

MONTANA UNIVERSITY SYSTEM
2011 BIENNIUM BUDGET PLANNING – NEW PROPOSALS (JANUARY 2008)

UNIT/CAMPUS: MUS/OCHE	UNIT PRIORITY: 2
NEW PROPOSAL NAME: COLLEGE READINESS/REMEDIAITON INITIATIVE	
BOARD OF REGENT STRATEGIC GOAL: X ACCESS ___ ECON DEV X EFFICIENCY ___ RECRUIT/RETAIN	
TOTAL BIENNIAL COST: \$190,000	FUNDING SOURCES: State Appropriation
FY 10 TOTAL COST: \$95,000	FY 11 TOTAL COST: \$95,000
FY 10 BASE FUNDING REQUESTED: \$65,000	FY 11 BASE FUNDING REQUESTED: \$65,000
FY 10 OTO FUNDING REQUESTED: \$30,000	FY 11 OTO FUNDING REQUESTED: \$30,000
ADDITIONAL STAFF IN FY10 (FTE):	ADDITIONAL STAFF IN FY11 (FTE):

DESCRIPTION OF NEW PROPOSAL:

The Mathematics and Writing Proficiency Projects may be the best tools we have to:

- Clearly communicate expectations and develop Kindergarten through College relationships;
- Improve college readiness of Montana’s high school students;
- Provide data about the college-readiness level of each student to high school teachers so that schools and students will invest more effectively in the senior year to address academic deficiencies; and
- Reduce remediation rates overall, while using two-year programs to more efficiently deliver remediation;

Limited funding for these projects has allowed us to bring K-C staff together to study college preparation and develop policies on mathematics, composition, and remediation; publish and distribute a few flyers on these topics and maintain modest websites; administer a writing assessment; and provide some training in assessment. Because high schools understand the value of the Montana University System Writing Assessment, the number of students who voluntarily participate in this test has increased from 3,300 in 2001 to 8,500 in 2008 and the number of teachers seeking training from 100 in 2001 to about 320 in 2008. Although the mathematics community is satisfied with the use of a multiple-choice test such as the ACT to demonstrate proficiency (whereas writing proficiency demands a piece of writing), they also need to communicate about college readiness standards and participate in professional development.

This initiative responds to the growing demand that we use high school more effectively to reduce college remediation rates. It funds more K-C communications and collaboration and helps maintain participation of school districts for which Writing Assessment Workshops have become a financial burden. It allows more districts to participate in professional development that increases math and writing proficiency. This proposal includes the following annual request:

- \$10,000 to communicate expectations about college readiness and provide data to high schools through websites, printed materials, mailings, and personal contact.
- \$40,000 to provide tutoring and online remedial courses for high school students and professional development for high school teachers, with an emphasis on training math teachers to help students to online courses.
- \$45,000 for substitute teacher pay to help high schools more fully participate in the Writing Assessment Workshops, where scoring of the Montana University System Writing Assessment takes place.

HOW SUCCESS IS MEASURED:

- Students, parents, administrators and counselors will express understanding of college readiness criteria.
- Remediation rates will decline and more students will earn ACT/SAT math scores and writing assessment scores above the college-readiness thresholds.
- Students will be more likely to use their senior year to improve skill levels and avoid college-level remediation.
- Schools with limited budgets will be able to participate in Montana’s Writing Assessment Workshops.