## Connecticut Public Act 12-40

## An Act Concerning College Readiness and Completion

Topics: Remediation, Placement, High School/College Alignment

#### What is Public Act 12-40?

- In 2012, a law was passed directing public community colleges and state universities to reconfigure how remedial/ developmental education is delivered.
- It also requires public high schools to align their curriculum as described by the Common Core State Standards to ensure that graduates are ready for college level work.

#### What it is NOT:

- It does NOT eradicate remedial/developmental education.
- It does NOT restrict access to community colleges or state universities.
- It does NOT prevent students from enrolling in courses that do not have English or math as prerequisites.
- It does NOT affect ELL/ESL programs.

#### Why was this law needed?

- About two-thirds of students entering our community colleges and one-fifth of students entering our state universities are placed into remedial and developmental math and/or English courses.
- Common methods of remedial education are not successful for the majority of students. Only 8% of community college students taking remedial courses earn a credential within three years.
- African American, Hispanic and low-income students are disproportionately enrolled in remedial and developmental courses (72%, 70%, and 71% respectively, compared to 56% for white students and 29% for non-low-income students).

### How will remedial/developmental education be delivered as a result of this law?

- The general levels of courses will include the following:
  - 1. College-level
  - 2. College-level with embedded support
    - This is "just in time" assistance provided to students needing additional assistance with the content while they are taking the college-level course.
    - This turns the remedial content into a co-requisite rather than a pre-requisite.
    - Additional credit hours may be added to courses to accomplish this
  - 3. Intensive College Readiness Program OR one semester of a remedial course
    - These developmental courses that will prepare students to be ready to take a college-level course with embedded support within one semester.
- Currently, faculty at the community colleges and the state universities are working together with support through the College Access Challenge Grant administered by the Board of Regents central office to develop the courses described above in numbers 2, 3, and 4. These courses will be developed during the spring of 2013 and piloted during the 2013-14 academic year.

# When will colleges and universities need to finish re-tooling their remedial/developmental offerings?

• By the fall of 2014.

### How will students be placed into the courses?

• The law requires that students' readiness to enter into entry-level courses be based on "multiple measures." This means that placement into courses will need to be determined by other factors than just an SAT or Accuplacer score. The Board of Regents for Higher Education will be working with campus faculty and national experts to research and determine these measures. Examples of other factors that will be considered are high school grade point average (GPA), high school course-taking patterns and performance, and Smarter Balanced assessments when they become available. Faculty will participate in establishing competency levels for student learning.

### Will this work? How will we know?

• Similar methods of developmental education have been implemented in institutions in Connecticut and across the country with success. The Board of Regents and ConnSCU institutions will be tracking the outcomes of students to evaluate the success of the new models to determine the best programs for full implementation and ongoing program improvement.

# What is being done to improve the college readiness of students that are graduating from Connecticut's public high schools?

- Common Core State Standards The State Board of Education approved a new set of learning standards in math and English Language Arts in the summer of 2010 known as the Common Core State Standards. These are standards developed by education experts across the country that are internationally benchmarked. Students achieving these standards are considered to be on-track to be college-ready. Since their adoption, districts across the state and country have been revising curriculum and shifting instruction within their classrooms in order to better prepare students to be college ready. Full implementation of the standards within Connecticut classrooms is anticipated by the 2013-14 school year.
- 12th Grade Alignment of math and English Curricula with College Courses Recognizing that many of our high school students will not meet college-readiness standards because they will not have had the benefit of multiple years of the Standards, Connecticut State Colleges and Universities, as well as other higher education institutions, have been partnering with priority school districts to redesign 12th grade math and English courses in order to minimize remediation needs.
- *Teacher Preparation* The Educator Preparation Advisory Council (EPAC) was established by the State Board of Education with membership from both K-12 and higher education is developing policy recommendations in April 2013 to the Board and the legislature on ways to improve teacher preparation, ultimately improving the outcomes of our K-12 students.