

Citation List for Priority Student Populations Workgroup Best Practices Presentation

1. Acevedo, N. (2022, November). Navigators of Critical Reform: California Community College Counseling Faculty as Agents of Change in Implementing AB 705. UC Davis School of Education.
https://education.ucdavis.edu/sites/main/files/file-attachments/wheelhouse_research_brief_vol_7_n_5_v2.pdf

The "Better Together" report by the College Excellence Program emphasizes the need for postsecondary education and training in California's economy and highlights strategies for improving student access to support programs. It discusses the implementation of the AB 705 bill, which aims to increase the likelihood of students completing transfer-level math and English courses by reducing remedial courses. The report also underscores the importance of tailored student support, the advisory role of counselors, educator involvement in providing in-class support, and campus-wide collaboration to promote existing support services. These strategies are crucial for enhancing the educational success of priority student populations.

2. American Council on Education. (2021, February 5). Innovating Transfer: Regional Partnerships in Houston Guided Pathways to Success.
<https://www.higheredtoday.org/2021/02/05/innovating-transfer-regional-partnerships-houston-guided-pathways-success/>

The article "Innovating Transfer: Regional Partnerships and the Houston Guided Pathways to Success" highlights the effective use of regional partnerships in Houston to improve transfer and completion rates for community college students. By adopting practices from the Completion by Design (CCA) framework, such as enrolling students in at least 15 units per semester and ensuring they complete math and English requirements in their first year, the initiative aimed to streamline the academic journey. The creation of a regional transfer pipeline between two-year and four-year institutions, facilitated by data sharing for curricular alignment, addressed the issue of high enrollment but low transfer rates in Texas community colleges. The concept of meta-majors, which groups related degree programs into a single pathway, further supported students in their progress toward degree attainment.

3. California Competes. (2023, December). Adult Developmental Education: Redrawing the Starting Line. <https://californiacompetes.org/wp-content/uploads/2023/12/Adult-Dev-Ed-Redrawing-Starting-Line-Final.pdf>

The report "Adult Developmental Education: Redrawing the Starting Line" by California Competes emphasizes the importance of tailored program strategies to support adult learners in community colleges. Recognizing that adult learners, who make up 40% of community college students over the age of 25, have distinct needs compared to traditional students. The report suggests that colleges need to adapt to their unique lifestyles and academic trajectories. Adult learners often delay taking transferable English and Math courses, highlighting the need for changing requirements and support structures for these classes. By acknowledging the diverse backgrounds and experiences of adult learners, community colleges can create more inclusive and effective educational pathways.

4. College Excellence Program. (2020). *Better together: Why students need postsecondary education and training to succeed in the California economy*. American Talent Initiative. <https://americantalentinitiative.org/wp-content/uploads/2020/08/CEP-Better-Together-FINAL.HiRES.8.7.pdf>

The "Better Together" report by the College Excellence Program highlights the University of Michigan's effective use of community-based organization (CBO) partnerships to support priority student populations. The university's collaboration with CBOs, such as the Wolverine Pathways program, has been instrumental in providing access and support to students from underserved communities. These partnerships have enabled the university to offer tailored support services, mentorship opportunities, and scholarship programs, thereby enhancing the academic success and college readiness of students from diverse backgrounds. The University of Michigan's approach serves as a model for leveraging CBO partnerships to address the unique needs of priority student populations and promote educational equity.

5. Council for Adult and Experiential Learning. (n.d.). What Adult Learners Say You Can Do To Support Their Success. <https://www.cael.org/resouces/pathways-blog/what-adult-learners-say-you-can-do-to-support-their-success>

The article "What Adult Learners Say You Can Do To Support Their Success" from CAEL.org outlines strategies to support adult learners. Key recommendations include creating adult-friendly environments to reduce isolation, recognizing prior learning through credit for prior learning (CPL), offering flexible attendance

policies, providing mentorship from successful adult learners, and ensuring financial assistance. The article emphasizes the importance of non-punitive flexibility, community building, and making campuses places of guidance and support. Highlighting that even minimal scholarships can significantly help adult learners.

6. Education Week. (2024, January). Navigating Financial Assistance Can Be Tough. Not All Schools Offer Help. <https://www.edweek.org/teaching-learning/navigating-financial-assistance-can-be-tough-not-all-schools-offer-help/2024/01>

The article "Navigating Financial Assistance Can Be Tough. Not All Schools Offer Help" emphasizes the challenges students face in accessing financial assistance for college and the need for better support at the high school level. To improve college attendance and graduation rates, it's recommended to have more counselors trained in the FAFSA process. High schools and local colleges should collaborate to provide informational sessions, especially for first-generation college students and those from families on public assistance. Tools like Wyatt, an AI tool that assists with the FAFSA process, can also be beneficial. However, high schools often lack the resources and knowledge to provide adequate financial support. High schools can bridge this gap by connecting with community resources and working with nonprofits like College Access Fairfax to help students navigate the financial complexities of college and make well-informed decisions.

7. Ithaka S+R. (n.d.). Expanding Access and Opportunity Through Community-Based Organization-College Partnerships. <https://sr.ithaka.org/blog/expanding-access-and-opportunity-through-community-based-organization-college-partnerships/>

The article "Expanding Access and Opportunity Through Community-Based Organization-College Partnerships" presents a three-part framework for enhancing information access for priority student populations. This framework focuses on building strong partnerships between colleges and community-based organizations (CBOs). The first step is to initiate partnerships based on aligned priorities and a shared vision for success. The second step involves implementing these partnerships by prioritizing dedicated communication channels, points of contact, and collaboration opportunities. The final step is to continually improve these partnerships by using data and feedback to evaluate their effectiveness. Case studies from the University of Michigan and the University of Richmond are included to demonstrate the practical application of this framework.

8. Kirkwood Community College. (n.d.). University of Iowa Regional Center. Kirkwood Community College. <https://www.kirkwood.edu/explore/locations/uofi-regional>

The University of Iowa Regional Center, as detailed on Kirkwood Community College's website, is a collaborative initiative that exemplifies a successful regional partnership aimed at expanding educational access for students. The center provides high school students, including those from rural areas and underrepresented groups, with the opportunity to take college-level courses through dual enrollment. This initiative not only gives students a head start on their college education but also exposes them to a university environment, potentially easing their transition to higher education. Additionally, the center's focus on offering specialized courses aligns with workforce needs, thereby enhancing students' career readiness and contributing to local economic development.

9. Krupnick, M. (2023, April 14). Community College Baccalaureate Degrees are Key to Expanding College Access. EdSource. <https://edsources.org/2023/community-college-baccalaureate-degrees-are-key-to-expanding-college-access-panel-says/694380>

The article by Matt Krupnick in EdSource discusses the potential of community college baccalaureate programs to expand college access, especially for priority student populations (PSP) such as rural, low-income, and adult learners. These programs bring university-level education to communities that are traditionally underserved, offering degrees tailored to local needs, such as Fire Management in Quincy, which addresses specific regional challenges like the Dixie Fire. Urban students with established roots also benefit from these programs, as they provide an affordable option for those unable to relocate for university education. The community college baccalaureate programs do not impact enrollment at state universities but offer a more cost-effective alternative to private institutions. With the governor's goal of having 70% of the state's working adults attain a bachelor's degree by 2030, these programs are poised to thrive and support diverse groups, as demonstrated by a pilot program.

10. Lopez, S., & Schwartz, E. (2019, September 23). Supporting Postsecondary Access and Success for Rural Students. American Talent Initiative. <https://americantalentinitiative.org/supporting-postsecondary-access-and-success-for-rural-students/>

The American Talent Initiative's article emphasizes the importance of tailored program strategies to support postsecondary access and success for rural students. Addressing the unique challenges faced by rural and first-generation college students, the article suggests having dedicated staff for one-on-one support. Programs like Montana 10 provide targeted academic, social, and financial support, addressing specific issues such as understanding financial aid qualifications for families with farm assets or off-grid living. Rural students often face education deserts, with colleges located far away, and could be underprepared in subjects like math and science. Additionally, college calendars may not align with rural job seasons, such as harvesting and firefighting. Montana 10 offers comprehensive support, including advising, career planning, textbook assistance, and scholarships, requiring full-time enrollment and regular staff meetings to keep students on track.

11. Marcus, J. (2021, March 11). *Five Community Colleges Tweak Their Offerings to Match the Local Job Market*. The Hechinger Report. <https://hechingerreport.org/five-community-colleges-tweak-their-offerings-to-match-the-local-job-market/>

The article by Jon Marcus in The Hechinger Report highlights the importance of community colleges partnering with local employers to tailor their program offerings to the current workforce needs, particularly in rural areas. This collaboration can shape regional economies and provide rural students with valuable 'earn and learn' opportunities, allowing them to gain real-world experience while attending school part-time. The article cites an example from Ohio, where a community college adapted its programs to meet labor market demands after the manufacturing industry collapsed in the 90s, working with 80 employers to develop new programs and degrees. This approach not only meets community needs but also builds a pipeline of workers for local employers, demonstrating how community colleges can play a pivotal role in both educating students and supporting the local economy.

12. Riddell, R. (2017, March 16). *Colleges Laud Benefits of K-12 Partnerships*. Community College Daily. <https://www.ccdaily.com/2017/03/colleges-laud-benefits-of-k-12-partnerships/>

The article by Rick Riddell in Community College Daily emphasizes the benefits of K-12 partnerships through regional centers. The centers provide high school students with access to career and technical education or dual enrollment courses, offering a college-like experience. These programs, funded by school districts, help remove financial barriers to higher education, especially for low-income students.

With 70% of new jobs requiring post-secondary education, regional centers play a crucial role in preparing students for the workforce by allowing them to explore specialized courses without straining high school resources. The initiative also supports adult learners and aims to pool communal education resources for a more efficient learning experience.

13. Talent Hubs. (2023, November 28). Jamie Spielmann, North State Together - A Talent Hub Profile. <https://talenthubs.org/2023/11/28/jamie-spielmann-north-state-together-a-talent-hub-profile/>

The article on TalentHubs.org profiles Jamie Spielmann and the North State Together initiative, a talent hub aimed at improving educational outcomes in Northern California. The initiative focuses on creating a seamless education pipeline from early childhood through postsecondary education and into the workforce. North State Together collaborates with various community partners, including schools, colleges, and local organizations, to address challenges such as college readiness, access to higher education, and workforce development. The goal is to foster a culture of educational success and economic growth in the region, with a particular emphasis on supporting priority student populations and rural communities.

14. The Aspen Institute College Excellence Program. (n.d.). Realizing the Promise of Mutually Beneficial Partnerships Between Community-Based Organizations and Colleges. <https://highered.aspeninstitute.org/idea/realizing-the-promise-of-mutually-beneficial-partnerships-between-community-based-organizations-and-colleges/>

The Aspen Institute's article highlights the potential of partnerships between community-based organizations (CBO) and colleges in supporting priority student populations (PSP). These collaborations can offer tailored events, like financial education workshops, to meet the specific needs of PSP groups. CBOs play a crucial role in bridging gaps that high school counselors may not be able to cover, contributing to the reduction of educational attainment disparities. For these partnerships to thrive, it's essential to have aligned visions between the CBO and college, prioritize ongoing communication to identify student needs, and continuously evaluate the effectiveness of the collaboration, adjusting as needed to ensure student success.