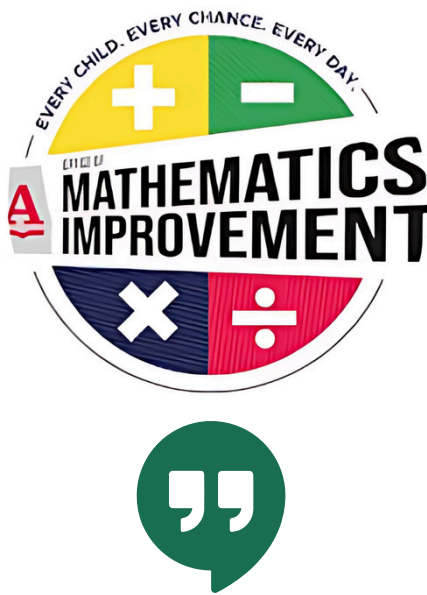


ALABAMA NUMERACY ACT UPDATE



NUMBER OF TRANSFER STUDENTS IMPACTED

Over the last 2.5 year close to 2,500 students have obtained OFFICIAL TRANSFERS GUIDES in Elementary Education, Early Childhood Education, or Special Education. These students are in transfer limbo regarding their math requirements until the four-year institutions update their upper division bachelor programs to meet the requirements of the ALABAMA NUMERACY ACT.



"So, if the universities are moving nine semester hours of math out of sophomore year (AREA V) up to the junior and senior level in these education majors, what do we tell prospective transfer students to take at the community college in both the short term and in the long term?"

**COMMUNITY COLLEGE
COUNSELORS,
ADVISORS, &
ADMINISTRATORS**



THE BIG IDEA

Every Alabama child needs foundational math skills to be successful in career and life. The 2022 Alabama Numeracy Act is the state's comprehensive plan to improve math instruction and support for all students and teachers.



OVERVIEW

The Alabama Numeracy Act builds the capacity of elementary educators and ensures that they have the support and tools needed to be successful in the classroom and improve student achievement. It is a comprehensive statewide plan to address Alabama's math crisis. The legislation includes intensive support for schools such as:

- K-5 math coaches in every elementary school
- high-quality instructional materials & curricula that are aligned to our Alabama-teacher written & vetted standards
- training for teachers and principals intensive interventions for struggling students
- accountability to ensure schools are making progress
- intensive interventions for struggling students
- accountability to ensure schools are making progress

WHY DO WE NEED THE ALABAMA NUMERACY ACT?

The results of the 2019 National Assessment of Educational Progress (NAEP) found that Alabama ranked 52nd in the nation for math achievement. On the new statewide ACAP assessment first administered in 2021, only 22% of Alabama students are proficient in math on the 2021 ACAP state assessment, including only 7% of Black students and 11% of low-income students. Even more alarming, over 100 local school districts (over 70% of Alabama school districts) have less than 25% of their students proficient in math on ACAP. There are 28 K-5 schools that have 0% of students proficient in math.

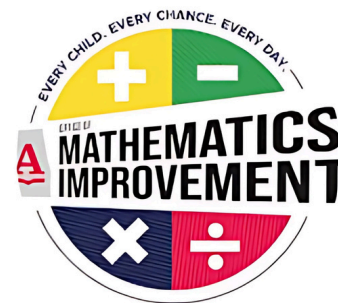
Overwhelmingly, Alabama's students are missing foundational skills that will impact their educational achievement for years to come, leaving them unprepared for college, career, and life. Such a large population of Alabama students who have not mastered the basic math skills needed for real life also impact the state's future as our future leaders and workforce are underprepared for the changing world awaiting them after graduation.

SOURCE: The information above comes from the following document published by the A+ Education Partnership.

<https://policy.aplusala.org/wp-content/uploads/2022/03/Numeracy-Act-1-Page-1.pdf>



SO WHAT IS THE CURRENT STATUS OF THIS WORK?



COLLEGES OF EDUCATION AT THE PUBLIC FOUR YEAR UNIVERSITIES ARE CURRENTLY...

- Developing and designing the NEW NUMERACY COURSES, soon to be mandatory and offered at the junior and senior levels (consisting of 12 hours of math concept instruction).
- Updating their upper-level requirements to integrate the NEW NUMERACY COURSES for the following majors:
 - Elementary/Early Childhood Education
 - Special Education

Engaging with community college advisors, counselors, and administrators—most recently at the ALABAMA NUMERACY ACT WORKSHOP AT AUM—to identify courses that could be shifted from the junior year to the sophomore year. This would replace the 9 hours of math courses moved upward, providing transfer students with new course options to complete before entering university teacher education programs. The potential replacement courses under consideration include:

- **CHD 201** Child Growth & Development Principles (3 SH)
- **CHD 210** Educating Exceptional Children (3 SH)
- **EDU 100** Exploring Teaching as a Profession (3 SH)
- **PSY 210** Human Growth & Development (3 SH)
- **PSY 212 or 240** Adolescent Psychology or Educational Psychology (3 SH)
- Possible **MATH NUMERACY INTRO COURSE (3 SH)** - long-term (This course would need to be developed and taught by community colleges during the sophomore year, counting as one of the NUMERACY COURSES.)

ALABAMA COMMUNITY COLLEGES AND ALABAMA TRANSFERS OFFICE ARE WAITING

The ACCS and the Alabama Transfers office are currently waiting for the universities to provide final confirmation. After courses (such as those mentioned earlier) are approved for transfer into education programs, the Alabama Transfers office will forward these updates to the EDUCATION PAC. If the committee approves, the changes will then be presented to the AGSC for final authorization. Once approved, all relevant transfer guides will need to be revised to incorporate these updates. We understand that the universities are taking steps to ensure that both native and transfer students already in the pipeline are not negatively affected and will not be required to complete additional coursework beyond what is outlined in their current academic catalogs.