

Ten-Year Roadmap
Activity Work Plan
February 25, 2013
READINESS: Remedial

| Challenge Area | Student Readiness |
|------------------------------------|--|
| Planning Activity | <i>Strategies to reduce the number of students requiring precollege coursework, and to accelerate the progression of those in precollege courses into college credit-bearing courses.</i> |
| Lead Council Members | <ul style="list-style-type: none"> • Scott Brittain • Ray Lawton |
| Council Staff Team | Noreen Light (Lead) 360.753.7811 noreenl@wsac.wa.gov Jim West Randy Spaulding |
| External Work Group Members | <ul style="list-style-type: none"> • College Spark – Christine McCabe • Council of Presidents – Jane Wall • Education Research and Data Center – Melissa Beard • Faculty Association of Community and Technical Colleges – Phil Venditti • Independent Colleges of Washington – Vi Boyer and Curt Guaglianone (Heritage University) • Northwest Career Colleges Federation – Gena Wikstrom • Office of Superintendent of Public Instruction – Alan Burke • State Board for Community and Technical Colleges – Bill Moore • State Board of Education – Linda Drake • Workforce Training and Education Coordinating Board – Bryan Wilson and Justin Montermini |

Scope

Policy Issues:

- *By 2020, 64% of jobs, nationwide, will require postsecondary education¹. Students who are not adequately prepared when they arrive at college are less likely to persist and complete, and cannot acquire the skills and knowledge necessary to meet the needs of employers.*
- *In 2010-11, of the 77,133 students enrolled in state-supported pre-college math and English courses, 45% were 21 years of age or younger². About three out of five recent*

¹ Workforce Training and Education Board. (2012). High Skills High Wages: Washington’s 10-year Strategic Plan for Workforce Development.

² Prince, D. (2012). Role of Pre-College (Developmental and Remedial) Education 2009-10 Public High School Graduates Who Enroll in Washington Community and Technical Colleges in 2010-11.

high school graduates who enter the community and technical college system enroll in pre-college (remedial³) coursework in English, mathematics or both. Students who are not adequately prepared when they arrive at college are less likely to persist and complete.

Question(s) to be Addressed:

- 1. Are currently used placement assessment tools correctly placing students in pre-college versus college-level coursework? If not, what strategies could be employed to increase appropriate placement?*
- 2. What actions are needed in K-12 to reduce the number of recent high school graduates who require remedial instruction?*
- 3. Will full funding of Basic Education support the actions identified above?*
- 4. What can be done now to optimize the allocation of existing remedial education resources?*
- 5. What actions are needed to improve workforce readiness and college success for returning students (those more than three years removed from HS graduation) who enroll in precollege courses?*

Methods

Quantitative:

Data from OSPI, SBCTC, Public and Private four-year institutions, and the Education Research and Data Center on completion of college entrance requirements in high school and remediation in college.

Data from the Community College Research Center and National Center for Postsecondary Research on placement assessment and practices that accelerated student progression into college credit-bearing coursework.

Data from Common Core and Smarter Balanced on assessing student college readiness.

Data from Workforce Training and Education Coordinating Board on career readiness.

Qualitative:

Review of relevant literature.

Student and faculty focus groups.

Key Stakeholders: *Governor's Office, Legislators, Superintendent of Public Instruction, State Board for Community and Technical Colleges, Washington PTA, Washington Teachers Association, American Federation of Teachers, and Washington Education Association.*

³ Working definition: Remedial is defined as pre-college coursework necessary to prepare recent high school graduates for college-level work.

Schedule:

| Task | Complete By (month/day) |
|---|--------------------------------|
| 1. Review work plan with policy coordinator and communications staff. | 1/30 |
| 2. Review Work plan with Council Leads (phone meeting) | 2/1 |
| 3. Workgroup member meeting and assignments (meeting) | 2/15 |
| 5. Workgroup member reporting out via email by 21 st (meeting and briefs from members) | 2/21 |
| 6. Draft Issue Briefing for review by Workgroup and Lead Council Members | 2/25 |
| 7. Work group meeting: Review of Draft Issue Briefing | 03/01 |
| 8. Revised Issue Briefing for Council and Stakeholder review | 3/8 |
| 9. Final Edits | 3/14 |
| 10. Draft briefing transmitted to Council and posted to Web | 3/19 |
| 11. Presentation to Council Staff and panel | 3/26 |
| 12. Work group meeting: Review of Council discussion and additional assignments | 3/29 |
| 13. Draft policy recommendations (including metrics) for review by Lead Council Members and External Work Group Members | 4/17 |
| 14. Work group meeting: Review of Draft Policy Recommendations | 04/23 |
| 15. Revised policy recommendations. | 5/3 |
| 16. Final Edits | 5/10 |
| 17. Draft briefing transmitted to Council and posted to Web | 5/16 |
| 18. Presentation to Council Staff, Lead Council Members | 5/23 |
| 19. Draft Roadmap recommendation framework developed in consultation with Council and workgroup members | TBD |
| 20. Roadmap recommendation framework presented at Council retreat | October (TBD) |