



# Transitional College Readiness Programs in Connecticut: Adult Educators as Partners

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CONNECTICUT ASSOCIATION FOR HUMAN SERVICES  
WORKING POOR FAMILIES PROJECT

# Connecticut Association for Human Services

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**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



# Overview:

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- 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
- The 2015 roll out
- Policy recommendations

## CHECKLIST

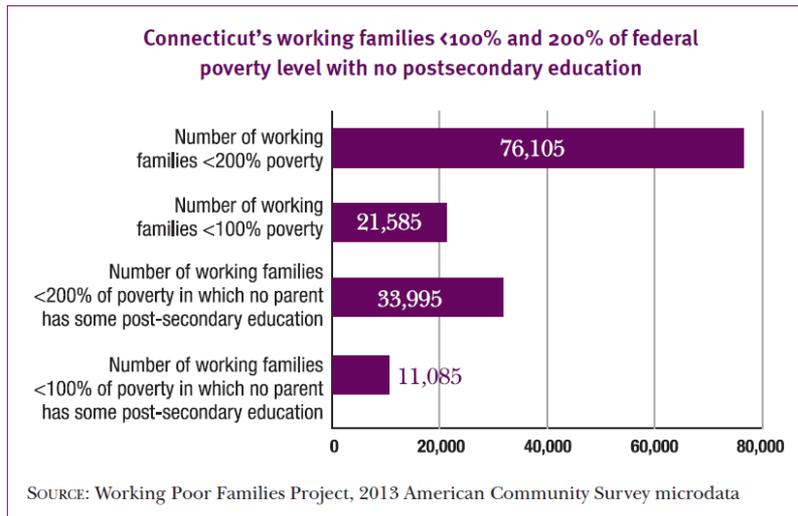


# A catalyst for reform: PA 12-40

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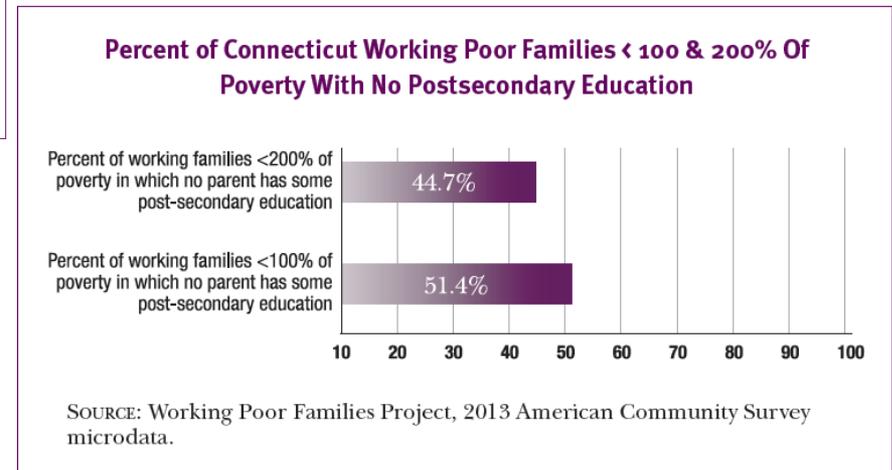
- Limited conventional remedial education to one semester of English, one semester of math.
- Creates three levels of remedial education:
  - **Embedded level courses:** credit bearing, college level courses with developmental support build in.
    - For students with some remedial needs (12<sup>th</sup> 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 10<sup>th</sup> 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

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- The reform has been tweaked a few times since it passed in 2012, adding fixes and changes.
- Transitional students -2014 fix: allows 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) – Middlesex had a prior pilot, as well.
  - 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: 2014 models

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Common objective: get students ready for credit bearing (embedded) 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)

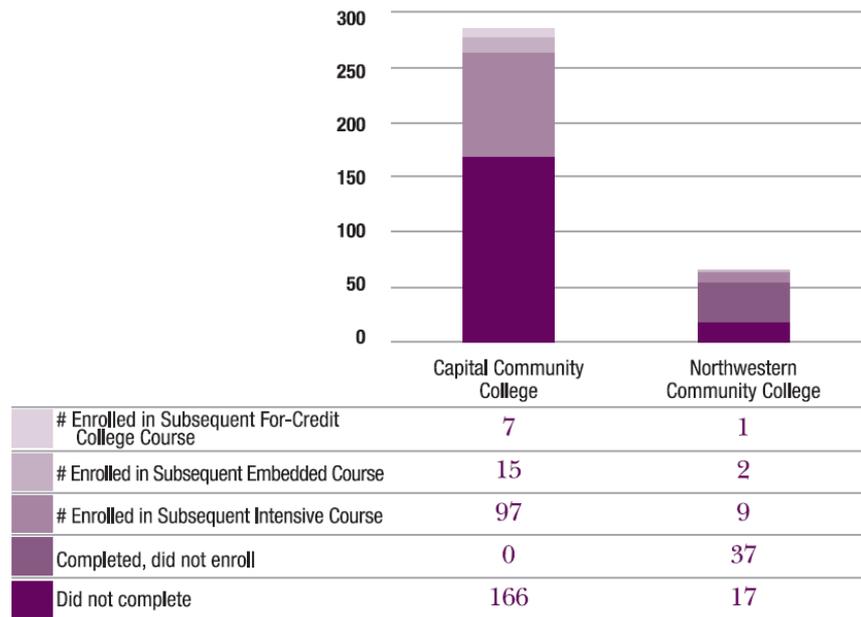
# Establishing partnerships

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- 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**

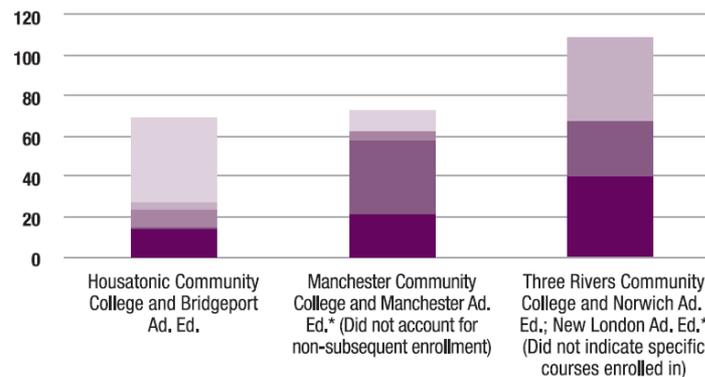


SOURCE: Fall 2014 Transitional Strategies Report, *Revised March 2, 2015*

- 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



# Enrolled in Subsequent For-Credit College Course	41	10	0
# Enrolled in Subsequent Embedded Course	4	0	41
# Enrolled in Subsequent Intensive Course	8	4	0
Completed, did not enroll	2	37	27
Did not complete	14	22	41

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.
- Middlesex pilot had good results (not pictured)
- Adult education partnerships have *slightly better results* (45% students go to credit bearing vs 39%).

# Transitional programs in 2015

## Current landscape (fall 2015):

- **Eight community colleges** were working in partnerships with adult education providers.
- **Sixteen adult education systems** were involved.
- There is **no complete data on enrollments** - From surveys:
  - **388** students in 2014-2015
  - **135** students in 2015-2016 (October)
- Rest of community colleges did not partner with adult education.

Community Colleges	Adult Education Systems
Asnuntuck	Enfield
Gateway	New Haven, East Haven ERACE
Housatonic	Stratford
Manchester	Manchester, VRABE
Middlesex	Middletown, Wallingford, Meriden
Northwestern	Ed Connection
Three Rivers	New London, Norwich
Tunxis	Bristol, Plainville, Farmington

# Transitional programs in 2015

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How do adult education providers rate the partnerships?

- Data from CAACE Survey
- A bit of a mixed bag, as cooperation levels remain uneven.
- Data remains incomplete, with not all providers reporting back.
- Five CC with at least one “very successful”
- Two CC with “somewhat successful”

Community Colleges	Success rating
Asnuntuck	Very Successful
Gateway	Very Successful / Unknown
Housatonic	Somewhat Successful
Manchester	Somewhat / Unknown
Middlesex	Very Successful
Northwestern	Very Successful
Three Rivers	Somewhat Successful
Tunxis	Very/ Somewhat

# Policy recommendations

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- 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

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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.

