently offers several basic or developmental classes that can assist the At-Risk student to polish skills for college-level work. These include: basic math, reading and writing, developmental reading, writing and pre-algebra.

Career and academic advisement are offered through the Counseling Office. With the return of Special Needs funding, additional assistance is provided for those with handicapped conditions through the Special Programs office. This assistance typically involves more complex resolution than simple tutoring i.e., arranging sign interpreters for the hearing impaired, providing equipment or services for the visually impaired, services for specific disabilities, etc. Students with some problems are provided with note takers, untimed tests and/or separate testing facilities. The Arkenstone Reading Machine is available to read tests, difficult texts or scan documents to be read or included with student reports. This machine is especially helpful for students with conflicts with the tutoring schedule, and for those needing additional assistance for vision, Attention Deficit Hyperactivity Disorder, and learning disabilities.

Student Support Services maintains a close working relationship with Michigan Department of Career Development's Rehabilitation Services in order to supplement funding and services for

students with special needs. This additional help is very limited due to funding and personnel reductions in the rehabilitation agency.

GOGEBIC COMMUNITY COLLEGE

Contact: Mr. Steven W. Wesselhoft

Gogebic's At-Risk Program combines early identification, special needs advising, career counseling, and developmental course work. Early identification of At-Risk students is accomplished through high school counselors, high school/previous college transcripts, the mandatory placement assessment, and faculty referral.

At-Risk students are assigned special advisors. Students demonstrating learning disabilities are assigned the Special Needs Advisor who works with them to determine and provide necessary learning accommodations.

Students whose goals are unclear or whose academic background and assessment scores indicate seemingly unrealistic goals are assigned a career counselor who works with them to determine interests and develop realizable goals. Students with clear goals but low assessment scores are assigned a special learning support advisor. Advisors keep track of their advisees' progress throughout the academic year. All levels of developmental English course work include further testing, utilizing the Nelson-Denny. The lowest level math and English developmental courses have an individualized teaching approach, with class sizes ranging from two to eight, and course work individualized for each student.

Throughout their time at Gogebic, students are tracked for progress through their special advisors and an early alert system.

GRAND RAPIDS COMMUNITY COLLEGE

Contact: Mr. Richard Bezile

One of the unique features of Grand Rapids' program is that the Orientation to College class works very closely with the Career Resource and Assessment Center. At-Risk students are required to be assessed for interests, aptitudes, abilities, and values by the Center. Each student is then required to write a paper about occupations and/or jobs they may be interested in pursuing.

HENRY FORD COMMUNITY COLLEGE

Contact: Mr. Gerald Olszewski

At-Risk students are provided services through the Counseling and Special Needs offices. The academic At-Risk students are not assigned to a specific counselor. They can see any of the full- or part-time counselors. Since a majority (85%) of the college's new students need some type of developmental course work, they are required to see a counselor prior to enrolling in classes. Also, students who have not made academic progress or are on academic probation/dismissal must see a counselor prior to enrolling. At-Risk students who have a learning disability must make an appointment to see the Special Needs Counselor in order to enroll and to determine any appropriate accommodations.

JACKSON COMMUNITY COLLEGE

Contact: Ms. Christine Reiff

The Office of Learning Support Services provides learning support and financial assistance for At-Risk students. Their goal is to assist students with physical, academic, and financial challenges to obtain a barrier free education.

New for the 1998-99 fiscal year was an accommodation for students with a disability to ask for **Monitoring of Progress** where a student agrees to meet with the Director of Learning Support Services, either weekly or biweekly, to discuss their academic progress. The student gives written permission to the Director to communicate with his/her instructors in order to maintain continuous monitoring and feedback. The population that seems to excel using this accommodation are the students with learning disabilities, Attention Deficit Disorder (ADD), or Attention Deficit Hyperactivity Disorder (ADHD). These students have identified themselves as needing some additional self-advocacy skills. Based on the success of **Monitoring of Progress**, Learning Support Services has piloted a program for students with learning disabilities, ADD or ADHD.

KALAMAZOO VALLEY COMMUNITY COLLEGE

Contact: Mr. Donald L. Konopa

Kalamazoo Valley Community College provides a variety of services for At-Risk students. There are tutors for English, math, and reading available on a walk-in basis; tutors for other courses are available by appointment. Students are assessed so they can be enrolled in classes appropriate to the levels of their academic skills, including developmental classes. Additionally, a full-time special services advisor is on staff to coordinate any special accommodations required by individual students with at-risk circumstances.

KELLOGG COMMUNITY COLLEGE

Contact: Dr. Kenneth Atwater

The institution-wide Developmental Education Committee at Kellogg Community College consists of academic and student service staff serving developmental students. One of its accomplishments has been to collect and analyze data about students taking developmental coursework, their success in developmental courses, their success in college-level coursework, and their cumulative grade point average and completed hours compared to students who did not take developmental courses. Another has been to examine best practices for developmental education at selected community colleges including a visit to the Community College of Denver. Lastly, the group designed a plan for a holistic learning center, which will be located in a new building to be constructed in two years.

A director, developmental faculty, paraprofessionals, a counselor, peer advisors, and a tutoring coordinator will be housed around an open lab setting.

KIRTLAND COMMUNITY COLLEGE

Contact: Mr. Donald G. Dyer

The components of the At-Risk program at Kirtland are developmental instruction in writing, reading, and math, and services provided under student support services and counseling. Services provided for learning disabled and/or English as a Second Language (ESL) students include a special class for ESL students, tutorial assistance, counseling, use of note-taker and/or reader, and use of adaptive equipment. Special populations students receive academic and career planning through the Education/Employability Development Program (EEDP) process. Student support services also provide workshops. (e.g. time management and study skills).

Developmental instruction in writing, reading, and math is supplemented by additional delivery techniques that include self-instruction using computers, use of paraprofessionals, special tutors, a lab component, and testing separate from the classroom in a testing room. There is a writing lab available for developmental writing completers enrolled in freshman English Composition. The colleges uses Aprogress reports@to alert counselors and advisors about At-Risk students encountering academic difficulties.

The college acquired a Kurzweil 3000 for learning disabled students in June 1999. Building construction begun in 1999 will provide enhanced facilities for developmental reading, writing, and math instruction. A new testing center will replace the testing room.

LAKE MICHIGAN COLLEGE

Contact: Ms. Katie Smith

The Transitional Studies department houses the At-Risk services. Direct services include in-class tutoring for Basic Writing, Reading, and Basic Mathematics/Introductory Algebra. Students may also be referred to general college services such as counseling, advising, Career Planning and Placement, or Financial Aid. An End User Support Specialist offers assistance with hardware/software. The Director for Transitional Studies directly supervises college programs affecting At-Risk students, which include At-Risk, Special Populations, and the Student Support Services program with its Supplemental Instruction and AEarly Alert@components.

Transitional Studies provides computer-aided accommodations to visually challenged students through tutoring and use of a Kurzweil scanner and ancillary software. Major accomplishments include development of the Assessment Center, paired Writing/Reading courses for English as a Second Language students, an ESL course, the Learning Community, computer networking and application for certification to the tutoring program through a College Reading and Learning Association.

LANSING COMMUNITY COLLEGE

Contact: Ms. Linda Minter

The Program offers direct service with staff providing assessment and orientation to the program. The staff worked directly with the At-Risk population (identified by enrollment in developmental courses, a learning disability, requiring English as a second language or as a result of failure to make

satisfactory academic progress). Goals were achieved by counseling, advising contacts, referral to tutoring, progress monitoring success contract, and a success course combining study and life skills training.

Staff instituted programs for the purpose of encouraging students to avail themselves of the Program. The College is not currently able to require participation in the At-Risk Program. At-Risk Special Services Program (ARSSP) staff visited developmental classes and described the advantages of the program. Mailings were sent to eligible students. The staff worked closely with existing programs such as the displaced homemaker/sex equity, Limited English Proficiency, and the Office of Disability Support Services.

The college continues to implement a basic skills assessment program including testing and advisement which has impacted early identification of academically At-Risk student populations. Larger numbers of students with academic basic skill difficulties were identified and the mandatory advisement component of the program has provided a direct link between the testing and support efforts funded by the At-Risk Student Success Program.

MACOMB COMMUNITY COLLEGE

Contact: Dr. Larry Hackney

The program offers direct service with staff providing assessment and orientation to the program. The staff works directly with the At Risk population (identified by enrollment in developmental courses, a learning disability, requiring English as a Second Language or as a result of failure to make satisfactory academic progress). Goals are achieved by counseling, advising contacts, referral to tutoring, progress monitoring success contract, and a success course combining study and life skills training.

MID MICHIGAN COMMUNITY COLLEGE

Contact: Ms. Gwladys Austin

A Task Force on Student Learning, led by the Vice President of Academic Services, was formed in the Fall of 1999 to focus on major challenges regarding student success and goal attainment and has begun initiatives in English and Mathematics and at the Individualized Learning Center (ILC), which has worked with At-Risk students for many years offering developmental instruction and supplemental resources to the classrooms.

English

English faculty undertook a major assessment project in freshman composition. The college instituted a portfolio requirement in the Fall semester of 1993. The reasons for the portfolio requirement were to ensure that students would have the requisite writing skills to succeed in their courses at Mid Michigan and in their endeavors after graduating. While the portfolio has allowed the college a means for assessing the writing skills of students early in their career, it has also become a barrier to some students.

Preliminary data from the four-year schools to which our students transfer indicate that our students who successfully complete our portfolio requirement do well in classes requiring writing. However, we have some numbers of students who are not successful in passing ENG 111 on their first attempt.

The English faculty have continually kept track of the failure rates of their students and have tried to identify reasons for failure. This assessment led to several changes in the portfolio process. The most recent changes include the institution of a new course to help At-Risk students obtain the writing skills needed to succeed in ENG 111. Thus, the college added to the curriculum ENG 110. The purpose of ENG 110 is to address student readiness for academic writing at the front end rather than on the backside after they fail.

In order to help students make the most productive decision about which course to take first, English faculty decided to go to each student session to explain the course options and the portfolio assessment system. The English faculty explain to students how to consider their own attitudes, aptitudes and past experiences as readers and writers, as well as placement test scores, to make the right self-placement decision.

Along with this curricular change, the due date for the portfolio during the semester was changed to allow more time for those students whose portfolios fail to redo them in the same semester rather than have to take a one-credit tutorial to finish.

Mathematics

To better serve At-Risk mathematics students, the college's math faculty have chosen to build better relationships with local high school math faculty through school visits, workshops, and an annual Math Night which features technology in the classroom. This will help to offer students a more seamless transition from high school mathematics to college level mathematics.

The math faculty have also adopted a new combined textbook for beginning and intermediate algebra to improve the sequencing for students taking both courses. Along with this the faculty have incorporated graphing calculators into intermediate algebra and have offered student workshops on using the TI-83. The math faculty are developing a series of workshops for CEU credit for the area high school teachers on using this technology in the classroom.

Individualized Learning Center (ILC)

The ILC has worked with At-Risk students at Mid Michigan Community College for many years offering developmental instruction and supplemental resources to the classrooms. New services offered this year include the following:

1. Writing workshops outside of regular ILC hours covering grammatical work, research, paper organization, and proofreading.
2. Individual assistance with writing problems as a follow-up to the ILC's diagnostic procedures.
3. Class visits to inform students and faculty of resources and services available in the ILC.
4. Assist the Assessment Office with testing and diagnosing of borderline students.
5. Connect students with on-line tutors through an already existing OWL (Online Writing Lab).

6. Use of English peer tutors during peak hours of ILC operation to assist drop-ins with writing assignments.
7. Work with English faculty to require students who need extra outside assistance to spend time in the ILC.

Peer Mentors

In addition, Mid Michigan's Student Services obtained a Rotary Club grant to hire and train peer mentors to work with At-Risk students. Each peer mentor is assigned a certain number of students per semester and then contacts those students at different times. The peer mentors offer individual orientations for students and meet with students at other strategic points during the semester. The initial feedback on this program has been very encouraging and the students will be tracked throughout their academic career at the college.

Accuplacer

During 1999, the college began using Accuplacer, the newest computerized version of the College Board Assessment. The Assessment Specialist received input from members of the English, Math, and Developmental Education departments in determining cutoff scores for particular course recommendations.

Learning Communities

National data indicated that the creation of learning communities is a strong factor in student success and student retention. During the academic year 1998-99, the Instructional Council discussed strategies to create a learning community at Mid Michigan Community College. After those discussions, the following activities were implemented in Fall 1999:

1. A college-wide theme focused on a satellite teleconference series dealing with the new millennium.
2. Faculty forums and discussion panels.
3. Faculty exchanges and team teaching.
4. Fall orientation devoted to team building.
5. Faculty in-service day devoted to learning community activities.
6. On the first day of class, instructors:
 - C Discussed learning communities with their students.
 - C Discussed what it takes to succeed as a student.

MONROE COUNTY COMMUNITY COLLEGE

Contact: Dr. Cynthia S. Riedel

The major components of our program are counseling, monitoring, tracking and tutoring. A licensed counselor provides initial contact and then monitors the attendance and performance of all students in developmental courses. Follow-up phone contact is made with struggling students as indicated by faculty referrals. One-on-one and group tutoring are offered to these students for content mastery, study skills, and techniques for succeeding with learning disabilities.

MONTCALM COMMUNITY COLLEGE

Contact: Mr. Dan Snook

The At-Risk program at Montcalm Community College consists of two components: developmental courses in reading, writing, mathematics, and study skills; and professional tutors. At-Risk funds supplement Montcalm's expenditures for both technology and personnel in developmental courses. One full-time lab supervisor is funded through At-Risk. Seven professional tutors assist students in all areas of instruction. A Bachelor's degree or above is required for professional tutors. In addition, this year the college used At-Risk funds to purchase software used campus-wide to enable Internet-based testing and to upgrade software used by our Art Department in teaching computer layout and design.

MOTT COMMUNITY COLLEGE

Contact: Mr. William R. Angus

Mott's At-Risk Program places emphasis on instructional services in the areas of developmental math, English, reading, and English as a Second Language (ESL) by offering various levels of courses each semester. Special needs counseling, peer and professional tutoring, and mentoring are also available to At-Risk students through the Learning Center. "Developmentally Speaking", a publication designed to provide a forum for instructors with developmental students in non-developmental classes, is published four times each academic year and continues to be a useful tool for faculty. A new math tutoring lab is nearly completed, with the final stage being the purchase of software designed for developmental students. During the 1999-2000 year, the developmental reading program courses were revised to meet current standards, and a developmental math course has been added to the curriculum.

MUSKEGON COMMUNITY COLLEGE

Contact: Ms. Janie P. Brooks

Students at Muskegon Community College must demonstrate that they are ready to succeed before enrolling in a variety of college courses. The Nelson-Denny Reading Test is offered to determine that students are ready to succeed. This testing has resulted in many students taking individual and small group instruction in reading, writing, and math, offered in the PaLab (the Personalized Achievement Laboratory). At-Risk funds support the staffing of the Testing Center and PaLab.

NORTH CENTRAL MICHIGAN COLLEGE

Contact: Karen J. Shoskey

The Director of Learning Support Services (LSS) attends the first session of each developmental class to inform students of the available services. Services include free tutoring, videos, computer-aided instruction, and COMPASS assessment. The hours of operation are Monday through Thursday 9:00 a.m. to 9:00 p.m., Friday and Saturday 9:00 a.m. to 5:00 p.m., making the lab accessible for both day and evening students. Learning Support Services continues to be a vital part of the education process at North Central Michigan College. Continued growth has included LSS in the initial phase to upgrade and renovate buildings. The future building will provide LSS with approximately twice the space.

The combination courses in mathematics and English continue to be popular. The courses combine developmental curriculum with either English Composition I or Beginning Algebra. Students enrolled in the five-credit hour combination courses are required to utilize the LSS department for at least one hour per week. Students are able to accomplish in one semester what previously took two semesters. Mandatory placement in mathematics was implemented in the winter 1993 semester, and English mandatory placement began in Fall 1998. The college uses either ACT or COMPASS scores to determine the appropriate placement for both areas.

NORTHWESTERN MICHIGAN COLLEGE

Contact: Mr. Michael Connolly

Northwestern Michigan College's At-Risk Program is a comprehensive program which includes: mandatory testing and placement for developmental classes; developmental classes in reading, composition, and math; testing, both academic and vocational; special advising services; study skills/tutoring services; computer assisted learning; and special services to students with learning disabilities. These services include books on tapes, notetaking assistance, and a voice activated computer. The Center for Learning includes computer learning modules in basic academic skills, study skills, and a variety of class related subjects. Through the At-Risk Program instructor assistants have been placed in many developmental math classes for the purpose of working with students and groups of students having difficulties.

OAKLAND COMMUNITY COLLEGE

Contact: Ms. Letyna A. Roberts

With the At-Risk funds for 1999, Oakland Community College served 1, 411 students through the following activities.

PPDI - Personal and Professional Development Initiatives is a committee formulated to address the academic needs of At-Risk students. PPDI provides a continuum of activities to support the following: student retention, enhanced independent learning, and promotion of academic success. The workshops and events are inactive and topics include Strategies for Academic Success, Employability Preparation Skills, Job Fair, College Readiness, and an Open House. Program coordinators successfully completed The Assistive Technology Applications Certificate Program sponsored by California State University, Northridge, Center on Disabilities, Summer 1999; attended the annual Technology and Persons with Disabilities conference; and developed strategies/techniques on accommodating students with learning disabilities, as well as the use of assistive technology to access computer information.

The program coordinator participates on the English as a Second Language (ESL) Coordination Committee which focuses on services for students where English is their second language. The committee also services as a means to coordinate all ESL services so that it meets the need of the students in the most efficient manner.

The ESL Bridge class for students with English deficiencies was developed for those who obtained low test scores on the Michigan Test of English Language (MTELP). ESL students are referred and

participate in activities to practice reading, writing, listening, and speaking to introduce them to basic English skills so that they may be able to participate in the developmental ESL classes.

The Academic Literacy program was created for students who scored into developmental English based on their ASSET and/or ETS writing sample. This developmental education program is designed to prepare developmental students to think, read, write, and problem solve at the entry level appropriate for college audiences and purposes. Students who have completed this program will be ready to engage in college level work but will require further instruction from the practitioners in the various disciplines in how to meet their unique reading and writing demands.

The Academic Literacy Bridge course was developed for students with low scores on the ASSET and ETS students for the Academic Literacy classes and gives students the opportunity to practice reading, writing, vocabulary, and study skills to prepare for developmental education

In addition to individual tutoring, students in developmental classes are given the opportunity to interact in group tutoring which reinforces the development of reading, writing, and basic math skills necessary to make academic progress.

Project BOLD, which is a supplemental program targeting services to learning disabled students, continues to provide compensatory strategies as well as monitoring their progress throughout the semester at the Auburn Hills and Orchard Ridge Campuses.

The Avondale Schools Adult Basic Education program is housed on the Auburn Hills Campus. Oakland Community College students who are in need of developmental support in the areas of reading, writing, and math are eligible to use the services of the Adult Basic Education Department. The ABE department has also received a grant from the Oakland Community College Foundation to help students develop reading skills using the Spalding program. Spalding is a multi-sensory approach to teaching language skills through direct instruction. It incorporates all the language stands (i.e., listening, speaking, reading skills, writing, vocabulary, and basic grammar).

Counselors meet with At-Risk students to complete a career assessment and develop an Academic Plan of Work to ensure students are choosing appropriate classes for their academic level, career goals, and objectives.

The college is represented on multiple committees in the community which share a common interest and purpose to ensure resources and services are available to enable academic success, personal growth and development, and self-sufficiency for persons at risk:

- C Developmental Disabilities Institute
- C Women and Disabilities Institute
- C Supported Education Committee (affiliated with Community Mental Health)
- C Southfield Human Service Provider
- C Michigan Occupational Special Populations Association (MOSPA)
- C National and MI-AHEAD (Association for Higher Education and Disabilities)
- C Learning Disabilities Association (LDA)
- C Women Work!

- C Zonta International
- C National Association for Developmental Education (NADE)

ST. CLAIR COUNTY COMMUNITY COLLEGE

Contact: Mrs. Gerri Barber

Fully licensed counselors are available to directly assist At-Risk students. The counselors assess student needs through an Educational Development Plan, career inventories, a study skills inventory, and disability-related documentation provided by referring agencies and schools. The counselors are able to assess and then directly assign handicapped services and/or tutorial services as appropriate.

Also, the Enrichment Center (an extension of the Student Learning Center) opened its doors with 24 computer workstations. The Center is designed to support instruction by providing comprehensive, unduplicated computer support with computerized college orientation testing, career assessment, and classroom tutorial. The Center enables the counseling staff to provide additional academic and career resources to the At-Risk student. Since all services are provided in a centralized location, the counselors are more able to connect with the students and service providers. This helps to retain the student by providing more individualized attention regarding their specific needs.

SCHOOLCRAFT COLLEGE

Contact: Dr. Deborah Daiek

Schoolcraft's At-Risk program includes three themes (increased support services, financial aid counseling to improve student opportunities, and faculty-student communications) to provide the best fit between the college and student. Toward this end, tutoring and faculty communications have been emphasized. A total of 9,980 tutoring hours for 2,471 students were provided in math, reading, and English. A counselor is specifically assigned to serve At-Risk students and assisted 558 students during the FY 1998-99. This counselor is taking a proactive role by spending more time with the students and actively communicates with instructors. The number of students has not increased as significantly as the number of tutoring hours. We are providing more one-on-one, intrusive/intensive tutoring than we have provided in previous years.

Professional Academic Advising and Counseling: A team of faculty members individually assess At-Risk students and prescribe appropriate tutoring or computer-assisted support services. One-on-one contacts are a critical service offered to At-Risk students and include assistance from a counselor, faculty mentors, and peer tutors.

Financial Aid Counselor: Students that are At-Risk typically have a greater financial need than students who enter the college with the appropriate skill levels. A part-time financial aid counselor is specifically assigned to help At-Risk students with Pell applications. This counselor assisted 750 students during 1998-99.

Multiple Intervention Strategies: Computer assisted support was implemented in FY 1990-91 and has been expanded each year of the project. Schoolcraft has also piloted class-based assistance for students through the development of counselor-faculty teaching teams. These teams work together

to promote successful academic and behavioral strategies while monitoring the progress of their students.

PAL (Peer-Assisted Learning) Project: The college instituted a unique project during FY 1995-96 whereby faculty members have had the opportunity to work with trained peer tutors in providing students with three or more extra hours of outside-of-class help with lectures, lab notes, assignments, papers, test preparation, and overall subject fluency. The main impetus for the PAL Project has been to compel At-Risk students to engage in meaningful, collaborative studying outside of mandatory lecture hours, and to therefore increase student retention and commitment to succeed.

Writing Fellows Program: Another student retention and success strategy aimed at At-Risk students has been the creation of a writing fellows program. Writing fellows have completed all of the college's composition courses and are enrolled in an English honors course designed to enhance their writing-across-the-curriculum skills and tutorial techniques. Each fellow works directly with an instructor from a specific discipline, acting as a first reader for student papers, and assisting students with semantic and syntactical accuracy. Again, the impetus is for successful completion of the writing component in a variety of discipline areas for the college's At-Risk population.

SOUTHWESTERN MICHIGAN COLLEGE

Contact: Dr. Daniel R. Stenberg

Southwestern has a centralized developmental studies program that includes mandatory assessment and placement; developmental classes in reading, writing, math, and study skills; advising; tutoring; and monitoring of student progress. Developmental studies faculty and staff coordinate services with the college's Special Needs program and Student Support Services program and coordinate assessment and curriculum activities with other departments and divisions. Southwestern Michigan College has English as a Second Language (ESL) classes and two comprehensive testing centers.

WASHTENAW COMMUNITY COLLEGE

Contact: Ms. Cynthia Straub

Washtenaw Community College's At-Risk program is administered by the Student Resource and Women's Center (SRWC) in the Student Services Division. The SRWC staff offer academic evaluation, advising in the areas of academic, career, and financial areas and monitoring of progress and other support services for At-Risk students.

SRWC works collaboratively with other college departments to provide a comprehensive program, including: developmental classes in reading, composition, and math; entry assessment testing using COMPASS; specialized assistance in Reading, Writing, and Math Centers; study skills/tutoring services; computer assisted learning, and the recent hiring of a full-time Learning Disabilities Coordinator.

A comprehensive menu of services is available to At-Risk students in the SRWC. A holistic approach is used which includes the following services: a diagnostic intake interview, a career interest assessment using the Strong Interest Inventory, a financial need assessment, staff assistance with educational or interpersonal issues (individual or group counseling) and tutoring services. An

Early Alert system is used to identify students who are not achieving during the semester. Weekly or biweekly visits are then scheduled with students who appear to be experiencing difficulties.

WAYNE COUNTY COMMUNITY COLLEGE

Contact: Mr. John Bolden

Five hundred students received services through the At-Risk program. To inform students of program services, a coordinator visits each developmental reading and writing classroom during the first and second weeks of the semester. These enhanced services include academic advisement, transfer information, career planning, mentoring, computer-assisted instruction support, tutoring, and academic monitoring.

For on-going At-Risk students, an early alert system is in place, using six-week progress reports to track students' academic performance. If satisfactory progress is not being made, students are contacted to confer with the At-Risk Coordinator at their campus.

In addition to the services that have been outlined, the program has extended its activities to include the utilization of technology to assist students to increase their academic performance in developmental writing and reading courses. With the addition of Macintosh computers, the At-Risk program provides students in developmental courses opportunities to gain basic computer literacy while improving their writing skills, critical thinking, and reading skills.

Basic feedback from faculty and students' evaluations indicates that providing writing instruction through computer technology increases students' motivation and academic performance. Moreover, once students are introduced to computers in their developmental courses, especially in producing written discourse, they transfer these skills to other courses. In fact, students who are introduced to computers in their basic writing courses continue to utilize this technology in advanced courses. Because the computers are located in the Academic Support Centers, which also house tutorial services, students are also more apt to utilize tutorial services.

WEST SHORE COMMUNITY COLLEGE

Contact: Dr. Denise Ottinger

The At-Risk program at West Shore Community College (WSCC) consists of students enrolled in the Fundamentals of English (FE), Reading Improvement (RI), and College Learning Strategies (CLS), and Basic Math (BM) classes. The CLS class stresses study skills, test taking techniques, time management and goal setting. All full-time students who fall below the ASSET test minimums in English and reading must take FE and RI classes during their first semester at WSCC. The At-Risk counselor visits in each section of the above classes during the semester supplying information on career options/choices in addition to advising on individual curriculums. Each student, in each class, is required to meet with the counselor on an individual basis at least once during the semester. At this time, an Educational Development Plan (EDP) is established which is used to assist the student in planning career goals and choosing the appropriate classes to achieve those goals.

The Learning Enrichment Center (LEC) provides computerized and video supplemental instruction for all the aforementioned classes, plus testing services for the BM offerings. A one-hour per week

lab has been added to the FE class requirements. The lab is designed to provide additional assistance by giving the student added opportunities to interact with the instructor. A student must achieve an 80% exam score to be excused from participation in the lab. The WSCC Tutoring Center, in conjunction with the college's Special Populations program, has been established to assist At-Risk students with tutoring needs and coursework assistance. Congratulatory letters are mailed at mid-term and after final exams to those students who successfully complete that segment of the semester. The At-Risk counselor and the Dean of Student Services individually sign each letter.

1998-99 At Risk Grant Final Report
Unduplicated At Risk Students

| | Total Students Served | Percent of Students Primarily Eligible Because: | | |
|------------------------------|-----------------------|---|-------------------|--------------|
| | | Developmental Course or Academic Failure | Learning Disabled | Require ESL |
| Alpena | 500 | 100.00% | 0.00% | 0.00% |
| Bay De Noc | 453 | 96.60% | 3.00% | 0.40% |
| Delta | 1,056 | 90.44% | 8.14% | 1.42% |
| Glen Oaks | 482 | 100.00% | 0.00% | 0.00% |
| Gogebic | 763 | 90.00% | 9.00% | 1.00% |
| Grand Rapids | 1,576 | 84.00% | 10.00% | 6.00% |
| Henry Ford | 1,346 | 68.00% | 31.00% | 1.00% |
| Jackson | 1,258 | 98.50% | 1.20% | 0.30% |
| Kalamazoo Valley | 262 | 89.00% | 6.00% | 5.00% |
| Kellogg | 2,312 | 97.20% | 2.80% | 0.00% |
| Kirtland | 558 | 93.00% | 6.00% | 1.00% |
| Lake Michigan | 1,480 | 90.00% | 2.70% | 7.30% |
| Lansing | 1,701 | 64.00% | 14.00% | 22.00% |
| Macomb | 2,929 | 90.00% | 2.00% | 8.00% |
| Mid Michigan | 910 | 92.99% | 7.00% | 0.01% |
| Monroe | 340 | 86.00% | 14.00% | 0.00% |
| Montcalm | 360 | 96.50% | 3.00% | 0.50% |
| Mott | 530 | 92.00% | 6.90% | 1.10% |
| Muskegon | 1,981 | 100.00% | 0.00% | 0.00% |
| North Central | 537 | 96.40% | 3.40% | 0.20% |
| Northwestern | 448 | 87.00% | 9.00% | 4.00% |
| Oakland | 1,441 | 44.22% | 37.99% | 17.79% |
| St. Clair | 228 | 88.90% | 10.90% | 0.20% |
| Schoolcraft | 1,073 | 87.00% | 12.00% | 1.00% |
| Southwestern | 2,878 | 97.00% | 2.00% | 1.00% |
| Washtenaw | 1,262 | 76.00% | 0.00% | 24.00% |
| Wayne County | 500 | 91.00% | 0.00% | 9.00% |
| West Shore | 151 | 90.00% | 10.00% | 0.00% |
| State Total / Average | 29,315 | 88.40% | 7.60% | 4.00% |

*Edit
Check*

Assessment and Placement Data - Number of Students

TABLE 1

1998-99 At Risk Grant Final Report

Total At Risk Expenditures

| | Total At Risk Budget | Expenditures from: | | | | | | | | | |
|--------------------|----------------------|--------------------|--------------|-----------------|-------------|----------------------|--------------|-----------------|-------------|---------------------|--------------|
| | | Federal | % | Other State Aid | % | College Contribution | % | Other | % | At Risk State Grant | % |
| Alpena | \$126,215 | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$126,215 | 100.0% |
| Bay De Noc | \$520,895 | \$162,685 | 31.2% | \$0 | 0.0% | \$235,971 | 45.3% | \$0 | 0.0% | \$122,239 | 23.5% |
| Delta | \$104,543 | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$104,543 | 100.0% |
| Glen Oaks | \$219,212 | \$0 | 0.0% | \$0 | 0.0% | \$92,298 | 42.1% | \$0 | 0.0% | \$126,914 | 57.9% |
| Gogebic | \$306,843 | \$10,792 | 3.5% | \$65,711 | 21.4% | \$156,881 | 51.1% | \$0 | 0.0% | \$73,459 | 23.9% |
| Grand Rapids | \$511,868 | \$221,115 | 43.2% | \$0 | 0.0% | \$217,586 | 42.5% | \$0 | 0.0% | \$73,167 | 14.3% |
| Henry Ford | \$466,229 | \$187,147 | 40.1% | \$0 | 0.0% | \$105,000 | 22.5% | \$10,000 | 2.1% | \$164,082 | 35.2% |
| Jackson | \$618,531 | \$162,344 | 26.2% | \$0 | 0.0% | \$346,518 | 56.0% | \$0 | 0.0% | \$109,669 | 17.7% |
| Kalamazoo Valley | \$427,072 | \$153,527 | 35.9% | \$0 | 0.0% | \$156,013 | 36.5% | \$0 | 0.0% | \$117,532 | 27.5% |
| Kellogg | \$612,877 | \$409,965 | 66.9% | \$0 | 0.0% | \$59,475 | 9.7% | \$0 | 0.0% | \$143,437 | 23.4% |
| Kirtland | \$462,197 | \$97,234 | 21.0% | \$0 | 0.0% | \$226,836 | 49.1% | \$0 | 0.0% | \$138,127 | 29.9% |
| Lake Michigan | \$447,960 | \$27,280 | 6.1% | \$0 | 0.0% | \$246,363 | 55.0% | \$0 | 0.0% | \$174,317 | 38.9% |
| Lansing | \$813,520 | \$362,885 | 44.6% | \$0 | 0.0% | \$343,807 | 42.3% | \$0 | 0.0% | \$106,828 | 13.1% |
| Macomb | \$96,254 | \$0 | 0.0% | \$0 | 0.0% | \$10,910 | 11.3% | \$0 | 0.0% | \$85,344 | 88.7% |
| Mid Michigan | \$244,201 | \$52,058 | 21.3% | \$0 | 0.0% | \$15,892 | 6.5% | \$52,058 | 21.3% | \$124,193 | 50.9% |
| Monroe | \$100,926 | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$100,926 | 100.0% |
| Montcalm | \$171,061 | \$0 | 0.0% | \$0 | 0.0% | \$99,846 | 58.4% | \$0 | 0.0% | \$71,215 | 41.6% |
| Mott | \$730,106 | \$546,742 | 74.9% | \$0 | 0.0% | \$72,796 | 10.0% | \$0 | 0.0% | \$110,568 | 15.1% |
| Muskegon | \$624,929 | \$0 | 0.0% | \$0 | 0.0% | \$424,965 | 68.0% | \$0 | 0.0% | \$199,964 | 32.0% |
| North Central | \$209,311 | \$15,520 | 7.4% | \$0 | 0.0% | \$73,946 | 35.3% | \$1,164 | 0.6% | \$118,681 | 56.7% |
| Northwestern | \$691,321 | \$0 | 0.0% | \$0 | 0.0% | \$556,504 | 80.5% | \$0 | 0.0% | \$134,817 | 19.5% |
| Oakland | \$1,263,733 | \$302,252 | 23.9% | \$0 | 0.0% | \$799,738 | 63.3% | \$0 | 0.0% | \$161,743 | 12.8% |
| St. Clair | \$162,626 | \$37,016 | 22.8% | \$0 | 0.0% | \$49,500 | 30.4% | \$0 | 0.0% | \$76,110 | 46.8% |
| Schoolcraft | \$284,648 | \$0 | 0.0% | \$0 | 0.0% | \$127,533 | 44.8% | \$0 | 0.0% | \$157,115 | 55.2% |
| Southwestern | \$588,255 | \$194,258 | 33.0% | \$0 | 0.0% | \$206,626 | 35.1% | \$0 | 0.0% | \$187,371 | 31.9% |
| Washtenaw | \$135,213 | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$135,213 | 100.0% |
| Wayne County | \$207,316 | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$0 | 0.0% | \$207,316 | 100.0% |
| West Shore | \$272,397 | \$0 | 0.0% | \$0 | 0.0% | \$138,936 | 51.0% | \$0 | 0.0% | \$133,461 | 49.0% |
| State Total | \$11,420,259 | \$2,942,820 | 25.8% | \$65,711 | 0.6% | \$4,763,940 | 41.7% | \$63,222 | 0.6% | \$3,584,566 | 31.4% |

1998-99 At Risk Grant Final Report

State Grant Expenditures

| | Total State Grant Received | Expenditures for: | | | | | |
|--------------------|-------------------------------|-------------------|--------------|--------------------|--------------|------------------|-------------|
| | | Technology | % | Students | % | Other | % |
| Alpena | \$126,215 | \$0 | 0.0% | \$126,215 | 100.0% | \$0 | 0.0% |
| Bay De Noc | \$122,239 | \$3,000 | 2.5% | \$119,239 | 97.5% | \$0 | 0.0% |
| Delta | \$104,543 | \$35,084 | 33.6% | \$69,459 | 66.4% | \$0 | 0.0% |
| Glen Oaks | \$126,914 | \$42,095 | 33.2% | \$84,819 | 66.8% | \$0 | 0.0% |
| Gogebic | \$73,459 | \$6,377 | 8.7% | \$67,082 | 91.3% | \$0 | 0.0% |
| Grand Rapids | \$73,167 | \$18,053 | 24.7% | \$50,170 | 68.6% | \$4,944 | 6.8% |
| Henry Ford | \$164,082 | \$5,867 | 3.6% | \$99,735 | 60.8% | \$58,480 | 35.6% |
| Jackson | \$109,669 | \$5,925 | 5.4% | \$103,744 | 94.6% | \$0 | 0.0% |
| Kalamazoo Valley | \$117,532 | \$0 | 0.0% | \$117,532 | 100.0% | \$0 | 0.0% |
| Kellogg | \$143,437 | \$0 | 0.0% | \$143,437 | 100.0% | \$0 | 0.0% |
| Kirtland | \$138,127 | \$0 | 0.0% | \$138,127 | 100.0% | \$0 | 0.0% |
| Lake Michigan | \$174,317 | \$19,032 | 10.9% | \$155,285 | 89.1% | \$0 | 0.0% |
| Lansing | \$106,828 | \$11,587 | 10.8% | \$95,241 | 89.2% | \$0 | 0.0% |
| Macomb | \$85,344 | \$0 | 0.0% | \$85,344 | 100.0% | \$0 | 0.0% |
| Mid Michigan | \$124,193 | \$0 | 0.0% | \$124,193 | 100.0% | \$0 | 0.0% |
| Monroe | \$100,926 | \$0 | 0.0% | \$100,926 | 100.0% | \$0 | 0.0% |
| Montcalm | \$71,215 | \$9,277 | 13.0% | \$61,354 | 86.2% | \$584 | 0.8% |
| Mott | \$110,568 | \$110,568 | 100.0% | \$0 | 0.0% | \$0 | 0.0% |
| Muskegon | \$199,964 | \$0 | 0.0% | \$199,964 | 100.0% | \$0 | 0.0% |
| North Central | \$118,681 | \$0 | 0.0% | \$114,735 | 96.7% | \$3,946 | 3.3% |
| Northwestern | \$134,817 | \$134,817 | 100.0% | \$0 | 0.0% | \$0 | 0.0% |
| Oakland | \$161,743 | \$0 | 0.0% | \$161,743 | 100.0% | \$0 | 0.0% |
| St. Clair | \$76,110 | \$0 | 0.0% | \$76,110 | 100.0% | \$0 | 0.0% |
| Schoolcraft | \$157,115 | \$0 | 0.0% | \$157,115 | 100.0% | \$0 | 0.0% |
| Southwestern | \$187,371 | \$10,621 | 5.7% | \$176,750 | 94.3% | \$0 | 0.0% |
| Washtenaw | \$135,213 | \$3,970 | 2.9% | \$0 | 0.0% | \$131,243 | 97.1% |
| Wayne County | \$207,316 | \$0 | 0.0% | \$207,316 | 100.0% | \$0 | 0.0% |
| West Shore | \$133,461 | \$20,471 | 15.3% | \$112,990 | 84.7% | \$0 | 0.0% |
| State Total | \$3,584,566 | \$436,744 | 12.2% | \$2,948,625 | 82.3% | \$199,197 | 5.6% |

APPENDIX A

AUTHORITY: PA 295 of 1998, Section 401(7)

Michigan Department of Education
 COMMUNITY COLLEGE SERVICES UNIT
 608 W. Allegan, Lansing, Michigan 48933
 Box 30008, Lansing, Michigan 48909

Direct questions regarding this form to the Community College Services Unit, (517) 335-3009.

STATE OF MICHIGAN AT RISK GRANT FINAL REPORT

October 1, 1998 - September 30, 1999

| | | | |
|-------------------------------------|----------------|-----|--------|
| SUBMITTING EDUCATIONAL AGENCY | College | | |
| | Contact Person | | |
| | Title | | |
| | Telephone | Fax | E-mail |

Pursuant to the Community College Appropriations Act, each community college shall submit a report of their FY 1998-99 At Risk program expenditures and accomplishments no later than **January 3, 2000**. Please submit **one copy** of this report to the **Michigan Department of Education** address above.

1. What was the total amount of At Risk funding your institution received from the State of Michigan for the period October 1, 1998 through September 30, 1999? \$ _____
2. How much was spent on technology (computers, other hardware, infrastructure, software, etc.)? \$ _____
3. How much was spent on students? \$ _____
4. How much and where was any other money spent (if numbers 2 and 3 equal the total in question number 1, leave blank)?

5. What funds were utilized for At Risk program operation?
 - A. Federal (Please specify below.) \$ _____

 - B. Other State Aid (Please specify below.) \$ _____

 - C. College's Contribution \$ _____
 - D. Other (Please specify.) \$ _____
 - E. At Risk state grant for fiscal year 1998-99 \$ _____

TOTAL AT RISK BUDGET (Sum A-E) \$ _____

APPENDIX A

6. Expenditures (State Grant Only)

| | <u>Full - Time Equated At Risk Personnel*</u> | <u>Dollars</u> |
|---|---|----------------|
| A. Personnel | | |
| Supervisors | _____ | \$ _____ |
| Counselors | _____ | \$ _____ |
| Others | _____ | \$ _____ |
| B. Testing | | \$ _____ |
| C. Equipment for At Risk program | | \$ _____ |
| D. Supplies for At Risk program | | \$ _____ |
| E. Travel | | \$ _____ |
| F. Contractual Services | | \$ _____ |
| G. Equipment and software expenditures <u>not</u> associated with operation of At Risk program | | \$ _____ |
| H. Other (please specify) | | \$ _____ |
| _____ | | \$ _____ |
| TOTAL EXPENDITURES (State Grant Only) | | \$ _____ |
| (Should equal amount for Question 5E.) | | |

*Full-time is defined as full-time at your college (e.g., 35 hours per week, 37 hours per week, etc.). Two or more part-time workers may make up one full-time position for the purposes of this report.

7. Number of At Risk students (unduplicated headcount) served during the state fiscal year October 1 - September 30 (may include a three term/semester follow-up period, but this is optional):

8. What percent of your At Risk students (unduplicated headcount) were primarily eligible for the following reasons: (Choose one category per student.)

| | |
|--|---------|
| # Enrolled in one or more developmental course or academic failure | _____ % |
| # Diagnosed as learning disabled | _____ % |
| # Require English-as-second-language assistance | _____ % |

Above three lines should total..... 100%

9. Please briefly describe your At Risk program and its accomplishments and unique components:

Thank you.

APPENDIX B

FREQUENTLY USED ABBREVIATIONS

- ! ACS - Activities Classification Structure
- ! ACT - American College Testing Company
- ! ARSSP - At-Risk Special Services Program
- ! ASSET - Assessment Skills for Successful Entry and Transfer
- ! At-Risk - At-Risk Student Success Program
- ! BOLD - Project Building Opportunities, Learning Skills and Direction
- ! DE - Developmental Education
- ! DSS - Department of Social Services (now Family Independence Agency)
- ! ESL - English as a Second Language
- ! FIA - Family Independence Agency (formerly Department of Social Services)
- ! JTPA - Job Training Partnership Act
- ! LD - Learning Disabled
- ! MJOBS - Michigan Jobs Opportunity Basic Skills
- ! MOST - Michigan Opportunity Skills Training
- ! P.A. - Public Act
- ! PAL - Peer Assisted Learning
- ! PASS - Program for Academic Support Services
- ! SAT - Scholastic Assessment Test and/or Scholastic Aptitude Test
- ! TIP - Tuition Incentive Program

APPENDIX C

AGENCIES TO WHICH THE GRANT EXPENDITURES AND PROGRAM SUMMARIES REPORT IS SUBMITTED

According to Section 401(7) of Public Act 295 of 1998, each community college shall submit a report accounting for their accomplishments and expenditures of At-Risk funds no later than 90 days after the end of the state fiscal year, to the following agencies and individuals:

Representative Tony Stamas
Chair, House Subcommittee on Community Colleges
House Office Building,
North Tower, 4th Floor
124 North Capitol Avenue
Lansing, MI 48933

Senator Harry Gast
Chairman, Senate Subcommittee on Community Colleges
Capitol Building, Room 324
Lansing, MI 48909

Ms. Mary Lannoye
State Budget Director
Lewis Cass Building
Lansing, MI 48909

Dr. Barbara Bolin, Director
Department of Career Development
Victor Office Center, 1st Floor
201 N. Washington Square
Lansing, MI 48913

Mr. Barry Stern
Director of Policy and Planning
Department of Career Development
Victor Office Center, 1st Floor
201 N. Washington Square
Lansing, MI 48913

Mr. Arthur E. Ellis
Superintendent of Public Instruction
Department of Education
Hannah Building, 4th Floor
608 W. Allegan
Lansing, Michigan 48933

Mr. Caven West
House Fiscal Agency
House Office Building
North Tower, 4th Floor
124 North Capitol Avenue
Lansing, MI 48933

Mr. Michael Hansen
Senate Fiscal Agency
Victor Office Center, 8th Floor
201 N. Washington Square
Lansing, MI 48913

Mr. Glen Preston
Office of Education and Infrastructure
Department of Management and Budget
Lewis Cass Building, 1st Floor
Lansing, MI 48909

Mr. James H. Folkening
Director of Postsecondary Services
Department of Career Development
Hannah Building, 3rd Floor
608 W. Allegan
Lansing, MI 48933