

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-2147-93/TE
May 6-7, 1993

CSU AND THE SCHOOLS: PARTNERS FOR SUCCESS
DRAFT REPORT

- WHEREAS, The California State University Trustees' Committee on Educational Policy appointed a subcommittee to examine the role and mission of the CSU with respect to K-12 education and recommend ways in which relationships between the CSU and K-12 could be enhanced; and
- WHEREAS, The historic relationship between the CSU and California's public schools "goes far beyond the simple equation of the flow of students from the schools to the university;" and
- WHEREAS, The CSU's relationship to the schools is a central component of the cultural and economic vitality of California; and
- WHEREAS, The CSU's cooperative early outreach programs with schools have increased the diversity of professionals serving in all areas of California business, industry, and government; and
- WHEREAS, The CSU ensures relationships between CSU and the schools which are strategically focused on improving education for California's diverse students; and
- WHEREAS, The report CSU and the Schools: Partners for Success focuses on the importance of diversity in defining both the mission of the CSU and its relationship with K-12; therefore be it
- RESOLVED: That the Academic Senate of the California State University endorse the report and urge the Board of Trustees of the CSU to adopt the report, CSU and the Schools: Partners for Success.

APPROVED -- May 6, 1993

CSU and the Schools:
Partners for Success

Report of the Subcommittee on CSU's Relationship to the Schools

**Committee on Educational Policy
Board of Trustees of the California State University**

March 1993 Draft

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CSU and the Schools: Partners for Success

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CSU's Educational Mission

From their earliest beginnings, the campuses of the California State University have shared a common mission: supporting the educational development of the State of California through teaching, research, and public service. A special responsibility of the CSU is that of preparing the professionals who serve in California schools. CSU currently prepares seventy percent of the teachers educated in California – ten percent of the teachers in the nation. CSU also prepares most of the professionals who work with children and youth in the State and has a significant direct and indirect role in statewide human resource development.

The historic relationship between the California State University and California's elementary and secondary schools, however, goes far beyond the simple equation of the flow of students from the schools to the university and then back again as educational and other professionals.

CSU's relationship to the schools is a central component of the cultural and economic vitality of California. Through a mutual commitment to educational equity and diversity, CSU's cooperative early outreach programs with schools have increased the diversity of professionals serving in all areas of California business, industry, and government. As California's primary provider of baccalaureate degrees in professional fields such as business, computer science, and engineering, CSU continues to serve as the primary means of economic mobility for first generation college students, including California's large immigrant population.

Fulfilling this educational mission requires strong working relationships among all the education sectors in the State. This report examines CSU's special relationship with K-12 schools.

The Subcommittee on CSU's Relationship to the Schools

In the Fall of 1991, the chair of the CSU Trustees Committee on Educational Policy appointed a subcommittee to examine the role and mission of the California State University with respect to K-12 education and recommend ways in which relationships between the CSU and K-12 schools could be advanced.

During 1992, the Subcommittee on CSU's Relationship to the Schools sponsored several seminars and an open forum to discuss policy needs for strengthening relationships with K-12 education. Invited by the subcommittee to share in these discussions were leaders from state education agencies and organizations; school boards; school faculty, staff, and administrators; business and community leaders; CSU faculty, administrators, and students; and other California colleges and universities.

The findings and recommendations of the Subcommittee are contained in this report.

How CSU Contributes to Achieving State and National Education Goals

How does the California State University contribute to achieving California's education goals? One task of the Subcommittee on CSU's Relationship to the Schools was to examine the role of the California State University in relation to state and national educational reform.

The Subcommittee collected information from the twenty CSU campuses regarding current efforts with K-12 education, and in 1992, published a report entitled *Programs in the California State University That Support Public School Improvement*. The report, while not intended to be a complete listing, contained hundreds of illustrative examples of collaborative efforts in the areas of curriculum improvement, teacher preparation, and increasing educational equity. Through these and other efforts, CSU campuses demonstrate a high level of commitment to achieving the goals of our state and nation for K-12 education.

Focusing on Children and School Readiness

In addition to more than 7,000 candidates CSU recommends for teaching credentials each year, the CSU also annually awards more than 10,000 bachelors and masters degrees in professional fields that serve children and youth, including child development, social work, nutrition, criminal justice, nursing, public administration, and recreation. To better prepare teachers and service professionals for working with children and families, CSU campuses are currently reviewing and redesigning professional training programs and developing a more child-centered curriculum in education, health, and human services. CSU campuses also cooperate with schools and local service agencies to implement and evaluate preventative programs, such as school-based family health centers focusing on preventive care, prenatal care and child care education.

CSU campuses play an important role in bringing local and regional leadership together to address policy needs for children. In 1991, for example, CSU campuses served as co-sponsors and host sites for the California Children's Summits, a series of regional meetings sponsored by the Governor, the California School Boards Association, the League of California Cities, and the County Supervisors Association, to design a comprehensive state strategy for children and youth.

Improving the High School Graduation Rate

CSU campuses work with local school districts in a wide variety of efforts to prevent school dropout and increase high school graduation. To address the lack

of academic skills that frequently leads to dropout, CSU student interns serve as tutors for high risk intermediate and secondary school students. Throughout the CSU, student community service in schools provides a powerful source of role models and mentoring for elementary and secondary students. A 1988 study showed that nearly one-fourth of all CSU students provide some form of service to schools during the academic year.

CSU faculty work with their counterparts in the schools to study the factors affecting high school success and/or dropout, and design intervention strategies based on research results. Initiatives frequently involve the local business community in educational empowerment and school improvement, career preparation, and minority business development. CSU campuses have also developed highly successful Summer Bridge and Step-to-College programs that smooth the transition of underrepresented minority students from school to college.

Enhancing K-12 Curriculum and Assessment

Challenging schools and students to set higher educational goals and attain them is an important role of the university. In the wake of the publication of *A Nation At Risk*, CSU was one of the first major public university systems to raise admissions standards. In 1990, just five years after implementation, the percentage of California public high school graduates meeting those tougher standards increased by 24%, including a 26% increase for Latino students, and a 47% increase for African-American students. During the same period, the statewide high school drop out rate decreased by 15%, indicating that students can attain higher standards if they are challenged to do so.

CSU faculty work with their school colleagues to continuously revise and update curriculum and assessment, and to provide in-service and continuing education for teachers in their subject areas. These efforts range from department-level faculty alliances to statewide programs, such as the joint effort of the CSU, University of California, and Community College faculty academic senates to develop statements of the competencies expected of beginning freshmen in seven core subject areas. CSU campuses are regional sites for professional development programs funded under the California Subject Matter Projects in the Arts, Foreign Language, History/Social Sciences, Literature, Mathematics, Science and Writing. And through the statewide California Academic Partnership Program (CAPP), administered by the CSU in cooperation with California's other education segments, more than 1,200 faculty at 71 institutions have been involved in curriculum partnerships to improve learning, academic preparation, and access opportunities, especially for students from groups underrepresented in higher education.

Focusing on Science, Math, and Technology

CSU campuses are actively involved in enhancing the character and quality of K-12 math and science teaching and learning. CSU faculty work in partnership with business, government, and schools to provide training programs for K-12 teachers in cutting-edge areas of science and technology such as biotechnology or computer applications. Initiatives are also currently underway to redesign teacher preparation in science and math, to develop model school programs that increase the numbers of underrepresented students excelling in math and science, and to expand research on math and science cognition.

To assist K-12 faculty to use and teach new technologies, the California Technology Project provides regional, and local assistance for planning, implementing and evaluating educational technology programs. This CSU-managed project also disseminates information regarding high quality educational technology programs through a toll-free on-line electronic bulletin board – with over 5,000 users statewide, growing at the rate of 100 new users each week.

Increasing Adult Literacy

Enhancing the literacy and communications skills of all Californians is an important concern of the CSU. CSU faculty work with school and business partners to improve literacy teaching techniques and assessment methods. Literacy training programs for youth and adults in the criminal justice system are also being developed. And to meet the statewide need for research, development, and teacher training, a new CSU Project Literacy will develop teaching methodologies and multimedia curriculum materials, conduct state-of-the-art research, and disseminate effective literacy training methods throughout the state.

Achieving Safe and Drug Free Schools

In addition to providing drug and alcohol abuse prevention training for teachers and counselors, many CSU campuses are pursuing research and service programs related to school drugs and violence, including studies of drug use and trafficking and design of innovative intervention programs. To help improve inter-group relations, CSU campuses also provide teachers and counselors with training on conflict resolution and multicultural approaches.

Ensuring Equal Educational Opportunities for All

Since 1986 CSU has broadened its educational equity priorities to serve underrepresented student populations through a number of collaborative undertakings at every level of education. CSU outreach efforts reach students

early in their school experience, stressing communication with parents and community organizations as well as schools. Special outreach programs have been established in 268 high minority high schools throughout the state, with an emphasis on academic achievement and preparation for college. These aggressive outreach efforts have resulted in a steady increase in the number and proportion of minority and other historically underrepresented students who gain admission to the CSU and eventually complete their college education.

Improving Teacher Preparation

Nowhere does CSU have greater impact on the schools than in the preparation of excellent teachers, educational specialists, and leaders. Beginning in the early 1980's, the CSU has undertaken several major initiatives to strengthen its teacher preparation programs, including setting rigorous standards for admission to and exit from teacher preparation, and establishing the All-University Responsibility for Teacher Education. Teachers trained in the CSU have a bachelors degree in one of the major academic disciplines, are certified competent in the subject matter by the major academic department, and then take a fifth-year postbaccalaureate teacher preparation program. In fact, most of the teacher education reforms being recommended now across the country have been in place for many years in the CSU.

CSU campuses are nationally recognized for their innovative and responsive teacher preparation programs and many have won national awards such as the prestigious American Association of State Colleges and Universities Christa McAuliffe Award for Excellence. In recent years, CSU campuses have established specialized training programs to broaden recruitment into the teaching profession, to retrain retired military personnel to become teachers, and to meet the needs of the schools for bilingual education and language development specialists. CSU campuses have implemented a variety of programs to attract and recruit a more diverse pool of prospective teachers, and have collaborated with school districts throughout the state to develop and implement innovative programs to support and retain beginning teachers.

To ensure that CSU professional preparation programs continue to serve on the cutting edge of California's educational needs, the deans of education of the twenty CSU campuses adopted in 1992 a vision for CSU's schools of education, entitled "Making a Difference for California's Children." CSU's deans of education have agreed to monitor progress and share efforts on an annual basis to address the seven areas of their strategic plan.

Strengthening CSU's Link with California's Schools: A Policy Framework

At an organizational seminar in 1991 Subcommittee members and state education leaders discussed the role and mission of the CSU in light of recent state and national educational reform efforts. To gain a more in-depth understanding of issues at the local level, the Subcommittee sponsored two special seminars in 1992: one at CSU Fullerton and one at CSU Sacramento. Invited to each seminar were leaders from schools, university, service agencies, and business partners concerned about school improvement. Then, in the fall of 1992, the Subcommittee invited all interested parties to attend an open forum, held in conjunction with a meeting of the CSU Board of Trustees, to offer policy recommendations regarding CSU's relationship to the schools. Twenty-six speakers appeared at the forum, including representatives of higher education, K-12 schools, educational professional organizations, state educational agencies, business and community organizations. Testimony from the open forum and special seminars, along with the written comments and recommendations received, were published as the *Compiled Papers from the Open Forum and Special Seminars*.

During its year of data collection and dialogue, the Subcommittee was impressed time and again by the extensive on-going cooperative efforts between CSU campuses and the schools they serve. Speakers at the seminars and open forum uniformly praised CSU for its commitment, its innovative approaches, and the quality of its professional training programs. But they also talked about the current and future needs that they hope the university will help them to address. They described, from their point of view, the optimum relationships between CSU and the schools, and how to advance those relationships.

Based on the background studies, special seminars, and the testimony received, the Subcommittee on CSU's Relationship to the Schools has developed the following policy framework. This framework is intended to strengthen CSU's relationship with schools and enhance CSU's role in the improvement of elementary and secondary education in California. The four elements of the policy framework, along with the descriptive indicators that follow, form the Subcommittee's vision of a university environment that fulfills the educational mission of the CSU with respect to K-12 schools.

The CSU Campus is the Educational Hub for its Region

- The CSU campus serves as a central clearinghouse for educational services and information in its region.
- School administrators and faculty are able to call on the university for assistance and support, and have access to the expertise in all departments and divisions of the university.
- Through the use of high technology, every school has direct access to university information resources.
- The university makes effective use of the expertise of school administrators and faculty.
- The university research agenda addresses critical issues in schooling.
- CSU cooperates with community colleges, other public and private universities, county offices of education, and other agencies to improve the total range of support available to the schools.

Strengthening the Link with Schools is a University-Wide Responsibility

- All departments and divisions across the university contribute to the relationship with K-12 education.
- Faculty, student, staff, and administrative leaders actively engage this campuswide responsibility.
- Faculty expertise and involvement in schools is valued and rewarded by the university.
- State-of-the-art teaching in every discipline provides a strong foundation for teacher preparation.
- The university fosters and encourages student public service in the schools.
- The president's commitment to strengthening relationships with K-12 schools is highly visible.

(per Senate)
• Curriculum ~~is~~ ^{responsibility to} ~~reflect~~ the diversity of students in multicultural California.

K-12 and the University are Full and Equal Partners

- The leadership of the university and the schools create an environment conducive to effective school/university collaboration; obstacles to cooperation are minimized.
- Decision making is done in a collaborative fashion; initiatives are mutually determined.
- University programs and services address local district requirements and specific needs expressed by school personnel.
- School personnel find at the university a supportive environment for professional growth and renewal.
- Schools and university work together to establish stable, long term funding sources for cooperative efforts.
- Alliances between school and university faculty are fostered and encouraged.

Relationships Between CSU and the Schools are Strategically Focused on Improving Education for California's Diverse Students

- School/university collaboration is outcomes oriented, in that it makes a measurable difference for students.
- Strategic focusing efforts result in maximizing the resources of both the university and the schools.
- University research provides a basis for improved educational practices and decision making.
- Schools and universities work together to recast academic requirements in terms of outcomes, putting the emphasis on results and student proficiency.
- Multicultural approaches expand access, opportunity, and the quality of the educational experience for the wide diversity of students.

Based on its studies and findings, the Subcommittee on CSU's Relationship to the schools recommends the following resolution to the Committee on Educational Policy:

RESOLVED, That the Board of Trustees of the California State University accepts the report of the Subcommittee on CSU's Relationship to the Schools and adopts the policy framework for strengthening the link with California's schools and be it further

RESOLVED, That the Board of Trustees recognizes and commends the outstanding efforts of California State University campuses and their K-12 partners to reach California's education goals, and be it further

and maintaining CSU's focus on educating California's diverse students (per senate)

RESOLVED, That the Board of Trustees reaffirms the high priority of strengthening relations with K-12 as an integral part of CSU's mission, and be it further

RESOLVED, That the Board of Trustees directs the Chancellor to work with the campus presidents and with other educational leaders to advance the policy framework, to communicate CSU's leadership role to state and national leaders, and to periodically report on progress in strengthening CSU's relationship to the schools.

References and Resources

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- Building A Quality Workforce: An Agenda for Postsecondary Education.* A report of the SHEEO Committee on Workforce Preparation. Colorado: State Higher Education Officers, September 1992.
- California Education Summit: Meeting the Challenge, the Schools Respond.* Final report. Sacramento: Department of Education, February 1990.
- Compiled Papers from the Open Forum and Special Seminars.* Subcommittee on CSU's Relationship to the Schools, California State University Board of Trustees. Long Beach: The California State University Institute for Teaching and Learning, 1993.
- Educating America: State Strategies for Achieving the National Education Goals.* Report of the Task Force on Education. Washington, D.C.: National Governors' Association, 1990.
- Enhancing Skills for a Competitive World.* A report of the Action Team on Lifelong Learning. Washington, D.C.: National Governors' Association, 1992.
- Every Child Ready for School.* A report of the Action Team on School Readiness. Washington, D.C.: National Governors' Association, 1992.
- From Rhetoric to Action: State Progress in Restructuring the Education System.* Washington, D.C.: National Governors' Association, 1992.
- Higher Education and School Reform: Creating the Partnership.* SHEEO Task Force on Achieving National Goals. Colorado: State Higher Education Executive Officers, August 1991.
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Teacher Education for the Twenty-First Century. Recommendations from the "Teacher America 1: Teacher Preparation for the New American School" conference held June 14-16, 1992, in Washington, D.C. Washington, D.C.: American Association of State Colleges and Universities, 1992.

Teachers for the New World: A Statement of Principles. Report of the Renaissance Group. Cedar Falls: University of Northern Iowa, 1992.

The National and State Education Goals

In early 1988, the Governors of the fifty states and President of the United States convened a national educational summit to discuss America's goals for education for the Year 2000. Shortly thereafter, leaders from California business and industry came together to describe what they want from California schools by the year 2000, and in 1989, the California Department of Education convened a California Education Summit to determine the ways in which California's educational institutions would have to respond in order to meet the challenges implied by the new goals.

The National Education Goals

Policy Statement of the National Governors' Association, endorsed by the President of the United States, February 1990

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- American students will leave grades four, eight, and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- U.S. students will be first in the world in mathematics and science achievement.
- Every American adult will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

What We Want From Our Schools By The Year 2000

Discussion Paper of the California Business Roundtable, the California Chamber of Commerce, and the Industry Education Council of California, 1992

- 100% graduation from the 12th grade
- Equitable educational opportunity for all.
- The preeminent education model for the nation and the world.
- Best educated, well-rounded, and most employable work force.
- World-class productivity as the key to individual and collective well-being.
- Extensive career and economic opportunities for students and business.
- World leaders of innovation for science and technology.

Strategies for Meeting the Challenge

California Education Summit, California Department of Education, 1990

- Increasing accountability and improving assessment.
- Enhancing the curriculum.
- Improving high school transitions.
- Improving adult literacy.
- Organizing more effective services for children, youth, and families at risk.
- Restructuring to improve student performance.
- Improving teacher preparation and recruitment.