

Dear Colleagues,

Greetings from the [Center for Applied Research in Postsecondary Education \(CARPE\)](#) at the [American Institutes for Research® \(AIR®\)](#). We hope your fall is off to a great start! Help get yourself into “back to school” mode by checking out these exciting new postsecondary projects, publications, and resources:

[New Report: Enhancing Workforce Readiness: The Role of Community Colleges](#)

AIR collaborated with the Strada Education Foundation to review existing literature and interview leaders from three sectoral programs—Per Scholas, Year Up, and Project QUEST—all of which have had positive impacts on participants’ education, employment, and earnings. The study focused on identifying similarities and variations in the implementation of these programs to explore how their strategies could be adapted within community college settings. Learn more about the project [here](#) and read the report [here](#).

[New Recommendations: Building Strong Partnerships between Employers and Community Colleges](#)

AIR recently published two sets of recommendations on how to build successful employer-community college partnerships. The [first set of recommendations](#) comprises tips from community colleges for other community colleges. The [second set of recommendations](#) offers advice from employers for other employers. These briefs are part of a [larger project](#) on industry-led public-private partnerships with colleges.

[New Report and Blog: Supporting Black, Hispanic, and Native American Adult Learners](#)

AIR partnered with Lumina Foundation to aid postsecondary leaders in developing programs that better support Black, Hispanic, and Native American adult learners. The latest [blog post](#) highlights an early stage of the study, which reviewed institutional websites and explored how leaders can design sites that promote enrollment for adult learners. Additionally, a recent [report](#) provides a framework that institutions can implement on their websites to enhance their service and communication with adult learners. More information about the study can be found [here](#).

[New Reports: Post-9/11 GI Bill Student Outcomes by Institution Type](#)

AIR, with staff from the U.S. Department of Veterans Affairs and the U.S. Census Bureau, recently released a [second](#) and [third](#) report that examine how veterans’ educational and workforce outcomes vary depending on where they used their Post-9/11 GI Bill (PGIB) benefits (i.e., at a nonprofit, for-profit, public, or public flagship institution). Relevant to short-term Pell discussions, the [second](#) report also looks at veterans’ use of PGIB benefits for nondegree programs and their earnings outcomes.

[New Journal Article: Corequisite Remediation for Latino Students](#)

AIR’s [Vanessa Coca](#) coauthored a [recent article](#) in *The Journal of Higher Education* on how corequisites can support improved academic success and potentially address gaps between Latino and non-Latino students in early college course completion. The findings indicate that making corequisite classrooms more inclusive and promoting widespread student participation can lead to increased engagement in discussions among Latino students. This article is related to a [past project](#) as well as a [broader set of studies](#) carried out under the Institute of Education Sciences’ College Completion Network led by AIR.

[New Brief: The Impact of Early Colleges](#)

Under a grant from the Institute of Education Sciences, AIR recently assessed the impact of Early Colleges on degree completion, workforce, financial, and other outcomes up to 14 years after students expected high school graduation. The study found that 10 years after the expected high school graduation, there were no significant effects on earning bachelor’s or advanced degrees, though differences in associate degree attainment remained notable. Check out this [interactive brief](#) to learn more about AIR’s research on Early Colleges.

[New E-Digest: Mental Health and Well-Being in Higher Education](#)

The National Center on Safe Supportive Learning Environments (NCSSE), operated by AIR, released a new e-digest on how to support the mental health and well-being of students, faculty, and staff at higher education institutions. This latest issue includes resources that can help college administrators, faculty, and staff foster a campus culture that supports students and staff. Check out the e-digest [here](#) and join NCSSE’s email list [here](#) to receive future updates.

[New Radio Interview: The Value of a Technical Education in 2024](#)

AIR’s Principal Researcher, [Kathy Hughes](#) was recently interviewed on National Public Radio. She discussed her work on career and technical education (CTE), emphasizing the value of technical education and the importance of choosing technical career paths. You can listen to the full interview [here](#).

[New Fireside Chat: Prioritizing Strategic Data Use for Social Mobility](#)

The Higher Ed Equity network highlighted its recent [case study](#) by hosting a fireside chat with institutional leaders on the opportunities and challenges in using data to enhance Black, Latino/a/x, and Indigenous postsecondary students’ socioeconomic outcomes. AIR’s [Alexandria Radford](#) led the chat. Listen to the full conversation [here](#).

Stay in touch and spread the word about CARPE:

- Forward this newsletter to your partners and colleagues.
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Sincerely,
Alexandria



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