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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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January 25, 2021

() Action Required
Due date: June 1, 2021
(X) Informational

BULLETIN NO. 003-21 LEARNING AND TEACHING

TO: Educational Service District Superintendents
School District Superintendents
School District Business Managers
High School Principals

FROM: Chris Reykdal, Superintendent of Public Instruction

RE: Bridge to College Math and English Courses
Invitation to Register for 2021–22 School Year

CONTACT: Arlene Crum, Director of K–12 Mathematics
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PURPOSE/BACKGROUND

This bulletin updates expectations for districts interested in offering Bridge to College courses next year. Students who earn a B grade or above in Bridge to College courses are considered college-ready and are eligible to enroll in college level mathematics or English at all Washington community and technical colleges and Eastern Washington University. Successful completion of a Bridge to College mathematics or English course also meets a high school graduation pathway requirement for the designated content area. ([House Bill 1599](#), 2019)

Registration Process

[Registration](#) will open in early February on the [OSPI Bridge to College web page](#). To assure adequate professional learning support for Bridge to College teachers, districts are strongly encouraged to **complete the registration process by June 1** (even if unsure about specific teacher assignments). After the new school year is fully underway districts will be sent an invoice for the professional development fee (see below) for each teacher who is registered to teach the Bridge to College course in 2021–22.

Professional Development Requirements

Teachers new to Bridge to College are required to attend the initial two-day Virtual Summer Institute, August 3 and August 5. (Asynchronous training, completed by the start of the school year, is available if teachers cannot attend in real time.) In addition, throughout the year teachers participate in required communities of practice that provide ongoing professional development to deepen their understanding of the curriculum and assessments. This ongoing learning offers a comprehensive, sustained, job-embedded, and collaborative approach to improve student performance and college readiness. ([RCW 28A.415.430](#))

To maintain their Bridge to College eligibility returning teachers must continue their professional learning by choosing from a variety of options (including a one-day virtual summer institute to be held on August 4) that are shared with the teachers annually and posted to the [Bridge to College webpage](#).

Annual Per Teacher Registration Fees

The Bridge to College courses, mathematics and English, were developed and implemented through a grant from the College Spark Foundation. As this funding has ended, in the 2021–22 school year the Bridge to College program is now fully self-supporting. The fees will support the professional development infrastructure that is essential to the success of the Bridge to College courses.

The annual cost is \$1500 for teachers who are new to Bridge to College and \$300 for returning teachers. Additionally, districts are responsible for providing substitute coverage (if necessary) to allow teachers to complete their professional learning during the school year.

\$1500 NEW Bridge to College teacher fee covers:

- Registration for the required two-day Summer Institute in August
- Five days (or its equivalent) of required professional learning meetings and/or curriculum workshops with teachers' assigned Community of Practice during the school year facilitated by Bridge to College Course Leadership (in-person or virtual, TBD) (*sub costs for individual teachers not included*).
- Online access to all curriculum materials, ongoing support, and technical assistance from Bridge to College teacher leaders.

\$300 RETURNING Bridge to College teacher fee covers:

- Registration for the optional one-day Summer Institute in August designed for experienced Bridge to College teachers which fulfills the requirement for continuing professional learning to maintain eligibility to teach the course.
- Access to a variety of other in-person and online professional learning opportunities required for teachers to retain their eligibility to teach Bridge to College.
- Online access to all curriculum and assessment materials, as well as ongoing support, and technical assistance from Bridge to College teacher leaders.

Who can/should enroll in Bridge to College Courses?

Bridge to College transition courses in mathematics and English are designed to provide high school seniors not yet ready for college-level work a targeted opportunity to prepare for success in those courses. These courses are not designed for remediation but for preparation of students who can become college ready in one year.

English: This course is designed for seniors who are not yet college ready but would like to enter directly into a college composition class without remediation or placement testing. Juniors who plan to take a College in the High School or other college-level courses in their senior year will also benefit from taking this course.

Math: This course is designed for students who have taken Algebra 2 but are not yet college-ready and would like to enroll in college math without remediation or placement testing. Juniors who have completed Algebra 2 and plan to take a College in the High School or other college-level classes in their senior year will also benefit from taking this course.

Graduation Pathway and College Placement Agreement Requirements

English: Earning 1.0 credit in Bridge to College English (BTCE) fulfills the [Transition Course Graduation Pathway](#) for English. Additionally, students who earn a B in the course qualify for placement into English 101 at any community college in Washington and at Eastern Washington University. All public baccalaureate institutions recognize BTCE as a senior English credit.

Math: Earning 1.0 credit in Bridge to College Math (BTCM) fulfills the [Transition Course Graduation Pathway](#) for mathematics. Additionally, students who earn a B in the course qualify for placement into Math in Society (MATH 107) or Statistics (MATH 146) at any community college in Washington and at Eastern Washington University. All public baccalaureate institutions recognize BTCM as a senior year quantitative course that satisfies one of the College Academic Distribution Requirements (CADRs).

For both courses, use of the state course code is necessary in order to qualify as a graduation pathway or to be used for college placement. To be eligible to use the code, the teacher of the course must meet the professional learning expectations for Bridge to College (see Professional Development Requirements above) and must follow statewide Bridge to College guidance regarding offering the course as described in the instructional materials.

Benefits of Offering the Courses

Collaboratively designed and developed by higher education faculty, high school teachers, and curriculum specialists from multiple colleges and school districts, the Bridge to College courses are grounded in essential career and college readiness expectations as reflected by Washington State's K–12 Learning Standards for English language arts and mathematics.

[The BERC Group evaluation](#) of Bridge to College demonstrated that these courses are an effective way to increase the number of students who are prepared for college when they leave high school.

Math: Bridge to College Math students were more likely to enroll in college-level math than their peers and perform at success rates similar to their counterparts who earned college placement through testing. ([BERC, 2018](#))

Based on classroom observations and student surveys, students demonstrated increased success in mathematics skills and attitudes, with many noting that the courses helped them develop a growth mindset and become more effective students. ([BERC, 2018](#))

English: Students who took Bridge to College English were more likely to enroll in English 101 and scored better than their peers who did not ([BERC, 2018](#)). In addition, students observed in college classrooms demonstrated increased success in rhetorical reading and writing skills and attitudes.

Teachers in both courses consistently reported the professional learning they have received through Bridge to College also positively impacted their teaching in other courses.

INFORMATION AND ASSISTANCE

For questions regarding this bulletin, please contact Arlene Crum for Bridge to College Math, at 360-725-6233 or email arlene.crum@k12.wa.us, or Molly Berger for Bridge to College English, at 360-725-6070 or email molly.berger@k12.wa.us. The OSPI TTY number is 360-664-3631.

This bulletin is also available on the [Bulletins and Memos](#) page of the OSPI website.

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