Early Start Program Plan

California State University, East Bay

At California State University, East Bay, up to 80% of incoming first-time freshmen in Fall quarter may not be college-ready in English and/or mathematics. The great majority of these students who have not demonstrated proficiency in these basic subjects have nevertheless met all of the requirements for regular admission to a CSU. Quite often, these freshmen (and their parents) are shocked and frustrated to learn that they have deficiencies, which must be addressed with pre-collegiate level coursework. Clearly, we are on the brink of crisis when so many of our young people successfully complete high school and yet are not ready to engage in college level coursework.

Over the course of the last 20 years, the faculty at CSUEB has developed sets of math and English courses that have been demonstrated to be successful in the development of proficiency in these basic subjects in our students. In fact, students who successfully complete math and English remediation at CSUEB graduate at the same or higher rates than our non-remedial students. Whether students require one quarter, two quarters, or even three quarters of developmental study in math, English or both subjects, the successful completion of the appropriate sequences of courses ensures our students have the foundation needed to be successful in college level coursework.

One of the hallmarks of CSUEB is our nationally recognized Freshman Year Experience program, which consists of linked thematic clusters of courses taken by cohorts of students throughout the entire freshman year. These sequences of courses allow students to explore potential majors, see the connections between different subjects, to learn to work as members of multicultural teams, and to complete their basic skills courses. Remedial courses are linked to these thematic clusters as well. Studies of our Freshman Year Experience have clearly demonstrated the enhanced retention and graduation rates, as well as deep connections with their fellow students and the university, resulting from participation in our mandatory freshman program.

In compliance with EO 1048, the Early Start Planning Team at CSUEB has developed an approach to satisfy the requirements of the Early Start Program. Because we see this need for remedial coursework in our entering students as a multifaceted problem, we have taken a multipronged approach to the issue. We have developed a plan that combines:

1) A regional CSU approach to clearly indicate to students the complementary paths available to fulfill summer Early Start requirements at CSU’s in the Bay Area;
2) Summer and pre-summer math and English programs that combine on-ground and online coursework designed to improve placement test scores and/or to remediate students;

3) Our very successful Summer Bridge program that includes English, math, and General Studies instruction for a select group of EOP qualified students;

4) Emphasis on early communication to encourage the use of the Early Assessment Program in high school.

**Regional CSU Approach**

We see the Early Start Programs to be offered at East Bay, San Francisco State, and San Jose State as complementary programs. Because students may begin their proficiency activities at any CSU, and the students in the Bay Area may end up attending any of our institutions, we feel it is important to make students aware of the opportunities available to them to fulfill their requirements at our sister campuses. Thus, we are taking a regional approach to the communications we intend to send to students regarding Early Start, encouraging them to examine and compare the programs offered at SFSU and SJSU, as well as CSUEB, to choose the program that best fits their needs.

For this reason, having a CSU System web site that offers students clear comparisons of the Early Start Programs offered at each campus is a necessity. Students need to know not only starting and ending dates, but essential components of the activities, whether they will require face-to-face and/or online work, and the cost of each program. We expect that we will end up sharing many of our Early Start students with SFSU and SJSU so we will remain in close communication as we pilot, implement, and assess our programs.

**English Early Start Program Plan**

**Overview**

Approximately 60% of freshmen entering CSU East Bay place in pre-baccalaureate composition courses. In Fall 2010, nearly 200 students enrolled in our one-quarter developmental composition course, and another 600, including over 100 international students, must complete the 3-quarter “stretch” sequence before taking the credit-bearing composition class required for graduation. These numbers reflect the ethnically and linguistically diverse population our campus serves, of whom a high percentage are first-generation, low-income students from the inner city areas in the East Bay, including Oakland.

A recent departmental examination of six-year graduation rates of students entering in Fall 2004 showed that non-proficient students who placed in the three-quarter sequence graduated at comparable rates to those who entered with no remediation requirements. Further, despite having lower placement scores, students in the three-quarter sequence were retained and graduated at higher rates than those who completed one quarter of remediation. With these
statistics in mind, our intention is to preserve as many of the successful aspects of our existing program as possible, while addressing some of the limitations of the English Placement Test (EPT).

Timed objective tests alone, like the EPT and high school exit exams, do not adequately assess areas valued by university faculty, such as critical thinking and perseverance. As noted in the 2002 report of the Intersegmental Committee of the Academic Senates, *Academic Literacy: A Statement of Competencies Expected of Students Entering California’s Public Colleges and Universities*, faculty expect freshmen to arrive with academic “habits of mind,” not just basic skills. From this perspective, some students may arrive better prepared than is indicated by their EPT scores alone. Therefore, our Early Start Program will focus on students producing a portfolio to assist in more accurate initial placement.

We propose a 15-hour instructional component, modeled on the 12th Grade Expository Reading and Writing Course (ERWC) curriculum, to assist students who may not have had sufficient prior instruction. In addition students, in consultation with CSU East Bay instructors, will produce a portfolio containing evidence of 1) reading comprehension and strategies for working through an appropriately challenging text, 2) writing ability demonstrated on an essay developed through multiple drafts, and 3) a self-assessment survey based on their experience of preparing the previous materials. In this way, we hope to capture some, though clearly not all, aspects of successful directed self-placement programs.

### 15- Hour Instructional Component

- Modeled on ERWC curriculum
- Classes meet five hours per week for three weeks
- Optional for students who successfully complete approved ERWC course in high school

Since the instructional component would be similar to ERWC units, any student who has successfully completed an approved ERWC course during high school with a grade of "B" or better would have the option of completing the portfolio without attending the instructional component. However, should those students wish to receive additional instruction, they should be allowed to enroll in both the class and the portfolio lab.

The curriculum for the instructional component would consist of three readings on a common topic. Students would receive extensive instruction in reading and writing strategies on the first reading selection, working with classmates under the close guidance of an instructor to develop skills such as annotating effectively, identifying rhetorical context and strategy, recognizing organizational patterns and cues, and determining the meaning of words in context. The second reading selection would be completed with significantly less instructional guidance, but would require feedback from the instructor on how successfully students had applied the previous lessons. For the third reading selection students would read and annotate on their own,
and then would complete an appropriate reading comprehension task that would be included in the portfolio. Finally, students would develop an essay, written in response to a common prompt, incorporating information from all three reading selections.

**Portfolio Component**

- Students choose how often and when to attend during a two-week open “lab”
- Students work independently to produce materials for portfolio assessment
- Faculty clarify instructions and proctor the lab
- Faculty assignment will include participation in holistic scoring of portfolios

All students in the English Early Start program would be required to attend a portfolio “lab” during which they would complete a reading comprehension activity, write their essays, and take a self-assessment survey. To present a more accurate picture of students’ literacy abilities than is reflected in their EPT scores, students should have access to all materials, including reading selections and writing prompts, so they can read and write at their own pace. To clarify instructions and assure students are submitting their own work, instructors would need to staff the lab; however, they would serve an advisory rather than instructional role.

**Portability**

At the end of our English Early Start Program, students would receive a score comparable to the EPT placement scores, but refined with the additional information we have accumulated from the portfolio and self-assessment survey. These scores would need to be in the official student record, and campuses would have access to them when placing students according to their particular programs.

**Mathematics Early Start Program Plan**

For students wishing to complete their Early Start requirement at CSU East Bay, we propose several options described below.

1. **Online Early Start Math Course** – This online course will be taught by a regularly appointed math instructor from within the Mathematics Department, who will provide essential support for student learning. The course will not be self-paced, and student progress will be closely monitored by the instructor. Each section of the course will have a maximum of 35 students. The course will utilize ALEKS (Assessment and Learning in Knowledge Spaces). ALEKS is an innovative online mathematics program currently being utilized in CSUEB’s only online developmental mathematics course. ALEKS creates individual learning pathways allowing each student to focus on the areas where they are the weakest, while also strengthening their abilities in prerequisite areas and more advanced topics. The course will include online multimedia mini-lectures tied directly to ALEKS content with the intention that students are able to easily navigate
between their ALEKS experience and the online lectures. It is hoped that the campus could offer open computer lab times to students enrolled in the course, as well as access to tutors as necessary. The course will be no longer than six weeks, beginning no later than the third week of June, and ending, for each student, no later than the last week of July. The culminating experience for this course will be a re-administration of the ELM. Students will be subsequently placed based upon their ELM score and their ESP Math requirement will be fulfilled. It should be noted that completion of this ESP option requires that the campus offer the ELM on a regular basis. This course will be open to all CSU admitted students since it is completely online, other than the required ELM exam. Students taking the course from a distance are responsible for finding a campus on which they can take the ELM before the course is considered to be complete.

2. **Early Start CSUEB Remedial Math Courses** – Our regularly offered remedial courses, Math 800, 900, 950, will be open to admitted freshmen in the Winter, Spring and Summer Quarters before their freshman year. Students will be placed according to their ELM score. Students may enroll through Open University, self-support, or the High School Dual Matriculation Program (to be determined). It should be noted that in order for students to take advantage of the Winter and Spring offerings, they must take the ELM in time to be appropriately placed. If a student successfully passes this remedial course then their ESPM (math) score will be the minimum ELM cut score of the subsequent remedial math course at CSUEB and their ESP Math requirement will be fulfilled. All Early Start communications with future freshmen should indicate the early ELM requirement for participation in this option.

3. **EAP (Early Assessment Program) Senior Year Math Experience** – The EAP program advocates that high school students who are “conditionally ready” to take college math, enroll in an approved “Senior Year Experience.” This experience can either be an appropriate high school math course (Algebra II or higher course, completed at a high school or community college) or a Supervised e-Learning Course. We propose that these courses should also be considered “Early Start” approved courses. If a high school student, who has scored “Not Yet Ready” on the EAP, participates in a Senior Year Experience, then their ESPMath score will be set to 1. This score indicates a good faith effort at getting an early start to preparing for college mathematics. The student will then need to take the ELM at the end of their Senior Year to see if their ELM score has improved as compared to their EAP Math score.

**Portability to other CSU campuses**

At the end of our Math Early Start Program, students will receive an ESPMath score comparable to the ELM placement score. This score needs to be in the official student record, and campuses will have access to them when placing students according to their particular programs. This
ESPMath score was proposed by the Mathematics Council of Chairs on October 22, 2010 and communicated to the Chancellor’s Office.

**Summer Bridge Early Start Program Plan**

The Summer Bridge program model has been successful in assisting those incoming Educational Opportunity Program (EOP) students who need additional support prior to entrance in fall. Data shows that the passage rate of remedial courses is higher for our Summer Bridge participants than for our EOP cohort that does not participate in the program.

Summer Bridge is a transition program for a select group of newly admitted Educational Opportunity Program (EOP) freshmen students. The program introduces and prepares participants for the academic coursework and student support services they can look forward to their first year at the university. Students become acquainted with university life, improve their academic skills, and connect with their peers. The curriculum includes English writing skills, mathematics, and General Studies that promote successful collegiate skills, and familiarization with the online campus resources.

Contingent upon the annual Summer Bridge budget allocation from the Chancellor’s Office, the 2011 Summer Bridge participants would serve as a pilot group for the Early Start Initiative for both math and English, serving a maximum of 50 students. Faculty from the math and English departments would provide the curriculum and suggest faculty for implementation. The Summer Bridge program will take place for four weeks in August/September and culminate in students retaking the EPT and ELM.

As a result of participating in the Summer Bridge Program:

- The percentage of students who pass remediation classes within their first year will increase by 5%;
- Students will enhance their academic motivation by developing a greater understanding of their abilities;
- Students will have increased confidence in their ability to be a successful college student;
- Students will be more engaged in their campus and community;
- Students will have an increased understanding of the support services available to them in order to be successful in their academic and personal life;
- Students will develop skills (especially problem solving, critical thinking and leadership) that will assist them in fulfilling their academic/career goals;
- Students in the program will have an increased connection with each other, building relationships across culture, language, gender/sexual orientation, socioeconomic status, language, abilities and ages.
Early Assessment Program and Communication Plan

The CSU East Bay Early Assessment Program will assist in carrying out the Communication Plan over a series of several months leading up to the full implementation of the ESP. The communications plan includes but is not limited to the following activities:

- Initiating and maintaining direct contact with stakeholders, such as faculty, staff and administration at two counties of high schools and community colleges within Alameda County and Contra Costa County to emphasize the importance of college preparation with the EAP, and the implications of ESP;

- Collaborating in the creation of ESP communications material and resources such as brochures, Website and E-newsletters;

- Ensuring ESP communications are included in counselor conferences, college nights, school presentations and special workshops/dinners hosted for administrators, as well as in free professional development workshops for high school faculty;

- Working with all CSUEB programs related to ESP to ensure students that will be participating in ESP activities are advised well in advance and have all options and resources available to them well in advance of their entry to CSUEB.

PROPOSED TIMELINE of EAP AND COMMUNICATION ACTIVITIES

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<thead>
<tr>
<th>September – December 2010</th>
<th>January 2011</th>
<th>February 2011</th>
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<tbody>
<tr>
<td>Submit finalized ESP plan</td>
<td>Hold ESP Communications Meeting</td>
<td>Hold ESP Communications Team Meeting</td>
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<tr>
<td>Hold ESP Communications Team meetings</td>
<td>Work with PEMSA to send out letters to new seniors regarding their EAP statuses and how they will be affected by ESP</td>
<td>Coordinate communications push at schools</td>
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<tr>
<td>Hold EAP Regional Meetings</td>
<td>Advertise CSUEB approved ESP to stakeholders</td>
<td>Use Super Sunday to communicate about ESP to African American and Latino communities</td>
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<td>Plan and Develop an ESP website</td>
<td>Include ESP information and presentation during Annual EAP Educators Dinner</td>
<td>Provide outreach during 11th grade student presentations; parent presentations; etc.</td>
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<td>Notify and publicize EAP online results website to service area schools to communicate students’ performance</td>
<td>Send out appropriate emails</td>
<td>Hold meetings with Dept Chairs, Principals, Counselors, Asst Principals, Deans of Instruction, Testing coordinators, and key</td>
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<tr>
<td>Refine and begin implementation of the ESP Communications Plan based on CO feedback</td>
<td>Update CSU East Bay websites (EAP,</td>
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Secondary Counselor Conference
- Promote ALEKS Elm Preparation for Conditionally Ready Students
- Send out School-Specific Data letters to include ESP update (data includes EAP participation and readiness for 2010 & 2009 as well as 2009 CSU Freshman Proficiency)
- Create workshop and disseminate ESP information at H5C Education Conference (November 2010 in Contra Costa County)
- Create an ESP brochure/materials
- Translate ESP brochure/materials into Spanish
- Update materials both English and Spanish onto ESP website
- Send appropriate E-Newsletters
- Hold Quarterly EAP Advisory Meeting, to include updates on ESP

PEMSA, Testing Office, SOAR, Undergraduate Admissions, Upward Bound, EOP
- Clearly communicate ESP requirements to CSUEB community
- Communicate ESP requirements and updates to CSUEB service area CCC’s
- Provide training for Student Outreach Services Staff
- Coordinate with other student outreach organizations
- Provide outreach during 11<sup>th</sup> grade student presentations; parent presentations; etc.
- Schedule classroom presentations to promote ESP and emphasize the importance to Juniors of preparing for and taking the EAP portion of the CST’s
- Continue to promote ALEKS Elm Preparation for Conditionally Ready Students
- Prepare direct mail campaign
- Send appropriate E-Newsletters

personnel at CCCs
- Hold workshops/conferences
- Communicate the need for EPT/ELM exam preparation and student completion of placement tests by April
- Schedule classroom presentations to promote ESP and EAP
- Visit schools to speak to faculty, staff, and students (mainly juniors) about ESP
- Speak at counselor events hosted by PEMSA
- Deliver ESP promotional items to teachers and administrators
- Send appropriate emails
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<tr>
<th>March –April 2011</th>
<th>August 2011</th>
<th>September 2011</th>
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<tr>
<td>• Include ESP information in Expository Reading and Writing Course (ERWC) trainings</td>
<td>• Hold ESP Communications Team meeting</td>
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<tr>
<td>• Include ESP information in Strengthening Mathematics Instruction (SMI) workshops</td>
<td>• Make contact with schools to update them on the first phase of ESP</td>
<td>• Promote ESP at College nights</td>
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<tr>
<td>• Hold ESP Communications Team Meeting</td>
<td>• Provide training for new Student Outreach Services Staff/students</td>
<td>• Hold EAP Regional Meetings</td>
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<td>• Make contact with schools to update them on the first phase of the ESP</td>
<td>• Send appropriate emails</td>
<td>• Update ESP website as needed</td>
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<tr>
<td>• Provide training for new Student Outreach Services Staff/students</td>
<td>• Update EAP-CSU Proficiency letters to include information about ESP</td>
<td>• Notify and publicize EAP online results website to service area schools to communicate students’ performance</td>
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<tr>
<td>• Send appropriate emails</td>
<td>• Cross-promote ESP with other CSUEB websites such as EOP, Upward Bound, PEMSA, etc.</td>
<td>• Promote ALEKS Elm Preparation for Conditionally Ready Students</td>
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<tr>
<td>• Create workshop and disseminate ESP information for Latino and African American Education Conferences (April 2011 in Alameda County)</td>
<td>• Hold ESP Communications Team meetings</td>
<td>• Send out School-Specific Data letters to include ESP update (data includes EAP participation and readiness for 2010 &amp; 2009 as well as 2009 CSU Freshman Proficiency)</td>
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<tr>
<td>• Hold Quarterly EAP Advisory Meeting, to include updates on ESP</td>
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| Hold ESP communications team meeting |
| Promote ESP at college nights |
| Attend local back to school nights and promote ESP |
| Set up presentations with Seniors to verify EAP online results website to service area schools to communicate students’ performance |
| Promote ALEKS Elm Preparation for Conditionally Ready Students |
| Send out appropriate emails |
| Work with PEMSA to send out letters to new seniors regarding their EAP statuses and how they will be affected by ESP |
| Cross-promote ESP with other CSUEB websites such as EOP, Upward Bound, PEMSA, etc. |

| Hold ESP communications team meeting |
| Provide outreach via 11th grade presentations, parent presentations (ENGLISH and SPANISH) |
| Advertise EPT/ELM testing, ensure students take the test |
| Attend EAP coordinators meeting-get updates on ESP |
| Deliver ESP materials to school administrators |
| Send appropriate emails |
| Update website and E-newsletters as needed |
| Cross-promote ESP with other CSUEB websites such as EOP, Upward Bound, PEMSA, etc. |

| Hold ESP communications team meeting |
| Implement Full ESP mathematics “At Risk” English Self-Placement |
| Meet with District administrators, principals, counselors, faculty and staff regarding ESP updates |
| Identify and work with students that will be participating in ESP |
| Send appropriate emails |
| Update ESP website(s) |
| Cross-promote ESP with other CSUEB websites such as EOP, Upward Bound, PEMSA, etc. |
Process for Alternatives, Appeals, and Exceptions for Early Start

1. Students who have a serious and compelling reason for not participating in, or completing, an approved Early Start program may apply for a waiver from the requirement to begin their remediation in the summer.
   a. Academic Programs and Graduate Studies shall develop a petition for students to submit.
   b. A personal statement must accompany the petition.
   c. The petition must be accompanied by documentation (evidence) to support the reason for lack of participation or completion.
   d. A Committee, with representation from Planning & Enrollment Management, Student Academic Support Services, and from Academic Programs and Graduate Studies, shall review the petitions and make recommendations to the Director of General Education. The Director of General Education may then grant exceptions to the Early Start program (EO 1048).

2. Students who cannot participate in the CSUEB Early Start activities will be notified of alternative offerings at other CSU campuses and approved offerings at community colleges.

3. All Early Start students must submit verification by September 15th of completion of an approved Early Start program. Students who do not submit verification may be disenrolled from their Fall classes and a registration hold placed on their records. Students who drop or withdraw from such a program are not considered to have completed the program. This includes students who receive a grade equivalent to I or WU.

Impacts and Concerns

A mandatory Early Start Program for first-time freshmen will be a major change that may have serious consequences for the lives of most of our freshmen students. For the first time, the consequences of being underprepared to start college level work in English and Math will impact students before they start college in the fall. The goals of such programs are laudable: we want students who have less remediation to complete and are better prepared to begin and succeed in their college coursework when the fall term starts. But the potential negative consequences for students and CSU’s cannot be overlooked. These Early Start requirements will take the form of additional coursework, as well as financial and time commitments, that begin before the students have participated in our carefully crafted freshman year college experience. The negative consequences may include reduced student engagement with the curriculum and the university, more student dissatisfaction with their college experience, reduced first year student retention, as well as additional time and financial burdens from program development, implementation, and administration placed on the University and on faculty.

The CSUEB Early Start Planning Committee has specifically identified the following potential negative impacts and additional concerns that could affect our students and their families, and CSUEB.
Expected negative impacts on students and/or families:

- Financial impacts due to: 1) increased costs from forced summer program attendance, 2) reduced time for summer employment, and/or 3) the use of annual financial aid awards in summer.
- Discouragement of “at risk” students from attending college because of summer requirements.
- Reduced remediation success because ESP activities will not be linked to Freshman Learning Communities as they are during the academic year.
- Parent discontent when learning that their children are forced to attend – and pay for – summer school before starting college.
- Confusion about which ESP activities are offered at which campuses and how they will articulate to other campuses.
- Disruption of family travel and vacation activities.

Expected negative impacts on CSUEB:

- Lower first-time freshman enrollment because students decide to attend community colleges or private institutions where summer enrollment is not required.
- Strained relationships between CSUEB and local middle and high schools burdened with guiding students through new regulations for enrollment in the CSU.
- Reduced student success because ESP activities are not linked to Freshman Learning Communities in the summer.
- Disruption of the remediation system at CSUEB that has proven to be extremely successful over a 20-year history of development.
- Staff and administration time and effort spent dealing with large numbers of exception requests.
- Difficulty in appropriately placing students in CSUEB courses in the fall when they have had many different ESP experiences from other CSU’s.
- Repeat ELM and EPT testing and associated costs of re-administering those tests.
- Difficulty in appropriately assessing efficacy of the ESP activities of students due to wide variation in programs at different CSU’s.

Additional concerns:

- Need for a single CSU easily accessible website (linked to CSU Mentor) that lists all of the ESP programs at different campuses, as well as the dates when they run, the activities involved, and the expected outcomes of the activities (i.e., full remediation, more accurate placement, etc.).
- Need for a single, unified communication plan from the CSU that clearly indicates to students, parents, high school counselors, etc. long in advance what the expectations and
requirements will be should summer ESP activities be required due to low test scores on EPT and/or ELM exams.

- A database that clearly indicates to destination campuses what a student has completed and/or what level has been attained in an ESP activity.
- A uniform waiver and exceptions policy and procedure across CSU’s.
- A plan for U.S. non-resident and WUE students who will not have access to ESP activities from out of state.
- Funding for the additional faculty training and support costs associated with developing and assessing new remediation activities.
- Funding for the additional academic support costs expected in summer to provide students in ESP activities with the assistance needed to be successful.

**Budget Estimates**

**Cost to students:**

- Cost for English activities depends on option chosen as follows:
  - English instruction plus portfolio: $120
  - English portfolio and assessment only: $60
- Cost for math activities depends on option chosen as follows:
  - Online Math course: $32 for ALEKS + $118 for instruction + $18 ELM = $168
  - Early Remedial Math Course: HS Dual Matriculation fees to be determined
  - EAP Senior Year Experience: as low as $0 if they take a math class in their senior year. The cost is as high as a supervised e-Learning course. Additionally, $18 ELM fee.

**Cost to University to offer English ESP courses:**

- Maximum 20 students per instructional class - approx. $1,200 per instructor per unit

**Cost to University to offer Math ESP courses:**

- Instructor pay for ALEKS or full class of high school students – approx. $3,500/section

**Additional costs:**

- Curriculum design of English and math courses – approx. $20K/subject = $40K total
  (While initial curriculum design will require a substantial investment, in order to maintain the integrity of the assessment, new reading selections and writing prompts will have to be developed each year, resulting in an ongoing cost for curriculum design.)
- Development and implementation of English portfolio scoring procedures, data analysis, and score reporting – approx. $5K for Summer 2011 “pilot”, $20K for each full Summer program thereafter.
- Administration of ESP program including faculty and GA hiring and training – approx. $25K/year.
• Student Center for Academic Achievements Summer Bridge and Early Start tutors (3 tutors for both writing and math, 6 hours/week) – approx. $5K/year.

*Budget estimates subject to change as program evolves.

**CSUEB Early Start Planning Team:**

Kevin Callahan, Chair, Math and Computer Science  
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Julie Glass, Professor, Math and Computer Science  
Sally Murphy, Director, General Education and Freshman Year Experience  
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Glen Perry, AVP Enrollment Management Systems  
Claudia Quezada, Coordinator, Early Assessment Program  
Alison Richardson, Director, Student Academic Services  
Margaret Rustick, Professor, English and Coordinator of Composition  
Diana Warren, Director, Upward Bound  
John Whitman, Director, Student Center for Academic Achievement  
Dianne Rush Woods, Associate Professor, Social Work and Chair, Academic Senate