

At the Intersection of Adult Education and Developmental Education: Considerations for Students in need of Additional Academic Preparation

Presenters:

- Steve Hinds, CUNY
- Nyema Mitchell, JFF
- Mike Weiss, MDRC & Donna Linderman, CUNY
- Lindsay Daugherty, RAND

Reimagining Developmental Education

CAPR | 2019

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Improving Math Teaching and Learning for Underprepared Students

**Reimagining
Developmental
Education**

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Steve Hinds

Senior Curriculum and Professional Developer for Mathematics
CUNY Central Office of Academic Affairs

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Agenda

- Factors driving math teaching and learning in Adult Education programs
- Understanding underprepared math students, where they go, what's new, and what isn't
- A vision for developing better courses and teaching

Factors driving math teaching and learning in Adult Education programs

- Funding
- Instructor job quality
- Instructor content knowledge and pedagogical training
- Testing that is high stakes for the programs
- Testing that is high stakes for students
- Typical pedagogy and student outcomes
- Good news, bad news

Most successful Adult Ed students become (and resemble other) underprepared college math students

- *“What Developmental Math Students Understand about Mathematics”* (Stigler, Givvin, and Thompson)
- Where underprepared students go
 - Back to Adult Ed
 - Traditional developmental math (pre-algebra/algebra)
 - Co-requisites
 - CUNY Start (including CSQR, a pathways/credit model)

A vision for how we can develop better courses and teaching

- Draw on pedagogical/curriculum experts for sustained help
- Invite/select faculty to join collective, iterative work
- Produce and revise rich materials (sample)
- Match content and instructional intensity
- Match faculty development to needed pedagogical shifts (pics)
- Build the bench so you are self-sustaining
- Elevate the craft of teaching

Some features of the field test lesson

- Detailed instructor notes
- Providing questions for student-centered discussions
- Detailed parenthetical notes
 - *Spoiler alert, Rabbit hole alert, Common misconception, Differentiation note*
- Focuses on more than procedures (pp. 16 and 27)
- Writing is an expectation (pp. 18 – 47)
- Mixed practice sets done by hand

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What a field testing CUNY Start classroom looks like



What a field testing CUNY Start classroom looks like (in the back of the room)



What an observer-teacher-researcher does during the field testing semester

Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
	1:00 – 3:00 p.m. preview meeting		1:00 – 3:00 p.m. reflection meeting	
3:00 – 5:45 p.m. class	3:00 – 5:45 p.m. class	3:00 – 5:45 p.m. class	3:00 – 5:45 p.m. class	3:00 – 5:45 p.m. class

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Thank you!

Steve Hinds

steve.hinds@cuny.edu

The Center for the Analysis of Postsecondary Readiness (CAPR) is funded through a grant (R305C140007) from the Institute of Education Sciences, U.S. Department of Education.

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JFF

THE STUDENT SUCCESS CENTER NETWORK

*Developmental Education and Adult Education
Supports*

Nyema Mitchell, Associate Director

November 20, 2019

ABOUT JFF

VISION

A society in which economic advancement is accessible to all.

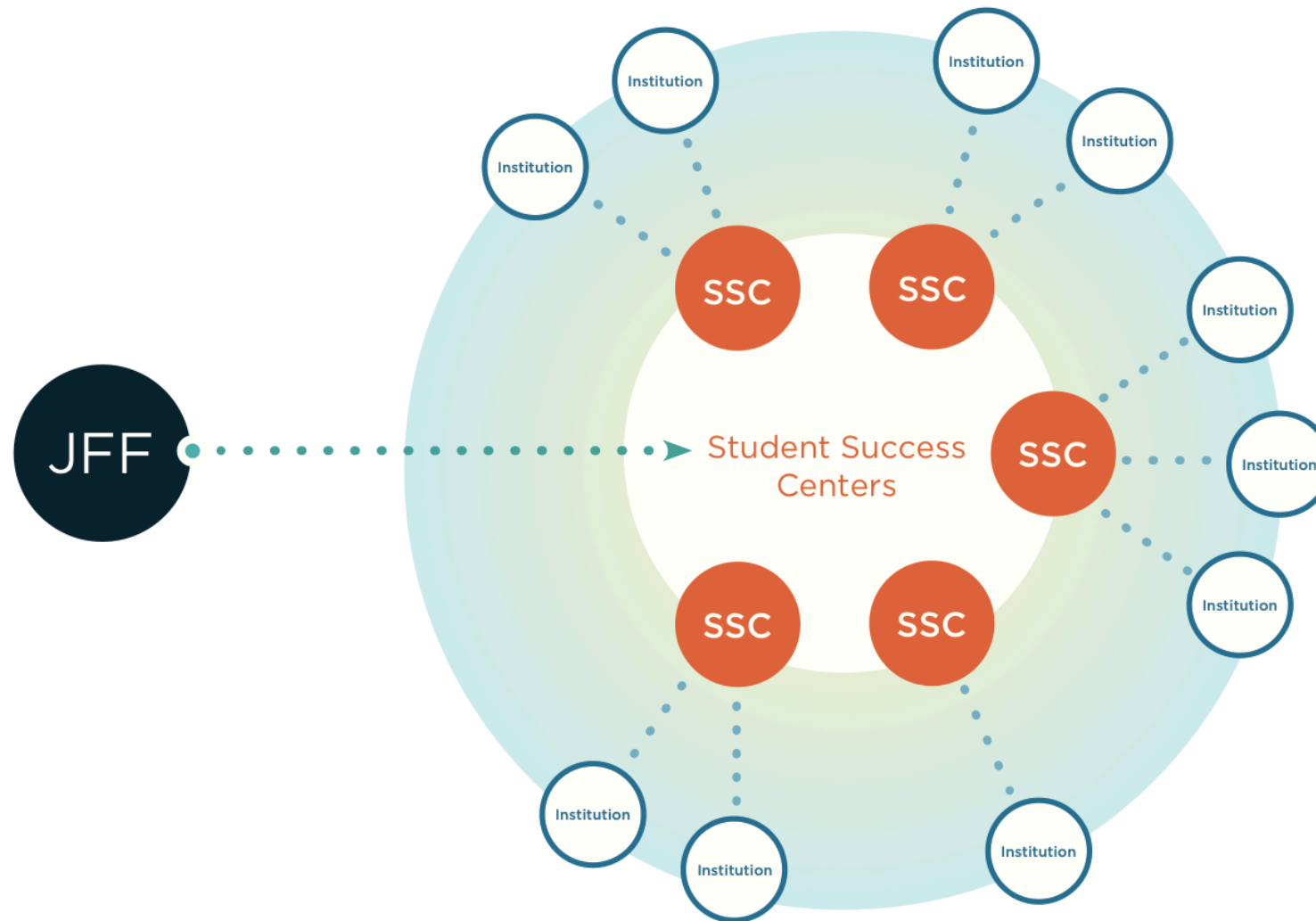
MISSION

JFF is building a society in which everyone has the access, skills, resources, and credentials they need to achieve economic advancement.

To get there, we accelerate the alignment, transformation and reimagination of the American workforce and education systems.



OUR APPROACH: A NETWORK OF NETWORKS

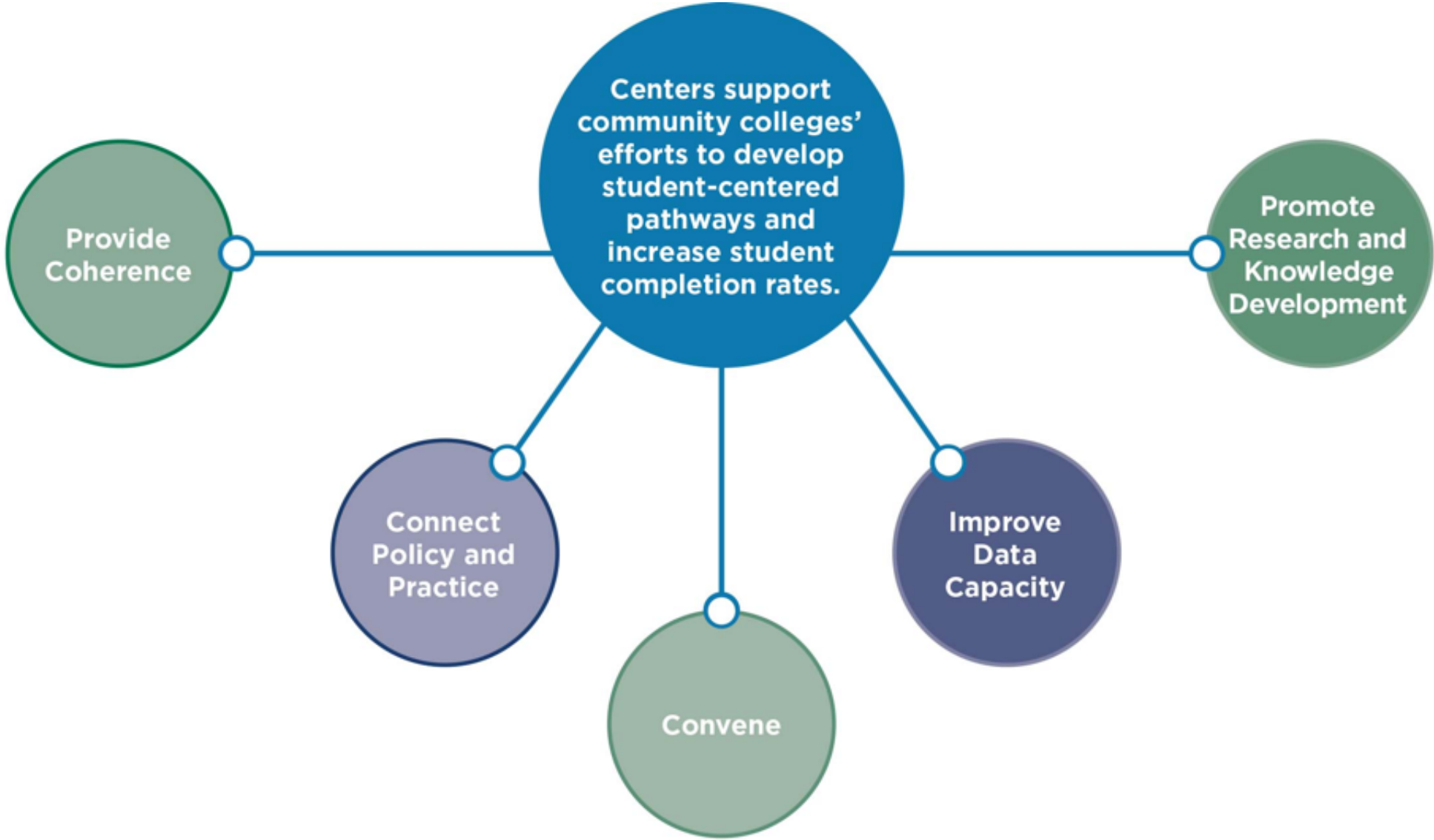


OUR APPROACH: **THEORY OF CHANGE**

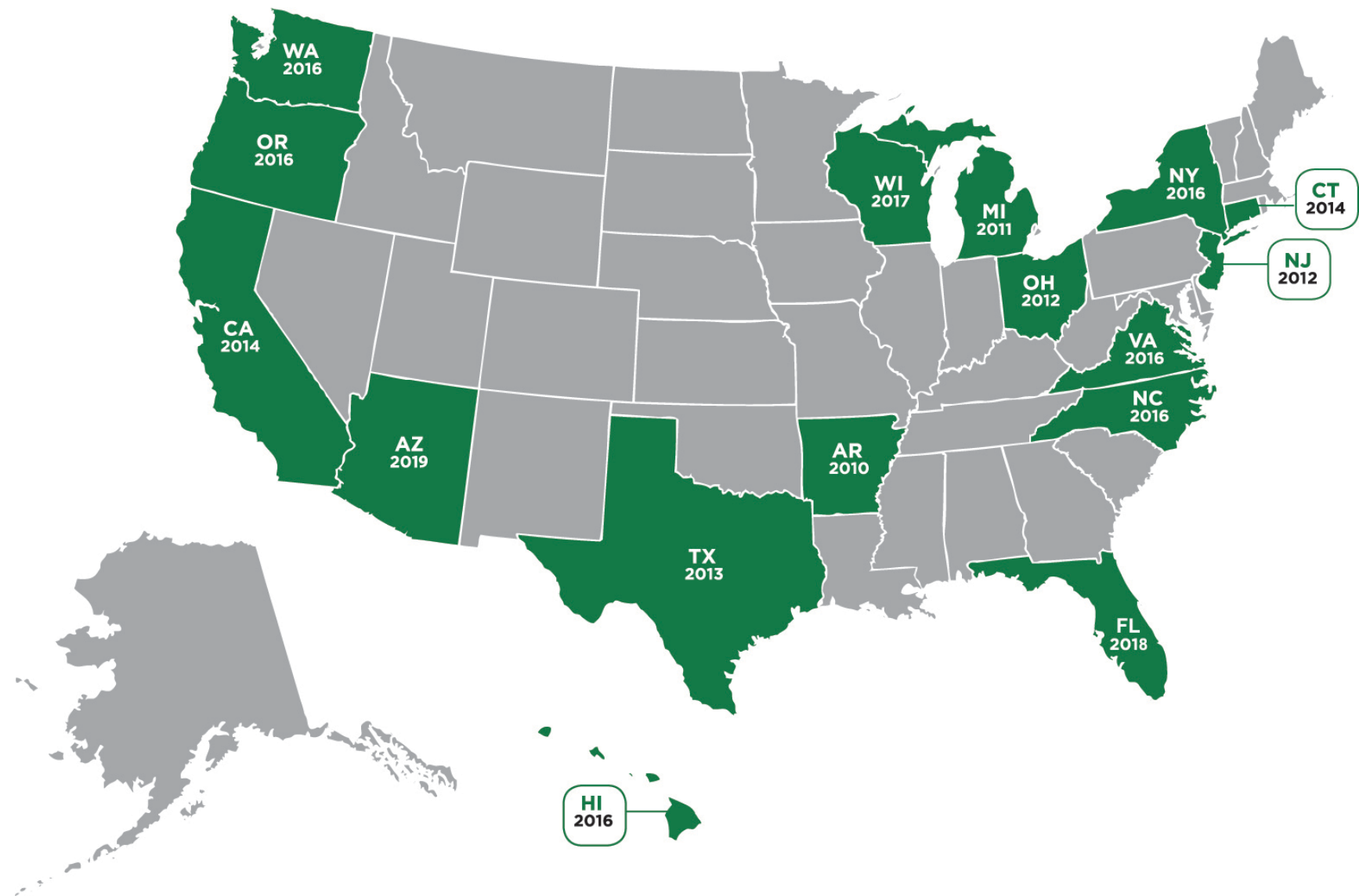
A network approach to implementing guided pathways at scale through state-level Student Success Centers will accelerate institutional transformation and increase student completion and help close the equity gap.



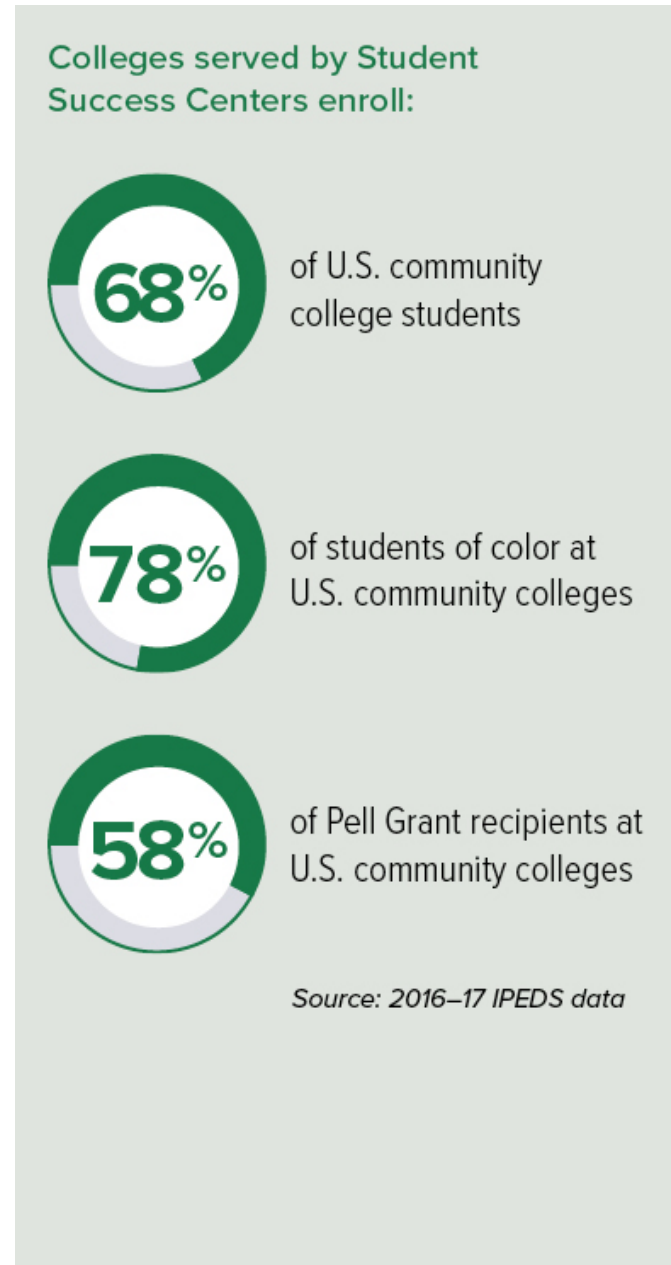
HOW CENTERS HELP COLLEGES AND STUDENTS



STUDENT SUCCESS CENTER NETWORK (SSCN)



THE REACH OF THE STUDENT SUCCESS CENTER NETWORK



TYPES OF SERVICES JFF PROVIDES

- Support for Centers to learn from one another and about innovations nationwide
- Support for Center's work helping colleges implement guided pathways
- Support for Centers' internal operations and long-term sustainability



STUDENT SUCCESS CENTER NETWORK

SUPPORTING UNDERPREPARED STUDENTS

To help Student Success Centers (SSC) and their colleges support their underprepared students, we partner with the Charles A. Dana Center, Carnegie Math Pathways, and Reading Apprenticeship at WestEd to provide colleges in the Network with customized technical assistance services.



STUDENT SUCCESS CENTER NETWORK

SUPPORTING UNDERPREPARED STUDENTS

FOCUS

- Dev Ed Reform
- Multiple Measures
- Assessment and Placement
- Math and English Pathways
- Academic Literacy

SERVICES

- TA workshops
- Virtual webinars
- Train-the-trainer
- Direct, customized support for SSCs
- Statewide task force organization/guidance for implementing math pathways
- In-person workshops for college teams customized for state context



JFF

Worked with community colleges and adult education systems, building on the I-BEST model, to provide individuals with low skill levels access to and success in postsecondary occupational training programs.

- Breaking Through
- Accelerating Opportunity

Student Success Centers

Our work with SSCs has not typically included adult basic education. However, SSCs have engaged with their colleges in other ways not related to SSCN technical assistance services.



WHOLE COMMUNITY APPROACH

THANK YOU

nmitchell@jff.org



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VISIT US TODAY AT JFF.ORG

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Thank you!

Nyema Mitchell
JFF
nmitchell@jff.org

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CUNY Start: An Alternative Approach to Serving Students with Significant Remedial Needs

Donna Linderman, CUNY
Michael Weiss, MDRC

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CUNY Start Program Model

- Target Population: Students admitted to a CUNY associate degree programs identified with significant developmental needs
- Delay matriculation for one-semester; do not earn credits
- Pay a low-cost fee (\$75 FT program/\$35 PT program); do not use financial aid
- May study multiple subject areas intensively (FT program=25 hrs/week)
- Engage students as part of a cohort model
- Use structured common curricula delivered by trained teachers/advisors:
 - Teachers/advisors trained using an apprenticeship model
 - Teachers/advisors supported by a CUNY Central professional development team

CUNY Start Organizational Structure

CUNY Central Office of Academic Affairs

Overall Program Administration

Ongoing Professional Development

Curriculum Development

Data Support and Program Evaluation

CUNY Central and College Programs

Hiring

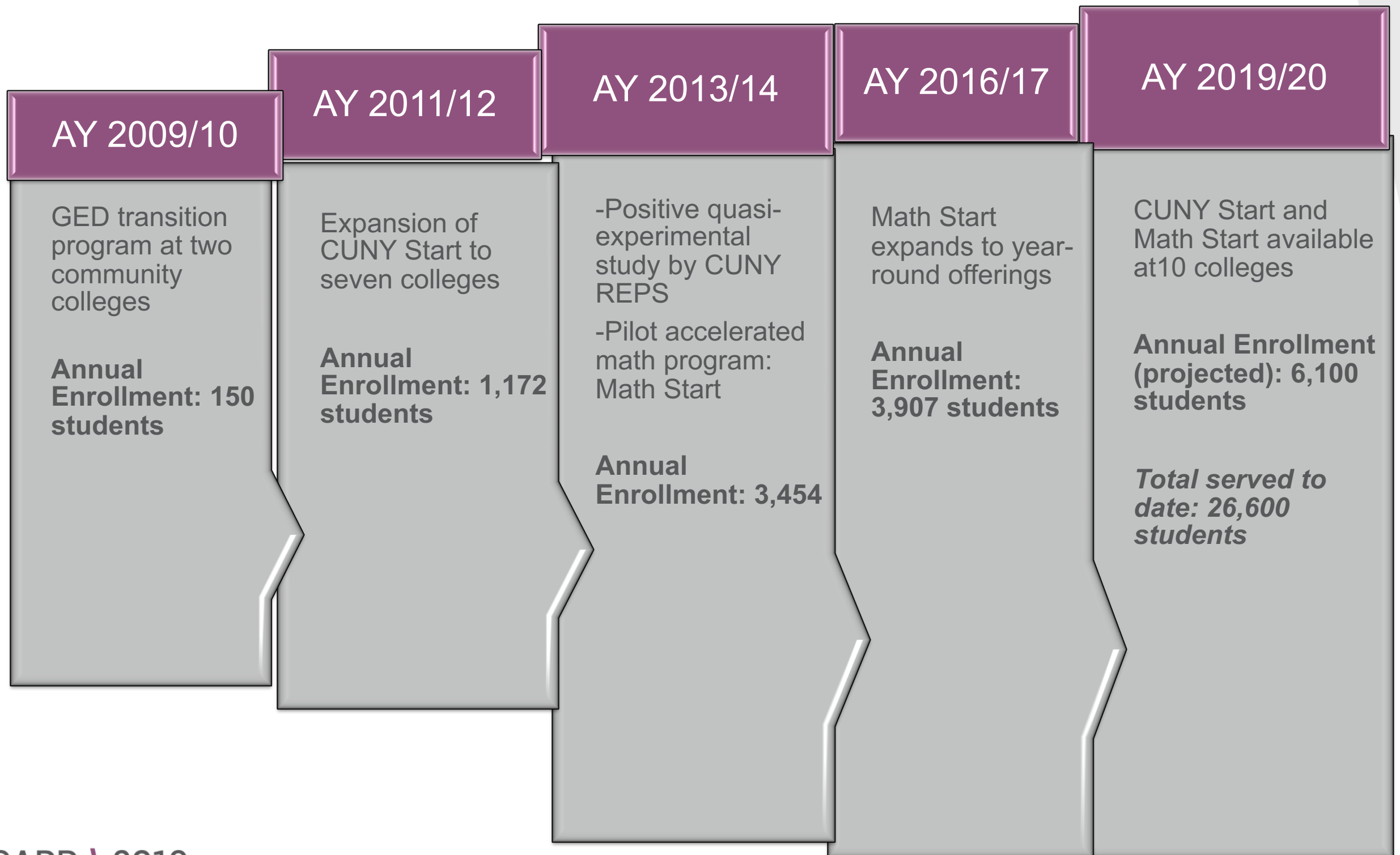
Training

College Programs

Recruitment

Instruction
Advisement
Student supports

CUNY Start Program Milestones



CUNY Start Today

- Expanded target population:
 - HSE non-math completers
 - Early college students, other pre-college populations
 - Returning adult learners
 - Multiple repeaters
- Pipeline to Accelerated Study in Associate Programs (ASAP)
- Identified as a key intervention in CUNY's ongoing remediation reform efforts

Partnership Evaluation

What we studied:

CUNY Start's implementation, impact, and cost

Eligible Population:

In need of 1 or more remedial courses

Sample:

4 CUNY community colleges

3,835 students

Study Design:

Random assignment of students

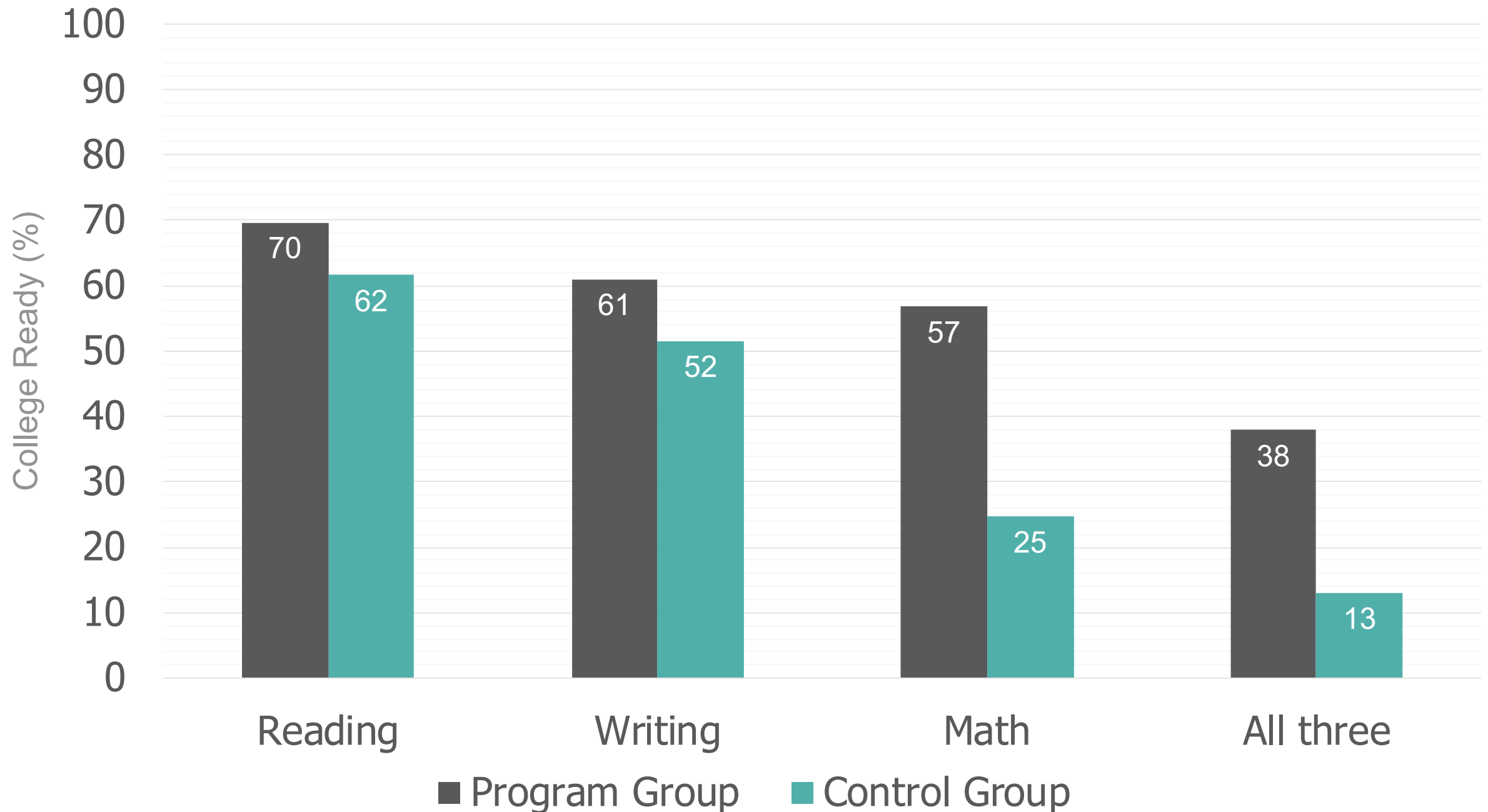
Research Sample

Characteristic (%)	Program Group	Control Group
Female	48	46
Male	37	40
19 or younger	48	49
20 or older	52	51
Hispanic	36	37
Black	25	27
Asian/Pacific Islander	9	7
White	6	6
Other	6	7
Currently Employed	42	43
Not Currently Employed	44	44
First in family to attend college	29	29
Not first in family	54	54
Sample Size	2,997	838

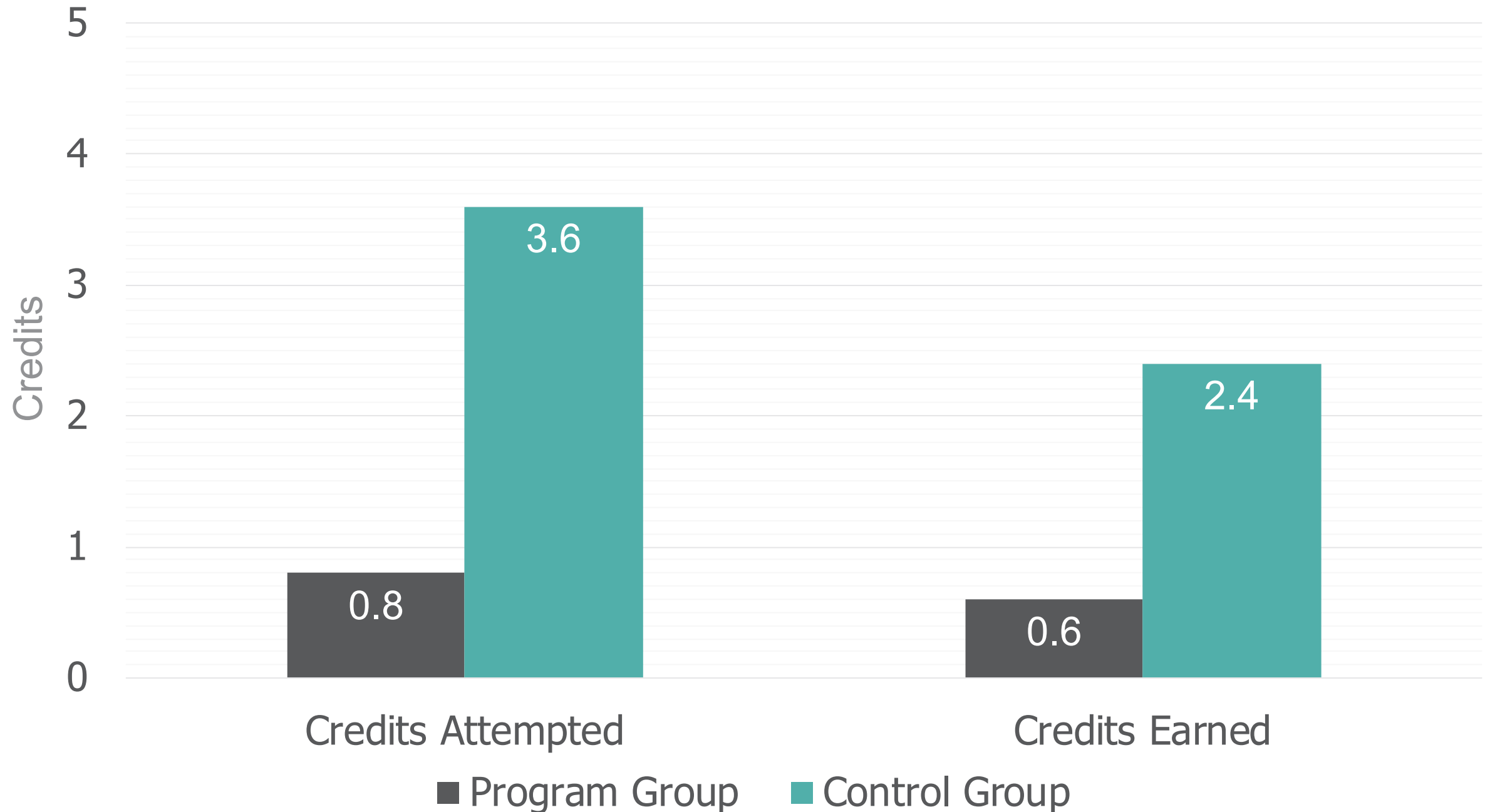
CUNY Start Evaluation

**Early Findings on
Outcomes/Impacts**

CUNY Start Increases College Readiness (Program Semester)



CUNY Start College-level Credits Earned (Program Semester)



Conclusion

- Pedagogical reform in community colleges is possible
- CUNY Start shows great promise for helping students become college ready
- In the short-term, there's a trade-off as students earn fewer college-level credits
- Longer-term follow-up will help us better understand this trade-off (stay tuned!)

What's to come?

- CUNY Start Resource Guide (soon)
- Cost Analyses (2020)
- CUNY Start Professional Development Model (2020)
- Three-Year Effects (Q2 2020)
 - College-readiness
 - College-level credits earned
 - Credentials

IES Funding

Funding for the CUNY Start Evaluation was provided by the **Institute of Education Sciences**, U.S. Department of Education, through Grant R305H140065. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education

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Thank you!

Donna Linderman

Donna.Linderman@cuny.edu

Michael Weiss

Michael.Weiss@mdrc.org

www.postsecondaryreadiness.org

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Targeted Support for Students Testing at the Lowest Levels: Lessons from Texas



CAPR Conference
November 2019

Lindsay Daugherty

Draft: This presentation has not been peer reviewed. Please do not cite or distribute.

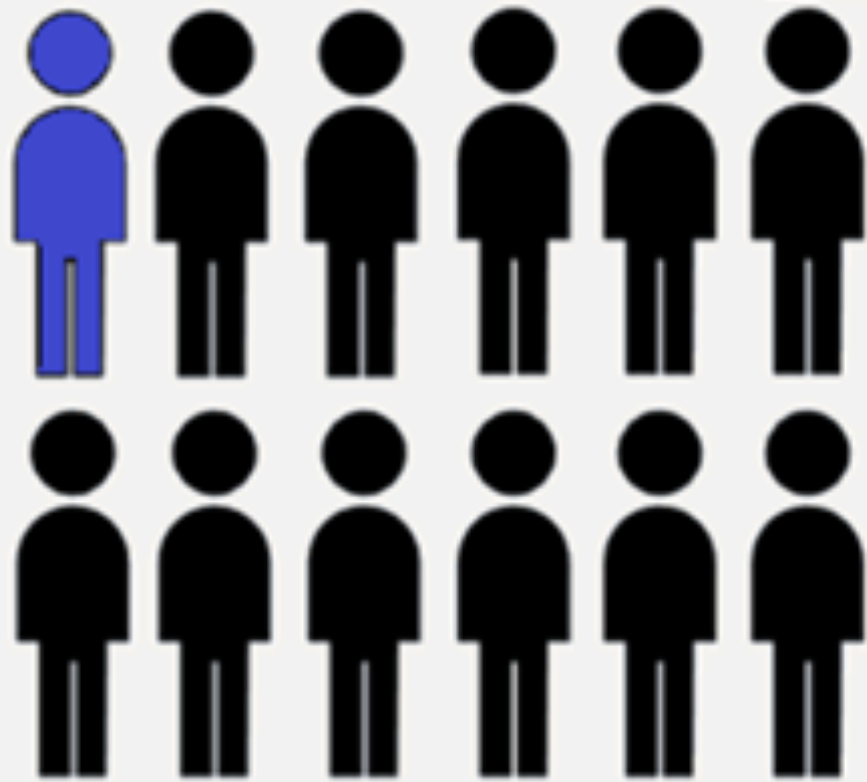


EDUCATION AND LABOR



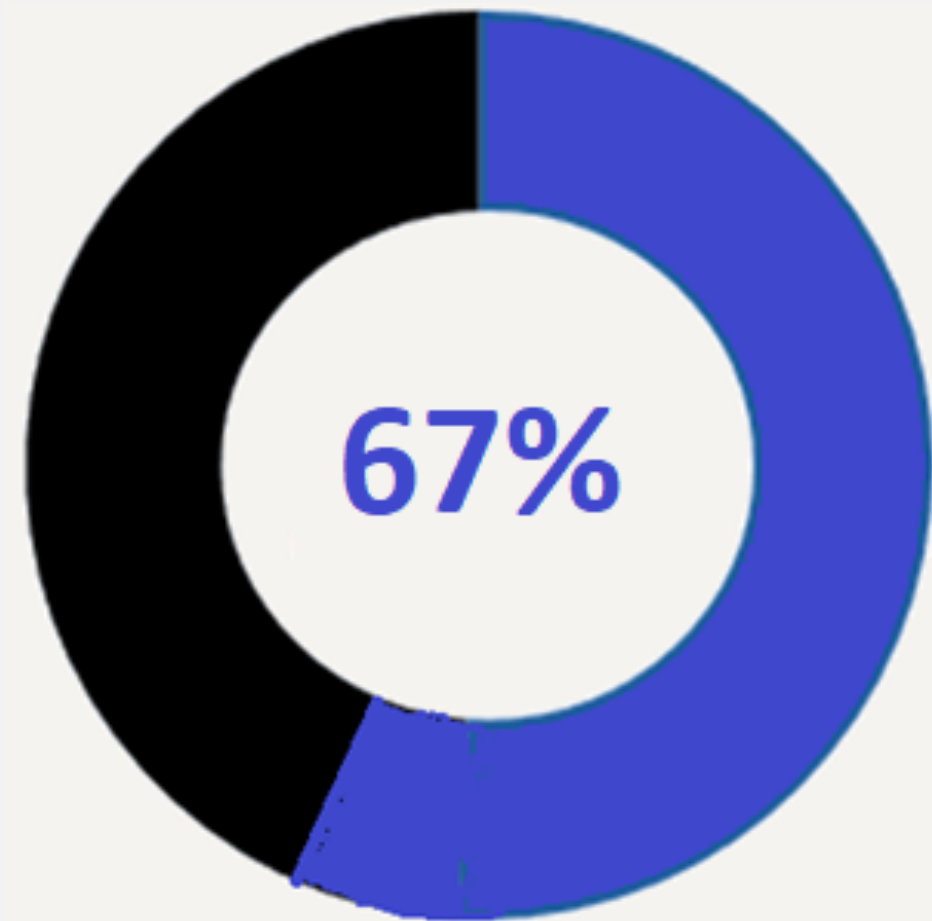
The research reported here was supported, in whole or in part, by the Institute of Education Sciences, U.S. Department of Education, through grant R305H150069 to the RAND Corporation. The opinions expressed are those of the authors and do not represent the views of the Institute or the U.S. Department of Education.

Policymakers had concerns about students testing at the lowest levels of readiness



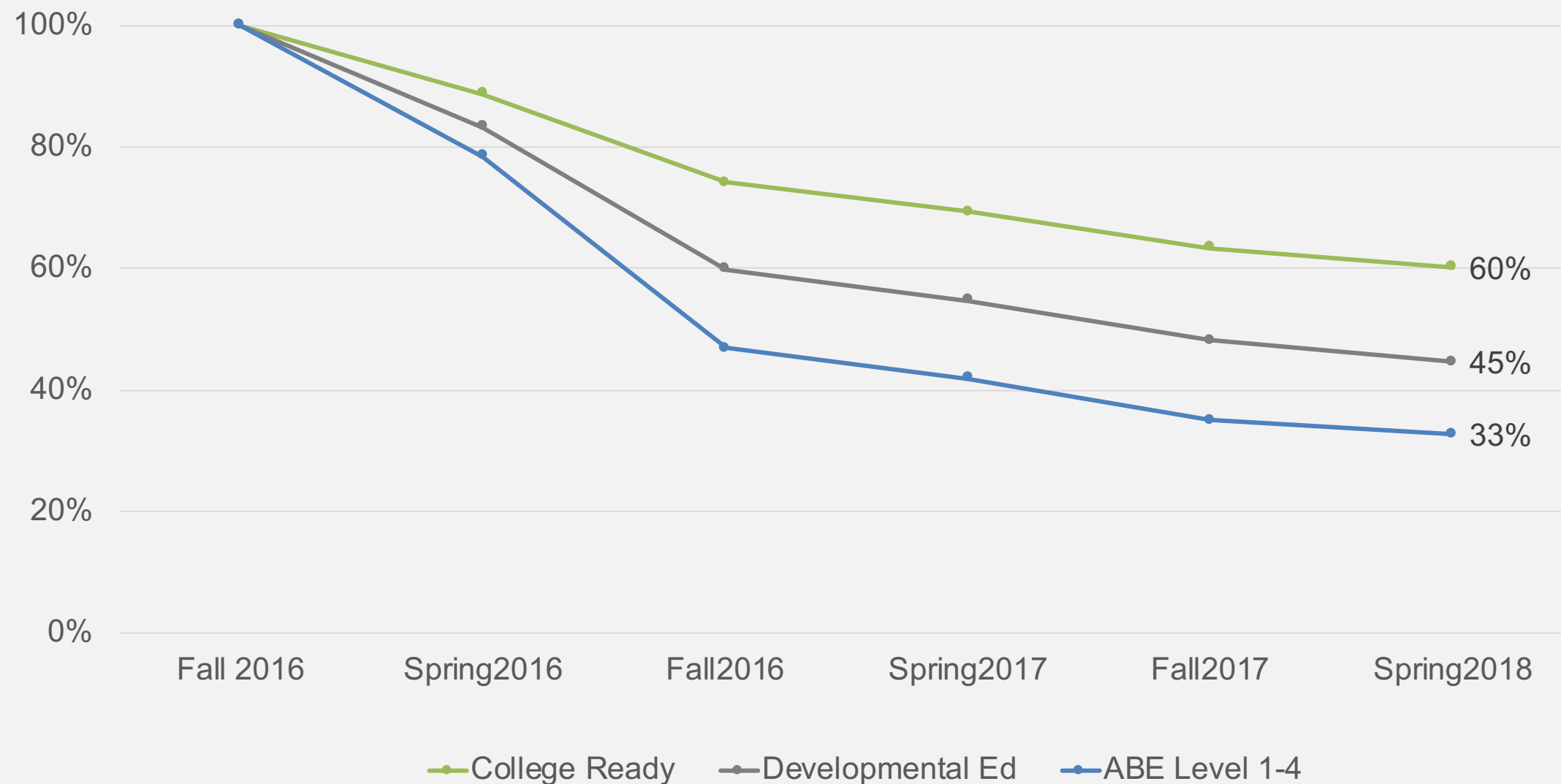
1 in 12

community college enrollees testing below 9th grade level*



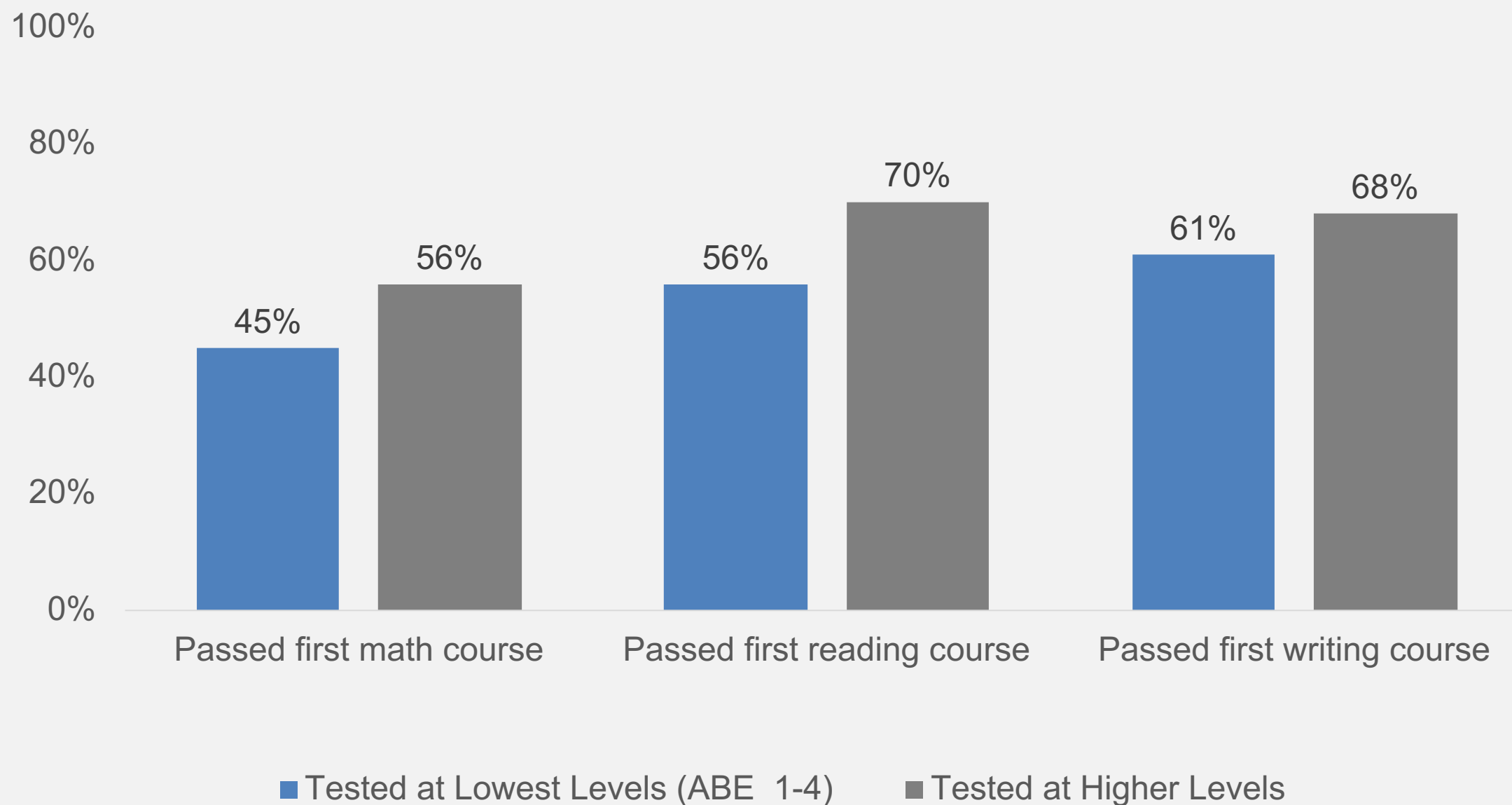
67% of these students drop out within 3 years*

Persistence rates were lower than those for students scoring at higher levels



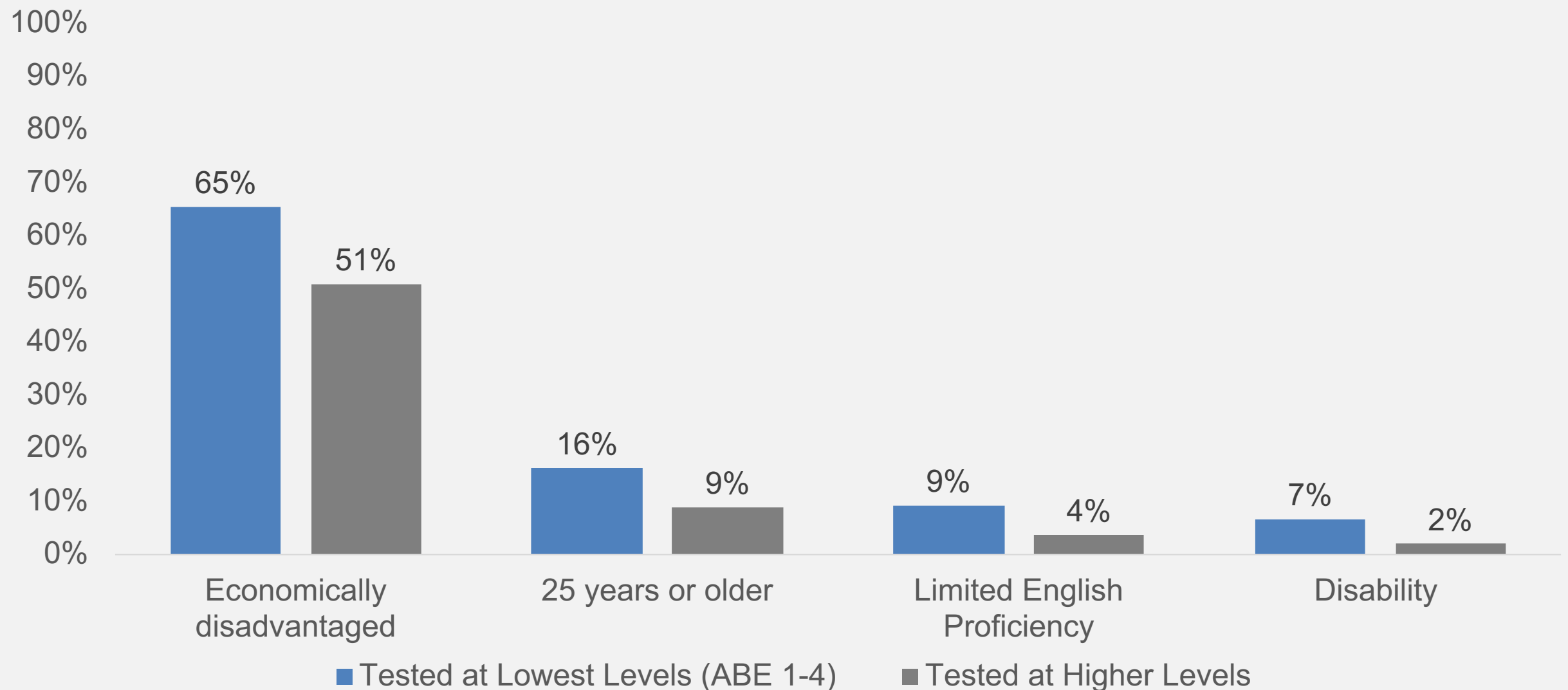
Note: This analysis is limited to fall 2015 first-time in college enrollees at community colleges who were assessed on the TSI. Values represent the percentage of students who persisted (or completed a degree/certificate) at any Texas institution after enrolling, by math TSI score. The state sets cut scores on the TSI for college readiness, DE levels (which include ABE levels 5 and 6), and low basic skill levels (ABE 1-4).

Students testing at these levels had lower rates of success in developmental ed



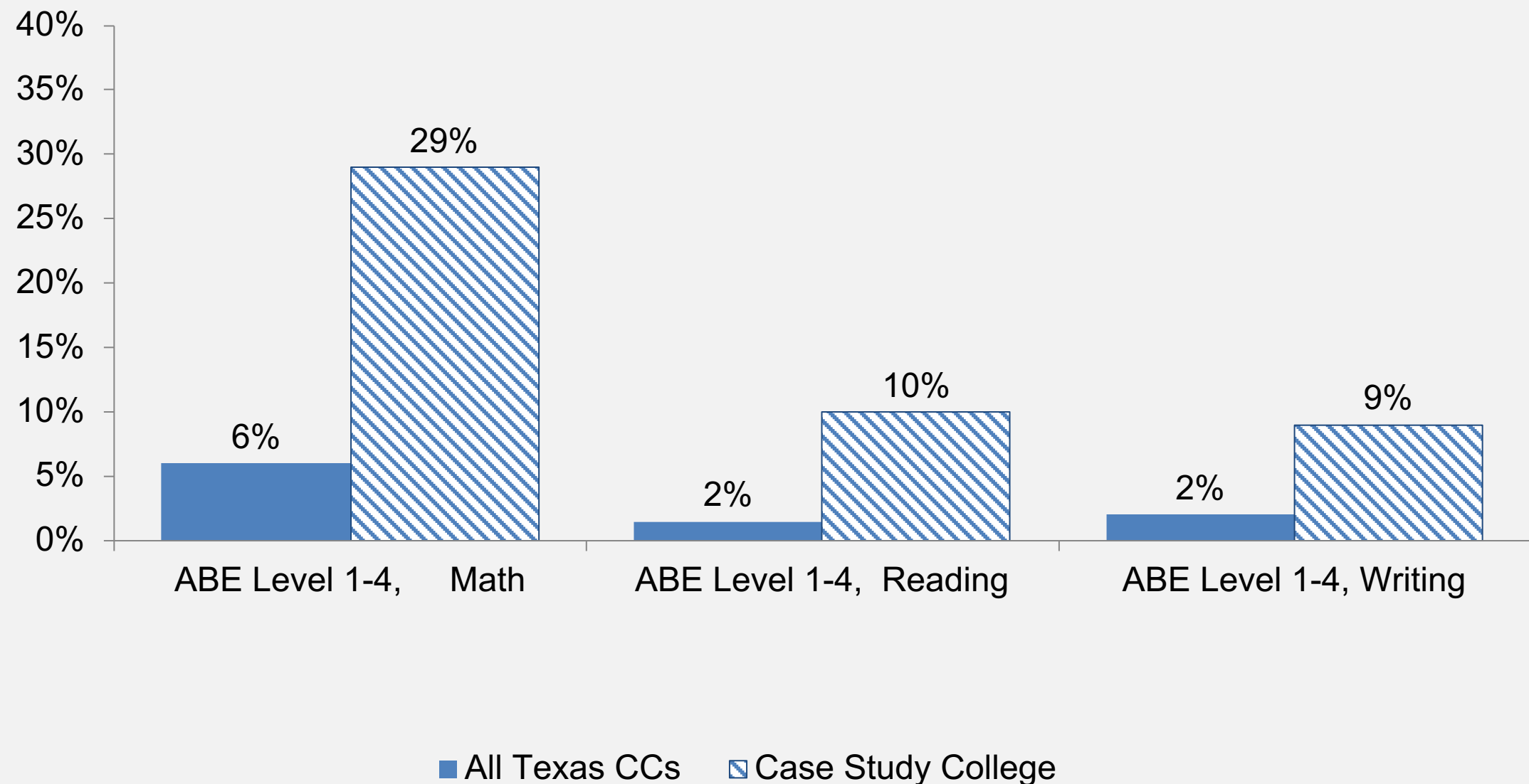
Note: This figure focuses on 2017 first-time-in-college students who were assessed on the TSIA at Texas community colleges. Values represent the percentage who passed their initial DE course among all students who enrolled in a DE course in the first semester and students testing at low basic skill levels (ABE 1-4).

Students testing at these levels were more likely to fall in underserved groups



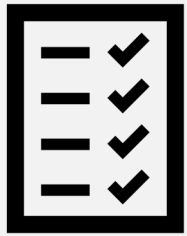
Note: Values represent the percentage of fall 2017 enrollees who were administered the TSIA and scored at low basic skill levels (ABE level 1-4 on the TSIA), versus all first-time-in-college enrollees who were administered the TSIA. All students entering academic degree programs in Texas colleges are required to be assessed. Students can be exempted from assessment through other test scores (HS exit exam, SAT). Veterans are also exempt from required assessment.

Some colleges had large populations of students scoring at the lowest levels



Note: Values represent the percentage of fall 2017 first-time-in-college enrollees at Texas community colleges who scored at ABE levels 1-4 on the Texas Success Initiative Assessment (TSIA), equivalent to levels of readiness below 9th grade. Students entering academic degree programs in Texas colleges are required to be assessed. Students can be exempted from assessment through other test scores (HS exit exam, SAT). Veterans are also exempt from required assessment.

To address the needs of these students, Texas developed new policy and resources

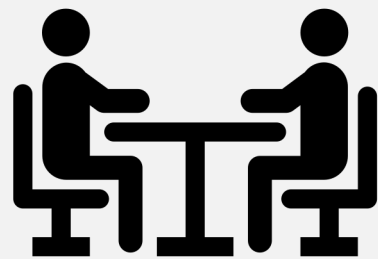


- New placement test with score identifying “ABE level 1-4” students (i.e., below 9th grade equivalency)



- Two recommended options for providing targeted academic support
 - Non-course based academic support attached to dev ed courses
 - Programs offered through adult basic education and continuing education departments

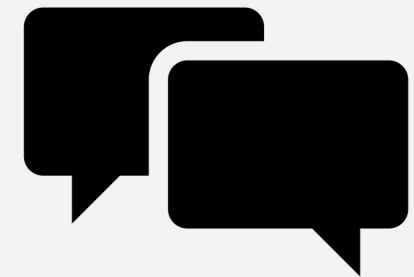
Our study aimed to support Texas through technical assistance and research efforts



Deep-dive technical assistance at three community colleges



Descriptive and quasi-experimental analysis of statewide data



Frequent discussions with policymakers and institutional leaders

Today, a brief overview of findings in three areas

- 1) Did community colleges in Texas use the resources and adopt the state-recommended approaches?
- 2) What types of barriers did institutions face in implementing the state's recommendations?
- 3) What are the takeaways for other states and colleges?

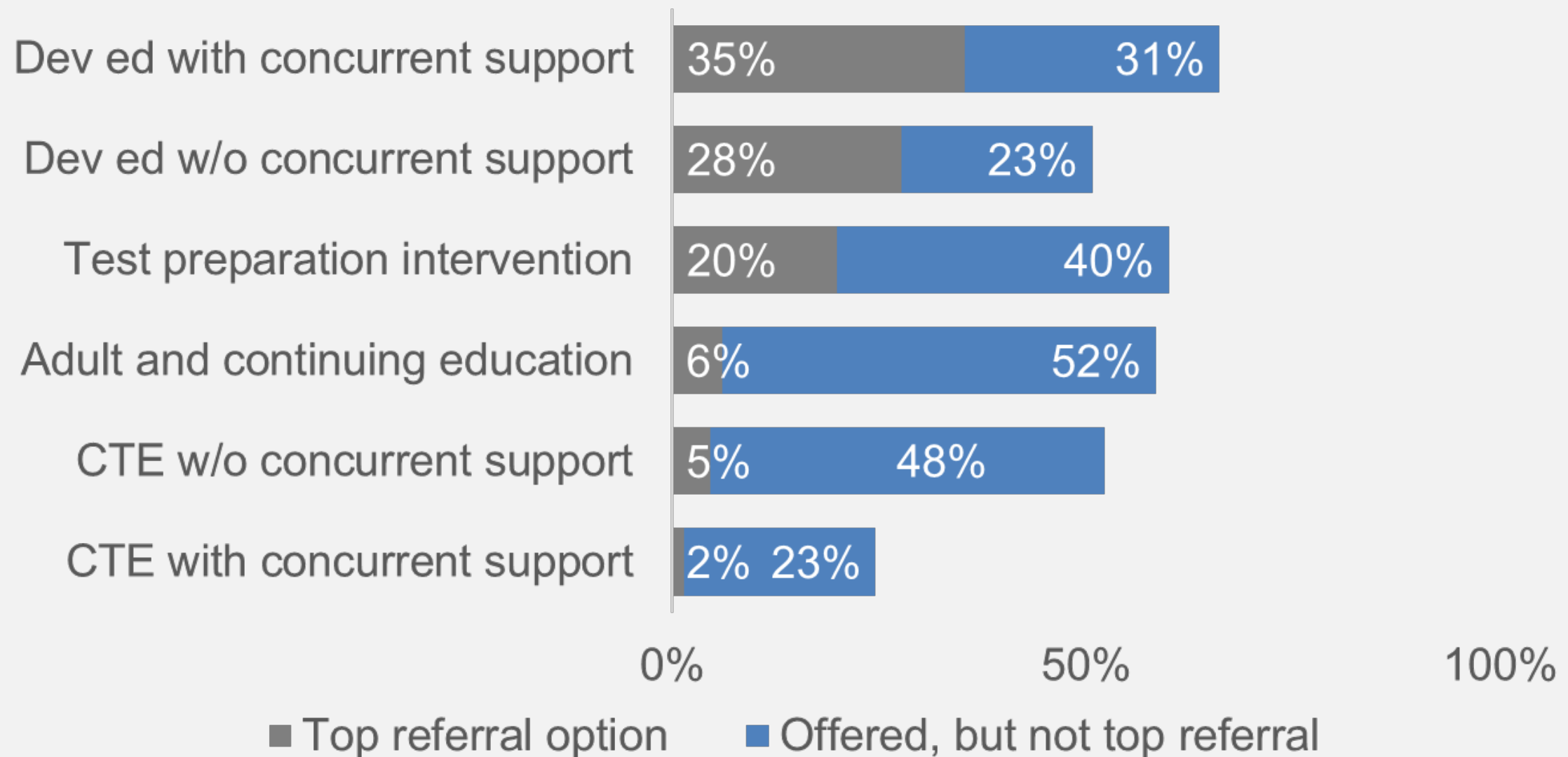
New assessment scores: College use of scores was common, but limited

- Most colleges reported using the new scores
 - 79% of colleges reported using specialized practices, rubrics, or guidelines for students testing at ABE levels 1-4
- Qualitative evidence suggested use remain limited
 - Students at ABE levels 1-4 often didn't receive differentiated placements or support
 - Limited use of sub-scores for the purposes of differentiation

New assessment scores: Several challenges hindered use of new scores

Area of policy reform	Challenges
Use of assessment scores	<ul style="list-style-type: none">• Challenges accessing scores• Misunderstanding of scores and proper use• Assessment offers limited information on student needs and abilities
Development and use of academic supports	

Targeted supports: Developmental ed remained the primary route for students



Notes: Drawn from the state’s Developmental Education Practices Survey, which is fielded annually to Texas public postsecondary institutions and receives a 100% response rate. Numbers represent the percent of colleges reporting they offer as the top referral option (grey) and

Targeted supports: Colleges faced many challenges developing supports

Area of policy reform	Challenges
Use of assessment scores	<ul style="list-style-type: none">• Challenges accessing scores• Misunderstanding of scores and proper use• Assessment offers limited information on student needs and abilities
Development and use of academic supports	<ul style="list-style-type: none">• Lack of evidence demonstrating need for new supports• Competing priorities (i.e., many other reforms)• Voluntary enrollment policies• Limited information and training on options• Siloes between dev ed, college, and adult education departments• Limited student interest in CTE, adult and continuing education programs• Limited time for holistic and career advising to steer students into supports

Other supports: Colleges also reported broader reforms were helpful

Assessment	<ul style="list-style-type: none"> • Retesting and test preparation* • ESOL assessment • Career assessment
Advising and wraparound supports	<ul style="list-style-type: none"> • Multiple measures and holistic and career advising • Early alert and intrusive advising* • Enhanced non-academic wraparound supports
Refined pathways	<ul style="list-style-type: none"> • Guided pathways and stackable credentials • Developmental education reforms (e.g., math pathways, corequisites, integration of reading and writing)* • Strong ESOL pathways
Academic supports	<ul style="list-style-type: none"> • Robust tutoring services* • Student success courses • Strong learning communities

Note: Activities listed above as supports based primarily on qualitative findings; we did not rigorously assess most of these for evidence of effectiveness. Those with a * are interventions we examined quantitatively with statewide data or data from a working group institution.

We identified lessons learned for states considering similar policies

- Assessment scores can be useful in identifying students in need of additional support, but have limitations
- State resources and guidance can drive the adoption of innovative approaches for serving this student population
- States and colleges need to develop clear policies and messaging to avoid confusion (e.g., make targeted supports mandatory)
- Cross-departmental collaboration is key
- Adult and continuing ed programs must be developed to bridge to academic pathways
- Broader reforms also have great potential to serve these students

Thank you!



**For questions or additional information on findings, please contact:
Lindsay Daugherty
ldaugher@rand.org**

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RAND

ldaugher@rand.org

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