



House of Representatives

General Assembly

File No. 262

February Session, 2014

Substitute House Bill No. 5496

House of Representatives, April 1, 2014

The Committee on Higher Education and Employment Advancement reported through REP. WILLIS of the 64th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING HIGHER EDUCATION AND REMEDIAL SUPPORT.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10a-157a of the general statutes is repealed and
2 the following is substituted in lieu thereof (*Effective July 1, 2014*):

3 (a) For purposes of sections 10a-157a to 10a-157c, inclusive: (1)
4 "Connecticut's P-20 Council" means the state-wide council of
5 educators, business leaders and civic officials formed by Executive
6 Order Number 2A by Governor M. Jodi Rell in 2009 to build stronger
7 ties among educators and policymakers at all levels of education in
8 this state, from preschool to graduate school; and (2) "public institution
9 of higher education" means those constituent units identified in
10 subdivisions (2) and (3) of section 10a-1.

11 (b) Not later than the start of the fall semester of 2014 and for each
12 semester thereafter, if a public institution of higher education

13 determines, by use of multiple commonly accepted measures of skill
14 level, that a student is likely to succeed in college level work with
15 supplemental support, the public institution of higher education shall
16 offer such student remedial support that is embedded with the
17 corresponding entry level course in a college level program. Such
18 embedded support shall be offered during the same semester as and in
19 conjunction with the entry level course for purposes of providing the
20 student with supplemental support in the entry level course.

21 (c) Not later than the start of the fall semester of 2014 and for each
22 semester thereafter, if a public institution of higher education
23 determines, by use of multiple commonly accepted measures of skill
24 level, that a student is below the skill level required for success in
25 college level work with supplemental support, the public institution of
26 higher education shall offer such student one intensive semester of
27 remedial support that (1) is designed to provide such student with the
28 knowledge and skills necessary to be placed in an entry level course in
29 a college level program, and (2) such student may repeat subject to the
30 public of institution of higher education's course repeat policy.

31 [(c)] (d) Not later than the start of the fall semester of 2014 and for
32 each semester thereafter, if a public institution of higher education
33 determines, by use of multiple commonly accepted measures of skill
34 level, that a student is below the skill level required for success in
35 [college level work] an intensive semester of remedial support, the
36 public institution of higher education shall offer such student the
37 opportunity to participate in [an intensive] a transitional college
38 readiness program before the start of the next semester. Such student
39 shall complete such [intensive] transitional college readiness program
40 prior to receiving embedded remedial support, as provided in
41 subsection (b) of this section or intensive remedial support, as
42 provided in subsection (c) of this section. The Board of Regents for
43 Higher Education, in consultation with Connecticut's P-20 Council and
44 the faculty advisory committee to the Board of Regents for Higher
45 Education, shall develop options for [an intensive] a transitional
46 college readiness program.

47 [(d)] (e) Not later than the start of the fall semester of 2014 and for
48 each semester thereafter, [no] each public institution of higher
49 education shall offer [any] only remedial support, including remedial
50 courses, that is [not embedded with the corresponding entry level
51 course, as required pursuant to subsection (b) of this section, or offered
52 as part of an intensive college readiness program, except such
53 institution may offer a student a maximum of one semester of remedial
54 support that is not embedded, provided (1) such support is intended to
55 advance such student toward earning a degree, and (2) the program of
56 remedial support is approved by the Board of Regents for Higher
57 Education] authorized pursuant to subsections (b), (c) and (d) of this
58 section.

59 (f) In accordance with subsection (d) of this section and subsection
60 (a) of section 10-69, the Board of Regents for Higher Education may
61 enter into a memorandum of understanding with the State Department
62 of Education for the purpose of delivering a transitional college
63 readiness program that will enable adults to enroll directly in a
64 program of higher learning, as defined in section 10a-34, at an
65 institution of higher education upon completion of such program.

66 [(e)] (g) Not later than the start of the fall semester of 2014, the
67 Board of Regents for Higher Education, in consultation with
68 Connecticut's P-20 Council, shall report, in accordance with the
69 provisions of section 11-4a, to the joint standing committee of the
70 General Assembly having cognizance of matters relating to higher
71 education regarding (1) its recommendations concerning the successful
72 transition of adults returning to or first enrolling in a higher education
73 program at a public institution of higher education after spending time
74 in the workforce, and (2) the application of the provisions of sections
75 10a-157a to 10a-157c, inclusive, to each higher education program for
76 hearing impaired or deaf students offered by a public institution of
77 higher education.

This act shall take effect as follows and shall amend the following sections:

Section 1	July 1, 2014	10a-157a
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Statement of Legislative Commissioners:

In subsection (d), a reference to intensive remedial support was added, for accuracy.

HED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note**State Impact:** None**Municipal Impact:** None**Explanation**

The bill results in no fiscal impact as it is clarifying in nature.

The Out Years**State Impact:** None**Municipal Impact:** None

OLR Bill Analysis**sHB 5496*****AN ACT CONCERNING HIGHER EDUCATION AND REMEDIAL SUPPORT.*****SUMMARY:**

This bill increases the remedial support the four Connecticut State Universities and 12 regional community-technical colleges must offer to make students college-ready (see BACKGROUND). It requires these institutions to offer a tiered remediation system to eligible students using supports and programs that are both embedded in and independent of required coursework, beginning in the fall 2014 semester. Remediation tiers in the bill consist of (1) embedded support as described in current law (see BACKGROUND), (2) intensive semester support, and (3) a transitional college readiness program (see Tiered Remediation System below).

The bill also allows the Board of Regents for Higher Education (BOR) and the State Department of Education to enter into a memorandum of understanding to deliver a transitional college readiness program that will enable adults to enroll directly in a college or university upon completion. It requires BOR, in consultation with Connecticut's P-20 Council and the BOR Faculty Advisory Committee, to develop options for this program.

EFFECTIVE DATE: July 1, 2014

TIERED REMEDIATION SYSTEM***Intensive Semester Support***

The bill requires institutions to offer a student one intensive semester of remedial support when multiple commonly accepted measures of skill level indicate that the student is below the skill level required for college work even with embedded support. Intensive

semester support must be (1) designed to provide the necessary knowledge and skills to enter an entry-level college course and (2) available for the student to repeat, subject to the institution's course repeat policy.

Transitional College Readiness Program

The bill requires institutions to offer a student a transitional college readiness program (1) when multiple commonly accepted measures of skill level indicate that the student is below the skill level required to succeed in an intensive semester of remedial support and (2) before the student begins a new semester of study. The student must complete the program before receiving embedded or intensive semester support.

BACKGROUND

Current Remedial Support Requirements

By law, beginning in fall 2014, institutions may offer embedded remedial support or an intensive college readiness program only to eligible students, with a maximum of one semester of non-embedded support that is (1) intended to advance the student toward earning a degree and (2) approved by BOR (CGS § 10a-157a(b)).

Embedded Support

By law, institutions must offer a student embedded support when multiple commonly accepted measures of skill level indicate that the student is likely to succeed in college-level coursework with supplemental support. Embedded support must be (1) incorporated into a corresponding entry-level course in a college program and (2) offered during the same semester and in conjunction with the course to provide supplemental support (CGS § 10a-157a(b)).

P-20 Council

This statewide council, originally created in 2009 by Governor Rell's Executive Order, is a team of stakeholders comprised of educators, business leaders, and civic officials. The council builds stronger ties among educators and policymakers at all levels of education in the state, from preschool to graduate school (CGS § 10a-157a(a)).

COMMITTEE ACTION

Higher Education and Employment Advancement Committee

Joint Favorable Substitute

Yea 18 Nay 1 (03/13/2014)