

JOINT MEETING
BOARD OF ELEMENTARY AND SECONDARY EDUCATION
AND
BOARD OF REGENTS

JUNE 18, 2014

MINUTES

In accordance with the 1974 Louisiana Constitution, Article VIII, Section 5(D), a joint meeting of the Board of Elementary and Secondary Education (BESE) and the Board of Regents (BoR) was called to order at 9:07 a.m. on Wednesday, June 18, 2014, in the Louisiana Purchase Room, located in the Claiborne Building in Baton Rouge, Louisiana. The meeting was called to order by Mr. Chas Roemer, President of the Board of Elementary and Secondary Education.

The rolls were called and quorums were established for the Board of Regents and the Board of Elementary and Secondary Education.

Board of Regents

Present:

Mr. Clinton Rasberry, Jr., Chair
Dr. Albert Sam, II, Secretary
Mr. Mark Abraham
Ms. Pamela Egan
Mr. Joseph Farr
Mr. Robert Levy
Mr. Richard Lipsey
Mr. Edward Markle
Mr. Joseph Wiley

Absent:

Mr. Bill Fenstermaker, Vice-Chair
Ms. Charlotte Bollinger
Mr. Raymond Brandt
Ms. Maggie Brakeville, Student
Representative
Mr. Joel Dupre'
Mr. Chris Gorman
Mr. Roy Martin, III

Board of Elementary and Secondary Education

Present:

Mr. Chas Roemer, President
Ms. Holly Boffy, Secretary-Treasurer
Dr. Lottie Beebe
Ms. Connie Bradford
Ms. Carolyn Hill
Mr. Walter Lee
Dr. Judith Miranti
Ms. Kira Orange Jones
Ms. Jane Smith

Absent:

Mr. Jim Garvey, Vice-President
Mr. Jay Guillot

APPROVAL OF BoR/BESE MINUTES OF DECEMBER 5, 2013

On motion of BESE Member Beebe, seconded by Regent Farr, the Boards approved the minutes of the joint meeting of the Board of Regents (BoR) and the Board of Elementary and Secondary Education (BESE) held on December 5, 2013.

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On Point of Personal Privilege, Mr. Rasberry, Chair of the Board of Regents, introduced Dr. Jeanne Burns, who provided the Boards with an overview regarding teacher preparation programs in Louisiana, which were identified as leading the nation in several areas as reported by the National Council on Teacher Quality (NCTQ) in its *Teacher Prep Review 2014*. Dr. Burns responded to questions from members of the Boards.

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CONSIDERATION OF UPDATES TO THE WEIGHTED TAYLOR OPPORTUNITY PROGRAM FOR STUDENTS (TOPS) GRADE POINT AVERAGE (GPA) APPROVED LIST OF COURSES

State Superintendent of Education John White reviewed *TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core*, highlighting increased weights when calculating TOPS GPA for incoming freshmen beginning fall 2014.

On motion of BESE Member Bradford, seconded by BESE Member Smith, the Boards received the report and approved revisions to the *TOPS Core, 2018: Dual Enrollment/Matrix Options for TOPS Core*, as presented by the Louisiana Department of Education (LDE).

CONSIDERATION OF A PRESENTATION ON JOINT INITIATIVES TO SUPPORT LOUISIANA'S STUDENTS, TEACHERS, AND SCHOOLS, PRESENTED BY THE LOUISIANA DEPARTMENT OF EDUCATION AND BOARD OF REGENTS

The presenters were State Superintendent of Education White, Louisiana Department of Education, and Dr. Larry Tremblay, Deputy Commissioner for Planning, Research, and Academic Affairs, Board of Regents.

The following PowerPoint presentation was given and the presenters responded to questions from members of BESE and BoR.

Preparing College- and Career- Ready Students: Update on Joint Initiatives

BESE and Board of Regents
June 18, 2014

Preparing College- and Career-Ready Students

Preparing students for college and careers starts even before kindergarten, and their long-term success depends on access to effective teachers, rigorous courses, and differentiated opportunities along the way.

Shared Responsibilities and Current Joint Initiatives

Early Childhood: Prepare birth-to-kindergarten teachers who are effective at supporting learning and development of children

K-12: Foster school and district partnerships to pilot educator preparation programs that reflect more collaborative teaching experiences

Post-Secondary: Provide high school students access to meaningful career courses and workplace experiences to prepare them for post-secondary success

Early Childhood: What We Have Accomplished

Shared Responsibility

Prepare birth-to-kindergarten teachers who are effective at supporting the learning and development of children

Shared Challenges

- *Smooth pathways do not exist between two- and four-year programs for birth-to-kindergarten educators*
- *Pre-K teachers must have a baccalaureate degree; Head Start requires at least a Child Development Associate credential; and child care teachers have no preparation requirements*

What We Have Accomplished

- The LDE and BOR created a workgroup composed of 50+ professionals who identified stackable courses for birth-to-kindergarten pathways that would lead to a certificate (e.g., CDA), associate degree, and baccalaureate degree
- Two additional workgroups have met to (1) identify elements of online birth-to-kindergarten degrees to be offered by two- and four-year institutions and (2) create birth-to-kindergarten course syllabi to address state/national standards

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Early Childhood: What We Will Achieve

Over the next year, the LDE and Board of Regents will continue their collaboration to:

- Establish new teaching certificates for birth-to-kindergarten teachers
- Develop syllabi for 10 birth-to-kindergarten courses that are applicable to all birth-to-kindergarten educators
- Identify campuses that will pilot the first three birth-to-kindergarten courses during fall 2014 and spring 2015
- Have campuses develop traditional and online birth-to-kindergarten associate and baccalaureate degree programs
- Review and approve proposals for new birth-to-kindergarten associate and baccalaureate degrees for implementation during fall 2015

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K-12 Educator Preparation: What We Have Accomplished

Shared Responsibility

Foster school and district partnerships to develop and pilot innovative educator preparation programs that reflect greater collaboration and teaching experiences

Shared Challenges

- *State licensure does not require teachers and leaders to demonstrate effectiveness with students before receiving a license in Louisiana*
- *The quality, structure, and impact of the clinical experiences undergraduate students experience during and prior to student teaching need to be reexamined*

What We Have Accomplished

Launched the Believe and Prepare - Educator Preparation Innovation Grants fund to support innovative educator preparation pilot practices, including:

- Creating district-educator partnerships, with shared responsibility for curriculum development and clinical practice experiences
- Placing faculty in K-12 schools to train teacher candidates and mentor teacher coaches
- Moving teacher preparation coursework into operational classrooms
- Expanding field experience to full-year residencies
- Expanding the responsibilities of schools and districts in preparing teachers and leaders

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K-12 Educator Preparation: What We Will Achieve

BESE and BOR will consider future shifts to ensure that Louisiana's future educators are prepared in programs that:

- Provide significant time for educators to learn on the job, by improving and expanding clinical training practices
- Draw on Louisiana's top educators to help prospective educators prepare to teach and lead
- Meet schools' and districts' talent needs

To inform and support these shifts, we are:

- Supporting innovative practices through the Believe and Prepare pilot program
- Participating in the Council for Chief State School Officers' (CCSSO) Network for Transforming Educator Preparation with six other states
- Reporting relevant data about teacher preparation programs to the public

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Post-Secondary: Shared Responsibility and Challenges

Shared Responsibility

Provide students access to meaningful career courses and workplace experiences to prepare them for post-secondary success

Shared Challenges

- *More than 27 percent of Louisiana students do not graduate from high school in four years and fewer than 20 percent of high school students end up achieving a university degree*
- *The Louisiana high school diploma requirements must include both fundamental skills to compete with any graduate in the country and technical skills to meet unique opportunities in our state*
- *In 2013, only 44 percent of students taking the ACT in Louisiana met the benchmark for college and career readiness in math*

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Post-Secondary: What We Have Accomplished

Student and School Level Incentives for College and Career Readiness

- Revisions to the accountability formula reward schools and districts for student achievement on the ACT and graduates who have completed advanced coursework
- Students earn additional points in their TOPS GPA for approved Advanced Placement, International Baccalaureate, Dual Enrollment, and honors courses

Policies and Laws To Increase Student Access to TOPS Scholarships

- Course requirements for the University Diploma pathway align to the TOPS requirements ensuring students who have met graduation requirements are also eligible for TOPS
- All students in Louisiana public schools, with the exception of those with significant cognitive disabilities, must participate in the ACT by their junior year
- Approximately 3,600 more public school seniors than in 2012 earned a score of 18 or above on the ACT, providing a record number of students with the opportunity to attend college.; scores also increased at every level of the test above 18, allowing more students access to TOPS college scholarships

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Post-Secondary: What We Have Accomplished

A Nationally Significant Increase in the Number of Students Leaving High School with College Credit

- Louisiana's 2013 seniors ranked first in the nation in the increase of graduates scoring 3 or higher on AP exams, a 25 percent increase from 1,531 students in 2012 to 1,911 students in 2013
- The number of seniors taking AP exams increased 42 percent from 2012 to 2013, also ranking Louisiana first in the nation
- Since 2011, Louisiana has experienced the biggest gains of any state in participation in AP courses (60.3 percent) and the number of qualifying scores (35.1 percent)
- The number of college credits earned by Louisiana high school students has increased by more than 1,000 from 2012 to 2013 — the greatest one-year increase in state history
- LDE and BOR have worked together in establishing a uniform matrix for AP course acceptance at Louisiana's institutions of higher education

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Post-Secondary: What We Have Accomplished

An Improved Framework for Career Education

- In March, BESE approved the Jump Start Career Education program which will provide meaningful career courses and experiences, certifying students for career fields most likely to lead to high-wage jobs. Key policy elements include:
 - 1) **End labeling of students** — Jump Start ceases the practice of labeling students as "college" or "career" as early as 8th grade
 - 2) **Regional teams** — Jump Start requires collaboration between employers, post-secondary, and school districts, engagement that will benefit students with more relevant academic and CTE courses; 12 regional teams have been formed and all received grants to support their work
 - 3) **Rewards CTE excellence** — the accountability system will now reward schools for CTE education outcomes commensurate with traditional academic outcomes
 - 4) **Funding CTE** — Jump Start recognizes that a small investment in career education opportunities will yield significant long-term benefits for students, the state and its economy; the newly passed MFP includes extra funding for "technical" courses and training in community colleges and/or private training providers
 - 5) **Qualified teachers** — Jump Start offers career educators currently in the classroom summer training to upgrade their credentials, requiring that over the next five years career educators become professionally credentialed in their job field

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Post-Secondary: What We Will Achieve

Improving post-secondary outcomes has been a primary focus for the past two years, and students and educators have risen to the challenge

In the upcoming year, the LDE and representatives of higher education will continue to support the work being accomplished in classrooms across the state in the following ways:

CTE Super Summer Institute

- This summer, the LDE, LCTCS, and South Louisiana Community College will host an institute to provide teacher certification training for Jump Start Industry-Based Certifications/Pathways

Dual Enrollment Opportunities within the Supplemental Course Academy

- The number of dual enrollment opportunities within the Supplemental Course Academy will increase as a result of partnerships between the LDE and Louisiana institutions of higher education

Advanced Placement Summer Institute

- To expand access to Advanced Placement (AP) courses, the state trained nearly 300 educators in 2012 and approximately 700 in 2013 to teach the rigorous college-preparatory courses
- This summer, 500 new and experienced Advanced Placement teachers will again participate in professional development at five different sites

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Post-Secondary: What We Will Achieve

Math Advisory Group

- The previous career diploma program lacked a clearly defined series of relevant, rigorous math courses for students aligned to skills and content essential for post-secondary education and careers
- To help fill this void, the LDE and BOR have established an advisory group including members from the LSU Cain Center, LCTCS campuses, and LDE staff to develop dual enrollment Jump Start math courses that include the mathematical concepts essential for success in college and careers
- Together, the group will:
 - Develop a sequence of math courses that emphasize mathematical reasoning and problem-solving, focusing in work-place applications, basic statistics, and geometric visualization
 - Continue to strengthen math education in grades Pre-K – 10
 - Provide professional development and teacher training to support these efforts

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On motion of Regent Levy, seconded by BESE Member Beebe, the Boards received the report on joint initiatives to support Louisiana's students, teachers, and schools, presented by the Louisiana Department of Education and the Board of Regents.

Public comments were received on the following agenda item:

Agenda Item 4.3., "Consideration of an update regarding the 2014 Legislative Session."

Support: None.

Oppose: None.

Information Only/Other: Ms. Janae Wise, concerned citizen.

CONSIDERATION OF AN UPDATE REGARDING THE 2014 LEGISLATIVE SESSION

State Superintendent of Education John White provided members of the Boards with an update regarding the 2014 Legislative Session. He highlighted the following:

- MFP's supplemental course allocation, which creates a constitutionally protected and sustainable funding source for dual enrollment courses;
- special education diploma legislation, which created an alternate view of how students with the most significant disabilities and the most persistent academic struggles may graduate from high school; and
- significant career diploma legislation:
 - students are required to take the ACT, but they may also take WorkKeys and may use highest score achieved; and
 - allows a full nine credits for the student to pursue a career credential, but requires that the student graduate with a credential.

On motion of BESE Member Miranti, seconded by BESE Member Boffy, the Boards received the update report regarding the 2014 Legislative Session.

ADJOURNMENT

With no further business to come before the Boards, the joint meeting of the Board of Elementary and Secondary Education and the Board of Regents adjourned at 9:55 a.m.