

# EARLY START POLICY CLARIFICATION AND GUIDANCE

## EARLY START IMPLEMENTATION TEAM

**October 1, 2010**

The following policy clarifications and guidance were developed by the Early Start Implementation Team at its first meeting on September 14, 2010. This guidance is provided to assist campuses in the development of their Early Start Implementation Plans.

Questions about this information may be addressed to Dr. Ephraim Smith, Executive Vice Chancellor and Chief Academic Officer at [esmith@calstate.edu](mailto:esmith@calstate.edu) or to Eric Forbes, Director of Enrollment Management, who is providing staff support to the Early Start Implementation Team [eforbes@calstate.edu](mailto:eforbes@calstate.edu).

### POLICY CLARIFICATION

#### The Campus Early Start Plan

1. As detailed in Executive Order 1048, each campus plan should identify the campus' approach to satisfying the requirements of the Early Start Program and include its plans for the program with a communication plan intended for students, parents, counselors, and administrators at high school and community colleges in their service area.
2. Campus plans should include an outline of the plans for any and all curricular modifications related to the Early Start Program.
3. Proficiency activities may be offered in a variety of approaches recommended by appropriate faculty and administrative leadership, e.g., state support summer courses, Extended Education Special Session classes, courses offered via a coordinated program developed with regional community colleges, summer bridge programs, online coursework, and other best practices.
4. Each plan should address how exceptions will be addressed and what processes will be implemented for student appeals.
5. Information regarding the Early Start Program and the appeals process should be incorporated in informational materials regarding Early Start as well as the University Catalog.
6. Each campus must propose proficiency classes and activities for both English and math remediation.

7. All Early Start plans must be consistent with the letter and spirit of the Executive Order.
8. Final approval of the campus plan will be granted by the Executive Vice Chancellor and Chief Academic Officer.
9. Campuses Early Start Implementation Plans must be submitted electronically by Friday, November 19, 2010 to Dr. Ephraim Smith, Executive Vice Chancellor and Chief Academic Officer.

### **Early Start Implementation Date**

10. By summer 2012, the Early Start program will be launched for students who need remedial math and for students “at risk” in English reading/writing preparation. The Early Start Implementation Team is recommending that “at risk” be defined as those students who score in the lowest quartile of the English Placement Test.
  - a. Academic Research and Resources in the Office of the Chancellor, in consultation with the Educational Testing Service (ETS), is analyzing EPT data and will recommend to the Early Start Implementation Team an appropriate cut score that identifies students who are the most at risk.
11. By summer 2014, all students needing remediation in math and/or English will be required to participate in Early Start.
12. Students who require remediation in both English and mathematics must begin Early Start programs in both English and mathematics.
13. Students who complete an authorized Early Start class or approved activity will, at the point of completion, be assessed as either (1) remediated and eligible to enroll in the fall term; (2) partially remediated and eligible to enroll in the fall term; (3) not remediated but eligible to enroll in the fall term; or (4) not remediated and NOT eligible to enroll in the fall term for failure to attend Early Start or to complete all class assignments.

### **Location of Early Start**

14. Many students may elect to complete an authorized Early Start class or activity at a CSU campus nearest to their residence or at a local community college rather than at the destination campus (the campus at which they are matriculated and expect to attend). Therefore, campuses need to develop and provide students with at least one Early Start course or activity in English and mathematics that will satisfy the remediation requirements at any campus in the CSU.

### **Reciprocal Acceptance of Early Start Class or Activity**

15. Executive Order 1048 is clear that any student who has begun and/or partially achieved proficiency in a recognized CSU Early Start Program at any campus will have his/her status recognized by all other CSU campuses **without** further review.
  - a. As directed in the Executive Order, the Early Start Implementation Team will develop a certification process for campuses to utilize.
  - b. Recognizing there may be campus differences between Early Start Programs, the identification of unit credit may become an issue.
  - c. Because of the need to translate remedial activities into a unit load/course equivalent, the Early Start Implementation Team is recommending that 15 hours for a remedial activity represent one semester unit.
  - d. However, further advice will be provided to campuses about the minimum number of units a remedial activity will need in order to meet Board of Trustee intent.

### **FTES and Fees**

16. If students complete an Early Start class or activity at their destination campus offered through state-support, the enrollments count toward FTE targets and funding.
17. If students complete an Early Start class or activity at a CSU other than the destination campus, students will NOT count as FTES for that campus, and the campus will NOT receive marginal cost funding for those students.

### **Financial Aid**

18. Matriculated students will be eligible for financial aid at both their destination campus and the local campus at which they may choose to enroll in Early Start.
19. Matriculated students will be eligible for financial aid both in state-support and self-support programs.
20. Students who are eligible for Pell Grants and who enroll in at least 25 semester (37 quarter) units through the initial summer, fall, spring and winter/spring terms, may be eligible for a 2<sup>nd</sup> Pell Grant award at the start of the spring term.
21. To be eligible for a student Direct Loan or Perkins Loan, students are required to enroll at least half time.
22. Students may be eligible for State University Grants and Federal Supplemental Educational Opportunity Grants.
23. Students may be eligible for Federal College Work Study.
24. Students are not eligible for Cal Grants.

### **State Support vs. Self Support**

25. Because state-support arrangements result in several layers of complexity, the Early Start Implementation Team will recommend to the Executive Vice Chancellor and Chief Academic Officer the following: (1) that campuses be permitted to define appropriate courses and activities for their own students either through state-support or self-support, and (2) to standardize a set of common approaches for students in need of this instructional service for another campus through self-support.
26. A common fee structure is under consideration for these common approaches. Students who are eligible for Pell Grants and who enroll in at least 25 semester units (36 quarter) through the initial summer, fall, spring and winter/spring terms, may be eligible for a 2<sup>nd</sup> Pell award at the start of the 2<sup>nd</sup> term. Early Start unit-bearing courses offered through Continuing Education will contribute to this qualification.

### **EPT and ELM Test Date**

27. In order to assist students in planning their participation in the Early Start program, the systemwide EPT/ELM test administration schedule will be adjusted to begin in October and conclude by April 30 each year.
28. The Early Start Implementation Team will recommend that campuses be permitted to require students to complete the EPT and ELM prior to admission.
  - a. This recommendation must be approved by the CSU Board of Trustees
  - b. If approved, earlier EPT and ELM testing will provide advance information to campuses about the demand for Early Start classes and activities. It will enable campuses to provide the necessary class sections and activities to meet the needs of all students.
  - c. In no case will EPT and ELM results be used for admission purposes or screening.
  - d. In the CSU, proficiency is an issue of placement, not admission.

## GUIDELINES FOR EARLY START PROGRAMS

1. Each campus may develop a range of proficiency classes and activities that satisfy the Early Start requirement. Remedial activities must be developed in a way that enables the campus to assign one semester unit for each fifteen hours of work. This conversion will enable the destination campus to post remedial credits in one unit increments.
  - a. The process for determining the conversion of a remedial activity into units will be discussed by the Early Start Implementation Committee following the November submission of campus Early Start implementation plans.
  - b. However, as noted above in 14.d, further advice will be provided to campuses about the minimum number of units a remedial activity will need in order to meet Board of Trustee intent as outlined in Executive Order 1048.
2. It is anticipated that a few proposed activities will be designed for students who will be attending the same campus at which they complete Early Start. These activities may or may not result in remedial credit. It is also anticipated that a few activities will constitute a start toward remediation; others will partially fulfill remediation requirements; and others will result in full remediation.
3. Each campus should consider developing an activity or course that meets the needs of those students who score in the lowest quartile for both math and English. Each campus should also consider developing an activity or course that would enable a student scoring in the highest quartile but less than passing to achieve success and finish remediation.
4. Programs may be proposed that involve the completion of remediation at the local high schools; the completion could be certified by passing scores on the EPT and/or ELM.
5. The campus plans should include how exceptions will be addressed as well as the process for student appeals. A few campuses may enable students to enroll in a subsequent term if the Early Start requirement is fulfilled; others may offer an activity, course of study, or practice scheduled for their own students just before the start of fall classes.
6. All proposed proficiency activities should include the following:
  - a. A description of the proficiency activity, indicating that it requires a minimum of 15 hours per semester unit and the number of units the campus plans to award for satisfactory completion;
  - b. Proposed dates or periods during with the activity will occur;

- c. Whether the proficiency activity will be appropriate for students whose destination is another CSU;
  - d. Proposed equivalency, if any, to other remedial course credits;
  - e. Extent of remediation for the activity: full remediation, partial remediation, or no remediation but an acceptable “start”;
  - f. Method of assessing the extent of remediation;
  - g. Whether the proficiency activity for a campus’ own students will be offered under state-support or self-support;
  - h. Plan for communicating with high schools, community colleges, parents and students; and
  - i. Plan for addressing and accommodating appeals.
7. All authorized proficiency activities will be published as a matrix of choices for all CSU students required to participate in Early Start.
8. The Early Start Implementation committee will be considering what standardized business processes will be required in order to communicate enrollment and activity/course completion information between campuses.