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Community college students who are predicted to struggle in credit-bearing math are typically assigned to zero-credit developmental/remedial math courses. Current evidence, including randomized controlled experimentation, suggests that corequisite remediation is the most successful path for students to earn credit. In a corequisite model, developmental support is offered while the students are enrolled in credit-bearing math courses, rather than prior to credit-bearing enrollment. While corequisite remediation being the most successful known path to credit, some students still fail these courses. Data from 5,000 students enrolled in corequisite math courses at eight associate-granting colleges indicate students who fail corequisite math have academic struggles beyond math. In this preliminary report, we will discuss what we learned about students who fail corequisite math courses and suggest how we might improve their outcomes. (Received September 24, 2018)