Remedial Education: A Priority for States, A Necessity for Adults

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Getting Past Go

- Three year grant from Lumina Foundation for Education
- Partnership with Policy Research on Preparation, Access and Remedial Education (PRePARE) and Knowledge in the Public Interest

Key Activities:
- Database of state policies related to the funding, delivery and alignment of remedial education policy.
- Case studies to identify impact of policy on remedial education practice
- Community of Practice of remedial education leaders
- Policy Toolkits
- Technical Assistance to states
The Remedial Education Hurdle

• High percentage of students in remedial education
  40% of all students, 58% of community college students (Attewell et.al, 2006)

• Low college attainment rates
  Less than 25% of community college students in remedial education earn a degree in 8 years. (Bailey, 2008)

• High cost to students and state
  $2.3 – 2.9 billion. (Strong American Schools, 2008)
42 million have less than college education

Target Population (Exclusive Categories)

- ESL: High school diploma only or less—no or poor ability to speak English
  - 8,339,734
- Not Prepared for College or Work: High school diploma only, in families earning less than a living wage (not ESL)
  - 14,494,128
- No High School Diploma or Equivalent (not ESL)
  - 19,524,074

Note: Incarcerated population not separated out.
Source: U.S. Census Bureau, 2005 ACS; PUMS, Developed by NCHEMS

Getting Past Go
Using policy to improve developmental education and increase college success
The Higher Education to Workforce Maze

- Workforce Training Systems
- Adult Basic Education/ELL
- Drop Out
- Remediation
- HS Diploma
- Earn GED
- College-Level Courses
- Community College
- Earn Certificate or AA
- Remediation
- Four-year College
- Earn BA
- Earn Post-BA
- Enter Workforce
- Dual Enrollment
- Using policy to improve developmental education and increase college success
Remedial Education Policy Framework

- Workforce Development
- College Completion
- Productivity
- Cost Control
- Hurdles
- Policy and Strategy
- Data
- Assessment-Placement-Delivery
- Funding
- Performance and Measured Outcomes
- Continuous Improvement

Using policy to improve developmental education and increase college success
The Remedial Education Sequence

Assessment → Placement → Enrollment → Completion
Most Fail to “Get Past Go”

Progress on Remedial Sequence of ATD Students After 1 Academic Year

- Completed Sequence: 46%
- Partially Completed Sequence: 15%
- Did Not Begin Sequence: 40%

## Student Success in Remedial Education by Level of Remedial Math for ATD Institutions

<table>
<thead>
<tr>
<th>MATH: Levels Below College</th>
<th>Never enrolled in developmental education</th>
<th>Did not complete – never failed course</th>
<th>Did not complete – failed a course</th>
<th>Completed Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Level</td>
<td>37%</td>
<td>2%</td>
<td>17%</td>
<td>45%</td>
</tr>
<tr>
<td>Two Levels</td>
<td>24%</td>
<td>13%</td>
<td>32%</td>
<td>32%</td>
</tr>
<tr>
<td>Three Levels</td>
<td>17%</td>
<td>23%</td>
<td>44%</td>
<td>17%</td>
</tr>
<tr>
<td>Total</td>
<td>27%</td>
<td>11%</td>
<td>29%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Developing a Game Plan

- The Layup
  *Just short of the cut score (ACT 19-21)*

- The Three Pointer
  *1-2 levels below college-level (ACT 13 – 18)*

- The Half-Court Shot
  *3 or more levels below college-level (ACT Below 13)*
The Layup: Just Below College

Research Says:

• 37% never start sequence, 45% complete in math (Bailey, et.al., 2008)
• Students near cut score, take remediation – perform better than those who don’t take remediation. (Long and Bettinger, 2006)

Solution:

• Enroll borderline students into college level courses, with additional academic support.
• CC of Baltimore County – Accelerated Learning Program (English)
• Austin Peay University – Structured Assistance Program (Math)
The Three-Pointer: 1-2 levels below

Research Says:
• 45% start but don’t finish sequence, 32% complete in math (Bailey, et.al., 2008)

Solution:
• Customized, self-paced, competency-based program through use of technology and one-on-one support.
• Cleveland State (TN) – Do the Math Program (Math)

  *Increased completion, learning and enrollment in college-course. (Schutz, 2010)*

  AND DECREASED COSTS!
Research Says:

• 67% start, but don’t complete, 17% complete in math (Bailey, et.al., 2008)
• Little research on college completion of low-skilled. (Bailey, 2008)

Solution:

• Combine basic skills content with career, college-level courses.
• I-BEST at WA State Board of Community and Technical Colleges.

  Probability of credential 50% greater for I-BEST Students. (Jenkins, et.al., 2009)
  Benefits reaped by students in both ESL and ABE/GED programs. (Jenkins, et.al., 2009)
Other Promising Programs

• Arkansas Career Pathways Program
  *Uses TANF dollars to get students into postsecondary*

• FastTracks at Community College of Denver
  *Collapses two semesters of instruction into one*

• Ohio Board of Regents Stackable Certificates
  *Modularizes key skills for workforce and postsecondary readiness*

• Requiring full-time enrollment (Roksa, Jenkins, et.al., 2009)
  *Increases credit accumulation-aligned with college completion*
Policy Action

- Incorporate remedial education success in higher education accountability and performance based funding systems.
- Gather more data on participation and success of students in remedial and developmental education.
- Stronger partnerships between Adult Basic Education, Workforce Training and Remedial Education programs.
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