

LOUISIANA BOARD OF REGENTS & LOUISIANA DEPARTMENT OF EDUCATION TRANSITIONAL COURSES PILOT

The Louisiana Board of Regents and the Louisiana Department of Education have joined other southern states to participate in a consortium that has been formed by the Southern Regional Education Board (SREB) to create and pilot model two transitional courses in the areas of mathematics and English. The courses have been developed by the states through a grant from the Bill & Melinda Gates Foundation. The transitional courses have been designed to help high school English and mathematics teachers interpret and teach the Common Core State Standards effectively to ensure that high school students will be ready to enter entry-level credit-bearing college courses in English and mathematics. More in-depth information is available about the courses/modules at the following URL:

http://publications.sreb.org/2013/013_Ess_Elem_Tran_CoursesW.pdf

The Louisiana Board of Regents has obtained a Core to College Optional Activity Grant from the Rockefeller Philanthropy Advisors to provide support for three school districts to enter into a partnership with three or more community colleges/universities. This grant will allow three high school ELA teachers and three high school math teachers to receive training from SREB to pilot the transitional courses in their high schools during fall 2013 and spring 2014 with high school seniors who obtained ACT scores of 15-18 in English or ACT scores of 15-19 in mathematics.

PURPOSE OF PILOT:

To create a partnership that will prepare high school seniors to successfully address the Common Core State Standards and demonstrate the knowledge and skills to obtain the required ACT scores to enter entry-level credit-bearing college courses in mathematics and English.

BENEFITS TO STUDENTS/SCHOOLS/DISTRICTS:

Students, schools, and districts will benefit from participation in the pilot in the following ways:

- High school seniors who lack the necessary ACT score to be admitted into entry-level mathematics and English college courses will be provided a second chance during their senior year to acquire the knowledge prior to high school graduation.
- High school teachers will have access to a mathematics and English high school curriculum developed by SREB states that is aligned with the Common Core State Standards.
- A small amount of funding will be available to each school for teacher training conducted by SREB and for resources to implement the transition courses/modules. Funds will also be available to pay for high school seniors who participate in the transition modules/courses to retake the ACT at the end of their senior year.

EXPECTATIONS:

The following are expectations for schools/districts, high school teachers, students, and community/university partners:

Schools/Districts

- Identify and recruit 15-20 high school seniors to participate in the pilot;
- Provide guidance to students who would benefit from the pilot and reach out to parents;
- Allow high school seniors to take the transition courses as electives;
- Assign a mathematics high school teacher and an ELA high school teacher to teach the transition courses to a group of students as a pilot during 2013-14;
- Be willing to partner with a local two-year college/university to develop/pilot/support the transition modules/courses; and
- Participate in plans to collect data to examine the impact of the transition modules/courses upon high school seniors who participate in the pilot.

High School Teachers

- Demonstrate:
 - Effective teaching;
 - Depth of expertise in mathematics and English to successfully implement a curriculum that is based upon the Common Core State Standards; and
 - Capability and willingness to work with collaborative student groups.
 - Willingness to:
 - Critique transition courses that have been developed by SREB states;
 - Participate in SREB transition course training during summer 2013;
 - Use engaging strategies to teach that extend beyond lecture; and
 - Teach the transition courses during 2013-14.

High School Students

- Demonstrate a desire to participate in transition courses that will help them obtain the necessary ACT score(s) to enter entry-level credit-bearing college English or mathematics courses.

Two-Year Colleges/Universities

- Critique transition courses that have been developed by SREB states; and
- Provide support to high school teachers responsible for teaching the transition modules/courses.

ADDITIONAL INFORMATION:

For additional information about the Transitional Courses Pilot, please contact Dr. Jeanne Burns (jeanne.burns@la.gov), Jared Avery (jared.avery@la.gov), or Carolyn Sessions (carolyn.sessions@la.gov).