

Institutional Profile 2021

Office of Institutional Effectiveness,
Planning, and Assessment



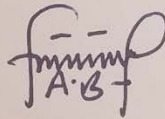
ESSEX
COUNTY
COLLEGE
STUDENTS FIRST

www.essex.edu

PREFACE

In fulfillment of the 1994 Higher Education Restructuring Act, herein is Essex County College's 27th Institutional Profile. The 'Act' mandates the annual preparation of a report to the public on the condition of the institution. The indicators, established by the New Jersey Commission on Higher Education, include: accreditation status, students served, characteristics of undergraduate students, degrees conferred, student outcomes, characteristics of faculty, characteristics of the trustees, a profile of the institution, and public service and major capital projects underway.

This profile is one indicator of our accomplishments and contributions to our community. Our annual *Fact Book and Outcomes* contains more information and may be obtained from the Office of Institutional Effectiveness, Planning, and Assessment at Essex County College.



Dr. Augustine Boakye
Interim President

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ESSEX COUNTY COLLEGE
EXCELLENCE AND ACCOUNTABILITY
2020 – 2021

I. Data by Category

A. Accreditation Status:

1. Institutional Accreditation

Essex County College is accredited by the Middle States Commission on Higher Education and is licensed by the State of New Jersey through the Office of the Secretary of Higher Education to operate and award Associate Degrees and Certificates.

2. Professional Accreditation

Program	Accrediting Agent
Paralegal Studies	American Bar Association (ABA)
Civil Engineering Technology Electronic Engineering Technology Mechanical Engineering Technology	Accreditation Board for Engineering and Technology (ABET)
Accounting Business Administration	Accreditation Council for Business Schools and Programs (ACBSP)
Licensed Practical Nurse (LPN)	New Jersey Board of Nursing (NJBON)
Nursing	Accreditation Commission for Education in Nursing (ACEN); New Jersey Board of Nursing (NJBON)
Physical Therapist Assistant	American Physical Therapy Association’s Commission on Accreditation in Physical Therapy Education (CAPTE)
Vision Care Technology	Commission on Opticianry Accreditation (COA)
Radiography	Commission on Accreditation for Allied Health Education Programs/Joint Review Committee on Education in Radiologic Technology (JRCERT)

B. Number of Students Served:

1. Number of undergraduate students by attendance status: Fall 2020

Attendance Status	Number of Undergraduate Students	Percent
Full-time	2,859	45.0%
Part-time	3,501	55.0%
Total	6,360	100.0%

(Source: *IPEDS Fall Enrollment Survey*)

2. Number of graduate students by attendance status: N/A

3. Number of non-credit students served: FY 2020

	Total Number of Registrations ¹	Unduplicated Headcount	Total Clock Hours (One Clock Hour = 60 minutes)	Total FTEs ²
Open Enrollment	8,173	5,507	233,655	519
Customized Training	993		9,463	21

(Source: *SURE Non-Credit Open Enrollment File* and *NJIPEDS Form #31, Customized Training*)

¹ Includes all registrations in any course that started on July 1, 2019 through June 30, 2020.

² FTEs were computed by converting clock hours to credit hours (dividing by 15) then converting credit hours to FTEs (dividing by 30).

4. Unduplicated number of students for entire academic year: FY 2020

Headcount enrollment	10,217
Credit hours	169,976
Full-time equivalent (FTE)	5,666

(Source: *IPEDS 12-Month Enrollment Survey*)

C. Characteristics of Undergraduate Students:

1. Mean math, reading, and writing SAT scores: SAT/ACT scores are not required for admission, and fewer than 3% of entering students report them. We do not calculate mean scores of such a small student cohort because such statistical data would not be representative of the entire student body.

2. Enrollment in remediation courses:

Total Number of Undergraduate Students Enrolled in Fall 2020

Total Undergraduate Enrollment	6,360
Number of Students Enrolled in One or More Remedial Courses	1,154
Percent of Total Enrolled in One or More Remedial Courses	18.1%

Total Number of First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2020

Total Number of FTFT Students	777
Number of FTFT Students Enrolled in One or More Remedial Courses	330
Percent of FTFT Enrolled in One or More Remedial Courses	42.5%

First-Time, Full-Time (FTFT) Students Enrolled in Remediation in Fall 2020 by Subject Area

Subject Area	Number of FTFT Students Enrolled	% of All FTFT Enrolled
Computation	133	17.1%
Algebra	96	12.4%
Reading	0	0.0%
Writing*	0	0.0%
English	101	13.0%

(Source: *SURE Fall Enrollment file*)

*The College does not offer a developmental writing course, as writing is taught in the developmental English course.

3. Undergraduate enrollment by race/ethnicity, sex, and age:

Undergraduate Enrollment by Sex in Fall 2020

Sex	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
Male	1,090	38.1%	1,322	37.8%	2,412	37.9%
Female	1,769	61.9%	2,179	62.2%	3,948	62.1%
Total	2,859	100.0%	3,501	100.0%	6,360	100.0%

(Source: IPEDS Fall Enrollment Survey)

Undergraduate Enrollment by Age in Fall 2020

Age	Full-Time		Part-Time		Total	
	N	%	N	%	N	%
< 18 years old	215	7.5%	467	13.3%	682	10.7%
18 – 19 years old	832	29.1%	386	11.0%	1,218	19.2%
20 – 21 years old	660	23.1%	507	14.5%	1,167	18.3%
22 – 24 years old	357	12.5%	567	16.2%	924	14.5%
25 – 29 years old	327	11.4%	542	15.5%	869	13.7%
30 – 34 years old	195	6.8%	374	10.7%	569	8.9%
35 – 39 years old	113	4.0%	255	7.3%	368	5.8%
40 – 49 years old	122	4.3%	265	7.6%	387	6.1%
50 – 64 years old	36	1.3%	119	3.4%	155	2.4%
65+ years old	2	0.1%	19	0.5%	21	0.3%
Unknown	0	0.0%	0	0.0%	0	0.0%
Total	2,859	100.0%	3,501	100.0%	6,360	100.0%

(Source: IPEDS Fall Enrollment Survey)

Undergraduate Enrollment by Race/Ethnicity in Fall 2020

Race/Ethnicity	Full-time		Part-time		Total	
	N	%	N	%	N	%
White	212	7.4%	280	8.0%	492	7.7%
Black	1,269	44.4%	1,657	47.3%	2,926	46.0%
Hispanic	859	30.0%	873	24.9%	1,732	27.2%
Asian*	79	2.8%	117	3.3%	196	3.1%
American Indian	4	0.1%	8	0.2%	12	0.2%
Alien	255	8.9%	290	8.3%	545	8.6%
Race Unknown*	181	6.3%	276	7.9%	457	7.2%
Total**	2,859	100.0%	3,501	100.0%	6,360	100.0%

(Source: IPEDS Fall Enrollment Survey)

* NOTE: Asian includes Pacific Islanders, and Unknown includes 2 or More Races.

4. Numbers of students receiving financial assistance under a federal-, state-, &/or institution-funded aid program in AY 2019 – 2020:

	Recipients	Dollars (\$)	\$/Recipient
<u>FEDERAL AID PROGRAMS</u>			
Pell Grants	5,005	19,030,000	3,802.20
College Work Study	174	568,000	3,264.37
Perkins Loans	0	0	0
SEOG	12,165	317,000	146.42
PLUS Loans	0	0	0
Stafford Loans (Subsidized)	0	0	0
Stafford Loans (Unsubsidized)	0	0	0
SMART & ACG or other	0	0	0
CARES ACT- HEERF Student Aid	4,829	1,385,000	286.81
<u>STATE AID PROGRAM</u>			
Tuition Aid Grants (TAG)	2,367	4,077,000	1,722.43
Educational Opportunity Fund (EOF)	1,214	1,124,000	925.86
Outstanding Scholars (OSRP)	0	0	0
Distinguished Scholars	0	0	0
Urban Scholars	5	4,000	800.00
NJ STARS	18	57,000	3,166.67
CCOG	630	960,000	1,523.81
NJCLASS Loans	7	67,000	9,571.43
<u>INSTITUTIONAL AID PROGRAMS</u>			
Grants/Scholarships	171	465,000	2,719.30
Loans	0	0	0

(Source: NJIPEDS Form #41 Student Financial Aid Report)

NOTE: There were no recipients of Perkins Loans, PLUS Loans, Stafford Loans, and Outstanding Scholars, and Distinguished Scholars.

5. Percentage of students who are New Jersey residents:

Fall 2020 First-Time, Full-Time Undergraduate Enrollment by State Residence

State Resident	Non-State Resident	Total	% of State Residents
1,109	4	1,113	99.6%

(Source: *IPEDS Fall Enrollment Survey, Part C*)

Note: Residence unknown included with New Jersey Residents.

Fall 2020 Undergraduate Enrollment by State Residence

In-State	Out-of-State	Total	% of State Residents
6,348	12	6,360	99.8%

(Source: *SURE Fall Enrollment file*)

Fall 2020 Undergraduate Enrollment by County Residence

In-County	Out-of-County	Total	% of County Residents
5,836	524	6,360	91.8%

(Source: *SURE Fall Enrollment file*)

D. Student Outcomes:

1. Graduation rates:

a. Four-, five- and six-year graduation rate by race/ethnicity: This table is not provided because it is specifically for four-year colleges and universities.

b. Two-year and three-year graduation rate

Two-Year and Three-Year Graduation Rate for First-Time, Full-Time Degree/Certificate-Seeking Students

Entering Cohort	Total	Graduated Within 2 Years		Graduated Within 3 Years	
		N	%	N	%
Fall 2013	2,109	78	3.7%	270	12.8%
Fall 2014	1,838	59	3.2%	245	13.3%
Fall 2015	1,771	37	2.1%	217	12.3%
Fall 2016	1,457	34	2.3%	156	10.7%
Fall 2017	1,249	50	4.0%	138	11.0%

(Source: IPEDS Graduation Rate Survey)

c. Three-year graduation and transfer rate by race/ethnicity

Three-Year Graduation and Transfer Rates of Fall 2017 First-Time, Full-Time Degree/Certificate-Seeking Students by Race/Ethnicity

Race/Ethnicity	2017 Cohort	Graduated Within 3 years		Transfers (Non-Graduates)	
	N	N	%	N	%
White	88	10	11.4%	24	27.3%
Black	545	53	9.7%	56	10.3%
Hispanic	340	25	7.4%	44	12.9%
Asian	26	5	19.2%	5	19.2%
Alien	156	39	25.0%	12	7.7%
Other*	21	2	9.5%	0	0.0%
Unknown	73	4	5.5%	3	4.1%
Total	1,249	138	11.0%	144	11.5%

(Source: IPEDS Graduation Rate Survey)

* NOTE: Other includes American Indians, Native Hawaiian & Pacific Islanders, and 2 or More Races.

Number of Degrees and Certificates awarded

Fiscal Year	Number of Associate Degrees	Number of Certificates	Total Awards	Unduplicated Headcount
2016 – 2017	1,193	21	1,214	1,212
2017 – 2018	1,229	56	1,285	1,283
2018 – 2019	1,073	33	1,106	1,102
2019 – 2020	916	36	952	947
2020 – 2021	1,040	29	1,069	1,068

(Source: *SURE Completions files*)

2. Third-semester retention rates:

a. By attendance status

Third-Semester Retention of First-Time Degree/Certificate-Seeking Students

Entering Cohort	Third Semester	Full-Time			Part-Time		
		Entered	Returned	%	Entered	Returned	%
Fall 2015	Fall 2016	1,771	1,038	58.6%	505	203	40.2%
Fall 2016	Fall 2017	1,457	821	56.3%	373	125	33.5%
Fall 2017	Fall 2018	1,249	645	51.6%	398	129	32.4%
Fall 2018	Fall 2019	1,119	587	52.5%	315	126	40.0%
Fall 2019	Fall 2020	1,248	642	51.4%	517	176	34.0%

(Source: *IPEDS Fall Enrollment Survey, Part E*)

E. Faculty Characteristics:

1. Full-time faculty by race/ethnicity, sex, and tenure status: Fall 2020 Summary

<u>FACULTY (All FT)</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Unknown</u>	<u>TOTAL</u>
FT Male	21	16	5	2	1	45
FT Female	14	16	5	6	1	42
Total	35	32	10	8	2	87

<u>TENURED FACULTY</u>	<u>White</u>	<u>Black</u>	<u>Hispanic</u>	<u>Asian</u>	<u>Unknown</u>	<u>TOTAL</u>
FT Male	20	16	5	2	1	44
FT Female	14	10	5	5	1	35
Total	34	26	10	7	2	79

(Source: *IPEDS Human Resources Survey*)

Full-Time Faculty by Race/Ethnicity, Sex, Tenure and Academic Rank, Fall 2020

	White		Black		Hispanic		Asian		Unknown		Total	
	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom	Men	Wom
Tenured												
Professors	5	4	4	1	2	1	1	0	1	0	13	6
Associate Prof.	4	2	4	6	3	3	0	2	0	1	11	14
Assistant Prof.	6	5	8	2	0	0	0	3	0	0	14	10
All Others	5	3	0	1	0	1	1	0	0	0	6	5
TOTAL	20	14	16	10	5	5	2	5	1	1	44	35
Without Tenure												
Professors	0	0	0	0	0	0	0	0	0	0	0	0
Associate Prof.	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Prof.	0	0	0	2	0	0	0	1	0	0	0	3
All Others	1	0	0	4	0	0	0	0	0	0	1	4
TOTAL	1	0	0	6	0	0	0	1	0	0	1	7
Total												
Professors	5	4	4	1	2	1	1	0	1	0	13	6
Associate Prof.	4	2	4	6	3	3	0	2	0	1	11	14
Assistant Prof.	6	5	8	4	0	0	0	4	0	0	14	13
All Others	6	3	0	5	0	1	1	0	0	0	7	9
TOTAL	21	14	16	16	5	5	2	6	1	1	45	42

(Source: *IPEDS Human Resources Survey*) * 90.8% percent of the faculty are tenured.

2. Percent of course sections taught by full-time faculty: Fall 2020

Total Number of Course Sections = 852

	Number**	Percent
Taught by Full-Time Faculty	294	34.5%
Taught by Part-Time Faculty	521	61.2%
Taught by Others*	37	4.3%

*Note: Others includes Full-time Administrators and/or staff.

**Note: If more than one faculty is assigned for a course section, the section is counted more than one time.

(Source: *ECC Faculty Credit Report*)

3. Ratio of full- to part-time faculty: Fall 2020

	Full-Time Faculty	Part-Time Faculty	Total
Number	87	283	370
Percent	23.5%	76.5%	100.0%

(Source: *IPEDS Human Resources Survey*)

F. Characteristics of the Trustees or Governors:

1. Race/ethnicity and sex:

Sex	White	Black	Hispanic	Asian	American Indian	Non-Resident Alien	Unknown	Total
Male	1	2	0	0	0	0	0	3
Female	0	4	2	0	0	0	0	6
Total	1	6	2	0	0	0	0	9

2. List of trustees/governors with titles and affiliations:

Title	Name	Affiliation
Chair	Marion Bolden	Retired Newark Superintendent of Schools
Vice-Chair	Arnold C. Lewis	Chair, Political Science Department, William Paterson University
Treasurer	Joseph Zarra	Executive Superintendent of Schools, Essex County
Secretary	Jeweline Grimes	Retired Community Activist
Trustee	Isabel Cruz	Constituent Services Coordinator for Congressman Donald M. Payne Jr.
Trustee	Lanel D. Guyton	Presiding Elder of the Brooklyn-Westchester District of the New York Conference – African Methodist Episcopal Church
Trustee	Carmen T. Morales	Principal, Essex County Newark Tech
Trustee	Beth Robinson	Teacher, East Orange Campus High School
Trustee	Johanna L. Wright	Retired teacher, South Orange Middle School
Trustee	Vacant	
Trustee	Vacant	
Student Representative	Vacant	

(Source: Marketing and Communications Department)

3. URL of webpage with information on trustees/governors:

<http://www.essex.edu/office-of-the-president/>

G. Profile of the Institution:

1. Degree and certificate programs by Divisions/Departments:

DIVISION OF BIOLOGY, CHEMISTRY & PHYSICS

Biology/Pre-Medicine, AS
Biology/Pre-Medicine: MD Option, AS
Chemistry, AS
Environmental Science, AS
General Science, AS
Physics, AS

DIVISION OF BUSINESS

Accounting, AS
Business Administration, AS
Business Administration: Hospitality Management Option, AAS
Business Career Development, C
Business Professional, C
Finance, AS
Supply Chain Management, AS
Supply Chain Management, C

DIVISION OF MATHEMATICS, ENGINEERING TECHNOLOGIES & COMPUTER SCIENCES

Applied Computer Science, AS
Architectural Technology, AAS
Building Code Technology, C
Civil Engineering Technology, AAS
Computer-Aided Design Technology, C
Computer and Network Support, C
Computer Information Systems, AS
Computer Science, AS
Cybersecurity, C
Cybersecurity & Network Technology, AAS
Database System Administration, C
Electrical Code Technology, C
Electrical and Computer Engineering Technology, AAS
Engineering, AS
Fire Code Technology, C
Health Information Technology, AAS
Mathematics, AS
Mechanical and Manufacturing Engineering Technology, AAS
Mechatronics, C

Plumbing Code Technology, C
Software Development and Programming, C
Software Development Technology, AAS
Technical Studies, AAS
Technical Studies: Uniform Construction Code Option, AAS

DIVISION OF HUMANITIES & BILINGUAL STUDIES

Art, AA
Art, C
Digital Media & Electronic Publishing, C
Liberal Arts, AA
Liberal Arts: Africana Studies Option AA
Liberal Arts: Communications Option, AA
Liberal Arts: Journalism Option, AA
Liberal Arts: Spanish Language Option, AA
Music, AS
New Media Technology, AAS

DIVISION OF HEALTH SCIENCES

Health Science, AS
Physical Therapist Assistant, AAS
Radiography, AAS
Vision Care Technology, AAS
Vision Care Technology, C

DEPARTMENT OF NURSING

Licensed Practical Nurse (LPN), C
Nursing, AAS
Nursing: LPN Articulation Option, AAS

DIVISION OF SOCIAL SCIENCES

Childhood Development Associate, C
Criminal Justice, AS
Education, AA
Human and Social Services AAS
Human and Social Services, C
Massage Therapy, C
Nurse Paralegal, C
Paralegal, C
Paralegal Studies, AS
Physical Education, AS
Social Science, AS

2. Other:

Articulation Agreements:

1. Berkeley College
2. Centenary College
3. Felician College
4. Hampton University
5. John Jay College of Criminal Justice
6. Kean University
7. Montclair State University
8. New Jersey City University
9. New Jersey Inst. of Technology
10. Pillar College
11. Rutgers University
12. St. Peter's College
13. Seton Hall University
14. Thomas Edison State College

H. Major research and public service activities:

	Amount (\$)
Federally Financed Academic R&D Expenditures	\$0
Institutionally Financed Academic R&D Expenditures	\$0
Total Academic R&D Expenditures	\$0

NOTE: Dollar amount as reported to the National Science Foundation (NSF) on Form #411
(*Survey of Research and Development Expenditures at Colleges and Universities*)

* See also Appendix A on grants received in FY 2020 – 2021.

I. Major Capital Projects Underway in FY 2021:

1. *Bathrooms Renovation*

Renovate and upgrade bathrooms, located in the Megastructure, PEB and the Student Center.

2. *Concrete Sidewalks & Steps Repairs*

Repair and replace pitted and crumbling concrete sidewalks and steps on the Newark Main Campus.

3. *Exterior Doors Replacement*

Replace and upgrade exterior doors throughout the Newark campus including card access and handicap accessibility.

4. *Cafeteria Upgrades*

Renovate kitchen serving area and cooking area, to include updated equipment, lighting and plumbing.

5. *New Building at West Essex Campus*

Build a new building to replace existing building. The new building will attract and serve students and the community in West Essex.

6. *Renovation of Information Technology Department*

Renovate and upgrade of IT department including energy efficient lighting, acoustical ceiling, and new flooring.

7. *Wellness Center*

Create a wellness center for students consisting of reception area, several enclosed offices equipped with a comfortable furniture and inviting décor.

APPENDIX A

GRANTS AWARDED TO THE COLLEGE

FY 2020 – 2021

Essex County College
2020- 2021 External Funding

Coronavirus Aid, Relief and Economic Security (CARES) Act \$7,752,662: *U.S. Department of Education*, to provide emergency financial aid grants to students due to the disruption of campus operations from coronavirus including eligible expenses under a student's cost of attendance such as food, housing, course materials, technology, health care, and child care, in addition to, funds for institutions for lost revenue, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll.

Coronavirus Aid, Relief and Economic Security (CARES) Act MSI \$2,600,819: *U.S. Department of Education*, to defray expenses incurred including lost revenue, technology costs associated with a transition to distance education, faculty and staff trainings and payroll.

Coronavirus Relief Fund I & II \$3,112,948: *New Jersey Department of Education, Office of the Secretary of Higher Education*, to help offset costs incurred as a result of the ongoing COVID-19 pandemic, to include cleaning disinfecting supplies, on-line learning, and support for testing.

Governor's Emergency Education Relief (GEER) Fund \$847,105: *New Jersey Department of Education, Office of the Secretary of Higher Education*, to help institutions continue providing high-quality educational services to students amid the on-going COVID-19 pandemic.

Strengthening Career and Technical Education (CTE) for the 21st Century Act (Perkins V) \$764,171: *New Jersey Department of Education*, the purpose is to support the Physical Therapy program in hiring of part-time lab aids to supervise and tutor students during scheduled and unscheduled laboratory hours; to support the Engineering Technology Division with the purchase of various supplies and equipment that aligns with the labor market needs, provide mentoring/tutoring in addition to, industry professional led workshops that present real-world aspects of job placement; to support New Media Technology in upgrading software and acquiring various multimedia equipment; to support the Nursing program in the purchase of the ATI Nursing Education Learning system to prepare students for the NCLEX-RN licensing exam, hiring a part-time lab assistant in addition to, the purchase of simulation software; to support the Business Division in acquiring a full-time Participation, Retention and Completion Track Coordinator to assume responsibility for tracking, mentoring and addressing all at-risk students to ensure retention and completion in addition to, the purchase of Bloomberg Terminals and Bloomberg Education to help students deepen both their research and classwork while learning how to analyze financial markets, assess economic scenarios and interpret key news developments that impact the global market; to provide professional development for faculty and purchase of instructional equipment and supplies; to support the Paralegal Studies program through the hiring of tutors to provide academic assistance outside of the classroom; to support the Radiography program in the purchase of instructional equipment and supplies that will enhance students skills while practicing in a simulated environment, in addition to, preparing for the computerized AART licensing examination; to support the Vision Care Technology Program through the purchase of instructional equipment; provide a case management workshop series to

impart job readiness skills of students in the Human and Social Services program; and to provide a professional development series open to all community college faculty and administrators as well as, secondary school teachers as it applies to provide best practices in the participation, retention, and completion of non-traditional and special population students in CTE.

Community College Opportunity Grant (CCOG) \$265,000: *The State of New Jersey, Office of the Secretary of Higher Education*, for the implementation of the Community College Opportunity Grant (CCOG) capacity-building grant. The State's free community college initiative that provides last dollar awards to New Jersey community college students with an adjusted gross income (AIG) of no more than \$65,000.

Adult Learning Center

Title II Adult Education \$1,768,729: *New Jersey Department of Labor, Title II Adult Education and Literacy*, to provide training in Adult Basic Education, English as a Second Language, and Citizenship for adult learners. The grant provides funding for nine consortium partners, Essex County College (Lead Agency), Jewish Vocational Service of Metro West, East Orange Board of Education and Essex County Vocational Technical Schools. Literacy Volunteers of America, La Casa de Don Pedro, New Community Corporation, FOCUS Hispanic Center, 1199 SEIU.

ProLiteracy 2021 Mobile Learning Fund \$2,700: *Learning Upgrade*, to provide adult education and literacy programs throughout the United States with New Readers Press books and educational resources needed to support literacy initiatives. NBF grants are made in the form of New Readers Press materials requested in the grant proposal. The Adult Learning Center uses New Readers Press materials in its adult basic skills education and literacy programs. Essex County College's Adult Learning Center responded to a Notice of Grant Opportunity from ProLiteracy to submit a proposal for New Readers Press Materials.

Educational Opportunity Fund \$2,293,829: *New Jersey Commission on Higher Education, Office of the Secretary of Higher Education*, to provide comprehensive college support services for ECC students:

- \$71,473 – Summer (FY20 & FY20 5th Quarter)
- \$4,234.08 – Summer (FY 20)
- \$177,419 – Academic Year (FY 20 5th Qtr. – July 1, 2020 to September 20, 2020)
- \$532,303 - AY FY 21 Article IV – Program Support (Oct. – June)
- \$1,508,400 – Grants – Student Article III

On-Campus

- **\$7,500:** *Ronald McDonald House Charities New York Metro*, to provide scholarships to youth of families in need of financial assistance.
- **\$1,000:** *Newark Fresh Air Fund*, to provide support funds for families needing financial assistance to enroll their children in a summer program.

Pre-College Programs & High School Initiatives

- **\$58,000:** *College Readiness Now VII via New Jersey Council of Community Colleges (NJCCC)*, to provide Summer program focused on improving college readiness of low-income high school juniors and seniors.
- **\$27,005:** *Victoria Foundation via Essex County Newark Technology High School*, to provide after-school tutoring to high school students.
- **\$50,000:** *Victoria Foundation*, for tutoring for high school juniors and seniors to prepare to be college ready.

Training Inc.

- **\$185,000:** *Essex County Division of Training and Employment*, to provide vocational training to Welfare to Work clients.
- **\$32,000:** *Essex County Division of Training and Employment*, to provide basic skills training to 25 Out-of-School individuals.
- **\$394,020:** *U.S. Department of Labor NJ Healthworks Apprenticeship grant (Year 2 grant award of \$650,000 grant of a 4- year grant with Bergen Community College as the Lead).*
- **\$26,000:** *Newark Works*, to provide vocational training in Allied Health Careers.
- **\$32,000:** *Newark Works (WDB) ITA's*, to provide vocational training.
- **\$66,000:** *NJ DOL*, Opioid Addiction grant to provide vocational training with Blessed Ministries Inc. as the lead agency.
- **\$48,000:** *RWJ Barnabas*, to provide vocational training for incumbent workers.
- **\$25,000:** *NJ DOH*, to provide vocational training in Community Health Worker.
- **\$34,875:** *Urban League*, to provide training in Supply Chain Management.
- **\$50,000:** *1199J*, to provide Summer Bridge program, pre-apprenticeship training in Certified Nurse Aid (CNA) and Phlebotomy.
- **\$91,971:** *Division of Child Protection and Permanency*, to provide parenting classes to 60 individuals mandated by DCPP.
- **\$70,000:** *Victoria Foundation*, for operational support.

Child Development Center \$216,245: *U.S. Department of Human Services*, funding is to support Abbott eligible students.

Child Development Center Food Program \$7,816: *New Jersey Department of Education*, to provide nutritious meals to youth enrolled in the summer program.

S-STEM Grant \$56,969: *National Science Foundation*, a sub-award agreement between Rutgers, the State University of New Jersey and Essex County College to provide support to 42 students for tuition, stipends, and travel for one or two years to participate in STEM activities on campus and in conjunction with other schools participating in this project.

Manpower Demonstration Research Corporation (MDRC) \$199,787: *With support from Arnold Ventures*, to develop financially sustainable programs with the goal of improving graduation rates for traditionally underserved students.

University of Missouri-Kansas City \$25,000: *National Science Foundation*, to provide student stipends for data science research and creation of a new course using Open Collaborate Experiential Learning Artificial Intelligence (OCEL.AI) or integrating OCEL.AI into an existing course, through testing and evaluation.

Louis Stokes Alliance for Minority Participation (LSAMP) \$3,825: *National Science Foundation*, to provide a three-part program that includes recruitment of scholars, financial support, and academic support of students interested in pursuing a degree in the Science, Technology, Engineering and Math (STEM) fields.

On-campus Summer Food Program \$19,671: *Department of Agriculture, Division of Food and Nutrition, Summer Food Service Program*, to provide reimbursement funds for meals served for the Summer Youth and High School Initiative Programs.

NASA Community College Aerospace Scholarship Program \$12,500: *Rutgers the State University*, to provide funds for recruitment of students meeting NCAS eligibility criteria, offers NCAS on-line course and onsite hands-on competition.