

Getting Past Go

Telling the Story of Developmental Education: Using Data to Develop a State Strategy

April 8, 2010

Getting Past Go: Policies to Support Effective Developmental Education

- Three year grant from Lumina Foundation for Education
- Partnership among Education Commission of the States (ECS), Policy Research on Preparation, Access and Remedial Education (PRePARE), and Knowledge in the Public Interest (KPI)

GPG Policy Toolkits to be Developed From:

- State policy database on funding, delivery and alignment
- Case studies on impact of policy on practice
- Online and offline work among developmental education leaders

Four GPG Jams in 2010

- Telling the story of developmental education through data (February 9)
- Assessment, placement, delivery and intervention strategies (April 29)
- Funding structures that support effective developmental education (TBD)
- Performance and measured outcomes; maximizing ROI (TBD)

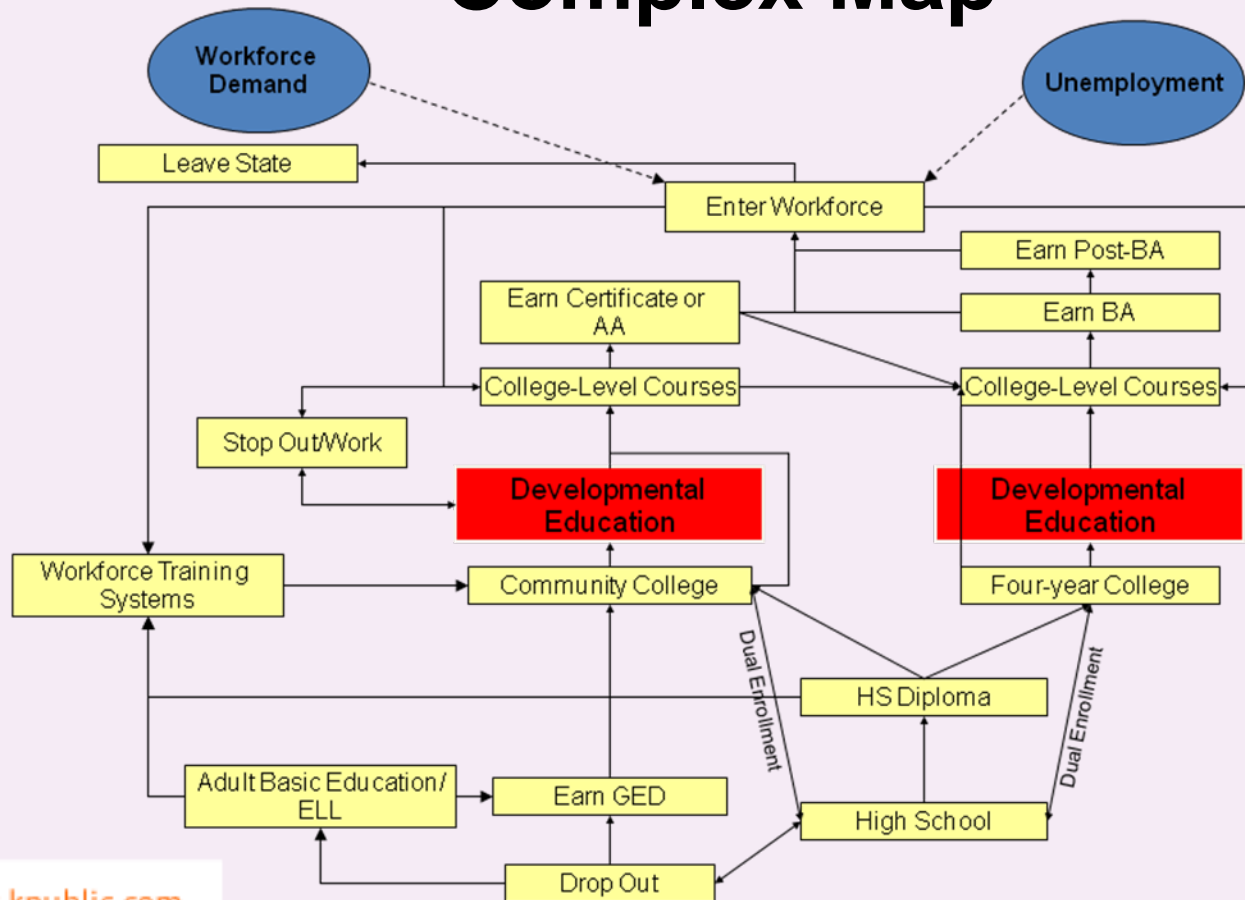
Jam on Data: Two Threads

- Using data to evaluate and continuously improve state and system policies related to developmental education
- Using data to inform policymakers of the role of developmental education in state efforts to increase college attainment rates

25 System Administrators and State Policy Professionals from 14 States Posted

- Alaska
- Arkansas
- California
- Colorado
- Ohio
- Massachusetts
- Minnesota
- Missouri
- Nebraska
- New Hampshire
- New York
- Oklahoma
- Tennessee
- Utah

Developmental Education Fits onto a Complex Map



Developmental Education – Not (Yet) a Success Story

- 34% of all students, 43% of community college students place into developmental education(NCES, 2004)
- 16% enrolled in remedial reading and 27% enrolled in remedial math earn bachelor's degree (Adelman, 2004)
- High cost to students and state \$2.3 – 2.9 billion. (Strong American Schools, 2008)

K-12 Alignment Does Not Eliminate the Need for Developmental Education

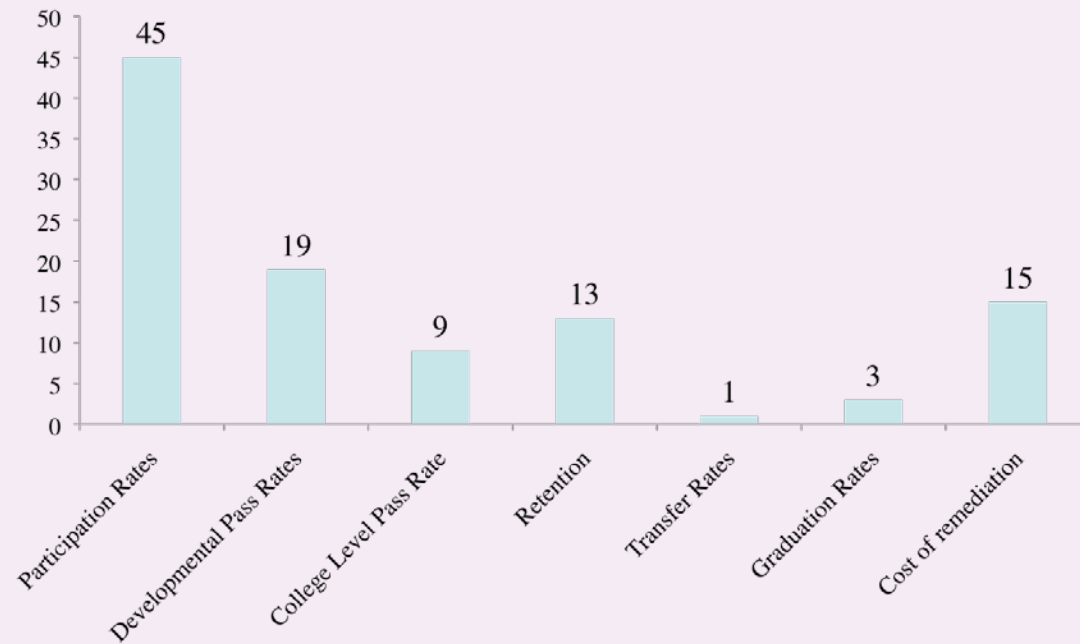
“The focus is often put on the recent high school graduates when, in reality, here they are the smaller percentage of the total developmental students. At the community college level, the majority of the students in developmental courses are returning adults. This fact is not well understood by policy makers” K. von Wagoner UT.

“We started out with a focus on eliminating the need for dev ed through improvement of the high school curriculum. We haven't let go of that idea (higher HS graduation standards take effect in 2014). However, we have now come to realize that we won't meet our educational attainment goals without improving outcomes in developmental courses.” K. Sheid OH

Improving Developmental Education Outcomes is Vital

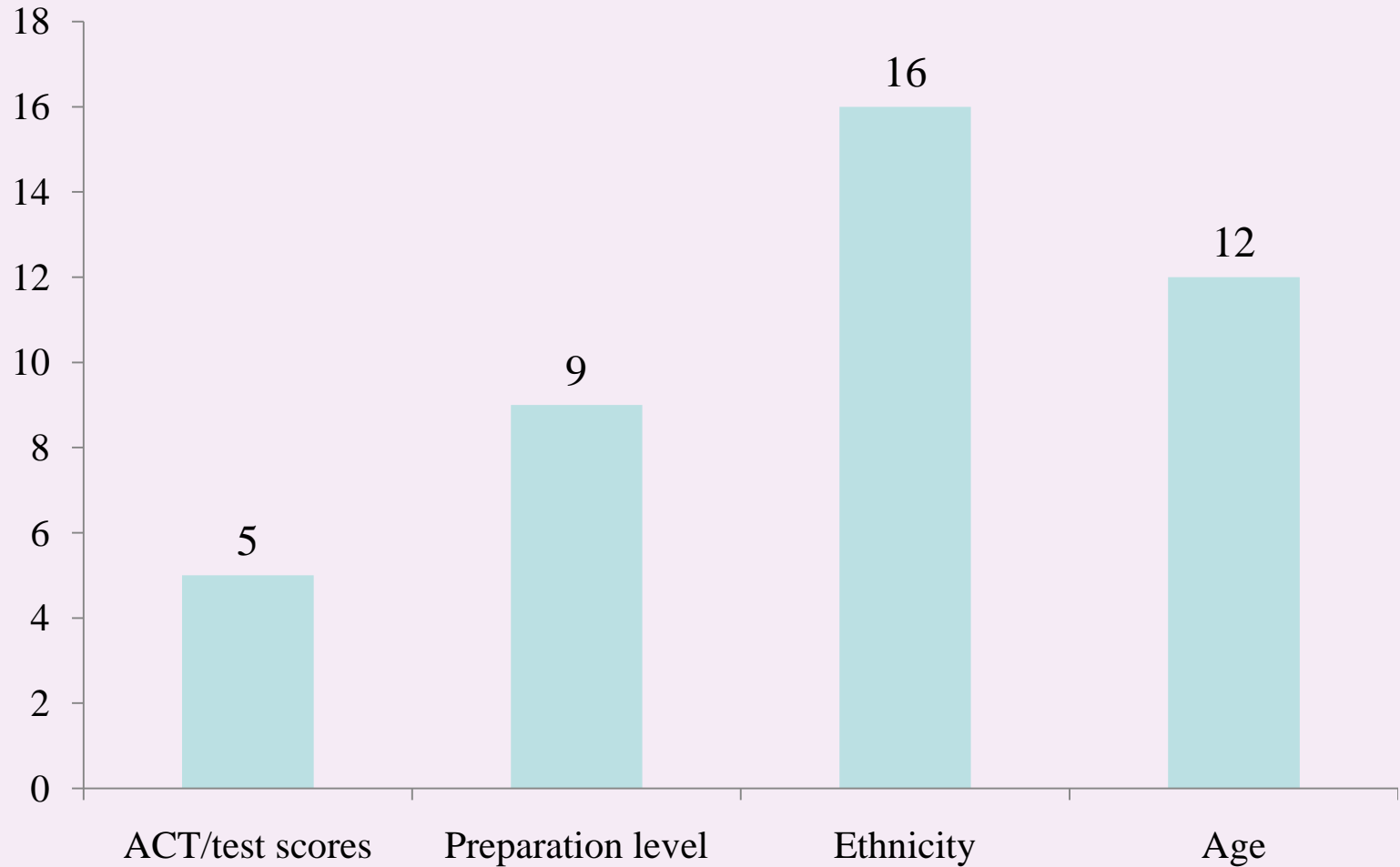
- 90% of new jobs require post-secondary education (Bur. of Labor Statistics, 2006)
- Post-secondary certification is the single most important variable in breaking the poverty cycle

ECS 28 State Database Overall Paucity of Data



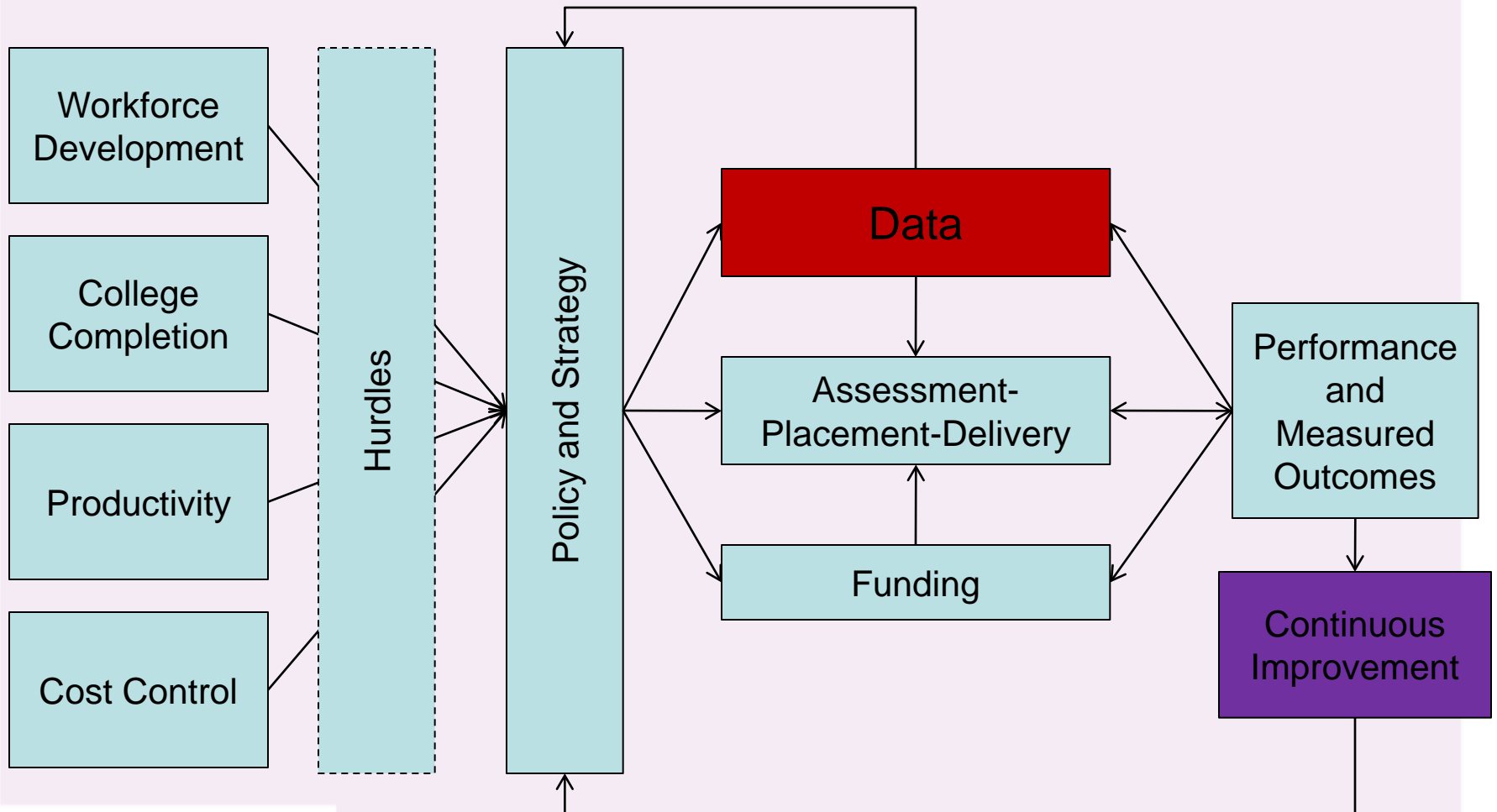
Who and How Prepared

KNOWLEDGE
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INTEREST



GPG Data Jam – A Roadmap

Policy Framework for Developmental Education



IF: A State's Goal is to Increase Higher Education Attainment Through a Cost-effective Investment in Developmental Education

THEN: It is Necessary to have:

- Definitions – Acknowledge that there are a variety of pathways to higher education
- Competencies – Reform developmental education programs to increase effectiveness
- Measurement – Evaluate outcomes

Definitions Are A Logical and Unavoidable Starting Point

- Build a structural bridge across what may be historic boundaries (K-12/ABE/Workforce/Higher Ed)
- Give focus to data collection
- Allow data to be used to stimulate ideas and support creative responses

Competencies Define “College Readiness”

- Clear bridge to K-12
- Testable (ACT?)
- Enables curriculum modules

Measurement is Key to Increasing Effectiveness in Developmental Education

- Student outcomes must be measured in developmental education and beyond (gateway courses, completion etc.)
- A focus on ROI can drive developmental education selection criteria, program pedagogy and design

Questions for Discussion

- How we can more effectively measure the impact of innovations and policies related to developmental education?
- How do we create uniformity in standards/definitions while still providing for institutional flexibility.



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