

Good afternoon Senator Beth Bye, Representative Roberta Willis and other honorable members of the Higher Education & Employment Advancement Committee. I am here to testify about the Governor's Bill No. 844. My name is Robin Puchala; I reside in New Britain and am a student of Capital Community College. I am also privileged to have been selected to be a Legislative Intern from Capital Community College.

I am greatly concerned about the outcomes of this bill. The concept of the Operating Fund for the Connecticut State University System certainly sounds like a good idea on paper, the problem is it won't work -- there won't be enough money to run our college.

I am also concerned about the reported elimination of financial aid to part-time students which will deprive many worthy students of the opportunity to go to college. This is counter-productive to what you and the Governor are trying to accomplish. How will our citizens be prepared for work and four year colleges? How will they be prepared to face a competitive world, to hold a livable wage job or be successful?

I myself was a part-time student for my first two semesters at Capital Community College and so is my daughter, now married with three children and who has a job that doesn't pay her very well.

75% of our students are part-time students who must work at least part-time to support themselves and now will be deprived of the opportunity to get an education to better themselves. They will be condemned to a permanent career at a fast food restaurant. Or will they be stuck in a low wage job with no way to move up? I urge you to include part-time students in financial aid so that traditional, non-traditional, wage earners and all students can get at least an Associate's Degree in this economy.

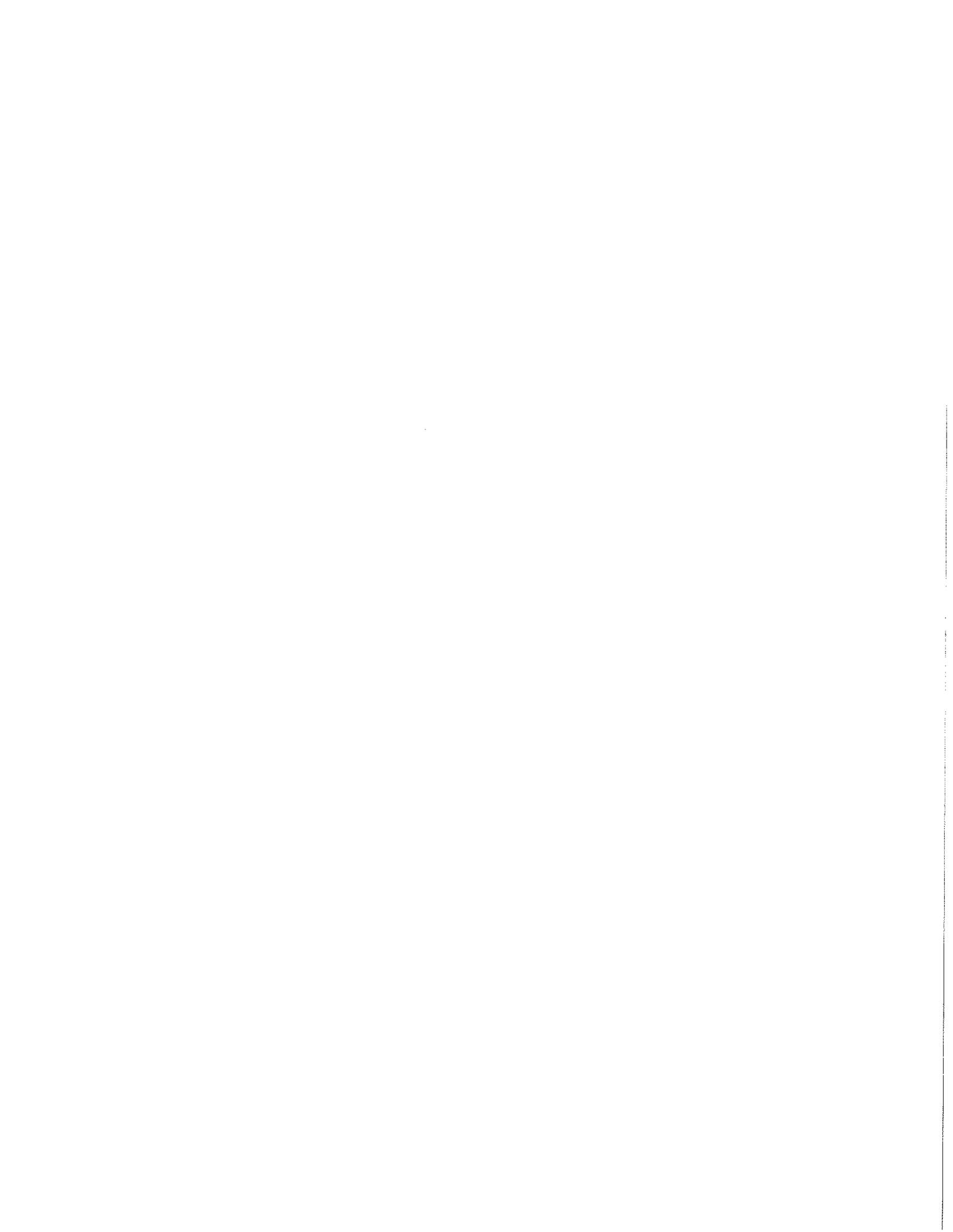
I want to share one example of an improved life, a young man I met while in AmeriCorps. He was a former gang member and at the time he was really rough around the edges. He is now a student at Capital Community College, a father and looking forward to a career in Human Services. There are many similar stories of improved lives because of Capital Community College.

Capital is a special place -- of culture, art and fellowship. We are not a four year institution. We are not even like other community colleges. We are diverse, a place where the races learn to live and work together -- a place to learn that they you are good enough, you can do it and you will achieve. A place to gain strength and power, to prepare for a career and a life. The Capital Community College community welcomed me with open arms and I have benefitted as much from relationships with my fellow students and the caring, involved faculty as I have from the courses and from opportunities for leadership.

Our financial situation is serious -- over the last three (3) years Capital Community College has had a reduction of funding totaling \$1.8 million (Please refer to "General Fund Rescissions" graph slide in your packet) and I understand we have had to cut into our reserves in order to maintain the daily operation of the college. Also, while I served at the Welcome Center, I saw many students applying who had attended business schools for large fees who had little to show for it.

According to the American Association of Community Colleges Policy Brief No. 2013-01PB, "In fact, while community colleges serve nearly half of undergraduates, they have historically received approximately 20% of state tax appropriations for higher education. Not surprisingly, research has shown that educational attainment rates improve with increases in state fiscal support." This college prepares students for their four year degree as well as life and their career/financial well-being. Please re-consider these harmful policies.

In closing, I would like to urge you to re-think the policies of this bill that will deprive students of their education and may cripple this worthy institution that is a mainstay in the education and culture of Hartford.



CCC by the Numbers
Fall 2012

4,434
Students

71%
Women

14 to 87
Age Range

29
Average Age

76%
Attending Part-Time

30%
Evening Enrollment

44.3%
Retention Rate

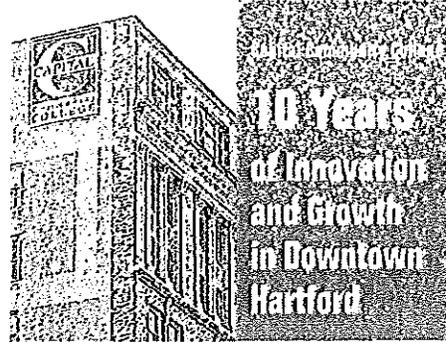
65%
Minority Enrollment

60.4%
Percentage of students from
Hartford, West Hartford,
Bloomfield, Windsor, Wethersfield
and Rocky Hill

Enrollment By Town

Hartford	1,744
East Hartford	383
West Hartford	344
New Britain	292
Windsor	223
Bloomfield	215
Manchester	170
Newington	114
Wethersfield	106
Middletown	51
Rocky Hill	47
Other Towns	490
Total	4,434

2013 Town & Legislative Breakfast



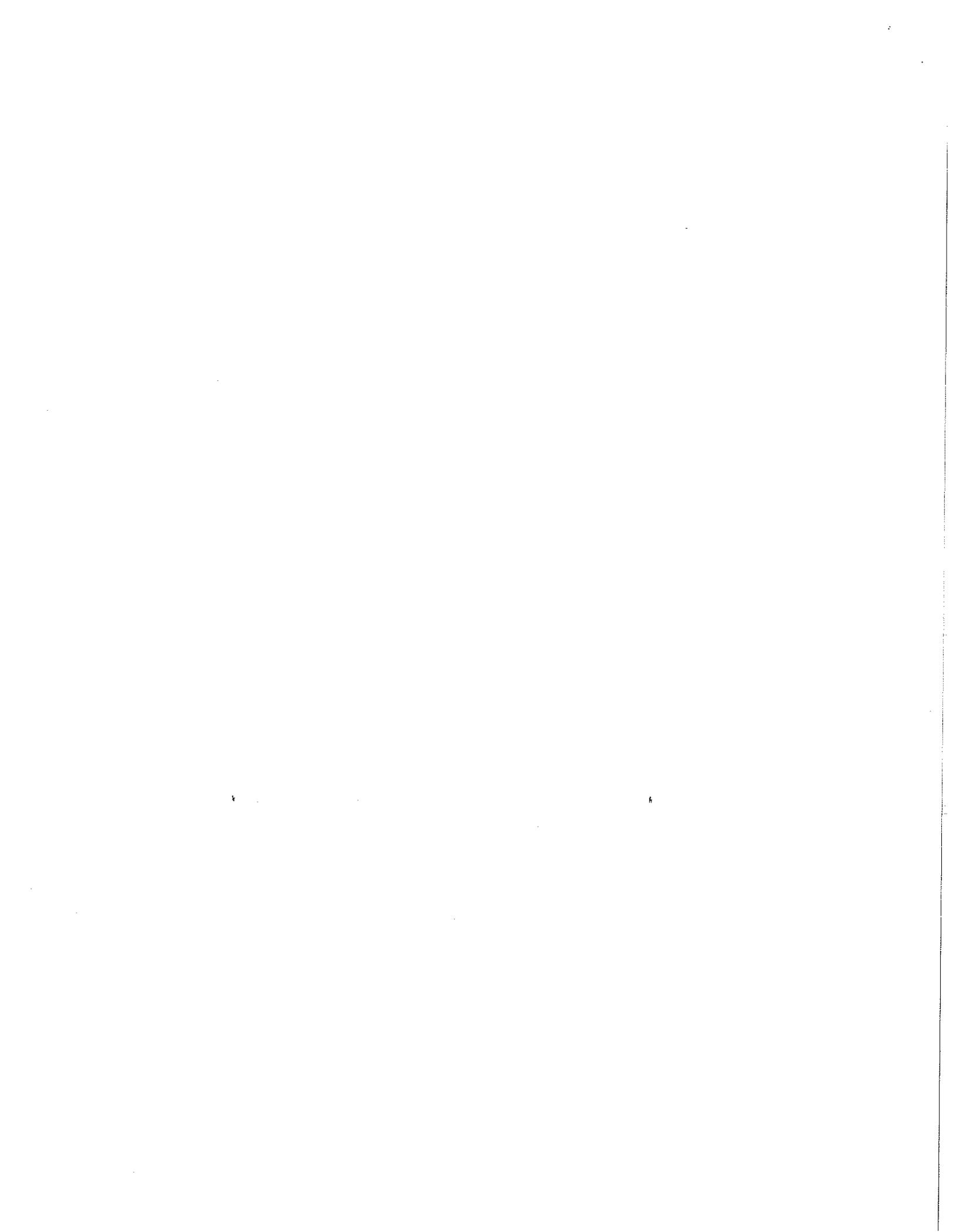
Wednesday, February 27, 2013
8 to 9:30 a.m.
Legislative Office Building Dining Room

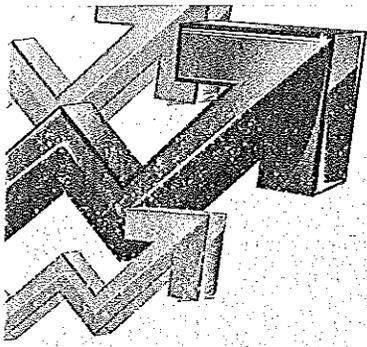
Agenda

- I Welcome
- II College by the numbers - students, enrollments, costs, financial aid
- III The Financial Snapshot
- IV Health Care **Workforce** Initiatives: "Engines of Economic Development"
- V **Student Success** & Transfer: Travelers EDGE
- VI **Local Commitment:** Hartford Heritage & Place-Based learning
- VII Key Issues and Legislation For Capital
- VIII Q and A

"Getting Americans back to work is America's great challenge. And community colleges are critically important to preparing graduates for those jobs.....For more and more people, community colleges are the way to the future. They're giving real opportunity to students who otherwise wouldn't have it. They're giving hope to families who thought the American Dream was slipping away. They are equipping Americans with the skills and expertise that are relevant to the emerging jobs of the future. They're opening doors for the middle class at a time when the middle class has seen so many doors close to them."

President Obama, the White House Community College Summit
October 2010





The “jobs gap”—or number of jobs needed to return to pre-Great Recession levels—stood at 11.3 million in late 2012, while 12.8 million Americans were unemployed. Carnevale, Smith, and Strohl (2010), however, estimated 46.8 million new jobs will need to be filled by 2018, of which 13.8 million will be new jobs and 33 million will be jobs open due to retirement. The types of industries expected to grow will shift in occupational expectations toward those needing abilities associated with greater levels of educational attainment, so these jobs will require college-educated workers. Factors contributing to the need for college-educated workers include creative destruction leading to a churn of skills needed by the workforce, a continuing increase in the wage premium associated with differences in educational attainment, the increasingly tough road to economic stability for low-income students, and the training provided in internal labor markets for workers that are more educated. Together these trends suggest that access to not only a job, but also to the training to keep that job, is augmented by higher levels of educational attainment.

Simply put, America’s community colleges are the brokers of opportunity for a stronger middle class and more prosperous nation. The value of community colleges has repeatedly been detailed in broad brushstrokes. Belfield and Bailey (2012) reviewed twenty studies on the earnings effects of a community college, concluding, “[T]his review affirms that there are strong positive earnings gains from community college attendance and completion, as well as progression to a 4-year college” (p. 60). In addition, the latest national estimate of the return on investment to state and local governments from investing in community colleges in 2007 was 16.1%.

While these broad-brush pictures of the community college contribution are important, the community college is an intricate institution offering pathways to credentials, degrees, and retraining opportunities for those with and without college credentials; they operate as engines of economic development. To date, the multifunctional nature of the community college mission has limited our ability to understand these colleges’ role in sustaining the nation’s general welfare. This brief provides a better opportunity to understand community colleges’ role, and frames private and public economic returns of the community college movement in three ways:

1. *The community college as a launching pad.* Community colleges serve as a starting point for students in terms of educational progression—the lockstep mentality that

dominates considerations of educational attainment. They also accelerate learning through early college experiences and transfer opportunities.

2. *The community college as a (re)launching pad.*

Community colleges serve as providers of knowledge and skills to members of the community when they need them, and in ways that they need them, often for those who have already been successful in college.

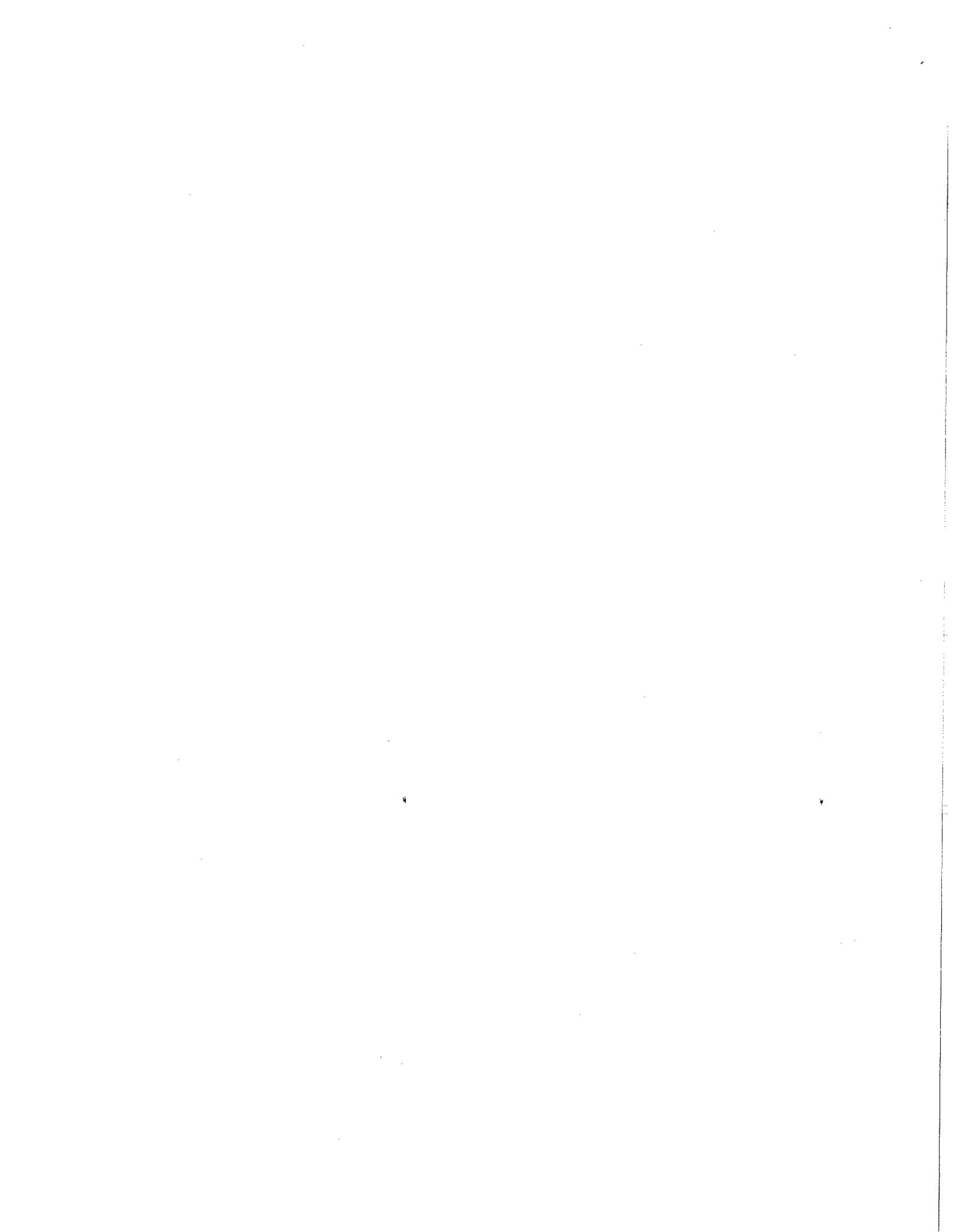
3. *The community college as a local commitment.* Community colleges serve local purposes, focusing on the needs and demands of the communities they serve.

As mentioned above, the workforce of the future will increasingly rely on occupations that require college-educated workers, and many of those workers will need the education and training provided at the subbaccalaureate level to enter a field, and in some cases to maintain job tenure. Given that there are numerous public and private returns associated with educational attainment, it is therefore prudent to align fiscal resources with the workforce of the future.

It is unfortunately the case that community colleges are funded in a way that allows them to spend less than a third of the amount of education and general funds that a private research university is able to spend on a student. In fact, while community colleges serve nearly half of undergraduates, they have historically received approximately 20% of state tax appropriations for higher education. Not surprisingly, research has shown that educational attainment rates improve with increases in state fiscal support. If increasing educational attainment is a true state priority, commensurate fiscal support must follow.

Community colleges are not the only institutions of higher education to suffer from large disinvestments in higher education by the state. Overall, state fiscal support for public higher education has been on a long-term downward slope; in 2011 educational appropriations per full-time-equivalent student were at their lowest in at least two decades.

This brief provides a framework and supporting data to detail some of the public and private benefits to the various community college missions. In order to continue to provide these benefits and fill-in where other opportunities for education and training once stood, public investments in the education and training community colleges provide need to equalize and stabilize, if not increase.



Capital Community College

Hartford Heritage Challenge

"...the city becomes an extended campus..."

Capital Community College has been approved for a \$300,000 challenge grant from the National Endowment for the Humanities (NEH) to sustain its Hartford Heritage Program, an initiative linking courses with the city's cultural and historic institutions.

"The Heritage program takes advantage of our immediate surroundings and Hartford's cultural diversity," said Capital President Wilfredo Nieves. "We believe it represents a model of place-based learning for many communities."

The NEH endowment grant supports new Learning Communities (LCs) - - two courses linked by a common theme and taught by two professors to the same students - - that will bring humanistic modes of inquiry to courses in the social sciences and other disciplines, as well as a digital component to showcase the work of students and faculty. The College will also hold a Hartford Bridging Cultures Symposium on an annual basis using funds from the Heritage program, and support other humanities events central to the aims of the program.

"By teaching themes that explore Hartford, the city becomes an extended classroom for our courses, and Capital's diverse, urban student population gains a deeper understanding of, appreciation for, and attachment to their community," said Jeffrey Partridge, director of the Heritage program and the Chairman of the Humanities Department.

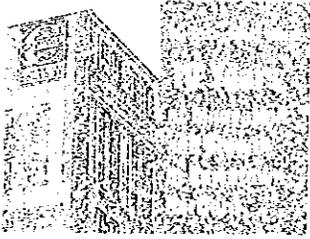
The NEH offers Challenge Grants for Two-Year Colleges to "strengthen their long-term humanities programs and resources," encouraging developed programs to be shared with other institutions while looking for new sources of humanities funding. Capital Community College is one of six two-year colleges in the nation to receive an NEH challenge grant offer in 2012.

Contributions to meet the Hartford Heritage Challenge are welcome. To inquire about donations and naming/sustaining gift opportunities, call John McNamara, the Office of Institutional Advancement and Foundation at (860) 906-5102; email jmcnamara@capitalcc.edu

Any views, findings, conclusions or recommendations expressed in this release do not necessarily represent those of the National Endowment for the Humanities

NATIONAL ENDOWMENT FOR THE

Humanities



Capital Community College Foundation

The Hartford Heritage Challenge

Pledge Form

Donor Information (please print)

Name

Billing address

City

State

ZIP Code

Telephone (home)

Telephone (business)

Fax

E-Mail

Pledge Information I (we) pledge a total of \$ _____ to be paid:

_____ now _____ monthly _____ quarterly _____ yearly

Checks payable to Capital Community College Foundation

Credit card information (Mastercard or Visa only)

Credit card type

Credit card number

Expiration date

Authorized signature

_____ Gift will be matched by (company/family/foundation).

Acknowledgement Information

Please use the following name(s) in all acknowledgements:

_____ I (we) wish to have our gift remain anonymous.

Signature(s)

Date

Capital Community College Foundation, 950 Main Street Hartford, CT 06103 860-906-5102

www.capitalcc.edu/giving

Why Capital Community College

“ Capital is a supportive environment that helped me sharpen my academic and leadership skills. Everyone there is invested in my success! ”

- Elicia Barrow



- 17 colleges and universities
- More than 1200 degree & certificate programs
- Over 96,000 students

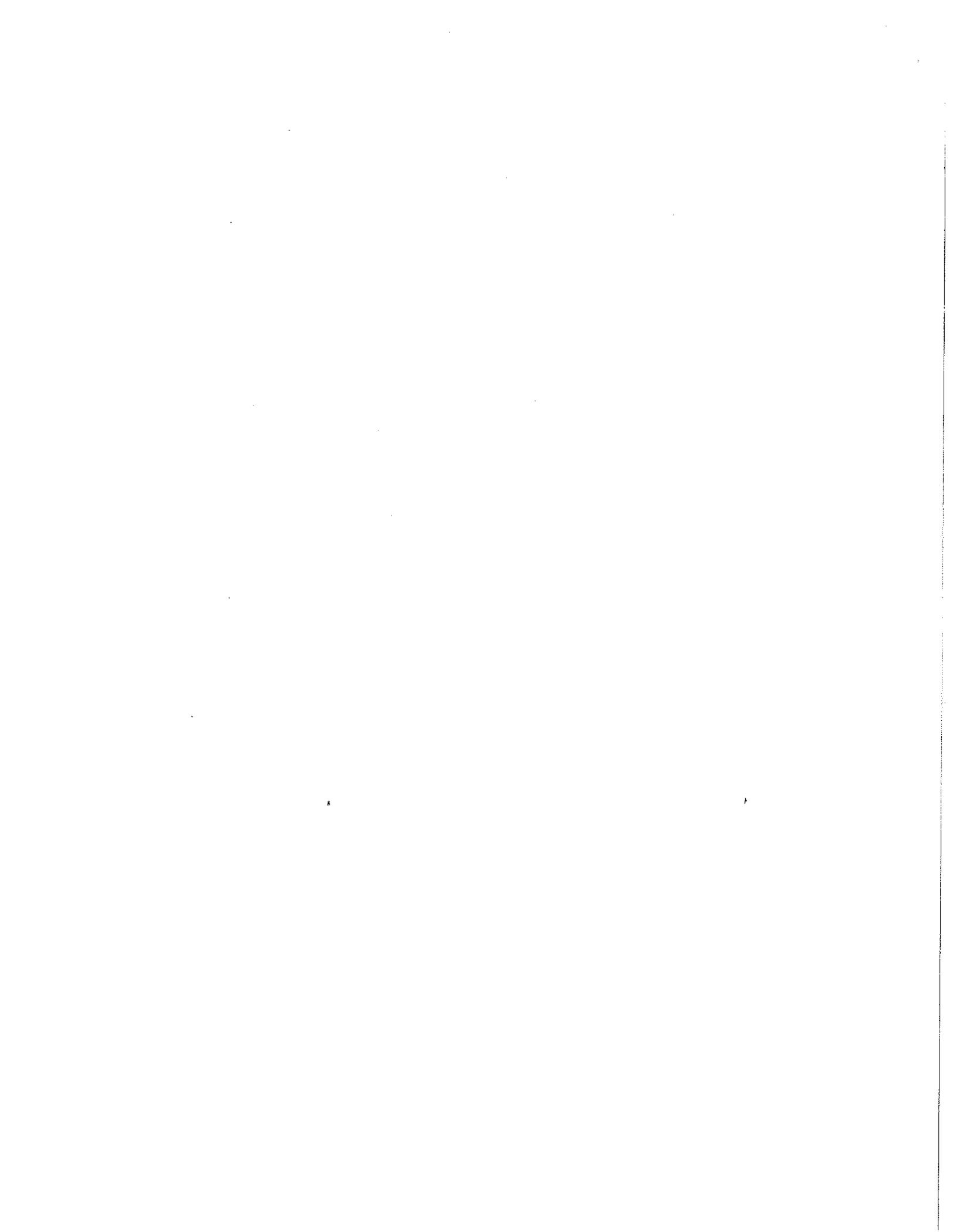


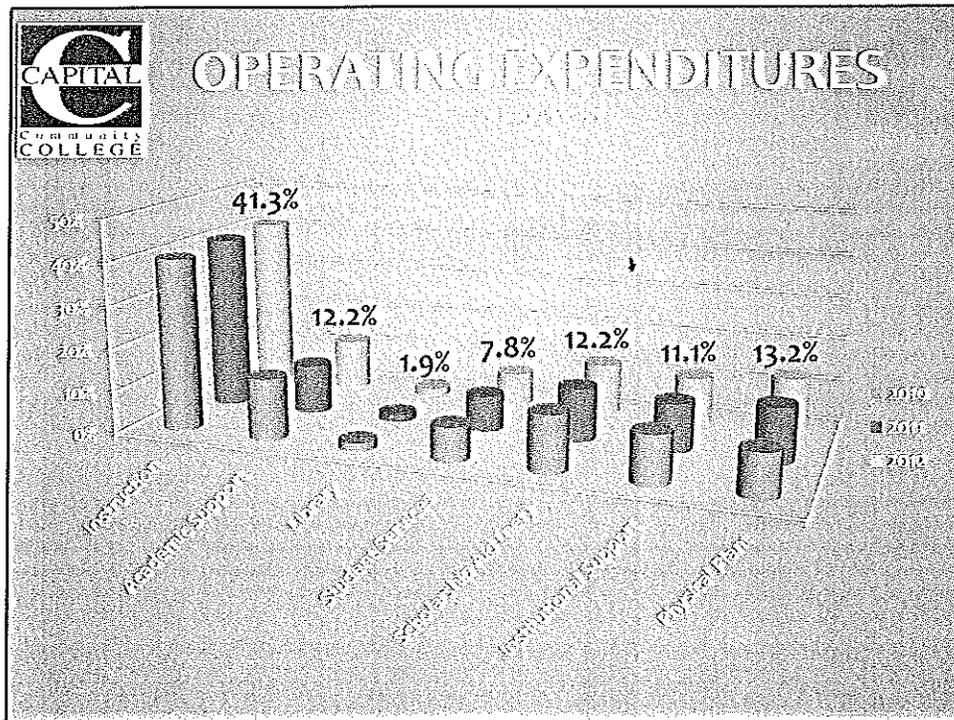
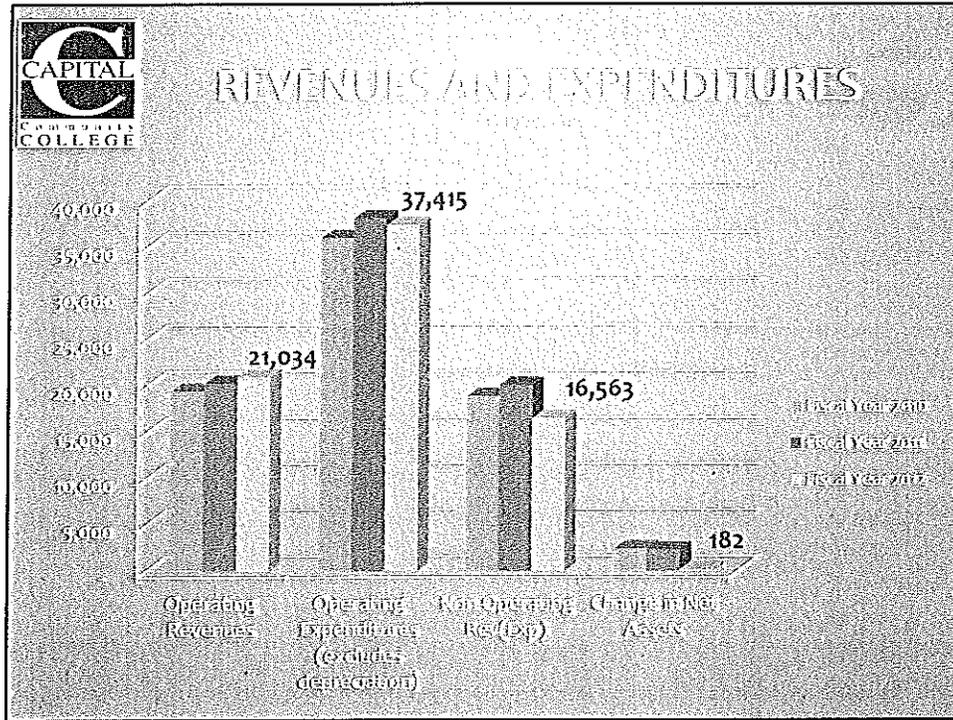
CONNECTICUT STATE
COLLEGES & UNIVERSITIES

BOARD OF REGENTS FOR HIGHER EDUCATION



CharterOak
STATE COLLEGE

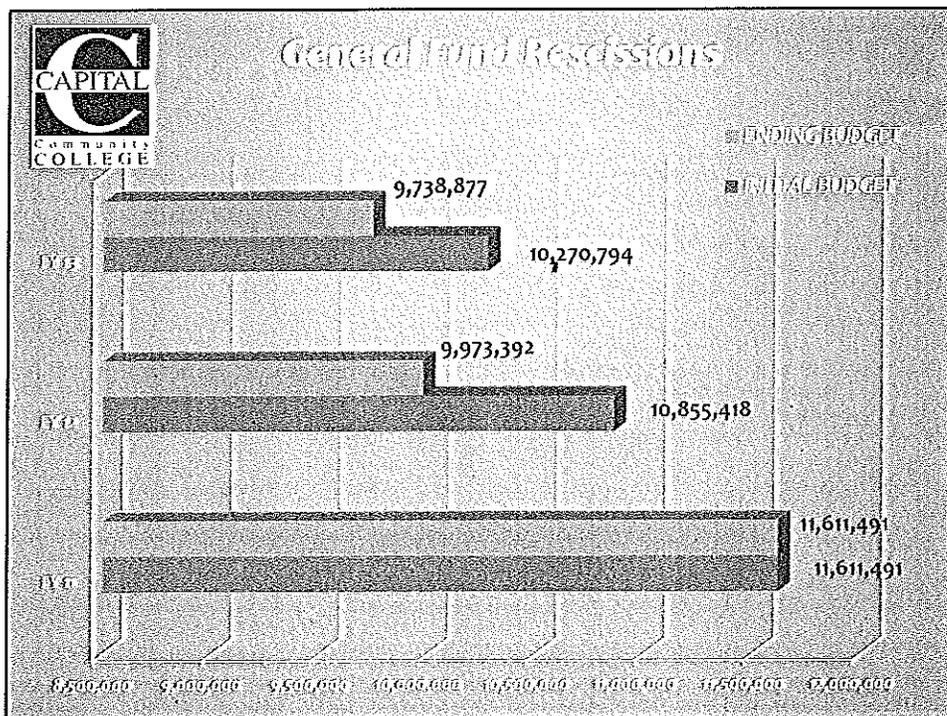


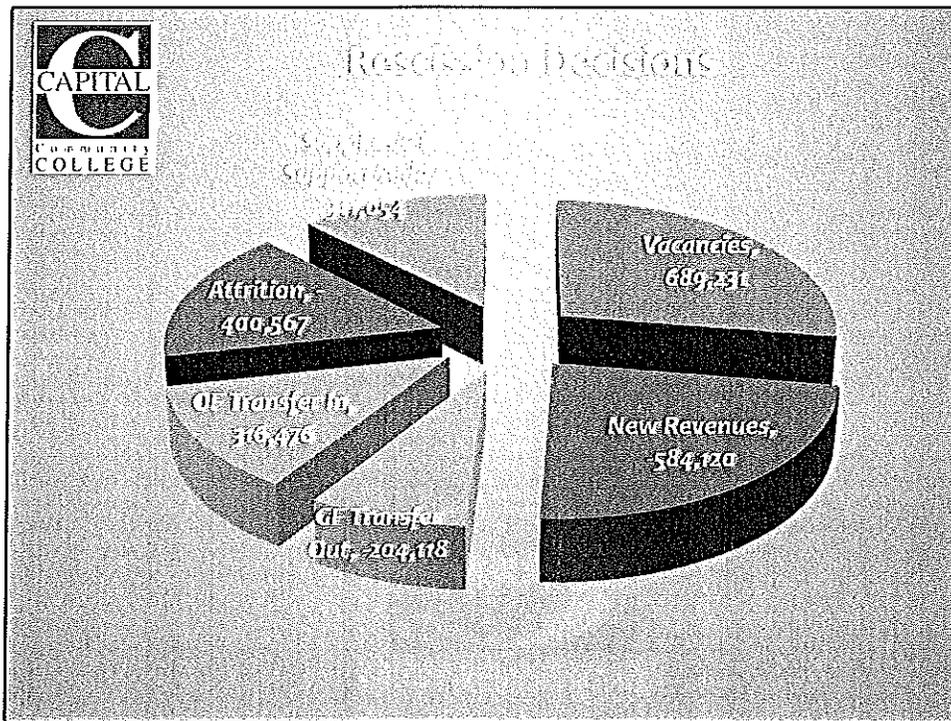


CAPITAL
Community
COLLEGE

EDUCATIONAL APPROPRIATIONS PER FTE (CONSTANT 2000 DOLLARS)

State	FY 2011	FY 2012	FY 2013	3 Year % Change
• Colorado	\$5,373	\$5,932	\$5,761	19.1%
• Connecticut	\$8,329	\$8,430	\$8,450	1.4%
• Maine	\$1,627	\$1,746	\$1,915	16.2%
• Maryland	\$8,797	\$7,951	\$7,153	-18.4%
• Massachusetts	\$6,514	\$6,330	\$6,790	3.50%
• Nebraska	\$6,341	\$7,317	\$6,731	7.8%
• Nevada	\$6,992	\$6,879	\$7,800	12.9%
• New Hampshire	\$3,317	\$3,473	\$2,884	-13.1%
• New Jersey	\$8,506	\$7,583	\$7,136	-16.9%
• New Mexico	\$9,451	\$8,472	\$7,589	-20.0%
• New York	\$7,355	\$8,369	\$7,753	5.4%
• Rhode Island	\$6,753	\$4,618	\$4,217	-27.4%
• South Carolina	\$6,537	\$5,777	\$5,477	-16.2%
• Vermont	\$3,035	\$2,690	\$2,754	-9.3%





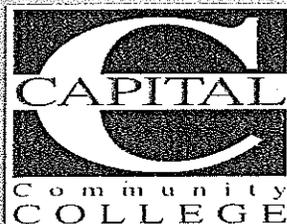
FISCAL YEAR 2014 BUDGET (POSSIBLE) APPROACH

REVENUES	EXPENDITURES
• TUITION INCREASES	• DIVISION BUDGET CUTS
• DIFFERENTIAL TUITION	• EXTENDED (HOLIDAY)
• GRANTS	• BUILDING CLOSURES
• COLLABORATIONS	• VACANCY HOLDS
• SUMMER ENROLLMENT PUSH	

COMMUNITY COLLEGES

58,750

99%



QUESTIONS & ANSWERS

