CSU **The California State University**
OFFICE OF THE CHANCELLOR

Gary W. Reichard
Executive Vice Chancellor and Chief Academic Office
401 Golden Shore, 6th Floor, Long Beach, CA 90802-4210
562-951-4710 / Fax 562-951-4986
greichard@calstate.edu
www.calstate.edu

Code: AA-2008-36
October 6, 2008

To: Presidents

From: Gary W. Reichard

           Executive Vice Chancellor and Chief Academic Officer

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

Several years ago reading difficulties were identified as one of the major factors why many students entering the California State University (CSU) fail to demonstrate proficiency in English. For the last seven years the CSU has offered professional development institutes in reading instruction 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 these professional development institutes beginning winter 2009 are now being accepted. Due to fiscal constraints this year, however, the number of campuses and participants to be funded has been reduced.

The Reading Institutes for Academic Preparation (RIAP) are an important part of our Early Assessment Program and are critical in assisting teachers to effect change in the academic literacy of entering students. The attached Request for Proposals (RFP) will provide you with detailed information about the institutes and the requirements for submitting a proposal. For this funding cycle we continue to emphasize the integration of professional development for the Expository Reading and Writing Course (ERWC) within the institutes.

All CSU campuses are eligible to submit a proposal for a Reading Institute. Campuses may submit proposals for institutes up to 30 participants. Systemwide we anticipate funding no more than 200 high school teachers and university faculty to participate during this funding cycle; in previous years we have funded 500-600 participants a year.

Proposals may be submitted electronically or by mail; all proposals must be received by 4:30 pm on Tuesday, November 18, 2008. (Please see the RFP for specific directions.) Proposal review will be conducted in late November and early December, with announcement of awards expected by December 19, 2008. Funded campuses must send representatives to the RIAP Leadership Institute on February 5-6, 2009 at CSU Sacramento. Questions regarding the RFP may be directed to Ms. Nancy Brynelson, Co-Director, CSU Center for the Advancement of Reading, at nbrynelson@calstate.edu. For additional assistance, teams may attend a Proposal Information meeting on Tuesday, October 14, 2008 at CSU Sacramento; details are included in the RFP.

CSU Campuses

Bakersfield	Fresno	Monterey Bay	San Francisco
Channel Islands	Fullerton	Northridge	San José
Chico	Humboldt	Pomona	San Luis Obispo
Dominguez Hills	Long Beach	Sacramento	San Marcos
East Bay	Los Angeles	San Bernardino	Sonoma
	Maritime Academy	San Diego	Stanislaus

Campuses that have conducted institutes in the last seven 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 Early Assessment Programs have worked together to sponsor the institutes. In addition, these campuses have reached beyond the university to work in partnership with local school districts, county offices of education, and California Subject Matter Projects to conduct the institutes.

Addressing the issues of academic preparation in English, notably in reading, can only be accomplished successfully by tapping the professional expertise of many groups. We seek the contributions of 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 develop proposals, to look to the expertise within, across, and beyond the university to craft their own successful institutes. The inclusion of the content provided by the Expository Reading and Writing Course strengthens our efforts.

In the CSU, we are committed to the professional development of teachers and faculty in support of our student outreach initiatives. The Reading Institutes for Academic Preparation are an essential component of our overall efforts to improve the academic literacy skills of high school students before they enter college.

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

GWR:pc

Attachments

cc: Dr. Charles B. Reed
        Dr. Keith Boyum
        Dr. Beverly Young
        Mr. Allison G. Jones
        Ms. Nancy Brynelson
        Provosts/Vice Presidents for Academic Affairs
        Vice Presidents for Student Affairs
        Chairs of English Departments
        Deans of Education
        Early Assessment Program Coordinators

Reading Institutes for Academic Preparation

REQUEST FOR PROPOSALS 2008-2009

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. Significant 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 increased only slightly, improving from 51% in 2002 to 54% in 2007.
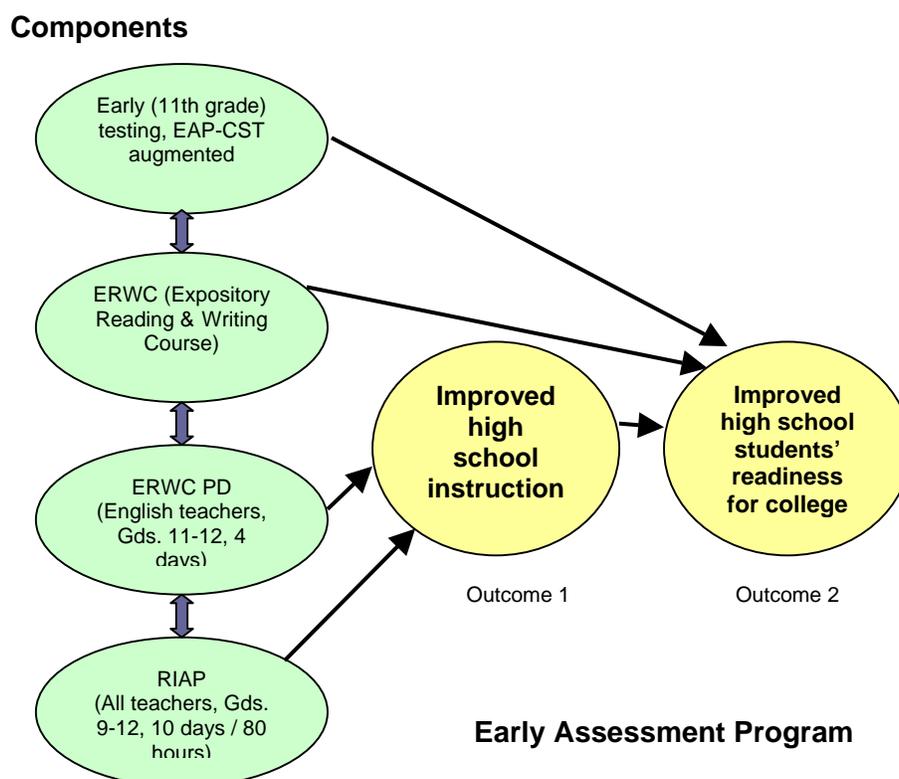
Several years ago reading was identified as one of the major reasons why many students entering the CSU fail to demonstrate proficiency in English. For the last seven years the CSU has offered professional development institutes in reading instruction for high school teachers and university faculty in 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 to effect change in the basic skills of entering freshmen.

The Early Assessment Program (EAP) is the CSU's primary vehicle for increasing high school students' proficiency in the knowledge and skills necessary for success in postsecondary institutions. As Figure 1 (p.2) shows, the Reading Institutes for Academic Preparation (RIAP) are an essential component of this initiative.

As part of the larger Early Assessment Program, RIAP provides professional development for teachers across all high school grade levels and content areas. RIAP addresses the foundational concepts that are the building blocks for college readiness. For this funding cycle professional development for the Expository Reading and Writing Course (ERWC) will continue to be integrated within the institutes. English teachers participating in RIAP will receive full training in ERWC. Other content area teachers participating in RIAP will receive professional development in literacy as appropriate for their content areas. In addition, university faculty involved in the preparation of pre-service secondary teachers are encouraged to participate in RIAP, with the goal of increasing the capacity of all teachers to prepare students for college-level work in English.

Through participation in RIAP, school teams of teachers and administrators will assume a leadership role in their departments and at their school sites to fully implement the Early Assessment Program. At the very least, leadership consists of presenting information about the EAP and college readiness, including the Expository Reading and Writing Course, to all school administrators, teachers, counselors, and other staff in order to plan how EAP will be implemented at the school.

Figure 1. Relationship of RIAP to the Early Assessment Program (EAP)

Components

Early (11th grade) testing, EAP-CST augmented

ERWC (Expository Reading & Writing Course)

ERWC PD (English teachers, Gds. 11-12, 4 days)

RIAP (All teachers, Gds. 9-12, 10 days / 80 hours)

Improved high school instruction

Outcome 1

Improved high school students' readiness for college

Outcome 2

Early Assessment Program

INSTITUTE GOALS and DESIGN

The following goals are established for the institutes beginning in 2008-2009.

The Reading Institute participants will work together to prepare high school students to

- Achieve a level on the joint California Standards Test and CSU Early Assessment that would exempt the student from the English Placement Test *or*
- Use their senior year to attain proficiency in reading and writing (if identified by the EAP as non-exempt); *or*
- Demonstrate proficiency on the CSU English Placement Test (EPT) by scoring above 150 with no need for future reading and writing remediation.

Reading Institutes will support university/school teams to

- Implement research-based diagnostic assessment and instructional practices;
- Improve the reading and writing of all high school students;
- Focus on reading informational text and analytical writing;
- Utilize the assignment template designed for the Expository Reading and Writing Course to organize literacy instruction in content area courses;

- Adopt the Expository Reading and Writing Course in eleventh or twelfth grade English courses or integrate modules from the course within existing English courses; and
- Provide leadership for the Early Assessment Program at school sites and districts.

Institute participants will

- Understand and implement standards-based approaches to improve academic literacy;
- Use case studies (College Access Study) 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, including the use of the assignment template and course modules designed for the Expository Reading and Writing Course.

The *content* of the Reading Institutes includes academic literacy, classroom instruction and assessment, standards-based planning, reading comprehension, academic vocabulary, academic language, and academic writing. Participants will also learn to use the assignment template and course modules designed for the Expository Reading and Writing Course, as well as strategies for success in college and preparation for EAP leadership in high schools and school districts.

Reading Institutes require 80 hours of professional development activities, including institute days (60 hours of contact time), independent study (5 hours), and a College Access Study (15 hours). The institute days include 50 hours of professional development 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. Participants who successfully complete all institute requirements and required hours earn an honorarium of $750.

INSTITUTE LEADERSHIP

A leadership team, led by a campus administrator responsible for overall institute operations and fiscal management, 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 are fully engaged in planning and conducting the institute. Individual institute segments may be planned and presented by university faculty, county offices of education, school district personnel, or outside experts as appropriate.

To foster inclusive partnerships, the leadership team *must* be comprised of the following organizations:

- University faculty from the departments of English, Teacher Education, and the Early Assessment Program Coordinator
- Local school district or county office of education representation

Campuses are encouraged to establish partnerships with a County Office of Education and/or California Subject Matter Project whose contacts and expertise may prove valuable to the institute.

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.

Professional development for local institute leaders will be offered to funded campuses on February 5 and 6, 2009 at CSU Sacramento. 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 *mandatory* for all selected campuses. *The institute director MUST attend the leadership institute.* A registration form for the leadership institute is included in this packet and must be submitted with the RIAP proposal.

Periodic meetings of institute directors will be conducted subsequent to the leadership institute and throughout the year. At least one member of the leadership team must attend these meetings. Travel expenses for the leadership institute and directors' meetings will not be paid by the Chancellor's Office but may be paid with grant funds.

FUNDING PRIORITIES

RIAP experiences and models developed over the past seven years provide a firm foundation for a new cycle of Reading Institutes to be initiated in conjunction with the EAP. The CSU Office of the Chancellor has dedicated funding to support professional development institutes in reading instruction for approximately 200 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 2008-2009.

All CSU campuses are eligible to submit a proposal for a Reading Institute.
Campuses may submit proposals for institutes to serve from 20-30 participants.

Funding priorities for the 2008-2009 academic year focus on campuses that

1. have histories of success with RIAP;
2. engage tenure/tenure-track faculty in leadership roles;
3. serve high-priority areas;
4. currently experience low proficiency rates of entering freshmen; and
5. represent a range of geographic regions in the state.

The Reading Institute budget should be projected at $900 per participant for operating costs for a maximum number of 30 participants. 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 honorarium will be issued in one check upon successful completion and verification of the institute and related independent work.

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. For budgeting purposes we recommend that a balance of staffing between university and public school representatives be established. Faculty buy-outs, if utilized, may only be charged at the replacement rate, without benefits. Administrative overhead/indirect costs should be limited to no more than five percent of total project cost. Institute funds are derived from general funds and may not be administered through a campus foundation. The proposed program cannot supplant other sources of funding and support. The programs funded must establish new activities or supplement and expand existing efforts.

Funded campuses are asked to initiate their professional development activities during the 2008-2009 academic year. Professional development must begin before June 30, 2009; the entire program must be completed by March 31, 2010. Thus, campuses that are awarded Reading Institute funds will be required to carry forward any remaining funds into the 2009-2010 fiscal year in order to complete the activities associated with the institutes.

RECORDKEEPING 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 including the results of units of study.

PROPOSAL REQUIREMENTS

The following information must be submitted on the forms provided or as specified:

- 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 administrator 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 pages)*.

- The proposal must include the name, university department (county office 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 including the EAP Coordinator for the campus *(cover pages)*.

- The proposal must include the name and contact information for the regional California Reading and Literature Project or California Writing Project partners, the school district and/or county office of education personnel involved, as applicable *(cover pages)*.

- The proposal must include the name and contact information of the person who will maintain the institute database *(cover pages)*.

- The proposal must include the proposed number of institute participants (not to exceed 30) *(cover pages)*.

- The proposal must include letters of commitment from partner high school(s), school districts, and/or county offices of education.

- The proposal must include a detailed operating budget based on the number of expected participants. The budget must provide detailed information on the calculation of costs of any institute staff, including the director and other leaders. It should also include funding for travel to the leadership institute and directors' meetings.

- The proposal must include the registration of the leadership team for the professional development (leadership institute) on February 5-6, 2009 *(registration forms).*

The proposal narrative must address each of the following points in clearly identified sections in this order:

- The proposal must describe the leadership structure for the Reading Institute and the ways in which tenure/tenure-track and adjunct CSU faculty from the departments of English and Teacher Education and the Early Assessment Program coordinator are collaborating. The proposal must also address how personnel from a local school district or county office of education are included in the collaboration.

- The proposal must describe how institute leaders will be identified and how institute participants, including school teams, will be recruited.

- The proposal must describe the nature of the school teams that will be invited to participate. At a minimum, it should include information on the composition of members, including grade levels and subject areas taught by school teams.

- The proposal must include information about prior success in operating a RIAP professional development event. Data should include: (1) number of funded participants versus number actually enrolled; (2) percentage of participants who attend all of the institute sessions; (3) percentage of participants who complete the College Access Study; and (4) participant satisfaction information.

- The proposal must include a projected calendar and schedule for offering the 80 hours of institute days and teamwork (60), independent study (5), and College Access Study (15).

- The proposal must describe how the institute will be conducted to engage adult learners with the institute goals and content (see pages 2-3). This should include an explanation of content emphases and use of institute resources. The proposal should describe how the institute will be organized to employ the strategies of effective professional learning and address its critical elements, including a focus on improved student learning, adult learning and change, effective design and delivery, collaboration and coaching, and leadership. In addition, the proposal should address the role that technology plays in the delivery of institute content.

- The proposal must describe the ways in which the institute is designed to model student-centered instructional practices that are appropriate for college-eligible students. These effective instructional practices are consistent with those featured in the Assignment Template and include purposeful grouping, varied curriculum delivery, formative assessment practices, differentiated instruction, and integration of technology.

- The proposal must describe how the content offered to institute participants builds upon and expands the preparation teachers received in content literacy during preservice teacher education.

- The proposal must describe how the institute will support and promote teacher leadership.

- The proposal must describe how the College Access Study will be an integral part of institute activities and how the institute will be organized to support the participants' development of the College Access Study.

- The proposal must describe how professional development for the Expository Reading and Writing Course will be integrated into the institute. The proposal should describe how participating English teachers will be prepared to adopt the course or course modules.

- The proposal must describe how participants will develop skills and knowledge for leading the Early Assessment Program in their schools and districts.

- The proposal must describe how connections between the institute and preservice teacher education will be established and/or strengthened so that information related to college readiness, the Early Assessment Program, and the Expository Reading and Writing Course is shared with preservice teacher education faculty and, ultimately, preservice candidates in their credential year.

FORMAT

There is no fixed format for the proposal. Proposals should address clearly all the points indicated in the proposal criteria in separate, clearly identified sections as set forth in the proposal requirements (see above). Proposals, excluding budget and letters of commitment, should not exceed 20 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 Reading Institutes for Academic Preparation Program funding are due on *Tuesday, November 18, 2008 by 4:30 pm* at the CSU Center for the Advancement of Reading*.* Proposals will be reviewed in late November and early December with announcement of awards expected by *Friday, December 19, 2008*.

Proposals may be submitted electronically; however, the cover pages with original signature also *must* be mailed under separate cover. Electronic or fax submissions may be directed to Carol Rogala at crogala@calstate.edu or (916) 278-4188. 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, Modoc Hall, Room 2003
> Sacramento, CA 95819-6018

PROPOSAL ASSISTANCE

It is strongly suggested that those campuses seeking funding begin to organize and form their leadership teams immediately upon receipt of this RFP. To assist campus teams in preparing successful proposals, there will be a proposal information session on *Tuesday, October 14, 2008* at CSU Sacramento. Individuals interested in additional information about RIAP, strategies for writing successful proposals, and the criteria for evaluating proposals are invited to attend. The scoring rubric for evaluating RIAP proposals is attached for your information. To register for this session, please email Carol Rogala no later than *Tuesday, October 7, 2008.*

QUESTIONS

Questions about submitting proposals may be directed to Carol Rogala, Administrative Support Coordinator, CSU Center for the Advancement of Reading at 916-278-4176 or crogala@calstate.edu.

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

<table>
<tr><td colspan="3" align="center">**The California State University**
Reading Institutes for Academic Preparation 2008-2009
Proposal Cover Pages</td></tr>
</table>

Campus Name:	Number of Anticipated Participants:

Administrator Responsible for Administrative Oversight of the Reading Institute (e.g., Vice President, Dean, other Administrator at the CSU campus):

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 from above):

Name:	Title:

Department:

Street Address and Campus Mail Code:

City and Zip Code:

Phone:	Fax:	E-mail Address:

Key Leadership Team Members

Institute Director (required):

Name **1**:	Title:

Department:

Street Address and Campus Mail Code:

City and Zip Code:

Phone:	Fax:	E-mail Address:

Key Leadership Team Members (continued)

English Department (required):

Name 2:	Title:

Department:

Street Address and Campus Mail Code:

City and Zip Code:

Phone:	Fax:	E-mail Address:

Teacher Education Department (required):

Name 3:	Title:

Department:

Street Address and Campus Mail Code:

City and Zip Code:

Phone:	Fax:	E-mail Address:

Early Assessment Program Coordinator (required):

Name 4:	Title:

Department:

Street Address and Campus Mail Code:

City and Zip Code:

Phone:	Fax:	E-mail Address:

Key Leadership Team Members (continued)	
School District or County Office (required):	
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 (optional)	
Name:	Title:
Department:	
Street Address and Campus Mail Code:	
City and Zip Code:	

Phone:	Fax:	E-mail Address:

Other (optional)	
Name:	Title:
Department:	
Street Address and Campus Mail Code:	
City and Zip Code:	

Phone:	Fax:	E-mail Address:

Project Management		
Person Responsible for Database (required):		
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

RESPONSE REQUIRED BY
November 18, 2008

The California State University

Reading Institutes for Academic Preparation (RIAP)

Leadership Institute

Thursday-Friday, February 5-6, 2009
CSU Sacramento, Modoc Hall, Willow Suites 1 & 2

INSTITUTE DIRECTOR REGISTRATION
Must be submitted with RIAP Proposal*

*Attendance is mandatory for Institute Directors, including a Directors' breakfast meeting on Friday morning.

General Information:

CSU campus funded by RIAP:	

Institute Director Information:

Name:			
Mailing address:		City/Zip:	
E-mail address:		Phone:	

Institute Director Work Information:

Institution*			
*CSU campus/department, county office of education, school district (and school, if applicable), or other			
Title:		Work phone:	
Work address (if different from above):		City/Zip	
Schedule: Thursday – 11:00 am Registration & Lunch; 11:45 am to 5 pm; Friday – 7:30 am to 3:30 pm			
Comments:			

Registration confirmation and travel instructions will be sent via e-mail. Please be sure that your e-mail address is correct.

For questions, please contact Carol Rogala in the Center for the Advancement of Reading at crogala@calstate.edu or 916-278-4176.

The California State University
Reading Institutes for Academic Preparation (RIAP)
Leadership Institute

Thursday-Friday, February 5-6, 2009
CSU Sacramento, Modoc Hall, Willow Suites 1 & 2

LEADERSHIP TEAM MEMBER REGISTRATION
*Must be submitted with RIAP Proposal**

A total of four (4) Leadership Team Members may attend the Leadership Institute. Please reproduce this form to register up to four Leadership Team Members.

General Information:

CSU campus funded by RIAP:	

Leadership Team Member Information:

Name:			
Mailing address:		City/Zip:	
E-mail address:		Phone:	

Leadership Team Member Work Information:

Institution*			
CSU campus/department, county office of education, school district (and school, if applicable), or other			
Title:		Work phone:	
Work address (if different from above):		City/Zip	
Schedule: Thursday – 11:00 am Registration & Lunch; 11:45 am to 5 pm; Friday – 8:30 am to 3:30 pm			
Comments:			

Registration confirmation will be sent via e-mail. Please be sure that your e-mail address is correct.

For questions, please contact Carol Rogala in the Center for the Advancement of Reading at crogala@calstate.edu or 916-278-4176.

Proposal Evaluation Checklist and Rubric

Reading Institutes for Academic Preparation 2008-2009

Campus: _____   Date: _____

Reader: _____   Total Score: _____

Section 1 Proposal Requirements: *Cover Pages and Formatting*	Rating: Yes (1 pt)	Rating: No (0 pts)
Cover Pages: General campus information complete, including name, administrative oversight, fiscal oversight, contact information, and signature of campus official.		
Cover Pages: Name, university department (county office or school district), and contact info for key members of RIAP leadership team.		
Cover Pages: Name and contact info for regional CRLP or CWP partners, and school district and/or county office of education personnel involved (as applicable).		
Cover Pages: Name and contact info of the person responsible for maintaining the institute's database.		
Cover Pages: Proposed number of institute participants (not to exceed 30).		
Formatting: Double-spaced (including tables), 12 pt. font, 1" margins, not to exceed 20 pages.		

Section 1 Point Total: /6

SECTION 2: General Proposal Requirements (p. 6, bullets 6-8)

	Exceeds Requirements 3	Meets Requirements 2	Partially Meets Requirements 1	Not addressed 0
Letters of Commitment	Letters represent a broad range of stakeholders, including district, school, and county office of education leaders. Letters are unique. At least one letter makes a specific enrollment commitment.	Letters represent a range of stakeholders (district, school, county office of education). Letters are similar, and commitments are general in nature.	Letters from some necessary stakeholders (district, school, county office of education). Letters are all the same, and commitments are general in nature.	Letters are missing or are unsigned.
Budget	Budget information is detailed and contains line items that include staff costs, materials, travel, and any other expenses. The costs are realistic and balanced, and constructed to include all projected expenditures. Cost calculations are clear, and a rationale for costs is included.	Budget includes information on staff costs, travel, and materials. It is clear how costs were calculated.	Budget information is outlined in broad categories only. Key projected expenditures are missing or are unrealistic.	Budget is missing.
Registration		Registration forms for the entire leadership team are complete.	One or more registration forms for leadership team are partially complete.	Registration forms are not included.

Section 2 Point Total: **/8**

Section 3: *Proposal Narrative Requirements* (pp. 6-7, bulleted items 1-13)

	Exceeds Requirements 3	Meets Requirements 2	Partially Meets Requirements 1	Not addressed 0
Leadership Structure	All required elements are included. Leadership structure is broad and deep, and is innovative in its design and collaborative partnerships.	Leadership structure includes tenure/tenure-track and adjunct CSU faculty and staff from English, Teacher Education, and EAP programs. Partnerships are explained in detail.	Leadership team does not include all required stakeholders. Partnerships are mentioned, but not explained in detail.	Leadership team is not listed.

Section 3: *Proposal Narrative Requirements* [continued] (pp. 6-7, bulleted items 1-13)

	Exceeds Requirements 3	Meets Requirements 2	Partially Meets Requirements 1	Not addressed 0
Identifying & Recruiting Leaders and School Teams	Leadership team, including institute leaders, expands on existing partnerships. School team recruitment plans are sophisticated and detailed.	There is a process for identifying leadership team members and institute leaders. A detailed recruitment plan for school teams is described.	There is no process for identifying leadership team members or institute leaders. School team recruitment is mentioned in general, but does not include details.	Identification of leaders is not addressed. There is no plan for recruiting school teams.
School Teams	School team composition is innovative and seeks to promote collaboration across disciplines and grade levels.	School team composition description includes grade level and subject area identifiers.	School team composition is described in general, but does not include details about grade levels and/or subject areas.	School team composition is missing.
Prior Successes	All required elements are present and accurate. In addition, the data describe a clear record of success.	All required elements are present and accurate. For first-year institutes, projected data are realistic and include a rationale for the projections.	One required element is missing.	Two or more required elements are missing or are inaccurate.
Schedule	All required elements are in-cluded on calendar. A rationale for the design of the calendar is included. Session descriptions are detailed and creative in de-sign and delivery. Sessions are distributed across the year. The CAS is an integral organiza-tional element.	All required elements are included on calendar. Each session description contains details. The CAS is integrated into the institute days.	The calendar contains the required elements, but the CAS is primarily completed independently and after the institute meetings are finished. Sessions are not distributed, and no rationale for the design of the calendar is included.	The calendar is missing, inaccurate, or incomplete.
Adult Learning	The plan for engaging adults to accomplish institute goals and learn institute content is clearly organized and described. A rationale for content emphases and use of resources is included. All elements of effective professional learning, including technology, are addressed and effectively integrated.	All elements of institute goals and content are included, and the curriculum and instructional design of the institute reflects attention to the needs of adult learners.	One or more elements of institute goals and content are mentioned but not fully described. The curricular and instructional designs seem disjointed. The elements are not woven together.	The institute plan is not included or is so vague and general that the reader cannot detect a cohesive design.

Section 3: *Proposal Narrative Requirements* [continued] (pp. 6-7, bulleted items 1-13)

	Exceeds Requirements 3	Meets Requirements 2	Partially Meets Requirements 1	Not addressed 0
Student-centered Learning	Institute sessions model effective instructional practices for secondary classrooms, including purposeful groupings, varied curriculum delivery, formative assessment, differentiation, and integration of technology.	The institute takes into account instructional strategies for secondary classrooms, such as grouping, varied curriculum delivery, formative assessment, differentiation, and integration of technology.	The institute includes some elements of effective instructional practices. However they are not well developed or explained.	The institute plan is not included or is so vague and general that the reader cannot detect a cohesive design.
Content Literacy	Content represents the leading edge of research-based techniques in content literacy learning. The ERWC Assignment Template is the overarching organizational structure. Participants can be expected to significantly advance their planning, assessment, and instructional delivery skills.	The content builds upon the content literacy learning gained in credential programs and school-based professional development. The ERWC Assignment Template is included.	The content replicates the content literacy learning of credential program candidates. The content primarily reinforces, rather than extends, existing knowledge.	The content of the workshop is described in the most general of terms ("vocabulary") and lacks any specifics.
Teacher Leadership	Teacher leadership is fostered and includes follow-up for future RIAP leadership opportunities.	The institute includes a plan for promoting and supporting teacher leadership.	Teacher leadership plans are described generally but does not include specific methods or targets for promoting such growth.	Teacher leadership is not addressed.
College Access Study	The CAS is a central organizing element for the institute experience. Participants have many opportunities to discuss progress and results, as well as planning for next steps at the school site.	The CAS is included throughout the institute and participants have opportunities to meet and discuss their progress.	The CAS is an "add-on" to the institute, and participants do not discuss any aspect of the CAS until the end.	The CAS is missing from the institute design.

	Exceeds Requirements 3	Meets Requirements 2	Partially Meets Requirements 1	Not addressed 0
Expository Reading and Writing Course	ERWC is fully integrated into the institute, and course/ module adoption information is included. The plan for addressing the different needs of English and content-area teachers is clearly described and innovative.	ERWC is integrated into the institute, and course/module adoption information is in-cluded. Strategies for grouping and scheduling English and content-area participants are described.	ERWC is mentioned, but participants do not utilize the materials in a meaningful way. Information about course/ module adoption is not included. It is unclear how the needs of English and content-area teachers will be addressed.	ERWC is not mentioned.
Early Assessment Program	Participants design specific plans for increasing EAP awareness at their school/district.	Participants learn about EAP for use at their school or district.	Participants are informed about EAP, but they are not shown how to use it at their school/district.	EAP information is not included in institute design.
Preservice Program Collaboration	The plan includes specific objectives for integrating college readiness, EAP, and ERWC into appropriate credential course syllabi.	There is a plan to establish/strengthen connections with teacher education faculty regarding college readiness, EAP, and ERWC.	Information about EAP, college readiness, and ERWC is given to teacher education faculty, but does not include strategies for integrating it into course work.	There is no outreach plan.

Section 3 Point Total: /39

General Comments:

Section 1 total points: _____

Section 2 total points: _____   **Total Points:** [ ]

Section 3 total points: _____