**California Academic Partnership Project**
**Expository Literacy Grant RFP**

**About CAPP:**

The California Academic Partnership Program (CAPP) is administered by the California State University system and is an intersegmental effort of California schools and postsecondary institutions. CAPP was created by the legislature in 1983 to develop "cooperative efforts to improve the academic quality of public secondary schools within the objective of improving the preparation of all students for college." For more information on CAPP, visit the CAPP website at  http://www.calstate.edu/CAPP/.

**Introduction and statement of need:**

Of all students who were "regularly admitted" to the CSU system in 2004, only 53% were considered "proficient" in the English/Language Arts skills considered essential for their success in that system. Too few high school graduates complete A-G requirements to begin with; that only half of these few go on to enroll in bachelor's-level coursework demands attention. Furthermore, nearly half of first-time freshmen in the CSU coming from high schools with statewide API rankings in the first three deciles fail to re-enroll as sophomores.

Many studies cite students' limited academic literacy as a major reason for their struggle to gain access to – and retain – opportunities afforded by higher education. The following statement appears on the website of the CSU's EAP (Early Assessment Program) Task Force (http://www.csupomona.edu/~uwc/taskforce/taskforce.htm):

*In "Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities," a report by the Intersegmental Committee of the Academic Senates of the California Community Colleges, the California State University, and the University of California, faculty in all three systems indicated that they expect academic rigor of entering students reflected in their ability to do the following:*

*Read texts of complexity without instruction and guidance*

- Summarize information
- Relate prior knowledge and experience to new information
- Make connections to related topics or information
- Synthesize information in discussion and written assignments
- Argue with the text
- Determine major and subordinate ideas in passages
- Anticipate where an argument or narrative is heading
- Retain information while searching for answers to self-generated questions

*From the faculty's perspective, too many students appear daunted by those challenges, particularly in tasks requiring skills in both reading and writing.*

*Only*
- *49% of faculty observe that students are prepared to give brief summaries of readings;*
- *36% of faculty find that students are prepared to synthesize information from several sources; and less than*

- *33% of faculty report that students are prepared to analyze information or arguments based on their reading.*

*It is also the case that new California English Language Arts Standards ask students to "combine the rhetorical strategies of narration, exposition, persuasion, and description to produce text of at least 1,500 words," and to write fictional autobiographical, or biographical narratives, responses to literature, reflective compositions, historical investigation reports, job applications and resumes, and deliver multimedia presentations.*

*Thus it would seem that the need to help students meet the standards of the EPT, the expectations of college and university faculty, and the demands of the new California English Language Arts Standards all converge in the need for a curricular vehicle to increase the reading and writing capabilities of college-bound high school seniors.*

The CSU's EAP Task Force, therefore, was tasked with developing a "rhetoric and writing" class that would ready high school graduates for the academic literacy tasks required by college and university coursework. This course is based on an "assignment sequence" comprised of specific and ordered reading and writing activities that help students understand and explicate relevant expository texts. While the task force developed a year-long "rhetoric and writing" course based on these (six) sequences, each existing sequence was piloted separately.

Clearly, responsibility for developing high school students' academic literacy skills extends beyond teachers of English/Language Arts classes. However, the California English/Language Arts content standards explicitly address critical reading and expository writing skills. This grant recognizes the critical role played by secondary English/Language Arts teachers in students' preparation for college-level reading and writing, but it also encourages teachers of all disciplines to collaborate in efforts that create interdisciplinary opportunities for students to become better prepared for the academic expectations of higher education.

**Summary of proposed grant**:

Goal: Improve the readiness of diverse high school graduates for the academic literacy required by bachelor's-level college/university coursework. To this end, CAPP expects schools that receive this grant to

- Improve all 11th and 12th grade students' expository reading and writing skills
- Improve teachers' abilities to teach critical reading and expository writing
- Develop practical and effective expository reading and writing units/sequences that are aligned with both postsecondary expectations and the California English Language Arts Standards

Eligible participants: all current CAPP-funded curriculum and CAHSEE projects plus three new projects = 6 participating schools

Award amount: Total of $175,000 per high school over three year period, contingent on full implementation. Award for year one to be $45,000 per school; award for years two and three to be $65,000 each year.

Time frame: Three years with possible re-application for additional two years, dependent on available funding and annual evaluations.

Deadline for submission of application: June 24, 2005 (by e-mail)

**Funds provided by this grant would support implementation of a very specific set of activities over the course of the project.** These are described on pages 4-7 of this RFP, organized by year (and semester/summer). Teacher leadership is a critical aspect of the project, as is evaluation in terms of both quantitative and qualitative measures.

<u>Key aspects of this effort include</u>

- Reassigned/release time (one class period per day) for the project director, who therefore must be a teacher.
- Teams of teachers (initially, 11$^{th}$/12$^{th}$ grade English/Language arts; possibly social science) working together to accomplish a specific set of outcomes.
- Examination/interrogation of existing English/language arts curriculum at 11$^{th}$ and 12$^{th}$ grades.
- Consideration of what courses are offered to which students, and why.
- Study and implementation of existing expository text "assignment sequences" developed by EAP Task Force.
- Acquisition of expository literacy skills teachers need for the development of new sequences using relevant texts.

Any school interested in participating in the activities supported by these grant funds should consider the following questions. If teachers/leaders of eleventh- and twelfth-grade English/Language Arts classes respond "no" to any of these questions, that school should think twice about applying for the funds. CAPP is interested in supporting teams of teachers who work in challenging environments; it is also interested in maximizing the value of its funding by investing in places where people have already made a commitment to change.

1. Can our school increase the number of graduates who are prepared to engage in non-remedial, college-level coursework?
2. Are most of the teachers in our English department committed to the goal of improving students' reading and writing skills, particularly as related to expository text? Who?
3. Are teachers in our school willing to increase the academic challenge of reading and writing assignments? Are teachers willing to modify the existing curriculum in order to provide students with access to expository reading and writing activities?
4. Does our school's administration support teacher collaboration? Does the school provide resources that allow teachers to work together on some kind of regular basis?
5. Does our school provide teachers with significant responsibility for making decisions that affect what and how teachers work with/for students?
6. Are teachers in our school willing to hold themselves accountable for student learning by sharing data, lesson plans, videotapes of instruction, and student work with each other?
7. Are teachers willing to use e-mail on a regular basis to support communication and information sharing efforts?

To apply for the funds provided by this grant, representative(s) of a school's English/Language Arts (or social studies) department should complete the application attached to this RFP. Answers need not be lengthy but they must be complete. People with questions should contact Katrine Czajkowski by e-mail at [katrine.czajkowski@suhsd.k12.ca.us](mailto:katrine.czajkowski@suhsd.k12.ca.us). Proposed project directors should send responses to Katrine via e-mail no later than June 24, 2005. People who have questions and/or would like help with the application are encouraged to attend the Long Beach K-16 Partnership Conference from June 20-23, where Katrine and other CAPP representatives will be available for consultation and discussion.

# CAPP Expository Literacy Grant: Expectations for Implementation
## (Academic Year 1)

| Term | Participants/Activities | Expected Outcomes/Products | Evaluation/Data/Reports to be collected by Project Director and submitted to CAPP with help from CAPP liaison | Funding<br>Total Year 1 funding:<br>$45,000 |
|---|---|---|---|---|
| Year 1<br>Semester 1<br>(fall, 2005-06) | Majority of ELA teachers at 11th and 12th grade level: | Project Director and 11th & 12th grade participating ELA teachers identified | Names of Project Director and Teachers | Extra duty for project director:<br>$_____ |
| | • Analyze existing ELA curriculum | Teachers complete inventory and analysis of existing curriculum | Completed inventory and analysis of existing curriculum<br><br>Enrollment, by ethnicity and LAU code, of all 11th/12th grade students by ELA course | Extra duty for teachers (10+ teachers meeting at least once a month):<br><br>$_____ |
| | • Develop "curriculum maps" describing reading and writing units for each 11th & 12th grade course | Curriculum maps of all 11th & 12th grade ELA courses including<br>• All major reading units<br>• All major writing units<br>• CA standards per unit<br>• Timeline<br>• assessment | Curriculum maps of all 11th and 12th grade ELA courses | |
| | Study existing EAP (Early Assessment Program) assignment sequences and select at least 2 for implementation during semester 2 | | Selection of existing EAP assignment sequences | Duplication of existing EAP assignment sequences and critical reading tests:<br><br>$ _____ |
| Year 1<br>Semester 2<br>(spr, 2005-06) | Majority of ELA teachers at 11th and 12th grade level: | | Schedule of all meetings with major activities and/or major decisions | .20 release time for Project Director for semester 2:<br><br>$_____ |
| | Teach at least 2 exiting EAP assignment sequences (selected in semester 1) | Videotape of instruction of segment of assignment sequence | Videotape of instruction of segment of assignment sequence | Teacher extra duty:<br>$ _____ |
| | • Annotate at least 2 exiting EAP sequences as they teach | At least 2 annotated assignment sequences per teacher | All teachers respond to standardized survey | |
| | • Participate in a collaborative scoring of student work from one of the existing EAP assignment sequences | Four student work samples, showing range, per teacher | Four student work samples per teacher for at least one unit | Teacher extra duty for participation in scoring session and compiling pre- and post- test data: |

| | | | $_____ |
|---|---|---|---|
| • Administer critical reading and DWS (diagnostic writing service) pre- and post-tests | DWS and critical reading pre- and post-test results | Spreadsheet of DWS and critical reading pre- and post-test scores for four classes, two at each grade level | DWS pre/post testing: $10 per test (approx $2800) |

## CAPP Expository Literacy Grant: Expectations for Implementation
### (Summer Year 1)

| Term | Participants/Activities | Expected Outcomes/Products | Evaluation/Data/Reports to be collected by Project Director and submitted to CAPP with help from CAPP liaison | Funding **Total Year 1 funding: $45,000** |
|---|---|---|---|---|
| Year 1 Summer 2006 | Project Directors at all sites meet for one day with CAPP liaison to<br>• Report on site progress<br>• Discuss challenges<br>• Share insights from annotated EAP assignment sequences<br>• Review data<br>• Plan for Year 2 | Reports from all projects of measurable progress to meet goals | Reports and all other material presented | Travel expenses: $_____ |
| | Project Director and participating teachers meet for 3-5 days to<br>• Revise existing EAP assignment sequences, using teacher annotations | Revised EAP assignment sequences | Copies of all materials produced | |
| | • Decide where to incorporate remaining EAP assignment sequences within existing curriculum map | Curriculum map incorporating additional existing EAP sequences | Copies of all materials produced | Extra duty for teachers: $_____ |
| | • Develop new sequences | New assignment sequences | Copies of all materials produced | |
| | • Revise curriculum maps, course descriptions, syllabi | Revised curriculum maps, course descriptions, syllabi | Copies of all materials produced | |

| | | | 2005-06 semester 2 ELA grades for all 11<sup>th</sup> and 12<sup>th</sup> grade courses by ethnicity and language code | |
|---|---|---|---|---|
| | • Review student data on mastery of standards: CAHSEE, A-G completion, cde (CA Dept of Education) and cpec (CA Postsecondary Education Commission) websites, etc. | Evaluation of data | • College-going data, by ethnicity:<br>• Number graduating in 2005<br>• Number completing A-G 11$^{th}$/12$^{th}$ ELA<br>• Number exempted from EPT<br>• Number taking EPT<br>• Number passing EPT<br>• Augmented CST results for juniors (EAP) | Duplication of Materials:<br><br>$ _____ |
| | • Review school policies on course offerings and student placement | Evaluation of policies | | |

# CAPP Expository Literacy Grant: Expectations for Implementation
## (Academic Years 2-3)

| Term | Participants/Activities | Expected Outcomes/Products | Evaluation/Data/Reports to be collected by Project Director and submitted to CAPP with help from CAPP liaison | Funding **Total annual funding: $65,000** |
|---|---|---|---|---|
| Years 2 & 3 (each year) | All ELA teachers at 11th and 12th grade level: | Improved communication/collaboration among teachers | Minutes/summaries of monthly meetings, noting decisions, actions, salient points | .20 release time for Project Director: $_____ |
| | • Teach and annotate remaining EAP assignment sequences | Annotated EAP assignment sequences | All teachers respond to standardized survey | |
| | • Implement at least four new assignment sequences, developed by teachers, using EAP template | At least four new assignment sequences, developed by teachers | All teachers respond to standardized survey | |
| | Videotape instruction of assignment sequence of at least one teacher from each grade level | Videotape of at least one teacher from each grade level teaching a segment of assignment sequence | Videotaped segment(s) of instruction | Extra duty for teachers: $ _____ |
| | All teachers at each grade level participate in collaborative scoring session of student work at least twice a year. Videotape discussion at scoring session. | Four student work samples, showing range, per participating teacher  Videotaped discussion at scoring session | Four student work samples (range of mastery) for each original assignment sequence  Videotape of discussion at scoring session | |
| | Administer critical reading and DWS pre- and post-tests  Collect and disaggregate course enrollment data  Collect and assemble CST data | DWS and critical reading pre- and post-test results  Disaggregated course enrollment data  Disaggregated augmented CST results | Spreadsheet of DWS and critical reading pre- and post-test scores for four classes, two at each grade level  Enrollment, by ethnicity and LAU code, of all 11th/12th grade students by ELA course  Spreadsheet of 11th grade augmented CST scores (EPT waiver results) from previous year's class, by teacher, ethnicity, and LAU code | Duplication of materials: $_____  DWS pre/post testing: $10 per test (approx $2800) |
| | Teachers present experiences and recommendations to District-level leadership groups and/or School Board | Summary of experiences, conclusions and recommendations, referenced by project materials and student work | Presentation materials and records of proceedings | |

# CAPP Expository Literacy Grant: Expectations for Implementation
## (Summer Years 2 & 3)

| Term | Participants/Activities | Expected Outcomes/Products | Evaluation/Data/Reports to be collected by project director and submitted to CAPP with help from CAPP liaison | **Funding** Total Annual funding: $65,000 |
|---|---|---|---|---|
| Summer Years 2 & 3 | Project Directors at all sites meet for one day with CAPP liaison to<br>• Report on site progress<br>• Discuss challenges<br>• Share insights from annotated EAP assignment sequences<br>• Review data<br>• Plan for Year 2 | Reports from all projects of measurable progress to meet goals | Reports and all other material presented | Travel expenses: $_____ |
| | Project Director and participating teachers meet for 3-5 days to<br>• Revise existing EAP assignment sequences, using teacher annotations | Revised EAP assignment sequences | Copies of all materials produced | |
| | • Decide where to incorporate remaining EAP assignment sequences within existing curriculum map | Curriculum map incorporating additional existing EAP sequences | Copies of all materials produced | |
| | • Develop new sequences | New assignment sequences | Copies of all materials produced | Extra duty for teachers: $_____ |
| | • Revise curriculum maps, course descriptions, syllabi | Revised curriculum maps, course descriptions, syllabi | Copies of all materials produced | |
| | • Review student data on mastery of standards (CAHSEE, A-G completion, CDE and CPEC websites, etc.) | Evaluation of data | 2005-06 semester 2 ELA grades for all 11th and 12th grade courses by ethnicity and LAU code<br>College-going data, by ethnicity:<br>• Number graduating in 2005<br>• Number completing A-G 11th/12th ELA<br>• Number exempted from EPT<br>• Number taking EPT<br>• Number passing EPT | Duplication of Materials: $ _____ |
| | Review school policies on course offerings and student placement | Evaluation of policies | | |

*CAPP Expository Literacy Grant Application*

**Please provide the information requested in the table below:**

| | | | |
|---|---|---|---|
| Name of high school: | | District: | |
| Total school enrollment (fall, 2004): | | Number of graduates (spring 2005): | |
| • 11th grade enrollment: | | number completing A-G sequence: | |
| • 12th grade enrollment: | | number exempt from EPT: | |
| Name of proposed project director (a teacher): | | e-mail address of project director: | |
| Mailing address of project director: | | Phone number of project director (through summer '05): | |

In the table below, write the names of all individuals expected to teach 11th and 12th grade English/Language Arts classes at your school next year. Then identify the 11th/12th grade course(s), with number of sections, each will teach. Of course, changes may occur. Finally, indicate which individuals will participate in this project, beginning in Fall, 2005. Provide an e-mail contact for each of these participating individuals.

| Teacher's name | 11th/12th grade ELA course, with # sections | 11th/12th grade ELA course, with # sections | 11th/12th grade ELA course, with # sections | Will the teacher participate in this project? Write yes/no. | E-mail contact for participating teachers |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
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*The RFP for this grant suggests that interested schools consider these questions:*

1.  Can our school increase the number of graduates who are prepared to engage in non-remedial, college-level coursework?
2.  Are most of the teachers in our English department committed to the goal of improving students' reading and writing skills, particularly as related to expository text? Who?
3.  Are teachers in our school willing to increase the academic challenge of reading and writing assignments? Are teachers willing to modify the existing curriculum in order to provide students with access to expository reading and writing activities?
4.  Does our school's administration support teacher collaboration? Does the school provide resources that allow teachers to work together on some kind of regular basis?
5.  Does our school provide teachers with significant responsibility for making decisions that affect what and how teachers work with/for students?
6.  Are teachers in our school willing to hold themselves accountable for student learning by sharing data, lesson plans, videotapes of instruction, and student work with each other?
7.  Are teachers willing to use e-mail on a regular basis to support communication and information sharing efforts?

If you have decided to submit this application, you have already decided that your answers to these questions are "yes" to some degree.

**For each question, explain why your answer is "yes." Provide details and evidence that will help CAPP better understand how your school will use the funds made possible from this grant to accomplish its stated objectives. Your response to each question need not exceed one paragraph.**

**Finally, provide a short statement (of less than 400 words) explaining the three most important reasons why your school seeks the money provided by this grant. In addition to the expected products and activities outlined in the RFP, what else does your school hope to accomplish by participating in this effort?**

**Obtain the signatures requested on the last page of this application and send a hard-copy of the complete application to CAPP, c/o Dave Jolly, Statewide CAPP Director, at the CSU Office of Chancellor, 401 Golden Shore, 6th floor, Long Beach, CA 90802-4210. Your hard-copy of the application must be postmarked no later than June 24th, 2005.**

**E-mail this completed application (less the signature page) to Katrine Czajkowski at katrine.czajkowski@suhsd.k12.ca.us before June 24th, 2005. Please direct any questions to Katrine by e-mail via this address.**

# CAPP Expository Literacy Grant Application
## *Signature Page*

The signatures of the individuals named below attest to this proposal's support at various levels.  Please attach this page to a hard copy of your proposal and submit the complete application to CAPP (see address on previous page) by June 24th, 2005.

|  | Project Director | High School Principal | District-level Representative |
|---|---|---|---|
| Title/position: |  |  |  |
| Name (print/type): |  |  |  |
| Signature: |  |  |  |
| Mailing address: |  |  |  |
| Phone: |  |  |  |
| E-mail address: |  |  |  |