

SDSU Strategic Planning

Community Engagement Task Force

Recommendations from the K-12 Partnerships Working Group

The K-12 Partnerships Working Group held two community forums, one at the Reuben H. Fleet Science Center at Balboa Park and the second at the South County Office of Education. Approximately 100 people were involved in the forums and represented K-12 teachers and administrators, university faculty members, community stakeholders, university students, business representatives, and county office of education staff. Following the two forums, the ideas generated were discussed and analyzed by members of the K-12 Partnerships Working Group during two meetings. The recommendations presented below are the result of those discussions.

RECOMMENDATION ONE: Establish a comprehensive approach to address the growing multilingual and global/international needs and opportunities for local students, families, schools and communities to promote educational success and 21st century skills for all. Important for inclusion in such an approach are the following:

- Strengthen all aspects of multilingual/multicultural support for students, families, schools and communities within the University and in particular the preparation of educators in K-12 and community settings. The initiative would continue and expand upon the University's commitment to multilingual education, global perspectives and international experiences.
 - ✓ Create dual language tracks (e.g. Spanish, Mandarin) in selected university programs of study and sustain/expand the current teacher preparation programs with this focus.
 - ✓ Commit to priority hiring of University faculty with dual language skills across the University and to creating an inviting environment for their work
 - ✓ Create a themed multilingual 7-12 charter school on campus that is a feeder school to the University in STEAM (science, technology, engineering, arts, and mathematics) areas. The school would set a priority to enroll traditionally underserved students as well as students who would comprise, for example, Spanish immersion and Chinese immersion strands. The focus would be on 21st century skills throughout the curriculum, the pedagogy used, and technology support. While a themed multilingual charter school is presented as one element of Recommendation One, and it is arguably part of the comprehensive initiative in this recommendation, it is important to note that the charter school concept, as described here, has powerful implications that are broader than and expand Recommendation One.

RECOMMENDATION TWO: Establish a "one stop shop" community entry port and 'clearinghouse' to coordinate, focus and initiate community engagement and partnership development for parents, students, business, industry, schools, and districts. Examples of establishing such an entry port may include a physical location (office, center), web portal, or designated staff position to serve as the liaison.

RECOMMENDATION THREE: Create open access on-line courses and learning modules as well as apps for tablets and smart phones for students interested in applying for SDSU admission. The courses, modules, and apps would focus on areas of study many students find challenging (writing, English, mathematics) to meet admission standards (including SAT preparation) and would be designed to help them qualify fully for admission without remediation. Such courses and/or modules may include, but would not be limited to, tutoring, guidance, and content learning (i.e., mathematics and writing). These learning tools will supplement students' classroom learning and thus enrich their education and further prepare them for success at a university.