

# Transition Course Initiatives in Seven States

January 2016

## California: Expository Reading and Writing Course (ERWC)

Background Information	
<b>Year began:</b>	<ul style="list-style-type: none"> <li>• Piloted in 2004</li> <li>• Implemented full-scale 2006 to the present</li> </ul>
<b>Originator:</b>	<ul style="list-style-type: none"> <li>• ERWC is a collaboration between the California State University (CSU) system and K-12; it is one component of the Early Assessment Program (EAP).</li> <li>• CSU faculty and high school administrators and teachers developed the course.</li> </ul>
<b>Scope of intervention:</b>	<ul style="list-style-type: none"> <li>• Implemented statewide</li> <li>• About 750 high schools have formally adopted the curriculum.</li> <li>• In many schools, the ERWC is now the default senior curriculum.</li> <li>• Over 11,000 educators have participated in ERWC professional education since 2004.</li> </ul>

Description of Transition Curricula	
<b>Discipline:</b>	<ul style="list-style-type: none"> <li>• English language arts (ELA)</li> </ul>
<b>Target students:</b>	<ul style="list-style-type: none"> <li>• Intended for college-eligible students who are identified by the EAP test as conditionally ready or not yet demonstrating readiness for college-level work in English; however, enrollment policies are a local decision.</li> <li>• CSU does not restrict which students may enroll</li> </ul>
<b>Goals and overview of curricula:</b>	<ul style="list-style-type: none"> <li>• Prepare college-bound seniors who are identified as conditionally ready for college-level English in grade 12</li> <li>• Uses a sequence of eight to ten rigorous instructional units to teach expository, analytical, and argumentative reading and writing to prepare students for the rigor of college</li> <li>• Aligned with the California Common Core State Standards for English Language Arts and Literacy</li> <li>• Teachers must participate in professional development to be allowed to teach the course.</li> </ul>
<b>Placement into college:</b>	<ul style="list-style-type: none"> <li>• Students who are identified as conditionally ready on the EAP test may establish proficiency by passing the ERWC with a C or better. This grade allows students to automatically enroll in college-level English in the CSU system.</li> </ul>

## Florida: Florida College & Career Readiness Initiative (FCCRI)

Background Information	
<b>Year began:</b>	<ul style="list-style-type: none"> <li>The initiative began in school year 2008-09</li> <li>Student participation was initially voluntary for both the college readiness testing as well as enrollment in college readiness and success courses.</li> <li>The college readiness testing became mandatory for 11<sup>th</sup> graders in 2011-12, and the college readiness and success courses became mandatory for 12<sup>th</sup> graders in 2012-13 if they were not college-ready.</li> </ul>
<b>Originator:</b>	<ul style="list-style-type: none"> <li>Mandated by legislation</li> <li>Coordinated by the Florida Department of Education</li> </ul>
<b>Scope of intervention:</b>	<ul style="list-style-type: none"> <li>Statewide</li> </ul>

Description of Transition Curricula	
<b>Discipline:</b>	<ul style="list-style-type: none"> <li>Reading, writing and/or mathematics</li> </ul>
<b>Target students:</b>	<ul style="list-style-type: none"> <li>Taking the Postsecondary Education Readiness Test (PERT) is mandatory for eleventh grade students who have mid-level scores in grade ten on the Florida Comprehensive Assessment Test (FCAT) in reading or the End-of-Course (EOC) Algebra I assessment.</li> <li>Enrollment in the college readiness and success courses is mandatory for students who scored below college-ready on the PERT or other college readiness tests such as the ACT or SAT the year before.</li> </ul>
<b>Goals and overview of curricula:</b>	<ul style="list-style-type: none"> <li>Increase the number of students who graduate from high school "college and career ready," enhance career success, and promote student retention and completion in college</li> <li>Improve communication to students and their parents about preparing students for college to avoid remediation</li> <li>There are five approved courses:               <ol style="list-style-type: none"> <li>1) Mathematics for College Success</li> <li>2) Writing for College Success</li> <li>3) Reading for College Success</li> <li>4) Mathematics for College Readiness</li> <li>5) English IV: Florida College Prep.</li> </ol> </li> </ul>
<b>Placement into college:</b>	<ul style="list-style-type: none"> <li>There is no statewide requirement to re-test students' level of college readiness after completion of the college readiness and success course; however, some districts and schools administer the PERT at the end of the course.</li> </ul>

## Illinois: STEM College and Career Readiness

Background Information	
Year began:	<ul style="list-style-type: none"> <li>• Piloted in 2007; new funding in 2012</li> </ul>
Originator:	<ul style="list-style-type: none"> <li>• Legislation passed the Illinois General Assembly in 2007 creating a College and Career Readiness pilot; continued funding came from the Race to the Top award to the state of Illinois.</li> <li>• Administration of funding and implementation is handled by the Illinois Community College Board (ICCB).</li> </ul>
Scope of intervention:	<ul style="list-style-type: none"> <li>• Statewide</li> </ul>

Description of Transition Curricula	
Discipline:	<ul style="list-style-type: none"> <li>• STEM math</li> </ul>
Target students:	<ul style="list-style-type: none"> <li>• High school students primarily in grades 11 and 12</li> </ul>
Goals and overview of curricula:	<ul style="list-style-type: none"> <li>• Facilitate collaboration between community colleges and high schools and to provide college-level math to high school juniors and seniors in an effort to avoid remediation in college.</li> <li>• The STEM College and Career Readiness components are:               <ul style="list-style-type: none"> <li>○ <b>Leadership:</b> The participation of chief academic officers, deans, faculty chairs, high school principals, and department chairs</li> <li>○ <b>Partnerships:</b> Solid connections between high schools and community colleges through ongoing communication and joint planning</li> <li>○ <b>Curriculum Alignment:</b> Shared syllabi, coordinated instructional approaches, and collaboration among instructors, administrators, and counselors; redesign of the educational map in high school and college mathematics</li> <li>○ <b>Community Involvement:</b> Recognizing the cultural, social, and economic factors that influence student participation and performance; parent-teacher groups act as a support system for students as they tackle a new, more intensive and rigorous kind of coursework</li> <li>○ <b>Finances and Resources:</b> Planning for sustainability, scalability, and alignment with long-term institutional plans (e.g., connecting school-to-career activities; increasing high quality pathways that engage students in STEM; providing human, technical and fiscal resources necessary to advance college and career readiness initiatives)</li> </ul> </li> </ul>
Placement into college:	<ul style="list-style-type: none"> <li>• Compass test results</li> </ul>

## New Jersey: College Readiness Now

Background Information	
Year began:	<ul style="list-style-type: none"> <li>Piloted in spring/summer of 2014</li> </ul>
Originator:	<ul style="list-style-type: none"> <li>Coordinated by the New Jersey Council of County Colleges</li> <li>Funding through the College Access Challenge Grant from New Jersey's Office of the Secretary of Higher Education</li> </ul>
Scope of intervention:	<ul style="list-style-type: none"> <li>Statewide (19 community colleges in the state)</li> </ul>

Description of Transition Curricula	
Discipline:	<ul style="list-style-type: none"> <li>Mathematics and/or English depending on the intervention</li> </ul>
Target students:	<ul style="list-style-type: none"> <li>High school juniors and seniors at local high schools, depending on the intervention</li> <li>Recommended intervention based on the ACCUPLACER Test Prep tool results</li> </ul>
Goals and overview of curricula:	<p>Colleges implement one of three models of transition programs:</p> <p><u>Boot camp</u></p> <ul style="list-style-type: none"> <li>Short: 1 week with a maximum of 16 instructional hours</li> <li>Intensive course to reduce need for developmental mathematics</li> <li>Computer-based instruction model with instructor support</li> </ul> <p><u>Semester-based</u></p> <ul style="list-style-type: none"> <li>Incorporated into students' high school day, possibly into existing classes</li> <li>15-week spring bridge program offered in writing skills and pre-algebra</li> <li>5-week summer bridge program offered for English and math remediation</li> <li>College planning workshops allow students to take the ACCUPLACER, apply for financial aid, and complete admissions applications</li> <li>Uses EdReady and iPOWERS (Improving Preparation and Orientation Works to Enhance Retention and Success) math lab approach</li> </ul> <p><u>Summer bridge</u></p> <ul style="list-style-type: none"> <li>Four or five week summer model meeting Monday-Thursday</li> <li>Based on a traditional developmental course comprised of two levels each of math and English</li> <li>Tutors available daily to provide in-class support</li> <li>Pedagogical methods include class discussions, lectures, problem-based learning, team-based learning, critical thinking exercises, and computer-based instruction</li> <li>Students make use of ACCUPLACER and learning resources such as Khan Academy.</li> </ul>
Placement into college:	<ul style="list-style-type: none"> <li>Varies by site</li> </ul>

## New York: At Home in College (AHC)

Background Information	
<b>Year began:</b>	<ul style="list-style-type: none"> <li>• Piloted in spring 2009</li> <li>• Full-scale implementation in the 2009-10 academic year</li> </ul>
<b>Originator:</b>	<ul style="list-style-type: none"> <li>• Collaboration between CUNY and the New York City DOE</li> <li>• CUNY Collaborative Programs leads the curricula development, professional development, and administration</li> </ul>
<b>Scope of intervention:</b>	<ul style="list-style-type: none"> <li>• In 2014, 35 high schools participated in AHC, with 1,381 twelfth grade students</li> <li>• In 2013-14, 2,171 students from 54 high schools participated in the courses</li> </ul>

Description of Transition Curricula	
<b>Discipline:</b>	<ul style="list-style-type: none"> <li>• English and mathematics</li> </ul>
<b>Target students:</b>	<ul style="list-style-type: none"> <li>• Seniors who are on-track to graduate but have not met traditional benchmarks of college readiness in ELA and/or math               <ul style="list-style-type: none"> <li>◦ NYS Regents score of 65-74 in ELA</li> <li>◦ NYS Regents score of 65-79 in math</li> </ul> </li> </ul>
<b>Goals and overview of curricula:</b>	<p><b>English Language Arts (ELA)</b></p> <ul style="list-style-type: none"> <li>• Year-long course</li> <li>• Designed to develop student academic skills in reading, writing, and vocabulary as well as study skills and test-taking strategies</li> <li>• Delivered through a study of topics and theories in psychology and sociology</li> <li>• AHC supplements the ELA course with a College Access and Success Workshop led by school counselors</li> <li>• ELA materials include targeted lessons around college prep skills and processes.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Two curriculum approaches in math:               <ul style="list-style-type: none"> <li>◦ CUNY scripted curriculum with daily lessons</li> <li>◦ Curated online resources (e.g., SREB and MARS) available to teachers</li> </ul> </li> <li>• Essential, “big idea” topics in proportional reasoning, algebra, probability, and statistics</li> <li>• Aligned with the Common Core Standards and college placement exams; content is applicable to a wide range of post-secondary careers and everyday life</li> <li>• Students enroll in their senior year even though four years of math is not a graduation requirement</li> </ul>
<b>Placement into college:</b>	<ul style="list-style-type: none"> <li>• CUNY Assessment Tests (COMPASS Math and Reading and CUNY Writing Test) are administered senior year</li> <li>• AHC participants receive a fee waiver for the assessment.</li> </ul>

## Tennessee: Seamless Alignment and Integrated Learning Support (SAILS) and Bridge Math

Background Information	
<b>Year began:</b>	<ul style="list-style-type: none"> <li>• Bridge Math was first implemented in the 2012-2013 academic year</li> <li>• SAILS was piloted spring 2012 with regional expansion in the fall of 2012 and statewide scale-up in the fall of 2013</li> </ul>
<b>Originator:</b>	<ul style="list-style-type: none"> <li>• Bridge Math was developed by the Tennessee Board of Regents.</li> <li>• SAILS course was designed by Chattanooga State Community College as a component of the Governor’s Drive to 55 Initiative. The Tennessee Board of Regents created competencies and provided high-level oversight. SAILS is endorsed by the Tennessee Department of Education and funded by the Tennessee Higher Education Commission.</li> </ul>
<b>Scope of intervention:</b>	<ul style="list-style-type: none"> <li>• Bridge Math is available at all Tennessee public high schools.</li> <li>• SAILS was implemented in 184 high schools in 80 school districts serving 11,000 students in 2014-15.</li> </ul>

Description of Transition Curricula	
<b>Discipline:</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>
<b>Target students:</b>	<ul style="list-style-type: none"> <li>• For both courses, students scoring below 19 on ACT Math (the college-ready benchmark in TN) are eligible.</li> </ul>
<b>Goals and overview of curricula:</b>	<ul style="list-style-type: none"> <li>• Prepare students for college-level mathematics and remove deficiencies</li> <li>• Is a lower-level, college preparatory senior math option</li> <li>• Courses cover the TBR A-100 Math Competencies and the TDOE Bridge Math Standards.</li> </ul>
<b>Course pedagogy/delivery:</b>	<ul style="list-style-type: none"> <li>• SAILS employs a Facilitated Hybrid model of instruction (blended learning). It is mastery based, highly interactive, and media-rich. On-ground/on-demand support is provided by a certified math teacher. A field coordinator provides additional liaison support between the college and high school.</li> <li>• Bridge Math is taught using “traditional,” teacher-led direct instruction with an emphasis on reinforcing basic mathematical skills to enable students to move on to higher levels of math.</li> </ul>
<b>Placement into college:</b>	<ul style="list-style-type: none"> <li>• In SAILS, students completing the course earn their high school Bridge Math credit (fourth year required math credit) and place out of Learning Support (development/remedial) courses upon matriculation to college.</li> <li>• Students taking Bridge Math must retake the ACT and earn a score of 19 or greater or obtain a college-ready placement test score to be placed into college-level math.</li> </ul>

## West Virginia: Transition Mathematics/ELA for Seniors

Background Information	
<b>Year began:</b>	<ul style="list-style-type: none"> <li>2014-2015; earlier versions of the math course were pioneered in 2010-2011</li> </ul>
<b>Originator:</b>	<ul style="list-style-type: none"> <li>Mandated by legislation in 2013 (SB 359)</li> <li>Implemented by the West Virginia Department of Education (WVDE) with curriculum development support from the WV Higher Education Policy Commission (HEPC).</li> </ul>
<b>Scope of intervention</b>	<ul style="list-style-type: none"> <li>Statewide</li> </ul>

Description of Transition Curricula	
<b>Discipline:</b>	<ul style="list-style-type: none"> <li>Mathematics and English Language Arts</li> </ul>
<b>Target students:</b>	<ul style="list-style-type: none"> <li>Seniors who did not meet the benchmark score on the COMPASS in their junior year               <ul style="list-style-type: none"> <li>ELA: 71 on the COMPASS Writing Skills test</li> <li>Math: 59 on the COMPASS Pre-Algebra and 36 on the COMPASS Algebra</li> </ul> </li> <li>Students can opt to take a higher level course with parent, teacher, counselor, and administrator permission.</li> </ul>
<b>Goals and overview of curricula:</b>	<ul style="list-style-type: none"> <li>Ensure college- and career-readiness for students who are not on track</li> <li>Each county can develop its own curriculum and pedagogy for the course.</li> <li>Mathematics: Content is aligned with Southern Regional Education Board <i>Math Ready</i> curriculum</li> <li>ELA: The new Transition English for Seniors course standards are reflected in state policy. While teachers are able to choose how to teach the standards, they are encouraged to use materials from the Southern Regional Education Board's (SREB) <i>Literacy Ready</i> course.</li> </ul>
<b>Student assessment:</b>	<ul style="list-style-type: none"> <li>Twelfth grade students who did not meet the benchmark on the COMPASS in 11<sup>th</sup> grade must re-take the test near the end of their senior year.</li> <li>Students can be exempted from re-taking the test if they demonstrate college readiness in another manner (SAT or ACT scores).</li> </ul>