DEVELOPMENTAL EDUCATION INITIATIVES:

A RESOURCE

Achieving the Dream

Achieving the Dream uses student outcome data from various educational institutions to focus on institutional change. The organization "seeks to help more students earn postsecondary credentials, including occupational certificates and degrees, by working with institutions to improve student progression" (Achieving the Dream, 2005). They focus on helping student groups that traditionally have faced barriers to success. Achieving the Dream hopes to achieve positive results in the areas of institutional change, policy change, public engagement, and knowledge development. This initiative is found at numerous community colleges throughout the United States at which work is done with the institutions to take steps towards increasing success of their students. Many investors help make Achieving the Dream possible to implement at institutions across the country. These investors are: College Spark Washington; Houston Endowment, Inc.; Kamehameha Schools; Knowledge Works Foundation; Lumina Foundation for Education; Nellie Mae Education Foundation; Office of Hawaiian Affairs, Oklahoma State Regents for Higher Education; South Carolina Technical College System; TERI; The Boston Foundation; The Greater Texas Foundation; The Heinz Endowments; The Irene E. & George A. Davis Foundation; The Kresge Foundation; The Lloyd B. Balfour Foundation; The University of Hawaii Community College System; Vermont Community Foundation; W.K. Kellogg Foundation; and Winthrop Rockefeller Foundation. Further information can be found at the Achieving the Dream website http://www.achievingthedream.org.

Bill and Melinda Gates Foundation: Developmental Education Initiative

The Developmental Education Initiative began in 2009 and is a three-year endeavor to research, identify, and develop programs that are effective for student success in completion of college preparatory classes and continuing on to postsecondary education. This organization is funded by the Lumina Foundation for Education and the Bill & Melinda Gates Foundation. It includes 15 different colleges and six states that took part in the Achieving the Dream initiative. This organizations primary focus is to find beneficial and effective developmental education innovations within the Achieving the Dream: Community Colleges Count initiative. Additional information can be found at the Developmental Education Initiative website: http://www.deionline.org.

The Carnegie Foundation for the Advancement of Teaching: *Mathway* and *Statway*

In collaboration with Uri Treisman and the Dana Center (http://www.utdanacenter.org/), the Carnegie Foundation is working to build and support networks to develop two new developmental mathematics pathways called the *Mathway* and *Statway.* These pathways will be designed to address diverse students' needs by promoting personalized instruction that is both more effective and more cost efficient, set to rigorous learning standards. The goal of *Mathway* is to provide a mathematical

experience that will provide students with the essential quantitative skills and knowledge needed in academic programs and in the workplace. *Statway* will be designed as a one-year pathway that culminates in college-level statistics. It is structured to serve students with an interest in allied health and public safety careers, or those planning to transfer and continue further studies in humanities or social sciences.

To address navigating college along with the mathematics, Carnegie's plans for *Mathway* and *Statway* include integrating content commonly referred to as "college knowledge." The project seeks to work with an expanding number of community colleges in development of both the Carnegie Mathematics Pathway Network (CMPN) and the Carnegie Statistics Pathway Network (CSPN) over the next ten years. Their goal is to double the proportion of students who, within one year of continuous community college enrollment, are mathematically prepared to succeed in further academic study and/or occupational pursuits.

Additional details can be found online at The Carnegie Foundation's Web site: http://www.carnegiefoundation.org/problem-solving/developmental-math

Complete College America

Complete College America is a non-profit organization that was established in 2009. It seeks to increase the number of Americans who go on to receive a college degree or continuing education after high school. According to the Bill and Melinda Gates Foundation, while many students enter college or continuing degree education, only about half who start actually graduate ("Grantee Profile: Complete College America", n.d.). As presented by Complete College America, their organization also strives to "close attainment gaps for the traditionally underrepresented populations" in the United States. They focus on efforts to increase the "college completion rate through state policy change, and to build consensus for change among state leaders, higher education, and the national education policy community" (Complete College America, n.d.). Complete College America is sponsored by the Bill and Melinda Gates Foundation, Carnegie Corporation of New York, Ford Foundation, Lumina Foundation for Education, and the W.K. Kellogg Foundation. Further information can be found at www.completecollege.org and www.gatesfoundation.org.

Gateway to College National Network

The Gateway to College is a program that works within a supportive college environment to empower youth who have dropped out of high school to earn their diploma. The organization also works with students who are not on track to graduate high school (Gateway to College National Network, n.d.). The Gateway to College National Network is the network that provides training, professional development opportunities, and assistance to the many Gateway programs in the United States. It is a non-profit organization and also helps to provide support, fundraising, and start-up grants for area community colleges to implement the program. The Gateway programs serve youth between the ages of 16-21, with the students hopefully earning credit towards a college degree as well with the dual-credit

advantage. The students begin the program with a small group of peers to build relationships and social skills, and they later join the general student population on the campus. The program also provides the students with one-on-one advising and support from resource specialists. Although the program is fairly new, founded in 2008, improvements have been noted through better attendance, a greater sense of connection, improved academic performance, and college credit accumulation. The Gateway to College National Network receives funding from the Bill & Melinda Gates Foundation, Carnegie Corporation of New York, the Foundation to Promote Open Society, The Kresge Foundation, and the Walmart Foundation (Gateway to College National Network, n.d.). Further information can be found at http://www.gatewaytocollege.org/.

Getting Past Go

Getting Past Go is an initiative funded by the Lumina Foundation on Education that works with various states across the nation to develop new state and system policies to help increase the success of students who are placed in remedial and developmental education. The organization works to improve the developmental studies courses at postsecondary schools. Many different objectives, outcomes, and activities are focused on within this organization to achieve their goal of increasing the success rate of students. This project description can be found at http://gettingpastgo.org/?page_id=75. The different partners that help make this initiative work are the Education Commission of the States (ECS), Lumina Foundation for Education, Knowledge in the Public Interest, and Policy Research on Preparation, Access and Remedial Education (PRePARE). Additional information can be found at http://gettingpastgo.org/?page_id=31.

Increasing Student Success: Redesigning Mathematics (The National Center for Academic Transformation)

The National Center for Academic Transformation (NCAT) is a "not-for-profit organization that provides leadership in using information technology to redesign learning environments to produce better learning outcomes for students at a reduced cost to the institution" (The National Center for Academic Transformation, 2005). NCAT has many initiatives to help create change in higher education. These initiatives "provide research-based solutions, expertise and support to educational systems interested in improving quality, increasing access, and using resources more effectively" (NCAT, 2005). The organization follows a 4-step process to advance the use of information technology that can be further understood on their webpage at http://www.thencat.org/whatwedo.html. Some programs designed off the mission of NCAT were academic course redesign programs, with one specific towards mathematics. Within this redesign, various ways have been found to help improve student achievement in college-level as well as developmental mathematics. The NCAT has contributed to much success in using information technology to redesign learning environments, and while many other organizations and institutes do as well, the NCAT has been the only one recognized for bettering the learning outcomes at a reduced cost. You can learn more about the National Center for Academic Transformation on their website at http://www.thencat.org.

Jobs for the Future

According to the Jobs for the Future (JFF) website, JFF "identifies, develops, and promotes new education and workforce strategies that help communities, states, and the nation compete in a global economy" (n.d.). Jobs for the Future works in the high school and college settings, and in the workforce. JFF works to create strategies and develop schools that will challenge out-of-school youth to receive their diploma and learn various college preparation skills. They also work with community colleges and 4-year universities to develop efficient and effective ways to educate students. Within the workforce, JFF works to develop useful strategies to help organizations, their employees, and their communities prosper in the current economy. JFF is also working on a project to explore policies to improve developmental education. JFF presents to public officials on which policies are beneficial and making a significant impact. An extensive amount of partners and sponsors make this organization's initiatives possible. These lists can be found at http://www.jff.org/funders and http://www.jff.org/partners, and further information on Jobs for the Future can be found at http://www.jff.org.

Pathways to College Network

According to the Pathways to College Network website, "The Pathways to College Network brings national organizations together to work collaboratively using research to improve the college readiness and success of underserved students" (2010). Founded in 2000, the organization is directed by the Institute for Higher Education Policy (IHEP), and pledges to increase the opportunity for all young people to have access to a first-class postsecondary education. Within the network, there are many other national organizations and funders who also pledge to this initiative. These partners help in researching policies, practices, and programs that have been shown to be effective in making postsecondary education an achievable goal for all people in our society today. The funders that make these initiatives possible are: Arthur M. Blank Family Foundation; Daniels Fund; Bill & Melinda Gates Foundation; Ford Foundation; GE Foundation; James Irvine Foundation; W.K. Kellogg Foundation; Knowledge Works Foundation; Lucent Technologies Foundation; Lumina Foundation for Education; Nellie Mae Education Foundation; Sallie Mae Fund; TERI; Time Warner, Inc.; U.S. Department of Education, Fund for the Improvement of Postsecondary Education; and U.S. Department of Education, Office of Vocational and Adult Education. For further information, please visit their website at http://www.pathwaystocollege.net.

STATE-BASED INITIATIVES

California Basic Skills Initiative

The California Basic Skills Initiative (BSI) began in 2006 as a grant funded initiative through the California Community Colleges Chancellor's Office (CCCCO). The initiative strives to improve student access and success, and is a part of the CCCCO's Strategic Plan. The Strategic Plan has many areas of research and

study, with the BSI focused more on student success and readiness. More information on the Strategic Plan can be found at http://strategicplan.cccco.edu.

The Basic Skills Initiative has specifically created an environment for first-time accomplishments in Basic Skills. BSI has given supplemental funding to various community colleges to help address basic skills needs, and has also created the Professional Development Grant designed to address training needs in basic skills and English as a Second Language for faculty and staff. The initiative is supported by various organizations that have helped improve Basic Skills instruction throughout the state of California. These partners in success are The Academic Senate for California Community Colleges, The Bay Area Workforce Funding Collaborative, The Carnegie Foundation for the Advancement of Teaching, The Career Ladders Project, and The Community College Research Center. Further information on the California Basic Skills Initiative, as well as their summary reports, can be found on their website at http://www.cccbsi.org.

Tennessee Developmental Studies Redesign Initiative

The Tennessee Developmental Studies Redesign Initiative is a system-wide plan to use technology-supported, active-learning strategies to improve its developmental math and English curriculum. This initiative strives to see improvements in learning, as well as cut down instructional costs. The project also examines state and system policies to discover barriers that might be impeding success and implementation of effective curriculum. This initiative is funded through a three-year grant given by the Fund for the Improvement of Postsecondary Education (FIPSE) at the U.S. Department of Education. The program hopes to ensure college readiness through the redesign initiative. Further information can be found at http://www.tnredesign.org/.

Washington's Integrated Basic Education and Skills Training (I-BEST)

In Washington state's 34 community and technical colleges, I-BEST pairs workforce training and ABE or ESL so students learn literacy and workplace skills at the same time. I-BEST challenges the notion that students must complete all levels of basic education before they can begin workforce training. The Washington State Board for Community and Technical Colleges developed I-BEST to help adult basic education students advance to certificate and degree completion. Additional resources related to I-BEST can be found at http://www.sbctc.ctc.edu/college/_e-ibestresources.aspx