BRIEF

Information Item

Agenda Item 2

March 18-19, 1997

COMMITTEE ON EDUCATION POLICY

Precollegiate Education Policy Implementation: First Annual Report

Presentation By
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Academic Affairs

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Precollegiate Education Policy Implementation Advisory Committee

Summary
The CSU Board of Trustees adopted in January 1996 a policy designed to reduce the need for remediation in English and mathematics at the college level. In May 1996, the board received a progress report from Marvalene Hughes, chair of the Precollegiate Education Implementation Advisory Committee, on systemwide and intersegmental activities to implement the elements of the trustee policy. In November 1996, the board received a report on the California Education Round Table’s efforts to achieve statewide consensus on English and mathematics standards. This agenda item responds to trustee policy calling for annual reports to the Board of Trustees until policy goals are met.
COMMITTEE ON EDUCATIONAL POLICY

Precollegiate Education Policy Implementation: First Annual Report

Background

Seven Strategies for Reaching 2007: What the California State University Board of Trustees Did to Reduce the Need for Remedial Education

At its January 24, 1996, meeting, the trustees of the California State University adopted an ambitious plan to work with the public schools to strengthen the preparation of their graduates. Capping two years of research, deliberation, and public comment about the increasing number of students requiring remedial instruction, the trustees approved a strategy designed to reduce the number of freshmen who need remediation in English and/or mathematics by ten percentage points by fall 2001, and to reduce gradually the need for remediation to not more than ten percent of regularly admitted new freshmen by 2007. The new policy does not call for the elimination of remedial and developmental studies but seeks to reduce substantially the number of students requiring remediation while continuing to provide for the special needs of transfer, re-entry, and ESL students. The trustees’ policy to reach their goals by 2007 can be summarized in the following seven strategies:

1. **Strengthen teacher preparation** to ensure teachers can teach reading and basic skills;
2. **Communicate expectations** to ensure that students, their families, and schools can plan effectively to meet university competence standards;
3. **Tutor and mentor K-12 students using CSU students**, especially those CSU students who are considering teaching as a career.
4. **Set clear standards and assess performance** against those standards at regular intervals to ensure students will meet both high school graduation standards and university admission requirements;
5. **Develop early intervention programs** for those students who need assistance meeting high school graduation standards by effective use of college student tutors, mediated, self-paced instruction (technology), and other learning strategies;
6. **Develop alternative means for determining the eligibility of students** graduating from high schools that have adopted competency-based graduation standards; and
7. **Provide early assessment** after university admission and ensure that students who need remedial or developmental activity receive it during the first term of enrollment.

Much of the success of implementing the trustee policy is contingent on how well the CSU works with K-12 and other higher education segments to define standards for graduation from high school. This multi-pronged effort emphasizes collaboration between the public schools and postsecondary education to define more clearly the skills students must bring from high school to ensure readiness for college. New early assessment and intervention programs will help determine the skill levels of high school students so that those who need remedial and developmental work can receive it while still enrolled in high school.
CSU campuses will assess incoming students before their first enrollment and make sure needed skills are acquired in the first year of college. An existing program (Student Internships in Pre-Collegiate Academic Development) that uses CSU students to help middle and high school students prepare for college has been expanded to provide more interns and emphasize English and mathematics skills. Teacher education programs are being reviewed to ensure that prospective teachers are well prepared to teach basic skills.

To oversee the implementation of these seven strategies for achieving the board's remediation policy goals by 2007, the trustees directed the chancellor to establish an implementation advisory committee. A systemwide Precollegiate Education Policy Implementation Advisory Committee, chaired by CSU Stanislaus President Marvalene Hughes, was appointed by Chancellor Barry Munitz and charged with overseeing implementation of the policy, encouraging the sharing of best practices among campuses, continuing CSU’s consultation with all constituencies, and reporting to the chancellor and the Board of Trustees.

This first annual report on the activities of the Precollegiate Education Policy Implementation Advisory Committee focuses on definitive decisions and actions taken by the committee during its first year of operation. Detailed below are the outcomes of the committee's activities to date to implement the trustee policy on precollegiate instruction.

How Is the CSU Supporting the California Education Round Table Initiatives?

About the time of the Board of Trustees' action, the California Education Round Table established the following initiatives that reinforce and advance CSU efforts to strengthen high school preparation:

- Agree on standards for high school graduation and clarify expected competencies for university admission;
- Strengthen programs and resources for teacher preparation and professional development;
- Use technology to improve the quality of education and to streamline access to postsecondary education;
- Bring additional community and professional resources into the teaching and learning process; and
- Assess student progress more uniformly to determine if standards have been met.
What progress has been made toward implementation of the trustees' policy and achieving the goals of the CSU and Education Round Table?

Development of statewide standards

- **CSU faculty members have participated in the Round Table task forces to develop statewide content standards in English and mathematics for high school graduates.** The majority of each task force was appointed by State Superintendent of Public Instruction Delaine Eastin. Her appointees included high school teachers, school and district administrators, parents, and community and business members. In addition, the heads of the systems of higher education made faculty appointments through their academic senate organizations. Each task force had twenty-two members, which assured a wide spectrum of viewpoints.

The intersegmental task forces have developed standards that raise the level of student performance so that, upon graduating from high school, students will have the English and mathematics skills to pursue a career or to handle the demands of postsecondary education. These proposed standards were disseminated widely, and seven public hearings were held throughout the state. The California Education Round Table approved the content standards January 23, 1997, and sent them to the legislatively mandated Commission for the Establishment of Academic Content and Performance Standards (AB 265). The commission is required to propose standards to the State Board of Education by October 1, 1997.

The Intersegmental Council of the Academic Senates (ICAS) represents the academic senates of the University of California (UC), the CSU, and the California Community Colleges. One of its activities is the creation and revision of statements on competencies expected of entering freshmen in various subject areas. The statement of expectations for freshmen in mathematics has been revised recently, and was adopted by ICAS in February 1997. This document is aligned closely with the mathematics graduation standards and should provide a unified statement to students, parents, and teachers in California about what students should know and be able to do in mathematics in order to be properly prepared for college.

Development of statewide assessment system

- **CSU faculty are participating in the California Education Round Table task forces to develop assessment methods to measure student mastery of content standards in English and mathematics.** The California Education Round Table called for a statewide assessment system for measuring the skills, knowledge, and understanding of California students. In January 1997, the Education Round Table established two more task forces to begin development of assessment methods that will measure the extent to which high school graduates and college freshmen have mastered the competencies defined. The work of these task forces will provide the basis for CSU reexamination of the efficacy of the English Placement Test (EPT) and Entry Level Mathematics (ELM) examination.
The CSU recognizes the need for students to be tested as early as the 10th grade and prior to CSU enrollment. While the California Education Round Table task forces complete the development of content standards and assessment measures, the CSU supports, as an interim step, a number of projects that expand the use of diagnostic instruments at the high school level that will lead to a reduction in the need for remedial education. The Mathematics Diagnostic Testing Program (MDTP), developed jointly by CSU and UC faculty members, offers tests to students from the pre-algebra level to calculus. In 1995-96, the MDTP tests were administered in 900 California high schools to over 345,000 students. In addition, over 225,000 California Community College students took the MDTP.

The information from these tests is provided both to the student and to the teacher to help strengthen curriculum and preparation to enable students to know what they must do to prepare for baccalaureate level study. The MDTP is used in both the CSU and the UC for supplementary placement in higher level mathematics courses. Test development is supported by the CSU, the UC, and the CCC. During 1996-97, the CSU is contributing $50,000 toward MDTP test development costs and administration. Moreover, the demand for this test by high schools exceeds the MDTP test supply and budgetary support necessary to administer and score the tests. Additional funds are being sought to make the MDTP available to all California high school juniors.

Four ELM testing pilot projects for selected public high schools are being conducted by Hayward, Northridge, San Diego, and San Jose to determine the extent to which earlier testing improves student preparation and access to the CSU. Those high school juniors who achieve appropriate scores are certified as CSU proficient. Those who require additional coursework are identified to enable the high school to work with the student during the senior year.

Diagnostic/placement tests are being reviewed to ensure consistency and accuracy in measuring ability to begin baccalaureate coursework. The Precollegiate Education Policy Implementation Advisory Committee has begun review of the English and mathematics tests to ensure they gauge accurately the ability of students to participate successfully in baccalaureate level coursework. In addition, the implementation committee is evaluating the Golden State Examination and the MDTP. The evaluation of these tests will be supported by the work of the California Education Round Table task forces on standards and assessment described above. The broader issues associated with testing in K-12 and colleges are being discussed. The success of these discussions will depend upon a coordinated and consensus strategy to which California K-12 and higher education systems and leaders commit.
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Improve teacher preparation

- The CSU has strengthened programs and resources for teacher preparation and professional development. The strengthening of K-18 education is of critical importance and is a key priority of the California State University. In March 1996, the CSU Presidents' Group on Teacher Preparation and K-18 Education was formed to guide CSU efforts to improve education throughout the state. The chair of the group, President Maxson, presented a report to the Committee on Education Policy at its September 1996 meeting. The CSU's initial focus is on internal efforts to improve its own school site personnel preparation programs and their relationships to K-12 education. In response to the passage of SB 1777, which provides school districts with additional funding to reduce class size in grades K-3, CSU presidents, deans, and other staff members are pursuing a multi-faceted strategy to help address the recruitment and certification of individuals into the teaching profession.

The CSU is improving the teaching of reading to prospective teachers through a variety of programs, including the Center for the Improvement of Reading Instruction affiliated with the CSU Institute for Education Reform, the Teacher Reading Instruction Development Program, the Comprehensive Reading Leadership Program, and the development of Core Reading Instructional Materials. In addition, the CSU will be participating in partnerships between public schools and universities to improve the teaching of reading to those who will be teaching reading in public schools.

Expand use of CSU students to help middle and high school students improve English and mathematics skills

- CSU students help middle and high school students in English and mathematics. For some time, the CSU has used student interns to provide college information to high school and community college students. Trustee policy and Round Table initiatives called for expansion of the number of CSU students who provide assistance to middle and high school students in the acquisition of basic English and mathematics skills. In 1995-96, the CSU initiated the systemwide Precollegiate Academic Development program to train and support CSU students working with middle and high schools to help students acquire English and mathematics skills. The CSU has allocated $1.5 million to support this program. In addition, the legislature and governor demonstrated their confidence in this program by allocating an additional $1 million in the 1996/97 CSU budget to expand this program. The total of $2.5 million enabled campuses to double the number of CSU students participating in the Precollegiate Academic Development Program. In addition to its emphasis on raising skill levels in English and mathematics, the program encourages students to take more rigorous courses, assists them to succeed in those courses, and raises their aspirations.
A systemwide workshop was held on December 12, 1996, to familiarize campuses with effective strategies to expand this program and to enhance coordination, communication, and training of CSU student interns. This workshop was developed after an extensive review of the existing precollegiate assistance program under the leadership of Trustee Bernard Goldstein, a member of the Precollegiate Education Policy Implementation Advisory Committee. Campus School of Education deans, precollegiate academic development program coordinators, faculty from mathematics, English, and teacher education departments involved with student intern training, outreach directors, and lead student interns working with the program attended this workshop.

The Intersegmental Coordinating Committee Work Group on California Education Round Table Initiative #4 hosted a symposium on February 21, 1997, focused on the development of strategies and recommendations for increasing the number and enhancing the effectiveness of tutoring programs throughout the state. This symposium was a joint effort by representatives from the California Department of Education, the University of California, and the California State University.

- The Intersegmental Budget Task Force requested $5 million in the 1997/98 budget to expand use of college students as tutors in the K-12 system. The Governor's Budget released in January included $5 million to support the Student Academic Development Partnership Program. At least 100 school sites will receive funding to establish K-6 Student Academic Development Partnership Programs. Funding will permit allocation, on average, of $50,000 per site. It is expected that local school districts will contract with college students attending colleges and universities in their geographical areas.

Communicate standards to K-12 students, families, counselors, and schools

- The CSU is working with K-12 and the California Community Colleges to ensure CSU entry requirements and English and mathematics expectations are known and disseminated widely. The CSU holds annual conferences for high school and community college counselors to present the latest information about the CSU, explain and interpret policies and practices, and generally reinforce linkages between the high schools, community colleges, and the CSU. Information about the trustee remediation policy was provided to all high school and community college counselors at the fall 1996 counselor conferences attended by over 4,100 high school and community college counselors. In addition, the trustee policy was described in the March 1996 CSU Review sent to more than 17,000 counselors, principals, and superintendents.

- Academic Performance Reports. The CSU Academic Performance Reports are valued by high schools and community colleges as a tool for measuring the performance of their students. During this past year, extensive efforts have been made to streamline the performance reports to ensure their accuracy and interpretation. Reports were disseminated to more than 859 public and private high schools throughout the state. The high school report, published annually,
presents in summary form information on the academic performance of first-time freshmen in their first year at CSU. Grade point average comparisons, mean SAT and ACT scores, and the results of student performance on the EPT and ELM are provided to each high school from which at least five students enroll in CSU. A summary of this information on student performance by high school was placed on the World Wide Web to allow high school, district personnel, and other interested parties to download individual summary reports. The next Academic Performance Report for the community colleges, which provides participation and retention data, grade point average comparisons, and grade point averages by major, is in progress and will be released in spring 1997.

Some CSU campuses have held meetings with high school principals, counselors, and math and English teachers to explain how to read and interpret the data provided in the Academic Performance Report for their students and to provide them a better sense of how well their graduates are prepared for university study. Other campuses are planning such meetings. These sessions are being held by campus directors of outreach, admission, school relations, student academic services, and English and math faculty.

Ensure New CSU Upper-Division Transfer Students Have Completed General Education Requirements in English and Mathematics

- **Trustee action in January 1996 directed campuses to come into compliance with existing CSU policy that permits the admission of only those junior and senior transfer students who have completed General Education-Breadth requirements in English and mathematics.** Trustee policy requires all CSU campuses to adhere to existing CSU policy that permits the admission only of those upper-division transfer students who can qualify for admission by (1) establishing that they were eligible to enter the CSU directly out of high school (GPA and test scores placing them in the upper one-third of California high school graduates and completion of the entire high school college preparatory course pattern); or (2) having at least a 2.0 GPA in a minimum of 56 semester (84 quarter) units of transferable units encompassing 30 semester units meeting CSU's General Education-Breadth or Intersegmental General Education Transfer Curriculum (IGETC) requirements, including at least 9 semester units in communication in the English language (usually 3 units of English composition, 3 units in speech, and 3 units in critical thinking) and at least 3 semester units in mathematics.

While CSU campuses have been consistent in requiring the 56 units with a minimum C average, they have taken different approaches to phasing in the general education requirements. Some have been requiring completion of all requirements for admission, others are moving toward fulfillment of all requirements for fall 1997, and the remainder are moving toward requiring completion of the general education requirements in English composition and mathematics effective with students entering fall 1998 and beyond.
CSU representatives consulted extensively with community colleges presidents, academic vice presidents, and the California Community College Chancellor’s Office to determine a reasonable approach to increasing quickly the number of upper-division transfer students who have completed the general education requirements in English and mathematics. CSU representatives met with the chief executive officers of the California Community Colleges in January 1997 to clarify that this has been policy since 1988, to acknowledge that implementation on CSU campuses has been uneven, to stress that this is an issue of minimum preparation needed to succeed in upper-division study rather than a means to limit enrollment, to reaffirm CSU’s commitment to accommodating all qualified upper-division community college transfer students, and to inform them the policy will be implemented at all CSU campuses effective with upper-division transfer students seeking admission for fall 1998. Chancellor Munitz has sent a memorandum to all California Community College chancellors, superintendents, and presidents emphasizing the importance of all transfers completing prior to admission all general education requirements in English and mathematics.

Provide Early Remediation

- **Increase the number of students tested after admission but prior to enrollment.** Systemwide policy has been revised to require that each entering CSU first-time freshman, except those who qualify for an exemption, shall be required to take the CSU Entry Level Mathematics (ELM) examination and the CSU English Placement Test (EPT) after admission and prior to enrollment. Systemwide and campus publicity efforts have been expanded to inform students about the need for them to take the EPT and the ELM prior to enrollment. This information is provided in a variety of ways, e.g., application and admission letters, academic advising seminars, admission day activities, summer orientation, registration instructions, and on-line registration. Incentives are offered to students who take the EPT and the ELM early, e.g., early advisement, early class registration, and special orientation programs. Three additional systemwide test administrations have been arranged for 1997-98. The CSU’s new agreement with ETS enables campuses to administer the EPT/ELM tests eleven times a year. Nine of these dates are chosen by the campuses. Only two will be the same date systemwide. EPT and ELM will be administered as early as March 1997 for students entering the CSU in fall 1997. On-demand campus test opportunities are increasing. Students who have not complied with testing policies are not allowed to register or enroll.

As CSU campuses continue to implement programs and strategies to increase the number of students tested, the number of new regularly admitted students needing remediation in the first term of enrollment is likely to increase. This is because students who delay or evade testing are usually the least prepared and are more likely to fare poorly on the EPT and the ELM. Therefore, mathematics and English remediation rates will probably increase over the short term.
Data on the performance of fall 1996 freshmen on EPT and ELM were not available as this was being written. The latest information on the remedial education needs of entering students will be distributed at the March meeting of the Committee on Education Policy.

CSU policy calls for no more than 10 percent of regularly admitted first-time freshmen to need remedial and developmental instruction by fall 2007. To monitor progress toward this goal between now and fall 2007, two intermediate goals are specified. By fall 2001, there will be a 10 percentage point decline from "the fall 1995 percentage figure for such students." By fall 2004, the proportion of students requiring remedial or developmental instruction will be half "the fall 1995 percentage for such students." The fall 1995 percentage figure for regularly admitted first-time freshmen who need remedial and developmental instruction is the baseline from which reductions in the need for precollegiate instruction will be measured against the Board of Trustees' policy goals for the years 2001, 2004, and 2007.

- **Increase the number of students needing remediation who enroll in appropriate remedial courses in the first term of enrollment.** Campuses are developing and expanding a number of approaches to this aspect of the policy. Remedial English and mathematics courses are offered on some CSU campuses during the summer for entering freshmen who do not achieve qualifying scores on the EPT and/or the ELM. Special admit students are expected on some campuses to take the EPT and the ELM as part of their participation in orientation and summer bridge programs. Study skills seminars and tutorial opportunities have been expanded. Reading and writing programs are being developed and expanded in tutorial formats. These programs provide an opportunity to work closely with students requiring assistance with English and/or math skills. Active monitoring of student progress provides immediate feedback to students. New reading developmental programs are being established. Computer-assisted instructional supplemental aides are being employed in the areas of mathematics, reading, writing, study skills, and general test preparation. Developmental writing is being integrated into baccalaureate courses.

- **Expand the use of technology.** To minimize the number of remedial courses students have to take, several campuses are relying on solutions that incorporate technology. At Cal Poly San Luis Obispo, for example, faculty are teaching remedial mathematics by using software that permits students to proceed at their own pace. Using this self-paced computer program, faculty can increase the number of students taught in each section, and students have access to instruction that is learner-centered (interactive, adaptive to individual learning pace and style, diagnostic and tutorial). Evaluation to date at one campus indicates that students using the computer technology have as high a success rate in completing remedial courses and that they fare as well in subsequent college-level mathematics courses as do students who were exempt from remedial courses. Computer-assisted programs in writing are being developed for students who completed high school in the United States but for whom English is not the primary language spoken in the home.
Collaborate with K-12

- **Expand collaboration with K-12 schools to reduce the need for remediation.** Partnerships between CSU English and mathematics faculty and K-12 mathematics and English teachers are being developed and expanded to align the curriculum and to develop linkages to ensure that K-12 students are English- and mathematics-ready upon entering college. CSU faculty are working closely with K-12 teachers in summer and academic year weekend workshops to provide opportunities for K-12 teachers to improve their English and mathematics teaching skills. These in-service workshops provide effective classroom strategy models and establish a support network for prospective teachers. More CSU students are working with elementary, middle, and high school students both during and after school hours to assist these students with basic English and mathematics skills. The 1996/97 budget included an additional $1 million for this purpose.

CSU faculty sponsor leadership programs and seminars for K-12 educators to improve the teaching of English and mathematics. Video-based developmental mathematics curriculum pilots are being developed collaboratively as alternatives to the traditional course format. Mediated learning materials for use at the K-16 level are being explored. One campus established the Southern California Math Science Teacher Corps to increase the number of trained mathematics teachers to reduce the dependence of local schools on teachers holding emergency credentials. The program provides a time-shortened path to credentialing for displaced aerospace and defense workers interested in becoming high school mathematics and science teachers.

- **Work more closely with service area high schools.** CSU English and mathematics faculty are meeting more often with K-12 English and mathematics teachers to discuss such matters as subject area preparation, EPT and ELM results for their graduates, CSU admission requirements, the Integrated Math Curriculum, California Subject Matter Frameworks, student preparation, subject area preparation, and university expectations. Year-round after-school tutoring programs are being established to assist English and mathematics preparation of middle and high school students. On-campus experiences in computer and science laboratories and meetings with teachers, parents, and administrators supplement mathematics and English tutorial programs. One CSU campus offers an intermediate algebra class over cable television to area high schools. The program will include pre- and post-testing with the ELM examination. CSU faculty provide presentations on television as well as in video format for students to review at their convenience. A telephone line will provide an opportunity for students to participate in question-and-answer sessions. Internet access for homework and discussion will be provided. CSU students serve as classroom interns by being present physically in high school classrooms when the class is being taught.
Explore alternative, competence-based admission programs with K-12 education and the University of California

- Beginning in November 1996, CSU campuses began receiving admission applications from students attending three restructured high schools (Hoover, Homestead, and Piner high schools) participating in the Transitions Project. Instead of traditional transcripts reflecting course titles, Carnegie units, and A-F grades, these high schools issue competency-based reports describing student achievement in subject areas that correspond to CSU’s and UC’s subject area requirements.

The Transitions Project, conducted by the California Center for School Reform with funding from the California Department of Education, was established to provide leadership and support for school reform efforts initiated under SB 1274 (Hart). The Admission Advisory Council chaired by President Donald R. Gerth recommended, the Statewide Academic Senate endorsed, and the chancellor concurred that the Transitions Project be designated as an admission experiment. Under the aegis of the Admission Advisory Council, CSU faculty, campus admission representatives, and Chancellor’s Office staff members have cooperated with representatives of restructuring high schools, University of California, UC’s Board of Admissions and Relations with Schools, and UC campus faculty and admission staff to develop an understanding of ways in which high school reform efforts might impact current university admission policies and practices. CSU and UC have worked with the participating high schools to develop criteria and standards for reporting student achievement. CSU is also monitoring similar projects in Oregon, Wisconsin, and Colorado.

Summary
Working with the entire educational community—the public schools, the California Community Colleges, the University of California, and the Intersegmental Coordinating Committee—the CSU has provided leadership to help ensure that students come from high school and the California Community Colleges well prepared to make the most of their college opportunity. Significant progress has been achieved in six key areas since the Board of Trustees adopted its policy to reduce substantially the need for remediation by 2007:

- Statewide standards in English and mathematics for graduating high school seniors have been developed;

- The California Education Round Table has established two task forces to begin development of assessment methods;

- Concerted efforts are under way to improve preparation of teachers;
- The number of CSU students helping middle and high school students improve English and mathematics skills is being expanded;

- Communication with K-12 students, families, counselors, and schools about CSU entry requirements and English and mathematics expectations is being strengthened; and

- The number of new, regularly admitted first-time freshmen tested after admission and prior to enrollment is increasing.

Working cooperatively with other education segments, state and legislative representatives, and the community, the CSU expects the next generation of college students to enter the CSU with significantly enhanced skills and the ability to enter directly into their studies and achieve unprecedented success. The ability to implement all aspects of the trustee policy will depend upon the continued success of intersegmental collaboration and consensus on the development of statewide standards and assessment tools for graduating high school seniors.

As these statewide efforts continue, the Precollegiate Education Policy Implementation Advisory Committee chaired by President Marvalene Hughes will continue to meet regularly to initiate, monitor, and participate in intersegmental activities designed to advance trustee remediation policy goals, to implement other aspects of the trustee policy that apply only to the CSU, and to develop and implement aggressively appropriate systemwide and campus activities to implement the trustee policy.
FIRST ANNUAL REPORT

Precollegiate Education Policy Implementation

March 1997

7 Strategies for Reaching 2007

- Strengthen teacher preparation
- Communicate expectations
- Use CSU students to tutor K-12 students
- Set standards and assess performance in K-12
- Develop early intervention programs for K-12
- Develop alternative admission criteria
- Provide early assessment for CSU students

Reducing the Need for Remediation

- First annual report on remedial education policy
- Remarkable progress in developing standards, but more freshmen need skills
- Unprecedented level of activity focused on improving K-12 education

Trustee Policy

- Events of past year have confirmed the value of the defining characteristics of the Trustee actions:
  - Emphasis on CSU working with K-12 to achieve consensus on standards and measurement of students' mastery of them
  - An implementation schedule that recognizes real, fundamental, lasting change takes time
  - Trustee action focused attention and galvanized concerted, cooperative effort
Strong Initiatives by Governor and Legislature

- Class size reduction
- Reading initiatives
- AB 265
- CSU students helping in K-12

Class Size Reduction

- $1.5 billion to reduce class sizes K-3
- Of 895 eligible districts, 851 (98%) participated
- 18,400 additional teachers have been hired
- 48,000 K-3 classrooms now have student-teacher ratio of 20-1 or less
- K-3 class sizes dropped from average of 28.5 to 18.8 students

Reading Initiatives

- $200 million from state and federal government (1996-97)
- $6 million from Goals 2000 funds (1996-97)
- $5 million for CSU to improve K-6 teacher preparation, especially ability to teach reading
- Establishment of CSU Center for Improvement of Reading Instruction

AB 265

- AB 265 establishes statewide testing
- Standards at all grade levels will be developed in 5 core disciplines
  - Reading
  - Writing
  - Mathematics
  - History-Social Science
  - Science
- Commission addresses English and mathematics immediately
Unprecedented Cooperation Across Entire Education Community

- Round Table developed content standards
  - Round Table task forces develop consensus on English and mathematics standards
  - Task forces on assessment have been established
  - Results will help CSU evaluate ELM and EPT

Unprecedented Cooperation Across Entire Education Community

- Teacher preparation internship partnerships with districts (AB 18 provides $4.5 million)
- College students working in K-12
- Teacher recruitment (CTC, IER, CSU)

Testing After Admission and Before Enrollment

- First-Time Freshmen Assessed in English Before Enrollment
- First-Time Freshmen Assessed in Math Before Enrollment
First-Time Freshmen Needing Remediation in English

First-Time Freshmen Needing Remediation in Mathematics

Multi-Pronged Strategy

Advisory Committee

- Improve teacher preparation
- Communicate standards
- Organize CSU students to help K-12 students
- Test EPT and ELM early
- Prepare transfers better
- Monitor progress indicators for achieving trustee policy
Improve Teacher Preparation

- CSU Presidents' Committee on Teacher Preparation and K-18 Education
- Curriculum/Assessment/Standards
- Rewards/Resources
- Market Share/CSU Collaboration
- CSU Institute for Education Reform
- Annenberg Delta Project
- Weingart Foundation LAAMP/LEARN
- LA Intern 2000

Communicate Standards

- Counselor Conferences—Over 4,100 high school and community college counselors
- CSU Review—Sent to over 17,000 high school counselors, principals and superintendents and community college presidents, vice presidents and counselors
- Better academic performance reports
- Meetings of CSU and K-12 faculty

CSU Students Helping in K-12

- $4.1 million from CSU
- $1 million from Governor in 1996-97
- $1 million in Governor's budget for 1997-98
- Community service—Campus Compact
- Proposed $5 million for mentoring programs—IBTF
- America Reads Initiative—up to $2.5 million available to CSU students

CSU Student Mentoring Programs

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Early EPT and ELM Testing

- Round Table commitment to testing no later than 11th grade
- Provide incentives to take the EPT and ELM early
- Make sure students know about the tests

Well Prepared Transfers

CSU Fall 1996 Upper Division Transfers
Completion of General Education Requirements prior to Enrollment

- English Composition: 92%
- Oral Communications: 83%
- Critical Thinking: 79%
- Mathematics: 79%

Progress Indicators for Achieving Trustee Policy Goals

- Tested after admission and before enrollment
- In remediation during the first-term of enrollment
- Competent at end of first term
- Competency status at end of academic year
- Prepared and unprepared by end of academic year
- Allowed to re-enroll for second academic year (still unprepared)

First Annual Report

Precollegiate Education Policy Implementation

March 1997

7 Strategies for Reaching 2007