more *to* MOST

SCALING UP EFFECTIVE COMMUNITY COLLEGE PRACTICES

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MDC

To download a copy of ***More to Most***, go to http://www.more2most.org

About the Developmental Education Initiative

The Developmental Education initiative is a groundbreaking effort funded by the Bill & Melinda Gates Foundation and Lumina Foundation to scale-up developmental (remedial) education innovations within the Achieving the Dream national reform network. Fifteen community colleges and six states are expanding innovations and promoting state policy reforms to make developmental education more effective, more efficient — or unnecessary altogether — and to reduce students' financial burden and increase the likelihood they'll earn a credential.

About MDC

MDC, the managing partner of DEI, is a Durham, N.C.-based nonprofit established in 1967 to help the South build a racially integrated, high-performing workforce in a time of transition from an agricultural to an industrial economy. MDC manages more than a dozen programs across the U.S. that connect education, employment, and asset-building to help people "learn, earn, and save" their way to a place in the middle class. MDC's strategies, aimed at reducing the barriers that separate people from opportunity, include: using data to define gaps and mobilize leaders to create a will for change; demonstrating sustainable solutions and developing them into effective models; and then incubating them so they can be replicated at scale for maximum impact.

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Why scale?

Community colleges play a vital role in advancing educational and economic opportunity for many Americans, especially low-income students and students of color. Without these institutions, our higher education system would be inaccessible to a large portion of our citizenry. Today, America is counting on community colleges to help students, regardless of background and level of preparation, obtain a credential or degree and put them on the path to economic security; community colleges are spending more time in the spotlight — and facing increased scrutiny — given the current status of the economy, of national college completion rates, and an increasing mismatch between available jobs and the skills of those available to work. Colleges across the country are responding in innovative ways, but sustaining the services, instruction, and training to meet these challenges will require colleges to move beyond small programs, no matter how successful. We're not just asking community colleges to soothe some of our toughest educational and economic woes, we're asking them to do it "at scale."

A Solution that Matches the Magnitude of the Problem

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Greg Dees, founder and faculty director at the Duke Fuqua School of Business's Center for the Advancement of Social Entrepreneurship (CASE), offers this helpful definition of scale: "increasing the impact a social-purpose organization produces to better match the magnitude of the social need or problem it seeks to address".[1] Though the term is certainly more popular these days, the concept is not new; ***scaling up*** is part of continuous improvement processes and systems change. A solution that is not consistently available to those that need it will not advance long-term changes that have lasting influence on individuals, families, communities, and our nation.

How, then, can community colleges go from serving ***some*** students with effective programs, expanding those practices so they're serving ***more*** students, with the final outcome of serving ***most*** of those who can benefit from the program or practice? This guidebook is a practical response.

[1] Dees, J.G. (2008) Developing the field of social entrepreneurship. A report from the Center for the Advancement of Social Entrepreneurship, Duke University.

The Challenge of Scale

Magnifying the impact of a successful program is more complicated than simply signing up more participants. There is no silver bullet; no "one best way" to scale. Local context, available resources, target recipients, delivery method, and time constraints all insist on a unique approach. The growth happens within the larger system. Navigating the politics of change is critical — and difficult — within any human system, but a community college presents particular challenges of competing and interconnecting systems. A college must consider how to serve the most individuals and remain sustainable; and in education programming, there is the reality of vastly different needs and learning styles. Colleges must determine ***what*** services to provide for ***whom***, and how to do that ***equitably***, not to mention how the institution is going to ***fund*** those services. A program might be effective, but without the right positioning and allies, it will languish instead of grow. Institutional culture and politics can either smother or strengthen promising innovation.

Barriers and the Problem with Pilots

Jitinder Kohli and Geoff Mulgan have written extensively about the influence organizational culture wields over individuals' attempts to scale innovation in the public sector.[2] While their work is focused on government reform, the barriers they identify are applicable to work in the nonprofit and education sectors:

- There are few sorting mechanisms for promising innovations, making it difficult for true best practices to rise to the top.
- There is little investment specifically targeted to scaling efforts.
- Existing funding models for this work outside the private sector are inadequate.

[2] Mulgan, G. and Kohli, J. (2010). *Scaling New Heights: How to Spot Small Successes in the Public Sector and Make Them Big*. Center for American Progress; Kohli, J. and Mulgan, G. (2010). *Capital Ideas: How to Generate Innovation in the Public Sector*. Center for American Progress.

Often the selection conundrum posed by these barriers leads organizations to design small pilots, especially when resources are limited or of short duration. Pilots can have positive outcomes for those who are able to take advantage of them; the question is how to make that advantage available to most of the individuals who can benefit.

In a study funded by the Aspen Institute[3], Amy Brown and Kirsten Moy followed five pilot efforts designed to achieve scale in Earned Income Tax Credit and asset-building programs. None were successful at scaling. Brown and Moy conclude that pilots may be inherently unscalable because of their context-specific design, not to mention being labor intensive and expensive — a rather distressing conclusion if you believe in testing new strategies, revising implementation processes, and evaluating preliminary data before you decide to toss your eggs into a particular basket. Evaluation and iterative improvement are, of course, essential to the continuous improvement of any organization. And even if a new program has been tested and proven successful at another college, most institutions don't have the resources — financial or human — to start everything at full scale, at least not without mutiny from faculty and staff and possibly disastrous outcomes for students. But Brown and Moy don't argue for the abandonment of pilots. Rather, they call for a different kind of pilot: a pilot in which the organization considers the path and feasibility of expansion from the very beginning, and makes plans to develop the organizational sophistication necessary to scale-up programming. Such scalable program design requires organizational (and often external) support for risk taking and possible failure.

When designing programs for scale, you must consider institutional culture and constraints, institutional objectives, and the potential or desire for change within existing systems. You might think of it as making a landscape plan for a home. You select plants and place them according to how they'll look when they're fully grown; everything might look strange when there's only new growth, but you have to be patient and nurture the plantings, be willing to bear some ridicule and defend your choices, knowing that the garden will eventually thrive, with plants that complement one another and create a complete picture[4]. The graphic on the following page illustrates the concept. ►

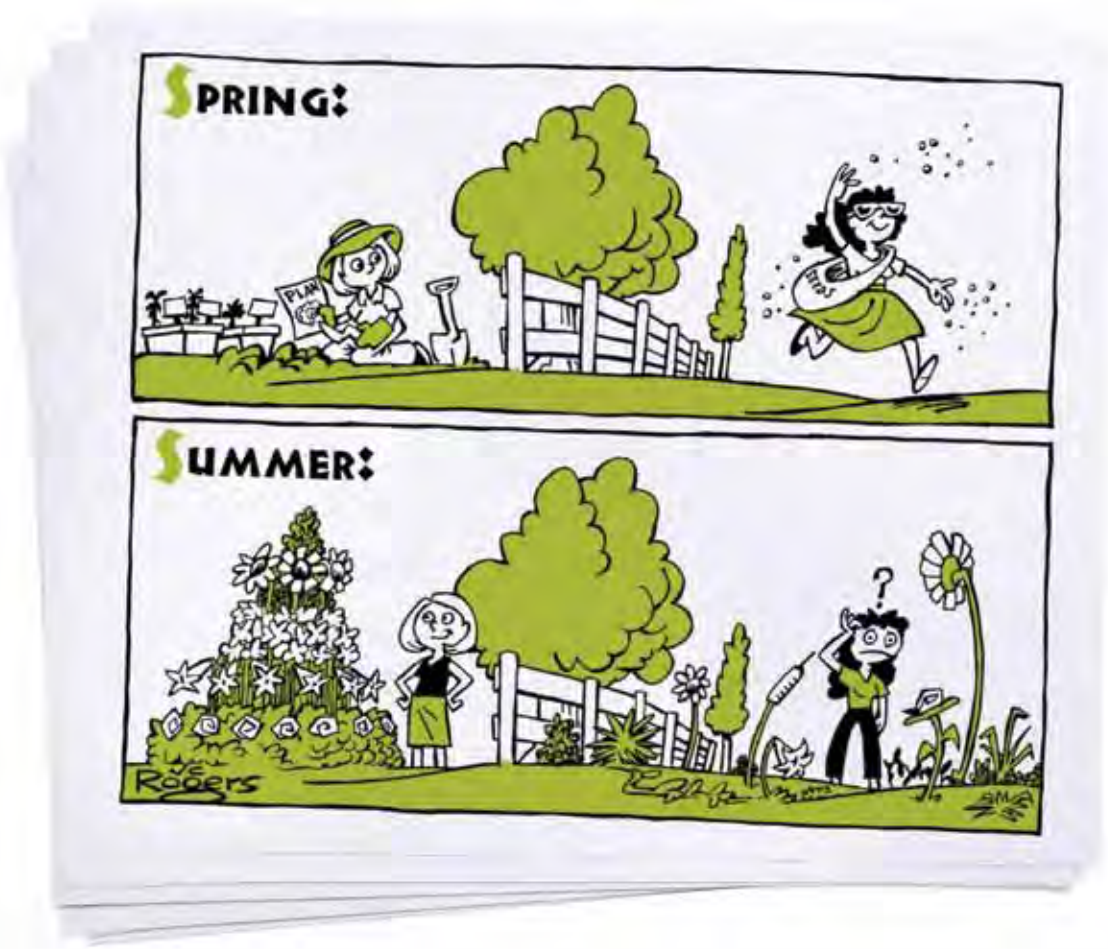
[3] Brown, A. and K. Moy. "In Pursuit of Scale for Non-Profit Organizations: Learning from Constructive Failures" chapter in *Mistakes to Success: Learning and Adapting When Things Go Wrong*. (2010). R. Giloth and C. Austin

[4] For another way to approach change in interconnected systems, see Bryk, A., Gomez, L., Grunow, A. (2010). *Getting Ideas into Action: Building Networked Improvement Communities in Education*. The Carnegie Foundation for the Advancement of Teaching.

An Approach to Scale

Changing your approach to pilots will require new capacities and a different organizational approach to program planning, design, and review. This guidebook presents a framework for analyzing an organization's ability to start small, while still thinking big. ***SCALERS*** was created by Paul Bloom of Duke University's Center for the Advancement of Social Enterprise (CASE) within the Fuqua School of Business.[5] Bloom identifies seven capacities that organizations must be proficient in to successfully expand an enterprise:

- Staffing
- Communicating
- Alliance-Building
- Lobbying
- Earnings Generation
- Replicating
- Stimulating Market Forces



[5] MBloom, P.N & A.K. Chatterji. (2009) "Scaling social entrepreneurial impact." California Management Review, 51(3).

MDC has translated the model for use in the community college. These seven capacities will figure into the design, feasibility assessment, and implementation of any scaling strategy.

The investment — philosophical and financial — required for scaling presents challenges for any institution. There isn't a guaranteed set of steps to scale, but ***More to Most*** aims to demystify the process and help institutions come up with their own creative response to the imperative for expansion. The discussion guides, tools, and resources in this workbook will help institutions plan for growth from the beginning of program development. Veterans of such efforts may be skeptical; we've all probably been part of a planning process that lasted so long that the group lost interest before there was anything to implement.

We've created a comprehensive, but not prescriptive, process that can dovetail with existing planning structures in your institution. That way, limited resources are not wasted on planning or on scaling efforts for which the chances of success or sustainability are slim. We hope that working through this guide with a team of committed individuals will enable you to start the conversation and create the will to approach problems systematically — and ultimately change the system in ways that will bring maximum benefit to individuals and communities.

Where We're Coming From

MDC helps communities and organizations apply demonstrated solutions to the barriers that separate people from opportunity. For more than forty years, we've partnered with community colleges to design, test, and deliver programs that accelerate educational achievement and workplace success. Much of the learning reflected in these pages is an outgrowth of MDC's partnerships with community colleges, most recently with Achieving the Dream and the Developmental Education Initiative (DEI). Achieving the Dream was conceived as a national initiative in 2004 by Lumina Foundation and seven organizations

The investment — philosophical and financial — required for scaling presents challenges for any institution.

that are leaders in the higher education field; from its inception, Achieving the Dream has been dedicated to helping more community college students succeed, particularly students of color and low-income students, with over 150 colleges and 15 state policy teams embracing Achieving the Dream's principles of institutional improvement. In 2009, 15 of those colleges and six of those states were selected to take what they'd learned in Achieving the Dream and apply it to the challenge of developmental (remedial) education as participants in the Developmental Education Initiative, with support from the Bill & Melinda Gates Foundation.

As one of the founding partners and initial managing partner of Achieving the Dream, MDC worked closely with Achieving the Dream partners, colleges, and states as they designed, refined, and implemented a framework for institutional improvement that is committed to continuous learning and equitable outcomes for all students. As managing partner of the Developmental Education Initiative, MDC has worked with participating colleges and states to scale-up effective remedial education practices to enable more students to accelerate their progress through developmental education course work — or to bypass it altogether. The examples in this book are drawn from this work and are directed toward faculty, staff, and administrators at community colleges; however, we are confident that these resources will translate to other organizations undertaking similar work to bring a program to scale.

Guidebook Outline

To Scale or Not to Scale: A Process Overview
We'll introduce a systematic approach to making the decision to scale.

Step 1: Getting Started
Form your team and take some time to discover what your institution already knows about successfully scaling effective programs.

Step 2: Determine Program Value
Define the problem, collect your evidence, and set your criteria for effectiveness.

Step 3: Determine Scaling Strategy
Define your scaling goal and design a strategy to reach it.

Step 4: Determine Feasibility
Assess your institution's capacity to implement the scaling strategy you have designed. Decide to move forward or to pursue an alternative method. At this step, you'll apply the SCALERS model to evaluate your proposed method and to evaluate your institution's ability to implement it.

Step 5: Determine Plan of Action
Make a plan for building institutional capacity and implementing your scaling strategy.

Scaling as Sustainability
Reflect on what you've learned about scaling and develop a plan for incorporating this learning into your institution's practices.

To Scale or Not to Scale: A Process Overview

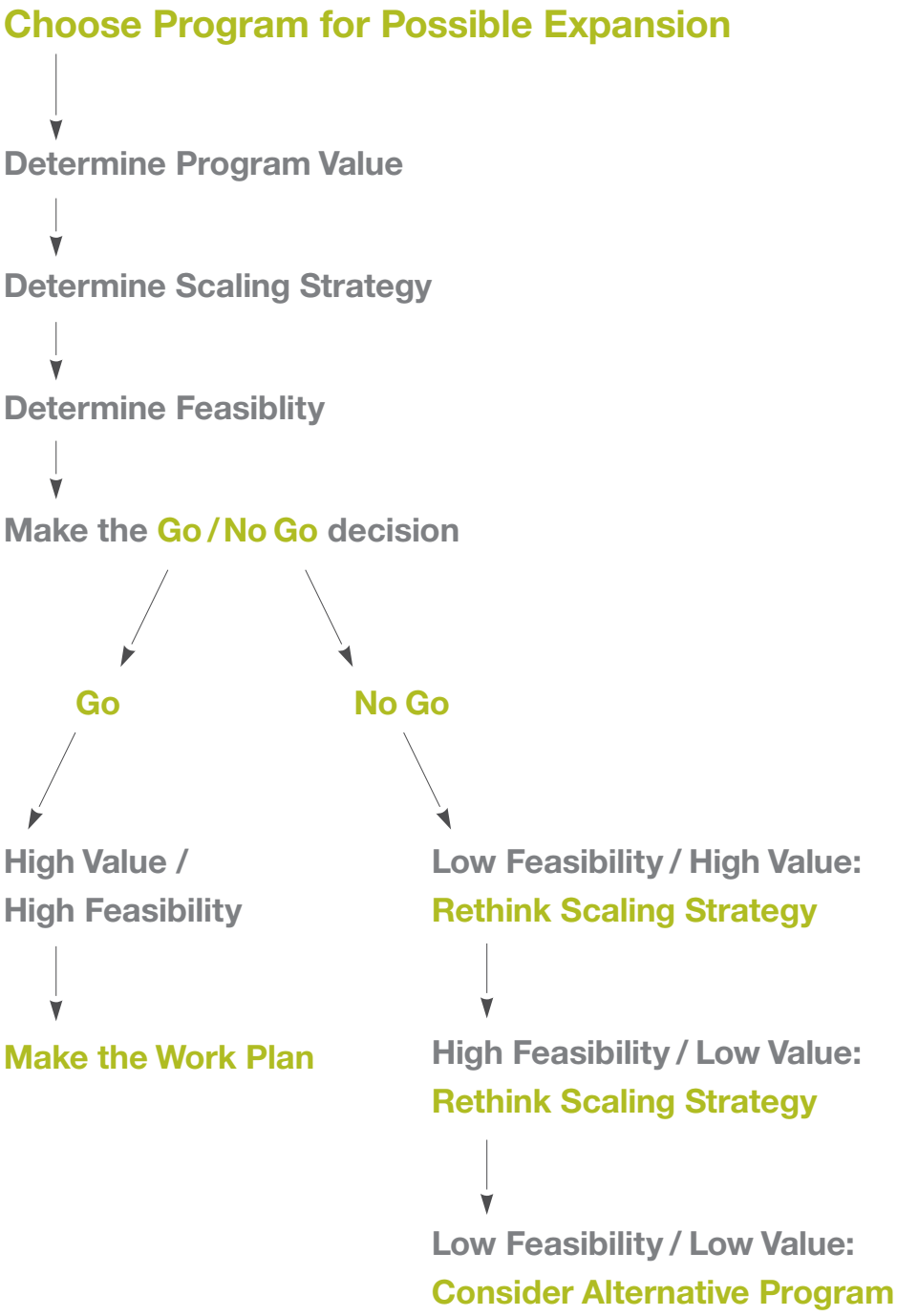
The flowchart on page 12 presents a systematic approach to making the decision to scale, identifying key decision points along the path to expanding a program or practice. Subsequent sections explore these decision points in more detail, suggesting specific processes for making these decisions at your institution. A brief description of each decision-point follows:

- **Determine program value:** Once the problem to be addressed is defined and the desired outcome identified, you must determine the value of a particular response; the program slated for scale should have shown promise in addressing the identified problem and should align with institutional priorities.
- **Determine scaling strategy:** After you have assessed the value of the program or practice, the next step is to select a scaling strategy, considering questions of breadth and depth, as well as the type of expansion. Scaling can occur by expanding the number of individuals reached (breadth) or increasing the intensity of a program (depth); institutions can duplicate programs within an existing location, take practices to additional sites, or offer professional development that increases the number of individuals who are able to deliver an effective practice.
- **Determine feasibility:** Each chosen scaling method will have unique implications for the institution; at this point in the process, you must carefully consider the resources (human and financial), relationships, and infrastructure required to begin and to sustain expansion. You'll use the seven organizational capacities of the SCALERS model to make these judgments.

- **Make the go/no go decision:** At this point, you'll compare the value and feasibility assessments you've made. Based on the comparison, you can decide to move forward with the scaling plan, modify the original timeline to accommodate additional data collection or institutional needs, or consider an alternative solution.
- **Determine plan of action.** If you've determined your institution has the necessary resources and will to move forward, the final step is to design a specific work plan, with designated implementers and an evaluation plan.

After the flowchart, we have included a list of recommended milestones to suggest how you might organize this process at your institution. Be prepared and willing to respond to data, whether it be quantitative data about learning outcomes or qualitative responses from faculty and student focus groups. Much learning about necessary changes will only become apparent during implementation. A commitment to responsiveness — and flexibility — is essential if you are to scale the most valuable practices and to secure the necessary resources and support to do so.

To Scale or Not to Scale: The Flowchart



Suggested Milestones

The following table describes preparatory work and milestones connected with each step in the scaling process. The amount of time you take for each step depends on what fits best for your institution and your team. There also are other factors, such as how much pertinent information you already have on hand and how much you need to gather. Allow enough time to prepare for each step and to execute the work thoughtfully. At the same time, it is important to move through the steps quickly enough that the group stays connected with the work and can remember where they are in the process! We suggest that you use the following table as a starting point for a customized timeline that includes team member roles and responsibilities.

Steps	Preparation	Completion Milestones
1: Getting Started	• Read the *More to Most* guidebook • Select program(s) to consider for scaling • Determine how to approach potential team members • Define commitment required from team members; recruit team • Prepare a preliminary timeline for your work	☐ Team recruited ☐ *Stakeholder Analysis* worksheet complete ☐ *Reflection on Past Success* worksheet complete ☐ Timeline modified (as needed) and approved by group
2: Determine Program Value	• Pull together any existing logic models or evaluation data relevant to the program(s)	☐ *Program Value* worksheet complete ☐ Team decision on whether program is sufficiently valuable to move forward
3: Determine Scaling Strategy	• Thoroughly review the different approaches to scaling	☐ *General Scaling Strategy* template complete
4: Determine Feasibility	• Become familiar with the SCALERS model • Apply SCALERS model to selected strategy	☐ *Importance/Capacity Matrix* complete ☐ *SCALERS Readiness Assessment* complete
5: Determine Plan of Action	• Review program value ratings and readiness assessment • Identify forces supporting or impeding the strategy	☐ *Force Field Analysis* complete ☐ *SCALERS Planning template* complete ☐ Go/No Go decision made ☐ Next steps planned

Notes

Step 1: Getting Started

Preparation	Completion Milestones
• Read the *More to Most* guidebook • Select program(s) to consider for scaling • Determine how to approach potential team members • Define commitment required from team members; recruit team • Prepare a preliminary timeline for your work	☐ Team recruited ☐ *Stakeholder Analysis* worksheet complete ☐ *Reflection on Past Success* worksheet complete ☐ Timeline modified (as needed) and approved by group

Leading the Way to Scale

Leadership is vital to any continuous improvement process — and that goes for institutions that want to scale effective practices and programs. Expanding these practices will likely require significant organizational disruption: reallocating resources (human, operational, and capital), and discontinuing policies and practices that are no longer — or never were — serving the aims of the institution or its students. Such change demands leadership, beginning at the CEO level with agenda-setting and decision-making authority that communicates the vision broadly — to trustees, to faculty, to staff, to students, to the community — and makes the new way of doing business a priority. There also must be leaders distributed throughout the institution. This distributed leadership is achieved by engaging individuals at all levels in meaningful dialogue and communicating goals and expectations. These individuals must have a clear understanding of the structures and norms that have been set; thus, when questions about design, data, sustainability, equity, and flexibility arise, program organizers have the support and direction they need to carry out the work — and to recommend improvements.

Dedicated leaders set the vision for an institution, and they also ask critical questions. As you embark on any change effort, including scaling, it's important to take a comprehensive look at institutional policies — both the explicit and implicit ones. Take time to review practices that have ***not*** generated the expected outcomes. Were they based on incorrect assumptions about student or organizational behavior? Were they instituted long ago, for a student body or

faculty with different needs and constraints? Similar questions could be directed at long-standing allocation and staffing decisions. New policies may be required to facilitate scaling efforts and should undergo critical assessment to ensure they are needed and likely to be effective. While honest answers may lead to some organizational — and individual — pain, if adjustments mean improved outcomes and efficiencies, then adjustments should be made.

Building the Team

Navigating the politics of institutional change and scaling will require a network of supporters. If you want to tackle a complex scaling effort, you'll need to build an action-oriented team. This directive from another MDC guidebook, ***Building Communities by Design***, is an important one to remember: "The problem to be solved determines the composition of the team."[6]

Begin by asking:

- Who will champion this work?
- Who is likely to resist the change it will cause?
- Can you involve those who may present roadblocks early in the process?

Questions for the CEO

The prospect of scaling a program will raise particular questions for the institution's CEO. To provide the leadership, support, and necessary acceleration — or restraint — the head of the organization will examine the possible unintended consequences that could accompany expansion efforts.

Here are a few questions to start with:

- Will the scaling of this program advance key institutional objectives? Is it in line with institutional values?
- How much enthusiasm has the program to be scaled generated?
- How committed are the people who will be responsible for making the changes required?
- Is there a likely source of required resources (new or reallocated funds)?
- Has there been adequate consideration of additional demands on student services, registration, and admissions staff?

An excellent source for additional considerations is Public Agenda's 2011 *Cutting Edge Series No.2 Scaling Success Interventions* "Critical Question Checklists." These checklists address commitment, using data to prioritize action, engaging stakeholders, implementation and evaluation, and continuous improvement. The publication was prepared for Achieving the Dream, so is particularly geared to the needs of the community college.

[6] See also *Building Community by Design: A Resource Guide for Community Change Leaders*. (2000). MDC.

A diversity of voices is important. To make sure that your plans reflect leadership from all levels of the institution, you should involve people with decision-making authority and those with other types of authority. Consider the following capacities as you build your team:

- Knowledge and understanding of the current situation or problem
- Resource allocation authority
- Ability to mobilize key constituencies
- Experience with previous, successful institutional change efforts
- Conceptual thinking or planning skills

Generating participant interest will require sharing some initial information on the value of the program to be scaled and establishing clear expectations about commitments required of team members. The ***Stakeholder Analysis*** may be useful in helping you decide who should be a part of this effort. The questions are included below; the worksheet in Tool 1 can be used as part of a team exercise.

Tool: Stakeholder Analysis

- Brainstorm a list of people who are important to the success of your scaling effort. The list can include specific individuals or departments or categories of people.
- Determine which category each falls into:
  - People whose planning participation is necessary for success
  - People whose support or approval is necessary for success
  - People whose planning participation would be helpful
  - People whose support or approval would be helpful
- Prioritize the list by who is most critical to success
- Decide who must be involved in the entire process and who can be involved in smaller pieces of it

This worksheet is also found in Tool 1, Appendix pages 1–2.

Reflection on Past Success

We definitely believe in accentuating the positive. That's why we suggest that one of your team's first tasks should be to consider a successful expansion of a program or practice at your institution. Not only does this ensure you begin planning with a focus on assets (instead of what is lacking), but it also gives the team an opportunity to identify allies and conditions that have been essential for success in the past. The ***Reflection on Past Success*** worksheet can guide you through the process. The basic outline and questions are included below; the worksheet in Tool 2 can be used as part of a team exercise.

Tool: Reflection on Past Success Worksheet

Step One:
Individually consider the following questions and then discuss them as a group.

- Name and briefly describe a successful expansion of an innovative program or policy at your institution.
- How do you know this expansion was successful? What evidence leads you to that conclusion?
- Does everyone agree it was successful? If not, why not?
- What were the conditions and factors that supported the successful expansion?
- Who championed and supported it and how?
- How were necessary resources assembled?
- What were the unintended consequences — positive or negative? Did anything unexpected happen as a result of the program?
- What other conditions or factors contributed to the success of this effort?

Step Two:
If you have looked at more than one example, compare and contrast them. What were the common factors that contributed to success? In what ways were they different?

This worksheet is also found in Tool 2, Appendix pages 3–4.

Step 2: Determine Program Value

Preparation	Completion Milestones
• Pull together any existing logic models or evaluation data relevant to the program(s)	☐ *Program Value* worksheet complete ☐ Team decision on whether program is sufficiently valuable to move forward

Before you begin planning your expansion strategy, you must determine whether the program is worth expanding. This section will guide you through a process of evaluating a program's value within your institution. First, you'll define the problem and the desired outcome of the proposed solution. Next, you'll collect evidence on how well the solution meets the desired outcome. Finally, you'll quantify the program's value to guide the initial decision to move forward.

Define the Problem

Problem Statement

The first step is defining the problem you will address and the outcome you want to achieve. Your problem definition can be a simple statement, but the more specific, the better. For example:

> ***Too many students who test into three developmental education courses never successfully complete a college-level math or English course.***

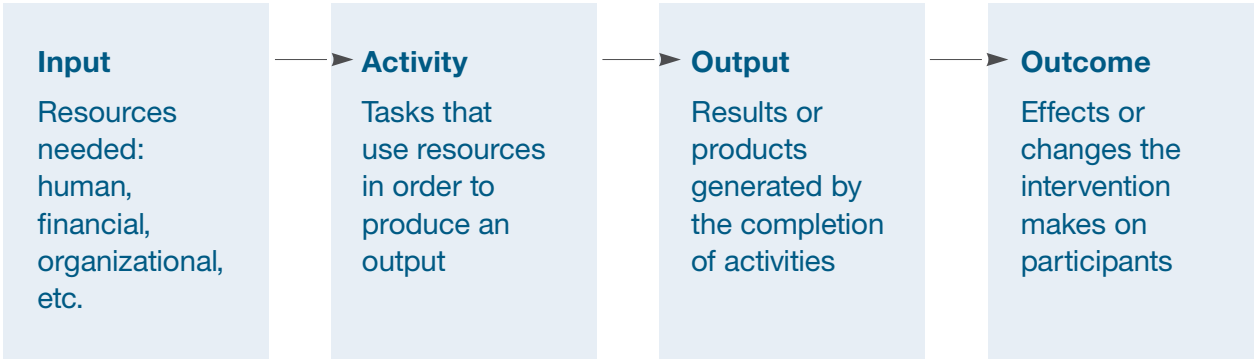
Likewise, a well-specified desired outcome will make evidence much easier to collect. If the desired outcome is "to increase student success," it will be difficult to gather and analyze the multiplicity of evidence that measures progress toward the goal. A more concrete outcome will be more informative. For example:

> ***X percent more students will successfully complete gateway math in one year.***

As you craft your problem statement, don't forget the why: ***why*** are we having this problem? Consider policies, entrenched practices, and how institutional culture might influence the situation and lead to undesirable outcomes. Be sure to test these assumptions by gathering input from those who deliver and receive services and participate in the program in different ways. Sometimes the answer to "why?" might surprise you; be prepared to see a new reality!

Logic Models

One way to communicate the desired results of a program is to create a logic model. By breaking down the inputs, activities, outputs, and outcomes of the program, you define a picture of success:



Source: Rincones-Gomez, R. (2009) *Evaluating Student Success Interventions*. Achieving the Dream.

Opposite is an example of the beginnings of a logic model that describes a developmental education learning community.

A blank logic model for your use is included as Tool 3. If you use a similar model or planning tool, have it on hand as you discuss the problem statement, desired outcomes, and the program slated for expansion.

Input	Activity	Output	Outcome
Faculty & Staff	Convene a taskforce of administrators, faculty, and staff to develop enrollment procedures and curriculum	Five learning communities pairing a student success course with a developmental education course established in the first year	Short-term: Program students pass both courses at a higher rate than comparable student group not enrolled in learning community
Registrar	Training for staff responsible for scheduling courses and enrolling students	Enrollment procedures altered to allow for paired courses	Short-term: Program students indicate a more positive college experience in survey data
Student Services Staff	Develop plan for publicizing program	Description of learning communities included in course catalog, advising materials, and general publicity	Medium-term: Paired courses reach full enrollment at the same rate as other student success and dev ed courses
Funds	Provide faculty stipends for development of paired curriculum	Ten faculty involved in development of student success/dev ed curricula	Long-term: Faculty collaboration becomes part of the campus culture
Institutional Research Staff	Evaluate program based on quantitative student outcome data and qualitative information on the student and faculty experience	Year-end report that compares outcomes of program participants with comparable non-participant group; share analysis of student and faculty focus groups with program team	Long-term: Program students are more likely to obtain a credential

Collect the Evidence

Now you need to gather evidence to determine how well the program produces the desired outputs and outcomes. Here are a few questions to ask:

1. What evidence of the program's impact, both quantitative and qualitative, is available? Here are some examples of possible sources:
   - Basic demographic profile of student body, a target group, and/or program participants
   - Course completion data: by course; by student cohort
   - Focus group data from students, staff, and/or faculty
   - Data from national surveys like CCSSE, SENSE, Noel-Levitz, etc.
2. Based on this evidence, and based on historical and projected cost data for the program, is there a high return on investment for this program? For a suggested approach to using this kind of data, see the "Return on Investment" sidebar.
3. Considering the institutional culture, what type of evidence will be convincing, valid, and reliable for decision-makers and the broader community?

Return on Investment

It is important to closely analyze the connection between a program's results and its costs. In 2009, Jobs for the Future and the Delta Cost Project released *Calculating Cost-Return on Investments in Student Success*.[7] The report determines cost-return on investment by assessing student retention for program and non-program students, the resources required for program operation, and the revenue gained by additional retention using the following data and calculations:

1. *Additional number of students enrolled into the next year because of the program*: Calculated using data on number of students served, one-year retention rates for program participants, number of participating students retained, and one-year retention rates for non-program students.
2. *Direct costs of program operation*: Calculated based on expenditures for personnel, supplies and equipment, stipends for students, facilities, etc.
3. *Spending and revenue data*: Calculated with institutional data on average expenditures per student, and additional tuition, state, and federal revenue gained from increased student success.

You may find their process helpful for making your own calculations about your program's return on investment.

[7] Delta Cost Project. (2009). *Calculating Cost-Return for Investments in Student Success*. Jobs For the Future.

Routine Evaluation

According to P/PV, a social research and evaluation firm, an evaluation should be as rigorous as possible given organizational circumstances. While some will argue for the primacy of random assignment studies, this type of research is often extremely costly and denying services to a group for control purposes can raise ethical dilemmas. An institution could use historical data and comparison groups to approximate some of the rigor of a random assignment research design[8]. No matter what research design you select, consistent, standardized data collection of student outcomes is vital to tracking program effectiveness and determining program value.

Evaluating Student Success Interventions, a guide developed by Rigoberto Rincones-Gomez for Achieving the Dream, a national community college reform effort, defines evaluation as "a value judgment based on defensible criteria."[9] The criteria used to make that judgment will vary based on the type of program under consideration, but you should examine the extent to which your program matches the outputs and outcomes you described in your logic model. To guide this examination, it will be helpful to come up with evaluation questions that are aligned with your logic model. For example, if one of your desired outcomes is to increase retention of developmental math students, make sure to ask, "Does the program increase retention of developmental math students?" in your evaluation! Ideally, these questions are determined at the outset of a program's development rather than in the midst of a decision about whether to expand. But no matter how long the program has been in place, solid evaluation questions provide a framework for routine data collection and the examination of existing evidence. Such data collection can enable early detection of effects that internal or external changes have on the program's success.

An example of a completed ***Evaluation Questions*** worksheet is included on page 25. There is a blank worksheet for your use in Tool 5. In this exercise, you will brainstorm a list of possible questions about the effectiveness of your program as defined by your logic model. This will work best as a true brainstorm: put everything out there and try not to filter ideas. Once you have a list of questions, consider:

- Potential benefits
- Feasibility of obtaining necessary data
- Time and resources required to answer each question

[8] Summerville, G. and Raley, B. (2009). *Laying a Solid Foundation: Strategies for Effective Program Replication*. Public/Private Ventures.

[9] Rincones-Gomez, R. (2009). *Evaluating Student Success Interventions*. Achieving the Dream.

Tool: Evaluation Questions Worksheet

1. First, consider the rationale behind each program under consideration. Compose a short statement that articulates this rationale. Consider the following questions to jumpstart your thinking:
    - ***What*** problem are we trying to solve?
    - ***Who*** is affected?
    - ***Why*** do we have this problem?

   Record this statement in the "Problem Statement" cell.

2. Next, think about what questions you could ask to find out if the program addresses this problem effectively. Include any applicable questions from existing logic models or evaluation plans. Record these questions in the first column of the table.

3. Now think about the potential benefits you'll gain by answering these questions. Will a particular question help you gain support from a particular person or department? Will another question help you test your hypothesis about program outcomes? Record your responses in the second column of the chart.

4. Finally, consider the type of evidence and data you need to answer these questions. Consider the following:
    - Are these data already being collected?
    - Are there any outside sources that should be included?
    - Who has access to these data — internal and external?
    - How time-intensive will collecting and analyzing the data be?

   Record your answers in columns 3 and 4 of the chart.

   This worksheet is also found in Tool 4, Appendix pages 6–7.

Based on the information you've gathered, decide which questions are the most important to answer. For evaluation questions where data are already available, go ahead and gather it. For the questions that you can't answer with current data, create a plan to collect the data.

Problem Statement *Not enough students are completing developmental education courses*	Potential benefits of being able to answer this question	Feasibility of obtaining data needed to answer this question	Time and resources required to answer this question
Question *To what extent does participation in a learning community increase completion rates for both courses?*	Students in the paired courses are more successful	Feasible: needed data are available	Institutional research (IR) staff analysis of course completion data
Question *Do program students indicate a more positive college experience than non-program students?*	Program students are more engaged	Feasible: needed data are available	IR staff analysis of student engagement survey data (CCSSE, SENSE, Noel-Levitz) and program staff analysis of student focus group data
Question *Are enough students enrolling in learning communities to justify expansion?*	Students see the value of the program	Feasible: needed data are available	Registrar can provide data on enrollment levels for program courses and non-program courses

Quantifying Value

Given the evidence and cost considerations of the program that you have just examined, the next step is to determine how much value the program has within the context of your institution. The solution has institutional value if it meets two important criteria:

- Existing evidence suggests it delivers the desired outcome(s)
- Expansion aligns with institutional priorities

Note: Gathering data and setting criteria may also suggest that a realignment of institutional priorities is in order. This process could be used to look at those priorities in a new way. See the sidebar "Evaluation through an Equity Lens" for one way to assess institutional priorities.

You may identify other criteria that are essential, given the program details or institutional culture. The ***Program Value Chart*** on the following page allows you to informally quantify and compare the value of a program or programs for your college. (A blank copy is included as Tool 6.) As you complete this chart, you'll rank the program by how effectively it accomplishes the two main criteria and any others you deem necessary. This ranking method provides a way to quantify the overall effectiveness and value of the program or programs under consideration. Comparing rankings completed by individual team members and then completing the exercise as a team can be a starting point for more in-depth discussions regarding program outcomes, cost considerations, and institutional priorities. Use the scores to start a conversation about which program meets the criteria most closely.

A program's value is not the only consideration when you are deciding whether it should be expanded. In Step 3, you'll choose a method for scaling your program, and in Step 4, you'll determine the feasibility of scaling the program via the selected method.

Consistent, standardized data collection of student outcomes is vital to tracking program effectiveness and determining program value.

Tool: Program Value Chart

Using the chart on the following page, rank the program by how effectively it accomplishes the two main criteria: evidence of effectiveness and alignment with institutional priorities.

Each member of your team should complete this activity individually. This exercise is meant to be a conversation starter, not a decision-maker! In other words, the rankings are intended to provide a concrete way to look at existing evidence and institutional priorities and highlight necessary discussions for your team as you develop your plan.

1. Write the name(s) of the program(s) under consideration in the first row of the ***Program Value*** chart. If you are comparing the value of multiple programs, you'll repeat the ranking for each program.
2. If there are important institution- or program-specific criteria, add them to the chart in the blank cells in the "Criteria" column. Decide on these criteria as a group so that everyone is using the same ones.
3. Rank the program on a scale of 1 to 5, with 1 being low and 5 being high, for each criterion.
    - ***When ranking effectiveness***, consider the data you have already collected, as well as any new sources you identified in the previous exercise.
    - ***When ranking alignment*** with institutional priorities, consider departmental or institutional mission or vision statements and strategic plans.
4. Add up the rankings for the program(s).
5. Compare the rankings of individual team members. Take a few minutes to discuss the following with your team:
    - What stands out in the rankings? Is anything surprising?
    - Where are the similarities? Where are the differences?
    - Do the results suggest topics for further conversation? What topics? Who should be involved in the conversations?

This worksheet is also found in Tool 6, Appendix pages 9–11.

Tool: Program Value Chart

Criteria	Program Name:	Program Name:	Program Name:
Existing evidence shows that the program delivers the desired outcome	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Scaling up aligns with institutional objectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Additional criterion:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

This worksheet is also found in Tool 6, Appendix page 11.

Evaluation through an Equity Lens

Many institutions analyze data disaggregated by race, income, and other demographic factors and identify achievement gaps among student populations. If closing these gaps is an institutional priority for your college and one of the desired outcomes of your program, then make sure you analyze the evidence for how effectively the program accomplishes this goal. When comparing the evidence for several programs, keep in mind that if the program has positive outcomes for a designated population that is generally less successful, it may show a lesser impact on overall student success outcomes, at least in the short term. This does not make the program less valuable, however. The value comes from how well the program matches your desired outcomes and the institution's priorities — or makes a case for changing those priorities.

Case Example
Kingsborough Community College: Determining Program Value

Kingsborough Community College (KCC) in Brooklyn, NY, offered its first learning community — an intensive ESL offering — in 1995. Based on two years of positive data, it made the learning community mandatory for all incoming, first-time freshman who test into ESL. Similar offerings for native speaking, first-time incoming freshman eventually led to participation in the Opening Doors Learning Communities (OD) program in 2003 as part of a study by MDRC, a social research and evaluation firm. Groups of students were enrolled as a unit in three courses: English (usually developmental), an academic course, and a college orientation course. Students were also provided with enhanced counseling and tutoring and a textbook voucher. Based on positive program evaluation results, Kingsborough has expanded the learning communities program to 32 groups of first-time freshmen each semester, and is now offering an Advanced Learning Community Program to nine groups of students per semester who are not first-time freshmen. The community coordinating team, made up of representatives from academic affairs, faculty, and student services, meets once a week to reflect on program implementation and analyze program data. The team understands that expansion is an iterative process, and they have continued to adapt over the years based on the data collected. The team has helped to create a cultural shift at Kingsborough towards evidence-based decision making, and they have used positive data to create faculty buy-in for the learning community expansion.

The college originally defined "scale" as serving 80 percent of all incoming full-time freshmen in learning communities and started building towards that target; however, as enrollments have soared over the past several years, while finances have declined, the college realized this goal was unrealistic. Kingsborough recognized they didn't have the space or faculty (even with adjuncts) or other resources to realize the large-scale program as originally conceived. However, each year the college continues to add learning communities and currently is serving approximately 60 percent of the incoming full-time freshman population in approximately 45 learning communities, more than 1,100 students, each semester.

MDRC's Opening Doors evaluation at KCC was conducted using a random assignment research design. Freshmen were assigned either to an Opening Doors Learning Community or to a control group. This design allowed the evaluators to assume that student characteristics and motivation at the start of the study were the same in the program group and the control group. MDRC evaluated the program's outcomes using baseline data, transcripts, skills assessment tests, National Student Clearinghouse data, student and faculty surveys, field research, and a qualitative study.

Expansion is an iterative process.

MDRC found that participation in a learning community had a positive effect on students' college experience. When surveyed one year after college entry, program students felt more engaged than control group students. Program students indicated a stronger sense of belonging, and they were more likely to rate their college experience as good or excellent. Opening Doors students also passed more courses in their first semester and moved more quickly through developmental English courses.

The MDRC evaluation was based on a conceptual model of desired program outcomes (see next page), rather than a logic model. MDRC used the outcomes in the model to develop four main research questions:

- Do the Opening Doors enhancements in curriculum, student services, and financial aid in community colleges lead to more positive early educational outcomes — including completing more credits and earning better

continued ►

Kingsborough Community College, continued

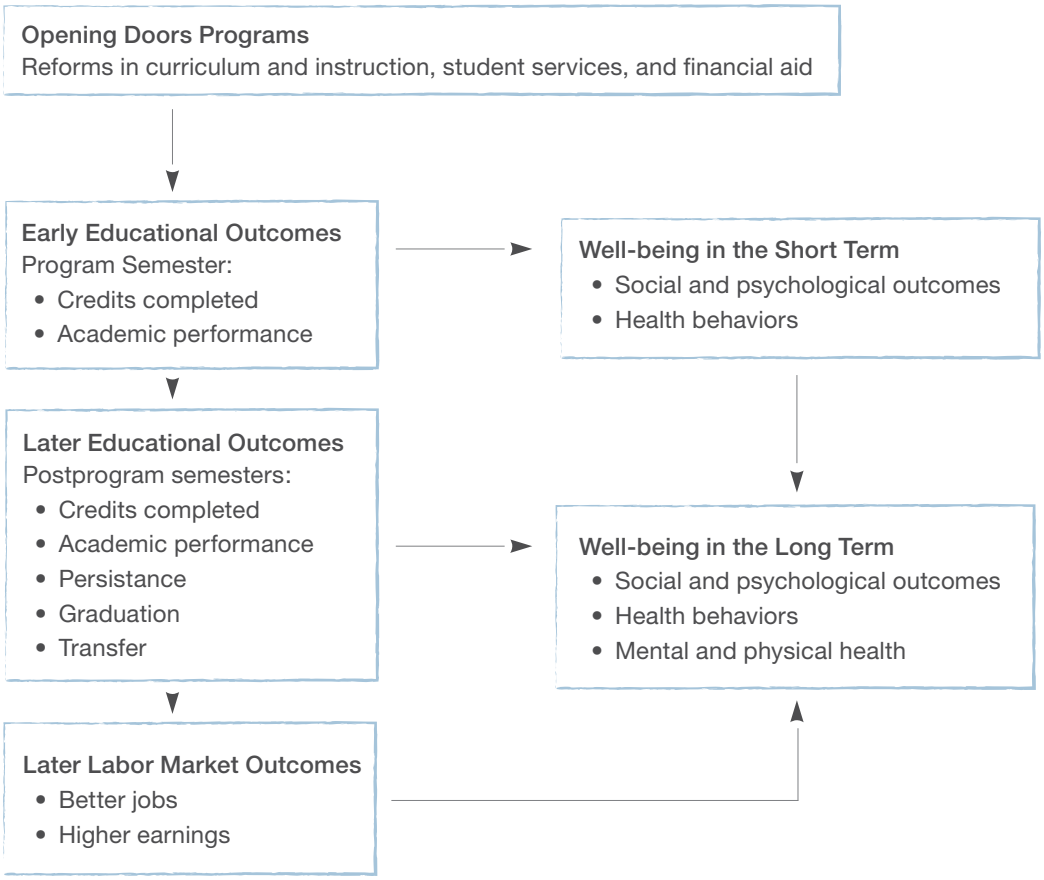
grades — compared with standard college courses and services?

- Do the enhancements lead to more positive later educational outcomes, including higher rates of persistence in school, of degree attainment, and of transfer to four-year institutions?
- Do the enhancements or the resulting positive educational effects have a positive impact on students' personal development, social networks, civic participation, and health behaviors?
- Do the enhancements or the resulting positive educational effects impact students' success in the labor market?

Whether you use a logic model, a conceptual model like this one, or your own evaluation framework, the important lesson of this section is to construct an evaluation plan that will answer the big questions:

- Does this program do what it is intended to do?
- Are we implementing the program as planned?

Basic Conceptual Model for Evaluating the OD Program at Kingsborough



Source: Scrivener et al., "A Good Start: Two-Year Effects of a Freshman Learning Community at Kingsborough Community College." MDRC, March 2008.

Step 3: Determine Scaling Strategy

Preparation	Completion Milestones
• Thoroughly review the different approaches to scaling	☐ *General Scaling Strategy* template complete

Once you have evidence that the program works, it's time to find a way to make it work better — and for more individuals. Recall our earlier definition of scale from Greg Dees: "increasing the impact a social-purpose organization produces to better match the magnitude of the social need or problem it seeks to address."[10] In other words, the size of the solution must correlate to the size of the problem you are trying to address. That's why it's important to define the problem and the target group with a high degree of specificity, as you did in the "Determining Program Value" step.

Now, with your evidence in hand, it's time to define what scaling means for your institution and for this program:

- How exactly will you reach more students?
- What will a fully scaled program or practice look like?

There are a number of ways to answer these questions in order to determine the scaling method that is best for your institution.

Breadth and Depth

The first consideration is the ***scope*** of your approach. You could go ***broad***, reaching a large number of individuals with the chosen program; you also could go ***deep***, increasing the intensity of a program in order to increase the positive outcomes for a targeted group of individuals. The strategy — a combination of program,

[10] Dees, J.G. (2008) Developing the field of social entrepreneurship. A report from the Center for the Advancement of Social Entrepreneurship, Duke University.

practices, and policy — depends on your problem definition, the complexity of the program, your institution's culture, and the needs of the individuals you hope will benefit. It's a question of Johnny Appleseed broad or Luther Burbank deep. Johnny Appleseed increased the ***breadth*** of modern apple production, planting apple nurseries over large portions of Ohio, Indiana, and Illinois. He left the nurseries in the care of local landowners, returning periodically to tend the trees and collect payments. Luther Burbank, on the other hand, was about ***depth*** of impact, increasing yield and pest tolerance of plants through intense techniques focused on individual plants, including hybridization, grafting, and cross-breeding, with the goal of increasing the overall food supply. Which of these approaches makes for the healthiest plants? The most productive plants? It depends on how many apples you want and who wants to eat them — in other words, it depends on your problem definition and your target population.

In a community college setting, a ***broad*** approach might be replicating a computer lab for all developmental math students at additional campuses of a multi-campus institution, delivering an effective program to a larger proportion of students. Going ***deep*** might mean adding supplemental instruction to learning communities designed for students who test into the lowest level of developmental English. This latter approach might not reach the same ***number*** of students as the computer lab strategy, but if it reaches ***most*** of the students that need additional support — and improves overall outcomes for that group — you could still consider it a scaled strategy. In every situation, you must weigh the problem, the solution, and the intended beneficiaries; these considerations could lead to a variety of approaches.

Four Types of Scaling. We have identified four general categories of scaling: person, place, thing, and idea — just like the definition of a noun. Obviously there will be overlap in the implementation of any expansion strategy; your institution may employ multiple types of scaling in a single solution. Each one will look different at your institution, depending on the breadth and depth of your chosen strategy.

▪ **Person:** This is generally the first thing that comes to mind when we talk about scale: expanding the number of individuals with access to a particular service or program.

Breadth: Adding more sections of accelerated developmental math courses

Depth: Increasing the number of services that individuals in the target population receive: intrusive advising recipients also participate in mandatory tutorial sessions

▪ **Place**: This is another approach that fits into a typical definition of expansion: replicating a distinct program in new locales.

Breadth: Creating a student success tutorial center at every campus in a community college district or system

Depth: Making additional services available at a student success tutorial center on one campus

▪ **Thing**: In this approach, a distinct program or practice is replicated not in a new place, but in a new discipline or with a different topical focus.

Breadth: Building a modular approach to English curriculum based on a successful modularized math offering

Depth: Adding a proven student success course to existing learning communities

▪ **Idea**: This approach is focused on the individual ***delivering*** a program or service. To scale an idea, you can introduce a new methodology or practice with the intent of changing behavior to improve the quality and increase the positive outcomes of a particular program or practice.

Breadth: Training all faculty — full-time, part-time, in a particular department, on an entire campus — in the use of cooperative learning methodologies

Depth: Faculty trained in cooperative learning also participate in faculty inquiry groups as part of a continuous improvement and professional development program

Scaling Strategy through an Equity Lens

The push to expand, especially when resources are constrained, could tempt an institution to pursue a broad approach that reaches a large number of students rather than to intensify offerings for those who have more barriers to success. Most of the intractable problems for which we seek innovative solutions ought to be viewed through the lens of equity. MDC defines equitable treatment as practices that not only place no particular group at a disadvantage, but also help compensate for the disadvantages experienced before an individual has entered the institution's sphere of influence. Thus, if the problem you have defined is intended to benefit individuals with multiple barriers to whatever you have defined as success, a true solution may demand different definitions of scale and success; going to scale with equity may require multiple strategies. Going to scale with equity will likely mean implementing broad and deep strategies, and include approaches that take effective programming to a large proportion of the total population (broad), as well as more intense offerings for targeted groups (deep).

MDC's Work Supports Initiative provides an example of how these types of scaling might overlap in a strategy that extends beyond the walls of a central organization.

▪ ***The problem statement***: Every year, eligible low-income families fail to claim some $70 billion in work supports. Only seven percent of eligible families claim all of these available supports: the Earned Income Tax Credit (EITC), food stamps, health insurance, and child care supports. Traditional forms of outreach to increase uptake of these supports, because they have not offered bundled access to these supports on a single electronic platform and have not made access points sufficiently ubiquitous to overcome time, transportation, and other resource barriers prevent low-income families from applying for the supports for which they are eligible. After analyzing the traditional barriers of technology, network building, and training delivery, MDC selected The Benefit Bank® online expert service, to be the technology backbone of statewide community-based outreach efforts to connect low- and moderate-income Americans with these supports.

▪ ***The program***: To increase the uptake of available benefits, MDC and Solutions for Progress (the owner and developer of The Benefit Bank) created the Work Supports Initiative (WSI). This outreach effort uses The Benefit Bank to connect low- and moderate income Americans with work supports in the form of tax credits, public benefits, and other assistance such as student financial aid. Modeled after The Ohio Benefit Bank, a successful statewide outreach initiative led by the Ohio Association of Second Harvest Foodbanks, WSI seeks to replicate similar statewide outreach in other states.

▪ ***The outcomes***: In five years of operation, The Ohio Benefit Bank proved to be an impressive outreach model:

- 1,200 TBB sites are sponsored by community-based organizations
- 5,000 counselors are trained to use The Benefit Bank service
- 170,000 Ohioans have used the service
- $500 million in tax credits, public benefits, and other assistance have been claimed by users

MDC and its Statewide Affiliates have initially replicated this model in both North and South Carolina. Since 2009, the South Carolina Office of Rural Health has established over 200 sites and trained more than 400 sites and trained more than 1,600 counselors to serve nearly 20,000 household members. These efforts have helped low-income families in South Carolina claim over $35 million in work supports. Since April, 2010, The Benefit Bank of North Carolina, now under the leadership of MDC, has established nearly 200 sites and trained more than 1,300 counselors to serve nearly 22,000 household members to date. These efforts have helped low-income families in North Carolina claim over $23 million in work supports. In both these states, strong regional and local coalitions are being established to better serve their community needs.

WSI is employing all four scaling approaches to meet their aim:

- Person: enabling ***more individuals*** to access The Benefit Bank technology
- Place: deploying that technology in ***new cities and states***
- Thing: taking ***existing technology*** to different types of community organizations
- Idea: ***training*** people in those community organizations to operate and support the technology

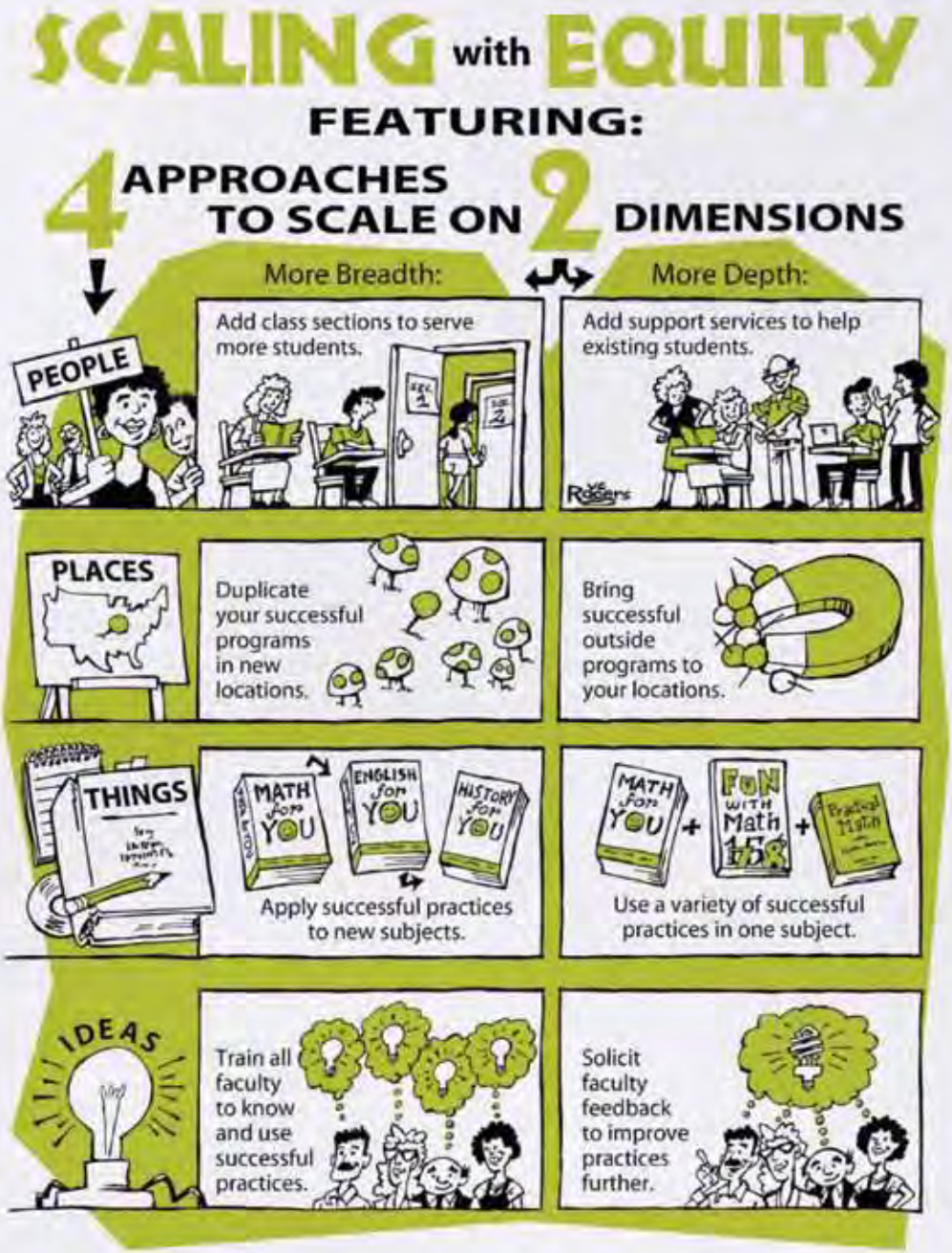
The graphic on the following page provides another illustration of how these approaches overlap. ►

Most of the intractable problems for which we seek innovative solutions ought to be viewed through the lens of equity.

Developing a General Scaling Strategy

The next step in the expansion planning process is to develop a general scaling strategy for your chosen program or practice. The ***General Scaling Strategy*** worksheet, included on the page 37 and as Tool 7, will help you reflect on the four types of scaling detailed above and generate the broad outline of a plan, including a description of the current program as well as a description of what the expanded program might look like. This general plan will be used in later portions of the planning process to evaluate the feasibility of a particular scaling method. Right now, focus on what you think will be the most effective way to scale the program and don't spend too much time on what does or does not seem possible at your institution; we'll get down to those details in the next section.

Page 37 shows the questions included on the "General Scaling Strategy" worksheet and examples of a current and expanded program descriptions


SCALING with EQUITY
FEATURING:
4 APPROACHES TO SCALE ON 2 DIMENSIONS
More Breadth:
More Depth:
PEOPLE
Add class sections to serve more students.
Add support services to help existing students.
PLACES
Duplicate your successful programs in new locations.
Bring successful outside programs to your locations.
THINGS
MATH for YOU
ENGLISH for YOU
HISTORY for YOU
Apply successful practices to new subjects.
MATH for YOU
FUN WITH Math
Use a variety of successful practices in one subject.
IDEAS
Train all faculty to know and use successful practices.
Solicit faculty feedback to improve practices further.

Tool: General Scaling Strategy Template

First, write a short description of the current program, including answers to the following questions:

1. How many students participate per [semester, year, or whatever time period you choose]?
2. What is the physical location of the program or intervention?
3. What is the nature of the program or intervention? How does it work? What are the essential characteristics?
4. What professional development and/or training is required for those who deliver the program?

Example:
Currently 200 developmental math students are participating in the new modularized version of the course each semester. They work in a computerized math lab staffed by two instructors at a time. These instructors learn how to use the new curriculum through a professional development program.

Now write a short description of how you intend to expand this program, including answers to the following questions:

1. How many students would participate per [semester, year, or whatever time period you choose]?
2. Would the physical location change, i.e., would you be expanding to another campus or college?
3. How would the nature of the program or intervention change (if at all)? Would you carry the program into another department? Would you be adding more components to an existing program?
4. What would be the implications for professional development and/or training for those who deliver the program?

Example:
We plan to expand the modularized developmental math program to 500 students per semester on the same campus. This will require expanding the math lab and adding additional staffing. Existing instructors will either take on more hours in the lab (teaching fewer traditional hours) and/or we will train new instructors for this role.

This worksheet is also found in Tool 7, Appendix pages 12–13.

Case Example
Academy for College Excellence: Determine Scaling Strategy

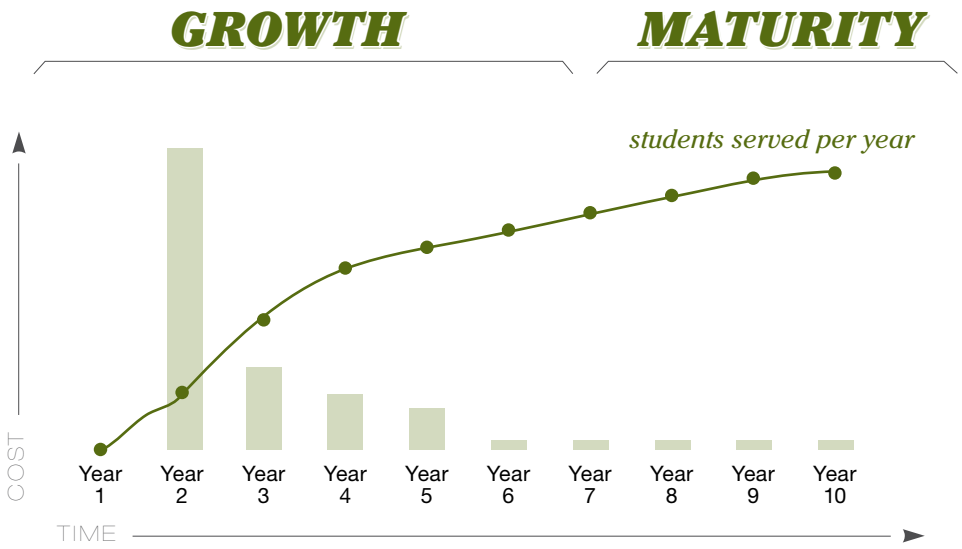
The Academy for College Excellence (ACE) is an integrated, experiential, project-based program for developmental education students that accelerates student progress by focusing on both the students' cognitive and affective experience. ACE began as a program at Cabrillo College in Aptos, CA. The program now operates at eight community colleges across the country; in 2011, ACE was selected as a sponsored project of Rockefeller Philanthropy Advisors, a partnership that will enable the ACE model to spread to even more colleges nationwide.

ACE understands the concept of launching a program with scale in mind. When the model is first implemented at a college, there are start-up costs associated with training and support from the ACE main office. After program start-up, the cost per cohort and per student drops significantly. By the time the program reaches maturity, it is operating at roughly the same cost as a typical college course. ACE intentionally developed the program with a diminishing cost model so that it would be feasible for institutions to implement and maintain it over time.

Since ACE has pursued a strategy for expanding their model to multiple colleges and for scaling the model within colleges, they have a solid understanding of the variety of scaling strategies. Jim Knickerbocker, managing director of the Academy for College Excellence, says "What do we mean by 'scaling'? The most common notion is reaching a larger number of people (more students enrolled in more cohorts at more institutions), but that is only part of the equation. For sustainability, greater depth is just as important, such as the magnitude of student transformation, degree of institutional change (structure, process, roles, policies, values), or attainment of a critical mass in a region or district." By reaching an increasing number of campuses and strengthening multiple aspects of the student experience, ACE is simultaneously aspiring to both breadth and depth of scale.

Sustainable Cost Structure

An ACE college's incremental program cost **per cohort** and cost **per student** drops significantly after the early years



Source: Academy for College Excellence

Step 4: Determine Feasibility

Preparation	Completion Milestones
• Become familiar with the SCALERS model • Apply SCALERS model to selected strategy	☐ *Importance/Capacity Matrix* complete ☐ *SCALERS Readiness Assessment* complete

You've defined the problem and identified a solution; you have valid evidence that the proposed solution will result in the desired outcomes. You've designed a strategy for expanding that solution to reach most of the individuals that can benefit. The next step is to determine if your institution has the resources — human, financial, physical, technological — to implement the solution via the selected strategy.

Capacity for Scaling

In "Scaling Social Entrepreneurial Impact," Paul Bloom and Aaron Chatterji present a conceptual model of seven organizational capabilities that support successful scaling of a social enterprise, represented by the acronym SCALERS: Staffing, Communication, Alliance-building, Lobbying, Earnings Generation, Replicating Impact, and Stimulating Market Forces.[11] Given the differences between a private sector venture and public institutions, MDC has translated the model for application at the community college. The table on the following page displays our modified definitions: ►

[11] Bloom, P.N & A.K. Chatterji. (2009) "Scaling social entrepreneurial impact." California Management Review, 51(3).

SCALERS *at the Community College*

STAFFING — The effectiveness of the implementation team at assembling resources at their disposal to meet staffing needs, including faculty, staff, and student employees, leadership, data-collection and analysis

COMMUNICATING — The effectiveness with which the college is able to articulate clear goals and persuade faculty, staff, students, and community stakeholders to adopt and support the strategy

ALLIANCE-BUILDING — The effectiveness with which the college is able to engage the necessary parties, forming partnerships that support the strategy

LOBBYING/DEMONSTRATING IMPACT — The effectiveness with which the college is able to demonstrate to institutional, state, and federal decision-makers that strategies have substantial benefits, relative to costs

EARNINGS GENERATION/RESOURCE GENERATION — The effectiveness with which the college manages and secures resources to sustain the strategy's infrastructure — revenue, staffing, space, technology, etc.

REPLICATING IMPACT — The effectiveness with which the college develops institutional expertise and commitment to support quality implementation and continuation of an expanded strategy

STIMULATING MARKET FORCES/SUSTAINING ENGAGEMENT — The effectiveness with which the college can create incentives that encourage college leadership, faculty, staff, and students to participate in and value the strategy

Each driver can influence the expansion process, though one may be more important than another in a particular situation. The SCALERS also overlap and interplay during the design and execution of a scaling strategy. We will touch on this influence and overlap later in this section, but first, what follows is a more detailed summary of the individual drivers, along with examples of how they can support or impede a scaling strategy. The discussion of each of the SCALERS includes considerations and steps that can advance your scaling ***plan*** as well as help you gauge the ***feasibility*** of that plan. If your initial assessment of the institution's facility with a certain driver uncovers gaps, the discussion below also suggests steps that can close those gaps. Once you go through this process with each driver, your plan will be nearly ready for implementation.

Staffing

People who need people are, indeed, the luckiest people; but it may not feel that way when you're trying to find the resources and individuals to expand a program. Finding the right people is often the difference between success or failure, and always makes a real difference in quality. The SCALERS **staffing** driver calls for effective use of resources to meet personnel needs; in a community college setting, this includes administration, faculty, student services, and student employee positions, as well as individuals responsible for data collection, analysis, and evaluation.

As you look at a program slated for expansion, you must consider how labor-intensive it is and whether it requires skilled services. You'll need to clearly define the responsibilities and the availability of qualified people internally or externally. An institution also must look at its ability to recruit sufficient personnel to sustain expansion. This calls for a staffing plan that includes job descriptions for all positions — with details about the essential knowledge, skills, and abilities required. It's also important to evaluate current staffing levels, noting any existing positions that may need to be redeployed or those that will see additional work volume from a program expansion.

While a team responsible for day-to-day implementation of a particular program can make a good start on a staffing plan, there are broader institutional considerations that may require support from the administration. Adding or redeploying positions necessitates discussions about a broader human resources

Finding the right people is often the difference between success or failure, and always makes a real difference in quality.

strategy; does the institution have capacity (and will) to recruit, train, retain, and sustain the requisite expertise? Someone on the expansion team should be familiar with human resource processes and have the authority to initiate and execute hiring.

Of course, once personnel are hired, the institution should see to their continued development and training. A sustainable, scaled solution requires a professional development program that specifically addresses the needs of the faculty and staff, as well as clear processes and sufficient resources to ensure quality delivery and improvement. These concerns are closely related to other SCALERS drivers, including **communicating**, **alliance-building**, **resource generation**, and **sustaining engagement**.

Example:

Chaffey College in Rancho Cucamonga, CA, came up with a unique solution to a staffing issue as it expanded its Opening Doors to Excellence (ODE) program. The goal of ODE is to move students off academic probation and back into good standing with the college. Participating students develop an educational plan with an advisor, take a student success course, and complete a series of directed activities in the college's student success center. The director of the program meets once with every student (between 300 and 400 students per semester), but student follow-up is carried out by a cadre of counselor apprentices. These counselor apprentices are graduate students from a local university who can apply the experience to required clinical hours while the college expands its advising force at lower cost. For more information about Chaffey's approach to scaling, see the case example on page 65.

Essential STAFFING Questions

- How labor-intensive is the strategy?

- Are special skills required of key personnel?

- Are position descriptions up-to-date?

- Is the recruitment pool sufficient?

- Can we retain and sustain the requisite expertise?

Communicating

When you think communications, it's not just marketing; it's telling the story in a way that will make the value of your work clear to everyone on campus. A compelling message will help all stakeholders understand that your change strategy is essential to student success and is worth adopting and supporting.

In order to ensure the necessary participation in your expanding program, you'll need to clearly articulate the rationale, expectations, commitment, and process for the expansion. Once you figure out how to say it, figure out how to share it. What formats are appropriate for getting your information out to faculty, staff, and students? Consider websites and course catalogs, as well as program-specific events, newsletters, brochures — both print and online — and other marketing materials. Put processes in place to share up-to-date information about the program to responsible faculty and staff as well as students and all departments and individuals responsible for enrolling, counseling, and advising students. Make sure these individuals understand the enrollment, registration, and scheduling changes that are required for successful expansion of your program.

A compelling message will help all stakeholders understand that your change strategy is essential to student success.

Example:

When Patrick Henry Community College (PHCC) in Martinsville, VA, joined the Developmental Education Initiative, they formed a committee to launch and maintain a marketing campaign for their DEI work, known on campus as the Progress Initiative. The Progress Initiative focuses on fast-tracking students through developmental education in an accelerated learning program model that also incorporates cooperative learning and case-management advising. To create buy-in across the campus for this program, the committee developed an exciting logo — and theme music! They launched the campaign with a public event featuring a nationally known speaker, and the team made presentations at a variety of campus meetings to acquaint faculty and staff with the initiative. Once PHCC had effectively established an identity for the Progress Initiative, they worked to reinforce it. All faculty who present about the initiative are given a thumb drive — loaded with the logo and the theme music, as well as T-shirts.

You don't need a full marketing campaign for every program you expand, but you do need to create a communications plan that determines the appropriate methods and processes for sharing the necessary information with your campus. Other drivers to consider as you make the communications plan include **staffing**, **alliance building**, **demonstrating impact**, and **sustaining engagement**.

Essential COMMUNICATING Questions

- Who are the various audiences we need to reach?

- What formats are appropriate and most effective for reaching these audiences?

- Are there processes in place to update key internal and external players regarding expectations? Needs? Program changes?

- Are there processes in place to share program outcomes broadly?

- Are there adequate communications capacity and resources to do this work?

Alliance-building

Alliance-building, the third driver of the SCALERS model, focuses on creating a network of individuals and groups that will support your scaling effort. As defined by Bloom and Chatterji, alliance-building is the effectiveness with which an organization has forged partnerships, coalitions, joint ventures, and other linkages to bring about desired social changes. Colleges need the same ability to create partnerships and coalitions.

Start by conducting an analysis of potential alliances you could build to increase the likelihood of a successful scale-up. These alliances can be existing or new relationships, and can include individuals or groups representing faculty, staff, students, and departments. It might be people outside of the college, too. Consider parties who will be champions for the work, as well as ones who are likely to resist change. If you invite potential opponents to participate in the planning process early on, you may prevent them from putting up roadblocks. They could also help you think critically about problem areas, forcing you to confront them in the beginning instead of further along in the implementation process, when it is more difficult to make adjustments and corrections.

Once you have identified the necessary parties, develop a plan for engaging each group or individual. Secure commitments of implementation support from as many as possible. To do this, you'll need to have an individual on your team who has the necessary positional authority or networks to convene and invite new allies to participate. As the program expansion begins, put a system in place to

Colleges need the ability to create partnerships and coalitions.

keep allies informed about program progress and changes. Your alliance-building plan should be informed by the other SCALERS drivers, especially **communicating**, **demonstrating impact**, and **sustaining engagement**.

Example:
The Ohio Developmental Education Initiative state policy team members, led by the Ohio Board of Regents, are aligning adult basic and literacy education (ABLE) programs with developmental education. This effort has required the integration of the state policy team, the colleges, and local basic education providers. The alliance already has started to bear fruit; since the launch, all 23 of Ohio's community colleges and their ABLE partners have submitted agreements for colleges to make ABLE referrals for students who score below an agreed level on a placement test.

Essential ALLIANCE-BUILDING Questions

- Who will champion this work?

- Who might be resistant to proposed changes?

- What existing relationships can we draw on? What new relationships do we need to form?

- How will we engage champions? Opponents?

- How will we maintain relationships and communicate with allies about progress and changes?

Lobbying/Demonstrating Impact

Since "lobbying" has, for some, very specific — and sometimes unnerving — connotations, we chose to translate this driver as "demonstrating impact." In order to secure and sustain support for an expansion plan, the institution must be able to articulate to institutional, state, and federal decision-makers that expanding (and/or continuing) a particular practice or program will have substantial benefits relative to costs. These same arguments must be made to individuals delivering a program and to participants. Often, scaling a program or practice that has been successful on a small scale may require some disruption of institutional culture; this intensifies the imperative to clearly demonstrate how such change will advance institutional priorities — or why those institutional priorities need to change.

Hearken back to the work you did in the "Determine Program Value" section. An articulated rationale for expansion and the evidence of program effectiveness are essential to this driver. Ensure that your institution has the institutional research capacity to measure and communicate this rationale and the results of your assessment. If the capacity exists, the institution must assign appropriate individuals the responsibility to collect, analyze, and report outcome data during design of the scaling strategy and on a regular basis during implementation. As noted earlier in "Return on Investment" on page 22, in addition to a standard evaluation plan, you may want to create an ROI calculation. Such a calculation, when well-defined and easily understood, can be a helpful way to succinctly convey your program's

It's imperative to clearly demonstrate how such change will advance institutional priorities — or why those institutional priorities need to change.

effectiveness. Should you decide to develop an ROI, it should be accompanied by a process to track, validate, and update the calculation routinely.

Collecting and analyzing data only serves this driver if you get to the ***demonstrating*** step. In addition to a frequently updated evaluation plan, there should be mechanisms in place to share information about program outcomes — within the institution, within the broader community, and with individuals who are in positions to influence program continuation, innovation, and further expansion. An expansion team should include individuals with authority and ability to connect to state and federal policy-makers; these individuals must have access to up-to-date information about program outcomes and be able to discuss outcome data. The institution should also consider ways that those delivering program services and those participating can interact with decision makers and inform policy decisions through advocacy and information sharing. All these relationships and practices require that the institution consider other SCALERS drivers, in particular **communicating**, **alliance-building**, and **sustaining engagement**.

Essential DEMONSTRATING IMPACT Questions

- Do we have the institutional research capacity to collect, analyze, and communicate data about program outcomes?

- Who needs to know about program outcomes?

- Who has the power or influence to advance or halt the scaling effort? How can you find and influence these individuals? What kind of evidence is persuasive to them?

- Are there processes in place to share program outcomes with stakeholders? With the campus community? With external constituents?

- Are there processes in place to share program outcomes with decision makers at the institutional level? State? Federal?

Levers of Change

There are obviously factors outside of an institution that influence the likelihood of successful scaling; state policy is a particularly important one. Here, Michael L. Collins of Jobs for the Future (JFF), explains how the Developmental Education Initiative incorporated a state policy strategy to encourage broader uptake and dissemination of effective practices.

Institutional change can be even more transformative and sustainable when it's backed by supportive state policy. That's why the Developmental Education Initiative (DEI) included six state policy teams in the effort to expand effective developmental education practices. These teams are led by Jobs For the Future, a Boston-based action tank that identifies, develops, and promotes new education and workforce strategies across the country. The DEI state policy teams are tackling questions like: In which policy areas should states concentrate their efforts to improve outcomes for students who test into developmental education? How do those areas interact to accelerate change? They're already well on their way to answering them, using the *Developmental Education Initiative State Policy Framework and Strategy*.

The Developmental Education Initiative builds on the foundation of Achieving the Dream. After collaborating with DEI state leads, consulting the research literature, and receiving advice from national experts, JFF identified six priority state policy levers:

- Aligned expectations (P-16)
- Assessment and placement
- Data and performance measurement
- Developmental education innovation and redesign
- Integration of academic and student services
- Finance

But developing consensus on policy levers is not sufficient to improve student success. Thus, we developed the *DEI State Policy Framework and Strategy*, a state-level developmental education improvement process that incorporates the above levers into three innovation-focused priorities:

- **A data-driven improvement process** that ensures the right conditions for innovation. This includes data and performance measurement activities, identifying the right success measures (including intermediate measures that indicate if a student is on track), and protocols for sharing results as part of state-level processes for continuous improvement.
- **A state-level innovation investment strategy** that helps states align and coordinate support from multiple sources to provide incentives for the development, testing, and scaling of effective models for helping underprepared students succeed.
- **Policy supports** that provide a foundation for improved outcomes for underprepared students, facilitate the implementation of effective and promising models, and encourage the spread of successful practices.

When the elements of this framework are combined with support for a state-level network of institutional innovators assisted by strong state-level technical assistance services, states can accelerate the creation of solutions and pathways that improve outcomes for students who test into developmental education.

Earnings Generation/Resource Generation

In the original SCALERS model, this driver is focused on creating additional revenue to support a particular enterprise; public institutions also carry out revenue-generating activity, though it may not be related to the production of a product. The expansion team needs to consider the resources required to grow and sustain the program — both financial and otherwise. This driver helps focus the institution on securing and managing a program's necessary funding, staffing, space, technology, and other infrastructure needs.

The college will likely have to take a broad view of financial resources; how do available grants — local, state, and federal — influence the solution and scaling strategy? The team should ensure that funds for expansion are included in an approved budget. There should also be a sustainability plan to secure continued funding over the designated time horizon. The team should consider a two-to three-year plan, as well as a longer-term plan, looking out five to ten years. This attention to funding is especially important if the program was begun with time-limited dollars. You should consider the **staffing** driver here, too; a team member must understand the hiring process and have the authority to make final hiring decisions and authorize related expenditures.

There likely will be expanding space and technology needs. A scaling plan must include time to secure necessary office, training, and service accommodations. Depending on the nature of the solution, the institution also must acquire additional hardware, software, and telecommunications equipment. It is not just a matter of purchasing equipment and clearing out

The expansion team needs to consider the resources required to grow and sustain the program — both financial and otherwise.

space; the institution also should ensure that vital facilities and technical support are available. Clear communication is essential here; affected individuals must be apprised of any space or technology modifications. The institution should secure their commitment to support expansion early on.

Example:

Here's an example of entrepreneurial resource generation from Eileen Baccus, president emeritus of the former Thames Valley State Technical College in Connecticut. During her tenure, the college delivered courses to the local utility, Northeast Utilities, training their employees in new procedures and practices; however, there was no consolidated associate's degree that pulled all of the courses together into a credential. Operating within flexible technical college system governance and funding structures, President Baccus approached Northeast Utilities to secure their support for the program; the college could continue to upgrade the skills of current employees, offer an additional credential, and provide the prospect of potential employees in program completers. The utility company provided a multi-million dollar nuclear plant simulator, as well as funding for additional full-time faculty, to support this new degree program — the first of its kind. In addition to these external resources, the program created a new tuition revenue stream for the college.

Essential RESOURCE GENERATION Questions

- What revenue streams are available? Are there opportunities for new sources? To reallocate funds?

- What are the personnel needs and requisite resources?

- Will this expansion require adjustments to space allocation on campus?

- Will this expansion require additional infrastructure or technology?

Replicating Impact

It is essential that the institution develop the expertise and commitment to support quality implementation of an expanded strategy. The replicating impact driver is an important part of sustainability planning and broader institutional improvement; scaling effective programs and maintaining quality is part of an institution getting better at what it does. As with the reflection on past success you conducted at the beginning of the process (see page 18), when exploring this driver, you should reflect on the institution's track record at expanding interventions:

- How do you capture institutional learning?
- What is your system for process improvement?
- How do you involve the individuals responsible for implementing the strategy in learning and process improvement?

Some of this learning will be gleaned from your analysis of program outcome data, as discussed in the **demonstrating impact** section, but institutions should make space for interpretation of these data and integration with qualitative information.

The replicating impact driver is an important part of sustainability planning and broader institutional improvement; scaling effective programs and maintaining quality is part of an institution getting better at what it does.

A systematic approach to professional development can help you sustain and continue to improve the expanded strategy. Expectations for participation in professional development should be clearly communicated to everyone involved in program delivery and management. The college also should have a plan to capture learning — about program results ***and*** implementation. The collection and sharing of this learning can be part of professional development, supporting new skills and knowledge in those who are implementing the strategy. The institution should compare pre- and post-expansion data and reflect on the implementation process, taking time to consider necessary changes. All of these processes and relationships will incorporate parts of other SCALERS drivers, including **staffing**, **communicating**, and **sustaining engagement**.

Example:

The Faculty Inquiry Group model from the Carnegie Foundation for the Advancement of Teaching is an example of an approach to professional development that sets the stage for continuous learning. As defined by the Foundation, faculty inquiry is:

> "…a form of professional development by which teachers identify and investigate questions about their students' learning. The inquiry process is ongoing, informed by evidence of student learning, and undertaken in a collaborative setting. Findings from the process come back in the form of new curricula, new assessments, and new pedagogies, which in turn become subjects for further inquiry."[12]

Danville Community College in Danville, VA, has employed faculty inquiry groups to pursue curriculum alignment among local high schools, adult basic education programs, developmental education faculty, and college-level faculty. The groups also proved vital to the college's response to major developmental education redesign efforts led by the Virginia Community College System.

[12] Carnegie Foundation for the Advancement of Teaching. *Faculty Inquiry Toolkit*. Downloaded from http://specctoolkit.carnegiefoundation.org on 5/28/11.

Essential REPLICATING IMPACT Questions

- Is there a professional development program in place for current staff involved in program implementation? For new trainees?

- Is there a plan in place to evaluate program implementation?

- Is there a process for revising programs to incorporate new learning?

Stimulating Market Forces/Sustaining Engagement

Community colleges may not always think of their work in terms of market forces. However, the concept of creating demand for a product or service still applies. We named this driver "sustaining engagement" and define it as the effectiveness with which an institution can create incentives that encourage institutional leadership, faculty, program staff, students, and the broader community to be involved in and value the expanded solution.

The institution should consider the types of incentives that will appeal to different constituent groups: while everyone will want to hear about positive program outcomes, leaders might be most interested in return-on-investment calculations; program staff might want flexibility, support, and time for their own development; students might want to see a direct connection between individual needs and program services, or even monetary incentives. The community might be interested in how responsive the college is to local industry needs. The incentives may change depending on the phase of implementation: encouraging adoption and enrollment requires different motivators than encouraging support for expansion; continuing support and participation may require still others.

Sustaining engagement has significant overlap with other drivers, particularly **communicating**, **alliance-building**, and **demonstrating impact**. An evaluation plan with clear short-, intermediate-, and long-term outcome targets enables an institution to routinely measure, report, and make necessary

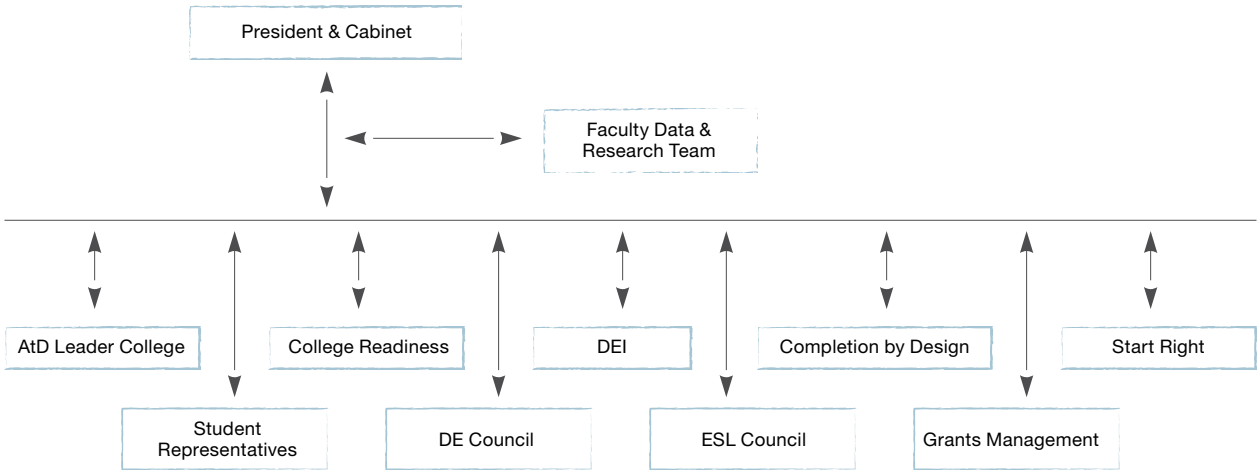
Encourage institutional leadership, faculty, program staff, students, and the broader community to be involved in and value the expanded solution.

revisions. A systematic approach to professional development can facilitate the incorporation of revisions into curricula, training, and implementation practices. When the evaluation data and professional development learning are tied to a communication plan that addresses marketing concerns as well as internal messaging, leadership, program staff, and students are all aware of the program or practice, know about the associated positive outcomes, and know how to participate.

Example:

When El Paso Community College in El Paso, TX, was selected to participate in the Developmental Education Initiative, leaders initially planned to create a DEI-specific team of faculty, staff, and administrators. However, in an effort to increase coordination and reduce overlap, the college created the President's Student Success Core Team, comprised of representatives from all of the college's major reform efforts. The chart on the following page shows the organization and membership of the Student Success Core Team. ►

El Paso Community College's Student Success Core Team



This organizational structure allows representatives from each major initiative to be at the table with the president and cabinet to share updates and discuss their impact before final decisions are made. This structure also makes it easy to bring new initiatives to the table and integrate the work into existing efforts.

Essential SUSTAINING ENGAGEMENT Questions

- Have we identified incentives to encourage participation from relevant stakeholders?

- Have we integrated professional development efforts, routine evaluation, and communications plans to inform one another?

Putting It All Together

As the illustration on the next page suggests, all seven drivers figure in a scaling plan, though the degree of importance may vary. Institutions must determine which SCALERS drivers have the most influence, given the particulars of their program and plan. The level of influence depends on the nature of the program, scaling method, and local conditions. For each expansion effort, your institution should consider each of the seven drivers and determine which ones will be most important for success and what actions are necessary to exploit an already strong driver or to increase the institution's ability to employ a particular driver. The following case example from Chaffey College illustrates how one institution relied on all seven drivers to successfully expand a program — and how it is using this framework to increase program impact.

SCALERS
STAFFING:
Assemble the team you need.
SIGN UP HERE TO CLIMB A MOUNTAIN
Vc Rogers
COMMUNICATING:
Make sure everyone knows what to do.
TAHITI OR BUST
ALLIANCE-BUILDING:
Get everyone in your organization on your side.
LOBBYING:
Show governments and other important agencies the value of your plan.
Incredibly Detailed Plan
EARNINGS/RESOURCES:
Manage your money and resources well.
OTTO'S OUTDOOR OUTFIT OUTLET
REPLICATING:
Train others so they can repeat the process.
SUSTAINING:
Create incentives to keep your program going.
AWARDS

Case Example
Chaffey College: Determine Program Feasibility

The goal of Opening Doors to Excellence (ODE) at Chaffey College in Rancho Cucamonga, CA, is to move students off of academic probation and back into good standing with the college. Participants develop an educational plan with an advisor, take a student success course, and complete a series of directed activities in the college's student success center. Chaffey defined scale as an institutionalized program that, when fully implemented, would serve all students on academic probation college-wide; by this definition, the program is, in fact, scaled-up. According to Ricardo Diaz, ODE coordinator, the successful expansion of the program has required attention to all seven SCALERS drivers.

continued ►

Staffing. Since there are 300 to 400 students in the program each semester, the director is able to meet with each student only once prior to enrolling in the student success course. To address the need for continuous student follow-up, ODE is staffed by counselor apprentices. These counselors are paid graduate students from local universities who use the experience to complete required clinical hours for their program of study. Chaffey's Human Resources department provides structure and support for hiring the apprentices; program leadership and coordination functions have been integrated into existing staff workloads.

Communicating. To expand ODE, Chaffey embarked on a strategic planning process that drew together key parties from across the college. The plan they constructed involved integrating services into existing programs rather than creating a program with a stand-alone structure. During program development, the core planning committee held regular discussions with governance departments.

Alliance-Building. As mentioned above, ODE was developed with input from college-wide representatives. The program had the support of the president and board of trustees from the beginning. A crucial alliance for ODE was the purposeful collaboration between academic affairs and student services.

Lobbying/Demonstrating Impact. Chaffey's Institutional Research department collaborated with MDRC to establish outcomes and evaluate ODE as part of MDRC's Opening Doors project. When MDRC concluded their study, Chaffey's institutional research continued. The strength of the evaluation allowed the program to obtain additional resources, recognition, and support for expansion.

Earnings Generation/Resource Generation. The initial MDRC funding for the program was matched by college funding commitments. With future expansion in mind, Chaffey integrated the core expenditures for the program into the college's general fund. The MDRC grant was used as start-up money, funding program development, para-professional staff, books, supplies, travel, and training.

Replicating Impact. As the program grew, the core planning committee developed a continuous improvement process. Student learning outcomes and focus group feedback were used to refine program design. The committee encouraged regular sharing of practices among instructors along with professional development activities.

Stimulating Market Forces/Sustaining Engagement. Because ODE was integrated into the college's core operational components from the beginning, it quickly became a regular function of how the college operates. Students embraced the program because enrollment incentives were put in place. The MDRC study allowed for easy dissemination of the model to other colleges. This gained national recognition for Chaffey, which ensured continued buy-in from leadership and the campus community.

What's next?

Chaffey has created a solution to their initial problem: ODE moves students from probation back into good standing. However, an MDRC study looking at ODE's impact on moving students to *completion*, revealed that the intervention does not result in increased rates of graduation or certificate attainment. While not the original intent of this intervention, it is nonetheless a critical objective that presents a new challenge in program development and scaling. Now that Chaffey has a *broad* strategy that reaches the entire target population, it's time to look at ways to scale the *depth* of the program's impact, intensifying the intervention to amplify the impact or reach a new aim. The college intends to reconvene the core planning committee to explore strategies that can improve the likelihood that students who overcome their probationary standing also complete a degree and/or certificate.

Prioritizing the SCALERS drivers

Working with your expansion team, refer to the general scaling strategy plan you developed. Remember, this plan should answer the following questions:

1. What are your expansion/scaling goals for this strategy?
2. How close to the goal(s) are you currently?

We recommend using the ***Importance-Capacity Matrix*** exercise to assess the relative importance of and your capacity to implement each SCALERS driver. The instructions are included on the next page and in Tool 8. You will categorize each driver according to its importance with respect to achieving your expansion goal. Then, you'll reflect on how effectively your institution deploys this driver in general. This exercise will help you identify those drivers that will be most influential in your expansion efforts and your current institutional ability to employ them.

Tool: Importance/Capacity Matrix

1. Write the name of the program for which you designed a general scaling strategy in the center of the "Importance/Capacity Matrix."

2. What are your expansion goals for this program?

3. How close to the goal(s) are you currently?

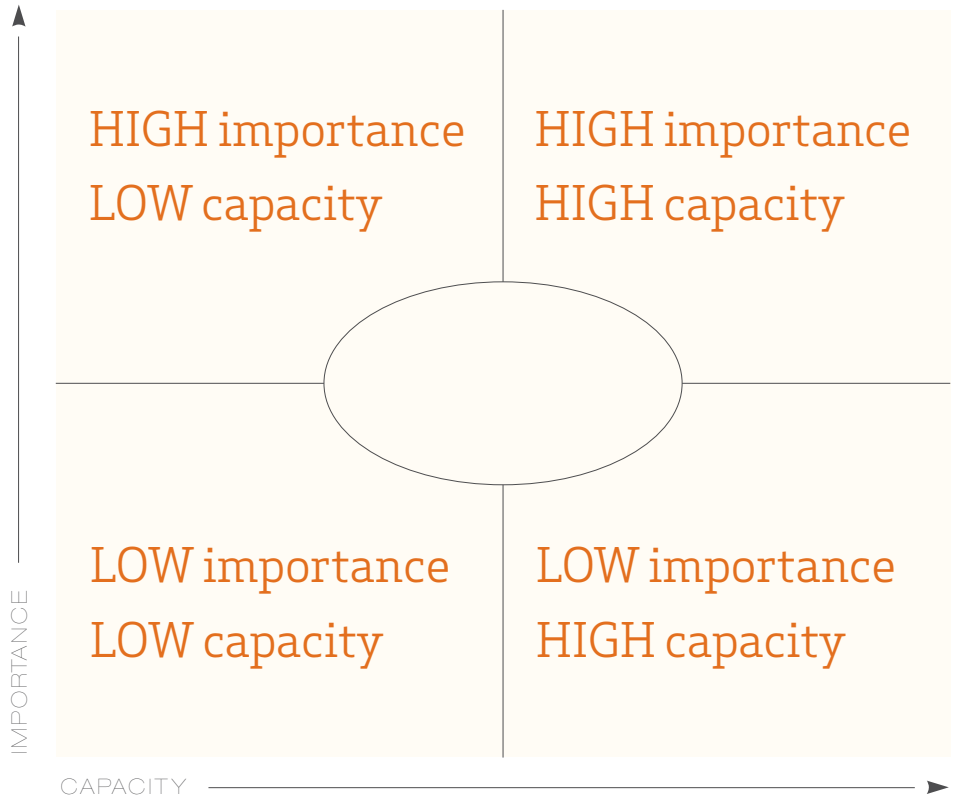
4. Assess each SCALERS driver and the program you selected:

   - First, think about the importance of the driver with respect to achieving your goal. What are the factors that make this particular driver more or less vital to sustaining and expanding this particular program at your institution?

   - Second, think about how effective you have been in using this driver to support your program efforts. What's gone well, and what's not gone so well? What are your institutional strengths? Weaknesses?

   - After thinking through the questions above, make a determination regarding the importance (high or low) and the capacity (high or low) of this particular driver. Plot the driver in the appropriate quadrant on the "Importance/Capacity Matrix."

This worksheet is also found in Tool 8, Appendix pages 14–15.



SCALERS Readiness Assessment

Next, you'll assess your readiness to implement the plan, beginning with those drivers you have determined are most important to successful implementation, using the ***SCALERS Readiness Assessment***, included at the end of this section and as Tool 10, Appendix pages 18–24.

This tool is designed to help your team reflect on your institution's preparedness to enact the scaling strategy you have envisioned. The assessment is organized according to the seven SCALERS drivers, further specified be a series of statements that describe an institution that has the capability to implement the scaling plan as outlined. For each driver, users (an individual or team) should consider each statement and indicate whether their institution is "not prepared," "partially prepared," or "prepared" to implement the plan as outlined. (There is an option to select "not applicable" if one of the indicators is not relevant to your institution.) There is also space to reflect on the relative importance of each driver, given the particulars of the plan, and to give the institution a readiness score. After completing all seven sections of the form, users will evaluate their overall readiness and identify capacities that need to be strengthened before proceeding with implementation. In the next section, we'll discuss how to use this analysis to make a decision (and a plan) to move forward.

Tool: SCALERS Readiness Assessment

SCALERS Driver: STAFFING

The effectiveness of the implementation team at assembling resources at their disposal to meet staffing needs, including faculty, staff, and student employees, leadership, data collection and analysis.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
There is a staffing plan that includes job descriptions for all requisite positions; descriptions detail necessary knowledge, skills, and abilities; plan includes required administrative, student services, academic, and student employee positions; plan addresses existing positions that may need to be redeployed or that will see additional work volume					
Human resources (HR) processes for recruitment and hiring are in place; appropriate individuals responsible for scaling the intervention are connected to HR staff and have authority to initiate and execute recruitment and hiring.					
The staffing needs and recruitment pool for this intervention have been defined and identified. The college is confident that the recruitment pool is sufficient to support and sustain expansion.					
There is a professional development program in place that specifically addresses the needs of the faculty and staff implementing this intervention; processes and resources are in place to ensure quality delivery and continuous improvement.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Communicating; Alliance-Building; Earnings/Resource Generation; Stimulating Market Forces/Sustaining Engagement

Tool: SCALERS Readiness Assessment

SCALERS Driver: COMMUNICATING

The effectiveness with which the implementation team is able to articulate clear goals and persuade faculty, staff, and students to adopt and support the strategy

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
The rationale, expectations, commitment, and process for implementing the program or intervention have been clearly articulated and recorded in formats appropriate to share with faculty, staff, students, and outside constituents. The college has prepared the appropriate materials for each group.					
Individuals with the appropriate authority understand the enrollment, registration, and scheduling processes necessary for successful expansion. There are processes in place to communicate program changes to responsible faculty and staff as well as students.					
Departments and individuals responsible for enrolling, counseling, and advising students have up-to-date information about the program or intervention. There are processes in place to communicate program changes.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Alliance-Building; Lobbying/Demonstrating Impact; Stimulating Market Forces/Sustaining Engagement

Tool: SCALERS Readiness Assessment

SCALERS Driver: ALLIANCE-BUILDING

The effectiveness with which the implementation team is able to engage the necessary parties, forming partnerships that support the strategy.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
Possible stakeholders and allies within the organization are identified. The team also has identified potential external stakeholders and allies.					
There is a plan for engaging faculty, staff, students, and other relevant stakeholder groups, including those outside the organization, before expansion is undertaken. There is a plan in place for establishing, renewing, and/or maintaining these relationships					
There is a plan for identifying and engaging possible opponents to the plan.					
Individuals responsible for expansion have secured commitments from the necessary departments and individuals to support the implementation of the program and any new registration, enrollment, and/or scheduling procedures.					
There is a system in place to provide for regular convenings to keep allies informed about program progress and changes; an individual on the implementation team has necessary positional authority to convene and invite new allies to participate					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Communicating; Lobbying/Demonstrating Impact; Stimulating Market Forces/Sustaining Engagement

Tool: SCALERS Readiness Assessment

SCALERS Driver: LOBBYING/ DEMONSTRATING IMPACT

The effectiveness with which the implementation team is able to demonstrate to institutional, state, and federal decision makers that strategies have substantial benefits relative to costs.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
The organization has the institutional research capacity to measure and communicate the effectiveness of the intervention. Appropriate individuals have been assigned the responsibility to collect, analyze, and report outcome data.					
The organization has the ability — through direct access or professional relationships — to collect data from outside organizations that are relevant to the strategy.					
The rationale for expansion has been articulated and has an explicit connection to the college's strategic plan or mission.					
There is an evaluation plan in place to monitor program or intervention outcomes; the plan includes measurable success markers.					
The return on investment (ROI) for this particular program or intervention has been articulated and there is a plan in place to track, validate, and update the ROI calculation.					
There is a plan in place to communicate student outcomes to college leadership. Individuals with appropriate authority have relationships with state policy-makers and elected leaders and access to up-to-date information about program outcomes.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Communicating; Alliance-Building; Stimulating Market Forces/Sustaining Engagement

Tool: SCALERS Readiness Assessment

SCALERS Driver: EARNINGS GENERATION/ RESOURCE GENERATION

The effectiveness with which the implementation team manages and secures resources to sustain the strategy's infrastructure — revenue, staffing, space, technology, etc.

Readiness Defined	Overall Readiness: *Circle One* Not Prepared	Partially Prepared	Prepared	Not Applicable
The college has defined what "sustainability" means for this initiative. The planning team agrees on the time horizon (i.e., two to three years vs. five to 10 years) for expansion and continuation.				
New revenue streams or reallocations have been identified.				
Funds to support expansion are included in an approved budget.				
Individuals responsible for the expansion understand the process and have authority to make necessary hires and expenditures.				
Space for expansion has been secured, including classroom, office, and lab accommodations. Affected departments and individuals are aware of any modifications and have committed to support expansion.				
Necessary technology for expansion has been secured, including hardware, software, and telecommunications; appropriate technical support is available; affected departments and individuals are aware of any modifications and have committed to support expansion.				
Necessary personnel — faculty, staff, and student employees — have been secured.				

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Communicating; Stimulating Market Forces/Sustaining Engagement

Tool: SCALERS Readiness Assessment

SCALERS Driver: REPLICATING IMPACT

The effectiveness with which the implementation team can develop sufficient institutional expertise and commitment to support quality implementation of an expanded program.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
There is a professional development program in place to ensure continuous improvement for faculty and staff implementing the strategy.					
Expectations for professional development have been clearly communicated to faculty and staff involved in program delivery and management.					
There is a plan in place to capture learning — both program and process-related — that can be incorporated into existing continuous improvement plans at the college.					
If appropriate, there is a long-term plan for continued expansion, through replication at other campuses or colleges.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Communicating; Stimulating Market Forces/Sustaining Engagement

Tool: SCALERS Readiness Assessment

SCALERS Capacity: STIMULATING MARKET FORCES/ SUSTAINING ENGAGEMENT

The effectiveness with which the implementation team can create incentives that encourage college leadership, faculty, staff, and students to participate in and value the program or intervention.

Readiness Defined	Overall Readiness: *Circle One* Not Prepared	Partially Prepared	Prepared	Not Applicable
Evaluation, professional development, and communication plans are aligned to ensure that *college leadership* are aware of program or intervention successes and needs and are willing to support and sustain them.				
Evaluation, professional development, and communication plans are aligned to ensure that *faculty and staff* responsible for program implementation have the resources they need to be successful and to improve.				
Evaluation, professional development, and communication plans are aligned to ensure that *students* are aware of the program or intervention, know about the positive outcomes associated with the program or intervention, and know how to take advantage of the program or intervention.				
Incentives for program adoption, expansion, and continuation have been identified for each relevant stakeholder group.				

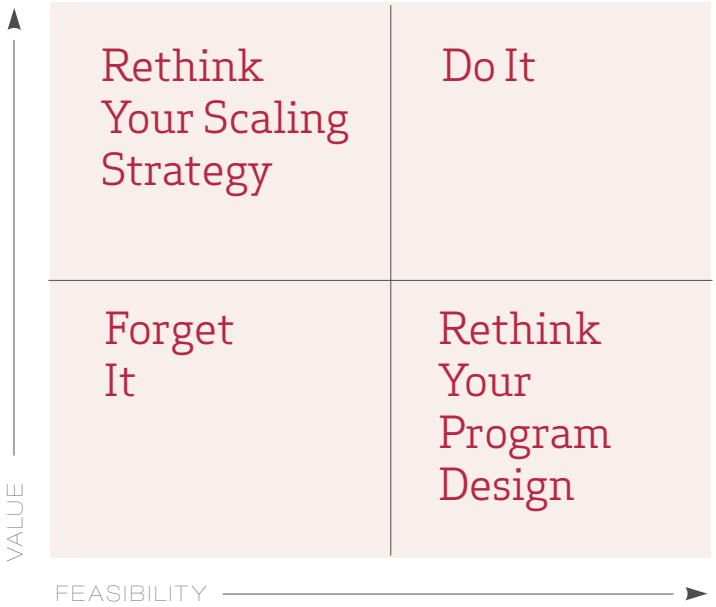
How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Communicating; Lobbying/Demonstrating Impact; Earnings/Resource Generation

Step 5: Determine the Plan of Action

Preparation	Completion Milestones
• Review program value ratings and readiness assessment • Identify forces supporting or impeding the strategy	☐ *Force Field Analysis* complete ☐ *SCALERS Planning template* complete ☐ Go/No Go decision made ☐ Next steps planned

The activities in the "Determining Program Value" section and the ***SCALERS Readiness Assessment*** are intended to help you articulate both the ***value*** and ***feasibility*** of expanding an intervention, program, or policy. Look at the matrix below. Given the data you have collected and the analysis of the SCALERS capacities as they exist at your institution, where does your expansion plan fall?



Forces Supporting and Impeding

If you decide to embark on expansion, armed with data and knowledge of your preparedness, you should also take time again to consider how expansion of this particular strategy will move through your institution. Analysis of possible resistance is important in systems under stress — but it's also helpful to remind you who is in your corner! It may be helpful to conduct a ***Force Field Analysis***, using the tool included below and in Tool 11. In this exercise, you will identify those forces working for and against you. These might include political realities, financial constraints or newly secured resources, and staff and participants' disposition toward taking on new challenges.

FORCES SUPPORTING

FORCES IMPEDING

Now look at all of the data you have collected: your general scaling strategy, the relative institutional capacity to use each of the drivers you have identified as most important, and the forces impeding and supporting the plan. Reflect as a team on what you've learned about the strategy, the scaling method, and your institutional capacity and readiness for the proposed expansion. The results of these discussions should clarify the feasibility of implementing the proposed solution; now, you can make the go/no go decision regarding your proposed scaling solution:

- If you feel confident in your institution's capacity in the most critical drivers, it's time to move forward.
- If you identified weaknesses in a critical driver, but have the resources and will for the necessary capacity building, it's time to move forward, addressing capacity issues first.
- If you identified significant weaknesses in more than one critical driver, and are concerned about institutional resources and will for capacity building, it may be time to explore an alternative solution or an alternative scaling method.

Rethinking

Even if you decide the original plan isn't feasible, it's not all the way back to square one. This may be a time to make connections with similar institutions that have successfully expanded similar programs or practices; it may be an opportunity to engage institution leadership — at all levels — to refine institutional priorities, revise outdated institutional policies, or strengthen the institution's ability to embrace new practices.

Moving Forward

If you decide to implement the scaling strategy you've designed, it's time to develop an implementation plan for the expansion. The plan should articulate the common vision (***your*** definition of scale for ***this*** strategy), milestones, a timeline for meeting those milestones, and the identification of and commitments from those responsible for carrying out specific activities. The implementation plan should be tied to an evaluation plan that sets out performance measures, as well as resource allocation commitments for implementation and evaluation.

As part of implementation planning, you may find the ***SCALERS Planning*** worksheet, included on the next page and in Tool 12, useful. This tool is organized according to the seven drivers; if you identified several drivers that deserve particular attention, use this document to plan tasks and activities, assigning responsibility and deadlines.

Tool: SCALERS Planning Worksheet

SCALERS Driver	Action(s)	What Resources Are Required?	Who is Responsible?
Staffing			
Communicating			
Alliance-Building			
Lobbying/ Demonstrating Impact			
Earnings Generation/ Resource Generation			
Replicating Impact			
Stimulating Market Forces/ Sustaining Engagement			

Scaling as Sustainability

You've now made your way — or imagined how you will make your way — through the steps of *More to Most*. You've got your team and had some time to think about what your institution already knows about successfully scaling effective programs. You've defined the problem, set your effectiveness criteria, and gathered the evidence to determine just how valuable your program or practice is. You've got a goal in mind, a method for reaching that goal, and you're making decisions about whether your institution is ready to go there. You might even have a plan for building the necessary institutional capacity and getting down to business.

This guide is designed to get your institution to the solution that's right for you. In order to see long-term change, institutions must be able to sustain quality programming while reaching more people. Once you've gone through this process, take time to reflect on the expertise that your institution has developed internally:

- What have you learned in going from *some* to *more* that will help you get to *most*?
- What new capacities have you developed? What capacities have you strengthened?
- How will you institutionalize this kind of planning so that it becomes a part of the way you approach *any* new program?

Scaling impact within the complex system of a community college requires continued adaptation, incorporation of new ideas, and refinement of existing programs. The tools in this guide can be integrated into program review structures, budget allocation procedures, and design processes to fundamentally change the way you approach any new endeavor — or help you rethink longstanding practices. We hope the experience will enable you to tackle the next challenge, the next seemingly intractable problem, and the next solution that generates positive outcomes for the people you serve.

Notes

Tool 1 — Stakeholder Analysis

- Brainstorm a list of people who are important to the success of your scaling effort. The list can include specific individuals or departments or categories of people.

- Determine which category each falls into:
  - o People whose planning participation is necessary for success
  - o People whose support or approval is necessary for success
  - o People whose planning participation would be helpful
  - o People whose support or approval would be helpful

continued ►

Tool 1 — Stakeholder Analysis, continued

Your list here:

- Prioritize the list by who is most critical to success

- Decide who must be involved in the entire process and who can be involved in smaller pieces of it

Tool 2 — Reflection on Past Success Worksheet

Step One: Individually consider the following questions and then discuss them as a group.

- Name and briefly describe a successful expansion of an innovative program or policy at your institution.

- How do you know this expansion was successful? What evidence leads you to that conclusion?

- Does everyone agree it was successful? If not, why not?

- What were the conditions and factors that supported the successful expansion?

- Who championed and supported it and how?

- How were necessary resources assembled?

continued ►

Tool 2 — Reflection on Past Success Worksheet, continued

- What were the unintended consequences — positive or negative? Did anything unexpected happen as a result of the program?

- What other conditions or factors contributed to the success of this effort?

Step Two: If you have looked at more than one example, compare and contrast them. What were the common factors that contributed to success? In what ways were they different?

Tool 3 — Logic Model

Inputs (Resources) In order to carry out our set of activities we will need the following:	Activities In order to address our goals we will carry out the following activities:	Outputs (Results) We expect that once complete, these activities will produce the following evidence or service delivery:	Outcomes (Impact) We expect that if carried out, these activities will lead to the following changes:

Tool 4 — Evaluation Questions Worksheet

1. First, consider the rationale behind each program under consideration. Compose a short statement that articulates this rationale. Consider the following questions to jumpstart your thinking:

    - ***What*** problem are we trying to solve?

    - ***Who*** is affected?

    - ***Why*** do we have this problem?

Record this statement in the "Problem Statement" cell in the table on the "Evaluation Questions" worksheet (Appendix page 8).

2. Next, think about what questions you could ask to find out if the program addresses this problem effectively. Include any applicable questions from existing logic models or evaluation plans. Record these questions in the first column of the table on the "Evaluation Questions" worksheet.

3. Now think about the potential benefits you'll gain by answering these questions. Will a particular question help you gain support from a particular person or department? Will another question help you test your hypothesis about program outcomes? Record your responses in the second column of the chart.

continued ►

Tool 4 — Evaluation Questions Worksheet, continued

4. Finally, consider the type of evidence and data you need to answer these questions. Consider the following:

- Are these data already being collected?

- Are there any outside sources that should be included?

- Who has access to these data—internal and external?

- How time-intensive will collecting and analyzing the data be?

Record your answers in columns 3 and 4 of the chart.

continued ►

Tool 5 — Evaluation Questions Worksheet

Problem Statement:

	Potential benefits of answering this question	Feasibility of obtaining data needed to answer this question	Time and resources required to answer this question
Question			
Question			
Question			
Question			
Question			

Tool 6 — Program Value Chart

Using the chart on Appendix page 11, rank the program by how effectively it accomplishes the two main criteria: evidence of effectiveness and alignment with institutional priorities.

Each member of your team should complete this activity individually. This exercise is meant to be a conversation starter, not a decision-maker! In other words, the rankings are intended to provide a concrete way to look at existing evidence and institutional priorities and highlight necessary discussions for your team as you develop your plan.

1. Write the name(s) of the program(s) under consideration in the first row of the Program Value chart. If you are comparing the value of multiple programs, you'll repeat the ranking for each program.

2. If there are important institution- or program-specific criteria, add them to the chart in the blank cells in the "Criteria" column. Decide on these criteria as a group so that everyone is using the same ones.

3. Rank the program on a scale of 1 to 5, with 1 being low and 5 being high, for each criterion.

    - ***When ranking effectiveness***, consider the data you have already collected, as well as any new sources you identified in the previous exercise.

    - ***When ranking alignment*** with institutional priorities, consider departmental or institutional mission or vision statements and strategic plans.

4. Add up the rankings for the program(s).

continued ►

Tool 6 — Program Value Chart, continued

5. Compare the rankings of individual team members. Take a few minutes to discuss the following with your team:

   - What stands out in the rankings? Is anything surprising?

   - Where are the similarities? Where are the differences?

   - Do the results suggest topics for further conversation? What topics? Who should be involved in the conversations?

continued ►

Tool 6 — Program Value Chart, continued

Criteria	Program Name:	Program Name:	Program Name:
Existing evidence shows that the program delivers the desired outcome	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Scaling up aligns with institutional objectives	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Additional criterion:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Additional criterion:	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Total:	____ Out of 10	____ Out of 10	____ Out of 10

Tool 7 — General Scaling Strategy Template

Drawing on the four types of scaling, develop a general expansion strategy for the program or intervention you are considering.

First, write a short description of the current program, including answers to the following questions:

1. How many students participate per [semester, year, or whatever time period you choose]?

2. What is the physical location of the program or intervention?

3. What is the nature of the program or intervention? How does it work? What are the essential characteristics?

4. What professional development and/or training is required for those who deliver the program?

Example:
Currently 200 developmental math students are participating in the new modularized version of the course each semester. They work in a computerized math lab staffed by two instructors at a time. These instructors must learn how to use the new curriculum through a professional development program.

Tool 7 — General Scaling Strategy Template, continued

Now write a short description of how you intend to expand this program, including answers to the following questions:

1. How many students would participate per [semester, year, or whatever time period you choose]?

2. Would the physical location change, i.e., would you be expanding to another campus or college?

3. How would the nature of the program or intervention change (if at all)? Would you carry the program into another department? Would you be adding more components to an existing program?

4. What would be the implications for professional development and/or training for those who deliver the program?

Example:

We plan to expand the modularized developmental math program to 500 students per semester on the same campus. This will require expanding the math lab and adding additional staffing. Existing instructors will either take on more hours in the lab (teaching fewer traditional hours) and/or we will train new instructors for this role.

Tool 8 — Importance/Capacity Matrix

1. Write the name of the program for which you designed a general scaling strategy in the center of the "Importance/Capacity Matrix."

2. What are your expansion goals for this program?

3. How close to the goal(s) are you currently?

4. Assess each SCALERS driver and the program you selected:

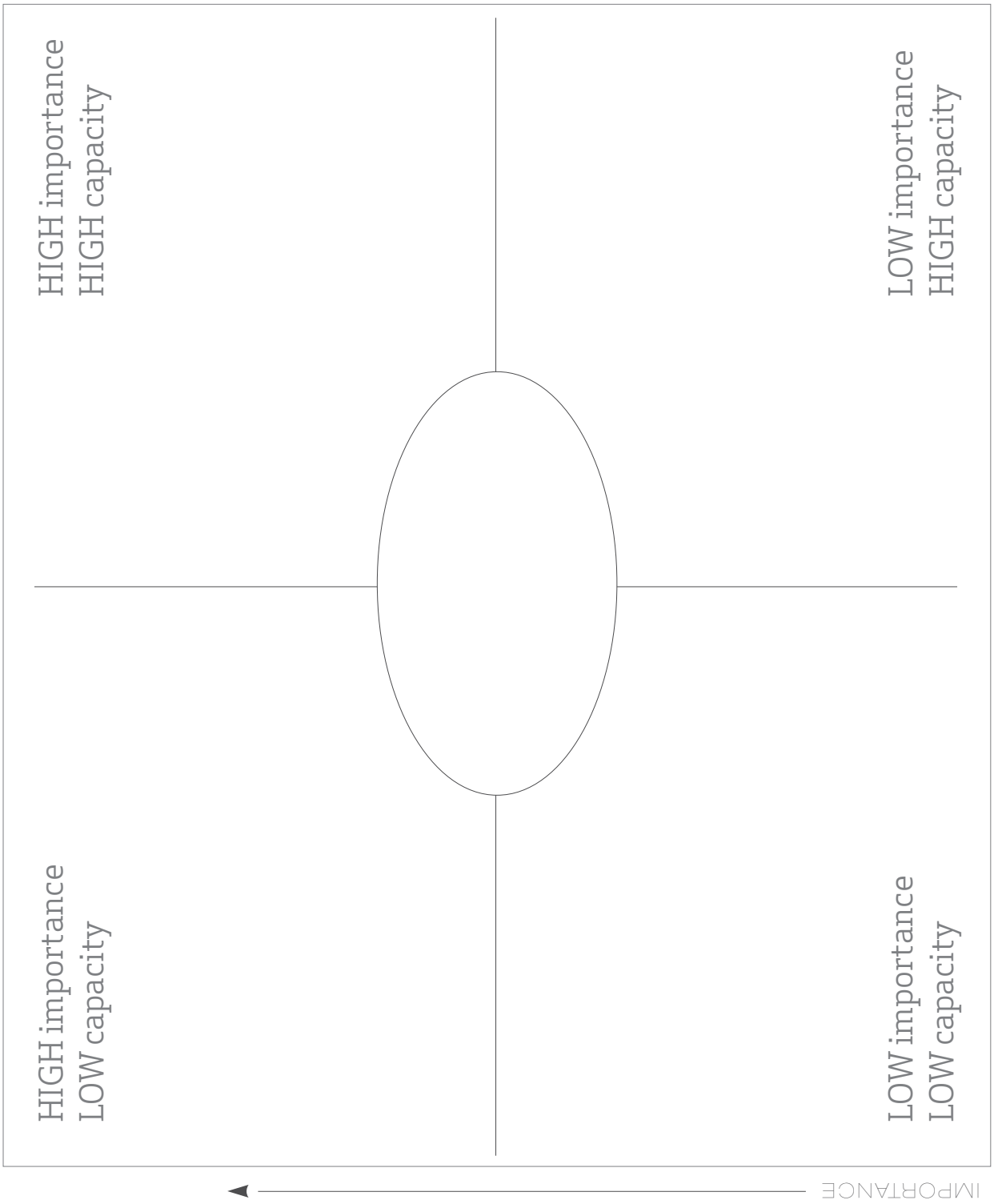
   - First, think about the importance of the driver with respect to achieving your goal. What are the factors that make this particular driver more or less vital to sustaining and expanding this particular program at your institution?

   - Second, think about how effective you have been in using this driver to support your program efforts. What's gone well, and what's not gone so well? What are your institutional strengths? Weaknesses?

   - After thinking through the questions above, make a determination regarding the importance (high or low) and the capacity (high or low) of this particular driver. Plot the driver in the appropriate quadrant on the "Importance/Capacity Matrix."

continued ►

Tool 8 — Importance/Capacity Matrix, continued



Tool 9 — SCALERS Readiness Assessment

This tool can be completed individually or as a team.

Begin with the drivers that you have identified as most important. For each driver:

- Consider each statement in the context of your scaling strategy. Select "not prepared," "partially prepared," or "prepared" to implement the plan as outlined. You may also select "not applicable" if an indicator is not relevant (see Appendix pages 18–24).
- Write a short statement about the relative importance of the driver, given the particulars of the plan.
- Once you have responded to each of the indicators, return to the top of the form and consider the institution's overall readiness to use this driver. Select "not prepared," "partially prepared," or "prepared."

After completing all seven sections, review the overall readiness scores for each driver and consider the following:

- On which drivers are you most prepared? Least prepared?

continued ►

Tool 9 — SCALERS Readiness Assessment, continued

- Are those drivers that you've deemed most important also those which you are most prepared to implement?

    - If not, what steps do you need to take to build the necessary capacity?

    - If yes, how will you maintain this capacity as you expand the chosen program?

Keep this assessment and record of any subsequent discussions on hand as you design your implementation plan.

SCALERS Driver: STAFFING

The effectiveness of the implementation team at assembling resources at their disposal to meet staffing needs, including faculty, staff, and student employees, leadership, data collection and analysis.

Readiness Defined	Overall Readiness: *Circle One* Not Prepared	Partially Prepared	Prepared	Not Applicable
There is a staffing plan that includes job descriptions for all requisite positions; descriptions detail necessary knowledge, skills, and abilities; plan includes required administrative, student services, academic, and student employee positions; plan addresses existing positions that may need to be redeployed or that will see additional work volume				
Human resources (HR) processes for recruitment and hiring are in place; appropriate individuals responsible for scaling the intervention are connected to HR staff and have authority to initiate and execute recruitment and hiring.				
The staffing needs and recruitment pool for this intervention have been defined and identified. The college is confident that the recruitment pool is sufficient to support and sustain expansion.				
There is a professional development program in place that specifically addresses the needs of the faculty and staff implementing this intervention; processes and resources are in place to ensure quality delivery and continuous improvement.				

How critical is this capacity to the success of the intervention?

Other capacities to consider: Communicating; Alliance-Building; Earnings/Resource Generation; Stimulating Market Forces/Sustaining Engagement

SCALERS Driver: COMMUNICATING

The effectiveness with which the implementation team is able to articulate clear goals and persuade faculty, staff, and students to adopt and support the strategy

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
The rationale, expectations, commitment, and process for implementing the program or intervention have been clearly articulated and recorded in formats appropriate to share with faculty, staff, students, and outside constituents. The college has prepared the appropriate materials for each group.					
Individuals with the appropriate authority understand the enrollment, registration, and scheduling processes necessary for successful expansion. There are processes in place to communicate program changes to responsible faculty and staff as well as students.					
Departments and individuals responsible for enrolling, counseling, and advising students have up-to-date information about the program or intervention. There are processes in place to communicate program changes.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Alliance-Building; Lobbying/Demonstrating Impact; Stimulating Market Forces/Sustaining Engagement

SCALERS Driver: ALLIANCE-BUILDING

The effectiveness with which the implementation team is able to engage the necessary parties, forming partnerships that support the strategy.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
Possible stakeholders and allies within the organization are identified. The team also has identified potential external stakeholders and allies.					
There is a plan for engaging faculty, staff, students, and other relevant stakeholder groups, including those outside the organization, before expansion is undertaken. There is a plan in place for establishing, renewing, and/or maintaining these relationships					
There is a plan for identifying and engaging possible opponents to the plan.					
Individuals responsible for expansion have secured commitments from the necessary departments and individuals to support the implementation of the program and any new registration, enrollment, and/or scheduling procedures.					
There is a system in place to provide for regular convenings to keep allies informed about program progress and changes; an individual on the implementation team has necessary positional authority to convene and invite new allies to participate					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Communicating; Lobbying/Demonstrating Impact; Stimulating Market Forces/Sustaining Engagement

SCALERS Driver: LOBBYING/ DEMONSTRATING IMPACT

The effectiveness with which the implementation team is able to demonstrate to institutional, state, and federal decision makers that strategies have substantial benefits relative to costs.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
The organization has the institutional research capacity to measure and communicate the effectiveness of the intervention. Appropriate individuals have been assigned the responsibility to collect, analyze, and report outcome data.					
The organization has the ability — through direct access or professional relationships — to collect data from outside organizations that are relevant to the strategy.					
The rationale for expansion has been articulated and has an explicit connection to the college's strategic plan or mission.					
There is an evaluation plan in place to monitor program or intervention outcomes; the plan includes measurable success markers.					
The return on investment (ROI) for this particular program or intervention has been articulated and there is a plan in place to track, validate, and update the ROI calculation.					
There is a plan in place to communicate student outcomes to college leadership. Individuals with appropriate authority have relationships with state policy-makers and elected leaders and access to up-to-date information about program outcomes.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Communicating; Alliance-Building; Stimulating Market Forces/Sustaining Engagement

SCALERS Driver: EARNINGS GENERATION/ RESOURCE GENERATION

The effectiveness with which the implementation team manages and secures resources to sustain the strategy's infrastructure — revenue, staffing, space, technology, etc.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
The college has defined what "sustainability" means for this initiative. The planning team agrees on the time horizon (i.e., two to three years vs. five to 10 years) for expansion and continuation.					
New revenue streams or reallocations have been identified.					
Funds to support expansion are included in an approved budget.					
Individuals responsible for the expansion understand the process and have authority to make necessary hires and expenditures.					
Space for expansion has been secured, including classroom, office, and lab accommodations. Affected departments and individuals are aware of any modifications and have committed to support expansion.					
Necessary technology for expansion has been secured, including hardware, software, and telecommunications; appropriate technical support is available; affected departments and individuals are aware of any modifications and have committed to support expansion.					
Necessary personnel — faculty, staff, and student employees — have been secured.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Communicating; Stimulating Market Forces/Sustaining Engagement

SCALERS Driver: REPLICATING IMPACT

The effectiveness with which the implementation team can develop sufficient institutional expertise and commitment to support quality implementation of an expanded program.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
There is a professional development program in place to ensure continuous improvement for faculty and staff implementing the strategy.					
Expectations for professional development have been clearly communicated to faculty and staff involved in program delivery and management.					
There is a plan in place to capture learning — both program and process-related — that can be incorporated into existing continuous improvement plans at the college.					
If appropriate, there is a long-term plan for continued expansion, through replication at other campuses or colleges.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Communicating; Stimulating Market Forces/Sustaining Engagement

SCALERS Capacity: STIMULATING MARKET FORCES/ SUSTAINING ENGAGEMENT

The effectiveness with which the implementation team can create incentives that encourage college leadership, faculty, staff, and students to participate in and value the program or intervention.

Readiness Defined	Overall Readiness: *Circle One*	Not Prepared	Partially Prepared	Prepared	Not Applicable
Evaluation, professional development, and communication plans are aligned to ensure that *college leadership* are aware of program or intervention successes and needs and are willing to support and sustain them.					
Evaluation, professional development, and communication plans are aligned to ensure that *faculty and staff* responsible for program implementation have the resources they need to be successful and to improve.					
Evaluation, professional development, and communication plans are aligned to ensure that *students* are aware of the program or intervention, know about the positive outcomes associated with the program or intervention, and know how to take advantage of the program or intervention.					
Incentives for program adoption, expansion, and continuation have been identified for each relevant stakeholder group.					

How critical is this capacity to the success of the intervention?

Other capacities to consider: Staffing; Communicating; Lobbying/Demonstrating Impact; Earnings/Resource Generation

Tool 11 — Force Field Analysis

On the chart below, list the forces supporting success and the forces impeding success for your scaling strategy. These might include political realities, financial constraints or newly secured resources, and staff and participants' disposition toward taking on new challenges.

FORCES SUPPORTING	FORCES IMPEDING

Tool 12 — SCALERS Planning Template

SCALERS Driver	Action(s)	What Resources Are Required?	Who is Responsible?
Staffing			
Communicating			
Alliance-Building			
Lobbying/ Demonstrating Impact			
Earnings Generation/ Resource Generation			
Replicating Impact			
Stimulating Market Forces/ Sustaining Engagement			

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States

Mary Anne Cox (Connecticut Community Colleges), Cynthia Ferrell (Texas Association of Community Colleges), John Hughes (Florida Department of Education), Sharon Morrissey (North Carolina Community College System), Karen Scheid (Ohio Board of Regents), Susan Wood (Virginia Community College System)

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Individual Reviewers

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Additional Contributors

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MDC, creator of *More to Most* and managing partner of the Developmental Education Initiative, is a nonprofit based in Durham, NC, that has worked for nearly 50 years to help organizations and communities remove the barriers that separate people from opportunity. MDC's work integrates education, employment, and asset-building to help more people stay in school, get a credential, and find living-wage work. In addition to DEI, MDC has an extensive history of work with community colleges, most recently the incubation of Achieving the Dream.

For more information, visit www.mdcinc.org or call 919.381.5802