

REPORT TO THE ACSA SUPERINTENDENCY COUNCIL

The following is a status report from the California State University.

TEACHER QUALITY PARTNERSHIP GRANTS TO SIX CSU CAMPUSES; MORE EXPECTED BY END OF YEAR

First Round of Awards Announced in October

- Six CSU campuses received awards, with total funding over a five year period of more than \$35,550,000. The campuses were:
 - CSU Bakersfield, CSU Monterey Bay, Cal Poly San Luis Obispo. Funding for the three campus consortium that includes a new pre-baccalaureate teacher pathway emphasizing mathematics, science, and special education is \$12,600,000.
 - CSU Chico, CSU Dominguez Hills, and CSU Los Angeles. Each campus received a separate grant for a new Credential/Master's program that includes an innovative teacher residency. Total funding is more than \$22,950,000.
 - Total funding to California institutions was 17% of the national awards; six of the seven California institutions funded were CSU campuses.

Second Round of Awards to be Announced by End of Year

- Seven CSU campuses have applied in the second round of the federal grants. Awards are to be announced by the end of the calendar year. Total national funding available is an additional \$100 million. CSU anticipates receiving additional awards of up to \$20 million. Campuses that applied are:
 - CSU Fresno, Humboldt State, CSU Long Beach, CSU Northridge, CSU Sacramento, and San Diego State.
 - Two of these campuses had submitted in the first round and had very high scores (approximately 95 out of 100). They quickly addressed recommendations and re-submitted second proposals that are expected to be highly competitive.

Meaning for CSU and California

- These are among the largest and earliest awards made by the U.S. Department of Education through its Office for Innovation and Improvement.
- This is the same office that manages the Race to the Top State Grants and the Investment in Innovation Grant.
- Federal staff recently visited the Chancellor's Office. They congratulated the CSU and indicated that the Teacher Quality awards recognize the commitment to the kinds of significant innovation and reform that the Secretary of Education is seeking.

CSU EDUCATION DOCTORATE FOR ADMINISTRATIVE LEADERSHIP

Scope of Programs

- 11 CSU campuses have practitioner-oriented Ed.D. programs, designed to advance school reform and student achievement.
- Doctorate is designed to prepare innovative leaders committed to using evidence and data to improve California's schools and community colleges.
- These programs are serving 600 students in 2009-10.
- Approximately 56% of the students are in the P-12 leadership specialization and approximately 44% are in the community college specialization.
- All of the programs have strong collaborative relationships with schools and local partners.
- Eight of the campuses have both the P-12 and community college specialization: CSU Fresno, Fullerton, Long Beach, Northridge, and Sacramento.
- Four of the campuses have focused their Ed.D. programs on the P-12 specialization: CSU East Bay, Los Angeles, and San Bernardino

Diversity of Students

- The 600 students represent a highly diverse group of aspiring educational leaders:
 - 22% Hispanic/Latino
 - 16% African American
 - 5% Asian American
 - 2% Filipino
 - 1% American Indian
 - 1% Pacific Islander
 - 7% Multiple ethnicities/unknown
 - 46% White
- Slightly more than 60% of the students are female; close to 40% male.

Indicators of Quality and Success

- The programs have had a large number of well-qualified applicants – twice as many as they have been able to admit.
- They have high persistence rates: almost 95% are completing the programs in a timely manner.
- The students are doing high quality work and progressing rapidly to degree completion. Of the 140 students in the first cohort, nearly 100 are expected to graduate this year.

MATH AND SCIENCE TEACHER SCHOLARSHIPS ACROSS THE CSU SYSTEM

Availability of Programs on All CSU Campuses

- Every CSU campus preparing teachers has received National Science Foundation support for a Robert Noyce math and science teacher scholarship program.
- Five campuses have received NSF support for more than one teacher scholarship program: Fresno, Fullerton, Long Beach, Los Angeles, and Cal Poly San Luis Obispo.
- These programs provide \$10,000 of support for outstanding new math and science teachers for each of three years.

New Scholarship Programs for Combined Credential/Master's Programs

- NSF began a new combined credential/Master's fellowship program for math and science teacher candidates this year.
- Six CSU campuses received NSF support: East Bay, Fresno, Northridge, San Bernardino, San Diego State, and San Marcos.
- These programs provide \$10,000 of support for outstanding new math and science teachers during their graduate study and an additional \$10,000 annually during their beginning years of teaching, with total support of \$50,000.

Alignment with Loan Cancellation for Math and Science Teachers

- Student access to the California Assumption Program of Loans for Education (APLE) has accompanied the NSF scholarship program.
- It provides \$19,000 of student loan cancellation for math and science teachers.

Impact of Financial Support on Recruiting Outstanding Math and Science Teachers

- CSU increased production of math and science teachers from 2003 to 2007-08 by 76.6%, from 768 to 1,356. This increase is far greater than has occurred in any other state.
- The service requirements of the scholarship and loan cancellation programs contribute markedly to the placement of CSU graduates in the state's highest need schools, helping to overcome persistent achievement gaps.
- Of CSU recent math and science teacher graduates:
 - more than 40% taught in city schools, approximately 10% in rural schools, and the remainder in suburban schools;
 - approximately one-third taught in schools that did not meet their annual Academic Performance Index (API);
 - more than 70% taught in schools where 25% or more of the students were from families in poverty who received free/reduced lunch;
 - over 90% taught in schools with less than 100% fully credentialed teachers.

EARLY ASSESSMENT PROGRAM AND IMPROVING COLLEGE READINESS

Early Assessment Program

- The Early Assessment Program (EAP) is a collaborative effort between the California State University, the California Department of Education, and the State Board of Education.
- The goal of this unprecedented partnership is to ensure that high school students are “on track” to meet college entry-level standards in English and mathematics.
- The EAP enables students to learn about their readiness for college-level English and mathematics after their junior year and offers proven strategies for improving their skills during the senior year.
- It includes four components:
 - 11th grade testing in conjunction with STAR testing
 - Supplemental high school preparation in 12th grade
 - Teacher professional development
 - Communication with parents, family, and schools

The Benefits of the Early Assessment Program

- The EAP is designed to help teachers, counselors, students, and parents ensure that high school graduates attain college and workforce readiness.
 - Provides an early warning signal – it tells students, families, and high schools whether the students are prepared for college-level work in English and mathematics
 - Alerts students about needed actions – it informs them about what they can do to achieve readiness in English and mathematics before leaving high school
 - Encourages interventions – it motivates students to take needed steps in 12th grade to achieve college readiness and helps schools provide opportunities for college readiness
 - Earns students an exemption from CSU English and/or mathematics placement tests

High School Expository Reading and Writing Course, Professional Development, and Impacts on College Readiness

- In collaboration with high school English teachers, CSU faculty developed the Expository Reading and Writing Course for 11th and 12 grade students, now nationally recognized for its significance and success.
- Professional development for teachers in English and Math is a central component of EAP and has been demonstrated to have a marked effect on college readiness when teams of teachers participate.
- Participation in EAP Expository Reading and Writing Professional Development by teacher teams has led to year-to-year gains in college readiness that are more than double state averages and in STAR English Language Arts performance by schools that are four times the state average.
- Participation in EAP Mathematics Professional Development by teacher teams has led to gains in college readiness of 50%.