



The Working Poor
Families Project

Connecticut's Community Colleges: Strengthening Our Workforce

Policy Brief #2

Success: What It Takes for Students to Make the Grade

Only a small percentage of adult learners who begin community college classes in Connecticut ultimately obtain an associate's degree or certificate. Connecticut could learn much from the policies of other states that have had greater success in retaining community college students and helping ensure that they successfully graduate or obtain a certificate. This is important not only to help workers earn wages that can support themselves and their families, but also to create the workforce Connecticut needs to compete in the global economy.

Full-time employment and family responsibilities as ordinary as making dinner, paying the bills, and getting children to and from school, reduce the number of available hours for classes and homework. Non-credit remedial courses needed to improve English and math skills can add a full year or more to the college time line. Forgone wages from attending school full time may deplete family resources beyond the breaking point.

Once a working adult student enters college, the ability to complete an associate's or a bachelor's degree on a close-to-normal schedule depends on a variety of factors. Family income and college preparation are the most influential,¹ but access to financial aid, child care and transportation assistance, and academic and personal counseling also impact student success.²

The Impact of a College Education on Employment and Income

The U.S. Bureau of Labor Statistics and researchers in several states have compiled data that show the link between educational attainment and income, highlighting the importance of a college degree or at least some college study in obtaining a family-supporting wage. In 2005, Washington State released data from a longitudinal study of the income, enrollment, and college persistence of low-income students attending the state's community colleges.³

A 2005 study conducted by the Washington State Board of Community Colleges showed that students who completed adult education or short-term training of the type provided to welfare recipients were able to find employment, but *were unable to increase their earnings*. Analysts found that a minimum of one year of college study and a certificate or credential is the “tipping point” at which student income is substantially increased above an entry level salary.

The study found that two factors made reaching the tipping point more likely for low-income students. Those who received financial aid *and* successfully completed remedial courses were more likely to earn the minimal year of college and a certificate or credential than those who did not.⁴

National analysts have looked at the percent of workers by education level who are unemployed. According to the U.S. Bureau of Labor Statistics, in 2008—the early period of the current economic downturn—9 percent of U.S. workers with less than a high school diploma were unemployed, up from 7 percent the previous year, compared to 2.8 percent of those with a bachelor’s degree.⁵ In 2008, 65 percent of Connecticut workers with less than a high school diploma were working compared to 86 percent of those with a graduate or professional degree.⁶

Employment by Education 2008



Figure 1. The Council for Adult and Experiential Learning and the National Center for Higher Education Management Systems. (2008). *Connecticut Profile of Adult Learners*. Retrieved January 2009 from <http://www.cael.org/adultlearninginfocus.htm>

Life Earnings by Education 2008

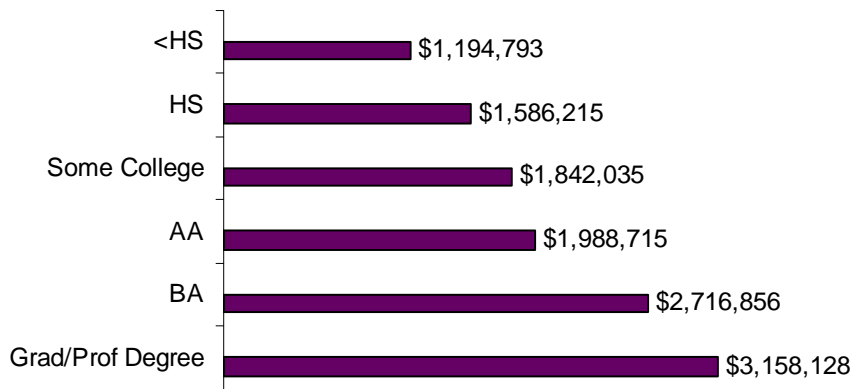


Figure 2. The Council for Adult and Experiential Learning and the National Center for Higher Education Management Systems. (2008). *Connecticut Profile of Adult Learners*. Retrieved January 2009 from <http://www.cael.org/adultlearninginfocus.htm>

Population with Associate's Degree or Higher by Race/Ethnicity 2007

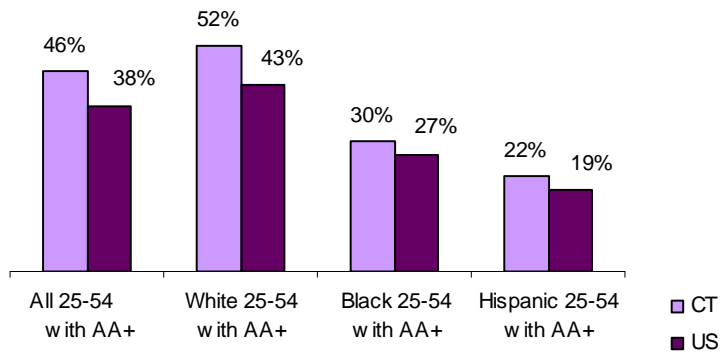


Figure 3. U.S. Census Bureau. (May, 2009). *2007 American Community Survey*. Data provided by Population Reference Bureau. Washington, DC.

**Population Enrolled in College
by Race/Ethnicity
2007**

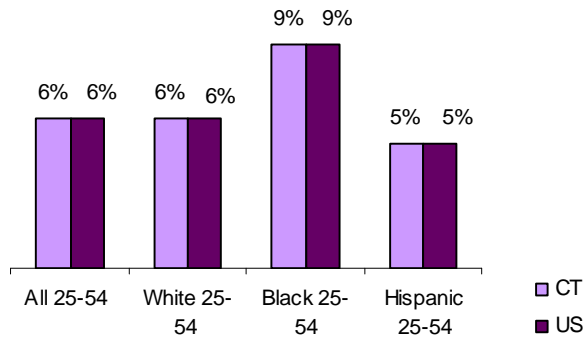


Figure 4. U.S. Census Bureau. (May, 2009). *2007 American Community Survey*. Data provided by Population Reference Bureau. Washington, DC.

Legislative Directive to Improve Three-Year Graduation Rate in Connecticut Community Colleges

In 2007, Connecticut lawmakers passed legislation requiring the chancellors of the Connecticut Community College and the Connecticut State University systems and the president of the University of Connecticut to develop plans to increase graduation rates at their respective colleges to equal the national norm for peer institutions.⁷

In response to the legislation, the Community College Chancellor’s report provided data on the number of first-time, full-time, degree-seeking students who graduated within three years of enrollment in the fall 2003 semester (a six-year measure is used for four-year colleges). This restrictive definition of college graduation rates is the standard statistic used to determine institutional success, at both two- and four-year colleges, and was established by the U.S. Department of Education.

While the definition has been found to work well for four-year institutions, it reports progress of only a small cohort within two-year institutions. The data do not account for the progress of those who attend college part-time, take non-credit courses, transfer into or out of the community college system, or take longer than three years to complete their degree. It also does not consider the remedial needs of students in the cohort at the time of enrollment.⁸ Many administrators and researchers have cited the inadequacy of this indicator as a measure of community college student success.⁹ (See Policy Brief #3—*Accountability: Data and Planning for the Future* for a discussion of the importance of tracking all students and their academic goals.)

To reflect a more complete picture of the community college population, the Chancellor’s report included data on transfer students and those who continued their studies at the community college beyond the three-year time period. Of the total 45,138 students who enrolled during the Fall 2003 semester, 4,401, or approximately 10.9 percent, were first-time, full-time, degree-seekers. An additional 40 percent consisted of a combination of transfer

students (22.5 percent) and those continuing their studies beyond the three-year mark (16.6 percent). In total, 2,202 (50 percent) students were accounted for by these three categories; and 50 percent were not accounted for.¹⁰ Among the unaccounted for students are those who enroll in community college courses for personal interest or short-term employment purposes, and those who drop out for financial or other reasons.

**Fall 2003 Student Cohort
CT Community Colleges
2006**

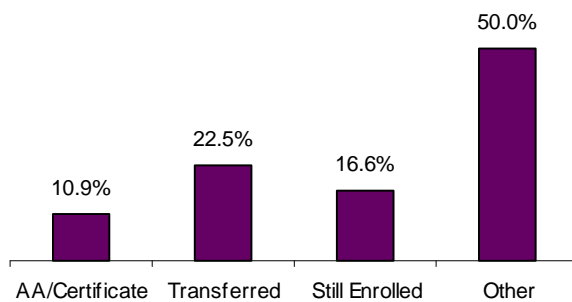


Figure 5. Connecticut Community Colleges. (2008). *Report to the 2008 Connecticut General Assembly on Special Act 07-9*. Hartford, CT.

These data were corroborated by national research on persistence in community colleges, which indicates that Connecticut's numbers were slightly lower than the national average. A low persistence rate is a big problem in a state that has traditionally prided itself on the education level of its workforce. In 2004, 51 percent of first-year Connecticut students returned for their second year compared to 53 percent of students nationally and 62 percent of students in the five top-performing states—South Dakota (65 percent), Wyoming (65 percent), Maine (62 percent), Florida (59 percent), and New York (59 percent).¹¹

In his report about strategies to improve student success, the Chancellor referred to the efforts of three Connecticut community colleges participating in the national *Achieving the Dream* initiative. Participating schools (Capital, Housatonic, and Norwalk) are adapting nationally recognized best practices in their program planning and implementation with early results suggesting replication would improve the success of students at the nine other community colleges. *Achieving the Dream* community colleges in the state have developed five benchmarks with which to measure student success. These include: (1) successfully completing courses with a C average or higher; (2) advancing from remedial to credit-bearing courses; (3) enrolling in and successfully completing required entry-level credit courses including English and Math—gatekeepers for academic advancement and success; (4) re-enrolling from one semester to the next; and (5) earning degrees or certificates.¹²

Achieving the Dream is a community college student success initiative funded by the Lumina Foundation and 20 other funders. Fifteen states have joined the project, the purpose of which is to improve the academic outcomes of community college students, particularly low-income or students of color. Participating states are focusing on strengthening the overall community college system to develop:

- A clear public policy commitment to student success;
- Strong data driven accountability;
- Incentives to improve the success of under-prepared students;
- Alignment of expectations, standards, and assessments across all educational sectors, K-16; and
- Financial aid policies that promote persistence.¹³

Specific strategies cited in the Chancellor's report include the following.

- (1) Increase the number of full-time faculty, expand their advisory role, and provide professional development to teachers about learning strategies, student engagement, and interventions for under-prepared and at-risk students;
- (2) Increase the number of student services personnel and expand student support to include mentoring, learning communities, and innovative remedial courses;
- (3) Implement a new model for student services evaluation;
- (4) Expand financial aid to cover cost-of-living expenses;
- (5) Create transfer scholarships to encourage students who earn an associate's degree to move on to a Connecticut four-year college;
- (6) Phase in common placement standards at all 12 community colleges—the standards were developed from both research conducted within the *Achieving the Dream* project and recommendations by Connecticut community college faculty in the Math and English Departments; and
- (7) Implement other methods for measuring student placement and performance (e.g., student achievement tests) and follow-up studies to determine their effectiveness.¹⁴

The colleges are also developing common curricula standards and a course numbering system to facilitate easier transfers. At the time of this writing, the Connecticut General Assembly had not taken up the Community College Chancellor's recommendations or those of the Connecticut State University Chancellor or the University of Connecticut President because of a significant budget deficit.

In a similar effort, Washington State established academic goals for the state's community colleges which acknowledge a variety of definitions for success in addition to the attainment of a two-year degree. To support such diversity, Washington community colleges' targets for success now include an increase in: (1) the number of academic students who are eligible for transfer to a four-year college; (2) the number of students who are prepared for work; and (3) the number of basic skills students who demonstrate substantive skills gains. Per-year target numbers are established for each category of student.¹⁵

Did you know?

- ❖ Connecticut community colleges awarded 3,913 degrees during the 2007-2008 academic year, a 15 percent increase from that of 2004-2005.
- ❖ Almost two-thirds (63.5 percent) of associate degrees were given to students studying in occupational programs (i.e., Business, Health and Life Sciences, Social and Public Services, and Science, Engineering, and Technology).
- ❖ Students of color made up 26 percent of those receiving an associate's degree during the 2007-2008 academic year.
- ❖ Two-thirds of graduates were female.
- ❖ Connecticut community colleges awarded 925 certificates, an increase of 14.6 percent from 2004.
- ❖ Women received 60 percent of the certificates.
- ❖ Students of color earned 23.4 percent of the certificates.
- ❖ Among the certificates, 226 were awarded in Business, 194 in Health and Life Sciences, 200 in Science, Engineering, and Technology, and 192 in Social and Public Services.¹⁶

Increasing Student Success—What Does It Take to Overcome Barriers?

In order to help working adult students stay on the academic road to success, the delivery of postsecondary education must be revamped to address the following barriers:

- Adult students who take non-credit remedial classes are less likely to complete a degree or certification than non-remedial students. According to the U.S. Department of Education, 30 to 57 percent of first-time college students who took remedial classes¹⁷ completed a certificate or degree in eight years compared to 69 percent of those not taking remedial classes.¹⁸
- Students who take more than one remedial class are even less likely to complete a certificate or degree: 25 percent of students who take three remedial classes complete them in five years; 4 percent graduate; and 78 percent leave school without a degree or certificate.¹⁹
- Many adult workers who enroll in two- or four-year college courses may find that their on-the-job training or work-related certificates are not transferable to a degree program.²⁰
- Students may deplete their financial aid while taking remedial courses and have little financial assistance available for their degree program.²¹

As the number of community college students needing remedial support increases, school administrators and policymakers must address these issues.

Flexible Course Delivery for Adult Working Students

To accommodate the schedules and ability levels of adult students, many individual community colleges and state systems are adapting the traditional three-credit, full-semester class to shorter segments with corresponding reductions in credits earned. “Chunking” is the term used when degree programs are broken up into short segments. When all segments are combined, the students earn a degree or certificate. Chunking allows students to complete a segment; leave school for a short period of time, if necessary; and start up again without losing their place on the degree continuum. Modules can also accommodate busy adults whereby weekend classes build on one another to equal a full-semester class. Modules help adult working students continue full- or part-time employment while attending classes on weekends.

Some colleges are also working to increase basic skills by combining remedial classes with subject matter and technical competency courses so that adult students can optimize their learning time.

What states are doing:

- Washington State has developed the **I-BEST Program** (Integrated Basic Education and Skills Training) which combines remedial material with academic/certification subjects. The classes are co-taught by academic and technical faculty. The state has already begun to evaluate the effect of this strategy and data show that the program improves student academic outcomes beyond traditionally delivered basic education coursework.²²
- Based on legislation passed in 2006 and expanded in subsequent years, Ohio has developed a model for postsecondary **Stackable Certificates**. Under this proposal, traditional and non-traditional learners can earn pre-college and college certification that can combine into a two-year degree or certificate and ultimately a four-year degree. Basic skills training can be obtained from community colleges or adult education programs for the same credits. Students can earn college credits for competency-based skills acquired from on-the-job training or employment-related certification.²³
- Kentucky’s **Career Pathways** is the state’s framework to coordinate workforce education and training programs and postsecondary education, linking community college, adult education, and student and social services to provide students with work skills and college certificates and degrees. The program allows a number of community colleges to test innovative strategies that connect basic education and remedial courses with college-level courses. For example, one community college is partnering with a local adult education provider to combine tutoring with first-year Heating, Ventilating, and Air Conditioning (HVAC) courses.²⁴

Academic and Non-academic Support

Research shows that academic advising, peer support, and other forms of assistance are important services that increase student retention and success. Academic assistance can include “college success” classes during which study skills, educational goals, and career possibilities are discussed. Pro-active academic counseling can let students know when they

reach critical points in their education, so that momentum is created to get them to the next academic level. In learning communities, students take classes with others as a group and progress together through academic requirements and career pathways. This type of peer support has proven successful in keeping some students on track academically.²⁵ Business leaders can mentor students or provide internships for those who are interested in related careers. Community colleges can integrate non-credit and for-credit courses, so that students are encouraged to stay in school and complete degrees or certification and maintain their academic momentum. Unfortunately, counselor caseloads are often unmanageable, and state funding for such positions and programs often is among the first to be eliminated when budgets are cut.

What states are doing:

- Illinois created specific funding for student services based on the needs of each college's student population. The funds support students who are academically at risk, economically disadvantaged, or disabled. Funds can be used for counseling (i.e., personal, academic, or career), assessments and testing, mentoring, and persistence/completion programs.²⁶
- Kentucky has created the **Ready to Work (RtW)** program, which links the state's community colleges and its TANF (Temporary Assistance for Needy Families), or welfare, program by: (1) deploying **RtW** counselors to provide intensive case management for low-income parents—those who are eligible for TFA and those who are not; (2) allowing **RtW** parents to earn \$2,500 annually through work study jobs that are related to their field of interest; and (3) providing college readiness classes to cohorts of new students.²⁷

Transfers between Two- to Four-Year Colleges

Some students, both traditional and non-traditional, who pursue an associate's degree before going on to a bachelor's degree get lost between schools when transfers should be easy.

What states are doing:

- Florida state law guarantees that nearly all community college graduates with an associate's degree will be admitted to a state university as a junior, as part of the state's **2 + 2 System**. [Students applying for limited access programs or teacher certification do not come under this guarantee.] Several private colleges participate in the agreement. To facilitate transfers, the state has devised a common course numbering system and operates an online student advising system with transfer information.²⁸
- North Carolina has developed an articulation agreement between community colleges and the state's university system. North Carolina has also established a 44-credit general education core of studies that is accepted at all community colleges, public four-year colleges, and 22 private colleges. To facilitate the transfer process, the state maintains a library of common course materials.²⁹

In the spring 2009, Connecticut leaders announced the completion of a dual admissions agreement between the state's community college and university system (i.e., Central, Eastern, Southern, and Western Universities) which will allow dual enrollment to two- and four-year colleges. Students who participate in the dual admissions program are eligible to

receive academic advising from both institutions so that they take appropriate classes. Students will begin their studies at a community college and move to a university after completing an associate's degree.³⁰

Student Financial Support

Several states have invested in programs that provide funds directly to students, particularly those with low income who are at risk of leaving school before attaining their degree or credential. Some offer short-term loans for students who are at risk of leaving school because of a family financial emergency. Others provide discretionary funding to pay for the costs of child care and/or transportation.

In 2007, Connecticut established the **Workforce Advancement Grants for Education (CT-WAGE)** that provides financial assistance to low-income parents for the cost of tuition, books and supplies, transportation, and child care. While the original proposal included both Connecticut Community College and Charter Oak College students, final legislation and funding applied only to students attending Charter Oak College.³¹

What states are doing:

- Minnesota has established **Postsecondary Child Care Grants** for low-income parents who are taking at least six credits per term and who are not receiving TANF. Full-time students are eligible to receive \$2,300 per year per child.³²
- In 2000, Illinois received \$1 million in federal **Job Access Reverse Commute (JARC)**³³ transportation funds to assist low-income community college students with their transportation needs.³⁴
- Louisiana established the **Opening Doors** demonstration project at two community colleges. Students, with income under 200 percent of the federal poverty level and with at least one dependent child, received \$1,000 each semester if they maintained at least half-time enrollment and a 2.0 GPA. Data collected show that program participants were more likely to enroll full time, pass more courses, earn more credits, and continue their enrollment in the second and third semesters after the demonstration than their non-participating peers. The program was discontinued after Hurricane Katrina hit the state.³⁵
- New Mexico developed the **Graduation Project**, an incentive program for students who drop out of the state university after earning 98 credit hours but before graduating with a bachelor's degree which could be adapted to assist transfer students between community colleges and Connecticut's university system. Under the program, the university tracks students and offers them a number of supports to help with their return, including: a shortened re-admission application with no fee, a degree summary stating exactly which courses are needed for graduation, priority enrollment in classes, the ability to pay tuition on a monthly basis, personal assistance to solve academic and other problems, and financial support (\$1,000 per year for two years) if they maintain a grade point average of 2.5 or more. Between 1996 and 2004, the program had tracked 2,000 dropouts. By 2004, 1,068 of the 2,000 had earned their bachelor's degree and one-third more were working to complete the program.³⁶

Institutional Funding to Guarantee Student Success

Several states have increased their reimbursement formula for non-credit remedial and work-related classes, particularly for those courses that are part of a career pathway. Others have developed incentive payments to institutions for increasing their degree completion rates.

What states are doing:

- Oklahoma's State Regents established **Brain Gain 2010**, an effort to increase the number of state residents with a college degree by 40 percent between 1996 and 2010. As part of the effort, Annual Performance Funds are given to institutions that have improved their retention and graduation rates. Improvement Grants have been available since 2004 to support retention and graduation intervention strategies implemented either campus-wide or for targeted populations. In 2005, the Regents developed the Programs of Excellence to award institutions that implement innovative, high-quality academic programs.³⁷
- Washington State instituted the **Student Achievement Initiative** as an incentive system for community colleges to improve student attainment. Colleges compete with themselves rather than each other. Incentive funding is available in four areas directly related to the "tipping point": (1) improving student preparation for college-level studies; (2) increasing the number of students who complete a year of college credit; (3) increasing the number of students who complete college-level math; and (4) increasing the number of students completing certificates, degrees, and apprenticeship programs.³⁸

In its 2008 legislative agenda, the Connecticut community colleges proposed the creation of a transfer scholarship for students moving from the community colleges to the University of Connecticut or one of the Connecticut state universities. Scholarships would be indexed to the difference between community college and university tuition. Such a program would provide an incentive for students to complete an associate's degree, take advantage of the state university's and UConn's guaranteed admissions policy, continue their education in Connecticut, and enter the state's workforce.³⁹ The proposal was not passed by the Connecticut General Assembly.

Recommendations Based on Evaluation Data

Washington is one of the first states to publish evaluation results on the effect of the **I-BEST** and **Student Achievement Initiatives**. Data reveal that **I-BEST** students are more likely to make academic gains in preparation for college-level courses. The gains are larger than those of students who take remedial courses that are not linked to their areas of interest.⁴⁰

Other states have also begun evaluating their postsecondary innovations. Kentucky's **Career Pathways** has shown that after one year of academic tutoring, HVAC students raised their college entrance scores so that they were able to bypass developmental coursework.⁴¹ Similarly, Arkansas has shown that in its **Fast Track** program, which compresses remedial courses into one semester, low-skilled students move more quickly into allied health courses. **Fast Track** students are four times more likely to complete remedial education classes than students who take traditional remedial classes.⁴²

The key to maintaining an educated workforce is to strengthen existing educational opportunities and to develop new models based on the proven results of other states. Connecticut leaders should:

1. Establish a college-wide policy whereby remedial and subject matter classes are combined and co-taught by technical and academic faculty so that students can receive academic credit and support for basic skills while maintaining interest in their chosen field.
2. Establish the proposed community college transfer scholarships.
3. Review financial aid qualifications (i.e., students cannot receive financial aid for remedial or job-related, non-credit courses) and fund innovation in course delivery to meet the needs of non-traditional adult students and in workforce certification to meet the needs of employers.
4. Adapt financial aid policies to course delivery so that students who partake in modules and other forms of flexible scheduling have access to financial support.
5. Create an incentive program to increase the number of returning students.
6. Expand CT-WAGE to include Connecticut community college students.

Investing in Success for All Students

Connecticut prides itself as being ahead of other states because of our highly educated workforce. In reality, we may be slipping behind those we once thought could not catch up. As Connecticut faces declining revenues and increased competition for business and industry, our leaders must actively work for new and far-sighted workforce training programs.

Along with developing educational policies to increase the number of young, traditional college students who study in Connecticut and remain to work in the state, we must acknowledge the important role non-traditional adult learners play in maintaining a strong workforce. In this sense, it is in the best interest of the state's economy to move Connecticut community college and adult workforce education and training policies and practices forward, speeding up rather than slowing down our postsecondary innovation.

¹ The Education Trust. (2006). Education Watch Connecticut: Key Education Facts and Figures. *Ed Watch Online 2006 State Summary Reports*, and Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., and Tobin, R. (2004). Indicator 18: Remediation and Degree Completion. *The Condition of Education 2004* (NCES 2004-077). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office. Retrieved April 7, 2009 from <http://nces.ed.gov/programs/coe/2004/section3/indicator18.asp>

² Roberts, B. and Povich, D. (2006). *Promoting Student Success in Community Colleges by Increasing Support Services*. Policy Brief, Fall 2006. Washington, DC: Working Poor Families Project.

³ Washington State Board of Community and Technical Colleges. (2005). *Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study*. Research Report No. 06-2. Olympia, WA.

⁴ Ibid.

⁵ U.S. Bureau of Labor Statistics. *2008 Current Population Survey*. Retrieved June 12, 2009 from <http://www.bls.gov/emp/emptab7.htm>

⁶ The Council for Adult and Experiential Learning and the National Center for Higher Education Management Systems. (2008). *Connecticut Profile of Adult Learners*. Retrieved January 2009 from <http://www.cael.org/adultlearninginfocus.htm>

⁷ In 2007, the Connecticut Department of Higher Education reported that the graduation rate for first-time, full-time students entering community college in Fall 2002 was 13 percent, a level consistent with peer institutions in the country. Information provided by Connecticut Community Colleges, Report to the Connecticut General Assembly, 2008.

⁸ Ibid.

⁹ Commission on the Future of Higher Education. (2006). *A Test of Leadership: Charting the Future of US Higher Education*. Report to the Commission appointed by Secretary of Education Margaret Spellings. Washington, DC: US Department of Education, and Stratton, L.S. & Wetzel, J.N. (2008). *Reported Progress under the Student Right-to-Know Act: How Reliable Is It?* Richmond, VA: Virginia Commonwealth University.

¹⁰ Ibid.

¹¹ The Education Trust. (2006).

¹² Connecticut Community Colleges. (2008).

¹³ Achieving the Dream Partners. (2009). *Lessons from Achieving the Dream for Federal Efforts to Improve College Completion Rates*. Boston, MA: Jobs for the Future.

¹⁴ Ibid.

¹⁵ Washington State Board for Community and Technical Colleges. (n.d.). *Washington Community and Technical Colleges Performance Reporting Plan, 2005-2007 Biennium Targets*. Retrieved May 12, 2009 from http://www.sbctc.ctc.edu/college/d_performancerep.aspx

¹⁶ Jones, D. & Coperthwaite, C. (n.d.) *2007-2008 Degrees and Certificates Awarded*. Hartford, CT: Connecticut Community Colleges, Office of Planning, Research and Assessment.

¹⁷ Remedial course work statistics include students who took: (1) any remedial reading class; (2) one or two remedial math classes; (3) two or more other remedial courses but not remedial reading; and (4) one remedial course, not math or reading.

¹⁸ Wirt, J., Choy, S., Rooney, P., Provasnik, S., Sen, A., and Tobin, R. (2004). *The Condition of Education 2004* (NCES 2004-077). U.S. Department of Education, National Center for Education Statistics.

Washington, DC: U.S. Government Printing Office.

<http://nces.ed.gov/programs/coe/2004/section3/indicator18.asp> as reported in Garber, R.F. and Altstadt, D.R. (2008). *Ohio Stackable Certificates: Models for Success*. Columbus, OH: Community Research Partners.

¹⁹ Grubb, N.W. (2001). *From Black Box to Pandora's Box: Evaluating Remedial/Developmental Education*. New York, NY: Community College Research Center, Teachers College, Columbia University as reported in Garber, R.F. and Altstadt, D.R. (2008).

²⁰ Garber, R.F. and Altstadt, D.R. (2008).

²¹ Cox, M.A., Personal communication, May 26, 2009. Connecticut Community College Student Financial Aid Services Office.

²² Washington State Board of Community and Technical Colleges (SBCTC). (2008). *Student Achievement Initiative*. SBCTC website. Retrieved May 19, 2008 from

http://www.sbctc.ctc.edu/college/e_studentachievement.aspx

²³ Garber, R.F. and Altstadt, D.R. (2008).

²⁴ Van Noy, M., Jacobs, J., Korey, S., Bailey, T., and Hughes, K.L. (2008). *The Landscape of Noncredit Workforce Education: State Policies and Community College Practices*. New York, NY: Community College Research Center, Teachers College, Columbia University, and Garber, R.F. and Altstadt, D.R. (2008), and Kentucky Community and Technical College System. (n.d.). *About KCTCS Career Pathways*. Retrieved April 24, 2009 from <http://legacy.kctcs.edu/student/careerpathways/>

²⁵ Bloom, D. and Sommo, C. (2005). *Building Learning Communities: Early Results from the Opening Doors Demonstration at Kingsborough Community College*. New York, NY: MDRC.

²⁶ The Joyce Foundation. (2009). Student Support. *Shifting Gears*. Chicago, IL. Retrieved June 5, 2009 from <http://www.shifting-gears.org>

²⁷ King-Simms, S. (2005). *Kentucky's Policy to Practice: Transitioning Low-Skilled and Low-Income Students*. Power point presentation. Commission on Adult Basic Education Annual Conference, Anaheim, CA. Kentucky Technical and Community College System.

²⁸ Office of K-20 Articulation, Division of Strategic Initiatives, Florida Department of Education. (2007). *Statewide Postsecondary Articulation Manual*. Retrieved June 5, 2009 from <http://www.fldoe.org/articulation/pdf/statewide-postsecondary-articulation-manual.pdf>

²⁹ Callan, P.M., et al. (2007). *Good Policy, Good Practice-Improving Outcomes and Productivity in Higher Education: A Guide for Policymakers*. National Center Report #07-4. San Jose, CA: The National Center for Public Policy and Higher Education.

³⁰ Merritt, G.E. (2009). New Pact To Ease Transition from Connecticut Community Colleges to CSUS. *The Hartford Courant Online*. Retrieved April 23, 2009 from <http://www.courant.com/news/local>

³¹ Connecticut Association for Human Services. (2008). Access: Opening Doors to More Adult Learners. Policy Brief #1 of Series. *Connecticut's Community Colleges: Strengthening Our Workforce*. Hartford, CT and Biswas, R.R., Choitz, V., and Prince, H. (2008). *Pushing the Envelope: State Policy Innovations in Financing Postsecondary Education for Workers Who Study*. Boston, MA: Jobs for the Future and National Council for Workforce Education.

³² Minnesota Office of Higher Education. (2008). *Minnesota Postsecondary Child Care Grant*. Child Care Assistance for College Students with Children. Web site description. Retrieved May 1, 2009 from <http://www.getreadyforcollege.org/pdfGR/ChildCare.pdf>

³³ JARC funds were established to address the particular transportation needs of welfare recipients and low-income individuals in their efforts to find and maintain employment. Under the Federal Transportation Administration, between 1999 and 2002, competitive grants were given to states based on selection criteria. Beginning in 2000, a second set of funds were also distributed to specific projects designated by Congress members through conference reports in the appropriation process. Beginning in 2006, JARC funding was revamped; funding is now available to states through an allocation formula based on overall population size and the number of eligible low-income individuals and welfare-recipients in urban and rural areas.

³⁴ Duke, A.-E., (2006). *Supporting Success*. Power point presented at Working Poor Families Project Academy on State Postsecondary Policy. Washington, DC: Center for Law and Social Policy.

³⁵ Ibid.

³⁶ Jones, R.A. (2004). Bringing 'Dropouts' Back to College. *National CrossTalk*, Vol. 12, No.2. Spring 2004. Retrieved May 12, 2009 from <http://www.highereducation.org/crosstalk/ct0204/news0204-dropouts.shtml> and University of New Mexico, The Graduation Project website <http://www.unm.edu/~thegrad/GPsite/index.html>

³⁷ Ibid. and Oklahoma State Regents for Higher Education. (n.d.). Overview of the Oklahoma State System of Higher Education, Part Three: Other Responsibilities and Programs. Retrieved May 14, 2009 from <http://www.okhighered.org/goldl-book/part3.shtml>

³⁸ Washington State Board of Community and Technical Colleges (SBCTC). (2008).

³⁹ Connecticut Community Colleges. *2008 Legislative Agenda*.

⁴⁰ Washington State Board for Community and Technical Colleges. (2008). *Increasing Student Achievement for Basic Skills Students*. Research Report No. 08-1. Olympia, WA.

⁴¹ Garber, R.F. and Altstadt, D.R. (2008).

⁴² Ibid.

Connecticut Association for Human Services is part of the national Working Poor Families Project. **The Working Poor Families Project** was established in 2002 with the assistance from the Annie E. Casey, Ford, Joyce, and C.S. Mott Foundations to address the increasing challenges faced by America's working families. This national initiative annually examines the conditions of America's working families and supports state nonprofit organizations to strengthen state policies in order to promote economic advancement and success. To learn more, go to www.workingpoorfamilies.org.

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