**U.S. Department of Education**

**Scaling the Community College Summits: Challenges, Solutions, and Commitments**

# Scaling the Community College Summits: Challenges, Solutions, and Commitments

## U.S. Department of Education
## Office of Vocational and Adult Education

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**U.S. Department of Education**
Arne Duncan
*Secretary of Education*

**Office of Vocational and Adult Education**
Brenda Dann-Messier
*Assistant Secretary*

# ACKNOWLEDGEMENTS

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# BACKGROUND

**Starting Point.** In October 2010, President Obama and second lady Jill Biden convened the first White House Summit on Community Colleges (White House Summit; Summit) to highlight the growing role community colleges must play in preparing students for success in the 21st century knowledge economy and society.  The Summit brought federal policymakers at the highest levels together with key community college constituent groups—trustees, college presidents, administrators, faculty, students, major associations, employers, foundations and industry leaders.  This historic Summit elevated community colleges to a new level of national importance and attention.

**Expanding the Conversation.** The White House Summit was just the beginning of an ongoing conversation and commitment to support community colleges.  In an effort to expand the reach of the White House Summit, four regional community college summits were planned by the U.S. Department of Education (Department) in collaboration with the office of Jill Biden, the American Association of Community Colleges, the Association of Community Colleges Trustees, and Skills for America's Future.  These regional summits were held between February and April 2011.  The regional summits allowed more colleges to participate in discussions that focused on institutional-level action.  Local and regional subject matter experts, employers, and foundations provided an opportunity for regional colleges to network and share ideas.  This report summarizes those four summit meetings.

Over 800 leaders from 45 states participated in the summits.  In addition, the regional summits highlighted the role of foundations and philanthropic organizations, as well as business and industry, in supporting community colleges and their students.  Topical breakout sessions focused on critical issues confronting community colleges: college affordability, transitioning to and through community college and the workforce, developmental education; college completion plans, business and community college partnerships, and serving military veterans and their families.

**Research Issues.**  The Department also planned a capstone event, the Community College Virtual Symposium.  This event was available in the form of a webinar, with prominent researchers sharing research-based findings and recommendations on themes that emerged from the regional community college summits.  The Department supported the development of a series of issue briefs focused on two overarching topics—low rates of persistence and completion, and lack of alignment between college programs and workforce expectations.  The two-and-a-half-hour webinar was broadcast from Montgomery College, in Silver Spring, Md.,

and reached over 1,200 community college state and institutional leaders.  Topics included: promoting college and career readiness; bridge programs for low-skilled adults; aligning secondary and postsecondary career and technical education; connecting curriculum, assessment, and treatment for developmental education; and employer engagement regarding integrating industry-driven competencies in education and training.

## SUMMARY OF THE REGIONAL SUMMITS

This report summarizes the discussions of the participants at the four regional summits.  The report is organized around the critical issues that confront community colleges in preparing students for success in the 21st century and includes the participants' suggestions for addressing these issues.  Links to information on the White House Summit and the Community College Virtual Symposium can be found at http://www.ed.gov/ovae.  The report concludes with a brief section on moving forward.

## Transitioning to and Through Community Colleges and the Workforce

During the regional summits, participants identified challenges faced by institutions that are seeking to improve student transitions to and through community colleges.  Summit participants noted that many adult learners have never attended college or attended a long time ago, or are first-generation college students who do not have a familiarity with college and have difficulty negotiating their way through campus.  Further, many adult learners face challenges balancing college attendance and costs, full-time employment, and parenting.  The result is that many such students have trouble completing educational programs and staying continuously enrolled.

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Summit participants commented that a combination of students' lack of awareness of career-oriented programs, and, in some instances, the stigma associated with them, presents special challenges to participation.  Summit participants also noted that many adult learners are enrolled in non-credit programs that do not articulate or matriculate to credit programs.  Participants thought that more adult learners should be encouraged to earn degrees and certificates.

Several participants noted the challenge of providing sufficient  counseling to help students move efficiently through the education system, to ensure that students take the right sequence of courses, and to help students select programs that fit their personal goals.  Some participants stressed the need to transform counseling at the secondary school level to bring about a college-going culture. Further, participants observed that students rarely develop strong connections to their faculty where they might receive important guidance, particularly for commuter students who are not socially connected to a campus.

Finally, summit participants stated that students do not have access to good quality diagnostic tests so that they know their own strengths and weaknesses, what courses to take, and what to expect.  Participants commented that some students do not approach the test taking seriously. Participants stressed that tests should show students what specific skills students are missing, keyed to the academic programs in which they wish to enroll.  Participants further commented that such tests should be made available to all students.

## *Recommendations*

Summit participants identified several recommendations for improving student transitions to and through community colleges:

- Begin providing quality career coaching and counseling to students at lower grades.

- Transform counseling in secondary schools to help bring about a college-going culture.

- Use intrusive or directive counseling approaches to ensure that students take the right sequence of classes.

- Build office time and other forms of campus involvement into the lives of adjunct faculty.  Thus, adjunct faculty may develop closer relationships with students and the institution.

- Implement a public awareness campaign focusing on the value of career and technical education, career-oriented education, and community colleges.

- Develop effective strategies designed to help unemployed adults make the transition to community colleges.

- Encourage adult learners to enroll in programs, rather than individual courses, and orient adults regarding the cost of a program and how much they can expect to earn after graduation from that program.

- Look at programs, such as Breaking Through, that fund community colleges with adult education programs designed to successfully transition adults to postsecondary programs.

- Replace the Department of Labor statistical category "some college" with certificate and other programs, where appropriate. This may allow the higher earning potential of such programs to be revealed through statistics.

- Study and make public data regarding return on taxpayer investments in community colleges.


# Exemplary Transfer Practices

Summit participants discussed the challenge of improving the transfer of credits between community colleges and four-year institutions. Some participants observed that it can be overly burdensome to match course requirements between institutions. Participants also observed that both entering and continuing students often do not have the information and awareness to ensure efficient progress-to-degree through multiple institutions. Summit participants stated that many institutions do not communicate their program entry requirements to secondary programs at their feeder high schools.

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Summit participants further believed that systemwide changes to improve credit transfer are hard to enact because good models for systemic change are not readily available. For example, participants noted that there are few clear state policy models that may be adopted, forcing states to work out de novo many complex policies and procedures.

## *Recommendations*

Summit participants shared the following ideas for addressing the challenges with transfer practices:

- Develop statewide course-to-course articulation agreements.

- Develop a state articulation office comprised of K–12, community colleges and four-year universities to forge a seamless system.

- Align programs that span secondary education, two-year community college programs, to four-year university programs.

- Develop assessments for prior learning along with competency-based models.

- Develop fast-track transfer programs that build in block scheduling. (Block scheduling can work well for many students by giving them longer periods of time in fewer classes each day.)

- Develop a guaranteed transfer program that all community college students can complete and be assured a space at a public four-year university.

- Provide financial incentives for students who make progress and complete a degree or certificate program.

- Develop credit-transfer models that describe state policies to help encourage good practices at institutions.

- Develop a "transfer academy" that provides full orientation to higher education, including student finances, career planning, and academic planning.

- Develop rigorous testing programs that bring about close correspondence between foundation courses and the knowledge and aptitudes required. Allow students to test out of requirements at new institutions if they cannot bring the credits with them.

- Develop a national system of e-transcripts, linking course titles with catalog descriptions and other information necessary to assess the content and rigor of courses.

- Develop common course numbering systems at the state level.

## Developmental Education

Regional summit participants observed critical shortcomings in most developmental education programs. For example, participants observed that many college faculties are not prepared for the demands of students with developmental education needs. Summit participants also noted that programs are often structured rigidly, moving students at the

> *Many college faculties are not prepared for the demands of students with developmental education needs.*

same pace so that students get little time to work on personal learning issues.  Further, students are often kept in lengthy developmental sequences when they are missing just one element of a foundational competency.  Finally, summit participants stated that students often fall behind without anyone noticing until the student fails the course.

## *Recommendations*

Summit participants proposed the following ideas for improving developmental education programs:

- Certify faculty to teach developmental education courses.

- Develop a quality regimen for testing students combined with strategic application of tutoring.

- Consider peer tutoring.

- Build intensive summer courses to repeat curriculum, as necessary.  Such programs can be built out of short, well-focused modules.

- Utilize hybrid courses, tutoring, and other innovative classroom practices to assure student fundamentals are attained.

- Allow students to take the time they need to correct fallacious understandings, to unlearn their mistakes, and to understand correctly.

- Develop an early warning system to catch students who are falling behind academically before it is too late.

- Modularize developmental education programs so the students can focus on what they need the most.

- Find ways to socially integrate students enrolled in developmental education programs by integrating the curriculum, learning opportunities, and the social world of all students.

- Retain the same instructor for students over a number of courses in the remedial curriculum.  Students also may be scheduled to attend classes as a group so that they remain together throughout the duration of the program, improving student social integration and support.

- Redesign developmental skills courses to accelerate student course completion.

# College Affordability

Participants at the regional summits discussed how financial challenges force students to miss opportunities to learn.  For example, while internships can be critical for instilling the necessary ethics, work values, and soft competencies needed to succeed, many students cannot afford to spend time in low- or no-pay internships.  Further, participants noted that postsecondary finance systems are set up for baccalaureate-and-above institutions.  The result is that institutional student financial aid policies do not conform to the needs of community colleges and their students.

> *Institutional student financial aid policies do not conform to the needs of community colleges and their students.*

## *Recommendations*

Summit participants offered the following suggestions on how to confront affordability challenges:

- Finance mandatory tutors and tutoring programs through "billback" programs.

- Provide financial assistance at the federal level for students attending summer school.

- Improve the availability of financial aid for students in career and technical education certificate programs in which courses last less than a standard semester.

- Promote dual enrollment programs as a cost savings program for school districts and community colleges.

- Provide students intensive financial counseling so that they understand their employment prospects and understand how much debt burden would be manageable.

- Use financial aid to encourage students to complete full programs, e.g., lock-in tuitions for entering students who commit to a degree or certificate program.

- Give students who cannot afford internships alternate programs that capture some of the benefits of internships.

- Create opportunities for faculty and students to safely discuss classroom practices with the goal of helping faculty adjust their approaches to assisting students with challenging schedules and home lives.

# Special Focus: Business and Industry Engagement

Summit participants discussed ways that engagement between community colleges and business and industry fail to have the desired impact. For example, both sides often rely upon workforce investment boards, which are frequently ineffective. Participants also noted that commitments between businesses and community college programs are often partial and transitory because of the lack of involvement by trustees and others within the institutional community. Participants additionally noted that strong accountability arrangements between all involved in a partnership will drive clear understandings deeper into each business and institution. Participants further pointed out that community colleges must promote an internal understanding of the business culture when partnering with business and industry.

> *Commitments between businesses and community college programs are often partial and transitory because of the lack of involvement by trustees and others within the institutional community.*

Participants discussed important insights into work and careers that students achieve when engaging with employers, which are otherwise easily missed. For example, students do not understand the competencies they will need for long-term employment. Further, for success in the labor market, students must complete whole programs, not just take a few courses. Participants thought that students often miss valuable experiences if they are not involved with businesses through career-oriented community college programs.

## *Recommendations*

Summit participants shared the following ideas on how to approach such challenges.

- Host meetings with business and industry to understand their needs and to implement solutions to address those challenges.

- Reinforce public-private partnerships between community colleges and businesses by formal written agreements that involve the college presidents.

- Engage business and industry in curriculum development and redesign that is academically challenging and also meets the needs of employers and industry.

- Include externship opportunities for faculty, which should assure deeper understandings on the part of faculty.

- Utilize rigorous programs of study to involve students in programs mapped to careers, as is done in career and technical education programs.

- Assure, through the Department of Labor, that workforce investment boards are rigorous about aligning academic programs with the needs of business.

- Provide adjunct positions to industry experts to teach at community colleges. Such positions may have relaxed academic requirements for adjunct faculty who have strong industry experience.

- Make sure that faculty members are up-to-date with the industry certifications necessary to teach their students.

- Expand the circle of close engagement with business and industry to include trustees, faculty, and others within the institution.

## Special Focus: Serving Military Veterans and Their Families

Summit participants discussed the particular needs of service families; for example, participants routinely observed that service members and military families are not fully aware of their educational benefits. Further, many have competencies and prior learning experience from the military that are often not counted for credit. Summit participants stated that service members and military families often require special support services to understand the system and successfully transition to college. Participants noted that tuition support is an issue, i.e., the Veterans Administration provides funding for credit courses but not for noncredit. Finally, participants noted that many faculty and staff are ill-prepared to work with the special needs of veterans and their families.

> *Service members and military families often require special support services to understand the system and successfully transition to college.*

### Recommendations

Summit participants proposed a number of ideas to solve key challenges for veterans and their families.

- Provide more professional development for college faculty and staff to help them address the special needs of military families.

- Work with the Department of Defense to evaluate learning and award college credit across a broad range of military specialties.

- Establish a Family Readiness Group (FRG) on community college campuses, following the military model.

- Establish veterans groups on campuses to provide support; find other ways to ensure that veterans have a place to be together on campus and build community. For example, campuses could create one-stop centers that offer assessment, coaching, and job placement assistance.

- Provide information targeted at veterans and service members about the community college system, such education benefits as the GI bill, and other benefits.

- Be flexible in how courses are offered, e.g., Coastline Community College (Fountain Valley, Calif.) offers eight 12-week courses five times per year.

# Special Focus: The Role of Foundations in Advancing the Work of Community Colleges

A number of education-oriented foundations also participated in the summits. The strategic use of foundation support was discussed as a special focus over the course of the regional summits.

## *Recommendations*

Across the various summits, participants offered observations on how foundations can play an important role in building support for community colleges, enhancing their success.

- Foundations cannot make up for the loss of funding at the state and local level. Foundation funding must be strategically utilized, and is never, in any case, permanent.

- Foundations can be levers of change and encourage community colleges to experiment and try new approaches to teaching and learning. For example, the nonprofit Achieving the Dream funded by the Lumina Foundation, drives change in developmental education programs.

- Foundations are not monolithic. National foundations like Lumina and the Bill & Melinda Gates Foundation will have different funding priorities than regional and community foundations.  Often foundations will partner to fund different parts of an initiative to leverage each others' resources.

- Foundations can encourage statewide systems to coordinate and break down silos that may exist within and among the states.  For example, Shifting Gears funded by The Joyce Foundation, encourages states to work with community colleges to support college attendance for adult learners.

- Community colleges succeed better when they research the funding priorities and current programmatic objectives of foundations before making a proposal for funding. Further, applicants gain credibility when their proposal demonstrates pre-existing partnerships and collaborations with other critical partners, such as elementary and secondary schools, nonprofits, and employers.

# Moving Forward

One of the most important lessons from the White House Summit and the four community college regional summits is the importance of partnerships.  Participants at these events agreed that leaders at all levels, and from all stakeholder groups, must continue to work together if we are to meet the president's 2020 college completion goal.  Federal agencies and national leadership-partners have already taken the following actions to foster partnerships and support community colleges:

- A $2 billion investment over the next four years was announced on Jan. 20, 2011, by Secretary of Labor Hilda Solis.  The Department of Labor, in partnership with the Department of Education, has awarded grants under the Trade Adjustment Assistance Community College and Career Training (TAACCCT) program. http://www.doleta.gov/taaccct/TAACCCT_One_Pagers_All.pdf

- The formation of Skills for America's Future will create strategic partnerships between community colleges with employers and industry groups. Skills for America's Future would operate as a nonprofit organization out of the Aspen Institute.

- The creation of the Aspen Prize for Community College Excellence will raise the profile of innovative practices through a competitive process to award $1 million dollars to a community college that exemplifies excellence in meeting the 2020 college completion goal.

- *The* Veteran's Administration VetSuccess Program offers disabled veterans counseling, training, education and other services needed to prepare for, find, and keep   suitable jobs. http://vetsuccess.gov

- In addition, the Department of Education has a number of activities planned and underway to sustain the momentum generated through the summits.  ED will be highlighting evidence-based practices that bolster the quality of a community college education while increasing retention, persistence, and program completion.

The Department is in the process of cataloging and sharing noteworthy state efforts in such areas  as performance-based funding, transfer and articulation, outreach to adults with some college but no degree, college and career alignment, affordability, learning outcomes, and efficiency and productivity (areas touched on in the Department's College Completion Toolkit; http://www.ed.gov/college-completion/governing-win).

The Department has also developed a number of state indicators using data from the Integrated Postsecondary Education Data System (IPEDS) that will be added to the Department's data dashboard. These include the number of science, technology, engineering, mathematics (STEM) degrees awarded, number of teaching degrees awarded, and certificates and degrees awarded per full-time-equivalent student. The link to the current dashboard is: dashboard.ed.gov/dashboard.aspx.

Finally, the Department of Education will continue to work collaboratively in areas in addition to those outlined directly above with federal agencies, associations, and foundations in an effort to support community colleges.

# Appendix A

## REGIONAL HOST INSTITUTIONS AND STATES THAT PARTICIPATED IN EACH SUMMIT

**Community College of Philadelphia**
**Feb. 28, 2011**
**Theme: Exemplary Practices in Transitioning Adult Learners to Community Colleges and the Workplace**

- Connecticut
- Delaware
- District of Columbia
- Maine
- Maryland
- Massachusetts
- New Jersey
- New York
- North Carolina
- Pennsylvania
- Rhode Island
- South Carolina
- Vermont
- Virginia
- West Virginia

**Lone Star College, University Park, Houston**
**March 9, 2011**
**Theme: Exemplary Transfer Practices**

- Alabama
- Arkansas
- Texas
- Oklahoma
- Louisiana
- Arkansas
- Florida
- Georgia
- Kentucky
- Mississippi
- New Mexico

**Ivy Tech Community College, Indianapolis**
**March 23, 2011**
**Theme: Exemplary Practices in Community College Partnerships With Business and Industry**

- Illinois
- Indiana
- Iowa
- Kansas

- Kentucky
- Michigan
- Minnesota
- Missouri

- Nebraska
- Ohio
- Tennessee
- Wisconsin

**San Diego City College, San Diego**
**April 15, 2011**
**Theme: Exemplary Practices in Serving Military Veterans and Their Families**

- Alaska
- Arizona
- California
- Colorado

- Idaho
- Montana
- Nevada
- Oregon

- Utah
- Washington
- Wyoming

# Appendix B
# COMMUNITY COLLEGE REGIONAL SUMMITS:  SELECTED RESOURCES BY TOPIC

*Please note that this is a sampling of programs and resources discussed at the regional summits and not an exhaustive list.  The inclusion of these links should not be considered an endorsement by the Department of Education.*

**Transitions/Transfer**

- Shifting Gears, Joyce Foundation
   http://www.shifting-gears.org

- Breaking Through, Jobs for the Future
   http://www.jff.org/projects/current/workforce/breaking-through/20

- Accelerating Opportunity, Jobs for the Future
   http://www.acceleratingopportunity.org

- Achieving the Dream, the Lumina Foundation
   http://www.achievingthedream.org

- P. Callan (2010).  National Center for Public Policy and Higher Education. White House Summit on Community Colleges Conference Paper, *Issue Brief: Transfer Policy*
   http://www2.ed.gov/PDFDocs/college-completion/10-issue-brief.pdf

- Center for Law and Social Policy (2010). *Funding Career Pathways and Career Pathway Bridges: A Federal Policy Toolkit for States*. Washington, DC: Author.
   http://www.clasp.org/admin/site/publications/files/FundingCareerPathwaysFederalPolicyToolkitforStates.pdf

- C. Mazzeo, B. Roberts, C. Spence, & J. Strawn (2006). *Working Together: Aligning State Systems and Policies for Individual and Regional Prosperity*. New York: Workforce Strategy Center.
   http://www.eric.ed.gov/PDFS/ED496996.pdf

- J. Alssid, B. Gruber, D. Jenkins, C. Mazzeo, B. Roberts, & R. Stanback-Stroud (2002). *Building a Career Pathways System: Promising Practices in Community College-Centered Workforce Development*. New York: Workforce Strategy Center.
   http://www.workforcestrategy.org/images/pdfs/publications/Career_Pathways.pdf

- L. Jacobson, & C. Mokher (2009). *Pathways to Boosting the Earnings of Low-Income Students by Increasing Their Educational Attainment*. Washington, DC: Hudson Institute, Center for Employment Policy.
  http://www.hudson.org/files/publications/Pathways%20to%20Boosting.pdf

**Developmental Education**

- Accelerated Learning Project, Community College of Baltimore County
  http://www.ccbcmd.edu

- FastStart, Community College of Denver
  http://www.ccd.edu/ccd.nsf/html/WEBB87UAA8-FastStart+at+CCD

- *Accelerating the Academic Achievement of Students Referred to Developmental Education* (CCRC Brief No. 55)
  http://ccrc.tc.columbia.edu/Collection.asp?cid=20

- T. Bailey & C. Sung-Woo (2011). Community College Research Center. White House Summit on Community Colleges Conference Paper, *Developmental Education in Community Colleges*
  http://www2.ed.gov/PDFDocs/college-completion/07-developmental-education-in-community-colleges.pdf

- T. Bailey (2009). Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College. *New Directions for Community Colleges*, (145), 11–30.

**Business/Community College Partnerships**

- L. Soares (2010). Center for American Progress. White House Summit on Community Colleges Conference Paper, *Community College and Industry Partnerships*
  http://www.aacc.nche.edu/AboutCC/whsummit

- United Parcel Service (UPS) Earn & Learn Program
  https://ups.managehr.com/EarnandLearnPRogram.htm

- M. J. Amey, P. L. Eddy , & C. C. Ozaki (2007). Demands for Partnership and Collaboration in Higher Education: A Model. *New Directions for Community Colleges,* (139), 5–14.
  http://communitycollegeoverview.wmwikis.net/file/view/Partnership+and+Collaboration+in+Higher+Education.pdf

- Business Champions. (2010). *How to Create High-Impact Partnerships forJjobs and Economic Vitality in the U.S. A Call to Action for Employers and Community College Boards.* A Brief to the White House Summit on Community Colleges. Denver: Author.

- Connecting Education and Work. (2009).  The Joyce Foundation: Shifting Gears: http://www.shifting-gears.org/building-education-and-training-pathways/55-creating-college-and-career-pathways.html

- D. Gruber, (2000). *We're Education...You're Semiconductors. Improving Worker Skills Through Employer-Community College Partnerships*.  Philadelphia: Public/Private Ventures.
http://www.eric.ed.gov/PDFS/ED438463.pdf

**Completion Goals**

- N. Johnson, HCM Strategists, Three Policies to Reduce Time to Degree:  Resource Kit for Complete College America (February 2011)/Complete College America http://www.completecollege.org/resources_and_reports

- Compete to Complete – The National Governor's Association, http://www.subnet.nga.org/ci/1011

- A Working Model for Student Success:  The Tennessee Technology Centers, John Hoops, FutureWorks, for Complete College America (June, 2010) http://www.completecollege.org/docs/Tennessee%20Technology%20Centers-%20A%20Preliminary%20Case%20Study%281%29.pdf

- T. Sugar (2010).  Complete College America. White House Summit on Community Colleges Conference Paper, *Boosting College Completion at Community Colleges: Time, Choice, Structure and the Significant Role of States* http://www2.ed.gov/PDFDocs/college-completion/05-boosting-college-completion-at-community-colleges.pdf

- T. Bailey, (Forthcoming 2011). Can community colleges achieve ambitious graduation goals? In M. Schneider & A. Kelly (Eds.), *Degrees of Difficulty: Can American Higher Education Regain Its Edge?* Washington, DC: American Enterprise Institute.

**College Affordability**

- The College Board, *The Financial Aid Challenge: Successful Practices That Address the Underutilization of Financial Aid in Community Colleges*

http://advocacy.collegeboard.org/sites/default/files/10b_1790_FAFSA_Exec_Report_WEB_100517.pdf

- B. Long (2010).  Harvard Graduate School of Education. White House Summit on Community Colleges Conference Paper, *Financial Aid:  A Key to Community College Student Success*
http://www2.ed.gov/PDFDocs/college-completion/08-financial-aid.pdf

- S. Baum, K. Payea, & D. Cardenas-Elliott (2011). *Trends in student aid 2010*. New York, NY: College Board.
http://advocacy.collegeboard.org/sites/default/files/2010_Student_Aid_Final_Web.pdf

- E. P. Bettinger (2004). How Financial Aid Affects Persistence. In C. M. Hoxby (Ed.), *College Choices: The Economics of Where to Go, When to Go, and How to Pay for It* (pp. 207–238). Chicago, IL: University of Chicago Press.
http://www.nber.org/chapters/c10101.pdf

**Serving Military Veterans and Their Families**

- Maricopa Community College East Valley Veterans Education Center
http://www.evvec.org

- Coastline Community College Military Programs
http://military.coastline.edu

- California Troops to College Program
http://www.cccco.edu/SystemOffice/Divisions/StudentServices/TroopstoCollege/tabid/660/Default.aspx

- K. M. Snead and A. Baridon (2010).  Servicemembers Opportunity Colleges.  White House Summit on Community Colleges Conference Paper, *Community College Support and Engagement of Servicemembers, Veterans, and Military Families*
http://www2.ed.gov/PDFDocs/college-completion/12-community-college-support-and-engagement.pdf

- The Department of Veterans Affairs Educational Benefits site
http://www.gibill.va.gov

- The Department of Veterans Affairs Vetsuccess program
http://www.vetsuccess.gov

**Scaling Success**

- Scaling Community College Interventions, Achieving the Dream & Public Agenda Cutting Edge Series
  http://www.publicagenda.org/files/pdf/CuttingEdge2.pdf

- J.Quint, D. C.Byndloss, H. Collado, A.Gardenhire, A.Magazinnik, G. Orr, R. Welbeck, and S. S. Jaggars (2011). *Scaling Up Is Hard to Do: Progress and Challenges During the First Year of Achieving the Dream Developmental Education Initiative*. New York: MDRC.
  http://www.mdrc.org/publications/595/overview.html

- C. E. Coburn (2003). Rethinking Scale: Moving Beyond Numbers to Deep and Lasting Change. *Educational Researcher*, 32(6), 3.
  http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=EJ676857&ERICExtSearch_SearchType_0=no&accno=EJ676857

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