

**College Access Study
Targeted Instructional Faculty Questionnaire**

Teacher Name _____ Courses Currently Teaching _____

Participant Name _____ School _____

1. List three literacy skills high school students need to meet the academic reading and writing demands of college or other post-secondary education or training.
2. List one way (besides a written test) that would show your students' strengths or needs as readers.
3. List one way (besides a written test) that would show your students' strengths or needs as writers.
4. Are your students' skills in reading and writing strong enough for college or the work they plan to do after high school? Yes No
5. What are your students' strengths and weaknesses in reading and writing overall?
6. How do you think you could improve your students' reading and writing skills?
7. Are most of your students on track for college or other post-secondary education?
 Yes No Not sure

8. (a) Answer the following question if you teach grade 9, 10, or 11:

Do you prepare students to take the Early Assessment Program (EAP) test in 11th grade?

Yes No

(b) Answer the following questions if you teach seniors:

Did most of your students take Early Assessment Program (EAP) test in 11th grade?

Yes No Not sure

If yes, did their results indicate that they are ready for college-level work in English?

Yes No Not sure

If the results indicated that they are not ready for college yet, what instruction might you provide to help them improve?

9. What are your students' post-high school goals? If they plan to go to college or participate in other post-secondary instruction, where do plan to apply?

Community college (CC) _____

California State University (CSU) _____

University of California (UC) _____

Other _____

10. Have you had RIAP or ERWC professional development? If so, where and when?