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DAVID S. SPENCE
EXECUTIVE VICE CHANCELLOR
CHIEF ACADEMIC OFFICER

Code: AA-2003-24
August 15, 2003

To: CSU Presidents

From: David S. Spence 
Executive Vice Chancellor
Chief Academic Officer

Subject: Request for Proposals to Conduct Reading Institutes for Academic Preparation

Several years ago reading was identified as one of the major reasons why many students entering the California State University (CSU) fail to demonstrate proficiency in English. For the last two years the CSU has offered professional development institutes in reading for high school teachers and university faculty in an effort to improve the preparation of high school students before entering the CSU. We are pleased to announce that proposals to conduct reading institutes beginning fall 2003 are now being accepted. These institutes are an essential part of our early assessment and academic preparation effort and are critical to assist teachers effect change in the basic skills of entering freshmen. The attached Request for Proposals will provide you with detailed information about the institutes and the requirements for submitting a proposal. Funding for the institutes, although anticipated, is predicated on continued adequate funding.

The first institutes offered by the CSU were offered in conjunction with a statewide initiative, the California Professional Development Institutes, and were partially funded by the University of California Office of the President (UC) through the California Subject Matter Projects. Eight CSU campuses participated in the initial effort in 2001-02: Bakersfield, Dominguez Hills, Hayward, Long Beach, Sacramento, San Diego, San Francisco, and San José. Funding for those California Professional Development Institutes was eliminated by state budget cuts in 2002-03; however, the experience of the first eight campuses had been so positive that the CSU dedicated sufficient funds to permit another five campuses to conduct institutes in the following year. The five CSU campuses participating in the 2002-03 institutes are Fresno, Fullerton, Los Angeles, San Bernardino, and Stanislaus.

The thirteen campuses that have offered institutes in the last two years have been pioneers in fashioning meaningful professional development through a unique collaborative arrangement. Within the university, faculty and staff from the departments of English, teacher education, and outreach have worked together to sponsor the institutes. In addition, these campuses reached beyond the university to work in partnership with local school districts and regional professional development providers to conduct the institutes. Our most active partners in this effort have been the California Reading and Literature Project and the California Writing Project.

Addressing the issues of academic preparation in English, notably in reading, can only be accomplished successfully by tapping the professional expertise of many groups, those familiar with the demands of university level reading and writing, the research and best practices in literacy development, the transition from high school to college, the realities of California high schools, and the most effective strategies in professional development. We encourage campuses, as they consider submitting proposals for these funds, to look to the expertise within, across, and beyond the university to craft their own successful institutes.

As we reshape our student outreach efforts to focus on early assessment and identification of students needing additional assistance before entering the CSU, we are reaffirming our commitment to the professional development of teachers and faculty in order to accomplish our goals. The models developed over the last two years provide a firm foundation for a new cycle of reading institutes to be initiated in conjunction with these outreach initiatives. *All CSU campuses are eligible to submit a proposal for a reading institute, whether or not the campuses have conducted an institute in the last two years.* Campuses may submit proposals for institutes up to 100 participants. We anticipate that 500 high school teachers and university faculty will participate in this funding cycle.

Proposals may be submitted electronically or by mail; all proposals must be received by 5:00 p.m. on Monday, September 15, 2003. (Please see the attached Request for Proposals for specific directions.) Proposal review will begin immediately with announcement of awards expected by October 1, 2003. Questions regarding the Request for Proposals may be directed to Ms. Nancy Brynelson, Co-Director, CSU Center for the Advancement of Reading, at (916) 278-4581 or nbrynelson@calstate.edu. Questions regarding university outreach initiatives may be directed to Mr. Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, at (562) 951-4744 or ajones@calstate.edu.

Thank you for your commitment to the academic preparation of all students and for disseminating this announcement appropriately within your campus community.

DSS:lem

Attachments

cc: Dr. Charles B. Reed
Mr. Richard P. West
Mr. Gary A. Hammerstrom
Mr. Allison G. Jones
Dr. Beverly Young
Ms. Nancy Brynelson
CSU Provosts/Vice Presidents for Academic Affairs
CSU Vice Presidents for Student Affairs
CSU Chairs of English Departments
CSU Deans of Education
CSU Directors of Outreach

Reading Institutes for Academic Preparation

REQUEST FOR PROPOSALS 2003-04

PURPOSE

In January of 1996, the California State University (CSU) Board of Trustees introduced a plan to reduce the need for remediation in English and mathematics to not more than ten percent of regularly-admitted new freshman by 2007. Great strides have been made in reducing the need for remediation in mathematics. However, the percentage of students entering the CSU with college-level proficiency in English has not increased, but, in fact, has declined to 51 percent in 2002.

Several years ago reading was identified as one of the major reasons why many students entering the CSU fail to demonstrate proficiency in English. For the last two years the CSU has offered professional development institutes in reading for high school teachers and university faculty in an effort to improve the preparation of high school students before entering college. These institutes are an essential part of our early assessment and academic preparation effort and are critical to assist teachers effect change in the basic skills of entering freshmen. As we reshape our student outreach efforts to focus on early assessment and identification of students needing additional assistance before entering the CSU, we are reaffirming our commitment to the professional development of teachers and faculty in order to accomplish our goals.

The models developed over the last two years provide a firm foundation for a new cycle of reading institutes to be initiated in conjunction with these outreach initiatives. The CSU Office of the Chancellor has identified special funding to support professional development institutes in reading for at least 500 high school teachers and university faculty across the CSU system. The Office is hereby soliciting proposals from campuses to conduct reading professional development institutes in 2003-04. Funding for the institutes, although anticipated, is predicated on continued adequate funding. *All CSU campuses are eligible to submit a proposal for a reading institute, whether or not the campuses have conducted an institute in the last two years.* Campuses may submit proposals for institutes to serve up to 100 participants.

INSTITUTE GOALS and DESIGN

The following goals were established for the institutes beginning in summer 2003. Goals for this cycle of institutes will be similar.

The reading institute participants will work together to prepare high school students to:

- Achieve at a level on the linked California Standards Test and the Golden State Exam that would exempt the student from the English Placement Test; *or*
- Demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation.

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Reading institutes will support university/school teams to:

- Implement research-based diagnostic assessment and instructional practices;
- Improve the reading and writing of students in grades eleven and twelve; and
- Focus on reading informational and narrative text and analytical writing.

Institute participants will:

- Understand and implement standards-based approaches to improve academic literacy;
- Use case studies and other forms of assessment to monitor student improvement in critical reading and writing skills;
- Expand their repertoire of teaching strategies to match the academic learning strengths and needs of college-eligible students; and
- Collaborate with school teams/colleagues to plan and implement effective assessment and instructional strategies.

The content of the reading institutes includes academic literacy; research foundations in literacy; instruction, classroom assessment, and standards-based planning; reading comprehension; vocabulary; academic English; and writing. Feedback from current institute providers will be considered in modifying institute goals, content, and resources.

Reading institutes require 80 hours of professional development activities, including institute days (60 hours), independent study (5 hours), and a case study (15 hours). The institute days include 50 hours of professional development (contact time) and 10 hours of teamwork (conducted at the institute site). Teams comprised of high school and university educators are encouraged to participate in reading institutes. High school educators may include teachers of English-language arts and other content areas, department chairs, counselors, and administrators. Participants who successfully complete all institute requirements and required hours earn an honorarium of \$750.

LEADERSHIP

Campuses that seek funding to offer reading institutes should establish a leadership structure that includes both administrative oversight and site implementation. The campus must identify the administrator(s) responsible for overall institute operations and fiscal management. In addition a leadership team must be identified to plan, conduct, and evaluate the institute. The leadership team is headed by an institute director who is responsible for all institute activities and reports to the appropriate campus administrator. Institute leaders are individuals who assist in planning and conducting the institute. Consultants are often employed to help plan and present specific institute segments.

The leadership team is usually comprised of university faculty and staff, high school teachers, and/or subject matter project representatives. Campuses are encouraged to look to the expertise within, across, and beyond the university as they form their leadership teams. The participation of university faculty and staff from student outreach and the departments of English and teacher education, as well as local school districts, is strongly advised. Campuses are also encouraged to establish partnerships with a California Subject Matter Project. The advantages of partnering

with a regional California Reading and Literature Project or California Writing Project include support for identifying institute leadership, recruiting participants, publicizing institute events, securing facilities and catering, processing registration and payments for honoraria, maintaining participant data, etc. Tapping the professional expertise of individuals familiar with the range of issues addressed in the institutes is important to its success. Members of the leadership team should be familiar with the demands of university level reading and writing, the research and best practices in literacy development, the transition from high school to college, the realities of high school classrooms, and the most effective strategies in professional development.

A leadership institute will be offered to selected campuses on December 12-13, 2003. The leadership institute is an opportunity to bring together institute directors and other leaders to learn about the institute curriculum and to begin planning for campus institutes. Participation in the leadership institute is required of all selected campuses. Expenses for attending the leadership institute will be paid by the Office of the Chancellor. Periodic meetings of institute directors will be conducted prior to the leadership institute and throughout the year; expenses for attending directors' meetings are the responsibility of the campus and can be paid with reading institute funds.

BUDGET and FISCAL YEAR

The reading institute budget should be projected at \$850 per participant for operating costs. It is possible that a portion of the \$850 will be held centrally for the purchase of professional books for the institutes; however, that has not yet been determined for this cycle of institutes. An additional maximum amount of \$750 per participant will be maintained by the Office of the Chancellor for distribution directly to the Institute participants as an honorarium. The honoraria will be issued in two checks as specified points during the year as portions of the institute and related independent work are completed and verified.

Operating costs are those costs related to the purposes and conduct of the institute and include, but are not limited to, payments for institute directors, leaders, and speakers; facilities and catering; books and materials; services of local California Reading and Literature Projects or the California Writing Projects; and institute-related travel. A process for employing CSU faculty and staff will be articulated as legal requirements for such extra work are clarified.

Administrative overhead/indirect costs should be limited to no more than five percent of total project cost. The proposed program cannot supplant other sources of funding and support. The programs funded must establish new activities or supplement and expand existing efforts.

Each campus is asked to initiate their professional development activities during the 2003-2004 academic year and complete the entire program by December 31, 2004. Thus, campuses that are awarded Reading Institute funds will be requested to carry forward any remaining funds into the 2004-2005 fiscal year in order to complete the activities associated with the institutes.

RECORD-KEEPING and EVALUATION

Campuses will be expected to enter information related to participants and institute events in the project database, certify fulfillment of institute requirements by participants for purposes of awarding honoraria, and submit such certification as requested. Campuses also will be expected to complete and submit expenditure reports and evaluation information as requested. Evaluation information may include participant surveys, directors' surveys, institute agendas, and sample case studies.

PROPOSAL REQUIREMENTS

- The proposal must include the name of the CSU campus and the name(s), department(s), and contact information (mailing address, phone, fax, and email) and signature of the individual(s) responsible for providing administrative and fiscal oversight of the reading institute. There must also be the signature(s) of the appropriate campus official authorizing submission of the proposal (*cover page*).
- The proposal must include the name, university department (or school district), and contact information of key members of the reading institute leadership team. Leadership team members include the institute director and other leaders responsible for planning and conducting the institute (*cover page*).
- The proposal must include the name and contact information for the regional California Reading and Literature Project or California Writing Project partners, as applicable (*cover page*).
- The proposal must include the proposed number of institute participants (not to exceed 100) (*cover page*).
- The proposal must include letters of commitment from partner high school(s) and/or school districts.
- The proposal must describe the leadership structure for the reading institute and the ways in which CSU faculty and staff from student outreach and the departments of English and teacher education are collaborating. The proposal must address how a local school district personnel are included in the collaboration as well. The proposal must specify how subject matter project is included in the leadership structure, as applicable.
- The proposal must describe how institute leaders will be identified and how institute participants will be recruited.
- The proposal must include a projected calendar for offering the 65 hours of institute days (50), teamwork (10), and independent study (5).

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- The proposal must describe how the institute goals and content will be addressed within the 65 hours.
- The proposal must describe how the institute will be conducted. This may include strategies for delivering content and facilitating adult learning, content emphases and specific resources, ways to facilitate teamwork and the development of the case study, ways the institute will connect with other campus professional development activities, and so forth.
- The proposal must include an operating budget based on the number of expected participants.

FORMAT

There is no fixed format for the proposal or order for presentation. Proposals should address clearly all the points indicated in the proposal criteria, preferably in separate, clearly identified sections. Proposals, excluding budget and letters of commitment, should not exceed ten pages. Proposals should be double-spaced and include 1-inch margins; font size should not be smaller than 12 points. Tables, if included, must be double spaced as well.

PROPOSAL SUBMISSION

Proposals for funding for Reading Institutes for Early Assessment Academic Preparation Program funding are due at the CSU Center for the Advancement of Reading by 5:00 p.m. on ***Monday, September 15, 2003***. Review will begin immediately with announcement of awards expected by October 1, 2003.

Electronic submissions should be directed to Carol Rogala at crogala@calstate.edu. Proposals submitted by mail should be sent to:

Carol Rogala, Administrative Support Coordinator
CSU Center for the Advancement of Reading
Office of the Chancellor
6000 J Street, Foley Hall, Room 339
Sacramento, CA 95819-6018

QUESTIONS

Questions about the proposals may be directed to Nancy Brynelson, Co-Director, CSU Center for the Advancement of Reading, Office of the Chancellor, at (916) 278-4581 or nbrynelson@calstate.edu.

The California State University
Reading Institutes for Academic Preparation 2003-04
 Proposal Cover Page

Campus Name:		Number of Anticipated Participants:	
Individual Responsible for Administrative Oversight of the Reading Institute:			
Name:		Title:	
Department:			
Street Address and Campus Mail Code:			
City and Zip Code:			
Phone:	Fax:	E-mail Address:	
Individual Responsible for Fiscal Oversight of the Reading Institute (if different):			
Name:		Title:	
Department:			
Street Address and Campus Mail Code:			
City and Zip Code:			
Phone:	Fax:	E-mail Address:	
Key Leadership Team Members:			
Name 1:		Title:	
Department:			
Street Address and Campus Mail Code:			
City and Zip Code:			
Phone:	Fax:	E-mail Address:	

Key Leadership Team Members (continued):

Name 2:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Name 3:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Name 4:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Key Leadership Team Members (continued):		
Name 5:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:
California Subject Matter Project Partner Information, if Applicable:		
Name:		Title:
Department:		
Street Address and Campus Mail Code:		
City and Zip Code:		
Phone:	Fax:	E-mail Address:

Campus Certification:

The campus, as identified, intends to implement reading professional development institutes according to the guidelines provided by the California State University and the attached proposal. We recognize that general fund dollars from this project will need to be carried forward into the next fiscal year.

Signature and Title of Authorized Campus Representative

Date

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September 15, 2003