

PREK-12 EDUCATION WORK GROUP (PreK-12)

Lead Organization: Central Valley Educational Leadership Institute, California State University, Fresno

ACTIONS	STATUS	2007-2009 - FINAL REPORT ACTIVITIES
OVERALL WORK GROUP STAFFING REQUIREMENTS		
Plan, organize and manage all work group meetings; maintain work group records and minutes; maintain PreK-12 portion of Partnership Web site; provide monthly and quarterly reports.	O N G O I N G	
Goal 1: Increase the achievement level of students, schools and school districts in the San Joaquin Valley.	<input type="checkbox"/>	
Objective A: Implement a school and school district support system through county offices of education.	IP	The County Offices of Education have strengthened their relationships, particularly Merced, Madera, Fresno, Kings, Tulare and Mariposa. A new superintendent was appointed in Kern County; association continues there as well.
Organize regular PreK-12 Work Group meetings involving eight county superintendents and Partnership representatives.		
ADD: Gather information on achievement gap.	C	Fresno County Office of Education compiled achievement gap data.
Objective B: Implement a curricular and instructional program to ensure all children are able to read at or above grade level.	IP	Ongoing
Focus all meetings, discussions, programs and services on ways to close the achievement gap in Valley schools. See program descriptions below.		
ADD: Expand the discussion to include Pre-Kindergarten in all facets of the work plan as feasible.	C	Completed by Merced County Office of Education.
ADD: Gather information about availability and quality of preschool programs in the region and conduct a conference related to preschool programs in the region	C	Merced County Office of Education gathered information about availability and quality of preschool programs in the region and conducted a conference on Jan. 13, 2009, related to preschool programs in the region.
Objective C: Provide school choice, intra-district and inter-district options consistent with state and federal law.	IP	Ongoing
Legal issues workshops on school choice and other timely issues.		Quarterly sessions offered to school/district administrators regarding legal issues. Specific session related to Charter Schools and School Choice held in May 2008.

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Objective D: Establish an executive leadership academy to train principals of low-performing schools in “turn-around” educational and management services.	IP	Springboard Schools, in partnership with CVELI, provides principal training throughout the San Joaquin Valley.
Expand Springboard leadership development programs from 13 districts to 25 districts in the San Joaquin Valley.		Through June 2009, 33 Valley districts received support from Pivot Learning Partners, formerly Springboard Schools.
Expansion of Superintendent staff development from 3 counties to 8 counties.		CVELI has offered a series of leadership sessions for superintendents across the region. Typically, representatives from at least six counties attend each event. This has resulted in new information and unprecedented networking and sharing of resources.
Expand Best Practice Institutes.	C	The Exemplary Practices Conference on Jan. 13, 2009, is one example of the expansion of best practices institutes. 300 people attended, representing nine counties. Our second Exemplary Practices Conference is planned for January 2010 and will focus on grades 6-16. Pivot Learning Partners, in partnership with CVELI, has expanded its best practices programs and professional development opportunities through the superintendents networks, high school English language learner network and contracted services with districts.
Establishment of the Superintendents Leadership Network.	C	Pivot Learning Partners has coordinated a Central Valley Leadership Network with federal earmark funding.
ADD: Expand and continue English Learner Leadership Academy as developed under the SEED Grant.	C	Fresno County Office of Education has conducted the academy for two years. The first year, participants from all eight counties attended. This year it served participants in two counties
ADD: Lead by the Fresno County Office of Education, develop a long-range (10 year?) regional plan to address needs of English Learners	C	
ADD: Objective F: Coordinate and communicate regional positions regarding state and/or federal school reform.		The PreK-12 Work Group has made requests of the Partnership for support of high-priority education issues.

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ADD: Write a resolution to accept and recommend goals defined by Governor’s reform initiatives.	C	September 2008. Partnership Board of Directors resolved to accept and recommend goals defined by the Governor's reform initiatives.
ADD: Write a position “white” paper on alignment of state and federal standards.		
Goal 2: Develop a college-going culture in the San Joaquin Valley.	<input type="checkbox"/> IP	Ongoing
Objective A: Support collaborations between school districts and the community colleges, CSU and UC systems.	IP	Ongoing
Objective B: Increase the rate of high school graduates completing courses for college admission.	IP	Ongoing
Serve as liaison between PreK-12 Work Group and Central Valley Higher Education Consortium to help implement CVHEC action plan.		We have developed a good relationship with the Higher Education Consortium through this project.
Disseminate curricula and success stories developed from existing school, community college, university collaboratives.		Curricula and success stories developed from existing schools, community colleges and university collaboratives was presented at the 2009 Exemplary Practices Conference in January. Presentation of the successes also is planned for the 2010 Exemplary Practices Conference, planned for January.
ADD: Develop a regional plan and pilot project concept proposal to enhance the college going culture.		The Kern County office of Educaiton led the a plan to develop web-based interactive college and career education resources was completed and funded by AT&T Foundation. The project was developed in 2009 and is being piloted in two schools in Kern County in the academic year 2009-10, with plans for regional implementation in 2010.
ADD: Align academic options for higher education with career/technology education options leading to greater post secondary opportunities for students in the region.		Career/technical education is part of our plan to enhance post secondary options along with developing a college going culture. There are several new career academies starting in the region from Modesto to Visalia and Porterville.

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Goal 3: Implement a computer literacy initiative for K-12 students aligned with community college curriculum and/or business criteria/ workforce assessments.	<input type="checkbox"/> IP	Ongoing
Disseminate information on AALF programs through work group and Superintendents Leadership Network.	IP	Communications about AALF have been distributed regularly throughout the course of the two-year period.
As requested, develop time lines, staff development programs, and funding plans for one-to-one computing.		We have hosted a laptop training/computer literacy workshop in the region. Several districts have recently started these programs: Corcoran, Riverdale, Fresno. We understand that the Advanced Communications Services Work Group is interested in collaborating with us.
ADD: Identify unique and/or exemplary technology projects in the region.		
Additional Goal 5: Align career technical education to target industry clusters.	IP	Ongoing
Develop and review curricula and programs that support target clusters.	IP	Several new career academies have been developed; some opening in 2009 and others to open in 2010. We have met with the Workforce Development Work Group on several occasions.
Disseminate curriculum and information about exemplary programs through PreK-12 Work Group, Superintendents Leadership Network and Higher Education & Workforce Development Work Group.	IP	There is greater participation and understanding across groups and better communication between the PreK-12 and Workforce Development work groups. Funding remains to be a challenge for new programs.
ADD Additional Goal 6: Develop a regional "Contract for Kids" concept.	NP	
ADD: Identify resources to incorporate into development of a regional "Contract for Kids."		Strive Cincinnati was identified as a model for a regional P-20 system for kids. CVELI sought funding through Living Cities to implement this model locally and were to receive funding to facilitate implementation of a pilot in Fresno. However, due to the financial collapse, this organization was not able to fund us.
ADD: Draft a regional "Contract for Kids."	NP	
ADD Additional Goal 7: Examine data systems to meet needs of districts and higher education institutions in the region to enhance data collection, transference of information across institutions and more adequately monitor PreK-16 student achievement/progress.	IP	Ongoing

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ADD: Identify data needs of PreK-12 and higher education institutions that are not adequately being met.		Cal-PASS is working on identifying data needs of PreK-12 education and higher education institutions no being adequately met throughout the region as a result of work the PreK-12 Education Work Group started and policy changes at the state level.
ADD: Develop a plan to access and implement a data collection system to better meet needs of educational institutions at all levels in the region.		Cal-PASS is working on a plan to access and implement a data collection system to better meet the needs of educational institutions at all levels ithroughout the region as a result of work the PreK-12 Education Work Group started and policy changes at the state level.
Challenges/Problems/Bottlenecks/Feedback encountered during the quarter		Funding issues, funding issues, funding issues.
New funds leveraged during the quarter.		We are hopeful that some funding may be allocated through the Governor's office to continue some of the collaborative efforts begun through this project; but we are aware that because of the severe fiscal situation in California funding may not be likely. While we have developed fee-for-service models, the severe cutbacks for K-12 may prohibit educators from attending professional development, even in high-priority areas.