

CRITERION THREE –

*The institution is accomplishing
its educational and other purposes.*

CHAPTER 12 –

Corporate and Community Development

CHAPTER 12 – *Corporate & Community Development*

This chapter begins with an historical review and description of the Division of Corporate and Community Development. This introduction is followed by an analysis of the Department of Continuing Education, the Dislocated Worker Program, the Business and Industry Institute, the School/Business Partnership Office and the School-to-Work Consortium, Adult Education and Literacy, and Education Services at the Northeast Correctional Center.

Through a variety of programs and activities, the Division of Corporate and Community Development offers high-quality, affordable educational, recreational, and cultural opportunities for learners of all ages throughout the College's service area. These activities encourage cooperation with local businesses and civic organizations, enabling the College to embrace the larger community.

HISTORY & OVERVIEW

CONTINUING EDUCATION DIVISION

Since 1996, the Division of Corporate & Community Development has undergone significant change. The Division of Continuing Education was reorganized in March 2000 and renamed the Division of Corporate & Community Development (C&CD) to better reflect the array of services that have evolved through the years. Life long learning programs within this division include opportunities for pre-school children, senior citizens, and everyone in between. Many of these programs are affiliated with national, state, and regional entities. These affiliations provide name recognition and quality programming.

The division is divided into six departments: Continuing Education, Business and Industry, Dislocated Worker Program (DWP), School/Business Partnership, Adult Education and Literacy (AEL), and Education Services at Northeast Correctional Center (NECC).

In 2001, C&CD employed 30 full-time employees and more than 150 part-time employees. Most of the part-time staff are instructors in Business and Industry, Continuing Education, and Adult Education and Literacy classes.

The College has maintained its strong commitment to bring the community on campus and to increase the linkages between the community and the institution. C&CD is an integral part of this important work. With reorganization, the division functions more efficiently as it responds to the educational, cultural, and economic needs of the region.

OVERVIEW

The mission of Corporate & Community Development is to provide a one-stop resource for life long learning by offering non-credit courses, events, and training sessions that benefit all age groups. These offerings provide service to individuals as well as to businesses in St. Charles, Pike, Lincoln, Callaway, and Montgomery counties.

Division programs are funded by grants, as well as by contracts and tuition, but continue to receive subsidies from the general revenue budget. As part of the recent reorganization, the division is working toward the goal of becoming a self-supporting entity. In the summer of 2000, division staff undertook registration for all non-credit offerings through Continuing Education and Business and Industry, a task previously performed through the Registrar's Office. Registration assistants assigned to this work were paid from department funds rather than from the general revenue budget of the College.

In spring 2000, C&CD became part of a college-wide internal assessment project in conjunction with the Institutional Research and Effectiveness Office. A designated internal team created an evaluation instrument administered randomly in Continuing Education non-credit courses over the course of a semester. In addition, a new method of evaluation was created using a scanning machine. C&CD is changing its course evaluation methodology so that all data is collected through optical scanning. This will be in place by January 2002.

In January 2001, a new dean was hired. Her charge was to build an infrastructure to support this rapidly growing entity. In the past nine months, the following key strategic initiatives have been put into place:

- Taking over the administrative responsibilities for the General Motors Customized Training Project, formerly administered through St. Louis Community College.
- Defining all roles within the division and documenting them in writing.
- Defining standard operating procedures for registration and scheduling.
- Receiving certification from the International Association for Continuing Education and Training (IACET) in order to offer official Continuing Education Units (CEUs).
- Building better financial tracking systems internal to the individual departments.
- Empowering the Associate Deans to take on higher-level administrative responsibilities beyond program development including strategic planning, fiscal accountability, and training and mentoring of staff.

Future growth in Continuing Education is projected as the division targets specific market niches and assesses community needs. Cutbacks in state funding and economic downturns affect the division's ability to procure state grants and contracts that affect five of the six departments. A sunset provision ends funding for the School-To-Work Program as of July, 2002. The division continues to seek support for the School/Business Partnership program by exploring federal and private grant funding, as well as contracts, in order to maintain relationships with K-12 schools and business partners.

DEPARTMENT OF CONTINUING EDUCATION

OVERVIEW

The mission of Continuing Education is to provide quality, innovative learning opportunities for community members of all ages. Continuing Education provides programs that enrich the roles of employee, spouse, and parent; moreover, these programs encourage both physical and mental development.

Continuing Education offers non-credit courses, seminars, programs, and special events to individuals and organizations throughout St. Charles, Montgomery, Lincoln, Pike, and Callaway counties. These offerings provide affordable educational, recreational, and cultural opportunities of high quality. On average, these classes cost about \$4 per clock hour. In 2000, Continuing Education served more than 11,500 individuals ranging from pre-school children through senior citizens. Activities offered by the department include personal development, specialized training, sports and recreation, children's theatre, and Elderhostel programs.

HISTORICAL CHANGES

Community Services was renamed Continuing Education in FY 2000-01 to focus on the continuing education and life-long learning aspects of the division. The number of participants has increased, as has the number of course sections offered. From 1996 to 2001, enrollment increased from 9,495 to 11,688 duplicated. Beginning in 1999, new and more reliable counting practices were adopted. As a result, some enrollments may appear more modest than in previous years, but participation remains equally strong.

Sections of course offerings have gradually increased from 643 in 1996 to 822 sections in 2001. This growth is attributable to campus construction, technology, and community resources. Average class enrollment has remained consistent since 1996. The table below shows counts and class averages:

YEAR	ENROLLMENT	# OF SECTIONS	AVERAGE ENROLLMENT
1996-97	9,495	643	14.8
1997-98	10,816	758	14.2
1998-99	11,841	677	17.5
1999-00	10,792	770	14.0
2000-01	11,688	822	14.2

Distribution of the *Continuing Education Class Schedule* increased nearly 25% over the past five years. In 1996, 22,000 schedules were mailed to homes in St. Charles, St Peters, and O'Fallon. The cost of printing and mailing the non-credit schedules has prohibited Continuing Education from mailing to all homes in St. Charles County; distribution is based on randomly selected postal carrier routes from each of the three post offices. The mailings have increased steadily from 1996 to 2001. For summer 2001, the *Continuing Education Class Schedule* was mailed to 50,000

homes. The marketing goal for Continuing Education is to mail the schedule to all households in St. Charles County by 2008. (See Exhibit B.)

SIGNIFICANT ACCOMPLISHMENTS

Specific programs are targeted to the needs of this growing and evolving community. Activities have remained balanced among children, adult, and senior populations. The completion of the College Center in 2001, which included exercise facilities, allowed for the addition of recreation and fitness activities. If the current trend continues, these programs will expand. Sports camps for kids and adult fitness classes and leagues will increase the number of participants in Continuing Education programs.

YEAR	YOUNG PEOPLE'S THEATRE	ELDERHOSTEL	COLLEGE FOR ALL KIDS	ALL OTHER NON-CREDIT CLASSES
1996-97	129	877	805	7,684
1997-98	188	951	458	9,219
1998-99	207	1,327	680	9,627
1999-00	236	1,303	495	8,758
2000-01	223	1,272	561	9,628

- Young People's Theatre (YPT) shares the stage in the Fine Arts Building with the academic Theater Department. Each year it produces plays for Halloween and Christmas and a spring musical. YPT has 12 major performances per year and has sold out each performance for the last 4 years. This group also performs at various community fairs and events throughout the region. (See Exhibit C.)
- A full-time coordinator was hired in 1997 to expand the Elderhostel program. In 1996, 12 programs were offered per year. In 2001, 30 programs are being offered to people 55 and older. The spectrum of Elderhostel offerings has increased with the addition of two biking programs and intergenerational programs. Currently Elderhostel is planning a new program at Lake of the Ozarks in Central Missouri. (See Exhibit D.)
- In FY 1999-00, Continuing Education introduced the Senior Forum which is cooperatively sponsored with AARP, American Red Cross, Mid East Area on Aging, and Retired Volunteer Program. Eight senior forums were held in 2000 and in 2001. Senior fitness programs such as Pilates, aerobic dance, and weight training were added in 2001. Ms. Senior Missouri and the Golden Games were sponsored by Continuing Education in 2000-01.
- Continuing Education has received a number of grants and awards, allowing for an increase in the number of offerings and quality of programming, especially in accommodating individuals with disabilities.
- From 1996 to 2001, the financial state of Continuing Education has remained solid with a

steadily increasing fund balance. This is attributable to increased programming while maintaining constant staffing levels. As of July, 2001, the department of Continuing Education moved to complete self-sufficiency. The table below illustrates increases in fund balances over the years.

YEAR	1997	1998	1999	2000	2001
Fund Balance	\$88,075	\$99,160	\$98,968	\$197,318	\$185,551

Course Offerings

The number of courses offered each year continues to grow. The table below illustrates the number of offerings under each curriculum cluster as taken from the *Spring 1996 Class Schedule* and the *Spring 2001 Class Schedule*.

CURRICULUM CLUSTER	# COURSES SPRING 1996	# COURSES SPRING 2001
Arts and Crafts	8	6
Recreation and sports	23	45
Social Dance	8	31
Music	0	7
Personal Development	18	16
Professional Development	0	4
Microcomputers	40	68
Internet online courses	0	19
Specialized Training	25	6
Money Management & Business	24	21
Trips	6	3
Health Occupations	2	6
Social Services	0	10
Special Interest	0	6
TOTAL	154	248

Student Satisfaction Data

A random sample of 297 student evaluations out of 1,500 was collected and analyzed during the spring semester of 2000. Prior to 2000, composite evaluations were not analyzed for specific data nor were they used in evaluative research such as student satisfaction and instructor effectiveness. The results of the questionnaire indicate that students are extremely satisfied with the instructors, presentation, and content.

	POOR	AVERAGE	GOOD	EXCELLENT
Instructor Prepared	0	1.35%	9.77%	88.89%
Instructor Knowledgeable	0	1.35%	7.41%	91.25%
Facilities	0	4.38%	20.88%	74.75%
Course Materials	0	3.03%	15.83%	81.15%
Class provided Meaningful Information	.68	2.36%	18.87%	78.12%
Recommend This class	.34%	1.35%	14.15	84.18%
OVERALL RATING	0%	1.35%	16.84%	81.82%

FUTURE PROJECTIONS AND CHALLENGES

St. Charles County is one of the fastest growing counties in Missouri. The population growth in the region will provide both opportunities and challenges to meet the region's continuing education needs. Some of the specific goals for Continuing Education include:

- Continue to meet the personal and professional development needs of the community by offering short-term courses, special events, and conferences. The challenge will be the limited physical resources that are available to Continuing Education such as classrooms and physical accommodations. Expansion into public school districts and community buildings will be explored.
- Investigate non-credit certification programs that will harmonize with the current mission of the College and increase the visibility of Continuing Education as a forerunner in specialized training. Although the challenges are minimal, developing and nurturing relationships and partnerships with outside organizations takes time. The IACET certification will help establish the department's credibility as a provider of valued professional development services.

- Increase opportunities for senior citizens through educational, recreational, and travel programs. The challenge will require getting students to the various courses and activities since public transportation is not available in St. Charles County.
- Research and statistical analysis of Continuing Education needs to be ongoing. A new course evaluation form for Continuing Education and Business and Industry, which will be implemented in FY 2001-02, will allow for the collection of aggregate course evaluation and needs assessment data. This information, together with market research, demographic analysis, and focus groups will better position the department to offer programs that meet ongoing needs.

DISLOCATED WORKER PROGRAM

OVERVIEW

The mission of the Dislocated Worker Program (DWP) is to provide job search assistance to laid-off workers. The program operates on a subcontract basis and in partnership with the St. Charles County Department of Workforce Development (DWD), and is located off-campus in the DWD office at 2020 Parkway Drive in St. Peters. Career consultants work with laid-off workers individually and in groups to assist with resume and writing cover letters and to provide career exploration opportunities, assessment, and labor market information. In some cases, the program approves funding to pay for upgrading skills or retraining.

HISTORICAL CHANGES

Since 1996, the Dislocated Worker Program, formerly known as Worker Re-Entry Program (WRP), has seen changes in its name and in the legislation funding it. These changes affect the way services are provided. Unfortunately, there has been a reduction in funds to run the program.

In FY 1996-97, the program discontinued a discretionary grant for workers laid off from National Supermarkets and offered a new discretionary grant for Aviation Transportation Command (ATCOM). An early intervention demonstration program called “Profiling” was implemented for individuals identified as likely to exhaust their unemployment benefits.

FY 1997-98 marked the end of the Profiling Demonstration Grant and the ATCOM Discretionary Grant.

In FY 1998-99, the Workforce Investment Act (WIA) replaced the Job Training Partnership Act (JTPA) as the funding source for programs serving dislocated workers. WRP changed its name to DWP in order to accommodate WIA requirements. For the first time in many years, FY 1998-99 was a year without any discretionary grants. For the entire year, DWP provided services financed exclusively by the general operating budget-formula funds.

In FY 1999-00, staff continued to adjust to changes in policies and procedures brought about by WIA and the transition away from JTPA. A discretionary grant was received to serve laid-off workers from Boeing.

The WIA concept of universal access to services opened the doors to a floodgate of customers, many of whom placed demands on the schedules of career consultants but never chose to officially enroll in the program. The layoffs at WorldCom brought in a large number of clients with access to a pool of training dollars but no additional funding for staff to serve them. For the first time in the history of the program, DWP had no clerical support due to funding cuts.

SIGNIFICANT ACCOMPLISHMENTS

In spite of cuts, especially in FY 2000-01, DWP was able to continue providing high-quality services with less money. The charts below illustrate the number of clients served and the funding that provided those services. In spite of a 23% reduction in total funds from FY 1999-00 to 2000-01, the program provided a comparable level of services. Even though formula funds were reduced by 64%, the number of clients served by those funds slightly increased.

Number of New DWP Clients Enrolled

	1996-97	1997-98	1998-99	1999-20	2000-01
Formula Funds	271	302	421	202	215
Boeing Grant	–	–	–	111	17
Profiling Grant	153	88	–	–	–
ATCOM GRANT	–	80	–	–	–

DWP Funding Levels

	1996-97	1997-98	1998-99	1999-20	2000-01
Formula Funds	\$171,610	\$181,400	\$160,119	\$170,632	\$79,189
Boeing Grant	–	–	–	\$525,530	\$460,326
Profiling Grant	\$29,350	\$23,232	–	–	–
ATCOM GRANT	\$32,993	\$112,237	–	–	–

FUTURE PROJECTIONS AND CHALLENGES

The Workforce Investment Act has meant huge changes to WRP/DWP. With increased requirements to provide services to more people, and to continue to provide services for a full year after re-employment, staff workloads have increased dramatically. Recent downturns in the economy have brought an increase in the number of people in need of services at a time when the government is moving to reduce spending.

If reductions to funding continue, it will be impossible to staff and operate the program fully under the current subcontract. Alternate sources of funding are being explored while C&CD is presently subsidizing one position within the program for one-half of FY 2001-02.

BUSINESS AND INDUSTRY INSTITUTE

OVERVIEW

The purpose of the Business and Industry Institute (B&I) is to support economic development by assisting local companies in preparing their current and potential workforce. This is accomplished through training, seminars, and partnerships with businesses throughout the SCC service area.

B&I serves as a training network to provide direct training services in computer applications, supervisory and leadership training, and specific life work skills. The department partners with other institutions such as Missouri Enterprise, neighboring community colleges, and technical vendors to meet client training needs. Clients served range from small businesses to large manufacturers.

HISTORICAL CHANGES

The Business and Industry Institute opened in 1992 as a one-person office staffed by a coordinator. In 1997, a training specialist was added to build and deliver computer application programming. Other trainers were employed on a part-time basis as client requests for services increased. In FY 1999-00, a second full-time training specialist was added to focus upon non-computer contract training and customized training. In FY 2000-01, another training specialist was added. In spring of the same year, a full-time accounting assistant and a part-time administrative secretary were added.

Since 1994, B&I has served as a contractor to the General Motors Skills Center in Wentzville. Here, two instructors and a computer specialist provide training, tutoring, tuition reimbursement assistance, and GED instruction to GM employees. This program is fully funded by a contract awarded by General Motors to Corporate & Community Development and administered through the Business and Industry Institute.

In addition to the GM contract, B&I has expanded its training programs through direct-pay client contracts and customized training funds from two state entities: the Department of Elementary and Secondary Education and the Division of Workforce Development. Customized training funds are granted through corporate application to the state; contract training funds are received for training through agreements between corporations and the College. The table below illustrates revenue from various sources since FY 1997.

FISCAL YEAR	CUSTOMIZED TRAINING	NEW JOBS TRAINING	GM SKILLS CENTER	CONTRACT TRAINING
1997	\$141,378	–	\$116,520	\$78,390
1998	\$52,652	–	\$126,707	\$126,577
1999	\$61,239	–	\$127,977	\$46,676
2000	\$139,343	–	\$146,616	\$51,438
2001	\$222,932	\$2,467,690	\$170,423	\$52,536

SIGNIFICANT ACCOMPLISHMENTS

The most significant accomplishment over the past five years has been the procurement of a grant through the Missouri Community Colleges New Jobs Training Program. This is part of an incentive package that the Department of Economic Development uses to promote corporate relocation to Missouri. The state sells bonds, which generate training funds for the company and administrative funds for the Local Educational Agency (LEA). The company pays off the bonds through its payroll taxes. In 1999-00, the Notice of Intent to apply for funding was submitted and awarded. Funds were disbursed beginning in FY 2000-01.

Other significant accomplishments include:

- Annual increases in the number of customized training contracts submitted and awarded.
- The allocation of two dedicated computer training rooms and one classroom in the new Technology Building for Business and Industry clients.
- Business and Industry staff members sit on most of the Chambers of Commerce in St. Charles County and on the Troy Chamber in Lincoln County.
- In 2001, seven division employees, three from Business and Industry, were certified as trainers in the Achieve Global Training System. This curriculum will serve as the department's major training product.

FUTURE PROJECTIONS AND CHALLENGES

The Business and Industry Institute functions in a manner similar to Continuing Education. Both are expected to be self-sufficient in funding. While Continuing Education has achieved self-sufficiency beginning with FY 2001-02, there is progress to be made in Business and Industry. In the past, administrative funds generated through B&I were not fully applied back to the department, resulting in small fund balances and the need for continued support from the general revenue budget. With a new allocation system for funding, the B&I will receive all funds earned.

Because of cutbacks in state funding, availability of new jobs and customized training funds is reduced. This will force B&I to re-examine its approach to direct pay contracts and necessitate an aggressive marketing campaign beginning with a better definition of the product mix that the department has to offer. Its strengths are in computer application and leadership/work skills training.

In order to move away from brokering services to vendors and toward direct contracting, whereby the department can bring in more revenue, more technical expertise must be sought. This actually may be easier to accomplish in a down-turn economy since many skilled people turn to teaching and consulting. The B&I part-time instructors are paid well within the market (\$35/hour) and active recruitment must accompany the marketing effort.

A final challenge is to parlay existing relationships through the various chambers into business for the department and credit students for the College as a whole. Although this goal has always been implied, a more active, integrated effort needs to be established in working with local businesses.

SCHOOL/BUSINESS PARTNERSHIP

OVERVIEW

The mission of the School/Business Partnership and the School-To-Work Consortium is to create an environment where school-based, work-based, and connecting activities are available through business, labor, industry, education, government, and social service agencies. This environment is to be integrated in such a manner that all students will be provided with the opportunity to experience, explore, and learn the skills required in today's high performance workplace.

To accomplish this mission, the office works closely with local businesses and with the five public school districts in St. Charles County to provide a variety of activities that will help students understand the importance and practical applications of learning, including the need for post-secondary education. To facilitate this endeavor, teachers are offered educational experiences for developing contextual learning applications in their classrooms.

Activities are funded through grants from the federal School-To-Work program and from the Missouri Transitional Alliance Program (MOTAP), sponsored by the state Department of Elementary and Secondary Education. The School/Business Partnership, which began with a coordinator, added a part-time support person in FY 2000-01.

HISTORICAL CHANGES

Activities are listed below. During AY 2001-02, this office has continued to add to the programs that were previously established, as shown by the numbers of participants in the table below.

ACTIVITY	PARTICIPANT NUMBERS			
	1998	1999	2000	2001
Educators in Business and Industry Internship Program	27	35	40	45
Teacher Institute	45	30	21	40*
Career Education and Guidance Conference	65	78	80	60
Technology Luncheon				15
Curriculum Superintendents Mtgs.				15
8th Grade Career Fair	2,400	2,400	3,800	4,100
National Council for Youth Leadership			80	120
Robotics Day			40	60
Groundhog Shadow Day		25	50	72
Business & Social Science Day				360
Nontraditional Careers Day				230
Take Your Child To Work Day		12	15	15
Teen Parent Day				61
High School Component of Job Fair	50	80	60	90
Uppity Theater				400
TOTAL	2,587	2,660	4,186	5,683
<i>*Anticipated</i>				

SIGNIFICANT ACCOMPLISHMENTS

The activities illustrated in the table above show evolution and growth over the years. Significant accomplishments include the following:

- **Educators in Business and Industry Internship Program:** Teachers work for 80 hours with business and industry in a career field that uses applications from their academic disciplines. Teachers develop classroom curriculum based upon internship experiences and can earn up to 3 hours of graduate credit. In the summer of 2001-02, 91 teachers participated in this program, 48 of them from St. Charles County.
- **8th Grade Career Fair:** This is a Chamber of Commerce sponsored event held on campus. Business people are available for students to talk with regarding employer expectations and educational requirements for careers. The Career Fair is one of the first opportunities for students to begin thinking about college and careers as well as to meet with adults outside their schools who are concerned about their education. The numbers have grown steadily each year with more than 4,000 students anticipated in FY 2001-02.
- **Robotics Day:** Students, grades 5-12, work with Mindstorm Lego Sets to develop a working robot based on industry specifications. Local engineers and robotics technicians employed by local industry develop the specifications.
- **Business & Social Science Day:** High school juniors and seniors visit the campus and meet with instructors in business and social sciences to learn about post-secondary options and future career opportunities. This program, in partnership with the Business and Social Sciences Division, was implemented in FY 2000-01.
- **Nontraditional Careers Day:** Ninth-grade women meet with women in nontraditional careers for hands-on activities, demonstrations, and encouragement to enter the fields of their choice. This program was begun in FY 2000-01.

FUTURE PROJECTIONS AND CHALLENGES

The programs listed above have been funded by federal and state grants up to this point. With School-To-Work funding ending in June 2002, it will be necessary to seek other sources of funding to continue these activities. Because of the excellence of these programs, the enthusiasm and participation from the school districts continues to increase. All programs focus on post-secondary education, which brings students to the SCC campus. In order for the programs to continue and grow, it will be necessary to find funding for the Associate Dean's position and for support staff. Expansion cannot be considered until funding for current programs can be found.

ADULT EDUCATION AND LITERACY

OVERVIEW

Adult Education and Literacy (AEL) is an umbrella for four activities: Preparation for the General Educational Development (GED) exam, Adult Basic Education (students wanting to brush up on basic reading, writing, and math skills through the 12th grade level but not seeking a General Education Diploma), adult literacy tutoring for adults performing below the 6th grade level, and English as a Second Language (ESL) instruction. Core funding has historically been based upon contact hours with students (one student in class for one hour equals one contact hour). This program is funded through the Missouri Department of Elementary and Secondary Education and reaches more than 1,600 students annually at 21 sites located in St. Charles, Pike, Lincoln, and Warren counties.

Classes are held at each Workforce Investment Board one-stop center in each county. In FY 2000-01, three additional businesses held GED classes onsite, while one held ESL classes onsite.

These courses meet on a continuing basis with schedules depending upon site availability. Some classes meet year round while others follow the school year. Enrollment is open; students may enter and exit the program at any time. All instructors work part-time, and the program is administered by a full-time Associate Dean.

HISTORICAL CHANGES

The program was formerly known as ABE (Adult Basic Education) and was officially renamed in July of 2000. The program has shown steady growth through the years, with ESL being the fastest growing component of this department. Budgets have increased to reflect the greater number of contact hours each year. In addition, the number of part-time instructors who work within this program continues to increase. This has allowed the number of sections offered to increase, thus reaching larger segments of the region.

ESL is the fastest growing component of the AEL program. This growth is reflected in increased class offerings and in funding increases, including a federal EL (English Language)/Civics grant to offer civics instruction. Details are available in the Resource Room. (See Exhibit E.)

General Educational Development (GED) preparation is the largest component of the AEL program. Program details including expanded offerings and description of resources are available in the Resource Room. (See Exhibit E.)

The Supplemental Literacy grant provides training for volunteer literacy tutors, including ESL instruction training as needed. Approximately 20 tutors work one-on-one with adult literacy students at AEL sites and in all ESL classes. Program details are available in the Resource Room. (See Exhibit G.)

The following tables show the growth in both funding and enrollment over the past five years:

BUDGET	AEL-CAT I	AEL-CAT II	LITERACY-CAT I	LITERACY-CAT II	TOTAL
1997-98	\$68,852*	\$7,557	\$1,377	\$921	\$78,707*
1998-99	\$76,694*	\$8,236	\$1,464	\$976	\$87,370*
1999-00	\$83,928*	\$3,829	\$1,450	\$1,690	\$90,897*
2000-01	\$83,440	\$14,186	\$1,209	\$1,038	\$99,873
2001-02*	\$96,050	\$21,085	\$1,550	\$1,550	\$120,235

**Estimated*

	GED	ESL	LITERACY
1996-97			
Contact Hours			848
Students served			42
1997-98			
Contact Hours			1,162
Students served	1,205		52
1998-99			
Contact Hours	32,300	1,364	797
Students served	1,187	60	52
1999-00			
Contact Hours	32,401	2,598	1,064
Students served	1,346	53	43
2000-01			
Contact Hours	37,505	3,373	1,003
Students served	1,447	88	41

SIGNIFICANT ACCOMPLISHMENTS

In addition to consistent and steady growth, the following specific accomplishments have enhanced the AEL program.

- FY 1999-00: Signed Memorandums of Understanding (MOUs) signed to provide AEL services for St. Charles and Northeast Missouri (NEMO) as required by the Workforce Investment Act (WIA).
- The addition of local in-service training enhanced the instructional abilities of part-time instructors.

- Continued annual GED graduate recognition ceremony, recognizing those who passed the GED. A valedictorian and salutatorian receive special awards. SCC Scholarships are awarded to qualifying participants.
- FY 2000-01: Local literacy student recognized by Literacy Investment for Tomorrow as Outstanding Literacy Student of Missouri.
- A \$15,000 competitive grant was awarded to the program in FY 2001-02 to support the ESL Civics initiative, a new curriculum to help non-native adults learn about government.

FUTURE PROJECTIONS AND CHALLENGES

As high school graduation rates rise and school partnerships increase, it is both anticipated and hoped that the number of people requiring GED services under the age of 21 will decline. According to historical trends, a rise in GED preparation classes is anticipated. It is also anticipated that the ESL segment will continue to grow rapidly. The Hispanic population in the city of St. Charles is a fast-growing minority group. An ongoing dialogue with Amigos, a community resource group for Spanish speaking people, should assist in better identifying and servicing this population.

A major change will be in the way AEL programs are funded. The state is changing from total contact hour funding to a combination of contact hours and performance. The department envisions this having a positive impact on its funding; however, as with anything new, its impact will need to be determined.

The new GED exam is due to be released in January of 2002. This will affect teacher in-service and student testing. As with any innovation, there may be a downswing of performance (test scores) with the implementation of the new test. The department is positioned to adapt quickly to changes after initial data is collected.

NORTHEAST CORRECTIONAL CENTER (NECC) EDUCATION SERVICES

OVERVIEW

The education team at the Northeast Correctional Center (NECC) is dedicated to providing Adult Basic Education and Vocational Education to the incarcerated. Through individualized education plans characterized by academic excellence, students are given opportunities to achieve maximum success.

Corporate & Community Development entered into a partnership with the Missouri Department of Corrections in May of 1998 to provide educational services at the Northeast Correctional Center in Bowling Green. In November 1998, C&CD added an inter-agency agreement with the Department of Corrections to offer a microcomputer repair and upgrade vocational program called "Computers for Schools." NECC is located at the northernmost part of the SCC service area, and C&CD's work at the prison has provided high visibility for the College in that region.

The Education Department at NECC offers Adult Basic Education for those offenders who fall under the guidelines of D5-8.11 Mandatory Academic Education. The facility serves 360 offender students with a staff of 22 instructors. The administrative staff includes a technical support person and two assistant supervisors.

The Computers for Schools program trains and then hires offenders to refurbish donated computers that are distributed to elementary and secondary school systems throughout the state at no cost. A priority list of schools is maintained by the Department of Elementary and Secondary Education.

The “Computers for Schools” vocational program has had an outstanding impact on the public perception of restorative justice. The program includes 32 offender students and 20 offender workers (offenders who have graduated and have been hired to work for the program). There are three professional staff members, including two instructors.

HISTORICAL CHANGES

Since its inception, the NECC has provided services for over 2,340 offender students. Historically, the program has tested 421, with 307 students successfully obtaining their General Educational Development certification.

Positive change has made the education program at NECC one of the forerunners for contracted staff in the state. After a rough beginning, with two different educational supervisors employed in the first three years, the hiring of the current supervisor in July 2000 helped stabilize the program and began an effort to raise standards and expectations. The staff promotes the program by attending and speaking at conferences, workshops, and banquets.

The program developed a classroom system determined by grade equivalencies rather than the traditional multi-level classroom found in conventional ABE programs. Students graduate upward from classroom to classroom according to set guidelines of grade equivalencies. This reward system helps in motivating students to achieve their maximum potential. Formal graduation ceremonies are held three times a year to honor students receiving the GED.

Quality control is an important aspect of the supervisor’s role. Regular staff meetings and monitoring compliance with program standards have resulted in improved communication and accountability, strengthening the relationship between the College and the institution, which bodes well for continued state funding. Staff development is a key element in preparing the Education Department for the necessary professional, instructional, and motivational skills needed to teach the students.

The Computers for Schools program has increased its instructional scope by offering, in addition to the Microcomputer Repair class, an A+ Training class, a C++ Programming class, and an Introduction to Computers class. Historically, the program has served 289 offender students, with 252 completing requirements for certification. Future plans include the addition of a staff member and increasing course selection.

The Computers for Schools program is growing rapidly and hopes to distribute 600 refurbished systems statewide during FY 2001-02. The program advertises its services by attending and

organizing conferences. Stories and profiles have been highlighted by local newspapers and television stations.

SIGNIFICANT ACCOMPLISHMENTS

The major accomplishment of this program was the start-up of services in FY 1998-99. Going into its fourth year, the program has now matured and has taken on issues related to improving performance. The current focus is adapting the curriculum to better serve those enrolled in the program. The revised GED test being introduced in January 2002 will require some adjustments as well. Other key accomplishments include:

- Staff development has been a key departmental goal over the past two years. It is currently anticipated that instructors will receive 10 hours of staff development each quarter.
- The Computers for Schools program has supplied 59 schools for a total of 835 donated computers to date.
- In FY 2000-01, the Computers for Schools program began collaboration with the cooperating school districts of the St. Louis region. Through this effort, school districts have learned about the availability of computers through this program. Affluent districts have donated surplus computers that can be refurbished.
- In FY 2001-02, a description of the Computers for Schools program was included on the SCC web site.
- In FY 2000-01, one of the Computers for Schools instructors made a presentation to the national conference of participating organizations in the Computers for Schools Program in St. John's, Newfoundland.
- In spite of budget cutbacks in FY 2000-01, the education program was able to retain its entire full-time staff and continue to provide services.

FUTURE PROJECTIONS AND CHALLENGES

Due to continued cutbacks at the state, both the educational and Computers for Schools programs were challenged to remain budget neutral in FY 2001-02 without sacrificing service. This was accomplished by lowering administrative costs and combining duties when there was turnover. The staff has maintained high morale, but will face additional challenges when the Department of Corrections implements a 10-hour day, four-day work week in 2002. This will result in the elimination of all part-time instructors. Working with the staff through in-service training and administrative support should help this transition; however, the division is aware that there may be some attrition due to this directive.

Owing to the success of the two programs at NECC, the division is looking for opportunities to provide educational services to other correctional centers within its service area. This opportunity may present itself when a neighboring contract comes up for bid this spring.

The continuing challenge is to maintain high quality services under tight security and strict oversight. Ongoing oversight meetings of the Department of Corrections, the NECC administration, the Education Supervisor, and the Dean of Corporate & Community Development should assure

that the College continues to meet the obligations of its contracts and maintains its reputation for excellence in the larger service area.

STRENGTHS:

- The March 2000 reorganization effort has resulted in an improved structure for the array of programs and services offered by C&CD.
- Participation in institutional assessment is providing data for strengthening individual and collective endeavors.
- In spite of cuts in funding, departments have continued to provide high quality services.
- C&CD is moving toward financial self-sufficiency.

CHALLENGES FOR THE FUTURE:

- Economic downturns and cutbacks in state funding affect the division's ability to secure grants and contracts.
- Burgeoning population growth strains existing programming and requires an expanded infrastructure and increased funding.

RECOMMENDATIONS:

- C&CD should seek out sources of funding for the popular School/Business partnership programs.
- The Division should continue dialog with community resource groups that support the growing Hispanic population, in order to respond to the area's changing demographics.
- The Division should consider forming an advisory board for reviewing the its mission and role in the community goals.
- C&CD should administer a community needs survey.
- Literature should be reviewed for consistency in reference to departments, programs, and activities.