Main Question:

What are the primary issues that should drive the present and future partnerships between SDSU and K-12 educators and institutions?

The following are four possible issues. We will spend 20 minutes discussing them in groups. Feel free to add in your group any additional primary issue you care about. Afterwards we will share group responses with all the participants.

1. Closing the Achievement Gap between Low/High-income schools, Boys/Girls, and English Language Learners/English Speakers.
2. College access and college completion among underserved groups.
3. Professional Development for Teachers, Counselors, and Administrators.
4. Expanding and Enriching Informal Learning Opportunities, such as, After School Programs, Museum-based Programs, Parents Education Programs, etc.

- Introduction – Cynthia Park and Ricardo Nemirovsky
- Explanation of the Working Group, Task Force, and purpose of the Open Forum
- Cynthia Park described “Compact for Success” program and other programs that assist students have access to college
  - Compact for Success is entering its 13th year
- Ricardo goes over the four issues and explains that everyone attending has been arranged into three groups to discuss these issues and write down any they may want to speak about
- Anne Graves suggested we try another method, rather than discussing for 20 minutes within the three groups.
- The majority agreed that they would rather discuss as planned and then share once they have been able to discuss with their group mates
- Table 1 (Team Magnet): How does one create an effective partnership?
- Table 2: talked about spreading the Compact for Success to other districts, like Grossmont.
  - How did the districts who are involved get involved?
  - Getting teachers into student classrooms
  - Co-teaching
    - Partnering a student teacher with a seasoned teacher
Subject specializations
- High schools – achievement academies

Table 3: How can high schools make their needs known to SDSU
- Each college would have a contact

Is there extra support for students who are part of Compact for Success?
- Yes, once they are SDSU students
- More of a bridge program

These partnerships have started cross-communications between people

Nancy Farnan – what kind of recommendations would go forward to the university
- Partnerships need to be fully engaged and there needs to be a picture of sustainability

Pheobe – looking for more interactions with middle schools with good math/science programs

Community Engagement task force had 4 working groups
- Edith explained our purpose as a working group
- We are hoping to become more effective and efficient, not to duplicate what someone else is doing

How are we going to make sure the partnerships we create remain sustainable

Compact for Success has been successful because of the money that has been put into it from not only the university but from other places

If the university is interested in creating these sustainable programs, then the university needs to be open to thinking of how the university is structured
- Interdisciplinary collaborations
- Commitment needs to come from the university as well as the community

California Math Project has been successful throughout San Diego County and beyond
- Example of sustainability

Cherokee Point Principal spoke about the Common Core Standards
- The way of the future
- Not just K-12, but 0-12 grade
- Really get involved because it is going to effect every single department at SDSU
- Partnerships should focus on the Common Core Standards
- By teaching students math, science, social studies at a more complex level, will help keep remedial classes out of the university
- Only 30% of the Common Core test will be multiple choice, 50% will be writing, and 20% will be computer generated answers

SDSU can become the flagship school for training our students to bring the Common Core Standards to their workforce once they graduate

Adjourn

Introductions