



Building momentum for postsecondary success



EDUCATION COMMISSION
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Second Pooled Investment

In October 2019, the Education Commission of the States was awarded a second pooled investment to advance the work of Strong Start to Finish. The funds are to support work streams grounded in the scaling and enhancing of reforms that have proven to directly and positively impact student progression into and through math and English credit-bearing course work in their first year of study. Pooled funds will support three interrelated streams of work. Each stream builds upon the foundation of success laid by the initial pooled investment in SSTF and responds to extant and emergent technical assistance needs in the field.

With this investment:

- Researchers from four universities in partnership with institutions and systems of higher education will conduct rigorous analyses of next-generation questions identified via a survey open to the field and refined by 15 partner organizations of pressing questions related to developmental education reform, with a focus on understanding the lived experiences of students and faculty.
- Practitioners will have access to tools in support of implementing corequisite models in virtual and in-person formats.
- 13 systems of higher education comprised of 373 universities and community colleges in total, enrolling 4.8 million undergraduates, will undertake targeted developmental education reforms aligned to the 2020 *Core Principles for Transforming Remedial Education*.



Stream 1: Spurring Equity-Centered Research, Practice, and Policy Invention and Innovation

Partner-led research, policy, and practice projects that emerge from equity frameworks and support aspects of developmental education reform at scale.

Partner Projects (Toolkits)

- **SOVA Solutions & Partners**
Title: A Toolkit for Mid-Level Managers
- **The Charles A. Dana Center & Partners**
Title: Corequisite Mathematics Toolkit Development with National Consensus and Initial Field Testing
- **ACUE & Partners**
Title: Evidence-based Practices to Engage and Support Faculty and Staff in the Reform of Developmental Education, A Strong Start to Finish Toolkit

Research Projects

- **University of Houston and Houston Community College**
Purpose: To identify, for students who are unsuccessful in corequisite/gateway pairings, the subsequent academic behaviors (e.g., course-taking, credit load, grades) and institutional practices (e.g., advising, feedback from corequisite faculty) that result in a viable pathway to gateway course success.
- **University of Houston and Houston Community College**
Purpose: To identify how the structural characteristics of a corequisite developmental education course (e.g., delivery format, pedagogy, faculty) relate to success in corequisite coursework for first-year students across the Houston Community College System.
- **The University of Michigan and Rutgers, The State University of New Jersey**
Purpose: To assess the extent to which students of historically disadvantaged racial/ethnic groups are disproportionately placed, directed, or self-select into non-STEM math pathways in Colorado's 13 system community colleges, and how inequities in this regard may vary with the particular developmental reform strategies implemented by the colleges.
- **The University of Michigan and Rutgers, The State University of New Jersey**
Purpose: To understand to what degree are certain developmental corequisite design features associated with differences in effectiveness of the corequisite model.
- **Motivate Labs, The University of Virginia**
Purpose: To investigate the relationship between students' learning mindsets, student learning outcomes in corequisite math and English courses, and ongoing measures of student success in higher education (e.g., persistence, degree attainment, transfer to a 4-year institution). This will occur in two phases: 1) evaluate the effects of previously completed learning mindset interventions on student success in corequisite and introductory mathematics courses, and 2) build a multi-state database that links measures of first-year students' learning mindsets to co-requisite math and English outcomes and subsequent persistence using statewide administrative data in The College System

of Tennessee (13 community colleges) and the University System of Georgia (26 4-year institutions).

Policy Projects

- **Rutgers, The State University of New Jersey**
Purpose: To identify how often programs of study have math and English requirements in community colleges (proficiency requirements or gateway courses).
- **Student Ready Strategies**
Purpose: To identify the distribution of gateway math and English courses at community colleges.

Stream 2: Addressing Emergent Scaling Challenges

Emergent challenges that were either unanticipated, unknown, or under-addressed in the original site work plans submitted as part of the initial Scaling Site selection proposal process.

- **University System of Georgia**
Goal: At the end of this project the USG will have developed and scaled a Statistics Pathway for USG students
- **California Community Colleges**
Goal: At the end of this project the CCC system will have greatly improved data on gateway math and English courses and the student supports being offered in conjunction with those courses.
- **State University of New York**
Goal: At the end of this project SUNY will have recommendations for implementation of new multiple measures placement guidelines at both the system and institutional level.
- **Ohio Strong Start to Finish**
Goal: At the end of this project 40% of students in gateway mathematics and English with corequisite support at all SSTF Ohio institutions will be taught by faculty who have learned about, and are implementing, evidence-based teaching practices.



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- **Strong Start Arkansas**
Goal: At the end of this project, faculty and leadership at all 32 public institutions in Arkansas will have undergone professional development to implement corequisite English using evidence-based teaching and learning practices to meet the SSTF goal of 75% of underprepared students in English receiving corequisite support.
- **The City University of New York**
Due to COVID-19, project details coming soon.

Stream 3: Seeding Readiness for Scale

Support targeted technical and strategic assistance to support ongoing efforts of systems preparing to implement developmental education reforms at scale.

Strategy Sites

- **Colorado Department of Higher Education**
Goal: At the end of this project, 80% of academic advisors across Colorado will achieve certification from the Department of Higher Education to deliver effective, equity-driven, and purpose-focused developmental education advising to ensure gaps in math and English skills are addressed and ameliorated at all institutions in the state.
- **Louisiana Board of Regents**
Goal: At the end of this project, all 28 public undergraduate institutions in Louisiana will have the tools and skills needed to successfully implement their evidence-based corequisite math plans, at scale, by Fall 2021.
- **Minnesota State Colleges & Universities**
Goal: At the end of this grant, Minnesota State Colleges and Universities will have created corequisite courses at all participating campuses to ensure that 100% of students pursuing non-STEM (e.g. Statistics/Quantitative Reasoning) math pathways can enroll in college credit-bearing coursework within their first semester.
- **Nevada System of Higher Education**
Goal: In accordance with state system policy, by Fall 2021, all students at public, higher education institutions in Nevada will be advised and enrolled in gateway math and English courses, with or without

co-requisite support, in one of three math pathways (quantitative reasoning, college algebra, pre-calculus), and one English composition pathway.

- **Oregon Community College Association**
Goal: At the end of this project, Oregon will have developed corequisite courses for STEM and non-STEM math pathways that will transfer statewide and will be available in the course catalogs in all participating institutions no later than Fall 2021.
- **Pennsylvania State System of Higher Education**
Goal: At the end of this grant, Pennsylvania will have developed evidence-based and faculty-driven guidelines for co-requisite math instruction that will be adopted for implementation at the majority of universities in the PASSHE system beginning Fall 2021.
- **Tennessee Board of Regents – The College System of Tennessee**
Goal: At the end of this project, TBR will have analyzed existing data to develop insights into remediation reforms at TBR colleges and shared these insights to identify action steps and disseminate tools for the implementation of tailored support strategies by Fall of 2021.



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