

Support SB 446

McGuire, Lightford, Jones, Sandoval

Developmental Education Reform Act

Developmental education, or remediation, was designed with good intentions – to help students who need additional skills development prepare before taking college-level math and English. However, today, too many college students spend valuable time and money on remedial courses they don't need and that don't count as college credit. **Inaccurate placement tests** and **long course sequences** derail students, sometimes before they even really begin college.

SB 446 builds on the effective practices currently in place at some Illinois community colleges and state policy like the PWR Act, which aims to reduce the number of high school graduates requiring developmental education, by scaling evidence-based practices that better place students into college-level math and English and better support students who do need skills development.

THE FACTS

46%

Of Illinois' high school graduates who enroll in community college are placed in remedial coursework in at least one subject

80%

Of the **60,000+** students who enroll in remedial coursework each year **won't earn a degree**

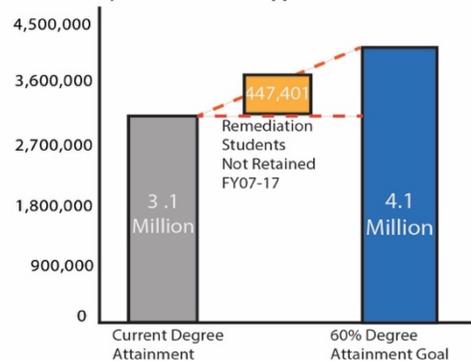
\$36 mil

Spent out-of-pocket on remedial education each year

THE OPPORTUNITY

To reach our state's 60x25 Goal, that **60% of adults in Illinois hold a high-quality degree or credential by 2025**, we must improve acceleration at all momentum points, including getting more students to and through college-level math and English. By reforming traditional remediation, we can help more students stay on-track to on-time degree completion and make a statewide push to meet the demands of an ever-increasing global economy.

Nearly Half the 60x25 Attainment Gap Could Be Filled By Students Who Stopped Out of Remediation



THE SOLUTION: SB 446

As a result of SB 446, students at all Illinois community colleges and universities will be able to make better use of their and their families spending and state and federal financial aid and also make on-time degree attainment more likely.

Multiple Measures

Colleges and universities will look at a student's full capability through **multiple stand-alone measures**, including high school GPA to place more students correctly and directly into college-level classes.

Co-Requisite Support

Colleges and universities will accelerate learning for students who truly need developmental education by using evidence-based **co-requisite support models** that could help roughly 4,000 and 6,000 more students complete college-level math and English each year, respectively.

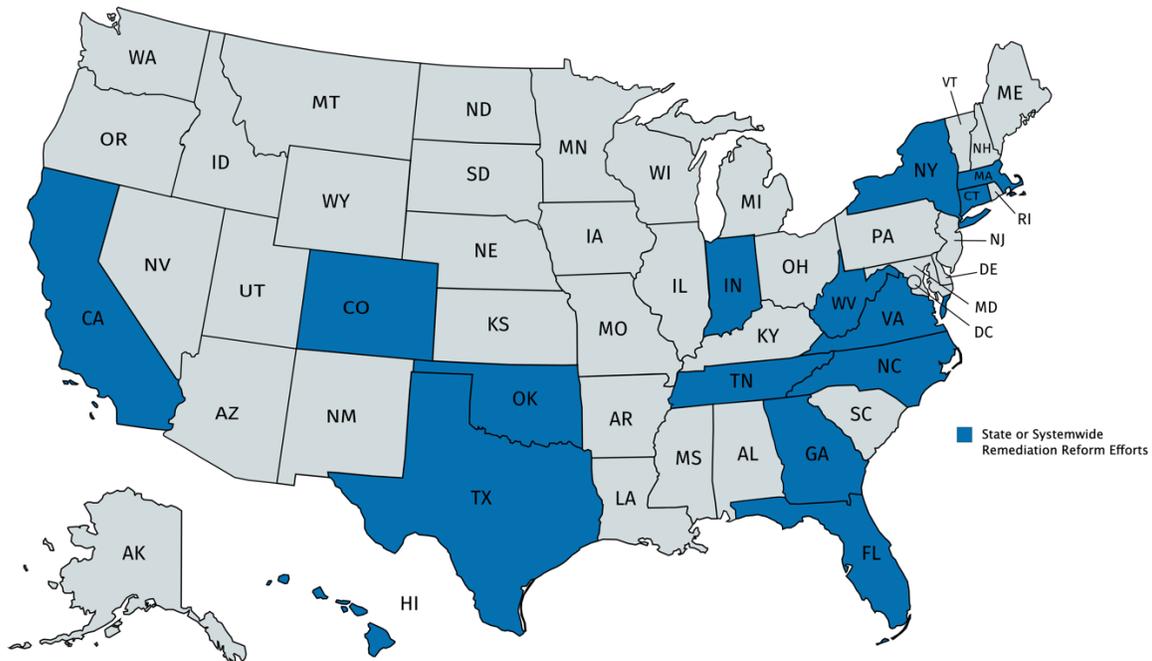
THE TIMELINE: SB 446

SB 446 requires the following implementation timeline for co-requisite support:

- For the 2021-2022 academic year, at least 25 percent of the institution's students who are enrolled in developmental coursework must be enrolled in co-requisite support;
- For the 2022-2023 academic year, at least 50 percent of the institution's students who are enrolled in developmental coursework must be enrolled in co-requisite support; and
- For the 2023-2024 academic year, and each subsequent academic year, at least 75 percent of the institution's students who are enrolled in developmental coursework must be enrolled in co-requisite support.

THE LEADERS

Illinois is not the first wave of developmental education reform. In fact, **SB 446** follows a growing list of states that are scaling multiple measures and/or co-requisite support or dismantling developmental education altogether.



Source: "50-State Comparison: Developmental Education Policies." Accessed February 11, 2019. <https://www.ecs.org/50-state-comparison-developmental-education-policies/>. "Corequisite Support." Complete College America. Accessed February 11, 2019. <https://completecollege.org/strategy/corequisite-support/>.

Support SB 446 and help more college students stay on track to earn a degree.

For more information please contact:

Emily Goldman
Policy Manager

egoldman@partnershipfcc.org

Sarah Labadie
Senior Policy Associate

slabadie@womenemployed.org


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