Motivation:
- Almost 70 percent of entering undergraduate students at community colleges require remediation (Chen, 2016).
- Underrepresented students are more likely to be enrolled in remedial coursework on the pathway to a postsecondary degree (Jimenez, Sargrad, Morales, & Thompson, 2016) and such coursework poses significant opportunity costs for students (Melguizo, Hagedorn, & Cypers, 2008; Bailey, 2009; Crisp & Delgado, 2014).
- Since 2006, California has implemented multiple policies that address access to postsecondary education (Ching, Ngo & Melguizo, 2019; Velasquez, 2019).
- California prioritizes local governance and autonomy, which provides an interesting context to understand state-wide policy initiatives that affect developmental education and postsecondary access.

Research Questions:
- What are the policy initiatives related to developmental education in California?
- How do these policy initiatives interact towards promoting student success outcomes?

Theoretical Frame:
- Policy coherence centers the role of process and emphasizes the “contingent nature” of policy implementation as campuses and districts continually negotiate between their internal circumstances and external demands (Honig & Hatch, 2004).
- We borrow from K-12 literature and adapt a policy coherence framework to develop an understanding of how the developmental education policy initiatives interact.

Findings:
- We conceptualize the nine different developmental education initiatives as acting on four different barriers to student success outcomes (financial, geographic, academic, and temporal) and acting at two different levels (the student perspective and organizational perspective).
- Developmental education reform initiatives are concentrated at the organizational level, with an emphasis on adding academic barriers to student success.
- The majority of reforms are unfunded. Of the four that are funded, only one provides financial assistance directly to students, while most funding is provided to institutions to reduce academic barriers to student success.

Recommendations:
- Following a policy coherence framework, we expect differential impacts of the reforms based on policy tool type, funding, and barrier type as negotiated through an on-going process within the specific context of each campus and district. Future research is needed to test this hypothesis.
- Due to the inter-related nature of the reforms and the contextualized negotiations each campus and district engages in to process the external demands of reforms, future research should examine the developmental initiatives in concert rather than individually.
- Policymakers should consider the levels of action, barriers to student success, and distribution of funding to craft targeted and balanced developmental education initiatives.

References: