



POSTSECONDARY ACCELERATION

Remediation

Replace outdated developmental and remedial education with college credit bearing options paired with intensive supports. Adopt co-requisite remediation programs or offer remediation to learners before they graduate high school.



California

In 2017 the California Legislature passed AB 705, requiring a community college district or college to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and to use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades or high school grade point average. The bill also authorizes the Board of Governors to establish regulations governing the use of measures, instruments and placement models to ensure that these achieve the goal of maximization.

Of particular note, the bill acknowledges that college remedial programs were seeing an over-representation of students of color based on previous assessments used for placement.

OPPORTUNITY TO STRENGTHEN

California can expand AB 705 Title 5 Section 55522(c)(2) to include state universities and their placement assessments used for entry-level English and math courses.

RESOURCES

- [Success Center for California Community Colleges](#)

POLICIES

- [CA Education Code Sec. 78213](#). Student Matriculation
- [CA Code of Regulations Sec. 55522](#). English and Mathematics Placement and Assessment
- [AB 705](#). Seymour-Campbell Student Success Act of 2012
- [About AB 705](#)



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Tennessee

Tennessee's Board of Regents (TBR) has pioneered the concept of co-requisite remediation. Co-requisite remediation places students in supplemental learning support classes while also enrolling them in their first credit bearing courses.

TBR has also implemented the Seamless Alignment and Integrated Learning Support (SAILS) program. SAILS targets students who have not achieved college readiness benchmarks by introducing the college developmental curriculum into the senior year of high school. Developed by K–12 teachers and higher education faculty, SAILS embeds the TBR Learning Support competencies into the senior year Bridge Math, helping students to begin their higher education career prepared for credit bearing coursework. SAILS is not in legislation but is a recurring line item in the budget.

The TN Promise Summer Bridge Program is a remediation support for students utilizing Tennessee Promise. The Summer Bridge Program, hosted by the community colleges, is a free three-week program designed to help incoming students start on a more college-ready level, both academically and socially. On the last day of the program, students have a chance to test out of learning support courses at the college they plan to attend.

OPPORTUNITY TO STRENGTHEN

Tennessee can implement co-requisite remediation in the senior year of high school so that students not only are able to place out of remediation but also can earn college credit. Tennessee can assess the structure and impact of the SAILS program. Research has revealed that while this program has eliminated students' delay in entering college-level courses, this program has not improved math achievement, nor does it increase the likelihood a student will pass college math.

RESOURCES

- [Co-Requisite Remediation](#)
- [SAILS](#)
- [Summer Bridge Program](#)
- [Center for Education Policy Research Evaluation of SAILS](#)

POLICIES

N/A



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Texas

In 2017, Texas passed HB 2223, which requires the use of a co-requisite remediation model. Co-requisite remediation places students in college-level, or gateway, English and math courses but pairs those courses with additional supports. The law gave all of the state's public colleges and universities that have developmental education programs until 2018 to have 25 percent of their developmental students enrolled in a co-requisite course. The mandate increased to 50 percent by 2019 and to 75 percent by 2020.

OPPORTUNITY TO STRENGTHEN

Implementation of HB 2223 is still in its earlier stages, so understanding (via research) the impact of the policy on student success, persistence and attainment is critical to evaluating improvements in student supports. From an equity perspective, the state can analyze which students are faring better than others and target additional supports to bolster their efforts.

RESOURCES

N/A

POLICIES

- [HB 2223](#). Texas Success Initiative