

OHIO BOARD OF REGENTS

REQUEST FOR PROPOSALS

**EARLY ENGLISH COMPOSITION ASSESSMENT PROGRAM
MAY 20, 2002**

The Ohio Board of Regents announces the continuation of the Early English Composition Assessment Program (EECAP) and offers grants to colleges and universities to create collaborative partnerships between collegiate and high school English faculty and teachers. These grants are designed to address the new academic content standards, improve the writing skills of high school students, help teachers better assess student writing, create greater understanding of collegiate-level writing expectations and design and implement strategies for improving teaching and learning in respect to pre-college writing.

The Early English Composition Assessment Program, funded by the Ohio General Assembly and administered by the Ohio Board of Regents, reflects concern for adequate student preparation in English composition prior to college entry. The state Joint Council, consisting of members of both the Ohio Board of Education and the Ohio Board of Regents, views EECAP as an effective initiative in the K-16 educational continuum. Three years ago, EECAP expanded its efforts by sponsoring Summer Writing Institutes in an effort to provide an additional opportunity for teachers to participate in an intense, high-quality professional development experience. These Institutes will again be offered this summer at six university sites – Kent State University, Miami University, Ohio University – Southern Campus, University of Cincinnati, The Ohio State University and one likely to be held at Cuyahoga Community College.

As a result of having actual writing samples evaluated in their sophomore and/or junior year of high school by a team of collegiate and secondary school English faculty, students will have a clear measure of their current writing ability as judged against the standard expected in collegiate freshman English. Such information will be valuable to the student and his or her counselor in determining high school junior or senior year coursework. It will also be of assistance to English teachers in gauging the particular writing needs of their students. The collaboration provides valuable professional development for high school English teachers, giving them skills they need to assess student writing efficiently and effectively, using current research-based strategies.

FOCUS OF ACTIVITIES

This year we will focus on collaborative efforts that **directly** address three key concerns:

- (1) Addressing the new English language arts academic content standards.
- (2) The writing skills high school students need to avoid developmental courses or to begin the first-year writing program at the most advantageous point in Ohio's colleges and universities.
- (3) Classroom practices and writing pedagogy designed to ensure that fewer high school graduates need developmental writing instruction, thereby saving costs in time and money to high school seniors who are placed into developmental writing courses in Ohio's colleges and universities.

Proposals must clearly demonstrate how the activities being proposed will address these three concerns and they must incorporate evaluation measures that include data collection and measurable outcomes.

As in the past, proposals must address both (1) and (2) of the following:

- (1) Professional development for teachers. Examples include workshops, seminars or courses (40 or more contact hours are found to be the most effective) in which teachers and faculty come together to discuss and learn about the writing process and how to assess the quality of a piece of writing as compared to collegiate freshman year writing expectations. Attention must be given to the new state academic standards.
- (2) Assessment of samples of student writing. Example: Faculty and teachers meet to review the writing of students of participating teachers so that teachers can learn to assess the writing samples and provide appropriate feedback to the student writers.

In addition, we will entertain proposals that address the particular needs of “at risk” students by incorporating creative strategies designed to intervene at the high school level to improve student writing. Examples include: Administering a college or university placement test to high school students followed by student advising and counseling; providing a campus experience for high school students with a focus on helping them understand the level of writing expected of them; and specific attention to “writers on the margins” -- tenth and eleventh grade students who are close but not quite ready for most first level college writing courses.

Phil Luther, Chair of the English Department at the Raymond Walters Campus of the University of Cincinnati, has been directing an EECAP project for several years that is an exemplary EECAP model. Project activities have been subjected to rigorous evaluation and proven to be successful. We encourage proposal submitters to review an evaluation report which can be found on the EECAP website – <http://www.eecap.org>. Go to the “Project Evaluation” tab where the report can be found there identified as “Writers on the Margins.”

The proposal review process will be designed to fund proposals that incorporate strategies already proven to be successful in improving the teaching and learning of writing. In all cases, proposals must incorporate effective evaluation

measures of the proposed activities and practices providing evidence that these strategies have reduced the need for remediation. Pre and post surveys of teacher and/or student attitudes, beliefs and feelings are not considered to be a measure of effectiveness unless combined with other evaluative strategies designed to measure actual teaching and learning improvements.

Funding preference will be given to those existing EECAP sites that have already initiated a Summer Writing Institute as a part of their EECAP activities (The Ohio State University, University of Cincinnati, University of Toledo, Miami University, Kent State University, Ohio University, Ironton and Cuyahoga Community College) OR to EECAPs (new and continuing) that provide proposal plans to collaborate with existing Summer Writing Institutes in ways that provide teacher professional development needs.

Simply stated, we are looking for projects that will increase the number of graduating high school seniors who are ready for the first-year writing sequence when they enroll in one of Ohio's colleges or universities. To be competitive, projects must be able to provide evidence of student improvement in writing.

GRANT SIZE

Recognizing that some collaborations might, by virtue of the size and scope of proposed activities, require more money than projects focusing on a smaller number of teachers and students, we are not specifying an upper limit on the size of individual awards.

PROJECT PROPOSAL INFORMATION

Proposals of no more than eight single-spaced pages, plus the cover sheet, abstract page and brief vitae, must include:

- (1) Plans to assess the writing samples of high school sophomores and/or junior students in the participating school/s;
- (2) Plans to provide in-service training for secondary school teachers (primarily those teaching high school sophomores or juniors or seniors) in the area of English composition assessment and instruction;
- (3) A description of the collaboration (both planning and implementation) between the school district/s and the college or university;
- (4) A timetable for proposed activities (grant activities generally occur over a period of 12 months);
- (5) An itemized budget indicating sources of project matching support and projected expenditures by source of funds for a twelve-month period. Sufficient information/detail of budget items must be provided so that reviewers can easily determine how cost estimates were derived. While we do not require matching funds, we do encourage the participating grantee college/university

and the participating school district/s to provide as much matching funds as are possible (including in-kind contributions.)

If you have received an EECAP project in the past and there are unspent funds remaining, please indicate the estimated or known amount of funds remaining to be spent.

Teacher stipends for participation in EECAP activities outside of the normal class time are permitted but are not to be viewed (unless required by labor contract provisions) as a replacement for salary. It would not be expected that stipends be offered for EECAP teacher participation held during normal class day hours for which a teacher receives pay. Stipends should be minimal and considered to be a means of helping to reimburse teachers for out-of pocket expenses incurred as a result of participation. Budget requests for equipment and travel will be scrutinized carefully and must be justified as necessary and essential to the success of the grant. **An amount for indirect costs up to 5% of the direct costs being requested can be included in the budget request.**

- (6) Plans for continuation of the program beyond the grant period;
- (7) A brief vita for the Project Director and other individuals who will have active and substantial involvement in directing or implementing the project;
- (8) **Each proposal must describe evaluation measures that include data collection and measurable outcomes. Anecdotal and pre and post test evaluation measures may be included but are not sufficient for funding purposes. We are more interested in having data that clearly demonstrate effectiveness.**

As in the past, we will restrict continuation EECAP grants to no more than four years in working with the same schools. Colleges and universities are encouraged to enter into collaborative activities with new schools at the end of four years. We encourage colleges and universities to bring in new school partners at any point during funding although state funding support cannot be augmented during a given state fiscal year of support.

FUNDS MANAGEMENT

An annual fiscal and programmatic report is required to be submitted at the end of the grant by all grantees. The annual report must include an evaluation of activities. Directions for preparation of the report will be provided by the Ohio Board of Regents.

SELECTION OF GRANT AWARDS

Proposals will be reviewed by a panel which includes a staff member of the Ohio Board of Regents and several faculty and teachers of composition. The recommendations of the review panel will be submitted to the Ohio Board of Regents for action and approval at its regularly scheduled **September 19, 2002** meeting. Everyone who submitted a proposal will be notified immediately after

the meeting regarding the status of their proposal. Successful grantees can incur expenses immediately after September 19, 2002.

SUBMISSION OF PROPOSALS

Five copies of each proposal must be submitted with cover and abstract pages (forms attached) and written on no more than eight single-spaced pages, excluding the cover sheet, abstract and brief vitae. **Proposals must be in the offices of the Ohio Board of Regents by 5:00 p.m. on August 15, 2002 and must address the specific areas outlined in the Table of Contents for Proposals and as described in the Project Proposal Information section.**

Submit proposals to:

Marlene Rushay
Associate for Academic Planning Policies
Ohio Board of Regents
30 E. Broad Street, 36th Floor
Columbus, Ohio 43215-3414

Telephone: 614/752-9475
Fax: 614/466-5866
E-mail: mrushay@regents.state.oh.us

Proposals received after the deadline will not be accepted.

The proposal funding process is contingent upon the availability of funds.

VISIT THE EECAP WEBSITE FOR INFORMATION ABOUT WRITING ISSUES AT
[HTTP://WWW.EECAP.ORG](http://WWW.EECAP.ORG)

INFORMATION SESSION

To answer questions and to provide a means of exploring the goals and objectives of the program, we will hold an Information Session in the Main Conference Room in the offices of the Ohio Board of Regents, 30 E. Broad Street, 36th Floor, Columbus, Ohio on **Monday, June 3, 2002 from 1:00 p.m. to 3:00 p.m.**