



Transitional College Readiness Programs in Connecticut: Adult Educators as Partners

CONNECTICUT ASSOCIATION FOR HUMAN SERVICES
WORKING POOR FAMILIES PROJECT

Connecticut Association for Human Services

CAHS is a statewide policy and program nonprofit working to reduce poverty and build “Family Economic Success”

Policy: focus on early care & education, post-secondary education and job training, tax credits, and adequate state funding for human services

Program: focus on financial capability programs: free tax preparation, access to benefits, financial education and coaching



Today's Agenda

A. A look at the report:

- **Jim Horan**, Executive Director or Roger Senserrich, Policy Director, CAHS

B. Remedial Education in CT

- **Dr. Steve Minkler**, Dean of Academic Affairs at Middlesex Community College
- **Dr. Diane Clare-Kearney**, Director of Manchester Adult and Continuing Education
- **Fred Silbermann**, Program Facilitator for Meriden Adult Education
- **Ren Brockmeyer**, Pathways Navigator at Move Up Partnership for Adult Learning
- **Roger Senserrich**, CAHS Policy Director*

C. Table discussion: what's next for Remedial Education in CT?

CHECKLIST



The report itself:

- PA 12-40 as the catalyst for reform
- 2014 tweaks: opening adult education and community college partnerships for transitional students.
- The 2014 pilots:
 - Initial partnership models
 - Building partnerships – issues and challenges
 - Initial data: encouraging signs
- Policy recommendations

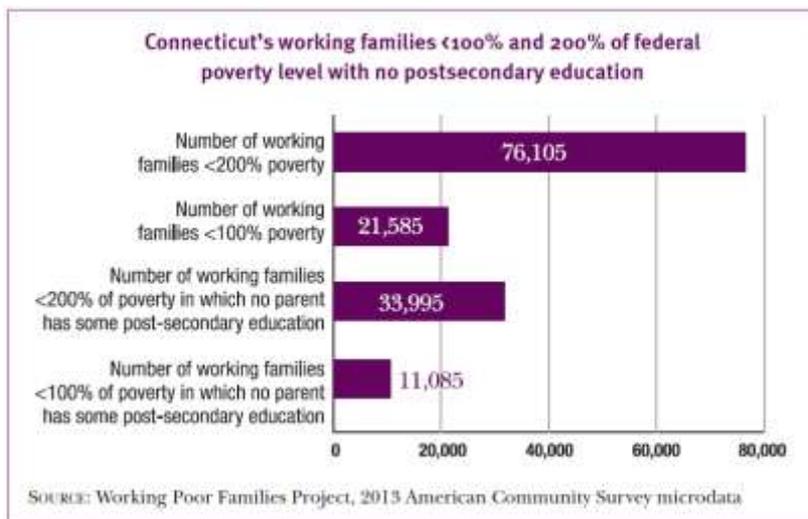
CHECKLIST



A catalyst for reform: PA 12-40

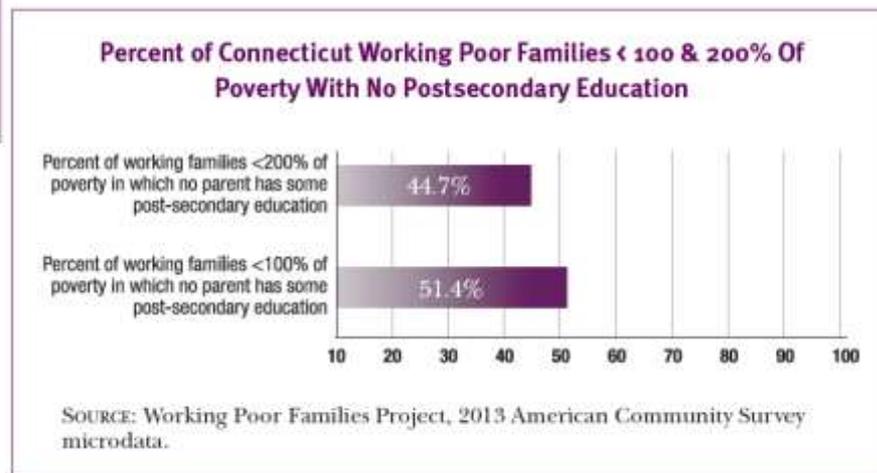
- Limited conventional remedial education to one semester of English, one semester of math.
- Creates three levels of remedial education:
 - **Embedded level courses:** credit bearing, college level courses with developmental support build in.
 - For students with some remedial needs (12th grade skills) or higher.
 - Proven track record, effective.
 - **Intensive level courses:** one semester long, intensive remedial education classes.
 - Similar to what we had before the reform, students with 10th grade skills.
 - Often more instruction hours and supports than “pre-reform” courses
- **Transitional level courses:**
 - For students at 8th grade skills or below.
 - Main focus of our report – here is where adult education partnerships are taking place.

Some data: who do we focus on?



Often disconnected from education for years - so remedial needs are often complex and specific, needing supports

Non conventional students:
Working parents, below 200% FPL,
who are looking at Community
College for opportunity



New partnerships: adult ed in remedial education

- The reform has been tweaked a few times since it passed in 2012, adding fixes and changes.
- For transitional students, most relevant changes last year, allowing the Board of Regents and the CT Department of Education to enter into MOUs to provide transitional college readiness programs – with (some) funding attached.
- Initial RFP from Board of Regents summer 2014
 - Four community colleges were early adopters:
 - Gateway, Housatonic, Manchester, Three Rivers (with New London, Norwich)
 - Four community colleges had modified remediation courses:
 - Asnuntuck, Capital, Naugatuck Valley, Middlesex
 - Four established partnerships in Spring of 2015:
 - Northwestern, Norwalk, Quinebaug Valley, Tunxis



Transitional strategies: models

Common objective: get students ready for embedded level courses

Boot Camps

(Capital, Naugatuck)

- Math or English (no cost to students)
- 3 – 6 weeks depending on program
- 1 or 2 days/evenings per week
- 3 hours per day
- Tutor support on site
- Includes First Year College Experience course (3 credits)

Semester Long Program

(Gateway, Housatonic, Manchester, Three Rivers)

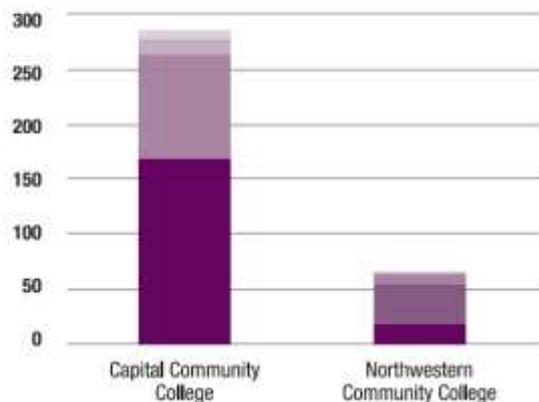
- English and Math (no cost to students)
- Covers full semester (12 – 16 weeks) offering math and English remediation
- Meets 3 – 4 days a week
- 1 – 2 hour sessions
- Lab and tutor support on site
- Includes First Year College Experience course (3 credits)

Establishing partnerships

- Common note: short launch window made contacts and coordination a challenge at first.
 - Instructional collaboration – sharing materials in advance was not possible.
 - Recruitment and assessment were defined “as we go”, with limited input from adult education providers on occasion.
 - Access to data and assessments were often incomplete, with adult education providers not having access to test scores.
- Serving transitional students poses additional challenges:
 - Non-academic barriers: students often have unstable lives, and need supports to handle often unpredictable schedules and family needs.

Preliminary Results: “Boot Camps”

Community Colleges with Modified Transitional College Readiness Programs



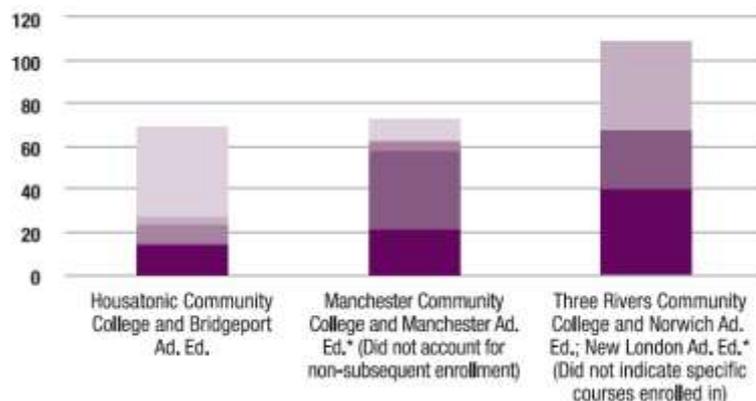
	Capital Community College	Northwestern Community College
# Enrolled in Subsequent For-Credit College Course	7	1
# Enrolled in Subsequent Embedded Course	15	2
# Enrolled in Subsequent Intensive Course	97	9
Completed, did not enroll	0	37
Did not complete	166	17

SOURCE: Fall 2014 Transitional Strategies Report, *Revised March 2, 2015*

- First: very preliminary results, small group.
- High attrition, but also a significant proportion of students moving forward at Capital.
- Northwestern: good completion rate, but lower progression.

Preliminary results: Semester-Long Programs

Fall 2014 Summary #s for Community College & Adult Education Partnerships



SOURCE: Fall 2014 Transitional Strategies Report, Revised March 2, 2015

- *Again:* these are small, preliminary numbers.
- Results vary greatly by college: 3R has high non-complete, high embedded; Manchester high complete, no enroll, Housatonic high enroll in credit bearing.
- Adult education partnerships have *slightly better results* (45% students go to credit bearing vs 39%).

Policy recommendations

- Obtain better data:
 - Develop uniform (or comparable) assessment to see student progress – where they come from, how well remediation is working.
 - Track students year over year, to see if they progress towards graduation.
- Develop partnerships:
 - Hire full-time leadership position in charge of transitional programs at each community college / adult ed program.
 - Incorporate ELL students in the system.
 - Provide better coordination, common professional development.
- Address non-academic barriers:
 - Childcare, transportation, flexible schedules, access to services.
- Share best practices.

Conclusions

1. The adult education partnership model shows considerable promise.
2. Building effective partnerships requires work – and a change of mindset. Effective leadership is a must.
3. Connecticut needs these students – and needs to create these new pathways to opportunity.



Questions for the table:



- I. Next steps that community colleges and adult education providers can take in your community to improve access to adult education.
- II. Who else should be on the table in your community to make transitional programs more effective?
- III. What changes should we look into to make the current adult education system more effective, creating pathways to success?