

REMEDIATION

Remediation Model Policy



This model policy outlines three approaches to supporting remedial education for learners: Multiple Measures of Placement, Co-Requisite Courses, and Summer Bridge Programs. Remediation policy, however, should be accompanied with strong policies that are working to address the underlying reasons for students requiring remediation. The ultimate goal of remediation is to become obsolete, but it serves a valuable role for learners currently transitioning across K-12 into postsecondary.

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1. *Multiple measures of placement requires that postsecondary institutions have a variety of methods through which the student can show readiness for the entry-level (gateway) coursework.*
2. *Co-requisite remediation provides just-in-time support as the student is simultaneously enrolled in the credit-bearing entry-level course (often known as a gateway course).*
3. *Summer bridge programs provide academic (and often social) preparation supports for incoming postsecondary freshman who have not yet met the eligibility criteria for postsecondary courses.*

These three approaches can be implemented in tandem or independently. For a holistic approach to remediation, however, it is recommended that they all be implemented concurrently.

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Be It Enacted by the Legislature of the (state):

SECTION 1. DEFINITIONS

As used in this section, the terms have the following meanings

- (1) "Corequisite course" is defined as a course that includes enhanced academic supports, such as additional hours of instruction, tutoring, mentoring, or advising that awards credit for a gateway course
- (2) "Gateway course" is defined as entry-level coursework that is required for all learners to complete within their chosen major or institution core requirements.



- (3) “Institution of Higher Education” means
 - (a) a public or private non-profit university or college, community college, local district college, or area technical college; or
 - (b) a postsecondary career and technical education program.
- (4) “Remedial support” is defined as the courses or supports necessary to help a student become prepared to succeed in postsecondary. Remedial supports include items such a co-requisite course or summer bridge program.
- (5) “Summer Bridge Program” is defined as a single or multi week program offered by a public postsecondary institution for learners who require remedial supports.

SECTION 2. POSTSECONDARY READINESS DEFINITION

- (1) Establish a cross-sector group comprised of, at a minimum, (*department of education*) and (*higher education coordinating body*) to develop and agree on a common definition of postsecondary readiness by (*date*).
- (2) The definition of postsecondary readiness shall be used in the development of the multiple measures placement policy outlined in Section 3.
- (3) All applicable documents for the (*department of education*) and (*higher education coordinating body*) shall be updated to reflect the postsecondary readiness definition.
- (4) The cross-sector group shall bi-annually analyze the data released in the report outlined in Section 5 to update the definition as necessary.

SECTION 3. MULTIPLE MEASURES OF PLACEMENT

- (1) The (*higher education coordinating body*) to shall develop a policy that allows a student to use multiple measures to demonstrate postsecondary readiness by (*date*). The policy must include multiple opportunities for students that are based in research. The (*higher education coordinating body*) to shall ensure the comparability of the placement metrics or assessment tests for the purpose of providing consistent reporting.
- (2) The policy must prohibit the placement of a student in remedial support based on a single instrument or assessment and must be designed to maximize the likelihood that a student will complete gateway courses in English and Mathematics within one year.
- (3) Every public institution of higher education must implement the by (*date*). The institution that enrolls the student shall select which metric measures to use from among those that meet the standards established in the (*higher education coordinating body*) policy and may administer any supplemental measures already not utilized in high school.
- (4) The (*higher education coordinating body*) shall analyze the results of the multiple measures policy and include information in the (postsecondary readiness) report outlined in Section 6.



- (5) Students who do not meet the requirements for postsecondary coursework and require remedial support shall be placed either in co-requisite coursework outlined in Section 4 or a summer bridge program outlined in Section 5.

SECTION 4. CO-REQUISITE COURSEWORK

- (1) All public institutions of higher education shall develop and implement a corequisite model for all learners who require remedial support by *(date)*. In corequisite coursework a student concurrently enrolls in just-in-time supports such as a supplemental education course and a gateway course in the same subject area for each subject area for which the student has not met the requirements for postsecondary coursework. The corequisite model must include Mathematics and English gateway courses.

SECTION 5. SUMMER BRIDGE PROGRAM

- (1) The *(higher education coordinating body)* shall implement a summer bridge program grant for public postsecondary institutions by *(date)*.
- (2) Postsecondary institutions shall be eligible to submit an application for X dollars annually to implement the summer bridge program.
- (3) In a summer bridge program students gain access to academic (math, English or both) support and the opportunity to re-test at the conclusion of the program to determine if they place out of remedial support. Programs can also provide social and social-emotional supports for learners transitioning to postsecondary.
- (4) The *(higher education coordinating board)* shall analyze the results of the summer bridge program and include information in the (postsecondary readiness) report outlined in Section 6.

SECTION 6. POSTSECONDARY READINESS

- (1) By *(date)* of each year, the *(higher education coordinating body)* shall report to the *(Governor, legislature)* on postsecondary readiness in the state. The report shall include, at a minimum, the following information broken down by region, district, and student demographics:
 - (a) Percent of students meeting/not meeting the postsecondary readiness benchmark (through the multiple measures policy) broken down by the measures
 - (b) Student placement and completion rates of co-requisite remediation courses broken down by English and Math gateway courses
 - (c) Student placement and completion rates of summer bridge programs
 - (d) Persistence of students who required remediation, and those who did not, in continuing education by year and completing their certificate or degree
- (2) The report shall include recommended changes or additional measures to be added to the multiple measures policy.



- (3) The *(higher education coordinating body)* shall by *(date)* update the multiple measures policy to reflect recommendations included in the report, as applicable.

SECTION 7. EFFECTIVE DATE

This act shall take effect upon becoming a law.

