

PSC-ED-OUS

Moderator: Emmanuel Caudillo
August 19, 2015
1:00 pm CT

Coordinator: Welcome and thank you for standing by.

At this time, all participants will be on a listen-only mode until the question-and-answer session starts. At the time to ask a question, press star 1 on your phone and record your name at the prompt.

This call is being recorded. So if you have objections, you may disconnect at this time.

I would now like to turn the call over to your host, Mr. Marco Davis. Sir, you may begin.

Marco Davis: Hello, everyone, and welcome. My name is Marco Davis. I'm the deputy director of the White House Initiative on Educational Excellence for Hispanics. And I'm joined by several colleagues here at the initiative. Thank you for joining us for our Webinar today.

Two quick business matters. I would like to inform and remind you that this Webinar is off the record and not intended for press purposes.

I also like to remind you that, as the operator just said, this Webinar, which will include the Q&A, will be recorded and the recording and a transcript, along with the slide presentation, will be posted to the initiative's Web site after the call to make the information available for anyone who is unable to join us for the live Webinar today.

The agenda will go as follows: I will describe today's Webinar topic briefly and then introduce our first presenter who will speak for up to 15 minutes and then we will have 15 minutes for Q&A.

Then I will introduce our second presenter who will speak for up to 15 minutes and then we will open the floor again for Q&A for the remainder of the hour.

When we open the floor for questions, the operator will come back on to provide guidance on how to get into the queue for questions.

And now onto our discussion today on developmental or remedial postsecondary education.

Between 2011 and 2012, approximately 38% of Hispanic first and second year undergraduates took a remedial course. These courses are mostly noncredit which can affect postsecondary students financially. Often, they expend student aid dollars without making progress toward a degree, thus impacting their ability to graduate on time.

Today we will hear from Mark Mitsui, Deputy Assistant Secretary on Community Colleges at the Office of Career, Technical and Adult Education at the US Department of Education, who will speak about the administration's efforts to reduce participation in this area.

And then we will hear from Elizabeth Zachry Rutschow, Senior Research Associate at The Center for the Analysis of Postsecondary Readiness, who will share their research agenda on best practices to reform developmental education.

So without further ado, let me turn it over to our first presenter, Mark Mitsui.

Mark?

Mark Mitsui: Thank you, Marco.

As Marco indicated, developmental education is a critical issue for postsecondary completion. In 2009, President Obama issued a clarion call for college completion to once again lead the world in the percentage of adults in this country with some postsecondary credentials. He made that call for a variety of different reasons.

One is that we know that the skills bar for entry into the middle class has never been higher. In fact, of the 30 fastest-growing occupations, more than half require postsecondary education. And by 2020, almost 2/3 of all jobs will require postsecondary credentials.

In addition to that, in the fall of 2013, we received Program for International Assessment of Adult Competency test result. It's PIAAC in other words. We also know it as the Adult PISA Test where the United States skill levels in

literacy and numeracy and problem solving skills on a complex technological environment are measured against 23 other advanced economies.

And unfortunately, the results were not positive for the United States and they indicated we're moving in the wrong direction. Approximately 36 million adults in this country are at the lowest levels of literacy and numeracy and problem solving skills.

In fact, more than half are either African American or Latino and 2/3 were born in the United States.

So we know that we have on the one hand increasing skill requirements for entry into living wage jobs and to help bridge the skills gaps that exist in our current workforce and economic arenas and we also know that we have a large number of low-skilled adults that we want to scale up in order to access both educational opportunity and economic opportunity.

At the center point or the nexus of these two forces and needs is developmental education because we know that according to the research, for example, research done by Tom Bailey and also researchers, Jeong and (Cho) in 2010, found that less than 50% of the students who are referred to remediation actually complete the entire core sequence.

In addition to that, there's about 30% of students who are referred to remediation that did not enroll in any courses.

So on the one hand, we have a system of remediation or developmental education that is not producing the progression or completion that we would like. On the other hand, many individuals who work in developmental education do point out that remediation is still necessary because we know

that a significant percentage of our students coming out of high school do test into precollege levels of Math and English.

So what we really need is to continue to search for develop, validate, integrate and scale effective strategies for helping students acquire college level skills and Math and English and help them progress to completion.

So what are we doing and what's happening in the field in terms of innovation in developmental education?

Fortunately, there's beginning to be a greater mass of research, a more critical mass of research that's occurring in the field.

One helpful document and research effort was a survey of developmental education initiatives and strategies published by MDRC in 2011 called "Unlocking the Gate." In fact, my co-presenter, Elizabeth Zachry Rutschow, was one of the authors, along with Emily Schneider. They provided a very helpful taxonomy of developmental education strategies and categorized them along with identifying the levels of research and evidence to support their efficacy.

One category is called "avoidance" or presenting the need for remediation and developmental education in the first place.

The second is called "acceleration." These are strategies that help students progress faster and go farther toward college level coursework.

Another category they used is called "contextualization." And this is where the subject matters contextualize within the occupation that students are training for.

And another category is called “support services” and you’re all familiar with tutoring and mentoring and advising and counseling and the other strategies to help students navigate the system and also develop success skills.

There are also other areas that have less research that are becoming more prominent in the field of developmental education innovation such as the use of technology, the policy area of high school-college alignment and the whole area or topic of curricular redesign.

To these I would add other categories as well to consider and that need additional research and these are multiple assessment placement strategies that is not relying on a single high-stakes test, a more integrated and holistic approach to providing a variety of different strategies that are integrated together and wrapped around the students such as the City University of New York’s ASAP program.

And an emerging area called “guided pathways” where students are funneled into a program of study as quickly as possible in order to help the student make guided and informed choices toward a career path.

And finally, as a add-on to the contextualization category, I would suggest that integrated basic skills and academic education approach in order to take a look at how integration of basic skills and developmental education can occur not only in a vocational or career and technical education setting but in an academic pathway as well.

And there are other categories such as faculty and staff professional development and instituting rigorous and culturally-relevant curriculum to topics that could be particularly relevant to our minority-serving institutions.

So those are some broad categories of strategies, taxonomy, if you will, of developmental education innovation.

So I'd like to spend just a little bit of time taking a look at each one and talking about a couple of examples in each category just to give a sense of what's happening in the field and then I'd like to talk about some federal initiatives in this arena.

So earlier on, I mentioned interventions aimed at helping students to avoid developmental education. And these include partnerships with community colleges and universities with local K-12 and feeder system. So with the K-12 systems, there can be initiatives and strategies that range from college readiness assessments in high school that provide feedback to students so they can remediate at the high school level. There are also early college programs such as the programs that El Paso Community Colleges in Texas where Secretary Duncan visited a couple of years ago and heard some amazing success stories there.

There's also the dual enrollment movement where students can co-enroll in the local community college and sometimes university while they're still enrolled in high school. And sometimes the tuition is paid out of the K-12 funding stream. Other times, they're paid by the students. And sometimes they're also paid by the community college but students are able to earn both their high school diploma and knock off college credits at the same time which helps them when they matriculate to postsecondary education.

There also is an emerging area of application of technology to developmental education. I know many of you are familiar with a variety of different tutoring software programs and some free online remediation programs and services

that are available to students to help them remediate on their own time schedule, sometimes even independent of an institution or sometimes in conjunction with supplemental instruction and other services offered by the postsecondary institution.

And there are also examples of bridge programs to the curve particularly during the summer quarters to help students to remediate and prepare for entry into the college setting.

The research on these interventions that helps students to avoid developmental education was described by MDRC and others as promising although more research is needed and the research needs - and would benefit from higher level of rigor.

So after my presentation I'm sure that Elizabeth will touch on the work of the center for analysis of both postsecondary readiness, a Department of Education funded initiative and MDRC, of course, is doing some great work in that area with that project.

One other category I mentioned is called the acceleration model. And these are interventions designed to accelerate students and to help them progress through developmental education to college level coursework in a shorter period of time. These include things like fast track courses, compressed courses, mainstream courses and co-requisite placement.

Compressed courses take the subject matter and compress them into shorter periods of time. They also tend to alter the schedule so that it fits the students' schedule but it gives them more concentrated time on task.

Mainstream courses and programs such as the ALP initiatives at City College of Baltimore County place students that are on the cuff of a college level reading or writing class into the same college level English courses that students that have tested and placed into those programs and tend to do better than students that are not placed in those types of classes.

So those are examples of acceleration models for addressing the developmental education needs.

Another category are contextualized learning models. And these are programs that embed the developmental education content within a occupational context. So for example, you might have an ESL teacher and a pharmacology teacher teaching at the same time and the English language acquisition is occurring within the framework of learning the categories of medication or, let's say, an (iDesk) phlebotomy course, understanding where the difference between brachial vein and artery.

In that case, you've got the contextualization of the content matter within the occupational framework which increases the outcomes and improves the outcomes for the students. The studies are showing they get - they have greater credit accumulation, they are more likely to earn a credential and more likely to be placed into a job.

Learning communities could also be thought of as belonging to this particular category in learning communities. Many of you know have two courses that are joined together conceptually, often co-taught, some to be hard linked, others could be concurrent, and the team teaching element of it and the coordination between faculty, in addition to the integration of the learning community content, can help students to be successful. Sometimes you'll have a developmental English course linked to a student success course and at one

cap of the experience very high. In fact, the highest completion rate for that particular English course ever through that particular approach.

More rigorous research needs to be done on learning communities but it is an area that has been used in this arena for quite some time.

In addition to that, there also are initiatives across the country happening around high school to college alignment, particularly with the implementation of common core. So there's a privately funded project called Core to College where local K-12 school districts have been working with community colleges to calibrate the common core elements to the college level requirements for placement in college level Math and English at the community colleges.

And one example is in Washington State where agreements have been developed where students that placed at a certain level, the common core assessment, would be guaranteed entry into college level coursework without having to take the placement exam.

And the next iteration of that project is the development of preparatory courses that can be offered at the high school for those students who don't meet that particular common core assessment score level. And if they take those courses and successfully complete them, they can be placed in the college level coursework.

Curricular redesign incorporates things like stat way and other pilots and I'm sure you'll hear more about that from Elizabeth.

So those are some of the key categories and some of what's happening in the field. I'm sure Elizabeth will be able to provide you with much more information on that.

In terms of the federal initiatives in this arena, I did want to touch on a few things. One has to do with the TAC program. Excuse me. And the TAC program, as you know, is in its fourth and final year in terms of the awards but more information and evaluation is coming out and remediation - contextualization, acceleration of remediation courses was the requirement for all grantees. So we do know that a lot of states instituted statewide initiatives based on this and we also know that several of the consortia instituted remediation redesign through their TAC grants. And so we're looking forward to the evaluation of those initiatives.

By the way, a new online repository called SkillsCommons.org is up and running in beta format and materials that are open educational research - resources are stored there.

In addition to, excuse me, TAC, we also have the College Opportunity Summit where over 700 different commitments were made by postsecondary institutions, many of them in the area of developmental education.

In addition to that, the Department of Education launched a national activity on the basic skills to developmental education articulation since many of our students and basic skills struggle to enter even into developmental ed and get to college level coursework.

So we are taking a look at practices in this area validating strong practices and distributing those.

In addition to that, we've established minority serving community college communities of practice and are going to hold a national conference here in Washington DC on November 16th and 17th.

So we hope you're interested in participating in the community practice for HSI and also interested in joining us here in DC in the fall.

And finally, the GAO has reported that we have a need for better research in this area. And so we're very pleased that the Institute for Educational Sciences received funding for the Center for the Analysis of Postsecondary Readiness and that MDRC, CCRC are working with our department to fill out and expand the body of knowledge around effective practices and promising practices in this arena.

I just want to end by thanking you for all that you do each and every day for our students, for your contribution to meeting the president's completion goal and also for everything you do to help eliminate disparities in academic outcome and achievements for our students in your institutions. Thank you.

Marco Davis: Great. Thank you so much, Mark.

And now let's open the floor for questions. (Sarah), if you wouldn't mind coming back on and letting callers know how to get into the queue to ask a question.

Coordinator: Sure, thank you. We will now begin the question-and-answer session.

To ask a question, please press star 1 on your phone. Make sure your phone is not on mute and record your name clearly when prompted. Your name will be required to introduce your question.

To withdraw, press star 2.

One moment for the first question.

Marco Davis: Great. And while we wait for folks to get into the queue, I just want to remind everyone that you should have received a copy of this slide deck as a PDF prior to this call via e-mail and that slide deck includes Mark's e-mail address in case you're not able to ask a question during the Q&A period now or if in case you want to follow up in the future.

If you did not receive a copy of the slide deck, you can always e-mail us at whieeh@ed.gov. That's the initials of the initiative, whieeh@ed.gov, and we'll send you the deck again.

Coordinator: Our first question is from Mr. (Julio Perez). Sir, your line is open.

(Julio Perez): Hi, yes. I was wondering if I could - you could give us the Web site to that workshop you have on November 16th and 17th.

Mark Mitsui: Yes. Actually what we can do is send you a Save the Date and we haven't opened the registration lines yet. But if you don't mind, let's see, one thing we did do - are you with a four-year or a two-year institution?

(Julio Perez): Two-year in California.

Mark Mitsui: Okay. We did send it out to our list of 1120 or so community college presidents. Now it may not have filtered down to everybody. So if you can get your e-mail address to me, I can make sure you get added to the list and we'll send the Save the Date out.

(Julio Perez): Great. Thank you very much.

Mark Mitsui: Thank you.

Marco Davis: Great. And by the way...

Coordinator: Again, to ask a question - I'm sorry, go ahead, sir.

Marco Davis: No, no, go ahead, (Sarah).

Coordinator: Again, to ask a question, please press star 1. Thank you.

Marco Davis: And again, I imagine that if other folks, like that last caller, are interested in that and try to get more information about that Webinar, just send your contact information to Mark and I'm sure he can add you as well.

We'll give another minute or two for folks to get into the queue to see if we have some questions for Mark.

Coordinator: Our next question is from Mr. (Jose Espinosa). Sir, your line is open.

(Maribel Matias): Hi, good afternoon. This is (Maribel Matias). I have a question for you all.

For the accelerated model and the contextualized model, is that mainly for the two-year, four-year institutions? Have you heard of any K-12 districts offering that?

Mark Mitsui: That's a great question and maybe Elizabeth can help out or add to it. I am not aware of accelerated types of models in the K-12 system. I'm also not aware of use of the classic sort of (iDesk) model that's being used in K-12 although certainly career and technical education that engages students and hands on cutting edge learning is a way to engage students but I'm not aware of K-12

systems that incorporate the adult education side of (iDesk). That is the ESL component.

And I don't know, Elizabeth, if you have awareness of some models that are out there but I do not.

And that's a great point though for us to think about and maybe look for models on.

(Maribel Matias): Thank you. And I have one other question. You mentioned the TAC grant for an online repository. Could you give me that site again? I think it's...

Mark Mitsui: Sure.

(Maribel Matias): ...and I didn't catch it very well.

Mark Mitsui: Sure. If you Google "skillscommons," one word, skillscommon.org, it should pop up. It's on beta form. So it's not words going to be in the couple of more years. But they are beginning to collect all of the public domain materials generated in the first few rounds.

(Maribel Matias): Thank you.

Mark Mitsui: Yes.

Coordinator: I show no questions at this time.

Marco Davis: Great. You're one step ahead of me, (Sarah). Thank you.

We will give just one more minute. I know sometimes folks take a minute to formulate a question in their minds and then to get into the queue. And then if not, we'll go on to our second presentation. But I'll give folks just one more minute to see if we have a question for Mark.

All right. It seems like those are all the questions at the moment. Sorry, go ahead.

Coordinator: I'm sorry. There's a question on queue. I didn't...

Marco Davis: Wonderful.

Coordinator: ...catch the name. Your line is open.

Woman: Yes. Mark, (unintelligible) can we go back to this link?

Mark Mitsui: Yes. I'm sorry, did you ask for the contact info?

Woman: Yes, please. The e-mail address.

Mark Mitsui: Yes. So it should be on the slide with my name on it. But I can give it to you now. It is M-A-R-K-dot-M-I-T as in Tom...

Woman: Wait up, please.

Mark Mitsui: S as in Sam.

Woman: Okay.

Mark Mitsui: U-I, M-I-T-S-U-I at ED-dot-G-O-V, ed.gov.

Woman: Yes.

Mark Mitsui: You're welcome.

Marco Davis: Great. Well, with that, we will thank you, Mark, for your presentation. Obviously, if you're able, we'd like you to stay on the line. You may find in the follow-up Q&A there may be questions you can address as well.

But with that, we will now turn the floor over to our second presenter. So yes, so without any further ado, I'll turn it over to Elizabeth Zachry Rutschow from the Center for the Analysis of Postsecondary Readiness.

Elizabeth?

Elizabeth Zachry Rutschow: Great. So hi, thank you, everyone, and thank you for coming to hear a little bit more about developmental education reforms and the recent research on that.

I think Mark did a great job of giving you an overview of the challenges with developmental education.

And, Marco, if you can just push the Next button twice. My beginning slide is really about developmental education and the challenges with it. So as Mark mentioned, remedial - the developmental education is going to be reading - remedial courses in reading, writing and math for students who are not college ready. A key challenge is that students often have to take multiple sequences of these courses over multiple semesters and sometimes years in order to be able to complete them.

Low income and minority students also tend to be overrepresented in these courses. And then we did - I did author the report that Mark mentioned a few years ago on the rigorous research around these practices. There's actually very little rigorous research around this. So we're very excited that the Department of Education decided to fund more work in this area.

And if you can click the next slide, Marco.

We, in partnership with the community college research center, are currently running this Center for the Analysis of Postsecondary Education and Readiness or CAPER for short. As Mark mentioned, this is a federally funded center through the Department of Education and its charge is to investigate new reforms and developmental education assessment and instruction. So CCRC and MDRC are co-partners in this center and it's focused primarily on three main studies.

One study is a descriptive study of developmental education practices across the nation, which is more of a descriptive study, to look at overall what kinds of practices are occurring throughout the country in both community colleges and open access for your institutions, as well as for profit institutions.

The other two studies are more rigorous studies focused on specific changes to developmental education assessment and developmental education instruction.

The assessment study is being undertaken in New York with community colleges and this is looking at integrating multiple measures into assessment practices that go above and beyond just the traditional one test developmental education assessment that many students take upon entry into school.

The second evaluation that is rigorous is an evaluation of a new Mathway Project in Texas. I'll be providing more information on these projects we have a bit more qualitative data on this project from some research we began before the CAPER center was started.

In addition to these three main studies, we have a set of supplemental studies that are being undertaken by a number of researchers investigating other aspects of instruction and assessment across the country.

The next slide, please.

So to give you a bit more backgrounds on these two studies that I described initially, the descriptive study of developmental education will analyze general developmental education practices and reform among nationally representative sample. Some of the key aspects of what we'll be looking at will be looking at assessment policies at the colleges, instruction in developmental education, the open door policies and how those might be affected by any floors or any issues that have been put in place around developmental education and the use of technology within classes among other topics.

The sample will be a nationally representative sample which will be a selection of 1700 institutions, as I mentioned, including four open year - open access four-year institutions, community colleges and nonprofit institutions - or for-profit institutions, excuse me.

We will be piloting a survey beginning this year which will be asked of all of the randomly selected institutions and then we will be also conducting interviews with at least 40 colleges and 40 systems. Our goal is to interview

personal responsible for developmental education policy and programming. And these will be structured around - semi-structured telephone interviews.

The second study we will be looking at will be revisions to the assessment process for developmental education. Currently, most colleges place students into developmental education based on one of the popular assessments that are currently available, including ACCUPLACER and COMPASS. And now, more recently, some state developmental education assessments within a particular state.

One of the challenges that these assessments is that they tend to over place students into developmental education and under place them into college level courses. Based on the research that's been conducted, we think that approximately 25% to 1/3 of students can be over placed into these courses.

So we're really investigating whether or not additional measures, the things such as student's high school GPAs or other kinds of non-cognitive measures might be able to help better pinpoint whether or not students are in need of remedial classes.

We are creating an algorithm that is based on predictive analytics looking at a set of past cohort of students and how they would have performed in classes based on these types of measures being integrated into an algorithm along with other traditional developmental education assessments and - assessment measures.

We've seen based on previous research that this has increased the representation of women and minorities in college level classes and have seen improvement by reducing the failure in college level courses as well as improving the probability of students receiving a B or better.

Next slide, please.

Our third study is focused on the New Mathways Project and - which is the instructional study looking at changes to developmental math content in the state of Texas. The model of this is focused on four key principles.

One is the idea that developmental math and college level math should be differentiated for students by their major expected career and essentially that the courses should include a non-algebra intensive sequence for students that are going into non-stem careers and majors that are - that do not require college level calculus as part of the prerequisite for the courses that they will need.

Additionally, the focus is on creating this differentiated content starting in developmental education and accelerating students' time in developmental education so that they can complete a college level course in a year or less.

Additionally, the New Mathways Project is focused on helping students develop skills as learners through both a framework student success course that focuses on integrating series of learning for students that are also taking the Foundations of Mathematical Reasoning Course.

In addition, many of these student reports are integrated into the curricula of the Foundations of Mathematical Reasoning Course which is an accelerated developmental education course that was developed by the Dana Center.

Finally, the fourth principle is that colleges would develop and integrate new curricular design and (unintelligible) as more rigorous evidence became available about their effectiveness.

The key players in developing this model were the Dana Center at the University of Texas at Austin in partnership with the Texas Association of Community Colleges which is the representative body for the 50 community colleges in the state of Texas.

On the right-hand side of the screen, of the slide that you have shows the three pathways that were developed as part of the Dana Center curricular model which began with the paired framework student success core and the Foundations of Mathematical Reasoning which is the develop - accelerated developmental score focused on a non-algebra intensive focus of curricula for developmental education students.

Students would then move on to one of three pathways. First, the sequence that was first developed was the middle box here, college specifics, which focused primarily for students in degrees such as statistical degrees, psychology, nursing and journalism.

There's also a second pathway around college quantitative reasoning developed primarily for students in humanities degree.

And then a third pathway that's currently being developed and piloted this year for stem students that are going into engineering and other math-focused degrees. This course would be a two-term course unlike the college specifics and quantitative reasoning courses which are only one term with both courses in that same pathway being college level courses.

Next slide, please.

The key research questions in the New Mathways Project are focused on looking at whether or not the New Mathways Project can increase students' progress through developmental education and completion of college level courses as well as completion of certificates and degrees.

We're also taking a very close look through our implementation study of the curriculum and instruction and how they are different and then whether or not this is cost effective over business as usual services. We will be doing random assignment studies in four colleges across four cohorts from fall of 2015 to spring 2017 and then we'll be tracking the outcomes of these for at least one year after they have completed the NMP sequence.

Next slide, please.

I also just wanted to share with you some qualitative findings we have from a study that we conducted in 2013 and 2014 of the first nine colleges that piloted and joined the NMP pathways beginning in spring 2013. This qualitative study looked at the implementation of NMP courses, as well as the colleges preparation for these courses before implementation began. Implementation of the frameworks and foundations courses occurred in fall 2013 and the college level statistics class occurred in spring 2014.

Overall, we found that the Dana Center provided very strong support for faculty and staff implementation of the courses as well as state level policy supports in helping build connections between two-year and four-year colleges and helping change the math prerequisites and - for different majors across these institutions.

The faculty also had support for the multiple math pathways concept. So understandably, some concerns and challenges with being - with

implementing new curricular models that were less aligned without the traditional algebra-focused sequences.

There were some important challenges to recruiting students into the classes, although each of the nine colleges but one were able to implement these courses.

However, most of the obstacles focused on community colleges turns about the transfer of these courses to four-year colleges which really push the Dana Center to focus more on the state level policy support that connected two years with four-year colleges and trying to streamline the articulation of these courses across these institutions.

In addition, when we interviewed students and focus groups and observed classes, we found the students to be very engaged to put - and the courses were qualitatively different from other developmental education courses. Most students were also supportive of the courses, particularly the change content in the developmental course and the fact that they could complete a college level math course in many of their requirements by the end of their first year in college.

Next slide, please.

In addition to the qualitative findings, we also examined student outcomes in these colleges from 2009 to 2014. We've looked at both students in Mathway courses and non-new Mathway courses. In the slide that you see here, we are presenting the outcomes for students in all of the developmental courses that were non-new Mathway courses at the nine colleges that we were - that were in this study. As you can see, students that were one level down did better than students who were two levels down in terms of their ability to complete

their developmental math requirements and ability to enroll and pass a college level math class.

However, as you'll see, and again this was over a one-year period, so over two semesters. However, you'll see that even amongst students that were just one level down, fewer than 1/4 of those students passed the college level math class within those - within one year.

If you can push the arrow one more time, you'll just get a bracket around those final outcomes.

Next slide, please.

This final slide presents the outcomes of the new Mathway students among the nine colleges that implemented these courses. You know, the first column of finding presents the total amount of students that were enrolled in foundations course in fall 2013 and the percentage of students that passed the foundations course and enrolled in a statistical reasoning or other college level statistics course at the college.

As you can see, more students that took these courses passed a college level statistics course, approximately 30%, than were in the traditional sequences.

However, there were a subset of colleges among these that also promoted student enrollment in the statistical reasoning course that was based on the Dana Center curricular models and implemented the curriculum models rather than just the general statistics course.

And as you can see here, those students actually performed even better than ones that did not take linked Dana Center-based curricular model course.

Nearly 50% of the students that were in the linked foundations with statistical reasoning courses passed those developmental and the college level course in one year.

So that is the end of my presentation. My contact information is available on the first slide. There is also a report, a published report that is on MDRC's Web site with these early qualitative findings from the New Mathways Project.

The rigorous study that will be a part of the CAPER center will help to define whether or not these descriptive findings will be born out in a (unintelligible) way when we have a more controlled environment looking at students that received the NMP courses from those that did not.

Thank you.

Marco Davis: Great. Thank you very much, Elizabeth. Really appreciate all the information you shared and equally important all the hard work you all are doing to try and address this topic.

So now let's open the floor for questions. So, (Sarah), you wouldn't - if you wouldn't mind coming back on to remind callers how to get into the queue to ask a question.

Coordinator: Thank you. For your questions, please press star 1 on your phone.

Marco Davis: And again, we'll give folks a minute or two to formulate their question and get into the queue.

Coordinator: We have a question from Ms. (Ana King). Your line is open.

(Ana King): Thank you. Can you hear me?

Elizabeth Zachry Rutschow: Yes.

(Ana King): Okay. I'm calling from City Colleges of Chicago, one of the colleges, Truman College, and I'm wondering about the nationally representative sample for the descriptive study of developmental practices and reforms. Have you - is it going to be completely random or if we're interested in participating, how can we?

Elizabeth Zachry Rutschow: Yes, it is completely random actually. So, yes. So we're not - it's not unfortunately a pick and choose in this case.

(Ana King): I see.

Elizabeth Zachry Rutschow: Yes. So - but thank you for your interest.

(Ana King): I do have one second part and this is relating to the placement for developmental students. I'm sure you're aware that the COMPASS reading test will no longer be used as an instrument for placement.

Elizabeth Zachry Rutschow: Yes.

(Ana King): And so is this study where you're looking at placement just limited to the SUNY colleges?

Elizabeth Zachry Rutschow: Yes. To place this study in the center is with the SUNY colleges in particular, yes.

(Ana King): In the city colleges, placement is a major focus right now and many things are being Band-Aid about. So in order to inform ourselves as faculty to make the best decisions, can you recommend what we should be looking at right now, places to get more information, et cetera?

Elizabeth Zachry Rutschow: I'm trying to think if there - I am not leading this particular study. So I can definitely connect you with some of my colleagues that are that might have better information.

(Ana King): Thank you.

Elizabeth Zachry Rutschow: And so if you want to e-mail me after this presentation, then I can certainly connect you with them. They would probably know more - much more around the background of this.

(Ana King): Okay, thank you, yes. Looking at your slide, it doesn't have an e-mail, it does have your name. So I'm just wondering...

Elizabeth Zachry Rutschow: Okay.

(Ana King): ...missing something.

Elizabeth Zachry Rutschow: Okay. Yes, so my - I can just give you my e-mail. It's elizabeth, spells with a Z, E-L-I-Z-A-B-E-T-H, dot-Z-A-C-H-R-Y, zachry with no extra As or Es, at mdrc.org.

(Ana King): Thank you so much. Okay. Now I'll disconnect myself.

Marco Davis: Great. Do we have any more questions? Yes?

Coordinator: Yes. Our next question is from Mr. (Richard Gorham). Sir, your line is open.

(Richard Gorham): Thank you. I'm a secondary educator. I'm struck by the bullet on the last slide, right under the statistic that says 66% of students take developmental education courses with the slide that was up at the end there.

Elizabeth Zachry Rutschow: Yes.

(Richard Gorham): It's a statistic that says that less than half of students, if I'm correct, less than half of students who take developmental ed courses make it through them. And that's a rather startling statistic. I was unaware of that. I'm wondering what kind of research has been done into looking into why that is the case, why is it that students were placed in the developmental ed courses don't complete them successfully.

Elizabeth Zachry Rutschow: So there's a number of different reasons why they don't complete them. In this statistic in particular, I do - I would - I actually can't remember if this is based on the number that are placed or test into developmental education or whether or not it is actually those that takes the courses which there's a differentiation them between those.

But the key kind of fallout pieces are there are many students who take a developmental education placement exam who place into or test into developmental education courses and then never enroll in those courses. And then a large proportion I would say generally about half of the students who enroll successfully complete the first course but then are required to take another course before completing their developmental education sequences. So they may have placed two levels below college ready and need to take two semesters of courses.

So even if a student completes successfully one semester, if they are placed two levels down, those students, a good proportion of those students do not then enroll in the second semester course that they take. Then even among those that do enroll, those do not - students do not pass that course.

So when we talk about how students don't make it through developmental education sequences, we're talking about making it through that ladder of different places where they need to both enroll and be successful in these courses.

The best resource for that was one that Mark mentioned earlier which is a Tom Bailey - the report that was led by Tom Bailey, analyzing the achieving the dream database. I can get that resource for you if you want to e-mail me about - the end of this Webinar.

(Richard Gorham): Sure. As a secondary educator, I'm looking for reasons why students don't make it through, so that I can change our practices in secondary education. And if it's a question of preparing them, preparing skill sets versus motivation versus the kinds of intellectual habits that are required for college versus high school, we need to look into that.

Elizabeth Zachry Rutschow: Right. I think one of the key things is really also checking to be sure that there's alignment across the high schools and the two-year colleges and four-year colleges in the local area. I think one of the things that Mark mentioned earlier was the focus in El Paso was that college readiness initiative where there was a lot of work among the K-12 and the El Paso community college districts to be able to look at how are they aligning their practices and what kinds of readiness things can be done while students are still in high school to prepare them for the expectations and help them to actually be

hopefully test out of developmental education before they even make it to the college.

(Richard Gorham): Thank you.

Coordinator: Again, if you have questions, please press star 1.

(Emmanuel): Hello, Elizabeth. This is (Emmanuel). I had a question here in the chat here from (Myra Ortiz). Can you repeat the pool that was used to determine the study numbers?

Elizabeth Zachry Rutschow: Okay. Which study? Probably the nationally representative one?

(Emmanuel): I believe so.

Elizabeth Zachry Rutschow: Okay. I was just looking at the proposal for that. I was trying to actually see how the pool was determined in anticipation of that question.

So it's based essentially on institutions, their characteristics as reported in the Integrated Postsecondary Education Data System, IPEDS. And based on the 2012-2013 academic year, there were 2145 institutions that met the definition for inclusion and we are randomly selecting from that sample and that includes public, private and for-profit institutions, as well as two-year and four-year.

(Emmanuel): Thank you.

Coordinator: I see no questions at this time, sir.

Marco Davis: All right. Wow. If that is the case, then we will yield back the remaining five or ten minutes we usually have scheduled for this Webinar.

I want to thank Elizabeth. I want to thank Mark for your presentations, for the information you provided and, of course, for the work that you're doing to help increase educational achievement for Hispanics and for all students.

Please note that if you still have a question for either Elizabeth or Mark and didn't get that contact information, you can send us an inquiry or if you did not receive the slides that have very helpful information, simply send us an e-mail at whieeh@ed.gov.

And most of all, we want to thank you for participating and taking the timeout today to join us for this Webinar.

We hope you will join us for our next monthly Webinar in September where we will actually be discussing some of the Obama administration's efforts and the Latino community's progress in education as we prepare to conclude our initiative 25th Anniversary Year of Action: Fulfilling America's Future. Details on the date and time of that Webinar will be forthcoming.

With that, thank you once again and have a great day.

Coordinator: Thank you all for your participation. You may now disconnect.

Speakers and leaders, please stand by for the post conference.

Marco Davis: Operator, if you can put us in the conference, please, that'd be great.

Coordinator: Yes. One moment, please.

END