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DAVID S. SPENCE
EXECUTIVE VICE CHANCELLOR
CHIEF ACADEMIC OFFICER

October 10, 2003
Code: AA-2003-30

To: CSU Presidents
From: David S. Spence *David S. Spence*
Subject: **Early Assessment Program (EAP) for 11th Grade Students and Academic Preparation Program (APP) for 12th Grade Students – Campus Allocations**

Early Assessment Program (EAP) for 11th Grade Students

We are pleased to announce the implementation of the California State University's Early Assessment Program (EAP), which is the result of an extraordinary collaborative effort between the California State University (CSU), the California Department of Education (CDE), and the State Board of Education (SBE). In partnership, we have developed an early assessment program that incorporates the CSU's placement standards into existing high school standards tests in augmented English and mathematics California Standards Tests (CST). Over the past 24 months, we have been working closely with many stakeholders including K-12 instructors and higher education faculty to reach this goal.

This project was designed to bridge the gap between high school standards and college expectations in order to decrease the number of incoming college students who require remediation in English and/or mathematics. Even though remediation is a common occurrence in all states, we now believe that we have a strategy that will substantially increase the college readiness, and eventual college success, of California's high school students, and early assessment is the key.

The Early Assessment Program (EAP) will not only strengthen the comprehensive, school-based, college preparation programs, but it will also allow each public high school and CSU to determine the college preparation status of individual students at a point in high school that will permit sufficient time (during the senior year) to attain the additional skills needed to enter CSU college-ready. For those students assessed as ready for college on the basis of the early assessment, CSU will certify these students as proficient in English and/or mathematics, and upon matriculation these students will enroll in baccalaureate courses without the need to take any additional placement tests. In other words, early assessment will address remediation and, at the same time, cultivate understanding of the

study/learning skills necessary for college success. The EAP will foster a more challenging high school senior year, while establishing a much-needed articulation mechanism between education systems.

During the 2002-2003 school year, the CSU system worked with 100 volunteer high schools to pilot the use of the augmented spring 2003 California Standards Tests (CSTs) in Reading, Writing, and High School Mathematics to determine whether students are prepared for college-level work in English and/or mathematics. Students who participated in this pilot junior-year, early assessment program will receive a test report before the end of the calendar year indicating whether they are ready for CSU college-level work or need some additional preparation.

In spring 2004, the CSU, the CDE, and the SBE will make this early assessment program available to all high school juniors who are taking the appropriate eleventh grade English and mathematics courses required for admission to the CSU. Since the spring, 2003 pilot, our three organizations have worked hard to develop more effective augmented CSTs in which additional testing time is minimized and school and CSU standards are even more aligned. In a letter that will be sent to superintendents of county offices of education, superintendents of unified and high school districts, high school principals, and district school boards, Jack O'Connell, State Superintendent of Public Instruction for the California Department of Education, Reed Hastings, President of the State Board of Education, and Chancellor Reed will urge all high schools to participate in the groundbreaking 11th grade assessment programs and to encourage 11th graders to volunteer to take these augmented CSTs in all California high schools.

Academic Preparation Program (APP) for 12th Grade Students

We also are working with public school leaders to identify approaches for helping high school seniors who need additional preparation to meet CSU placement standards. A set of senior year programs will be based in all California public high schools and will address directly the college preparation needs of those seniors assessed as eligible for admission to CSU but not ready for college-level study.

As an example, a task force under the aegis of the CSU English Council is developing a curriculum and teacher-training materials for an expository reading and writing course to be offered to high school students in their senior year. This course will address reading and writing problems identified by the English Placement Test Development Committee and the augmentation to the CST. The task force includes high school English teachers, CSU English faculty, an ESL specialist, a reading expert, and a high school principal. Several high schools aware of this effort are enthusiastic about introducing this English course into the high school curriculum in spring 2005.

The ELM Development Committee, in consultation with the CSU Math Council, is developing the components of a high school 12th grade program in math that may include the development of a finite math courses. We are also reviewing other appropriate Web-based and other mediated instructional tools such as ALEKS, Academic Systems, and "I Can Learn." Our math faculty will determine the extent to which these types of materials are aligned with the State Board of Education mathematics standards, and if they are, the extent to which students might strengthen their skills.

Campus Program Coordinators

This memorandum allocates to each CSU campus a total of \$100,000 for the 2003-04 academic year to fund a campus Early Assessment and Academic Preparation Program coordinator to support administrative costs associated with the 11th grade early assessment and the 12th grade academic preparation programs (Attachment A). A total of \$80,000 is provided to cover the salary and benefits for the program coordinator, and \$20,000 is provided to cover administrative costs associated with working with local high schools, e.g., travel expenses, meetings with high school faculty and staff, transportation, telephone, supplies, photocopying, and training guides.

The administrative responsibility of the program coordinator will be that of a coordinator or "enabler" both for the early assessment of 11th grade students and the 12th grade senior year experiences. The coordinator will have the responsibility at the campus level to communicate, publicize, and work with the campus's local high schools to inform them about the augmented CST, to encourage the high schools to inform students about these programs, and to encourage students who are on track to apply to CSU to take the augmented CST in English and mathematics at the end of their junior year in high school. CSU is not providing direct services to high schools, students, or teachers, but it will help high schools to identify courses, on-line English and math tutorials, other prepared courses, and other activities that are designed to help the high schools to help students to strengthen their skills. Coordinators may also be asked to review high school-developed activities to ensure that the standards in these activities are aligned with CSU placement standards.

While the California State University is out of the business of providing direct services to high schools, we anticipate that some CSU campuses may, through other campus programs and campus resources they have identified, provide direct services to high school students and teachers, using campus students and faculty. Under no circumstances, however, may the Early Assessment and Academic Preparation Program funding or the coordinator funded by these funds be used to provide direct services.

We are requesting campuses to provide an expenditure plan of this allocation by Friday, November 14, 2003. The expenditure plan should provide the coordinator's classification, position description, base salary, and benefits, as well as contact information such as telephone number and email address. In addition, a detailed budget describing the \$20,000 allocation for administrative expenses should be provided. Please indicate the General Fund campus account number/chartfield string to which the allocation should be directed. The funds will be allocated when we have received the campus expenditure plan and account number/chartfield string. Campus expenditure plans may be forwarded to Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support by regular mail, telefaxed copy to (562) 951-4727, or via email to Mr. Jones at ajones@calstate.edu.

Additional Academic Outreach Programs

In addition to the Early Assessment Program and Academic Preparation Program, the California State University's academic outreach programs will continue to support the Diagnostic Writing Service and Professional Development for English Teachers.

Diagnostic Writing Service

The Diagnostic Writing Service (DWS) was designed to help students enrolled in 9th through 12th grade to improve their writing skills. The DWS was developed by CSU faculty who teach writing. Students use this on-line service to write and submit an essay on a topic that recently appeared on the CSU's English Placement Test (EPT). Once the student submits the essay electronically, it is read by a CSU faculty member who reads EPT essays written by entering CSU students. Students receive comments about their strengths and weaknesses as a writer and an overall evaluation tells students and their teachers whether the student writing skills meet CSU entry-level standards needed to succeed academically at the CSU.

Professional Development for English Teachers

Several years ago, critical 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. These institutes are an essential part of CSU's early assessment and academic preparation effort and are critical in assisting teachers to effect change in the basic skills of entering freshmen.

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 (UC) Office of the President 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 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. CSU's 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 successfully accomplished 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.

As CSU reshapes its student academic outreach efforts to focus on early assessment and identification of students needing additional assistance before entering the CSU, it is reaffirming its commitment to the professional development of teachers and faculty in order to accomplish its goals. The models developed over the last two years provide a firm foundation for a new cycle of reading institutes for approximately 500 high school teachers during the 2003-04 academic year.

Summary

This historic collaborative effort between the State Board of Education, California Department of Education, and the California State University will better align academic achievement and expectations between K-12 and higher education, resulting in better prepared students ready to succeed at the State's universities.

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Questions about the Early Assessment Program and Academic Preparation Program may be directed to the following individuals:

Early Assessment Program for 11th Grade Students: Marsha Hirano Nakanishi, Assistant Vice Chancellor, Academic Research, mhirano-nakanishi@calstate.edu, (562) 951-4767.

Academic Preparation Program for 12th Grade Students: Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, ajones@calstate.edu, (562) 951-4744.

Campus Program Coordinator Allocation: Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, ajones@calstate.edu, (562) 951-4744.

Diagnostic Writing Service: Allison G. Jones, Assistant Vice Chancellor, Academic Affairs, Student Academic Support, ajones@calstate.edu, (562) 951-4744 and Leon Washington, Associate Director, Enrollment Management Services, Student Academic Support, lwashington@calstate.edu, (562) 951-4726.

Professional Development for English Teachers: Beverly Young, Assistant Vice Chancellor, Academic Affairs, Teacher Education and Public School Programs, byoung@calstate.edu, (562) 951-4765 and Nancy Brynelson, Co-Director, Center for Advancement of Reading, nbrynelson@calstate.edu, (916) 278-4600.

DSS:lem

Attachment

cc: CSU Provosts/Vice Presidents for Academic Affairs
CSU Vice Presidents for Administration
CSU Vice Presidents for Student Affairs
Dr. Charles B. Reed
Mr. Richard P. West
Mr. Allison G. Jones
Dr. Marsha Hirano-Nakanishi
Dr. Beverly Young

**Early Assessment Program (EAP) for 11th Grade Students
Academic Preparation Program (APP) for 12th Grade Students
Campus Allocations – FY 2003-04**

Campus	Amount*
Bakersfield	\$100,000
Channel Islands	\$100,000
Chico	\$100,000
Dominguez Hills	\$100,000
Fresno	\$100,000
Fullerton	\$100,000
Hayward	\$100,000
Humboldt	\$100,000
Long Beach	\$100,000
Los Angeles	\$100,000
Maritime Academy	\$100,000
Monterey Bay	\$100,000
Northridge	\$100,000
Pomona	\$100,000
Sacramento	\$100,000
San Bernardino	\$100,000
San Diego	\$100,000
San Francisco	\$100,000
San José	\$100,000
San Luis Obispo	\$100,000
San Marcos	\$100,000
Sonoma	\$100,000
Stanislaus	\$100,000
TOTAL	\$2,300,000

* Of this amount, it is expected that \$80,000 be used for coordination, and the remaining \$20,000 for operating expenses. Funds will be allocated to campuses when the campus's expenditure plan is received.