Code: AA-2004-35
October 19, 2004

To: CSU Presidents

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

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

Several years ago reading was identified as one of the major reasons why many students entering the California State University (CSU) fail to demonstrate proficiency in English. For the last three years the CSU has offered professional development institutes in reading for high school teachers and university faculty in an effort to improve the preparation of high school students before entering the CSU. We are pleased to announce that proposals to conduct reading institutes beginning fall 2004 are now being accepted. These institutes are an essential part of our Early Assessment Program and are critical to assist teachers to effect change in the basic skills of entering students. The attached Request for Proposals will provide you with detailed information about the institutes and the requirements for submitting a proposal. This year there are substantive changes in the content of the institutes based upon the work of the CSU 12th Grade Expository Reading and Writing Task Force. The task force identified the strategies and skills required of students entering the CSU and organized that content into a proposed 12th grade course. In addition, the institutes will emphasize the role of the participants as leaders in implementing the Early Assessment Program in their high schools.

The first institutes offered by the CSU were offered in conjunction with a statewide initiative, the California Professional Development Institutes, and were partially funded by the University of California Office of the President (UC) through the California Subject Matter Projects. Eight CSU campuses participated in the initial effort in 2001-02. 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. In 2003-04, funding was expanded to permit thirteen campuses to offer the institutes with constructive outcomes. Those campuses were Bakersfield, Dominguez Hills, Humboldt, Fresno, Long Beach, Los Angeles, Pomona, Sacramento, San Diego, San Jose, San Luis Obispo, San Marcos, and Stanislaus.

Campuses that have offered institutes in the last three 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 reached beyond the university to work in partnership with local school districts and regional professional development providers to conduct the institutes. Our most active partners in this effort have been the California Reading and Literature Project and the California Writing Project.
Addressing the issues of academic preparation in English, notably in reading, can only be accomplished successfully by tapping the professional expertise of many groups, those familiar with the demands of university level reading and writing, the research and best practices in literacy development, the transition from high school to college, the realities of California high schools, and the most effective strategies in professional development. We encourage campuses, as they consider submitting proposals for these funds, to look to the expertise within, across, and beyond the university to craft their own successful institutes. The inclusion of the content provided by the 12th Grade Expository Reading and Writing Task Force strengthens our efforts.

As we reshape our student outreach efforts to focus on early assessment and identification of students needing additional assistance before entering the CSU, we are reaffirming our commitment to the professional development of teachers and faculty in order to accomplish our goals. The models developed over the last three years provide a firm foundation for a new cycle of reading institutes to be initiated in conjunction with these outreach initiatives. All CSU campuses are eligible to submit a proposal for a reading institute, whether or not the campuses have conducted an institute in the last three years. Campuses may submit proposals for institutes up to 50 participants. We anticipate that 555 high school teachers and university faculty will participate in this funding cycle.

Proposals may be submitted electronically or by mail; all proposals must be received by 5:00 p.m. on Wednesday, November 10, 2004. (Please see the attached Request for Proposals for specific directions.) Proposal review will begin immediately with announcement of awards expected by November 19, 2004. Questions regarding the Request for Proposals may be directed to Ms. Nancy Brynelson or Dr. Dana L. Grisham, Co-Directors, CSU Center for the Advancement of Reading, at n.brynelson@calstate.edu or dgrisham@calstate.edu. Questions regarding the Early Assessment Program may be directed to Mr. Allison G. Jones, Assistant Vice Chancellor, Student Academic Support, at a.jones@calstate.edu.

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

DSS:cc

Attachments

cc: Dr. Charles B. Reed
    Mr. Richard P. West
    Dr. Keith Boyum
    Dr. Beverly Young
    Mr. Allison G. Jones
    Ms. Nancy Brynelson
    Dr. Dana L. Grisham
    Dr. JoAnn Aguirre
    CSU Provosts/Vice Presidents for Academic Affairs
    CSU Vice Presidents for Student Affairs
    CSU Chairs of English Departments
    CSU Deans of Education
    CSU Early Assessment Program Coordinators
Reading Institutes for Academic Preparation

REQUEST FOR PROPOSALS 2004-2005

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 not increased, but, has remained relatively constant at 51% in 2002 and 52% in 2003, the last year for which there are established statistics.

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 three years the CSU has offered professional development institutes in reading for high school teachers and university faculty in an effort to improve the preparation of high school students before entering college. These institutes are an essential part of our early assessment and academic preparation effort and are critical to assist teachers to effect change in the basic skills of entering freshmen.

As we reshape our student outreach efforts to focus on early assessment and identification of students needing additional assistance before entering the CSU, we are reaffirming our commitment to the professional development of teachers and faculty in order to accomplish our goals. This year there are substantive changes in the content of the institutes based upon the work of the CSU 12th Grade Expository Reading and Writing Task Force. The task force identified the strategies and skills required of students entering the CSU and organized that content into a proposed 12th grade course. In addition, the institutes will emphasize the role of participants as leaders in implementing the Early Assessment Program in their high schools.

The models developed over the last three years provide a firm foundation for a new cycle of reading institutes to be initiated in conjunction with these outreach initiatives. The CSU Office of the Chancellor has dedicated funding to support professional development institutes in reading for at least 555 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 2004-2005. All CSU campuses are eligible to submit a proposal for a reading institute, whether or not the campuses have conducted an institute in the last three years. Campuses may submit proposals for institutes to serve up to 50 participants.
INSTITUTE GOALS and DESIGN

The following goals are established for the institutes beginning in 2004-2005.

The reading institute participants will work together to prepare high school students to:
- Achieve at a level on the joint California Standards Test and CSU Early Assessment Program that would exempt the student from the English Placement Test; or
- Address the needs of students who earned a Non-Exempt status on the EAP in their senior year of high school.
- 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 students in grades eleven and twelve;
- Focus on reading informational and narrative text and analytical writing;
- Utilize the assignment template and course modules designed for the 12th Grade Expository Reading and Writing Course; 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 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 12th Grade 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. In addition, participants will learn to use the assignment template and course modules designed for the 12th Grade Expository Reading and Writing Course and exercise leadership skills in their schools and districts for the Early Assessment Program.

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

LEADERSHIP

Campuses that seek funding to offer reading institutes should establish a leadership structure that includes both administrative oversight and site implementation. The campus must identify the administrator responsible for overall institute operations and fiscal management, e.g., Dean of Education, English Department Chair, Dean of Undergraduate Studies, Vice President for Academic Affairs.

In addition to the campus administrative arrangements, a leadership team must be identified to plan, conduct, and evaluate the institute. The leadership team is headed by an institute director who is responsible for all institute activities and reports to the appropriate campus administrator. Institute leaders are individuals who assist in planning and conducting the institute. Consultants are often employed to help plan and present specific institute segments.

The leadership team should be comprised of university, high school, and/or subject matter project representatives. Campuses should look to the expertise within, across, and beyond the university as they form their leadership teams. The participation of university faculty from the departments of English and Teacher Education, the Early Assessment Program coordinator, and local school district representatives is required. Campuses are also encouraged to establish partnerships with a California Subject Matter Project. The advantages of partnering with a regional California Reading and Literature Project or California Writing Project include support for identifying institute leadership, recruiting participants, publicizing institute events, securing facilities and catering, processing registration and payments for honoraria, maintaining participant data, etc. Tapping the professional expertise of individuals familiar with the range of issues addressed in the institutes is important to its success. Members of the leadership team should be familiar with the demands of university level reading and writing, the research and best practices in literacy development, the transition from high school to college, the realities of high school classrooms, and the most effective strategies in professional development.

A leadership institute will be offered to selected campuses on December 10-11, 2004. The leadership institute is an opportunity to bring together institute directors and other leaders to learn about the institute curriculum and to begin planning for campus institutes. Participation in the leadership institute is required of all selected campuses. Expenses for attending the leadership institute will be paid by the Office of the Chancellor.

Periodic meetings of institute directors will be conducted subsequent to the leadership institute and throughout the year. Expenses for one member of the leadership team to attend directors’ meetings will be paid by the Office of the Chancellor. If other members of the leadership team plan to attend directors’ meetings their expenses will be the responsibility of the campus and can be paid with reading institute funds.
BUDGET and FISCAL YEAR

The reading institute budget should be projected at $850 per participant for operating costs. It is possible that a portion of the $850 will be held centrally for the purchase or professional books for the institutes; however, that has not yet been determined for this cycle of institutes. An additional maximum amount of $750 per participant will be maintained by the Office of the Chancellor for distribution directly to the institute participants as an honorarium. The 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 K-12 representatives be established. Faculty buy-outs, if utilized, may only be charged at the replacement rate. 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.

Each campus is asked to initiate their professional development activities during the 2004-2005 academic year and complete the entire program by December 31, 2005. Thus, campuses that are awarded Reading Institute funds will be required to carry forward any remaining funds into the 2005-2006 fiscal year in order to complete the activities associated with the institutes.

RECORD-KEEPING and EVALUATION

Campuses will be expected to enter information related to participants and institute events in the project database, certify fulfillment of institute requirements by participants for purposes of awarding honoraria, and submit such certification as requested. Campuses also will be expected to complete and submit expenditure reports and evaluation information as requested. Evaluation information may include participant surveys, directors’ surveys, institute agendas, and sample case studies 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 (or school district), and contact information of key members of the reading institute leadership team. Leadership team members include the institute director and other leaders responsible for planning and conducting the institute (cover pages).

The proposal must include the name and contact information for the regional California Reading and Literature Project or California Writing Project partners, as applicable (cover pages).

The proposal must include the proposed number of institute participants (not to exceed 50) (cover pages).

The proposal must include letters of commitment from partner high school(s) and/or school districts.

The proposal must include a detailed operating budget based on the number of expected participants.

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 CSU faculty from the departments of English and Teacher Education and the Early Assessment Program coordinator are collaborating. The proposal must address how a local school district’s personnel are included in the collaboration as well. The proposal must specify how a subject matter project is included in the leadership structure, as applicable.

- The proposal must describe how institute leaders will be identified and how institute participants will be recruited.

- The proposal must include a projected calendar and schedule for offering the 80 hours of institute days (50), teamwork (10), independent study (5), and case study (15).

- The proposal must describe how the institute will be conducted to engage adult learners with the institute goals and content (see page 2). This may include strategies for delivering content and facilitating adult learning, content emphases and specific resources, ways to facilitate teamwork and the development of the case study, ways the institute will connect with other campus professional development activities, and so forth.

- The proposal must describe how participants will develop skills and knowledge for leading the Early Assessment Program in their schools and districts.
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. Proposals, excluding budget and letters of commitment, should not exceed ten pages. Proposals should be double-spaced and include 1-inch margins; font size should not be smaller than 12 points. Tables, if included, must be double spaced as well.

PROPOSAL SUBMISSION

Proposals for Reading Institutes for Academic Preparation Program funding are due at the CSU Center for the Advancement of Reading by 5:00 p.m. on Wednesday, November 10, 2004. Review will begin immediately with announcement of awards expected by Friday, November 19, 2004.

Proposals may be submitted electronically; however, the cover pages with original signature must also be mailed under separate cover.

Electronic or fax submissions may be directed to Carol Rogala at crogala@calstate.edu or (916) 278-4176. Proposals submitted by mail should be sent to:

Carol Rogala, Administrative Support Coordinator
CSU Center for the Advancement of Reading
Office of the Chancellor
6000 J Street, Foley Hall, Room 333
Sacramento, CA 95819-6018

QUESTIONS

Questions about submitting the 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 or Dana L. Grisham, Co-Directors, CSU Center for the Advancement of Reading, Office of the Chancellor, at nbrynelson@calstate.edu or dgrisham@calstate.edu.
The California State University
Reading Institutes for Academic Preparation 2004-2005
Proposal Cover Pages

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<th>Campus Name:</th>
<th>Number of Anticipated Participants:</th>
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**Administrator Responsible** for Administrative Oversight of the Reading Institute (e.g., Chair of Department, 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):

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### Teacher Education Department (required):

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### Early Assessment Program Coordinator (required):

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### Key Leadership Team Members (continued)

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<td>Title:</td>
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| 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:                              |

### 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:                              |
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 10, 2004