

REMEDIAL EDUCATION - OTHER STATES' EFFORTS

This memorandum provides information regarding other states' efforts in the area of remedial education.

ARKANSAS

In 2007 the Arkansas General Assembly enacted the Voluntary Universal ACT Assessment Program Act. The Act requires the Arkansas Department of Education to establish a voluntary universal ACT assessment program that provides each student in grade 11 with the opportunity to take the ACT examination while in grade 11 without any charge by using school district funding to pay for the examinations. The program, which is to begin with the 2008-09 school year, is to:

- Improve the college readiness of all students in grade 11.
- Prevent or minimize the continued remediation of students entering Arkansas higher education institutions.
- Advance the number of students, including students of low income, English language learners, and minority students, taking the ACT examination while in grade 11 to increase the number of first generation college students.
- Increase the college participation rates among all racial and ethnic groups.
- Improve preparation for college and the workforce.
- Improve the course selection patterns of high school students.
- Support students participating in Smart Core, a college preparation core curriculum, by providing a baseline for their college and workforce readiness and an opportunity to benefit from earlier remediation.
- Provide a link between what students have learned, what they need to learn, and what is necessary in order to be college or workforce ready, or both, by providing expectations and measuring their progress.

COLORADO

In 2005 the Colorado General Assembly enacted legislation providing that beginning in the spring of 2006 the Commission on Higher Education is to send an annual notice concerning college preparatory courses to the parent of every grade 11 student prior to the start of grade 12 if the student took the ACT examination. The notice is to include:

- A detailed description of what constitutes an inadequate score in mathematics, reading, or writing based on the higher education admission guidelines established by the commission.

- Information regarding a student's ability to take basic, precollegiate courses while enrolled in a public high school.
- Notice that a student's parent may contact the student's school to develop a plan for the student to address the coursework needed to meet the higher education admission guidelines established by the commission.

The legislation also requires local school boards and the state charter school institute to provide the opportunity for a student enrolled in a public school or a charter school to develop a plan for academic remediation upon request of a student's parent.

ILLINOIS

In 2007 the Illinois General Assembly enacted legislation to create a three-year pilot college and career readiness pilot program. Under the program, the Illinois Community College Board is to select four community colleges to partner with local high schools to develop college and career readiness strategies and college readiness teams. The board is to also work with the ACT organization to analyze up to 10 courses at each participating community college for purposes of determining student placement and college readiness. The goals of the program are to:

- Diagnose college readiness by developing a system to align ACT examination scores to specific community college courses in developmental and freshman curriculums.
- Reduce remediation by decreasing the need for remedial coursework in mathematics, reading, and writing at the college level through increasing the number of students enrolled in a college preparation core curriculum, assisting students in improving college readiness skills, and increasing successful student transitions into postsecondary education.
- Align high school and college curriculums.
- Provide resources and academic support to students to enrich the senior year of high school through remedial or advanced coursework and other interventions.
- Develop an appropriate evaluation process to measure the effectiveness of readiness intervention strategies.

The 2007 Illinois General Assembly also enacted legislation to create an Illinois P-20 Council to develop a statewide agenda that will move the state toward the common goals of improving academic achievement, increasing college access and success, improving use of existing data and measurements, developing improved accountability, promoting lifelong learning, easing the transition to college, and reducing remediation. The council is composed of 27 members, including:

- The Governor or his designee.
- Four members of the General Assembly.
- Six at-large members appointed by the Governor representing civic leaders, local government, trade unions, nonprofit organizations or foundations, parents' organizations, and education research.
- Five members appointed by statewide business organizations and business trade associations.
- Six members appointed by statewide professional organizations and associations representing kindergarten through grade 20 teachers, community college faculty, and public university faculty.
- Two members appointed by associations representing local school administrators and school board members.
- One member representing community colleges.
- One member representing four-year independent colleges and universities.
- One member representing four-year public universities.

INDIANA

In June 2007 the Indiana Higher Education Commission released a strategic plan for higher education in the state. One of the goals included in the plan is to ensure that all recent high school graduates are prepared to immediately start, and succeed in, college level courses. The commission identified the following objectives relating to the goal:

- Indiana's colleges and universities should continue to work with high schools to align the quality and consistency of the Core 40 curriculum, Indiana's college preparation curriculum, with the first year of college to ensure high school students understand higher education expectations and are prepared to succeed. Beginning with the class of 2011, the Core 40 curriculum will be the high school curriculum for all students in Indiana as well as the minimum course requirement for Indiana's public universities.
- Indiana's colleges and universities should encourage more students to pursue the Core 40 curriculum with academic honors or technical honors so by 2011 at least 50 percent of Indiana's high school students are enrolled in one of these advanced programs.
- Indiana's colleges and universities should work with Indiana's high schools to expand dual credit and advanced placement opportunities to every high school by 2010 as a bridge between high school and college.

KENTUCKY

The state of Kentucky has created a Kentucky Developmental Education Task Force responsible for developing a plan for reducing the number of traditional and nontraditional students coming to

postsecondary education underprepared and improving the success rates of underprepared students admitted to Kentucky higher education institutions. The task force worked with state and national experts, reviewed current practices and research on best practices, and developed the following six core recommendations to address both the challenge of reducing the number of underprepared students and increasing the success of underprepared students:

- Update college admissions regulations - The state's policy on college admissions should be revised to define standards for college readiness and to require implementation of best practices in college developmental student support.
- Create an integrated accountability system tied to performance funding - The Council on Postsecondary Education and the Kentucky Board of Education should create an accountability system with shared rewards and consequences for colleges and kindergarten through grade 12 districts.
- Fund infrastructure improvement - The state should fund an infrastructure improvement program to provide initial support to higher education institutions to raise the quality of their programs to best practice standards.
- Align college readiness standards and tie to educator professional development - Current college developmental educators, adult educators, and kindergarten through grade 12 teachers must receive high-quality professional development tied to a common understanding of current standards for college readiness and aimed at increasing their ability to produce college-ready students.
- Link educator preparation to college readiness - Kindergarten through grade 12 educator preparation programs should include components explicitly designed to prepare kindergarten through grade 12 teachers and school leaders to effectively use assessments to diagnose and address learner problems in literacy and mathematics that stand in the way of college readiness.
- Develop early student interventions - The state of Kentucky should convene the appropriate agencies to develop a catalog of teacher support and student learning resources and strategies targeting interventions in middle school, early high school, and the high school senior year to accelerate learning by students scoring below college readiness standards.

OHIO

In 2006 the Ohio General Assembly enacted legislation providing that Ohioans must be prepared to apply increased knowledge and skills in the workplace and to adapt their knowledge and skills quickly to

meet the rapidly changing conditions of the 21st century. The legislation provides that the goal of Ohio's system of elementary and secondary education is to prepare all students for and seamlessly connect all students to success in life beyond high school graduation regardless of whether the next step is entering the workforce, beginning an apprenticeship, engaging in postsecondary training, serving in the military, or pursuing a college degree. The legislation provides that beginning with students who enter the ninth grade for the first time on or after July 1, 2010, the requirements for graduation from every public and chartered nonpublic high school include the following 20 units that are designed to prepare students for the workforce and college:

English language arts	Four units
Health	One-half unit
Mathematics	Four units, including one unit of Algebra II or the equivalent of Algebra II
Physical education	One-half unit
Science	Three units, including one unit of physical sciences, one unit of biology, and one unit of advanced study
Social studies	Three units, including one-half unit of American history and one-half unit of American government
Any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education, or English language arts, mathematics, science, or social studies courses not otherwise required	Five units

The legislation also provides that stronger coordination between high schools and higher education institutions is necessary to prepare students for more challenging academic endeavors and to lessen the need for academic remediation in college, thereby reducing the costs of higher education for Ohio's students, families, and the state. The State Board of Education, Ohio Board of Regents, and the Partnership for Continued Learning are to develop policies to ensure that only in rare instances will students who complete the Ohio core curriculum require academic remediation after high school.

TEXAS

On December 16, 2005, Governor Rick Perry issued an executive order encouraging the creation of college readiness standards and programs for Texas public school students to ensure their academic success as well as the economic health of the state. The order mandated cooperation between public education and public higher education to enhance

college readiness standards and programs to increase availability of information and opportunities for excellence in Texas education.

In response to the executive order and concerns expressed by members of the Texas Legislature regarding college readiness and preparation, the commissioner of education and the commissioner of higher education created a college readiness work plan that provided steps to define college readiness expectations and standards, align exit-level high school requirements with entry-level postsecondary expectations, align curriculum, and increase college awareness.

In 2006 the Texas Legislature enacted legislation to create a state P-16 Council consisting of the commissioner of education, commissioner of higher education, commissioner of the Department of Assistive and Rehabilitative Services, and the executive director of the Texas Workforce Commission. The P-16 Council was to provide recommendations to the commissioner of education and the Texas Higher Education Coordinating Board regarding a strategic action plan for ensuring college readiness. The plan was required to include:

- Definitions of standards and expectations for college readiness that address the knowledge and skills expected of students to perform successfully in entry-level courses offered at institutions of higher education.
- A description of the components of a P-16 individualized graduation plan sufficient to prepare students for college success.
- The manner in which the Texas Education Agency should provide model curricula for use as a reference tool by school district employees.
- Recommendations to the Texas Education Agency, State Board of Education, and Texas Higher Education Coordinating Board regarding strategies for decreasing the number of students enrolling in developmental coursework at higher education institutions.
- Recommendations to the State Board for Educator Certification regarding changes to educator certification and professional development requirements that contribute to the ability of public school teachers to prepare students for higher education.
- Any other elements that the commissioner of education and the Texas Higher Education Coordinating Board suggest for inclusion in the plan.

As a result of the legislation, the P-16 Council developed a P-16 college readiness and success plan with the objectives and action items aimed at ensuring that all students are academically prepared for postsecondary opportunities in the new millennium. The following is a summary of the objectives and action items:

Objective	Action Items
<p>Define standards and expectations for college readiness for the state that address what students must know and be able to do to succeed in entry-level college and university courses and in the skilled workforce</p>	<p>Select secondary and postsecondary education faculty to serve on review committees that recommend college readiness standards and expectations in the areas of writing, critical thinking, reading, mathematics, science, and social studies</p> <p>Arrange meetings for faculty committees from higher education and public education to discuss and recommend college readiness standards and expectations</p> <p>Present expectations for statewide review and comment by faculty, business, public, and other stakeholders, including the State Board of Education and other state and local policymakers</p> <p>Obtain endorsement of college readiness standards and expectations by the P-16 Council</p> <p>Present standards to appropriate Texas Higher Education Coordinating Board subcommittees, commissioner of education advisory committees, and representatives of the Texas Industry Clusters Initiative for discussion</p> <p>Present college readiness standards to the Texas Higher Education Coordinating Board and commissioner of education for adoption</p> <p>Hold statewide forums that include workforce and industry representatives to discuss implications surrounding implementation of the college readiness standards</p> <p>Develop components of a P-16 individualized graduation plan sufficient to prepare students for college success</p>
<p>Align exit-level assessments of public education with entry-level expectations of higher education and the skilled workforce</p>	<p>Review public education exit-level assessments and higher education and skilled workforce entry-level expectations for gaps in knowledge and skills</p> <p>Evaluate the need and use for multiple higher education admissions standards</p> <p>Evaluate the need for and the use of multiple placement assessments</p>
<p>Provide high school graduation requirements that academically prepare students, including those with special needs, for success in college and university courses, career pursuits, or advanced training</p>	<p>Develop strategies and parameters for the alignment of P-12 curriculum and higher education curriculum in core subjects</p> <p>Consult with the State Board of Education about increasing the rigor of the high school curriculum by requiring 4x4x4x4 (English/language arts, mathematics, science, social studies)</p> <p>Jointly develop strategies to decrease the number of students entering developmental education programs at institutions of higher education</p>
<p>Establish sound accountability measures for college readiness in public education and for persistence and timely graduation in higher education</p>	<p>Consider requirement for an annual joint accountability report reflecting "college readiness" of the P-12 system and "student readiness" of higher education</p> <p>Require the Texas Education Agency to report a series of college readiness measures by school district on an annual basis</p> <p>Require the Texas Education Agency and the Texas Higher Education Coordinating Board to review the current method that school districts use to publish college remediation rates and other college-related data for students as provided by the Texas Higher Education Coordinating Board</p> <p>Require the Texas Higher Education Coordinating Board to develop P-16 accountability measures for higher education institutions in Texas</p>

Objective	Action Items
Increase college awareness and create a college-going culture in every school in Texas	Develop a coordinated outreach strategy for developing a college-going culture for students and parents across the state
	Develop strategies to provide access to postsecondary learning opportunities for every student graduating from high school
Prepare education professionals in public and higher education to assist students, including those with special needs, in meeting college readiness and skilled workforce expectations and standards	Incorporate college readiness training into educator preparation program training
	Provide preservice and inservice training opportunities to P-12 educators
	Provide professional development opportunities to higher education faculty
Coordinate college readiness and success plan objectives with strategies for persistence and timely graduation included in the Texas Higher Education Coordinating Board's "closing the gaps" plan	Develop curricula for use as a reference tool by school district employees
	Develop a course redesign plan under which higher education institutions will review and revise entry-level lower division academic courses in efforts to improve student learning and reduce cost of delivery through innovative uses of technology
Provide greater access to student academic preparation programs, including challenging advanced academic courses and programs in all public high schools in Texas	Require the Texas Higher Education Coordinating Board to develop student success projects that support the goals of the "closing the gaps" plan
	Ensure that core curriculum courses offered for dual credit satisfy the requirement that they "meet and exceed" the Texas essential knowledge and skills curriculum
	Standardize the extent to which advanced placement and international baccalaureate courses are accepted for college credit throughout the state
	Pursue additional federal grant opportunities, including advanced placement and science and mathematics access to retain talent (SMART) grants
	Increase access to advanced academic courses statewide by expanding distance-learning offerings and eliminating institutional and communication barriers to dual-credit attainment
	Develop plan for maximizing academic preparation for college for all students during senior year

WASHINGTON

The state of Washington's *2004 Master Plan for Higher Education* calls for defining college readiness in mathematics, science, English, world languages, social studies, and arts. In 2005 the Washington Legislature provided funding for the Higher Education Coordinating Board to define college readiness in English and science in collaboration with kindergarten through grade 12 and higher education institutions and stakeholders. A similar effort was already underway for mathematics.

In January 2006 the Higher Education Coordinating Board began Phase 1 of the English and the science college readiness project by engaging content development teams composed of secondary teachers and college faculty to define the skills and knowledge that students need to be

prepared for entry-level general education coursework. After 11 months of extensive development, writing, reviewing, and editing of draft documents, the content development teams produced preliminary college readiness attributes and definitions. In January 2007 the Higher Education Coordinating Board approved the preliminary English and science college readiness definitions.

At the present time, the Higher Education Coordinating Board is seeking state and private funds to continue with Phase 2 of the English and science college readiness project which would establish cross-sector teams of teachers to pilot the use of the college readiness definitions in 11th and 12th grade classrooms.