Scaling Up Is Hard to Do

Progress and Challenges During the First Year of the Achieving the Dream Developmental Education Initiative

MDRC

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Overview

Community colleges across the country are seeking ways to help students to progress through developmental (remedial) education more quickly and successfully (or bypass it altogether), as well as to scale up apparently effective developmental education reforms to reach more students. In 2009, the Bill and Melinda Gates Foundation and Lumina Foundation for Education funded the Developmental Education Initiative (DEI) to expand developmental education interventions in 15 community colleges participating in Achieving the Dream, a multiyear national effort to change community colleges' culture and practices to help more students succeed. The 15 colleges were selected through a competition, with each college slated to receive a grant of some $750,000 over a three-year period. This, the first of two MDRC research reports on the DEI, examines the initiative's implementation during the 2009-2010 academic year, the first year of the grant; it focuses on 44 strategies that the 15 schools designated as their key, or "focal," strategies.

The researchers found that the colleges made progress — in some cases hard-won — in implementing reform strategies in four key areas:

- Changes in curriculum and instruction
- Academic and student supports
- Institutionwide policy changes
- Precollege interventions

The Request for Proposals that was issued to colleges interested in joining the DEI gave colleges latitude both to scale up existing developmental education reforms and to innovate, and the majority of the colleges appeared to see DEI funding as an opportunity to do both. Unsurprisingly, scaled-up strategies were more likely than new strategies to be rated as fully implemented by the end of the first year; strategy type, on the other hand, seemed to have little bearing on implementation success. The majority of strategies were directed to all developmental students, but strategies targeting higher-level students were more common than those targeting lower-level students. Most strategies that involved faculty engaged both full-time and adjunct instructors, although some involved full-time faculty only.

The researchers used a conceptual model known as SCALERS to help explain how several SCALERS elements — especially Alliance-Building, Staffing, and Communication — facilitated or constrained the implementation of a college's focal strategies. In particular, scaling-up was more likely to proceed smoothly when the right people could readily be found to put the strategies in place, when there was ample communication with faculty members, when the necessary parties were engaged in alliances, and when the colleges could capitalize on preexisting working relationships.

The report concludes with preliminary lessons for funders and intermediaries and for colleges. In the final report, to be prepared in 2012, MDRC will continue to track the experiences of all 15 colleges, discuss the experiences of a more limited group of colleges to be selected for case studies, and present a quantitative analysis of student participation in the focal strategies; this analysis is being conducted by MDRC's research partner, the Community College Research Center.

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Preface

There is a broad consensus that many more students must enroll and succeed in two- and four-year colleges if the United States is to thrive in the twenty-first-century global economy. But for many students in community colleges, developmental education — remedial coursework for students who arrive at college unprepared to do college-level work — presents a major stumbling block. Failure to pass their developmental classes is discouraging and expensive, and it often leads students to drop out of college altogether. In 2009, the Bill and Melinda Gates Foundation and Lumina Foundation for Education established the Developmental Education Initiative (DEI), funding 15 community colleges to scale up promising developmental education programs and approaches. The 15 colleges, chosen through a competition, were participants in Achieving the Dream, a multiyear effort with the objective of helping community colleges use data to examine and improve their practices and outcomes.

MDRC was selected to study the implementation of the DEI and the factors that contribute to or impede scale-up in the community college setting. This first report, which covers the initiative's first year, indicates that the colleges — taking advantage of the considerable flexibility they were afforded under the DEI — used their grants both to scale up existing interventions and to put new ones into place. The report also concludes that if developmental education interventions are to reach larger numbers of students, they must target students with lower as well as higher levels of academic skills, and they must engage adjunct as well as full-time faculty.

Over the course of three years, the DEI is expected to yield valuable information about the implementation progress of the 44 interventions that the 15 colleges designated as their "focal strategies." More generally, the evaluation effort will shed light on the personnel and processes involved in creating large-scale change in community colleges. A better understanding of the complexity of these institutions can aid in the setting of goals that are both ambitious and realistic, and it can guide policymakers and practitioners in their efforts to achieve these goals.

Gordon L. Berlin
President

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We also want to acknowledge the work of Carol Lincoln, Maggie Shelton, and Abby Parcell at MDC, Inc., in managing this multifaceted demonstration. We are especially grateful to Abby for identifying the SCALERS framework for thinking about the scaling-up process, which we have adopted in the report. Mary Williams at Lumina Foundation for Education and Diane Troyer, Suzanne Walsh, and Kendall Guthrie at the Bill and Melinda Gates Foundation have provided demonstrated ongoing support for and interest in the evaluation.

Sung-Woo Cho, at the Community College Research Center at Teachers College, Columbia University, contributed in key ways to the analysis of the data on student participation in the DEI that colleges are submitting to JBL Associates. Preliminary data from this analysis appear in Appendix A; the analysis will figure more prominently in the final report on the initiative.

At MDRC, we are especially indebted to Elizabeth Zachry and Thomas Brock, whose earlier work on the evaluation of Achieving the Dream: Community Colleges Count paved the way for our own study and who have given us valuable counsel throughout. They, along with Robert Ivry and Mary Visher, provided useful comments on earlier drafts of the report. Caitlin Platania provided assistance with our site visits. Mario Flecha organized innumerable meetings for us with unflagging good humor.

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The Authors

Chapter 1

Introduction

Community colleges play a vital role in American society, helping millions of adults to achieve their academic and personal goals and preparing workers for the modern economy. Community colleges enroll 35 percent of all undergraduate students and serve particularly high proportions of low-income students and students of color (for example, 47 percent of African-Americans, 55 percent of Hispanics, and 57 percent of Native Americans).[1] However, among community college students seeking an associate degree or higher, only 45 percent earn a degree or transfer to a four-year institution within six years of enrollment. Far too many students end up dropping out of community college without earning a certificate or credential.

In 2003, Lumina Foundation for Education launched Achieving the Dream (AtD): Community Colleges Count, a multiyear national initiative to help community colleges enable more students to succeed by changing the colleges' internal culture and practices as well as the external factors that shape institutional behavior, such as public policy, research, and public engagement. AtD encourages colleges to undertake a rigorous process of self-examination and to develop concrete goals and priorities for institutional reform based on an analysis of their student outcomes data. The colleges' analysis of these data indicated that many students who were required to participate in developmental (or remedial) education never made it through to college completion. Under AtD, some colleges have experimented with reforms intended to help students to progress through developmental education more quickly and successfully or to bypass it altogether. The hypothesis underlying the Developmental Education Initiative (DEI) is that expanding the reach of such reforms will enable more students to obtain a postsecondary credential in a timely manner.

In 2009, the Bill and Melinda Gates Foundation and Lumina Foundation for Education funded the DEI to scale up developmental education interventions in 15 community colleges located in six states participating in Rounds 1 and 2 of the Achieving the Dream multiyear national initiative.[2] Individually, these philanthropic organizations have set ambitious goals to significantly increase the number of Americans who earn postsecondary credentials by 2025; together, through their partnership to fund DEI, the foundations seek to collect data on effective developmental education reform strategies that can be used to guide their larger national investments in supporting postsecondary education. Colleges and states participating in the

[1] Institute of Education Sciences, National Center for Education Statistics (2008).
[2] The six states are Connecticut, Florida, North Carolina, Ohio, Texas, and Virginia.

initiative have been awarded $16.5 million over a three-year period — some $750,000 for each college — to implement the scaling-up reforms.

As shown in Table 1.1, seven partner organizations make up the national AtD partnership that provides leadership, infrastructure, and support for the Developmental Education Initiative. MDC, Inc., serves as the initiative's demonstration manager. MDRC — a nonprofit, nonpartisan education and social policy research organization — is the principal evaluator, examining the DEI's implementation at the participating colleges. The Community College Research Center (CCRC) of Teachers College at Columbia University is an evaluation partner and focuses on quantitative outcomes.[3]

This report is the first of two evaluation reports that MDRC will produce. It covers the first year of the initiative and focuses on what the colleges put in place and the factors fostering and constraining implementation and scale-up. The remaining sections of this chapter provide background information about the initiative and its goals, describe the 15 participating colleges, discuss the report's methodology, and preview the remaining chapters.

The second and final report, available in 2012, will provide more in-depth case studies of several DEI colleges.

Background of the Initiative

The importance of bringing promising and proven practices to scale in order to effect meaningful change has taken on new salience in the policy arena.[4] The scaling-up of practices and programs that colleges had put in place under Achieving the Dream was the central intention of the DEI's funders and reflected their recognition that the colleges' efforts under AtD had often reached a relatively limited number of students. The funders' original goal in supporting the DEI was for the participating colleges to expand those AtD strategies that, according to the colleges' internal evaluations, had improved outcomes for developmental education students, so that the strategies would have a wider-ranging reach and impact. The colleges themselves would be chosen through a competitive process.

In early discussions, representatives of some of the national partners argued that colleges should be allowed to innovate as well as to scale up existing initiatives. The Request for Proposals (RFP) that was sent in February 2009 to colleges interested in joining the DEI reflected this

[3]As with the larger AtD project, colleges participating in the DEI are required to submit data on student participation in DEI activities and on student outcomes to JBL Associates.

[4]At the federal level, for example, the Investing in Innovation (I3) and Social Innovation Fund (SIF) initiatives both entail the large-scale implementation of interventions with conclusive or highly promising evidence of effectiveness.

Table 1.1

Organizational Partners in the Developmental Education Initiative

Organization	Primary Responsibilities
American Association of Community Colleges www.aacc.nche.edu	Helped recruit and select colleges, hosts the Achieving the Dream Web site that serves as repository of data collected from the colleges, and coordinates annual Strategy Institutes
Community College Leadership Program University of Texas www.utexas.edu/academic/cclp	Hires coaches and manages the coaching activities and assists with planning and execution of kickoff meeting for new colleges joining the initiative
Community College Research Center Columbia University ccrc.tc.columbia.edu	Leads knowledge development activities for the initiative and partners with MDRC on the evaluation; has responsibility for the quantitative analysis of participation data
Jobs for the Future www.jff.org	Coordinates the state policy work and develops strategies to align state laws and administrative procedures with Achieving the Dream goals
MDC, Inc. www.mdcinc.org	Manages and coordinates the overall initiative, hires and manages data facilitators, and oversees communications
MDRC www.mdrc.org	Conducts the evaluation of the initiative
Public Agenda www.publicagenda.org	Works with selected colleges to increase public awareness of campus issues and conducts focus groups to capture the opinions of faculty, students, and community residents

broader perspective. The RFP noted the importance of scale, asserting that "strategies must reach a significant number of students who need developmental education with a goal of major performance improvement." It also stated: "A competitive proposal will demonstrate . . . capacity *to implement new or build on existing* interventions" (emphasis added). One year later, in interviews with MDRC staff members, representatives from one college said that they had been given a clear message to innovate, while their counterparts at another college said that they had been

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Table 1.2

Four Strategic Directions of the Developmental Education Initiative

Required strategy	
Strategic Direction 1	Demonstrate leadership and institutionwide commitment to the success of underprepared students by developing and implementing institutionwide policies and practices that support better outcomes for those students.
Choose 1 strategy or more for each of the following directions	
Strategic Direction 2	Increase the number of underprepared students who quickly become ready for credit-bearing courses, as students who spend less time in developmental education courses are more likely to move further and faster in college-level coursework. Strategies include those that allow students to avoid traditional developmental education courses as well as those that accelerate their progress through such courses.
Strategic Direction 3	For underprepared students, provide intensive and comprehensive academic and student support services that are implemented in an intentional and prescriptive manner.
Strategic Direction 4	Revise existing developmental education curricula and/or adopt new teaching methods to address the learning styles of developmental education students. Different teaching methods and materials fit different students. Providing a variety of learning pathways will maximize the opportunities for success.

instructed to expand previously tried interventions. In fact, as noted in Chapter 2, the majority of colleges appear to have seen DEI funding as an opportunity both to increase the scope of existing interventions and to try out new initiatives that could be expanded gradually as the colleges gained evidence of their effectiveness.[5]

As shown in Table 1.2, the RFP described four strategic directions along which the DEI colleges could propose strategies. All the colleges were required to propose one strategy within Strategic Direction 1 (institutionwide policies) and were encouraged to propose one or more

[5]The "new" strategies that colleges proposed were typically ones with which other community colleges had experimented and experienced success, rather than ones that they themselves originated. Interestingly, these strategies did not particularly reflect statewide policy directions. Only Eastern Gateway Community College's proposal to better coordinate Adult Basic Education with developmental education was directly responsive to a state policy innovation, in this case, the Ohio Board of Regents' desire for such realignment.

strategies within Strategic Directions 2 through 4 (strategies involving acceleration through or avoidance of developmental coursework, academic and nonacademic support services, and changes in curriculum and instruction). The RFP did not, however, specify the number of strategies that colleges should put in place.

The proposals were rated by the seven national DEI partners. The review process was influenced by the culture of the larger AtD demonstration, which held that the colleges should be allowed to drive the institutional change process rather than be required to respond to a uniform vision from above. Thus, there was consensus among the partners that the colleges should be allowed to do what they felt was most important (even when their proposals did not entirely correspond with the funders' original ambitions), and the proposals reflected a variety of approaches. Twenty-nine applications were received; the selection process took into account not only the specifics of the proposals but also the partners' more general familiarity with the colleges and the institutions' generally strong performance in AtD. The 15 colleges that were chosen were announced in May 2009; given the timing, a number of these colleges elected to use the fall 2009 semester as a planning period for some or all of their strategies.

Many of the winning colleges submitted proposals that were extremely ambitious in scope; an MDRC analysis indicated that the number of strategies they proposed ranged from 3 to 14, with an average of 7.7. The funders and partners agreed that, under the circumstances, less might well be more — that the colleges would do better to concentrate their efforts on a few strategies rather than try to tackle everything at once — and, at the DEI kickoff conference in July 2009, they were told that they should "focus, focus, focus." Colleges were also asked to identify three "focal" strategies whose scaling-up the evaluation team would track both qualitatively and quantitatively. The colleges generally complied, agreeing to give priority to a more limited set of strategies.[6]

Some delays in first-year scale-up, then, might be anticipated, resulting from the timing of the grant awards and the need for colleges to rethink some of the strategies they had proposed. A more fundamental factor working against rapid scale-up was the fact that many of the colleges were introducing — pilot-testing, as it were — new strategies, rather than building on existing practices.

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[6]At the same time, some colleges elected to embed these "focal" strategies in a larger set of developmental education reforms. North Central State College personnel, for example, believed that they could effectively put in place all eight strategies that they had described in the original DEI proposal, and they have worked to do so. At Cuyahoga Community College, the DEI strategies are part of the Teaching and Learning Integrated Team (TLIT) model that guides developmental education at "Tri-C."

Strategies that entailed establishing collegewide policies, because they would affect all students at once, would not show scale-up from year to year or from term to term. Many colleges did not elect to include policy changes among their three focal strategies.

Characteristics of the DEI Colleges

As shown in Table 1.3, the 15 DEI colleges represent a range of institutional sizes, localities, and demographic characteristics. The degree of urbanization is distributed as follows: three colleges in large cities (Cleveland, El Paso, and Houston); seven in small to midsize cities; and four in towns or rural areas. Institution size ranges from 1,832 students at Eastern Gateway Community College to 48,169 at Houston Community College System, with a median enrollment of 6,266. Eleven of the 15 institutions serve between 53 percent and 60 percent of students under age 25; the remaining four colleges serve higher proportions of students in this age group. All but three colleges (Eastern Gateway, Guilford Technical, and Zane State) enroll more part-time than full-time students. All have a majority female population, ranging from 56 percent to 65 percent of the student body. The DEI colleges serve high percentages of students of color, particularly black and Hispanic students. Five colleges have a student population of more than 50 percent students of color; three colleges report a student population of over 40 percent students of color; and two colleges serve a student population of more than one-third students of color. The colleges also report high percentages of students in developmental education courses. Fifty-seven percent of students in the DEI colleges are referred to developmental math; more than one-third are referred to developmental English; and approximately one-third are referred to developmental reading. More than half the students in DEI colleges are in receipt of financial aid of some type. Some 60 percent of full-time students and 47 percent of part-time students in an entering cohort remain enrolled for a second year. Yet most of the DEI colleges graduate less than 25 percent of students within three years of starting college; only two colleges boast graduation rates of over 25 percent.

Scope and Methodology of the Report

In fall 2009, MDRC staff confirmed with each of the DEI college coordinators which "focal strategies" their institution had planned to scale up, and MDRC continued to track these strategies thereafter. It is these strategies and the factors that facilitated and/or constrained their implementation that are the subject of this report.[7] The report is not, therefore, a rigorous evaluation of proven strategies that work when reforming developmental education. Rather, it examines a set of strategies that community colleges have pursued to help students progress

[7]This report does not cover other strategies that a college may have chosen to implement.

During the summer of 2010, researchers compared the focal strategies that the DEI coordinators had identified in their interviews with MDRC researchers with those strategies on which colleges were reporting data to JBL Associates. A number of significant disparities were found, prompting MDC to request the colleges to come up with a conclusive list of their focal strategies. In part for this reason, there were delays in data reporting, and the quantitative analysis presented here should be regarded as preliminary. The final evaluation report will center on the revised list of strategies.

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Table 1.3a

Characteristics of Colleges Participating in the Developmental Education Initiative, Part I

	Coastal Bend College	Cuyahoga Community College District	Danville Community College	Eastern Gateway Community College	El Paso Community College	Guilford Technical Community College	Housatonic Community College	Houston Community College System
Location	Beeville, TX	Cleveland, OH	Danville, VA	Steubenville, OH	El Paso, TX	Jamestown, NC	Bridgeport, CT	Houston, TX
Degree of urbanization	Small town/rural	Large city	Small city	Small city	Large city	Suburb of midsize city	Midsize city	Large city
Number of campuses	4	3	1	1	5	4	1	18
Student-to-faculty ratio	17 to 1	19 to 1	16 to 1	17 to 1	20 to 1	16 to 1	20 to 1	17 to 1
Published in-district tuition and fees[a] ($)	2,220	2,416	2,614	2,700	1,452	1,506	2,984	1,338
Fall 2008 enrollment								
Total enrollment	3,538	23,234	4,026	1,832	25,818	11,226	5,081	48,169
Full-time students (%)	40	41	32	52	38	54	37	29
Part-time students (%)	60	59	68	48	62	46	63	71
Male (%)	37	36	43	40	40	44	36	41
Female (%)	63	64	57	60	60	56	64	59
Black, non-Hispanic (%)	4	29	36	6	2	37	26	25
White, non-Hispanic (%)	29	58	61	73	8	50	40	19
Hispanic (%)	65	4	1	0	86	3	22	28
American Indian, Alaska Native, Asian or Pacific Islander (%)	1	2	1	1	1	5	3	11
Race/ethnicity unknown (%)	1	5	1	20	0	4	9	5
Foreign/nonresident[b] (%)	0	2	0	0	3	1	0	11
Under age 25[c] (%)	66	53	60	58	65	58	58	56

(continued)

Table 1.3a (continued)

	North Central State College	Norwalk Community College	Patrick Henry Community College	Sinclair Community College	South Texas College	Valencia Community College	Zane State College	Average (Unweighted)
Location	Mansfield, OH	Norwalk, CT	Martinsville, VA	Dayton, OH	McAllen, TX	Orlando, FL	Zanesville, OH	
Degree of urbanization	Small town/rural	Small city	Small town/rural	Midsize city	Midsize city	Midsize city	Small town/rural	
Number of campuses	2	1	1	1	5	4	1	
Student-to-faculty ratio	16 to 1	18 to 1	23 to 1	18 to 1	23 to 1	30 to 1	17 to 1	19 to 1
Published in-district tuition and fees[a] ($)	2,907	2,984	2,444	1,621	1,956	2,335	3,855	2,268
Fall 2008 enrollment								
Total enrollment	3,253	6,266	3,109	19,466	21,666	35,460	2,224	15,507
Full-time students (%)	35	38	42	42	30	45	58	38
Part-time students (%)	65	62	58	58	70	55	42	62
Male (%)	35	39	39	44	41	43	38	40
Female (%)	65	61	61	56	59	57	62	60
Black, non-Hispanic (%)	5	17	23	15	0	15	3	13
White, non-Hispanic (%)	88	45	74	71	3	41	92	41
Hispanic (%)	2	21	1	2	94	26	0	39
American Indian, Alaska Native, Asian or Pacific Islander (%)	1	4	1	3	1	5	0	2
Race/ethnicity unknown (%)	6	8	1	9	0	10	4	2
Foreign/nonresident[b] (%)	0	4	0	1	1	2	0	2
Under age 25[c] (%)	57	55	56	53	73	72	58	62

SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); and Achieving the Dream institutional database.

NOTES: NA = not available. Rounding may cause slight discrepancies in sums and differences.

[a]Student expense data are for full-time, first-time, degree- or certificate-seeking students.

[b]Race/ethnicity is unknown.

[c]Age data are reported for fall 2007.

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Table 1.3b

Characteristics of Colleges Participating in the Developmental Education Initiative, Part II

	Coastal Bend College	Cuyahoga Community College District	Danville Community College	Eastern Gateway Community College	El Paso Community College	Guilford Technical Community College	Housatonic Community College	Houston Community College System
Developmental education referral[a] (%)								
Students referred to developmental math	38	72	60	23	80	55	NA	58
Students referred to developmental English	31	44	24	16	25	31	NA	22
Students referred to developmental reading	29	2	7	1	48	30	NA	18
Financial aid[b]								
Any financial aid received (%)	82	62	82	82	82	55	47	72
Institutional grant aid received (%)	19	2	2	32	19	5	23	3
Average institutional grant aid ($)	1,179	1,020	1,436	2,340	1,179	1,013	745	908
Retention and completion								
Retention rate for first-time students[c]								
Full-time students (%)	60	57	59	61	60	56	57	70
Part-time students (%)	40	55	50	38	40	37	50	49
Awarded an associate's degree or certificate[d]	490	2,011	1,800	270	490	1,199	405	2,433
Graduation rate[e] (%)	24	4	12	23	24	14	6	7
Transfer-out rate[f] (%)	18	11	6	12	18	19	22	9

(continued)

SOURCES: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS); and Achieving the Dream institutional database.

Table 1.3b (continued)

	North Central State College	Norwalk Community College	Patrick Henry Community College	Sinclair Community College	South Texas College	Valencia Community College	Zane State College	Average (Unweighted)
Developmental education referral[a] (%)								
Students referred to developmental math	70	41	74	48	85	45	53	64
Students referred to developmental English	37	19	47	44	60	28	48	37
Students referred to developmental reading	19	35	47	32	67	36	48	38
Financial aid[b]								
Any financial aid received (%)	69	45	68	58	43	69	91	77
Institutional grant aid received (%)	11	11	14	12	NA	13	42	NA
Average institutional grant aid ($)	1,115	2,905	1,022	1,068	NA	1,166	2,823	NA
Retention and completion								
Retention rate for first-time students[c]								
Full-time students (%)	57	62	57	56	62	69	56	53
Part-time students (%)	38	43	39	42	48	52	68	36
Awarded an associate's degree or certificate[d]	526	475	771	3,627	3,145	6,926	431	365
Graduation rate[e] (%)	19	7	20	10	10	38	31	10
Transfer-out rate[f] (%)	NA	23	13	16	20	13	NA	8

NOTES: NA = not available. Rounding may cause slight discrepancies in sums and differences.

[a]Developmental education referral rates measure the percentage of an incoming student cohort who are referred to developmental math, English, or reading, respectively. Unless otherwise noted, these rates are calculated from the Achieving the Dream institutional analytical tool using data for the 2008 student cohort. Referral rates for Eastern Gateway Community College, Sinclair Community College, and South Texas College are calculated for the 2007 student cohort; rates for Norwalk Community College are calculated for the 2004 student cohort. Data for Housatonic are not available.

[b]Financial aid data refer to full-time, first-time, degree- or certificate-seeking students for the 2007-2008 academic year.

[c]The retention rate measures the percentages of first-time students who began their studies in fall 2007 and who returned to the institution in fall 2008.

through developmental education, and it assesses the successes and challenges involved in scaling up these strategies.

The specific research questions posed and answered in this report are:

- Were some strategies easier to put in place than others?
- Did some colleges make more progress than others?
- What factors facilitated or constrained implementation of strategies?

This evaluation report is based on primarily qualitative methods and descriptive data. Data sources include one-hour telephone interviews conducted in fall 2009 with each of the DEI coordinators; two-day site visits, including interviews conducted with administrators, faculty and staff at each college in spring 2010; and the DEI colleges' strategy assessment self-reports submitted to MDC in spring 2010.

The report also includes two kinds of quantitative data. First, "funnels" based on data available from specific colleges are presented to demonstrate the extent of student participation in a key strategy and to illustrate points of drop-off. Second, to establish a "baseline" against which further scaling-up can be measured, participation data that the DEI colleges reported to JBL Associates for fall 2009 are presented in Appendix A but do not receive further consideration in this report. In addition, as noted in Chapter 3, the report employs an exploratory quantitative analysis to seek to determine the relative importance of various factors affecting scaling-up.

Organization of This Report

Chapter 2 presents an overview of the DEI colleges' strategies, with a focus on the types of goals associated with the strategies, the groups targeted by specific strategies, and the progress made in scaling up different strategies.

Chapter 3 uses the SCALERS conceptual framework to describe the factors facilitating and impeding the implementation of strategies, with a focus on issues pertaining to staffing, communication and sustaining engagement, alliance-building, and resources.

Chapter 4 offers funders and colleges a set of preliminary lessons emanating from the first-year DEI experience.

Chapter 2

Overview of DEI Colleges' Strategies

Types of Strategies

The 15 Achieving the Dream (AtD) community colleges that participated in the Developmental Education Initiative (DEI) focused their reporting to MDRC on a total of 44 strategies across the sites. This chapter provides a more detailed discussion of this subgroup of "focal strategies,"[1] beginning with a breakdown by strategic direction and subtype and then examining whether strategies were new or scaled up, the developmental education level of students targeted, and progress along the colleges' own implementation timelines as reported to MDC (the organization responsible for managing the demonstration) in the spring of 2010. Table 2.1 lists all the focal strategies tracked in this report and their salient characteristics.

All strategies addressed at least one of the DEI's strategic directions (institutionwide, acceleration/avoidance, student supports, and course/instructional redesign; see Chapter 1, Table 1.2), but many spanned multiple goals. For instance, the strategy of learning communities pairing student success and developmental education courses at Houston Community College System combined instructional redesign with student supports; Math Boot Camp at North Central State College straddled instructional redesign and acceleration/avoidance; and the strategy adopted by Sinclair Community College offered high school students case management with the ultimate goal of helping them accelerate through developmental courses or avoid them entirely.

To avoid double-counting of strategies, this chapter offers a slightly modified classification scheme, adapted from the strategic directions. Each strategy fits into one of four groups:

- **Policy strategies** are designed to change collegewide policies and practices related to placement, registration, enrollment, and course requirements or sequencing.
- **Supports strategies** are designed to improve academic and student service supports beyond the traditional classroom.
- **Instructional strategies** are designed to reach students within the classroom through changes in curriculum and instruction.
- **High school strategies** a**re focused on precollege** interventions.

[1]Going forward, "strategies" refers to only these 44 focal strategies reported to MDRC.

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Table 2.1

DEI Colleges' Progress with Strategy Implementation: Spring 2010

College	Strategy	Strategy Type[a]	New Versus Scaled Up[b]	Progress Assessment[c]	Developmental Level Targeted	Faculty Involved[d]
Coastal Bend College	1) Mandate for continuous enrollment in developmental sequence	Policy	New	Not implemented	All students	NA
	2) Subject-specific case management	Supports	New	Partially implemented	All students	NA
	3) Compression of developmental and college-level English	Instructional	New	Partially implemented	Higher-level students	Full-time (two instructors)
Cuyahoga Community College	1) Supplemental instruction in English and math	Supports	Scaled up	Partially implemented	Higher-level students	NA
	2) Pairing of Math 950 with Math 850 (student support course)	Instructional	Scaled up	Partially implemented	Higher-level students	Full-time and adjunct
	3) Mentoring for students in paired math strategy and for new students on Metro campus	Supports	Scaled up	Partially implemented	All students	NA
Danville Community College	1) Modularization in math through MyMathLab	Instructional	New	Fully implemented	Lower-level students	Full-time and adjunct
	2) Blocking late registration for students with developmental placements in math, reading, *and* writing	Policy	New	Fully implemented	All students	NA
	3) Preparation for Compass placement test	Supports	New	Fully implemented	All students	Full-time (one instructor)

(continued)

Table 2.1 (continued)

College	Strategy	Strategy Type[a]	New Versus Scaled Up[b]	Progress Assessment[c]	Developmental Level Targeted	Faculty Involved[d]
Eastern Gateway Community College	1) Redesign of math and English classes	Instructional	New	Not implemented	All students	Full-time and adjunct
	2) Integration of low-level developmental education with ABLE programs	Instructional	New	Not implemented	Lower-level students	NA
	3) Mandate to complete developmental requirements before proceeding to college-level classes	Policy	New	Fully implemented	All students	NA
El Paso Community College	1) Pretesting/retesting education program (PREP) – placement test orientation	Supports	Scaled up	Fully implemented	All students	NA
	2) Self-paced, computerized math through Math Emporium	Instructional	New	Partially implemented	All students	Full-time and adjunct
	3) Case management	Supports	New	Not implemented	All students	NA
Guilford Technical Community College	1) Online or in-person review for college placement test	Supports	New	Fully implemented	All students	NA
	2) Specialization and extension of SOAR (Student Orientation, Advising, and Registration) program for students placing into two or more areas of developmental education	Supports	Scaled up[e]	Fully implemented	Lower-level students	NA
	3) Light-touch advocacy for all students; intensive case management for students placing into two or more areas of developmental education	Supports	New	Partially implemented	All students	NA

(continued)

Table 2.1 (continued)

College	Strategy	Strategy Type[a]	New Versus Scaled Up[b]	Progress Assessment[c]	Developmental Level Targeted	Faculty Involved[d]
Housatonic Community College	1) Modularized, open-entry/open-exit math	Instructional	Scaled up	Partially implemented	All students	Full-time and adjunct
	2) Modularized, open-entry/open-exit English	Instructional	New	Fully implemented	Higher-level students	Full-time and adjunct
	3) Three-week, computerized math test preparation course for students on the cusp of placing into college-level math	Supports	Scaled up	Partially implemented	Higher-level students	NA
Houston Community College System	1) Mandated freshman success/guided studies (GUST) course for all first-time students	Policy	Scaled up	Fully implemented	All students	Full-time and adjunct
	2) Learning community linking GUST to developmental math and English	Instructional	Scaled up	Partially implemented	All students	Full-time and adjunct (but mostly full-time)
	3) Developmental math improvements	Supports	Scaled up	Partially implemented	All students	Full-time and adjunct (with leadership from full-time faculty)
North Central State College	1) Redesign of assessment and placement, including cut-points for developmental placement	Policy	New	Partially implemented	All students	NA
	2) One-week fast-track math/boot camp	Supports	Scaled up	Fully implemented	Higher-level students	Full-time and adjunct
	3) Expansion of tutoring and supplemental instruction	Supports	Scaled up	Fully implemented	All students	Full-time and adjunct

(continued)

Table 2.1 (continued)

College	Strategy	Strategy Type[a]	New Versus Scaled Up[b]	Progress Assessment[c]	Developmental Level Targeted	Faculty Involved[d]
Norwalk Community College	1) Learning community pairing upper-level developmental writing with a student success course	Instructional	Scaled up	Fully implemented	All students	Full-time and adjunct
	2) Use of e-Portfolio, an online tool through which students can store work	Instructional	Scaled up	Partially implemented	Higher-level students	Full-time and adjunct
	3) Case management around career planning, counseling	Supports	Scaled up	Not implemented	All students	NA
Patrick Henry Community College	1) Active/cooperative learning pedagogy	Instructional	Scaled up	Fully implemented	All students	Full-time and adjunct
	2) Enhanced advising (creation of student database to identify high-risk students and enhance "continuity of care" across advising staff)	Supports	Scaled up	Partially implemented	All students	NA
	3) Accelerated Learning Program (ALP) pairing highest-level developmental English with college-level English	Instructional	Scaled up	Fully implemented	Higher-level students	Full-time and adjunct
Sinclair Community College	1) Early Support Program (case management in eight high school "college and career centers")	High school	New[f]	Partially implemented	High school students	NA
	2) Developmental math modules and boot camp	Instructional	New	Fully implemented	All students	Full-time and adjunct
	3) Accelerated Learning Program (ALP) pairing highest-level developmental English with college-level English	Instructional	New	Fully implemented	Higher-level students	Full-time (two instructors in pilot)

(continued)

Table 2.1 (continued)

College	Strategy	Strategy Type[a]	New Versus Scaled Up[b]	Progress Assessment[c]	Developmental Level Targeted	Faculty Involved[d]
South Texas College	1) Contextualization of developmental reading and English curricula	Instructional	New	Fully implemented	All students	Full-time and adjunct (with leadership from full-time faculty)
	2) Case management for developmental reading and English students	Supports	Scaled up	Partially implemented	All students	NA
Valencia Community College	1) Pairing of developmental courses with student success course	Instructional	Scaled up	Fully implemented	All students	Full-time and adjunct (with leadership from one adjunct faculty member)
	2) Supplemental Learning Leaders in the classrooms	Supports	Scaled up	Fully implemented	All students	NA
	3) High school bridge program (scholarships and intensive supports for 250 high-risk, low-income high school students)	High school	Scaled up	Fully implemented	High school students	NA
Zane State College	1) Paired and compressed developmental math course	Instructional	New	Partially implemented	All students	Full-time (two faculty members)
	2) Pairing developmental reading or English with college-level courses	Instructional	New	Partially implemented	Higher-level students	Full-time (two faculty members)
	3) Scaled-up advising for developmental reading and English students	Supports	Scaled up	Fully implemented	All students	NA

(continued)

Table 2.1 (continued)

NOTES: [a]Strategies are categorized into four broad types: (1) "policy" strategies are those designed to change institutionwide policies and practices around placement, registration, enrollment, and course requirements/sequencing; (2) "supports" strategies are those designed to improve academic and student service supports beyond the traditional classroom; (3) "instructional" strategies are those designed to reach students in the classroom through changes in curriculum and instruction; and (4) "high school" strategies are those focused on precollege interventions.

[b]At a given college, a strategy is categorized as "new" if it had not been implemented at the college prior to the DEI and as "scaled up" if it was expanded from a preexisting intervention.

[c]Progress assessments for strategies are based on the colleges' self-reports and are defined as follows: "fully implemented" means that the strategy has been implemented according to plan *and* is serving the approximate number of targeted students; "partially implemented" means that the strategy is not fully operational *or* is operational but reaching significantly fewer students than planned; "not implemented" includes strategies still in the planning stages and those facing significant barriers to implementation.

[d]This is based on MDRC interviews with key staff at DEI colleges in spring 2010.

[e]This strategy was implemented under AtD but has been refined for a narrower group of students (those with two or more developmental education placements).

[f]This strategy was previously in place for SCC students but is being brought into the high schools under the DEI. It is categorized as "new" due to the unique challenges of working with new institutional partners and a different pool of students.

As illustrated in Figure 2.1, instructional reforms and student supports outside the classroom accounted for 43 percent and 41 percent of all strategies, respectively, while institution-wide policy changes and high school interventions were less frequently cited as focal strategies.

Of the 44 strategies, 19 (those shaded light gray in Figure 2.1) were instructional. Almost half of these (9 strategies) were linked courses, including learning communities and acceleration-oriented pairings combining developmental and college-level courses. In addition, many colleges took other approaches to classroom-based reform, including curricular modularization, contextualized instruction, active/collaborative learning techniques, and technological integration.

A total of 18 strategies (those shaded medium gray in Figure 2.1) focused instead on improving academic and student service supports beyond the traditional classroom. Almost half of these were related to advising and case management. Many colleges also adopted new preassessment test preparation strategies to help students place more appropriately and avoid unnecessary developmental coursework. Stand-alone tutoring and supplemental instruction were not a major emphasis under the DEI, though elements of these were occasionally incorporated into other types of strategies; the high school bridge program at Valencia Community College, for instance, provided intensive tutoring services along with other supports to 250 high-risk, low-income students.

Out of the remaining 7 strategies, 5 (shown in white in Figure 2.1) sought to improve developmental students' success through changes in institutional policy related to registration processes, student assessment/placement, or course requirements/sequencing. The final 2 strategies (shown in black in the figure) targeted students before they got to college through high school and bridge programs.

Figure 2.2 shows that the dominant intervention types adopted by the colleges were instructional and supports strategies. Most colleges (13 of 15) adopted at least one instructional strategy; the same number adopted at least one supports strategy; and a majority (11 colleges) adopted at least one of each of these two kinds. Advising and case management were the most commonly cited supports strategies and were implemented at 8 of the 15 colleges. Paired/linked courses, including learning communities, were the most commonly cited instructional strategies and were also implemented at 8 of the 15 colleges.

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Figure 2.1

Distribution of Focal Strategies Implemented at the 15 DEI Colleges, by Strategy Type

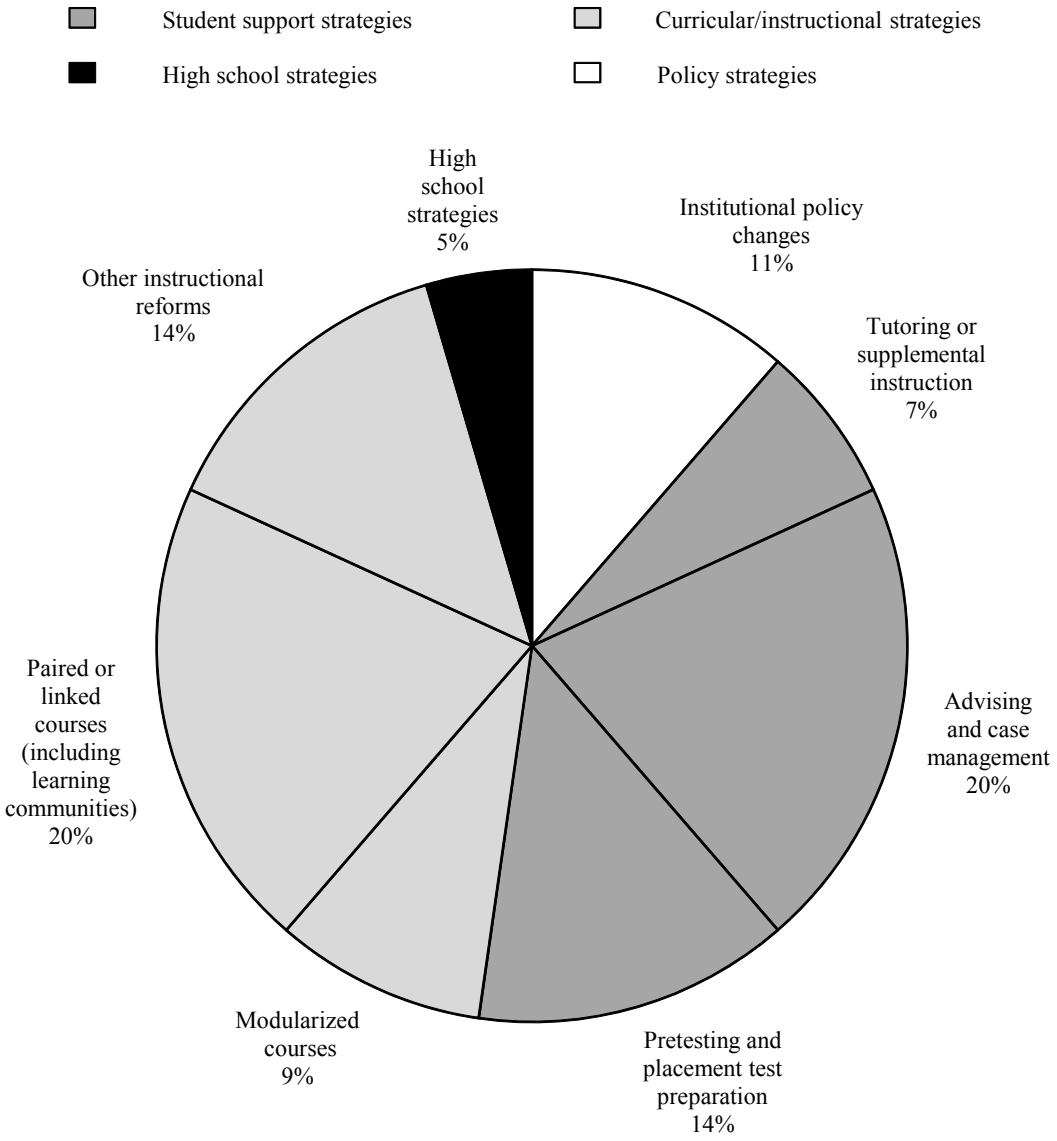
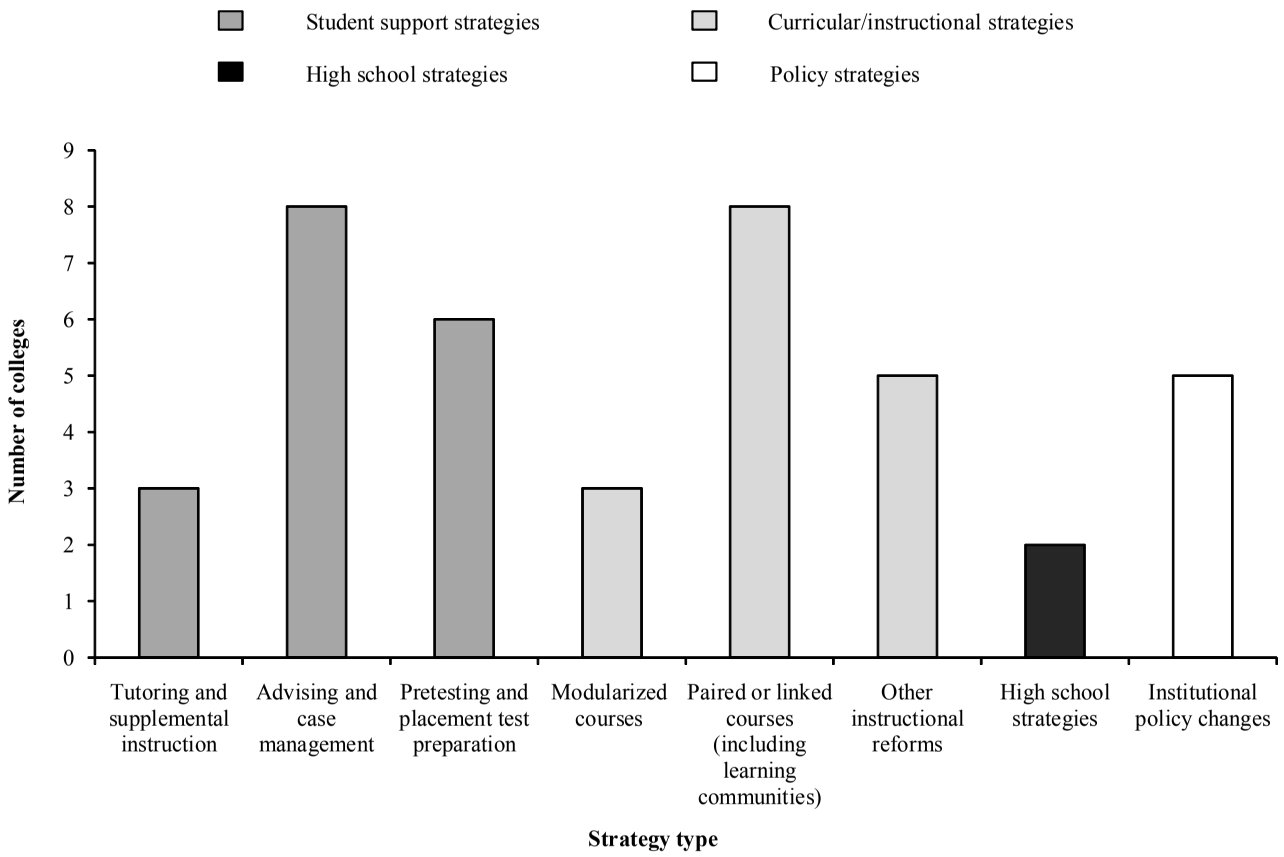


Figure 2.2

Number of DEI Colleges Implementing Different Types of Focal Strategies



New Versus Scaled-Up Strategies

Strategies were roughly equally distributed between new (that is, developed specifically for the colleges' participation in the DEI)[2] and scaled up (that is, expanded from preexisting interventions). Figure 2.3 shows that just over half the DEI focal strategies (23 of 44) were scaled up from existing programs, while just under half (the remaining 21) represented new interventions that were not in place before the DEI. Four of the colleges chose all new strategies; five chose to scale up all their strategies; and the remaining six colleges decided to mix new and scaled-up strategies. While supports strategies (tutoring, advising, and placement test preparation) were more frequently scaled up, instructional reforms — including modularized courses — as well as institutional policy changes, were more frequently new.

Target Populations

Figure 2.4 shows that although the majority of strategies were directed at all developmental education students, strategies targeting higher-level developmental students were more common than those targeting lower-level students. Of the 42 strategies targeting college students (that is, excluding the two high school strategies), 29 strategies targeted all students; 10 targeted higher-level students; and only 3 targeted lower-level students. Examples of strategies targeting lower-level students include modular math, tailored advising, and the institutional integration of adult basic education and developmental education. Most strategies that were directed toward higher-level students involved acceleration through pairing developmental with college courses, open-entry/open-exit course formats, or test prep/"boot camp" interventions to help students achieve high enough placement test scores to exempt them from developmental classes. Three colleges focused most of their efforts on one subgroup: Housatonic Community College and Cuyahoga Community College each implemented two strategies explicitly targeting and a third serving a contingent of higher-level students; and Guilford Technical Community College devoted more attention to lower-level students, with one strategy explicitly targeting and another providing special intensive services for this group.

Faculty Involved in the Strategies

Roughly half the strategies (23 of 44) directly engaged faculty through changes in instructional practice, pairing of courses, or provision of additional services to developmental students. Most of these strategies (18 of 23) involved both full-time and adjunct faculty, while

[2]Strategies that were "new" did not generally represent complete innovations; rather, they were strategies that other colleges had previously adopted and with which they had experienced success.

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Figure 2.3

Number of New Versus Scaled-Up Strategies, by Strategy Type

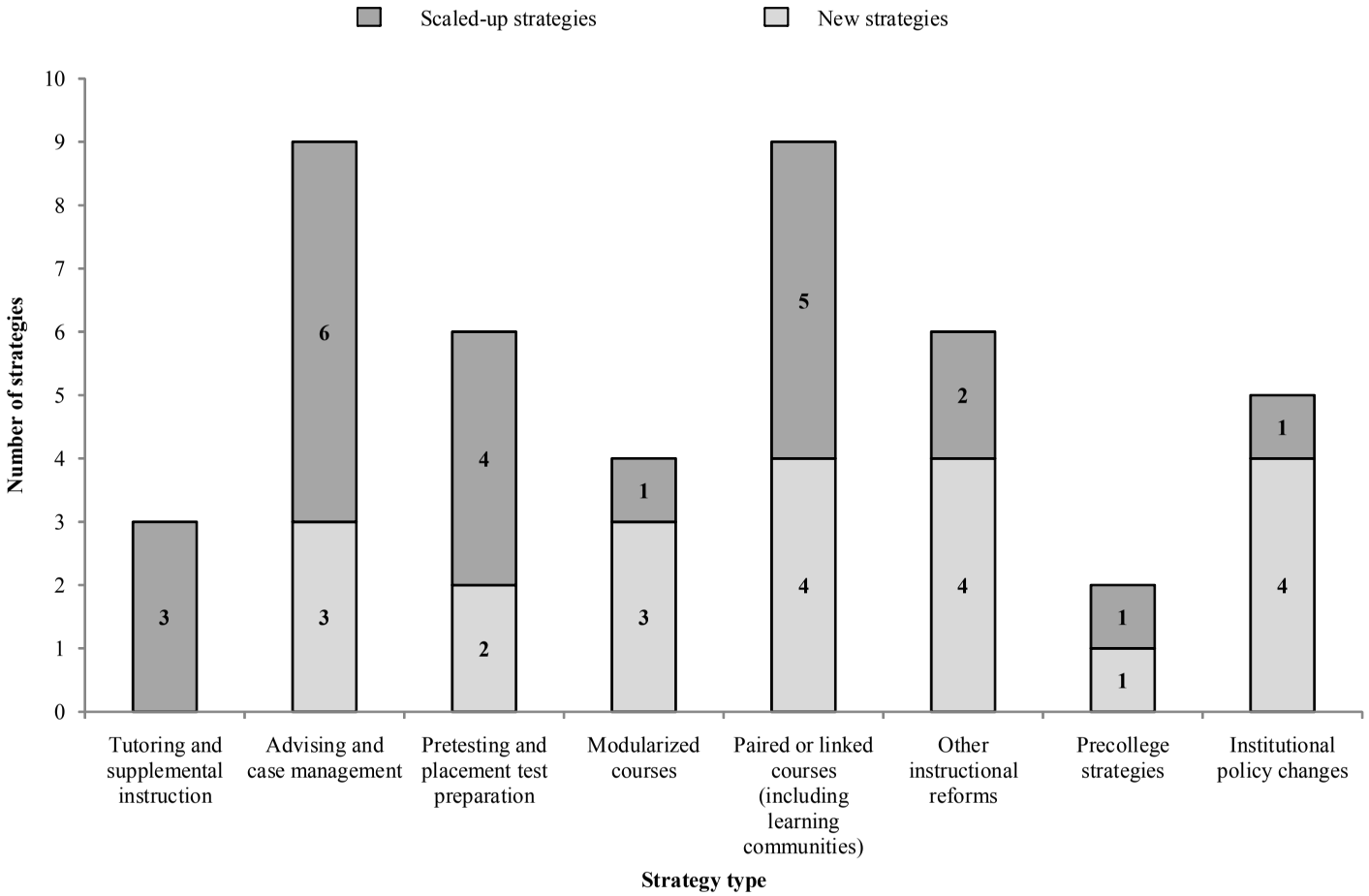

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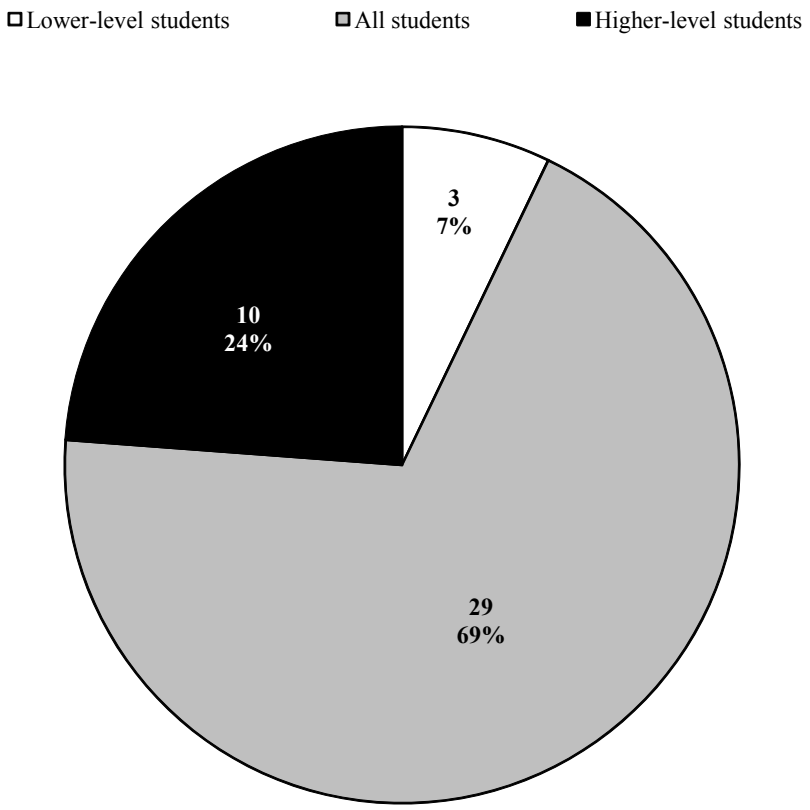
Figure 2.4

Developmental Students Targeted by the DEI Strategies



NOTE: This figure excludes two strategies targeted to high school students.

the remainder affected full-time faculty only; none involved adjuncts exclusively. Three of the strategies that affected both faculty types were, in fact, led by or focused on full-time instructors, with adjuncts being peripherally involved or following suit. However, Valencia's LinCs (Learning Communities) strategy was led by an adjunct professor. In a few cases — for instance, with Compass test preparation at Danville Community College and the Accelerated Learning Program (ALP)-based English at Sinclair Community College — colleges piloted strategies with one or two full-time instructors, with an eye toward potentially expanding participation to adjuncts in the future.

Implementation Progress

As of MDRC's spring 2010 round of site visits, the colleges had made varying degrees of progress with their strategies. MDRC researchers classified each strategy into one of three stages:

- **Fully implemented strategies** have been implemented according to plan and are serving the approximate number of targeted students at this point in time.
- **Partially implemented strategies** are not fully operational or are operational but reaching significantly fewer students than planned.
- **Strategies not implemented** are still in the planning stage or have thus far faced insuperable barriers to implementation.

This classification scheme attempts to capture both implementation (whether a strategy is in operation) and scale-up (whether its services are successfully expanding their reach). However, it is important to note a few key points. First, one should examine each strategy's rating critically: a strategy may be deemed "fully implemented" for serving the small number of students originally intended, while another may be deemed "partially implemented" for serving a larger number of students but lagging behind proposed benchmarks. Judgments are made *relative to each college's own goals and timeline,* and so they should be weighed case-by-case with regard to the degree of ambition of the plans. Second, there is a potential trade-off between a strategy's scale (the number of students reached) and the intensity of services provided to each student. This is an important dimension to keep in mind in conjunction with scale-up progress.

Two sources were used to evaluate implementation progress. The primary source was a set of annual reports that colleges submitted to MDC, in which they set targets, described progress, identified challenges, and (in most cases) presented numbers of students served by the strategies in the 2009-2010 academic year. These data were supplemented by MDRC's interview and observation notes from a round of two-day site visits conducted at each of the colleges in spring 2010.

Table 2.2 shows that, overall, 21 strategies were rated as fully implemented, 18 as partially implemented, and 5 as not implemented. Scaled-up strategies had a somewhat higher rate of being fully implemented than new strategies: 52 percent of scaled-up strategies were fully implemented, compared with 43 percent of new strategies. Strategy type, on the other hand, seems to have had little bearing on implementation success. Among student supports, instructional, and high school strategies, there was an almost even divide between full and partial implementation progress. As shown in Figure 2.5, roughly half the colleges fully implemented one of their strategies; four colleges fully implemented two of three strategies; two colleges fully implemented all of their strategies; and the remaining two colleges fully implemented

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Table 2.2

DEI Colleges' Progress with Strategy Implementation, by Strategy Type: Spring 2010

Strategy Category[a]	Number of Strategies	Number Fully Implemented[b]	Number Partially Implemented[c]	Number Not Implemented[d]
Policy	5	3	1	1
Supports	18	8	8	2
Instructional	19	9	8	2
High school	2	1	1	0
Total	44	21	18	5

SOURCES: MDRC evaluations of colleges' progress are primarily based on colleges' spring 2010 reports to MDC and supplemented by interview and observation notes from the spring 2010 round of site visits.

NOTES: [a]Strategies are categorized into four broad types: (1) "policy" strategies are those designed to change institutionwide policies and practices around placement, registration, enrollment, and course requirements/sequencing; (2) "supports" strategies are those designed to improve academic and student service supports beyond the traditional classroom; (3) "instructional" strategies are those designed to reach students in the classroom through changes in curriculum and instruction; and (4) "high school" strategies are those focused on precollege interventions.

[b]"Fully implemented" means that the strategy has been implemented according to plan *and* is serving the approximate number of targeted students.

[c]"Partially implemented" means that the strategy is not fully operational *or* is operational but reaching significantly fewer students than planned.

[d]"Not implemented" includes strategies still in the planning stages and those facing significant barriers to implementation.

none of their strategies.[3] It should be noted, however, that not all colleges began implementation at the same time. A few strategies are designated "partially implemented" because they were pilots by design, and a couple of "not implemented" strategies are classified as such simply because colleges intentionally identified 2009-2010 as a planning year for those interventions.

[3]South Texas College fully implemented one of two proposed strategies; the denominator at the 14 other colleges is three strategies.

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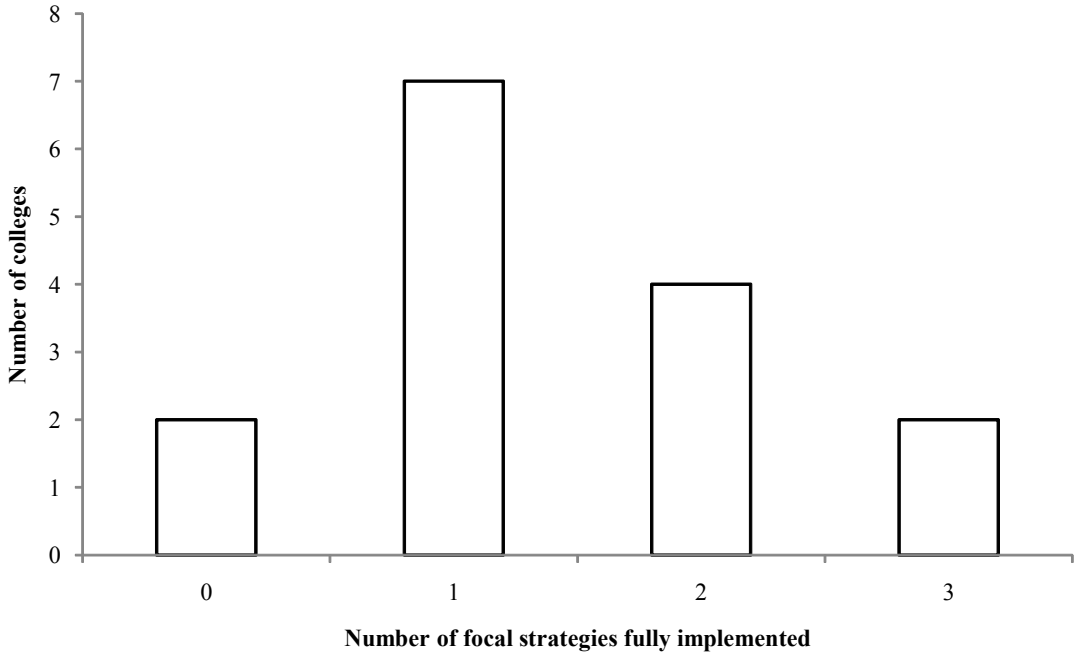
Figure 2.5

DEI Colleges' Progress with Implementation of Focal Strategies: Spring 2010



NOTES: "Fully implemented" means that the strategy has been implemented according to plan *and* is serving the approximate number of targeted students. Strategies that are not yet fully operational or are operational but reaching significantly fewer students than planned are classified as "partially implemented" and are not included in this figure.

Chapter 3

Using the SCALERS to Explain Implementation

A major charge of the Developmental Education Initiative (DEI) evaluation is to assess the factors associated with expanding promising interventions for developmental education students. As noted in Chapter 1, the scaling-up of policies and programs has become a topic of considerable interest to policymakers and funders, and there is a growing body of literature about what it takes to scale up social initiatives.[1]

The SCALERS model, developed by Paul Bloom and Aaron Chatterji, offers one such framework for describing and analyzing the elements that are critical in expanding programs and policies.[2] SCALERS is an acronym, each of whose letters stands for an important element associated with the scaling-up process. MDC adapted the general language of SCALERS to make it more relevant to community colleges and to the DEI. The framework was introduced in this revised form to participating colleges at a DEI project directors' meeting in August 2010 as a planning vehicle for guiding further expansion of the colleges' strategies. Table 3.1 presents the original wording of each SCALERS element and the revised version developed by MDC; these revised definitions were adopted for use in this chapter.

This chapter uses the SCALERS framework to help explain the successes and challenges that the DEI colleges experienced in scaling up their focal strategies. The following sections discuss each of five SCALERS elements as a factor that could facilitate or constrain the implementation of a college's focal strategies. The five elements are Staffing, Communication, Alliance-Building, Earnings Generation/Resource Deployment, and Stimulating Market Forces/Sustaining Engagement.[3] (Communication and Engagement are discussed together because the concepts are highly interconnected.) Two colleges — one more successful in scaling up its focal strategies, the other less so — are then described, in order to reveal how the SCALERS factors work together in an institutional context.

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[1] See, for example, Coburn (2003) and Fixen, Blasé, Horner, and Sugai (2009). The Spring 2010 issue of *The Evaluation Exchange* is devoted in its entirety to the topic of scaling impacts.

[2] Bloom and Chatterji (2009).

[3] Two SCALERS strategies — Lobbying/Demonstrating Impact and Replicating Impact — are omitted from consideration because it seems premature to discuss them at the one-year mark. At this juncture, it is too early to expect the strategies to demonstrate a substantial impact on student outcomes. Replicating Impact, which deals with the use of professional development to secure continuous improvement, also would seem to be a more relevant construct after colleges have had scaling-up experience than during the first year of the grant.

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Table 3.1

Applying SCALERS at the Community College

SCALERS as Defined by Bloom and Chatterji (2009)	SCALERS at the Community College
Staffing "The effectiveness of the organization at filling labor needs… with people who have the requisite skills for the needed positions, whether they be paid staff or volunteers"	**Staffing** The effectiveness of the DEI core team at marshalling resources at its disposal to meet labor needs, including faculty, staff, and student employee positions, leadership, and data collection and analysis
Communicating "The effectiveness with which the organization is able to persuade key stakeholders that its change strategy is worth adopting and/or supporting"	**Communicating** The effectiveness with which the DEI core team is able to articulate clear goals and persuade faculty, staff, and students to adopt and support the strategy
Alliance-Building "The effectiveness with which the organization has forged partnerships, coalitions, joint ventures, and other linkages to bring about desired social changes"	**Alliance-Building** The effectiveness with which the DEI core team is able to engage the necessary parties, forming alliances that support the strategy
Lobbying "The effectiveness with which the organization is able to advocate for government actions that may work in its favor"	**Demonstrating Impact** The effectiveness with which the DEI core team is able to demonstrate to institutional, state, and federal decision-makers that strategies have substantial benefits, relative to costs
Earnings Generation "The effectiveness with which the organization generates a stream of revenue that exceeds its expenses"	**Resources** The effectiveness with which the DEI core team manages and secures resources to sustain the strategy's infrastructure – staffing, space, technology, and so on
Replicating "The effectiveness with which the organization can reproduce the programs and initiatives that it has originated"	**Replicating Impact** The effectiveness with which the DEI core team can develop sufficient institutional expertise and commitment to support quality implementation of an expanded strategy
Stimulating Market Forces "The effectiveness with which the organization can create incentives that encourage people or institutions to pursue private interests while also serving the public good"	**Sustaining Engagement** The effectiveness with which the DEI core team can create incentives that encourage college leadership, faculty, staff, and students to participate in and value the strategy

The researchers sought to ascertain which of these SCALERS were especially important determinants of implementation progress. To do so, they assigned quantitative ratings to describe the extent to which the SCALERS had affected the scaling-up of each of the focal strategies at the colleges they had visited.[4] The resulting analysis should be regarded as preliminary rather than definitive for a number of reasons, but the findings are suggestive and line up in ways that are consistent with expectations.[5] Essentially, they indicate that:

- Alliance-Building, Staffing, and Communicating were all important factors affecting implementation in a positive way.
- In particular, scaling-up was more likely to proceed smoothly when the right people could readily be found to put the strategies in place, when there was ample communication with faculty members, when the necessary parties were engaged in alliances, and when the colleges could capitalize on preexisting working relationships.
- Resources (defined here as technology, space, and knowledge acquired through the use of consultants) were less frequently identified as key factors affecting implementation, in part because of the funding made available through the DEI grant; however, limited physical space and problems with technology, when these did emerge, affected implementation negatively.
- Particular SCALERS were especially important for particular categories of strategies: Staffing and Alliance-Building were especially important for strategies involving instruction and provision of student supports, while Alliance-Building and Communicating were especially important for strategies involving high schools.

[4]Each SCALER (or, more precisely, each of several constructs describing the SCALER) was rated 1 if it affected the scaling-up of the strategy in a positive way, –1 if it affected scaling-up negatively, or 0 if it had neither a positive nor a negative effect on the strategy's implementation. The average of these ratings was then taken as a rough indication of whether all the constructs describing the SCALER affected implementation of the strategy negatively or positively, and by how much. The average of the *absolute values* of the construct ratings, in contrast, was taken to indicate the overall importance of the SCALER in affecting a strategy's implementation. Once the SCALERS for a particular strategy had been rated, it was then possible to calculate the values of the SCALERS across all strategies or groupings of strategies (for example, strategies of a particular type, strategies characterized as fully implemented, and so on).

[5]For one thing, the SCALERS for each college's strategies were rated by one of the two researchers who had visited each college and had otherwise led the research effort at that college. Consequently, it was not possible to check the consistency and reliability of a college's ratings across the research team. For another, the researchers were fully cognizant of the overall degree of implementation of each strategy and may have adjusted their SCALERS ratings accordingly. Finally, the ratings describe the status of the colleges at the end of the spring term, but they cannot fully capture the delays and stumbling blocks that colleges eventually were able to overcome.

- Unsurprisingly, strategies characterized as fully implemented (Table 2.1 in Chapter 2) had higher average ratings on all SCALERS than did strategies classified as only partially implemented; differences along the dimensions of Communicating and Alliance-Building were especially marked.

Other findings are discussed in the sections that follow.

The chapter contains a number of figures that describe, for particular strategies, the sequence of statuses and decisions that affect the number of students participating in a key strategy. These include the size of the pool of developmental students; administrators' decisions about who is eligible for a particular strategy and about how many places should be available for these students; and, finally, the students' own decisions about whether or not to participate. Because the pool of developmental education students is generally larger than the number of participants in a given strategy, this sequence of key decision-points can be pictured as a funnel. The figures help clarify the points where drop-off was most pronounced: in some cases, for example, colleges may have defined eligibility quite narrowly, while, in other cases, inadequate student interest drove low participation.

Staffing

As noted in Table 3.1, the definition of Staffing offered by the SCALERS framework is "the effectiveness of the DEI core team at marshalling resources at its disposal to meet labor needs including faculty, staff, and student employee positions, leadership, and data collection and analysis." During the first year after receiving the DEI grant, college leaders made important staffing decisions that affected the success of the implementation and scale-up of the DEI strategies.

This section focuses on four issues that affected the implementation or scale-up of the DEI strategies: appointing the DEI coordinator, finding enough of the right people to staff the strategies, deciding how to utilize part-time and full-time staff, and coping with staff turnover in key leadership positions. The majority of college leaders chose to offer professional development to their staff members, in part to resolve issues related to finding a sufficient number of faculty to teach classes related to the strategies. This topic also receives attention in this section.

Appointing the DEI Coordinator

Many college leaders chose administrators with years of experience to manage the DEI strategies. At Guilford Technical Community College, for example, they selected an administrator with over 30 years of experience working at community colleges across the state to manage the DEI. His experience was cited as contributing to the full implementation of two of the college's three strategies. As one DEI core team member commented: "[The DEI coordinator]

goes way back. He was a Vice President here and has been in the community college environment forever, so he was the ideal person to run this grant."

Other colleges chose faculty members with less administrative experience but considerable credibility with other instructional staff. When coordinators had less administrative experience, support from college leadership was especially important for their efforts to promote successful implementation and scaling-up of a college's strategies.

Finding Enough of the Right People to Staff the Strategies

Researchers rated finding the right staff as a particularly important factor contributing to implementation success.

Over half the colleges (8 of the 15) chose to implement or scale up advising and case management types of reforms (Chapter 2, Figure 2.2). Finding qualified applicants to fill these positions, and doing so on a timely basis, proved challenging to some institutions, as was ensuring that the case managers had reasonable caseloads.

For example, South Texas College had previously piloted case management for first-time-in-college students who placed into developmental math. Analysis of their data showed improvements in grade point averages, pass rates, and retention for students who met with the college's "Success Coaches." College leaders decided to use DEI funds to scale up this strategy by expanding the model to offer case management to first-time-in-college students who placed into developmental reading and English. But like community colleges across the country, the college experienced increases in enrollment and found that large numbers of the new students were academically underprepared; as a consequence, the four case managers hired through the DEI grant were stretched too thin to work as intensively as planned with all the students who needed support. The situation was not helped by the fact that while fall 2009 students were designated as the first cohort to receive this support, funding was not approved until July, and new coaches were not hired until October — well after new students had begun their classes. In an interview, the DEI coordinator noted that he had read that 200 to 300 students per coach was an ideal caseload size. Two of the coaches who started working in the fall on the main campus reported having caseloads of 650 students each.

Despite this challenge, the DEI core team was able to partially implement the case management strategy for students who required developmental reading and English in the first year. This would not have been possible without support from the Dean of Developmental Studies, who assisted in making thoughtful hiring decisions. Three of the four new case managers were graduates of the college's own business program. Administrators reasoned that these individuals would have the time management and other skills necessary for handling very large caseloads. In addition, their customer service orientation, their ability to speak Spanish (the first

language of many of the college's students), and their status as successful graduates of the same institution would enable them to engage the students on their caseload and thereby facilitate implementation of the case management strategy.

Coastal Bend College also overcame staffing obstacles in order to scale up its case management strategy. In light of the timing of the DEI grant and the rural setting of the college, Coastal Bend experienced initial delays in hiring new case managers, each of whom was expected to perform both advisory functions and subject-specific tutoring. Nonetheless, the college persisted until it filled all four of its positions, which included two math specialists. These new hires reported that their subject expertise was instrumental in helping them support developmental education students through their academic challenges.

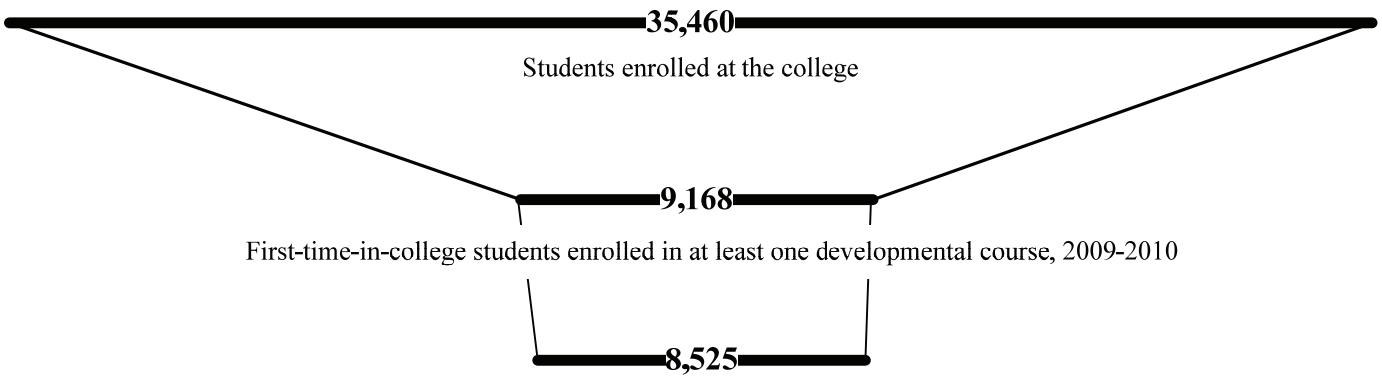
Administrators at Valencia Community College dedicated DEI grant funds to scale up a supplemental instruction strategy that they had previously found to improve outcomes for students in developmental math, in order to reach students who placed into developmental reading and English as well. Valencia's Supplemental Learning Leaders in the Classrooms strategy involved instructors hiring former students who had received good grades in a developmental class to repeat the class the following semester and serve as role models and resources for other students. These "SLs," as they were called, cooperated with instructors to assist students in and out of the classroom.

At the outset of the DEI grant, Valencia's leaders seemed concerned that there might not be enough students interested in becoming SLs to reach their goal of serving 6,000 students in the 2009-2010 academic year. When the DEI coordinator was asked during a fall 2009 interview about any challenges related to scaling up this strategy, he said, "We have more instructors asking for SLs than we currently have SLs." In the hiring effort, the DEI coordinator had strong support from high-level college leadership. The Director of Student Success and faculty SL coordinators on each campus worked with faculty on their campuses to hire a sufficient number of students as SLs. In interviews, instructors and SL coordinators offered two reasons for their success in this effort. First, successful students who had received assistance from SLs sought out opportunities to be SLs themselves the following semester; as one campus SL coordinator said of the strategy, "It generates new leaders — kids are attracted to the process and want to be SLs themselves." Second, the model was flexible, giving individual faculty members' autonomy on working with their SLs. Another SL coordinator explained that faculty liked the strategy because: "How you utilize it is up to you. Some instructors want students to be in class, like a student; others want some interaction" (between SLs and students in the classroom). As a result of Valencia's success in hiring SLs, Figure 3.1 demonstrates that the college was able to fully implement the scaling-up of this strategy, not only meeting but exceeding the goal it had set for student participation.

Figure 3.1

Supplemental Learning Leaders, Valencia Community College

Key strategy: Supplemental Learning (SL) leaders in the classrooms
Target: 6,000 students in 2009-2010



NOTES: This strategy involves identifying students who have successfully completed a developmental class (with input from instructors) and having them repeat the class the following semester, serving as role models and resources for other developmental students. The college's goal was to make this strategy available to 6,000 of the 9,168 students enrolled in at least one developmental course; it exceeded the target, staffing the classes of 8,525 developmental students with SL leaders and achieving a participation rate of 93 percent of those eligible for the intervention.

In other cases, however, the inability to recruit enough staff members interfered with the scaling-up efforts. One college, for example, planned to expand its modularized, open-entry/open-exit math courses, which had been introduced under the Achieving the Dream (AtD) initiative. Although some faculty members were willing to teach the modularized courses, others were resistant. In the first year of the DEI grant, this strategy was only partially implemented, because the number of students targeted could not be reached without having more instructors available to teach them.

Deciding How to Utilize Part-Time and Full-Time Staff

Guilford Technical Community College was another school where leaders chose case management as one of their focal DEI strategies. As shown in Figure 2.3, of the nine strategies that focused on advising and case management, six were efforts to scale up models that had operated during AtD. Guilford was among the few where this represented a new program, with the first pilot planned for the fall 2009 semester. The project coordinator (who, as noted above, was a highly experienced administrator) reviewed the budget and then led the effort to develop a two-pronged staffing approach to reach larger numbers of students in developmental education. The team decided to use grant funds to hire a small group of "intensive advocates" — adjunct faculty who were familiar with developmental students and their needs and who were paid at an hourly rate — to work with the most at-risk students. "General Advocates," in contrast, were volunteers from different levels of college staff who were willing to work with any student who was interested in being mentored. Challenges related to SCALERS elements other than staffing prevented the strategy from being fully implemented, as described below in this chapter.

As noted in Chapter 2, the majority of the focal strategies involving faculty engaged both full-time and part-time instructors. At some colleges, however, only full-time staff participated in the strategies. For example, the DEI coordinator at one college felt that the adjunct staff were "not ready" to teach an accelerated developmental course. In a few cases, learning communities evolved because faculty members who were on campus most of the time had gotten to know each other and agreed to collaborate. But such colleges may need to move beyond the base of full-time staff members in order to bring their strategies to a greater number of students.

Coping with Staff Turnover in Key Leadership Positions

In general, staff turnover was not a critical issue during the first year of the grant. At a couple of colleges, however, untimely personnel changes were a major obstacle to implementing the DEI strategies. At one college, the leader of the AtD core team retired after the end of that grant period. Due to budget constraints, the college did not replace this staff member. To make matters worse, the Director of Developmental Education at the college resigned at the

beginning of the fall 2009 semester. This individual had been a member of the AtD team, an integral part of the proposal process when the college chose its strategies, and the original director of the DEI when the grant was awarded. College leaders hired someone else to manage the initiative, but, as of spring 2010, they were still interviewing candidates to take over the Developmental Education department.

At another school, the core team experienced turnover in the highest position in the student services department. This change impeded the scale-up of the college's planned case management strategy for developmental education students, which was not implemented at all during the first year of the grant. As of spring 2010, the college was conducting a search for someone to replace the student services dean. Without a permanent staff member in this leadership position, it was difficult for the college to hire case managers who would provide the more individualized advising needed by developmental students.

Professional Development

The DEI grant enabled a number of colleges to offer faculty members more professional development opportunities. Cuyahoga Community College, for example, arranged for training on the use of supplemental instruction, and South Texas College brought in an expert on contextualized instruction to address the faculty. Other technical assistance opportunities were orchestrated through the Community College Leadership Program at the University of Texas at Austin.

Professional development was occasionally used to encourage reluctant staff to change their teaching practices. For example, at one college, one of the key strategies is a learning community involving a combination of a math-focused student support class and the standard algebra class. The strategy generated opposition among some faculty members who, according to one instructor, "do not see a need, or are uncomfortable with the touchy-feely aspects of the support class." The college invested in training a group of nine faculty members who could then develop and offer workshop sessions about the benefits of student support classes to full-time and adjunct faculty. It remains to be seen, however, whether professional development will reach more faculty members and convince them to change their teaching practices, and it may be that it takes time for professional development efforts of this nature to prove effective.

Additional data may also help to turn around faculty attitudes about instructional change. Thus, at the college in question, faculty members expressed interest in seeing whether students in the paired student support/algebra classes had better outcomes than those who took the standard algebra class alone.

Communicating and Engaging Staff and Students

Communicating is defined in the SCALERS framework as "the effectiveness with which the DEI core team is able to articulate clear goals and persuade faculty, staff, and students to adopt and support the strategy" (Table 3.1). Communicating can heavily influence the potential for successful scale-up of the college's DEI strategies, as it acts to lubricate the introduction of new ideas and induce personnel to carry them out. Communication efforts described here focus on informing campus constituents about the initiative in the hopes of engaging and encouraging them to support or adopt strategies.

This section first discusses three general targets of communication efforts — faculty, student support staff, and students themselves. It then turns to several specific topics associated with communication: the role of the college president in communication efforts, the "rebranding" of developmental education, communication during the planning process, and the special challenges faced in implementing effective communications at larger colleges.

Communicating with Faculty

Because so many of the strategies undertaken by DEI colleges required changes in how instructors taught, talking with faculty effectively about the goals and benefits of these strategies is obviously critical. Without faculty acceptance, scale-up of these strategies is difficult or impossible. Researchers rated communicating with faculty as an especially critical element affecting implementation.

Providing faculty with motivation, meaning, and choice through what was communicated and how it was conveyed appeared to be the most important factor in persuading faculty to take up a strategy. Faculty engagement appeared to be greater when faculty members were widely included in the decision-making or planning process in regard to how a strategy was chosen, developed, and implemented or scaled up. For example, Eastern Gateway faced early challenges with faculty buy-in to a modularized math curriculum. Faculty members eventually got on board, in part because college leaders made it clear that the instructors would play a key role in selecting which computer program would be used for the new curriculum. The college president commented: "I'm excited about the MyMathLab [the name of the modularized curriculum] components and am ready to see it incorporated into the classes. I want it to move faster, but you have to let the faculty decide. You can't force something on them. Our faculty are smart, but you have to let them come to the conclusion of what's needed."

Similarly, at South Texas College, the collective approach was used to encourage participation in the development and implementation of the college's contextualized learning strategy. Core team leadership actively solicited faculty feedback during the early stages of

implementation and integrated that feedback into plans that faculty could see. This collective approach eased early tensions that arose when the strategy was introduced.

At other colleges, faculty members had less of a role in decisions about the focal strategies. When few were involved in planning or a strategy felt imposed from above or was introduced as a fait accompli, faculty resistance was higher. A clear message that faculty members had choices was a way of defusing staff opposition. During a faculty focus group at Houston Community College System regarding its learning communities strategy, one faculty person commented: "Even when we select courses, our department chair lets us know which are LCs and which are stand-alone, so we get a choice. We sit in our office and informally decide what to teach. You're always free to decline." (There may, however, be a trade-off between staff choice and maximum scale-up of a desired intervention — an issue that is reprised in Chapter 4.)

Communicating with Staff

Clear communications with staff (for example, advisers, counselors, and case managers) emerged as an important facilitator to scale-up. Clarity about program offerings and staffing roles is a key requisite. For example, if advisers are unaware of new instructional strategies like learning communities or an Accelerated Learning Program or do not know enough about them to describe them well, they will be unable to promote these initiatives and refer enough students to meet numerical targets. Once staff were clear on what was being offered through the DEI and what their roles were in relation to the initiative, they were willing to support and promote the strategies. In a couple of cases, there was role confusion between existing student services staff and new case managers. The existing staff felt that their positions were being encroached upon and resisted. Once roles were clarified, tensions dissipated.

Marketing to Students and Parents

Persuasive marketing to students — and parents — to take up strategies was also an important scaling consideration. Students were not naturally inclined to depart from traditional course or student service offerings. To enroll enough students in the courses to be offered, the college had to make the benefits of the strategy clear in terms that were meaningful to them (such as reduced time in developmental coursework or receipt of college credit).

Danville Community College, in marketing its test preparation strategy to high school students, reached out to both parents and high school seniors. The messaging emphasized the benefits of test preparation in terms of both saved dollars and saved time. Parents were more responsive than youth, and they encouraged their children to participate.

While there were examples of successful marketing, there were also cases where college personnel felt that the marketing fell short, and the implementation of the strategies

suffered as a result. For example, one support strategy had adequate numbers of faculty and staff volunteers, but students did not take up the offer — a fact that college personnel attributed to limited marketing about the purpose and benefits of participation.

The Importance of Presidential Support

Active presidential support of the DEI functioned to encourage staff and faculty at all levels, as well as other constituents, to be informed about and support the strategies. Such support appeared to facilitate scale-up.

Presidents made efforts to talk positively and frequently about the initiative to a wide variety of groups. For example, the president of Housatonic Community College described how she promoted the initiative externally and internally: "There's hardly anyone I don't talk to — Bridgeport Education Alliance, high school partners, and others as well. We share what the goals are, how we are teaching differently, and why we are teaching differently." Her role went beyond serving to "rubber stamp" the decisions of others; rather, she was integrally involved in the management of the initiative, participating at least once a month in meetings on issues of budget, curriculum, staffing, and data use related to the college's DEI strategies. Similarly, the president of El Paso Community College sought to engender support for the DEI by linking it to the Start Right Initiative, a preexisting collegewide initiative that had established a number of committees, including the Retention and Instructional Intervention work groups, in order to facilitate communication with and solicit the input of a variety of faculty and staff members.

"Rebranding" the DEI

Other communications to enlist support for particular DEI strategies or for the initiative as a whole focused on translating the DEI's benefits to those who might not otherwise see them, particularly the many who taught or worked outside the developmental education department.

Patrick Henry Community College used its public relations department to create a "public face" for the DEI, renaming it the "Progress Initiative: Your Bridge to Everywhere." (A new name seemed in order when it was learned that some in the campus community had negative associations with "DEI," confusing it with "DUI" — driving under the influence.) The public relations campaign that was developed to increase awareness of and engagement in the initiative targeted all conceivable constituents, including faculty, staff, students, board members, the community, media, and even funding partners. The rebranding team designed a logo (a bridge), secured the rights to a theme song ("I'll Take You There" by the Staple Singers), and made T-shirts and other marketing materials describing the initiative widely available.

Norwalk Community College held a contest that resulted in the DEI's being renamed the "Comprehensive Achievement and Retention Initiative," or "CARI Grant." As the DEI

liaison explained: "'DEI' is actually problematic because the name makes it seem that it's only beneficial to the developmental education department. Faculty in other areas of the college will look at it as something that they shouldn't get behind, even though it would benefit them because their students. . .come from dev ed."

Renaming the grant, then, appeared to be a first step to creating positive associations in the minds of constituents. In neither of these cases is it clear whether renaming increased support for the DEI, but perhaps it reduced resistance or indifference.

Communication During the Planning Process

Communication with relevant staff members during the planning process could promote effective scale-up; insufficient communication, in contrast, could result in decisions that limited scale-up down the line. While other factors influenced the shape of the funnel illustrated in Figure 3.2, one was that as planning moved forward, critical input was missing. The college planned a learning community for newly enrolled upper-level developmental reading students (those scoring in the top third of Accuplacer scores) that would pair a developmental reading course with a biology course. The goal was for the learning community to serve 24 students in the winter quarter and another 24 in the spring term. However, the college's Institutional Research office was in transition, and data on the number of students who could be expected to score in the target range were not brought forward.[6] As it turned out, of the 192 new enrollees in both quarters who were found to need developmental reading courses, only 60 scored in the top third of Accuplacer scores. Nor did planners have adequate information about the courses of study that upper-level reading students had typically followed. The planners learned — late — that most of these upper-level developmental students were in programs of study that required them to take a different biology course than the one paired with the reading course. Enrollment was further reduced because some eligible students preferred to take courses with schedules that better met their needs. Finally, some eligible students may not have known about the course, since, owing to its eligibility requirements, it was not publicly posted. For all these reasons, only 10 students enrolled in the learning community in the winter term — 12 percent of the original target — and there were not enough students to offer the learning community again in the spring.

[6]To be useful, such data should be as up-to-date as possible. This college, like others, has experienced an influx of students who appear to be less well prepared than students in earlier cohorts. Basing projects on out-of-date statistics would lead to overly optimistic assumptions about the number of students who have placement test scores in the appropriate range.

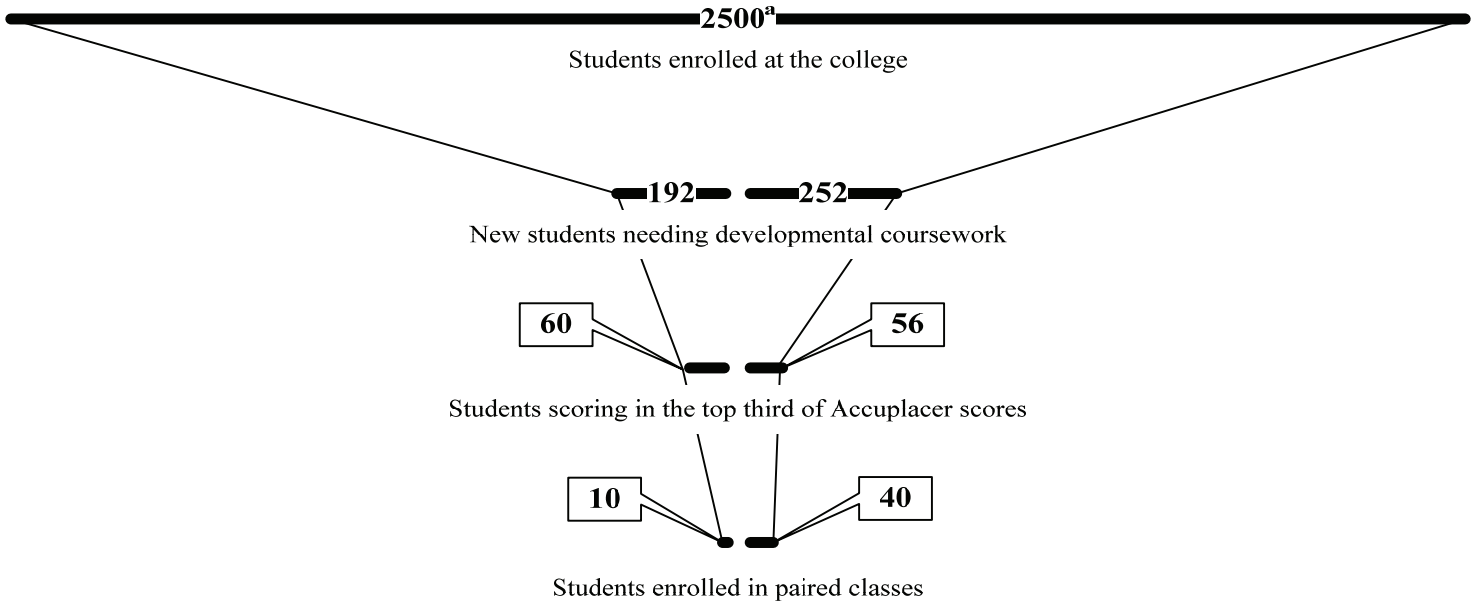
The Developmental Education Initiative

Figure 3.2

Paired Developmental and College Courses, College X

Key strategy: Paired developmental reading with biology (left) and English with sociology (right) for newly enrolled students needing developmental courses and scoring in the top third of Accuplacer scores

Target: 24 students in each class, each term



NOTES: One section of paired reading with biology was offered. College met 42 percent of its original target and served 5 percent of new students needing developmental reading and 16 percent of eligible students. Two sections of paired English with sociology were offered. College met 83 percent of its original target and served 26 percent of new students needing developmental English and 71 percent of eligible students.

[a]This number is an approximation.

The Challenge of Effective Communication Across Multiple Campuses and in Larger Colleges

Communication appeared to pose special difficulties at large, multicampus institutions. In one extreme case, it appears that, historically, the faculty of two departments involved in one discipline-based strategy actively and consciously have not talked to one another about what they were doing or how they were doing it. Each department at each campus functioned wholly independently and appeared to avoid openness and sharing. Although the program design called for the strategy to unfold in the same way across the campuses, the parties' failure to communicate made for major barriers to effective implementation and scale-up, affecting the consistency and quality of what was put in place. Similarly, at another multicampus college, an administrator said, "The challenge . . . is being able to communicate effectively across all campuses, create a consistent message about students' ability to succeed."

Communication within smaller schools appears to have been easier, in part because the people involved with the development of the DEI grant and the strategies chosen were also often the people who were implementing those strategies. They thus had a deeper understanding of the initiative's goals and were more fully committed to approaches that they themselves had chosen. At some of the smaller schools, in fact, faculty, staff, and administrators often played multiple roles in the scale-up of DEI strategies, further increasing their familiarity with the initiative.

Nonetheless, in at least one large college, the DEI (and AtD) was reported to have improved historical communication patterns. The Dean of Academic Affairs at El Paso Community College reported: "Clearly [communication has] changed. We never in my 35 years had these kinds of conversations, looked at this kind of data, talked about what it is that works, and what we can scale up. I shouldn't say never — sure, there have been conversations — but not focused conversations, not that continuity that we've had in the past eight years, never [this level of] collaboration. People today have an understanding of what we're doing and why. And it makes its way into the classroom."

Alliance-Building

Alliance-building is defined in the SCALERS framework as "the effectiveness with which the DEI core team is able to engage the necessary parties, forming alliances that support the strategy" (Table 3.1). An "alliance," as the term is used here, does not include any working arrangement that facilitates implementation and scale-up of DEI strategies but, rather, a relationship or working arrangement that brings together parties with distinct interests or responsibilities that come together for a new common purpose.

Alliances occurred in different configurations at the DEI colleges. Some crossed departments and divisions, while others involved external partners. Some were quite complex or demanded participation from many different parts of the college, including divisions that might not have worked together previously, while others were as simple as a long-standing relationship between two decision-makers at the college. Effective alliances that included the right partners facilitated scale-up.

Bringing Different Academic Departments Together

Supplemental instruction is being used in both English and math classes at Cuyahoga Community College. To plan and implement this strategy, an effective alliance has been created across these two departments. Faculty members from both departments, along with staff from the college's Learning Center, came together to draft a job description and to design an interview for prospective candidates. Staff from the two departments continue to meet regularly to discuss broad issues related to the use of supplemental instructors in their courses.

Capitalizing on Previously Established Working Relationships

In general, initiatives benefited from preexisting collegial relationships and friendships that facilitated the choice, implementation, and scale-up of certain strategies. A few learning communities began this way, when a pair of faculty members who knew each other and thought that they would enjoy working together chose to link their courses. These alliances were effective on a limited basis; however, they required the inclusion of other colleagues in order to be brought to scale. To achieve this, the core teams had to turn to two other SCALERS — Communicating and Sustaining Engagement — in order to describe the strategy to and attain buy-in from uninvolved faculty.

At Zane State College, the effort to scale up student advising built on a long-standing collegial relationship between the DEI coordinator and the Director of Student Services. The enhanced advising, which focused on ensuring that students took their courses in the correct sequence, had initially been put in place for developmental math students under Achieving the Dream and had proved successful. The DEI coordinator's cordial relationship with the Director of Student Services — the two frequently dropped into each other's offices to chat — helped to guarantee that similar advising for developmental reading and English students would quickly be put into place.

Alliances with External Partners

Certain strategies required that alliances be built with partners outside the college community. For example, it was important that strategies that involved changes to institutional policy or direction not conflict with state policies that were in existence or in the offing. Toward

this end, core team members worked with state policy leaders and participated in statewide developmental education groups and task forces. Some colleges faced delays in scaling up their strategies while waiting for state-level decisions.

Other alliances with external partners include those that required the core team to work with their local school districts and high schools. In such alliances, the partners collaborated to create bridge programs to better prepare high school students for college as well as to put in place strategies that would engage students in preparing for the placement test administered to new students. Students who did well enough on the test could be placed in higher-level developmental courses or could avoid having to take developmental courses altogether. As noted above, at Danville Community College, the core team worked not only with the local high school but also with parents of high school students to recruit students for the test preparation strategy. Parents were the driving force behind the scaling of this strategy when they united with the college to facilitate recruitment of high school seniors.

Including the Right People/Groups in Alliances

Whether or not alliances had been in place before colleges received their DEI grants, it was important to ensure that subsequent alliances included all the right players. When they did not, a few colleges faced difficulties in scaling their intended strategies. At one college, the scale-up of a proposed policy to bar developmental students from online registration stalled because the policy conflicted with a rule exempting a significant portion of the developmental education population from its application. The faculty and staff who served this special population were not included in early discussions about the policy, and the policy's planners were unaware of the regulation and the significant number of students who would be exempt from it. The problem was exacerbated because the college's online registration system could not differentiate the exempted developmental students from those who would be subject to the policy's provisions. During the first year of the demonstration, the proposed policy was not put into effect.

Resources

Resources are another factor that can contribute to facilitating or constraining the scale-up of DEI strategies. MDC's redefinition of the SCALERS term "Earnings Generation" is a good lens through which to understand the role that the management of resources plays in bringing colleges' strategies to scale. Resources: "the effectiveness with which the DEI core team manages and secures resources to sustain the strategy's infrastructure — staffing, space, technology, and so on" (Table 3.1). The grants of up to $743,000 over three years that each college received from the Bill and Melinda Gates Foundation meant that colleges generally had sufficient financial resources for scaling up during the grant period. As colleges considered how

to allocate and leverage these financial resources during the grant period, as well as how to prepare for when the grant ends, they faced a number of resource management challenges related to space, technology, and the specialized knowledge needed to sustain and bring strategies to scale.

Technology

Eight colleges had 12 strategies among them that required the use of costly or complex technical resources such as software and computer systems. The most common strategies utilizing technology involved curriculum modularization/self-paced learning and test preparation, but technology played a role in other strategies as well.

While problems with technology were not widespread, when they occurred, they tended to impede progress toward scale-up. This was true for Guilford Technical Community College and for North Central State College, which were planning to use a new student case management system that a third community college had recently developed. At both colleges, getting the new system up and running presented a number of problems and delayed implementation.

Guilford hoped that the new system would support its student advocacy/case management strategy and its specialized orientation for students needing developmental coursework in two or more areas. But the college encountered delays first in purchasing the system and then in meshing it with its existing management information system. Without the system in place at the start of the DEI, Guilford had to follow a less efficient procedure for creating learning plans during the specialized orientations, and it could only partially implement its advocacy/case management strategy. As of the spring of 2010, Guilford was considering creating its own system as a way to avoid similar challenges and to serve the students targeted for its interventions more effectively.

Like Guilford, North Central State also experienced a delay in rolling out aspects of its "early alert" case management strategy. Due to limited support from the company that provided the system as well as compatibility issues with the college's existing management information system, North Central State also had to figure out how it would scale up in the face of technological difficulties. Fortunately, the college has been able to roll out a couple of its case management functions using other systems and software programs, though it has been delayed in implementing its early alert system.

Another technology-related issue that colleges faced was figuring out ways to manage the cost of technical resources once scale-up took place. As plans began to unfold at Housatonic Community College for scaling up the college's Open Entry/Open Exit (OE/OE) Math and English strategies, the DEI coordinator learned that the modularized curriculum software that the college was then using, which was affordable on a small scale, would not be financially

sustainable at a scaled-up level. This was particularly an issue for English instruction, since the college had already reached its goal of expanding OE/OE English to serve six times as many students as at the start of the demonstration. Accordingly, the college switched from the PLATO instructional software to adopt less costly math and English software produced by the international media company Pearson. By implementing the Pearson MyWritingLab software, the college was able to offer six sections of OE/OE English instruction — a feat that would not have been financially feasible after the grant ended using the former software.

Space

Management and acquisition of space for scaling-up strategies also proved to be a challenge for some colleges. Colleges that had strategies requiring specialized space needed to have administrative leaders who made the provision of space and equipment for these strategies a priority. This was the case at El Paso Community College, where effective implementation of the new Emporium math strategy required a dedicated math lab with computers. In the face of significant space constraints, the president and administrative leaders stood behind the strategy, not only ensuring that there was dedicated space on campus to meet short-term resource demands but also investing in the construction of additional labs to ensure sustainability of the program beyond the grant period. As a result of these efforts, El Paso was on track to meet its target of reaching 600 students by the end of 2009-2010 (having served 418 students reached as of the spring, with two summer sessions remaining to reach the target). By the end of the grant period, the college hopes to reach 2,000 students with this strategy.

Expansion of tutoring and supplemental instruction was one of the focal strategies implemented at North Central State College. Through the DEI grant, the college's tutoring center, already popular among students, experienced unprecedented success to the point where students overflowed into neighboring rooms during peak times. The coordinator of the tutoring program, who is both an administrator and a faculty member, has convinced both sets of colleagues to invest in the program. However, the college has limited space on its central campus, which it shares with Ohio State University; although it has an auxiliary campus a few miles away, not all students have cars, and public transportation is unreliable in this section of rural Ohio. There has been talk of expanding the tutoring center in the future, but no concrete plans to do so have yet emerged.

Having space available was important, but equally important was ensuring that the space was well used. Housatonic dedicated a computer lab to OE/OE Math and English as well as the I-Math strategies, with a part-time lab coordinator designated to supervise the lab. When use of the lab turned out to be low, students were polled to determine what hours for the lab to be open would best accommodate their schedules, and the lab's hours were adjusted according-

ly. Thus, the college not only allocated the space resources that its strategies required but also took the steps needed so that students could make optimal use of these resources.

Zane State College found a creative solution to the space problem, creating a mobile computer lab. The college purchased 25 netbook computers that could be loaded onto a rolling cart and moved from classroom to classroom. In this way, computerized instruction could be integrated into regular classes, rather than delivered separately in a specialized context.

Knowledge

As noted above, many colleges used their DEI grants to support professional development activities for staff, including technical assistance provided by the Community College Leadership Program at the University of Texas at Austin. In addition, at two colleges, technical assistance providers who acted as consultants for the colleges played an integral role in advancing key strategies and facilitating their scale-up. North Central State brought on a consultant to assist with the college's evaluation of its key strategies, but the consultant, in working with the teams leading the various strategies, ultimately had a key part in shaping the way the strategies were rolled out. In addition, the institution's leadership believed that the consultant's focus on outcomes rather than inputs could help to shape the college's larger culture.

Eastern Gateway also hired a consultant to analyze data related to its policy of requiring students to complete their developmental education requirements before advancing to college-level courses. Staff at the college further turned to the consultant as a partner in helping them think through how to implement the strategy. Eastern Gateway also utilized consultants as advisers for implementing its other strategies.

The SCALERS at Colleges That Made More and Less Progress

Up to this point, the SCALERS elements have been discussed separately. This section uses the SCALERS elements to show how the factors worked together to facilitate strategy implementation and scale-up at College A, which fully implemented two of its three focal strategies, and, conversely, how the factors impeded implementation at College B, where two strategies were partially implemented and one was not implemented at all.

College A: Factors That Contributed to More Complete Implementation

Alliance-building, sustaining engagement, communication, and staffing all fostered implementation at College A, one of the smallest colleges in the initiative. At some institutions that served fewer than 5,000 students, administrators and faculty served on more than one DEI strategy-specific subcommittee, each of which had a team leader. At College A, the overlap of staff working on different strategies led to a team dynamic and buy-in across the institution.

Alliances were formed to support the scaling-up of the focal strategies — an accelerated math class, tutoring, and supplemental instruction. In an interview, the project director described the staff working on the DEI by saying: "We're fairly small here, and many of us have been here for a number of years. We sit on committees together, so for the most part I think it's a very healthy relationship." The DEI seemed to create a common goal across the institution: to help more students who placed into developmental education succeed. College leaders, faculty, and staff who were interviewed all seemed encouraged to value the DEI strategies.

As noted, at the smaller DEI colleges, communication was less of a challenge than at the larger schools. At College A, a small number of staff were able to play multiple roles both on the strategy teams and across the college. Participating in department meetings helped them keep abreast of not only the latest events related to DEI but also those related to developmental education. For example, the director of the tutoring center, who led the strategy charged with scaling up the tutoring services, was herself a tutor and an adjunct faculty member who taught developmental math and developmental writing. Not only did she attend DEI team meetings and lead her subcommittee meetings, but her position as an instructor also put her in constant communication with the heads of the math and English departments, who also led the other two focal DEI strategies.

These strategy leaders also cooperated to meet staffing needs related to expanding services to serve larger groups of students with developmental needs. Again, at smaller colleges, lower numbers of staff needed to be hired to scale up strategies. Staffing was not a challenge as the accelerated math class and tutoring strategies were scaled up. The chair of the math department worked with his team and the DEI coordinator to hire a new adjunct instructor to teach additional sections of the course. Other full-time faculty from the math department provided tutoring, which reduced the number of new adjunct and student tutors who needed to be hired to expand the tutoring and supplemental instruction services. As shown in Figure 3.3, College A reached more than twice the targeted number of students with its tutoring strategy.

In the summer of 2009, college leaders indicated that they envisioned scaling up tutoring to reach 275 students a year. While the services were available to all the students enrolled at the college, leaders were interested in providing more support for about 1,000 students who were enrolled in developmental education classes, so that they could progress on to credit-bearing courses. They aimed to serve 275 students over the course of the year; by the end of winter 2010, 556 students had already attended tutoring sessions.

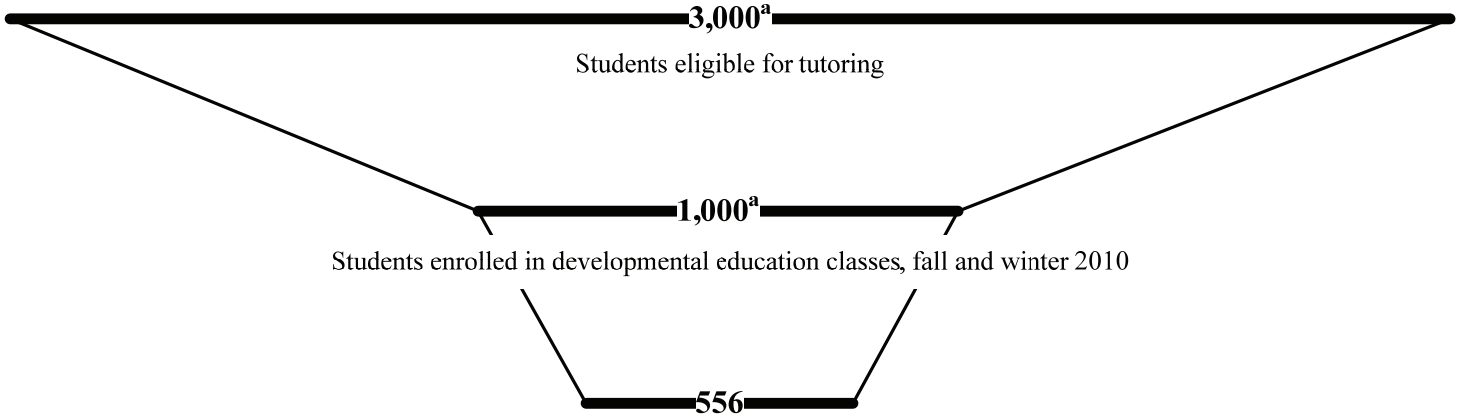
Even though College A is small and members of the core team cooperated and communicated effectively, the organization of the physical space at the college — team members' offices were often a considerable distance apart — did not facilitate their efforts. As the DEI coordinator commented: "In terms of willingness, I think it's there; there are good collegial

The Developmental Education Initiative

Figure 3.3

Expansion of Tutoring Lab, College A

Key strategy: Expansion of tutoring lab
Target: 275 unique students per year



NOTES: While all students are eligible for tutoring, College A focused outreach efforts on the approximately 1,000 students at the college enrolled in developmental education. For instance, advertisements for the lab were distributed at or around developmental classrooms, and some instructors mandated that all students attend at least one tutoring session. Thus, College A achieved a participation rate of 19 percent of all eligible students and about 63 percent of the number of students identified as best candidates for the intervention (though it is unclear how many of the 631 participants were part of this subgroup). The college more than doubled its initial target of 275 unique students.

[a]This number is an approximation.

relationships, and just our physical structure is not lending itself to furthering those." The core team planned to reorganize classrooms and staff offices to enable staff meetings to be held more easily and to provide easier access for students. The college was also considering expanding the tutoring center in response to the increased student demand.

College B: Factors That Inhibited More Complete Implementation

In contrast to the generally rosy situation at College A, SCALERS-related challenges at College B hindered progress during the first year of the initiative. Staffing presented a particular problem at College B, where a limited hiring pool exacerbated the usual administrative and fiscal challenges of opening new positions. College B draws its students and staff from a sparsely populated, rural area. When its DEI leaders decided to hire new case managers with subject-specific expertise in English or mathematics, they faced the difficulty of locating and attracting qualified applicants from the surrounding community. In fact, College B had to post its mathematics case management positions three times before finding two candidates with sufficient content knowledge and interpersonal skills for the job. This search extended into the second semester, delaying implementation plans and reducing the time available in the first year for case managers to work with students.

While confronting external staffing constraints because of its location, College B also experienced internal communication problems. One of College B's focal strategies — a policy mandating continuous enrollment in the developmental education sequence — had not yet been implemented in spring 2010, due largely to gaps in communication and alliance-building across the college. Several areas of the college were involved in planning for this policy change, but the vocational education programs were not among them. The proposed resulting policy failed to make the necessary exemptions for certificate-seeking students and thus could not be approved and implemented as planned. Insufficient communication also complicated the implementation of College B's case management strategy. Although case managers were hired to fulfill a role distinct from those of preexisting college staff, some advisers and counselors did not feel that the differentiation of roles was clearly communicated, leading to tensions in the student service area on one campus. The college president ultimately had to intervene to clarify these roles and assuage counselors' concerns about being displaced.

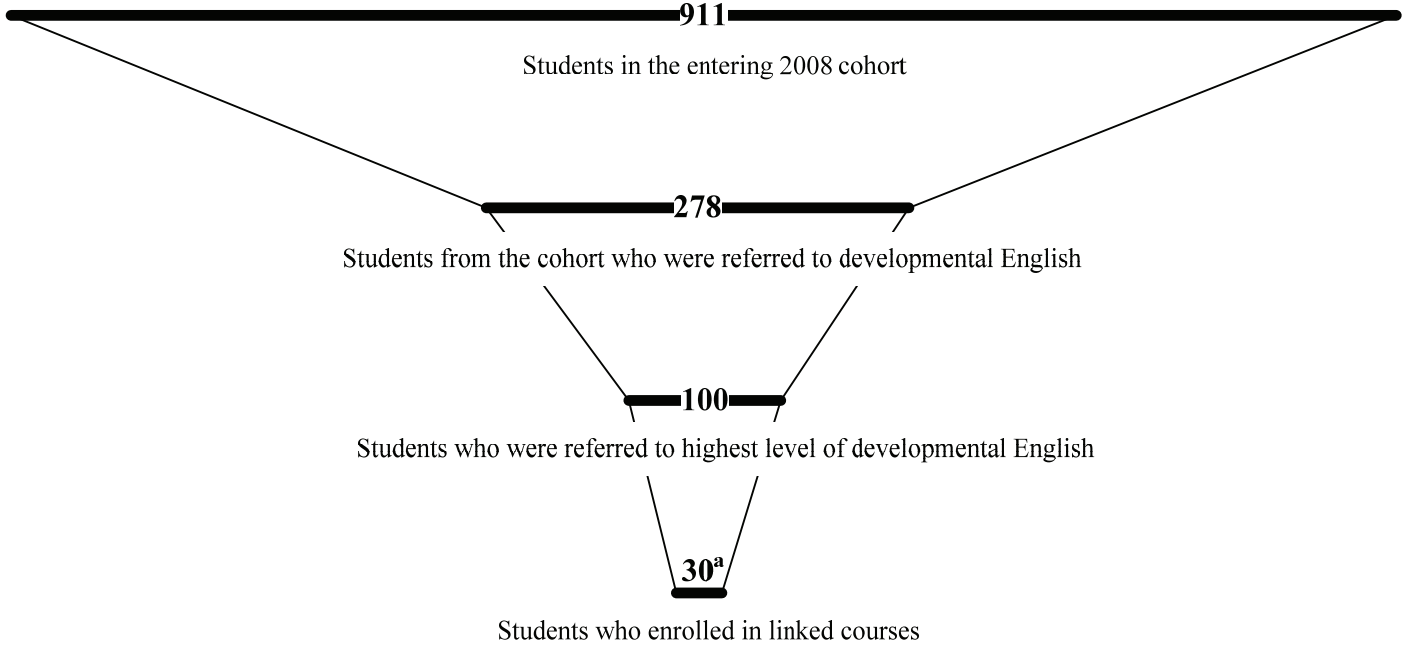
Closely tied to its challenges with communication, College B struggled to engage large numbers of faculty and students in some of its strategies. (See Figure 3.4.) College B's third strategy, which involved linking developmental and college-level English courses, was designed and piloted by a single, self-directed faculty member during the first semester. A second faculty member opted to adopt the strategy during the following semester, but neither instructor received any formal training, nor did they have the opportunity to communicate about their work to other faculty and staff. As a result, the strategy has touched only a small pocket of

The Developmental Education Initiative

Figure 3.4

Linked Developmental and College-Level Courses, College B

Key strategy: Linked courses in developmental and college-level English



NOTES: This strategy gives students at the top of the developmental English placement test range the option of taking a college-level English course, modified to incorporate developmental content, along with a companion course to reinforce study skills and learning theory. College B served approximately 30 percent of eligible students, but the pool of eligible students represented only 36 percent of the developmental students at the college.

[a]This number is an approximation.

faculty and students. Even among the small minority of students who are eligible for the strategy based on their placement at the top of the highest level of developmental English, only a fraction were successfully recruited and enrolled. In fact, College B had to cancel a third section of the course when only one student enrolled. The college's DEI leadership hopes to encourage higher enrollment in the future by better publicizing the benefits of the course to both students and academic advisers.

For analytic purposes, it is possible to discuss each SCALER individually, and, indeed, each is important. But as the preceding discussion suggests, in reality, these factors worked collectively to explain implementation progress and problems. Effective scaling-up requires a skilled and committed group of core staff members who have both the vision and the communication skills to enlist others to their cause and the attention to detail needed for effective implementation. Scaling-up needs the support and engagement both of highly placed officials and of those actually charged with enacting the new roles and routines called for by the intervention being scaled. It requires adequate space and technological resources. And it requires marketing to students, whose understanding of the benefits of participating in the scaled-up strategies cannot be assumed. Chapter 4 reprises some of these themes.

Chapter 4

Reflections and Conclusions

The new attention now being given to the phenomenon of scale-up is fully warranted. There is much to be learned about programs and interventions that operate at a small scale: what it takes to get them started and to sustain them and what effects they have on participants. But these programs, however promising they may be, are unlikely to be "game-changers" unless they can be expanded to serve many more people. Only programs that have shown that they can be implemented at a reasonable scale and under differing conditions are likely to be translated (in whole or in part) into policy.

But scaling up is hard to do — harder than the funders, partners, and colleges participating in the Developmental Education Initiative (DEI) may have anticipated. By the end of the first grant year, the 15 colleges had made real progress in advancing their strategies, but in some cases that progress was hard won. At this point, it is much too early to judge the ultimate implementation success of this three-year initiative. Nonetheless, some early lessons are beginning to emerge — some derived directly from the findings, others from a broader consideration of the issues. These lessons should be regarded as preliminary and suggestive rather than definitive; they are meant to guide reflection as much as action. They are directed toward funders, toward colleges, and, in one instance, toward both.

Lessons for Funders and Intermediaries

- **Be sure that the Request for Proposals clearly expresses desired goals.**

As noted in Chapter 1, the DEI funders' original intention was to have colleges quickly expand initiatives that they had piloted in the Achieving the Dream (AtD) initiative so as to reach large numbers of developmental students. Discussions among the partner organizations resulted in a broadening of that original framework and an RFP that permitted colleges not only to scale up previous interventions but also to launch new ones, and 10 of the 15 colleges chose to do the latter. Under these circumstances, it was unlikely that colleges would be able to go to scale as quickly with all their strategies as funders had originally hoped.

Similarly, if the funders' intention was for colleges to do a few things well, that message was also lost in the RFP. For instance, the RFP stated, "A larger number of strategies will not *necessarily* increase the strength of the proposal" (emphasis added) — a formulation that implied that a larger number of strategies *could* increase the proposal's strength. Not until several weeks after the colleges were notified that they were among the 15 winners were they

advised to rethink the number of strategies that they had proposed. Time was lost in planning around strategies that the colleges subsequently decided to drop.

- **Consider where the grant fits into the academic calendar, and build a planning period into the grant if it is called for.**

The DEI colleges received notification of their selection for the demonstration in May 2009, at the end of the academic term. This meant that more concerted planning took place over the summer, when faculty members who were charged with implementing key strategies and might have been expected to be involved in their planning were on vacation or otherwise unavailable. This situation could create bad feelings when instructors and others returned in the fall with instructions to implement strategies that they had not had a hand in shaping and did not completely understand. Given the timing of the grant, it might have made sense to make the fall 2009 term a planning semester and to allocate funding accordingly.

- **Consider providing funding for colleges to receive coaching in developing and planning their interventions.**

An outside consultant charged with assisting colleges with the planning process can help ensure that all the relevant parties are included in the planning process and that the right questions are being asked. For instance, if a college is planning to target a strategy to higher-level developmental students, the consultant might ask how many students fit into this category. If a strategy involves pairing a developmental class with a college-level class in a learning community, the consultant might ask what courses students in the most popular fields of study are required to take and whether these would be appropriate for pairing. If a college is planning a case management strategy, the consultant could help the college figure out how many contacts with students it makes sense to require of the case managers. Having a "critical friend" available to ask hard questions can help ensure that such questions get addressed; that individual can also serve as a role model for college administrators, so that, the next time around, they will be positioned to ask similar questions.

As an alternative or a supplement to providing in-person technical assistance, a detailed planning guide can help ensure that personnel involved in planning decisions consider a full range of issues. Topics to be included in such a guide could include the theory of action underlying an intervention, determining the appropriate target group, staff recruitment and professional development, technology and space requirements, scheduling, publicizing the intervention and marketing it to students, and evaluating its outcomes.

Concerted attention to planning may be especially important for large, multicampus institutions. The study has found that communication has generally been easier at smaller institutions, where key players see each other frequently, and that there has been considerable varia-

tion in the way that strategies have been implemented at the various campuses of a single institution. These two findings are almost certainly interrelated. More intensive planning that brings together the relevant actors from the different campuses and that includes forthright discussion of different perspectives could be of use in ensuring greater uniformity of practice.

- **Consider ways to place greater emphasis on the development and evaluation of interventions specifically aimed at the lowest tier of developmental students.**

Some of the colleges' DEI strategies affected all developmental students. Other strategies, especially those involving instruction, were aimed at higher-level students. Only 3 of the 44 focal strategies were aimed specifically at lower-level students. Yet lower-level students are the ones with the longest, most arduous paths toward graduation ahead of them. And large numbers of community college entrants test into the lowest categories.

That said, little is known about how best to serve the lowest-level students. Funders might want to consider supporting efforts to develop interventions specifically for this population. For such interventions to have the maximum payoff, they should be accompanied by evaluations that will provide credible evidence about their effectiveness.

Lessons for Colleges

- **Make sure that the best available data are used in intervention planning.**

Data on the number of students placing into various levels of developmental education and on other characteristics of these students can help colleges diagnose students' needs and develop strategies that respond to those needs. Having this information at hand can also help colleges set realistic goals for the number of students who can be reached by the strategies.

- **Find numerous occasions for the college president to express early and public support for the intervention.**

As seen in Chapter 3, the president's vocal support sent a clear message that the DEI mattered, and it encouraged staff to become involved or at least to cooperate with the initiative. Such support could help eliminate bureaucratic and other implementation obstacles.

The president's support is especially helpful when the DEI coordinator is not an experienced administrator. The support signals to others that they should help the coordinator move the initiative forward rather than engage in acts that stand in the way — or delay progress through inaction.

- **Recognize that involving adjunct staff is likely to be critical for going to scale.**

It is encouraging to note that the majority of strategies requiring faculty involvement have engaged adjuncts along with full-time staff. Given the fact that, nationally, the majority of developmental students are taught by adjunct staff, strategies that depend exclusively on full-time staff may have only limited capacity for growth. If adjuncts are to be used in new and unfamiliar roles, however, they will need to be compensated for their time in planning and training.

- **Consider making staff participation in professional development activities mandatory.**

The study has also found that faculty support for the focal strategies cannot be assumed, especially when the strategies call for changes in instructional practices. A number of colleges have used professional development — usually offered on an optional basis — to educate instructors about how the strategies can best be put in place. But if colleges are serious about implementing desired instructional reforms effectively and on a large scale, they may need to mandate faculty participation, as was done successfully, for example, at Eastern Gateway Community College and South Texas College. Otherwise, it seems likely that those who come forward voluntarily will be individuals who already believe in the reform and are willing to put it in place, or those who can readily be persuaded to become converts to the cause.

- **Actively market new strategies to students.**

Just as the value of the new DEI strategies may need to be made apparent to instructional and other staff, so it may also need to be communicated to students. It cannot be assumed that students will automatically recognize the benefits of participating in a new intervention. Advisers, instructors, and others obviously need to be fully informed about the strategies to describe them accurately and encourage their take-up. But marketing efforts could also include brochures, videos, e-mail, podcasts, tweets, and other media to inform students about the new strategies and how these strategies are designed to help them move forward. Danville Community College has seen the advantages associated with marketing the strategies to students' parents as well.

- **Anticipate complexities in scheduling and arranging space.**

Counselors and case managers need a quiet and private space in which to interact with students. Supplemental instruction providers need a room where they can conduct one-on-one or group tutoring and review sessions. Learning community classes benefit from being scheduled consecutively, so that students can more readily see the connections in

course content that instructors are seeking to draw. College planners need to take these considerations into account in designing new strategies and scaling up older ones.

Finally, a Lesson for Funders and Colleges Alike

- **Recognize that there are no easy answers; reforms may involve trade-offs, and it is important to be clear about the terms of these trade-offs.**

MDRC's study of the DEI's implementation to date has uncovered a number of tensions between competing goals and between goals and the means of achieving them. It is important for all parties to be aware of these tensions and to consider how they can best be resolved. These tensions include:

Going to scale within a small target group versus reaching more students. This report has largely centered on colleges' efforts to provide services to more students in the populations that they have targeted for assistance. But it is important to ask whether "going to scale" with a strategy will change the trajectory of large numbers of developmental education students. It may not, if the target population for that strategy is small. In such cases, even if the intervention reaches every student in the target group, it may represent a marginal improvement for the relatively few, rather than a "game-changer" for the many. Thus, some DEI colleges have targeted strategies to upper-level students, perhaps because such students represent relatively "quick wins" — that is, they can be moved out of developmental and into college-level classes faster than students starting out at lower levels. But, in so doing, these DEI colleges are likely to be excluding the large majority of developmental education students — and the group likely to need the most assistance in order to progress successfully to credit-bearing courses and to graduation.

Breadth versus depth of services. Even if a strategy is fully scaled, in the sense that it reaches a large target population, its effectiveness may be reduced if resources are stretched too thin. This appears to have been the case with regard to a number of case management and counseling interventions. One DEI coordinator calculated that, given the size of case managers' caseloads at the college and the number of hours for which the case managers were employed, it would be impossible for them to complete all the individual student contacts called for by their job descriptions. Under such circumstances, going to scale to serve all students equally may be less effective than targeting resources to students who are especially at risk, assuming that high-risk students can readily be identified.

Scaling quickly versus waiting for evidence. One last point is worthy of mention. As noted above, because the RFP was so inclusive in its wording, many colleges used DEI funding to launch new, previously untested interventions. And, taking a lesson from the larger AtD effort, personnel at some colleges wanted to determine how effective these strategies were

before expanding them more fully. Paradoxically, the success of the broader AtD initiative — the fact that staff members had become committed to the AtD message that data should be used to inform practice — made for slower scale-up under the DEI, a spin-off from the larger program.

The Developmental Education Initiative story to date is one of progress, but also one of challenges and persistence in the face of those challenges. MDRC is continuing to track the implementation experiences of all 15 colleges and will, in concert with the funders, select a more limited set of colleges for in-depth case studies. A final report on the initiative will be published in 2012.

Appendix A

Descriptive Results of the Developmental Education Initiative (DEI), Fall 2009

Shanna Smith Jaggars

Community College Research Center (CCRC)

Data Availability

This report includes first-semester intervention participation information and descriptive outcomes for entering fall 2009 students who fulfilled each intervention's criteria (that is, who were in the "target population") in that term. The fall 2009 database does not contain information on all interventions implemented by DEI schools, for several reasons. First, some interventions began subsequent to fall 2009. Second, some schools are in the process of updating intervention information and have not yet submitted complete fall 2009 data. Finally, some schools' fall 2009 interventions began as small pilots with few students, and the descriptive statistics in this Appendix include only interventions that served at least 25 entering students in that term.

Intervention Scaling in Fall 2009

It is important to reiterate that the participation information reported here includes only *new first-semester* students. That is, the intervention sizes in this Appendix may not reflect the entire set of students receiving the intervention, as some interventions allowed for treatment of continuing students.

Although there are some exceptions, among colleges with large incoming student target populations (more than 1,000 students), the intervention typically reached 10 percent or less of target students, leaving room for further scaling across the next two years of the initiative. Among colleges with small incoming student target populations (fewer than 100 students), typically 100 percent of the target students were reached. In such cases, the target criteria for the intervention may need to be loosened or expanded in order to achieve wider scale.

Intervention Demographics in Fall 2009

Where possible, demographic data for target students who participated in the given intervention were compared with data for those target students who did not participate. There is some indication of two different patterns of treatment selection.

First, some interventions may be recruiting students for treatment more aggressively among subpopulations that are even more at risk than the formal target population. For example, the Houston Community College System's freshman success course is targeted to all incoming students who have fewer than 12 previously earned college credits. Yet, within the target population defined by the college, participants in the freshman course seemed to have lower math and English skills than did nonparticipants. Similar patterns seemed apparent for Cuyahoga Community College's mentoring program (participants were more likely to belong to a minority group) and for Patrick Henry Community College's active learning and case management programs (participants seemed less prepared in English and reading). It is possible that

these colleges are first focusing their programs on students whom they perceive as having the *greatest* need within their target population, with the notion of eventually extending the treatment to students with *all* levels of need within the target population.

Second, some interventions' participants may be the "cream of the crop" of the target population. For example, participants in Patrick Henry's Fast Track seemed to have higher levels of reading preparation than nonparticipants. To the extent that such programs expand across the target population over time, the degree of "creaming" will naturally decrease. However, current recruitment of more-prepared students could also reflect difficulties enlisting students among less-prepared populations. If such students are not interested in participating (or have barriers that do not allow them to participate), then it may be difficult to scale these interventions up.

Descriptive Outcomes

Given that the treatment group and the nontreatment group within each target population are not necessarily comparable, the tables that are labeled "First-Semester Raw Outcomes" are descriptive only and should not be interpreted as indicating intervention effects.

Cuyahoga Community College
Intervention: Math Pairing

Demographics (for those in target population)

	Received Intervention (N = 75)	Did Not Receive (N = 981)
All Target Students (N = 1,056)	7%	93%
Participating in Other Intervention (N = 1,056)		
No	79%	97%
Yes	21%	3%
Gender (N = 1,056)		
Female	45%	54%
Male	55%	46%
Ethnicity (N = 985)		
White	54%	56%
African-American	38%	34%
American Indian	4%	1%
Asian	1%	1%
Hispanic	1%	5%
Other	1%	3%
Age (Under/Over 25) (N = 1,056)		
Under 25	81%	76%
25 or Older	19%	24%
Pell Status (N = 1,056)		
Not Applied for or Not Received	41%	40%
Applied for and Received	59%	60%
Referral Status – Math (N = 1,048)		
College Level	0%	0%
1 Level Below	0%	0%
2 Levels Below	83%	80%
3 Levels Below	17%	20%
Referral Status – English (N = 962)		
College Level	35%	44%
1 Level Below	45%	44%
2 Levels Below	20%	12%
3 Levels Below	0%	0%
Referral Status – Reading (N = 9)		
College Level	0%	0%
1 Level Below	0%	0%
2 Levels Below	0%	0%
3 Levels Below	100%	100%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 1,056)	1.65	1.35	1.67	1.40
Credits Earned (N = 1,045)	7.21	5.43	6.31	5.20

Cuyahoga Community College
Intervention: Mentoring

Demographics (for those in target population)

	Received Intervention (N = 81)	Did Not Receive (N = 2,131)
All Target Students (N = 2,212)	4%	96%
Participating in Other Intervention (N = 2,212)		
No	80%	97%
Yes	20%	3%
Gender (N = 2,212)		
Female	56%	58%
Male	44%	42%
Ethnicity (N = 2,058)		
White	18%	46%
African-American	74%	45%
American Indian	1%	1%
Asian	1%	1%
Hispanic	3%	5%
Other	3%	3%
Age (Under/Over 25) (N = 2,212)		
Under 25	58%	75%
25 or Older	42%	25%
Pell Status (N = 2,212)		
Not Applied for or Not Received	23%	35%
Applied for and Received	77%	65%
Referral Status – Math (N = 2,153)		
College Level	0%	1%
1 Level Below	0%	5%
2 Levels Below	39%	33%
3 Levels Below	61%	60%
Referral Status – English (N = 2,000)		
College Level	25%	29%
1 Level Below	51%	46%
2 Levels Below	24%	25%
3 Levels Below	0%	0%
Referral Status – Reading (N = 53)		
College Level	0%	0%
1 Level Below	0%	0%
2 Levels Below	0%	0%
3 Levels Below	100%	100%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 2,212)	1.93	1.42	1.44	1.37
Credits Earned (N = 2,212)	6.83	5.07	5.67	5.20

Danville Community College
Intervention: Modular Math

Demographics (for those in target population)

	Received Intervention (N = 47)	Did Not Receive (N = 0)
All Target Students (N = 47)	100%	NA
Participating in Other Intervention (N = 47)		
No	53%	NA
Yes	47%	NA
Gender (N = 47)		
Female	60%	NA
Male	40%	NA
Ethnicity (N = 47)		
White	40%	NA
African-American	57%	NA
American Indian	0%	NA
Asian	2%	NA
Hispanic	0%	NA
Other	0%	NA
Age (Under/Over 25) (N = 47)		
Under 25	83%	NA
25 or Older	17%	NA
Pell Status (N = 47)		
Not Applied for or Not Received	28%	NA
Applied for and Received	72%	NA
Referral Status – Math (N = 47)		
College Level	21%	NA
1 Level Below	66%	NA
2 Levels Below	2%	NA
3 Levels Below	11%	NA
Referral Status – English (N = 47)		
College Level	62%	NA
1 Level Below	4%	NA
2 Levels Below	34%	NA
3 Levels Below	0%	NA
Referral Status – Reading (N = 47)		
College Level	89%	NA
1 Level Below	2%	NA
2 Levels Below	9%	NA
3 Levels Below	0%	NA

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 47)	2.33	1.44	NA	NA
Credits Earned (N = 47)	8.83	4.48	NA	NA

Eastern Gateway Community College
Intervention: Course Redesign – Math

Demographics (for those in target population)

	Received Intervention (N = 75)	Did Not Receive (N = 0)
All Target Students (N = 75)	100%	NA
Participating in Other Intervention (N = 75)		
No	25%	NA
Yes	75%	NA
Gender (N = 75)		
Female	36%	NA
Male	64%	NA
Ethnicity (N = 75)		
White	79%	NA
African-American	16%	NA
American Indian	0%	NA
Asian	0%	NA
Hispanic	0%	NA
Other	5%	NA
Age (Under/Over 25) (N = 75)		
Under 25	41%	NA
25 or Older	59%	NA
Pell Status (N = 59)		
Not Applied for or Not Received	2%	NA
Applied for and Received	98%	NA
Referral Status – Math (N = 74)		
College Level	0%	NA
1 Level Below	16%	NA
2 Levels Below	47%	NA
3 Levels Below	36%	NA
Referral Status – English (N = 71)		
College Level	49%	NA
1 Level Below	44%	NA
2 Levels Below	7%	NA
3 Levels Below	0%	NA
Referral Status – Reading (N = 13)		
College Level	46%	NA
1 Level Below	39%	NA
2 Levels Below	15%	NA
3 Levels Below	0%	NA

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 75)	2.24	1.44	NA	NA
Credits Earned (N = 75)	7.99	4.72	NA	NA

Eastern Gateway Community College
Intervention: Course Redesign – English

Demographics (for those in target population)

	Received Intervention (N = 48)	Did Not Receive (N = 0)
All Target Students (N = 48)	100%	NA
Participating in Other Intervention (N = 48)		
No	6%	NA
Yes	94%	NA
Gender (N = 48)		
Female	38%	NA
Male	63%	NA
Ethnicity (N = 48)		
White	75%	NA
African-American	19%	NA
American Indian	0%	NA
Asian	2%	NA
Hispanic	0%	NA
Other	4%	NA
Age (Under/Over 25) (N = 48)		
Under 25	38%	NA
25 or Older	63%	NA
Pell Status (N = 41)		
Not Applied for or Not Received	5%	NA
Applied for and Received	95%	NA
Referral Status – Math (N = 48)		
College Level	19%	NA
1 Level Below	4%	NA
2 Levels Below	33%	NA
3 Levels Below	44%	NA
Referral Status – English (N = 48)		
College Level	0%	NA
1 Level Below	85%	NA
2 Levels Below	15%	NA
3 Levels Below	0%	NA
Referral Status – Reading (N = 14)		
College Level	29%	NA
1 Level Below	57%	NA
2 Levels Below	14%	NA
3 Levels Below	0%	NA

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 48)	2.03	1.46	NA	NA
Credits Earned (N = 48)	7.52	4.82	NA	NA

El Paso Community College
Intervention: Placement Test Orientation

Demographics (for those in target population)

	Received Intervention (N = 114)	Did Not Receive (N = 6,018)
All Target Students (N = 6,132)	2%	98%
Participating in Other Intervention (N = 6,132)		
No	100%	99%
Yes	0%	1%
Gender (N = 6,132)		
Female	62%	53%
Male	38%	47%
Ethnicity (N = 6,132)		
White	5%	8%
African-American	4%	3%
American Indian	0%	0%
Asian	0%	1%
Hispanic	86%	85%
Other	4%	3%
Age (Under/Over 25) (N = 6,132)		
Under 25	79%	81%
25 or Older	21%	19%
Pell Status (N = 6,132)		
Not Applied for or Not Received	38%	38%
Applied for and Received	62%	62%
Referral Status – Math (N = 5,137)		
College Level	1%	5%
1 Level Below	28%	32%
2 Levels Below	17%	16%
3 Levels Below	54%	47%
Referral Status – English (N = 5,050)		
College Level	42%	54%
1 Level Below	31%	23%
2 Levels Below	27%	22%
3 Levels Below	0%	0%
Referral Status – Reading (N = 4,979)		
College Level	34%	44%
1 Level Below	29%	31%
2 Levels Below	14%	14%
3 Levels Below	23%	11%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 4,551)	2.95	0.91	2.49	1.27
Credits Earned (N = 6,131)	8.69	3.64	8.02	4.30

El Paso Community College
Intervention: Math Emporium

Demographics (for those in target population)

	Received Intervention (N = 55)	Did Not Receive (N = 6,077)
All Target Students (N = 6,132)	< 1%	99%
Participating in Other Intervention (N = 6,132)		
No	100%	98%
Yes	0%	2%
Gender (N = 6,132)		
Female	62%	53%
Male	38%	47%
Ethnicity (N = 6,132)		
White	11%	8%
African-American	4%	3%
American Indian	0%	0%
Asian	2%	1%
Hispanic	84%	85%
Other	0%	3%
Age (Under/Over 25) (N = 6,132)		
Under 25	91%	81%
25 or Older	9%	19%
Pell Status (N = 6,132)		
Not Applied for or Not Received	31%	38%
Applied for and Received	69%	62%
Referral Status – Math (N = 5,137)		
College Level	0%	5%
1 Level Below	71%	31%
2 Levels Below	29%	16%
3 Levels Below	0%	48%
Referral Status – English (N = 5,050)		
College Level	70%	54%
1 Level Below	22%	24%
2 Levels Below	7%	23%
3 Levels Below	0%	0%
Referral Status – Reading (N = 4,979)		
College Level	57%	44%
1 Level Below	28%	31%
2 Levels Below	6%	14%
3 Levels Below	9%	11%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 4,551)	3.09	0.79	2.49	1.27
Credits Earned (N = 6,131)	11.09	2.26	8.00	4.29

Guilford Technical Community College
Intervention: SOAR (Student Orientation, Advising, and Registration)

Demographics (for those in target population)

	Received Intervention (N = 653)	Did Not Receive (N = 932)
All Target Students (N = 1,585)	41%	59%
Participating in Other Intervention (N = 1,585)		
No	100%	100%
Yes	0%	0%
Gender (N = 1,585)		
Female	54%	46%
Male	46%	54%
Ethnicity (N = 1,585)		
White	30%	28%
African-American	55%	59%
American Indian	1%	1%
Asian	6%	4%
Hispanic	4%	4%
Other	4%	4%
Age (Under/Over 25) (N = 1,585)		
Under 25	79%	73%
25 or Older	21%	27%
Pell Status (N = 1,585)		
Not Applied for or Not Received	28%	31%
Applied for and Received	72%	69%
Referral Status – Math (N = 1,572)		
College Level	10%	10%
1 Level Below	5%	7%
2 Levels Below	61%	53%
3 Levels Below	23%	30%
Referral Status – English (N = 1,583)		
College Level	13%	16%
1 Level Below	42%	39%
2 Levels Below	31%	30%
3 Levels Below	14%	27%
Referral Status – Reading (N = 1,584)		
College Level	20%	21%
1 Level Below	47%	49%
2 Levels Below	20%	18%
3 Levels Below	14%	12%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 731)	2.21	1.46	2.02	1.47
Credits Earned (N = 1,585)	7.15	4.73	6.37	4.89

Houston Community College
Intervention: Freshman Success Course

Demographics (for those in target population)

	Received Intervention (N = 629)	Did Not Receive (N = 12,152)
All Target Students (N = 12,781)	5%	95%
Participating in Other Intervention (N = 12,781)		
No	100%	100%
Yes	0%	0%
Gender (N = 12,759)		
Female	58%	57%
Male	42%	43%
Ethnicity (N = 12,781)		
White	18%	18%
African-American	35%	29%
American Indian	0%	0%
Asian	5%	8%
Hispanic	30%	30%
Other	12%	14%
Age (Under/Over 25) (N = 12,781)		
Under 25	74%	72%
25 or Older	26%	28%
Pell Status (N = 6,368)		
Not Applied for or Not Received	9%	14%
Applied for and Received	91%	86%
Referral Status – Math (N = 9,174)		
College Level	4%	19%
1 Level Below	20%	26%
2 Levels Below	23%	21%
3 Levels Below	54%	34%
Referral Status – English (N = 7,346)		
College Level	36%	68%
1 Level Below	33%	16%
2 Levels Below	31%	16%
3 Levels Below	0%	0%
Referral Status – Reading (N = 7,536)		
College Level	46%	73%
1 Level Below	39%	19%
2 Levels Below	14%	7%
3 Levels Below	0%	2%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 12,781)	2.31	1.36	2.32	1.30
Credits Earned (N = 12,781)	4.42	3.61	7.04	4.61

Norwalk Community College
Intervention: Learning Community

Demographics (for those in target population)

	Received Intervention (N = 59)	Did Not Receive (N = 368)
All Target Students (N = 427)	14%	86%
Participating in Other Intervention (N = 427)		
No	100%	100%
Yes	0%	0%
Gender (N = 427)		
Female	47%	53%
Male	53%	47%
Ethnicity (N = 425)		
White	49%	44%
African-American	24%	23%
American Indian	0%	< 1%
Asian	2%	4%
Hispanic	0%	1%
Other	25%	29%
Age (Under/Over 25) (N = 427)		
Under 25	98%	89%
25 or Older	2%	11%
Pell Status (N = 427)		
Not Applied for or Not Received	61%	62%
Applied for and Received	39%	38%
Referral Status – Math (NA)		
Referral Status – English (NA)		
Referral Status – Reading (NA)		

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 427)	2.08	1.26	2.19	1.26
Credits Earned (N = 427)	11.10	3.49	10.54	3.79

Patrick Henry Community College
Intervention: Active Learning

Demographics (for those in target population)

	Received Intervention (N = 257)	Did Not Receive (N = 408)
All Target Students (N = 665)	39%	61%
Participating in Other Intervention (N = 665)		
No	80%	91%
Yes	20%	9%
Gender (N = 665)		
Female	61%	51%
Male	39%	49%
Ethnicity (N = 665)		
White	63%	65%
African-American	34%	31%
American Indian	0%	< 1%
Asian	0%	< 1%
Hispanic	2%	3%
Other	< 1%	< 1%
Age (Under/Over 25) (N = 665)		
Under 25	74%	66%
25 or Older	26%	34%
Pell Status (N = 665)		
Not Applied for or Not Received	26%	35%
Applied for and Received	74%	65%
Referral Status – Math (N = 564)		
College Level	12%	12%
1 Level Below	7%	10%
2 Levels Below	57%	53%
3 Levels Below	24%	26%
Referral Status – English (N = 546)		
College Level	29%	44%
1 Level Below	50%	38%
2 Levels Below	21%	19%
3 Levels Below	0%	0%
Referral Status – Reading (N = 559)		
College Level	40%	55%
1 Level Below	41%	34%
2 Levels Below	19%	10%
3 Levels Below	0%	0%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 665)	2.67	1.37	2.35	1.48
Credits Earned (N = 665)	9.52	4.94	8.25	5.12

Patrick Henry Community College
Intervention: Case Management

Demographics (for those in target population)

	Received Intervention (N = 56)	Did Not Receive (N = 501)
All Target Students (N = 557)	10%	90%
Participating in Other Intervention (N = 557)		
No	41%	58%
Yes	59%	42%
Gender (N = 557)		
Female	55%	55%
Male	45%	45%
Ethnicity (N = 557)		
White	52%	63%
African American	45%	34%
American Indian	0%	< 1%
Asian	0%	< 1%
Hispanic	2%	3%
Other	2%	0%
Age (Under/Over 25) (N = 557)		
Under 25	71%	71%
25 or Older	29%	29%
Pell Status (N = 557)		
Not Applied for or Not Received	20%	27%
Applied for and Received	80%	73%
Referral Status – Math (N = 529)		
College Level	8%	6%
1 Level Below	4%	10%
2 Levels Below	66%	57%
3 Levels Below	23%	27%
Referral Status – English (N = 512)		
College Level	13%	36%
1 Level Below	58%	44%
2 Levels Below	28%	20%
3 Levels Below	0%	0%
Referral Status – Reading (N = 525)		
College Level	38%	47%
1 Level Below	47%	39%
2 Levels Below	15%	14%
3 Levels Below	0%	0%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 557)	2.86	1.36	2.38	1.47
Credits Earned (N = 557)	10.43	3.85	8.49	5.02

Patrick Henry Community College
Intervention: Fast Track

Demographics (for those in target population)

	Received Intervention (N = 36)	Did Not Receive (N = 377)
All Target Students (N = 413)	9%	91%
Participating in Other Intervention (N = 413)		
No	28%	50%
Yes	72%	50%
Gender (N = 413)		
Female	69%	54%
Male	31%	46%
Ethnicity (N = 413)		
White	56%	57%
African-American	42%	40%
American Indian	0%	< 1%
Asian	0%	0%
Hispanic	3%	2%
Other	0%	< 1%
Age (Under/Over 25) (N = 413)		
Under 25	72%	71%
25 or Older	28%	29%
Pell Status (N = 413)		
Not Applied for or Not Received	11%	22%
Applied for and Received	89%	78%
Referral Status – Math (N = 391)		
College Level	3%	3%
1 Level Below	3%	8%
2 Levels Below	66%	59%
3 Levels Below	29%	30%
Referral Status – English (N = 378)		
College Level	29%	26%
1 Level Below	57%	48%
2 Levels Below	14%	26%
3 Levels Below	0%	0%
Referral Status – Reading (N = 385)		
College Level	60%	37%
1 Level Below	37%	45%
2 Levels Below	3%	18%
3 Levels Below	0%	0%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 413)	2.44	1.56	2.33	1.53
Credits Earned (N = 413)	8.97	4.28	8.40	4.98

South Texas College
Intervention: Contextualized Curriculum

Demographics (for those in target population)

	Received Intervention (N = 1,378)	Did Not Receive (N = 86)
All Target Students (N = 1,464)	94%	6%
Participating in Other Intervention (N = 1,464)		
No	56%	50%
Yes	44%	50%
Gender (N = 1,464)		
Female	53%	48%
Male	47%	52%
Ethnicity (N = 1,464)		
White	2%	1%
African-American	< 1%	0%
American Indian	< 1%	1%
Asian	1%	0%
Hispanic	96%	95%
Other	1%	2%
Age (Under/Over 25) (N = 1,464)		
Under 25	86%	92%
25 or Older	15%	8%
Pell Status (N = 1,464)		
Not Applied for or Not Received	22%	16%
Applied for and Received	78%	84%
Referral Status – Math (N = 433)		
College Level	10%	6%
1 Level Below	16%	11%
2 Levels Below	37%	22%
3 Levels Below	37%	61%
Referral Status – English (N = 1,001)		
College Level	15%	6%
1 Level Below	8%	8%
2 Levels Below	19%	18%
3 Levels Below	59%	69%
Referral Status – Reading (N = 1,059)		
College Level	15%	13%
1 Level Below	35%	17%
2 Levels Below	28%	45%
3 Levels Below	22%	25%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 1,443)	2.34	1.14	1.29	1.26
Credits Earned (N = 1,464)	8.25	3.94	3.76	3.65

South Texas College
Intervention: Case Management Face-to-Face

Demographics (for those in target population)

	Received Intervention (N = 657)	Did Not Receive (N = 769)
All Target Students (N = 1,426)	46%	54%
Participating in Other Intervention (N = 1,426)		
No	5%	7%
Yes	95%	93%
Gender (N = 1,426)		
Female	51%	54%
Male	49%	46%
Ethnicity (N = 1,426)		
White	2%	1%
African-American	0%	0%
American Indian	0%	0%
Asian	1%	1%
Hispanic	95%	96%
Other	2%	1%
Age (Under/Over 25) (N = 1,426)		
Under 25	87%	83%
25 or Older	13%	17%
Pell Status (N = 1,426)		
Not Applied for or Not Received	23%	20%
Applied for and Received	77%	80%
Referral Status – Math (N = 425)		
College Level	10%	9%
1 Level Below	13%	17%
2 Levels Below	38%	36%
3 Levels Below	39%	38%
Referral Status – English (N = 987)		
College Level	11%	17%
1 Level Below	8%	7%
2 Levels Below	20%	18%
3 Levels Below	61%	58%
Referral Status – Reading (N = 1,041)		
College Level	14%	15%
1 Level Below	29%	38%
2 Levels Below	29%	30%
3 Levels Below	28%	17%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 1,406)	2.29	1.14	2.26	1.22
Credits Earned (N = 1,426)	7.87	3.94	8.01	4.20

College: South Texas College
Intervention: Case Management E-Mail Phone

Demographics (for those in target population)

	Received Intervention (N = 170)	Did Not Receive (N = 1,256)
All Target Students (N = 1,426)	12%	88%
Participating in Other Intervention (N = 1,426)		
No	1%	4%
Yes	99%	96%
Gender (N = 1,426)		
Female	49%	53%
Male	51%	47%
Ethnicity (N = 1,426)		
White	1%	2%
African-American	0%	0%
American Indian	0%	0%
Asian	1%	1%
Hispanic	98%	95%
Other	1%	2%
Age (Under/Over 25) (N = 1,426)		
Under 25	89%	84%
25 or Older	11%	16%
Pell Status (N = 1426)		
Not Applied for or Not Received	19%	22%
Applied for and Received	81%	78%
Referral Status – Math (N = 425)		
College Level	11%	9%
1 Level Below	14%	15%
2 Levels Below	40%	37%
3 Levels Below	34%	39%
Referral Status – English (N = 987)		
College Level	14%	14%
1 Level Below	6%	8%
2 Levels Below	12%	20%
3 Levels Below	68%	58%
Referral Status – Reading (N = 1,041)		
College Level	9%	15%
1 Level Below	27%	35%
2 Levels Below	30%	29%
3 Levels Below	34%	21%

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 1,406)	1.91	1.16	2.32	1.18
Credits Earned (N = 1,426)	6.70	4.11	8.11	4.05

Valencia Community College
Intervention: Learning in Community

Demographics (for those in target population)

	Received Intervention (N = 339)	Did Not Receive (N = 0)
All Target Students (N = 339)	100%	0%
Participating in Other Intervention (N = 339)		
No	81%	NA
Yes	19%	NA
Gender (N = 339)		
Female	58%	NA
Male	42%	NA
Ethnicity (N = 339)		
White	39%	NA
African-American	13%	NA
American Indian	0%	NA
Asian	4%	NA
Hispanic	34%	NA
Other	9%	NA
Age (Under/Over 25) (N = 339)		
Under 25	89%	NA
25 or Older	11%	NA
Pell Status (N = 248)		
Not Applied for or Not Received	25%	NA
Applied for and Received Pell	75%	NA
Referral Status – Math (N = 323)		
College Level	13%	NA
1 Level Below	36%	NA
2 Levels Below	24%	NA
3 Levels Below	0%	NA
Referral Status – English (N = 214)		
College Level	54%	NA
1 Level Below	38%	NA
2 Levels Below	8%	NA
3 Levels Below	0%	NA
Referral Status – Reading (N = 217)		
College Level	41%	NA
1 Level Below	45%	NA
2 Levels Below	14%	NA
3 Levels Below	0%	NA

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 326)	2.98	0.95	NA	NA
Credits Earned (N = 339)	10.50	3.64	NA	NA

Valencia Community College
Intervention: Supplemental Learning

Demographics (for those in target population)

	Received Intervention (N = 1,129)	Did Not Receive (N = 0)
All Target Students (N = 1,129)	100%	0%
Participating in Other Intervention (N = 1,124)		
No	95%	NA
Yes	5%	NA
Gender (N = 1,129)		
Female	57%	NA
Male	43%	NA
Ethnicity (N = 1,129)		
White	38%	NA
African-American	16%	NA
American Indian	0%	NA
Asian	3%	NA
Hispanic	30%	NA
Other	12%	NA
Age (Under/Over 25) (N = 1,129)		
Under 25	89%	NA
25 or Older	11%	NA
Pell Status (N = 830)		
Not Applied for or Not Received	29%	NA
Applied for and Received	71%	NA
Referral Status – Math (N = 830)		
College Level	23%	NA
1 Level Below	40%	NA
2 Levels Below	37%	NA
3 Levels Below	0%	NA
Referral Status – English (N = 738)		
College Level	63%	NA
1 Level Below	34%	NA
2 Levels Below	3%	NA
3 Levels Below	0%	NA
Referral Status – Reading (N = 759)		
College Level	50%	NA
1 Level Below	37%	NA
2 Levels Below	13%	NA
3 Levels Below	0%	NA

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 1,052)	2.74	1.08	NA	NA
Credits Earned (N = 1,129)	9.64	3.95	NA	NA

Valencia Community College
Intervention: Bridges

Demographics (for those in target population)

	Received Intervention (N = 59)	Did Not Receive (N = 0)
All Target Students (N = 59)	100%	0%
Participating in Other Intervention (N = 59)		
No	42%	NA
Yes	58%	NA
Gender (N = 59)		
Female	75%	NA
Male	25%	NA
Ethnicity (N = 59)		
White	3%	NA
African-American	37%	NA
American Indian	0%	NA
Asian	5%	NA
Hispanic	42%	NA
Other	12%	NA
Age (Under/Over 25) (N = 59)		
Under 25	100%	NA
25 or Older	0%	NA
Pell Status (N = 40)		
Not Applied for or Not Received	0%	NA
Applied for and Received	100%	NA
Referral Status – Math (N = 55)		
College Level	40%	NA
1 Level Below	42%	NA
2 Levels Below	18%	NA
3 Levels Below	0%	NA
Referral Status – English (N = 52)		
College Level	58%	NA
1 Level Below	35%	NA
2 Levels Below	8%	NA
3 Levels Below	0%	NA
Referral Status – Reading (N = 52)		
College Level	38%	NA
1 Level Below	42%	NA
2 Levels Below	19%	NA
3 Levels Below	0%	NA

First-Semester Raw Outcomes (for those in target population)

	Received Intervention		Did Not Receive	
Outcome	*Mean*	*SD*	*Mean*	*SD*
GPA (N = 58)	2.86	1.02	NA	NA
Credits Earned (N = 59)	10.93	2.99	NA	NA

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NOTE: A complete publications list is available from MDRC and on its Web site (www.mdrc.org), from which copies of reports can also be downloaded.

About MDRC

MDRC is a nonprofit, nonpartisan social and education policy research organization dedicated to learning what works to improve the well-being of low-income people. Through its research and the active communication of its findings, MDRC seeks to enhance the effectiveness of social and education policies and programs.

Founded in 1974 and located in New York City and Oakland, California, MDRC is best known for mounting rigorous, large-scale, real-world tests of new and existing policies and programs. Its projects are a mix of demonstrations (field tests of promising new program approaches) and evaluations of ongoing government and community initiatives. MDRC's staff bring an unusual combination of research and organizational experience to their work, providing expertise on the latest in qualitative and quantitative methods and on program design, development, implementation, and management. MDRC seeks to learn not just whether a program is effective but also how and why the program's effects occur. In addition, it tries to place each project's findings in the broader context of related research — in order to build knowledge about what works across the social and education policy fields. MDRC's findings, lessons, and best practices are proactively shared with a broad audience in the policy and practitioner community as well as with the general public and the media.

Over the years, MDRC has brought its unique approach to an ever-growing range of policy areas and target populations. Once known primarily for evaluations of state welfare-to-work programs, today MDRC is also studying public school reforms, employment programs for ex-offenders and people with disabilities, and programs to help low-income students succeed in college. MDRC's projects are organized into five areas:

- Promoting Family Well-Being and Children's Development
- Improving Public Education
- Raising Academic Achievement and Persistence in College
- Supporting Low-Wage Workers and Communities
- Overcoming Barriers to Employment

Working in almost every state, all of the nation's largest cities, and Canada and the United Kingdom, MDRC conducts its projects in partnership with national, state, and local governments, public school systems, community organizations, and numerous private philanthropies.