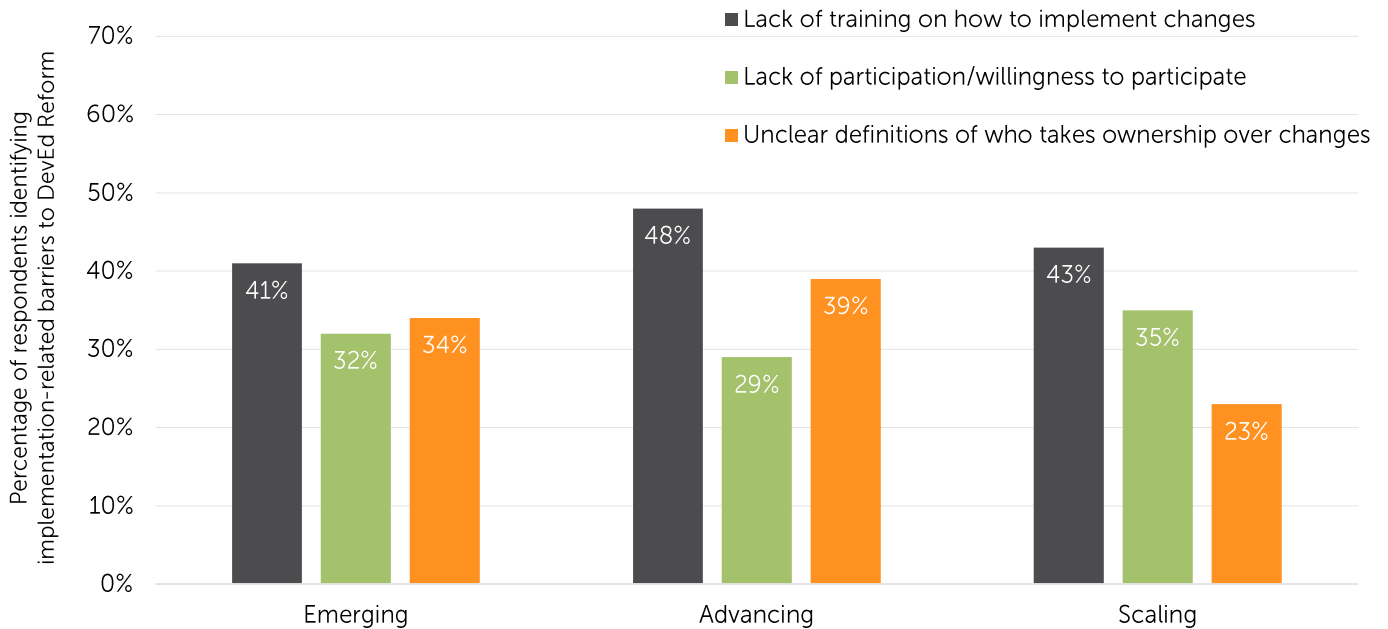


# Barriers to Scale

*Practitioners are most likely to cite the lack of training on how to implement changes as a key barrier to scaling developmental education reforms.*



Source: Tyton Partners authored "[Hitting Their Stride: Shifting the Developmental Education Reform Movement from Policy to Practice.](#)"  
Notes: The data used to create this chart came from Figure 10 of the report. Three distinct segments emerged from the survey responses. *Emerging* represents respondents who self-assess lower on key institutional and curricular areas of DevEd reform. *Advancing* represents respondents who self-assess in the middle, and *Scaling* represents those who self-assess highest on the key DevEd measures.

As colleges move away from traditional developmental education (DevEd) models and toward ones more supportive of student success, the know-how of institutions to implement the new models will be key. Yet, it is unclear whether practitioners receive the necessary training to ensure success. This is a point highlighted in Tyton Partners' 2020 survey of faculty, administrators, and other DevEd professionals at public 2-year and 4-year institutions.

In the survey, respondents were asked to identify the "biggest barriers" to implementing DevEd reforms at their institutions. Besides for lack of funding and time, which are common barriers to adoption and implementation, three key barriers emerged: (1) lack of training on how to implement changes; (2) lack of participation; and (3) lack of clarity on who takes ownership of changes. Every group, no matter where they placed themselves in the DevEd reform spectrum, identified training as a main barrier to success. This Points of Interest shows that practitioners are most likely to cite the lack of training on how to implement changes as a key barrier to scaling developmental education reforms.

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