

TO: (NAME OF DISTRICT SUPERINTENDENT)

I am contacting you to see if you would be interested in your district participating in a pilot that we (BoR & LDOE) want to implement in three school districts with 2 teachers in each school district implementing two transitional courses that have been created by a SREB consortium in which we are involved. The two transitional courses have been developed for high school seniors who did not achieve the appropriate score (i.e., ACT in Louisiana) by the end of 11<sup>th</sup> grade to enter entry-level credit-bearing math and English college courses once they complete high school. These transitional courses are also aligned with the Common Core State Standards and have been developed to help students who do not achieve a Level 4 or Level 5 on the new PARCC assessments in 2014-15 for entry into entry-level credit-bearing math and English college courses in our state and other states in the PARCC consortium.

We have been able to obtain a small \$80,000 grant from the Rockefeller Philanthropy Advisors to pilot the transitional courses during 2013-14 in three schools which are located in three school districts in Louisiana. SREB will be training the selected teachers this summer to implement the transitional courses, and we have travel funds from the grant to send the teachers to the training. The grant will provide some funds for the selected teachers to purchase resources and will also pay for the participating seniors to retake the ACT at the end of their senior year to determine if they are able to obtain the necessary ACT scores after completing the transitional courses to enter into entry-level credit-bearing math and English college courses for fall 2014. We are asking school districts to recruit the high school seniors and to have one math teacher and one ELA teacher teach the courses as electives to a group of seniors who meet the criteria. Again, the intent during 2013-14 is for the seniors to acquire the necessary knowledge to perform well on the ACT at the end of the course and be able to enter into college math and college English courses during fall 2014.

The attached two page document provides an overview of expectations and a one page application. You can also go to the following SREB web site for more information about the transitional courses: [http://publications.sreb.org/2013/Ess\\_Elem\\_Tran\\_CoursesW.pdf](http://publications.sreb.org/2013/Ess_Elem_Tran_CoursesW.pdf). The Board of Regents will help identify community colleges/universities who will provide support to the teachers once the three school districts are identified. The selected teachers themselves will have opportunities to critique the transitional courses as early as next month. This will be a good opportunity for the two teachers to acquire new knowledge about strategies to implement the Common Core State Standards when interacting with high school students in the other classes they teach. The plan is to train other teachers in other school districts to implement the transitional courses in 2014-15 once found to be successful in the three pilot school districts.

Please let me know if you are interested. I will be glad to meet with the principal you identify and the teachers if they would like more information. If interested, please let me know and submit the attached form by April 5, 2013.

Again, please feel free to call if you have questions.

Jeanne

*Jeanne M. Burns, Ph.D.*  
*Associate Commissioner for Teacher*

*and Leadership Initiatives*  
*Board of Regents*  
*Office 6-214*  
*1201 North 3rd Street*  
*Baton Rouge, LA 70802*  
*(TEL) 225-342-4253 (Extension 605)*  
*(FAX) 225-342-3317*  
[jeanne.burns@la.gov](mailto:jeanne.burns@la.gov)