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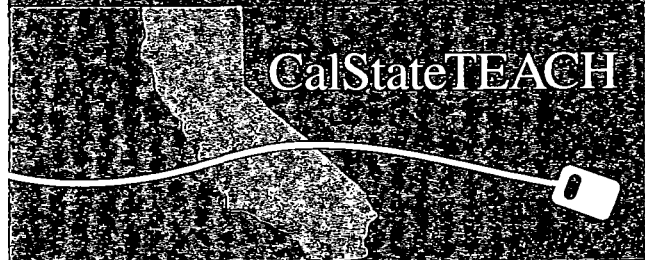
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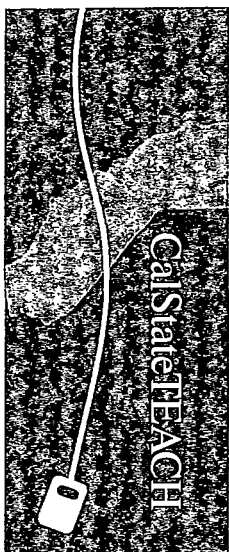
Pamphlet, 'Cal State Teach,' 2 pages



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The California State University
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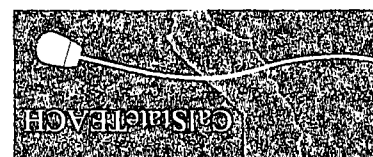
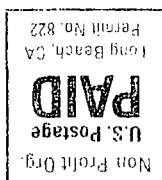
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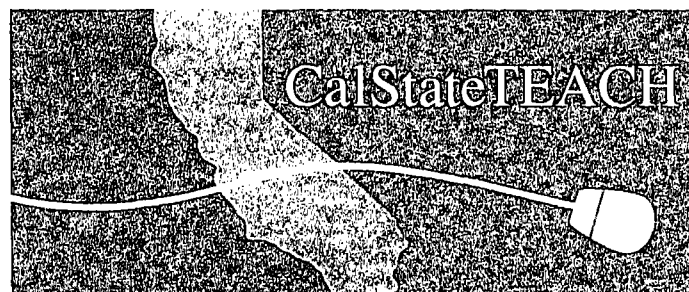
Booklet, 'Cal State Teach,' 8 pages



Admissions • CalStateTEACH
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401 Golden Shore
Long Beach, CA 90802-4210

How to Get Your Credential *A Whole New Way....*

CalStateTEACH
offers an innovative
Multiple Subject Credential
preparation program
to meet your needs.



THE WALL STREET JOURNAL / CALIFORNIA

State to Help 'Emergency' Teachers Get Training They Need to Stay On

By MARC LIFSHER

Staff Reporter of THE WALL STREET JOURNAL

SACRAMENTO—Thousands of overworked and undertrained elementary-school teachers will be offered a convenient, high-tech way to earn needed credentials as part of a new program being unveiled today by Gov. Gray Davis.

The innovative curriculum, dubbed "CalState Teach," is one of a series of cooperative efforts between state universities and the public-school system to address a potential crisis: the estimated 30,000 teachers who lack state credentials.

These teachers, who hold "emergency permits" allowing them to work in the public schools for up to five years, are helping to ease a serious shortage of public-school teachers. But without proper training, many become discouraged and quit teaching after less than a year. And a statewide program to reduce class sizes already is snapping up all available education-school graduates. The shortage of accredited teachers, educators say, has worsened as a new baby boom has reached school age and thousands of older teachers near retirement.

Far and Near

CalState Teach relies on a combination of Internet, e-mail, video, telephone and personal contacts to connect neophyte teachers with professors and mentors at California State University's 22 schools of education. The aim is to give emergency-permit teachers a chance to earn credentials during evening and weekends at home, saving them from the demands of commuting to a Cal State campus.

Indeed, the secret to the new system, says Cal State Chancellor Charles B. Reed, is its combination of independent study at home via personal computer, and person-

alized supervision in the classroom from school-based mentors and visiting specialists from local Cal State campuses.

"For about 18 months, they'll be spending nine to 12 hours a week studying," so there's rigor built into the program," says Mr. Reed. "They'll get constant feedback ... and they'll be trying out what they learn with their students every day."

CalState Teach, developed with \$5 million from the current year's state budget, seeks to enroll about 500 teacher-credential candidates next August as California's 1,100 school districts complete hiring for the fall. However, the 18-month program could handle as many as 1,000 teachers in its initial year, says Mr. Reed.

The greatest demand, Cal State officials say, is expected to come from heavily urban school districts, mainly in the Los Angeles Basin and the San Francisco Bay Area. According to the Cal State chancellor's office, the mammoth Los Angeles Unified School District currently faces the state's worst accredited-teacher shortage, with 4,570 of its 36,000 teachers holding emergency permits.

CalState Teach, which is being reviewed for accreditation by the state Commission on Teacher Credentialing, should help reduce an alarming drop-out rate that sees half of all unaccredited teachers leave the field by the end of their first year, says David Wright, the independent commission's director of policy and programs.

San Francisco Chronicle

THURSDAY, APRIL 29, 1999

State Pushes for More Credentialed Teachers

New CSU program to offer classes via the Web

By Robert B. Gunnison
CHRONICLE SACRAMENTO BUREAU

SACRAMENTO — The state unveiled an Internet-based program yesterday designed to make it easier and cheaper for some of the 30,000 California public school teachers with "emergency credentials" to win permanent licenses.

Called "CalStateTEACH," the program will allow elementary school teachers to take classes starting this fall for 18 months at a total cost of \$4,568.

Enrollment for 1,000 teachers to take the classes has begun for this fall. Another 1,500 will be accepted for the following year.

"There never has been a point in our history where we needed teachers more," Governor Gray Davis said at a ceremony at a Sacramento school.

"The real patriots of the 21st Century are going to be teachers," he said. "This is really a call to duty — to go into teaching."

The new Democratic governor also said he hoped to propose later this year that teachers receive substantial pay increases, and incentives like bonuses for staying in the high-turnover profession.

Because of new programs like class-size reduction and population increases, California has been suffering a shortage of teachers in many regions and specialties.

In San Francisco, for instance, 300 of the district's 4,400 teachers have emergency credentials. In San Jose, 200 of the 1,778 teachers have

an emergency permit to teach. Many of the emergency credentials are issued for teachers in specialized disciplines like math, science and special education.

The situation may get worse. Davis said that by 2008, California will need as many as 300,000 new teachers — far more than can be graduated at current rates from California State University, the leading supplier of teachers.

To reduce the number of teachers with emergency credentials, the new program will offer about 12 hours a week of classes over the Internet. CSU faculty will closely supervise the student teachers.

The program is designed to help especially teachers who do not live near colleges where they can get a permanent credential.

Charles Reed, chancellor of CSU, predicted the new program would become a national model, and would deliver better teachers to California classrooms. "Those students who have good teachers will learn," he said. "Those who don't will regress. We know that."

Arturo Apodaca, 25, a world history teacher at California Middle School with an emergency credential, said the new program would appeal to him if he were not already enrolled in classes in a private university.

He said he had already spent \$8,500 on classes and expected to spend nearly that much again before he finishes. "This is a great opportunity for teachers like myself," he said.

San Francisco Chronicle

THE VOICE OF THE WEST

WEDNESDAY, MAY 12, 1999

High-Tech Way to Get Teaching Credential

Home-study program
to use Internet, videos

By Tanya Schevitz
CHRONICLE STAFF WRITER

Teachers working in California schools on "emergency permits" will have a new high-tech way of earning a teaching degree from the California State University system this fall without entering a college classroom.

The new "CalStateTEACH" electronic curriculum, which will be delivered to students at home, mostly through the Internet, e-mail, videos and books, is designed to make it easier and cheaper for some of the state's 30,000 uncredentialed elementary school teachers to earn the certificate.

The innovation in credentialing proposed by CSU Chancellor Charles Reed is driven by the state's desperate need for more teachers. Because of an expected wave of teacher retirements coupled with a bulging enrollment and new programs like class-size reduction, California has been staffing its classes with untrained teachers, and it is predicted that another 260,000 to 300,000 teachers will be needed by 2008.

About 12,000 teachers a year graduate at 21 CSU campuses — about 60 percent of the teachers in the state and 10 percent in the nation — and that number is expected to rise to 15,000 in the next few years.

The program was approved unanimously by the CSU Educational Policy Committee yesterday. Charles Lindahl, associate vice chancellor for academic affairs, said the governing board is expected to approve it today.

Plans are to start the new program with 525 students this fall, but it could easily expand.

"The beauty of this program is that it is not limited by finding another classroom or more space," Lindahl said.

Most teachers on emergency permits now take about five years to earn their credentials, but the new CalStateTEACH program takes just 18 months and costs about the same per semester as the university's regular program, Lindahl said.

The program will include the same material as a traditional credentialing program. But instead of covering one topic in-depth for a quarter, the lessons cover a broader spectrum of material quickly and build over the length of the program.

Pam Novi, 42, who teaches and lives in Danville and attends credentialing classes at the Concord campus of CSU-Hayward two nights a week, said she would love a program she could complete at home.

"I'm going crazy, trying to teach all day and get here and go home and make dinner for my kids and put them into bed and then do my homework and prepare my lesson plan for the next day."

CSU faculty members developed the curriculum during the past year, but Henry Reichman, chairman of the Academic Senate and a professor at California State University, Hayward, said there is some skepticism.

"I don't think any of the faculty would want to substitute this for the regular credential program, but to address the shortage and for some teachers, this might work," he said.

Teachers in the program will be expected to complete 12 hours of lessons each week with books, CD-ROMs, videotapes and the Internet, with a study guide to help.

Jennine McFarlane, 26, who teaches sixth grade in Richmond with an emergency permit while taking credentialing classes at night, said teachers learning online won't get the same education.

"In my classes, we share lesson planning with each other and also get to talk about our frustrations and problems in the classroom, things you can't get over the Internet," McFarlane said.

Lindahl said the teachers will have mentors and will be in groups of about 20 classmates sharing a professor. They can e-mail or call their professor, bounce issues off other students in a chat room or get additional instruction over the Internet.

Teacher preparation focus of CSU program

By Jeff Ristine

STAFF WRITER

James E. Marshall, a CSU Fresno professor, is telling new teachers what to expect when students start to "do science" instead of just reading about it.

"There are generally more questions raised than there are problems solved," Marshall says on an audio clip on a Web site in an experimental program designed to help complete the preparation of teachers working on so-called "emergency" permits.

Dubbed CalStateTEACH, the program is the latest effort to meet a daunting commitment by California State University to boost teacher preparation by 25 percent in two years in order to make a dent in booming demand from the state's schools.

When it is put into operation in September, the \$5 million program will allow elementary school teachers to complete some of the necessary qualifications by listening to tapes in their car, watching videos at home and logging onto the Internet.

It is designed to remove a hurdle for those whose full-time classroom schedules or geographic locations make it difficult to attend traditional campus programs.

At least 30,000 teachers in California classrooms today are working on emergency permits, meaning — often to the dismay of parents — they are not fully qualified. These teachers have earned bachelors' degrees and have passed a teacher literacy test, but in many cases have no real training in how to run a classroom.

Most work in urban cores or rural areas, and turnover is heavy. At last count, the San Diego Unified School District had more than 120 elementary teachers with emergency permits; the Escondido Union and South Bay Union elementary districts both had 31.

CalStateTEACH was developed by 28 CSU faculty members in teacher education, drawing upon the model of the British Open University, renowned for its use of distance learning.

CSU Chancellor Charles Reed acknowledged that the program, with its single statewide curriculum, is a departure from the traditional, campus-based approach to building an academic program. Organizers say the curriculum attempts to build upon the work teachers already are doing in the classroom.

Teachers will earn 38 units of academic credit over 18 months, divided into four segments with each costing \$1,142 (including course materials).

It is designed to take about 12 hours of work a week. Officials emphasize that while teachers can study when and where they want, the program is not self-paced — there are exams (by computer) and papers due at specified times — nor are the students left on their own.

There are no classes to attend, but students must go to five Saturday seminars.

Each teacher will be placed in a group of 18 to 20 assigned to a support faculty member who is responsible for coaching and assessment. They will keep in touch by phone and e-mail with a teacher from the participating school district performing additional on-site mentoring.

San Diego State University President Stephen Weber, whose campus has one of the biggest schools of education in the state, says CalStateTEACH could become "transforming" in teacher preparation. "It's potentially a big deal," he said.

CSU says it will be able to handle up to 1,000 teachers when the program is inaugurated in September. (The next group will be admitted in September 2000.) Participants will need Internet access and at least a rudimentary familiarity with personal computers.

CSU puts on thinking cap to train needed teachers

SHORTAGE: *Innovative programs offer flexibility and results.*

By Charles B. Reed

With the approach of the new millennium comes a time for reflection — on what has been, what is to come and what our priorities should be.

If there is one priority on which all segments of society can agree, it's education. A well-educated citizenry and highly skilled work force are at the very core of a healthy and prosperous economy. From business and community leaders to parents to elected officials, all allow that California must make improving public education one of its highest priorities.

Those of us charged with improving education are committed to identifying existing and emerging needs and making changes to ensure we meet our obligation to the students and residents of our state.

One of the most critical issues facing our public schools and California State University is the urgent need for thousands of fully credentialed elementary school teachers.

Due to class-size reductions, a wave of teacher retirements and increased enrollments, it is expected that by 2008 California will need upward of 300,000 new teachers.

Because of the immediate teacher shortage, many school districts have been forced to hire teachers without full certification, issuing them "emergency" permits instead. In fact, Oxnard School District alone has about 50 emergency permit teachers. CSU and its faculty, who educate 60 percent of the state's teachers, take very seriously their responsibility to ensure that these "intern teachers" will be fully credentialed as soon as possible.

Because CSU's traditional campus-based teacher preparation programs cannot meet the growing demand for credentialed teachers fast enough, and because the intern teachers need more flexibility in obtaining their full credentials, CSU looked to innovative ways to meet the needs of new teachers.

With the support of the Legislature and the governor, the CSU faculty developed a unique new program called CalStateTEACH.

CalStateTEACH is a nontraditional program targeting the thousands of emergency "credentialed" elementary instructors currently teaching in California's schools. Using the latest technology, including the Internet, video, audio and print materials, this program will deliver high-quality teacher education directly to these teachers, no matter where they live or how many hours they work in and out of the classroom.

Their academic study will be fully integrated with their working lives as teachers and their daily experiences in the classroom.

Modeled after the highly regarded British Open University teacher education program, the

CalStateTEACH curriculum has been developed by a group of outstanding CSU faculty from elementary teacher preparation programs as well as faculty members from across the disciplines.

It is a personalized program in which beginning teachers work in small groups of 18 to 20, guided and supported by a CSU faculty member whose primary responsibility is to serve each intern teacher as an adviser, coach and evaluator. Faculty members will regularly visit the classroom to observe their students' teaching, offer feedback and support, as well as communicate with them via e-mail and telephone.

To be eligible for the CalStateTEACH program, applicants must have access to a computer that is connected to the Internet, a bachelor's degree, a passing score on the California Basic Education Skills Test and must meet the usual admission standards of traditional CSU teacher education programs.

Before they can be admitted, applicants must also secure either a teaching position or an emergency permit or find an elementary school that agrees to supervise their teaching.

CalStateTEACH is an 18-month, year-round program that will be operated through five regional centers and supported by all CSU campuses with teacher education programs. It will be led by the CSU campuses at Fresno and Monterey Bay (jointly), Hayward, Fullerton, Pomona and Los Angeles.

Those interested in learning more about CalStateTEACH have several options. The CalStateTEACH Web site — www.calstateteach.net — provides detailed information on the program, as well as online applications for both the program and financial aid. By calling toll-free, 1-877-CALSTATE, prospective students can request information be sent via the mail. Interested students may also e-mail requests for information to calstateteach@calstate.edu.

CSU has another innovative program designed to encourage more people to consider teaching as a career. The California Center for Teaching Careers, or CalTeach, is recruiting people of all ages, ethnicities and professional backgrounds to become teachers. This information, referral and recruitment center can also be accessed via a toll-free number — 1-888-CALTEACH — or through the Internet at www.calteach.com. Since beginning this statewide campaign in February, inquiries on how to become a teacher have increased tenfold.

CalStateTEACH and CalTeach are important parts of CSU's commitment to meeting the needs of California's schools and students. In their own unique ways, these innovative and resourceful new programs will help recruit and fully credential highly motivated and committed men and women to educate the children of California.

— Charles B. Reed is chancellor of the California State University system.

5/13/99

Universities must change to meet student needs

By Cruz M. Bustamante

Major change has occurred in the way many of today's students pursue their higher education. Only one-sixth of American college students are attending full time, are 18 to 22 years old, and living on or near campus. In fact, at the California State University, fully 85 percent of students commute, 80 percent are working 30 hours or more per week, the average age is 27, and many students have major family responsibilities.

As a result, the model of a university conceived centuries ago for young, residential students, no longer serves them well. These more mature students place a premium on accessibility, convenience, quality, low cost and service. Unfortunately, many American colleges and universities have been slow to respond to this fundamental change.

A notable exception is the CSU system which has been giving careful thought to how its students can be better served, including expanded use of new technologies.

CSU has developed CalStateTEACH — an innovative, personalized program of independent learning modeled after the highly regarded British Open University. This more flexible form of learning allows part-time, home-based study and uses a rich mix of print, Internet, video and audio materials.

The initial group of students in this program will come from the 15,000 emergency permit teachers currently teaching in California's public elementary schools who have not met either subject matter or professional education requirements for a credential. CalStateTEACH, which was recently announced by Gov. Gray Davis, will enable them to become fully credentialed teachers.

- The CalStateTEACH curriculum is developed by CSU faculty experts in teacher education and based on the latest research in elementary education.

- The program has clearly articulated what the students are supposed to learn and be able to do and how that will be measured.

- Participants work in groups of 15 to 25 with each group guided and supported by a highly qualified CSU faculty member.

- The students study and learn independently, but must maintain the pace of their colleagues to complete the program in 18 months.

- The curriculum integrates the theory and practice of teaching with about half the learning occurring where the participant is teaching. Regional centers serve as support sites for the students and as home base for the faculty.

CSU's experience in developing CalStateTEACH can be instructive as others examine how technology can be used wisely to extend access and improve the quality of education. And, while technology is not a panacea, used with effective student support systems, the fusion of important components of the education, information and entertainment industries can be a powerful force for strengthening the state's educational system.

Many traditional-age students will continue to prefer residential college settings, occasionally availing themselves of nontraditional programs for convenience or to gain access to a class not otherwise available at their campus.

A basic step toward achieving quality independent learning is defining the goals. While true for any form of learning, it is especially important for learning supported by technology since it can occur anywhere, anytime. We should be more concerned about what students know and are able to do and less about the process — where and how students acquire those understandings.

Only the faculty members are qualified to determine the nature and extent of the use of technology to facilitate student achievement. Although faculty roles are shifting more to being guides, coaches, mentors, and mediators as use of technology grows, faculty members remain at the heart of the learning process.

It is still true that much learning occurs by doing. CalStateTEACH capitalizes on the work place as a learning environment. This has several powerful advantages: education comes to where the students are and fits into their lives; supervisors and fellow workers become part of the teaching force, and learning is reinforced by the marriage of theory and application.

The CSU system has enormous resources in its 18,600 well-qualified faculty, and access to California's world-class thinkers who are examining the nexus of research, telecommunications and learning. These valuable components are being harnessed to enable this state to lead the world in defining and implementing a new approach to teaching and learning.

Bustamante is lieutenant governor of California and ex officio member of the California State University Board of Trustees. The Web address for CalStateTEACH is: www.calstateteach.net

Duty and honor beckon teachers

By Charles B. Reed

An interesting segment on PBS' "The NewsHour with Jim Lehrer" put forth the premise that one of the reasons films such as "Saving Private Ryan" and "The Thin Red Line" enjoyed such tremendous box office success is that Americans today live in an age without heroes and that they thirst for role models they can look up to.

I shall pass on the opportunity to support or challenge that premise.

However, I am struck by the fact that, if we allow our eyes to move away from the drama of the big screen and look around us in our daily lives, we do not have to search far for contemporary unsung heroes and heroines.

Everywhere you look in society there are people searching for cures for diseases, risking their lives to rescue trapped construction workers or challenging young minds to reach their potential. They are as near as our local research laboratories, community police and fire stations and neighborhood classrooms.

Yet, as an educator, I am continually challenged with how to attract the last category of unsung heroes - our classroom teachers - so that we do indeed get the best and brightest minds to help shape our future. The current battle we are fighting in California is over how to recruit an unprecedented number of new teachers - between 250,000 and 300,000 in the next 10 years - to serve on the front line of our state's classrooms. As if it were as easy as putting up posters of a serious-looking, finger-pointing, red-white-and-blue-clad Uncle Sam saying, "I want YOU"

There are at least two reasons for optimism: they're called CalStateTEACH and The California Center for Teaching Careers.

CalStateTEACH, which Gov. Gray Davis recently announced would begin operations this fall, is a program of independent learning targeting the thousands of emergency permit elementary teachers in state schools. Using the latest technology including the Internet, video, audio and print materials, this program will deliver high quality teacher education directly to these emergency credentialed

teachers who are unable to attend a CSU campus because of their teaching schedules, family obligations or remoteness from a college campus. Upon completion of this 18-month program, these dedicated teachers will be credentialed teachers. Information on CalStateTEACH is available via a toll-free hot line - 1-877-CALSTATE - or through its web-site at www.calstateteach.net.

The California Center for Teaching Careers has a different focus. This program, which is designed to encourage Californians to consider teaching as a career, has begun a \$2 million advertising campaign with the explicit purpose of recruiting needed new teachers. The ad, which is in Spanish and English, features a young, energetic teacher who travels by bike to his school and then engages culturally diverse students in a science experiment. It is obvious the exercise is inspiring for the students and rewarding for the teacher. What I like is the tag line, which is a call to action: "Change their lives. Change yours. Teach."

The tag line will work for three important audiences we are eager to reach: high school and college students thinking about career options; classroom aides who may want to advance their careers; and professionals who may want to trade being, say, "Salesperson of the Year" for "Teacher of the Year."

The new CalTeach campaign offers a toll-free number (1-888-CALTEACH) and a web-site address: www.calteach.com.

We need culturally diverse, caring, competent, committed, qualified teachers who have outstanding subject area knowledge and are skilled communicators and motivators. Yes, it is a tall order, but ask any teacher and he or she will tell you of the excitement experienced and the rewards received from connecting with young minds and helping them tap into their potential.

I am proud of the role the California State University has in developing and implementing both of these innovative programs.

■ **CHARLES B. REED** is chancellor of the California State University system.

San Francisco Chronicle

THE VOICE OF THE WEST

WEDNESDAY, MAY 12, 1999

Teaching Teachers

Editor — As the newest member of the CSU Board of Trustees, I am still learning about the university, its role in educating 60 percent of the state's teachers and how the CSU is meeting the ever increasing demand for public school teachers.

After reading your story ("State Pushes for More Credentialed Teachers," April 29), I am more excited than ever about being a part of this great institution.

Cal State TEACH is the kind of innovative program the state needs as student demographics change and literally thousands of educators teaching with emergency permits need to be fully credentialed. By providing these teachers with the highest quality education and the ability to become fully certified no matter where they live or how many hours they work in the classroom, we will go a long way toward solving the immediate teacher shortage.

There is no more important job than teaching our young people. I hope programs such as Cal State TEACH will enable more qualified, dedicated teachers to become fully credentialed and make teaching a lifelong career.

DEE DEE MYERS
CSU Trustee
Los Angeles

The Sacramento Bee

Thursday, May 6, 1999

Teaching teachers

Re "State will assist fledgling teachers," April 29: Gov. Gray Davis has done a great deal for our public schools in the few short months he has been governor. I was pleased to see that he is also addressing the shortage of fully certified teachers.

CalStateTEACH is a creative program that will help thousands of teachers become fully credentialed while still serving as classroom teachers. As a retired Sacramento State education professor, I find it especially exciting that the California State University saw a need, thought outside the box, and developed this program.

I hope CalStateTEACH is a big success and that the thousands of educators who are currently teaching in our elementary schools with emergency permits will avail themselves of this program and make teaching a lifelong career.

Frank Bautista
Sacramento

THE TIMES

A Knight Ridder Newspaper

New ways to teach

Major change has occurred in the way many of today's students pursue their higher education. Only one-sixth of American college students are full-time 18-22 year olds living on or near campus. In fact, at the California State University (CSU), fully 85 percent of students commute, 80 percent are working 30 hours or more per week, and the average age is 27. This means, new and innovative programs must be developed if the needs of our students are to be met.

Cal State TEACH, developed by the California State University, is just such a program. And, it is aimed at addressing one of the most immediate problems facing the state; the critical need for more teachers.

There are currently thousands of elementary school teachers who are college graduates, but who are not fully credentialed. CalState TEACH will allow these dedicated educators to become fully credentialed no matter where they live or how many hours they work in or out of the classroom.

This is the kind of innovative thinking the state needs if we are to meet the demands of the 21st century.

Lt. Gov. Cruz Bustamante
CSU Board of Trustees

Don Taylor DOP VP

CORPORATION
FOR NATIONAL
★ SERVICE

'99 AUG 12 AM 9:05

July 23, 1999

MEMORANDUM TO THE PRESIDENT

From: Harris Wofford

Harris

Subject: California's Commitment to Service in Higher Education

As you may be aware, Governor Gray Davis has proposed that service be a required part of the curriculum and experience of all students in the public colleges and universities in California. Along with the K – 12 initiative that is already underway in California, this step puts California on the leadership track in integrating service into the educational experience of all California students, which represents twelve percent of all young people in the country.

The Corporation for National Service's Office of Service-Learning is closely involved in helping to make sure that these efforts are high quality and that they are successfully implemented. For your information, I have attached a copy of the press release from Governor Davis' office and the letter he sent to the President of the University of California system asking that the Regents work with his administration to develop and implement this new service requirement.



PR99:167

FOR IMMEDIATE RELEASE

July 15, 1999

CONTACT: Michael Bustamante
(916) 445-4571

**GOVERNOR DAVIS CALLS ON UC, CSU AND COMMUNITY
COLLEGES TO ADOPT COMMUNITY SERVICE
REQUIREMENTS**

Governor's Secretary for Education Delivers Request at UC Regents Meeting

SAN FRANCISCO -- Governor Gray Davis today formally asked the University of California to begin working with California State University and California Community Colleges toward development of a community service requirement for graduation.

"I strongly support community service and believe that a service ethic should be taught and reinforced as a lasting value in California," Governor Davis wrote in a letter to UC President Richard C. Atkinson. "I write to request that you join me in my call to service."

The Governor's Secretary for Education, Gary K. Hart, read the governor's letter at today's meeting of the Regents of the University of California.

Governor Davis asked University of California faculty to work with their colleagues at California State University and California Community Colleges to create a proposal implementing a community service graduation requirement at all three segments of higher education.

"I want our students to understand, as generations before them did, the importance of contributing to their communities," the Governor wrote. "Knowing the complexity and scope of the issues to be deliberated, I request that you ask the [Academic] Council to work expeditiously and report back to you and to the Regents with their findings."

Governor Davis has asked Secretary Hart to work with the UC Regents, the Academic Council and the Academic Senate on the development of the community service plan.

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Please see attached letter to Richard Atkinson, President of the University of California.

July 15, 1999

Richard C. Atkinson, President
University of California
1111 Franklin Street
Oakland, CA 94607-5200

Dear President Atkinson:

I strongly support community service and believe that a service ethic should be taught and reinforced as a lasting value in California. California's college and university students enjoy remarkable benefits from a taxpayer-supported system of higher education that is surpassed by none. I want our students to understand, as generations before them did, the importance of contributing to their communities. To that end, I request California's public colleges and universities establish a community service requirement for undergraduate students at the University of California, the California State University, and the California Community Colleges. I write to request that you join me in my call to service.

The task of creating a community service requirement presents an exciting opportunity to effect positive change, so it is important that it be approached thoughtfully. I ask you to develop a plan for adoption by the Regents that would establish a graduation requirement for community service. I further request that you ask the Academic Council to work with their faculty colleagues at California State University and California Community Colleges through the Intersegmental Committee of Academic Senates to create a proposal implementing a community service graduation requirement at all three segments of higher education. Knowing the complexity and scope of the issues to be deliberated, I request that you ask the Council to work expeditiously and report back to you and to the Regents with their findings.

I have asked Secretary Hart to work with you, the Academic Council and the Academic Senate in the development of the plan and to keep me regularly apprised of the progress of the Academic Council. I look forward to working with you and the Regents on this issue.

Sincerely,

GRAY DAVIS



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CHARLES B. REED - CHANCELLOR

STRATEGIC COMMUNICATIONS AND CAMPUS RELATIONS

BOBBIE METZGER - EXECUTIVE DIRECTOR

DENISE VALLIER - ASSOCIATE DIRECTOR

KATHY HUSTED - CIVIC AFFAIRS SPECIALIST

6/30/99

Dear Mona:

Thanks again for all your help. I'm told the video is winging its way here as I write this. I was a little taken aback when I got a call this morning saying the media folks wouldn't release the video until it was paid for. I, of course, had no way of knowing how the Speaker was paying for it but since we needed to get it here, I just put it on my credit card and I'll get reimbursed later.

Included in this packet are the CalTeach and CalStateTEACH packets I mentioned to you as well as a copy of the memo I sent to Jon Schnur. I do think we could generate a good amount of great press for the Vice President on one of his trips west.

Please call with any questions. I'm so glad you're there and that we've reconnected.

My best

Bobbie

*Jan
Here's the
info on
CalState
Teach*

mana
FYI

5/25/99

Dear Jon:

As a follow up to my voice mail, here's some information on two innovative CSU teacher-related programs-- Cal Teach and CalStateTEACH. I thought it would be great if the Vice President could come to California to help generate interest in them.

The only down side I can see to the Vice President's involvement with CalStateTEACH which makes it easier for teachers working on emergency credentials to get fully credentialed, is the President's recent suggestion that federal funds should be cut off for states/districts which employ teachers who are not fully credentialed. The San Francisco Chronicle did quite an editorial opposing such action and, with the number of emergency credentialed teachers we currently have, that would really hurt California.

Otherwise, I think this would be a mutually beneficial appearance. CalStateTEACH gets underway--it's first time in operation---in late August or early September of this year. In addition, we hope to cut a new spot for Cal Teach--that's the program which encourages people to become teachers---in the next month or two. I think both provide great opportunities for the Vice President's involvement. In addition, we can always develop a different event if we need to unveil the new Cal Teach spot before a trip West is viable for you, or if the late August, early September CalStateTEACH timeframe doesn't work for you, either.

Please let me know what you think and if I can provide any additional information. I have also included a summary of media gotten when we rolled out each program. I think updates on both programs would generate some great media coverage a second time around. By the way, the Governor participated in the rollout of CalStateTEACH and we got great electronic and print media.



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TOLL-FREE (877) 225-7828 OR (562) 985-2154 FAX: (562) 985-2030

E-MAIL: calstateteach@calstate.edu

INTERNET: www.calstateteach.net

FOR IMMEDIATE RELEASE
April 28, 1999

Contacts: Denise Vallier
(916) 322-6319

Governor Gray Davis and CSU Chancellor Charles B. Reed Introduce Important New Program to Help 'Emergency Permit' Teachers Get Full Certification

SACRAMENTO – Thousands of teachers now working in our public elementary school classrooms on 'emergency' credentials will soon have a chance to get full certification — working around their busy schedules—using the latest computer technology. This can be done under an innovative new program, CalStateTEACH, unveiled today by Governor Gray Davis and Chancellor Charles B. Reed of the California State University.

Developed by the CSU and set to start this fall, CalStateTEACH will deliver high quality teacher education directly to students unable to attend a CSU campus because of work schedules, family obligations or distance from a CSU campus. The program will combine self-study with on-line support and personal coaching and be fully integrated with a teacher's daily experiences in the classroom. This site-based curriculum will allow these sorely needed emergency credentialed teachers to stay on the job in our elementary schools as they work towards full certification.

California will need as many as 300,000 credentialed teachers over the next decade because of teacher retirements, class size reduction, and increased student enrollment. Intense short-term demand has already forced many districts to hire teachers without full certification, issuing them 'emergency' credentials instead. CalStateTEACH will enable those teachers to get the full training they need and our students deserve.

"There is perhaps nothing more important we can do to improve California education than provide our students the best trained and educated teachers," said Governor Gray Davis.

"While immediate demand forced the temporary hiring of 'emergency' credentialed teachers, CalStateTEACH provides a wonderful opportunity for these dedicated educators to complete their academic training while staying in the classroom."

"The California State University educates the majority of teachers in California's public schools," said Chancellor Reed. "Using technology and teaching mentors, we are pleased to broaden the reach of CSU teacher training and help fill an urgent need in our elementary schools."

CalStateTEACH was modeled on the successful British Open University program by highly knowledgeable CSU faculty who have designed an integrated curriculum to prepare working teachers to meet California standards for the classroom. The program will be offered in four stages over an 18-month period. Successful applicants must meet the standard requirements for an elementary teacher preparation program including a bachelor's degree, passage of the CBEST test and letters of recommendation.

Working in groups of 18 to 20, these beginning teachers will access their materials through the internet, texts, and audio/video materials. Each group will have mentor support from a CSU faculty member. While they will be able to study at the time and place of their choice, they will be required to keep up with other members of their group by submitting assignments on set dates. They will be able to communicate with their mentors quickly via e-mail, or receive other help through a computerized internet support system.

Successful completion of the program will include 38 college credits and recommendation for a multiple subject teaching credential.

The program is being welcomed by California school districts, which have been struggling to keep up with the demand for qualified teachers. "We welcome CalStateTEACH at the Sacramento Unified School District," said Jim Sweeney, District Superintendent. "We always need well qualified teachers, and CSU is providing an important tool to solve our statewide teacher shortage. This program will allow emergency credentialed teachers to continue to teach while earning the credential they need."

"Lowering the number of students taught by each teacher with class size reduction plus the overall growing number of students means we will be needing more and more qualified teachers," added Principal Donald Hair of the California Middle School. "Many of the new teachers will likely come from different professions and will need to go through a credential program. CalStateTEACH will allow these teachers to work with our students – gaining valuable experience – at the same time as they are getting the additional academic training they need."

CalStateTEACH is a statewide program that will be operated through five regional centers supported by all CSU campuses with teacher education programs. It will be led by the CSU campuses at Fresno and Monterey Bay, Hayward, Fullerton, Pomona and Los Angeles. More information about the program is available through a toll-free hotline (1-877-CALSTATE) or on the internet at www.calstateteach.net.

Chancellor Reed sees the program as an important part of the CSU's commitment to meeting the educational needs of California. "CalStateTEACH combines the best of self-study, field work, technology and personal coaching to prepare well qualified working teachers to educate the children of California."

~####~



OFFICE OF THE GOVERNOR

A99:095

FOR IMMEDIATE RELEASE

April 28, 1999

CONTACT: Michael Bustamante

916/445-4571

GOVERNOR DAVIS UNVEILS INNOVATIVE TEACHER TRAINING PROGRAM

SACRAMENTO – Governor Gray Davis today announced a new California State University (CSU) program, CalStateTEACH, for the certification of teachers currently holding emergency credentials.

"There has never been a point in our history where we needed teachers more," said Governor Davis. "The CalStateTEACH program is the first and most important step to honoring my commitment to making sure that every teacher in every classroom in California is fully credentialed and every student has the benefit of the best teacher possible."

The CalStateTEACH program allows teachers currently holding emergency credentials to earn a multiple subject elementary credential while continuing to work in the classroom. Using a variety of media, including the internet, video, audio and print materials, CalStateTEACH enables these teachers to become fully accredited in eighteen months.

Currently, 15,000 California elementary classrooms are staffed with teachers who are not fully credentialed, but hold either a waiver or an emergency permit. As a result of the class-size reduction program, by 2008, California will need an additional 250,000 to 300,000 teachers.

The demand for fully credentialed school personnel is overwhelming the capacity of existing teacher preparation programs. Because the CSU is responsible for training a majority of the state's teachers and cannot increase capacity fast enough to meet demand using traditional teacher preparation models, CalStateTEACH has been developed as an alternative learning program to help meet the state's needs.

"My goal is very simple, to make it as easy as possible for emergency teachers to become fully credentialed," continued Governor Davis. "That is in the best interest of the students, the teachers, the parents and every citizen in this state."

In order to be eligible for the CalStateTEACH program, applicants must have a bachelor's degree, a passing score on the CBEST, and meet the same admission criteria of traditional CSU teacher education programs. Prior to being admitted, applicants must secure a teaching position on their emergency credential or find a public school that agrees to supervise their teaching.

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CalStateTEACH FACT SHEET

CalStateTEACH is a new, alternative learning program within the California State University System aimed at the thousands of emergency permit elementary teachers currently teaching in California schools. Using the latest technology, including the Internet, video, audio and print materials, this program will deliver high quality teacher education directly to these intern teachers, enabling them to become fully credentialed in just 18 months.

The Need

Elementary classrooms in California are currently staffed with approximately 15,000 teachers who are not fully credentialed, but hold either a waiver or an emergency permit. It is estimated that by 2008, California will need between 250,000 and 300,000 additional teachers. The burgeoning demand for fully credentialed school personnel is overwhelming the capacity of existing campus teacher preparation programs. Because the CSU cannot increase capacity fast enough to meet demand using traditional teacher preparation models, the CSU looked to other models and developed CalStateTEACH.

Meeting the Need

The CSU takes very seriously its obligation to educate and train fully 60% of the State's teachers. Because the need for new teachers is increasing due to class size reduction programs, teacher retirements and increased student enrollment, the CSU, with the support of the State Legislature and the Governor, has developed CalStateTEACH, an alternative to a multiple subject teaching credential. Modeled after the highly regarded British Open University teacher education program, the curriculum has been developed by a group of outstanding CSU faculty from elementary teacher preparation programs as well as faculty members from across the disciplines.

The Program

CalStateTEACH is a personalized program in which beginning teachers work in small groups of 18-20, guided and supported by a California State University faculty member whose primary responsibility is to serve each Intern Teacher as an adviser, coach, and evaluator. Intern teachers progress through a study guide that presents assignments and activities that integrate hands-on teaching with their coursework. Faculty members regularly visit the classroom to observe their students' teaching, offer feedback and support, as well as communicate with them by e-mail and telephone. The program, which is entirely integrated so it does not consist of separate courses, is supported by a combination of the Internet, print, audio and video information. It is offered in four stages over 18 months, beginning September, 1999. Successful students will earn 38 college credits and a recommendation for a multiple subject credential.

To be eligible for CalStateTEACH, applicants must have a bachelor's degree, a passing score on the California Basic Educational Skills Test (CBEST), and meet the usual admission standards of traditional CSU teacher education programs. Before they can be admitted, applicants also must either secure a teaching position on an emergency permit or find an elementary school that agrees to supervise their teaching. These Intern Teachers will need access to a computer with on-line capability. Fees for the program are \$1142 for each stage and include the cost of all course materials and books. Both state and federal grants and loans are available for eligible students.

Interested persons may get more information or apply for admission in several ways. CalStateTEACH has a website at www.calstateteach.net that provides information and an on-line application for both the program and financial aid. Prospective students may also call a toll-free number at 1-877-CALSTATE to obtain information and have a program and/or financial aid applications sent to them. They may also e-mail requests to calstateteach@calstate.edu.

CalStateTEACH Questions & Answers

Q. What is CalStateTEACH?

- A. CalStateTEACH is a unique, alternative teacher education program for the multiple subject (elementary) credential. It is a personalized program of independent learning in which beginning teachers work in small groups of 18-20, guided and supported by a California State University faculty member whose primary responsibility is to serve each Intern Teacher as an adviser, coach, and evaluator.

Q. Why is CalStateTEACH needed?

- A. California has a teacher shortage forcing many school districts to temporarily employ college graduates who have passed a basic qualifying exam (CBEST), but who are not fully trained for their work. These teachers need to earn their credentials, but many cannot attend regular university classes because of geography or personal circumstance. CalStateTEACH is designed to meet the needs of these dedicated teachers.

Q. Why is CalStateTEACH unique?

- A. Students have a one-to-one relationship with their faculty mentor. They can complete the entire 18-month program working with just one faculty member who guides, advises, evaluates, and supports them – all regardless of where they live, how many hours they work, or family obligations.

Q. What are the admissions standards for CalStateTEACH?

- A. The admission standards for this program are similar to traditional CSU teacher education programs. Applicants are required to have a bachelor's degree from a regionally accredited college or university, a passing score on the CBEST, letters of recommendation, evidence of writing proficiency, prior experience or commitment to working with children, medical and fingerprint clearances, a qualifying grade point average, and either have a job teaching in an elementary school with an emergency permit or find an elementary school that agrees to supervise their teaching.

Q. When will the program begin?

- A. The first group of students will begin in September 1999. An orientation program will be offered during the summer focusing on technology training and subject matter preparation.

Q. How long will it take to complete the program?

- A. CalStateTEACH is an 18-month year-round program with six weeks of vacation within that timeframe. Intern Teachers will complete the curriculum in four stages: stage one is 15 weeks, stage two is 17 weeks, stage three is 17 weeks, and stage four is 23 weeks.

Q. If a student doesn't enroll for September, when is the next admissions date?

- A. Because it is a new program, only one group will be enrolled during the first year. The second group will be admitted in September 2000, but subsequent groups will be admitted every six months thereafter.

Q. Do students need a computer to participate in CalStateTEACH?

A. Students must have access to a computer that is connected to the Internet.

Q. What if the student's computer skills are limited?

A. Students will need to have a general understanding of computing, word processing, and the Internet. Assistance will be provided to individuals unfamiliar with the use of e-mail and the Internet. Because even the most sophisticated computer users occasionally experience obstacles or problems, CalStateTEACH will maintain a "help desk" that may be reached by telephone.

Q. How many classes and academic credits will students need to complete the program?

A. Because the curriculum is integrated, there are no separate classes. Upon completion of the program, a student will have earned 38 credits, which will meet requirements for a multiple subject credential with an emphasis in Cross-cultural, Language, and Academic Development.

Q. What can a person teach with a multiple subject credential?

A. This credential is required to teach in "self-contained" classrooms; these are classrooms where the same instructor teaches all subjects. Teachers with multiple subject credentials are typically employed in elementary and middle schools.

Q. Are there people other than those who are teaching with emergency permits or waivers who could benefit from the program?

A. If a school will provide a place to practice teach with supervision, anyone who meets the requirements, as noted earlier, could participate in the program. For example, a teacher's aide could easily complete a credential program while working in an elementary school classroom.

Q. Can a person from another state who is looking for a teaching job in California be accepted into CalStateTEACH?

A. If a person has a bachelor's degree from an accredited college or university and passes the CBEST, they can seek a position in a California public elementary school and apply to CalStateTEACH at the same time. Fees for out-of-state tuition will apply.

Q. What is the CBEST exam and how does a student sign up for it?

A. The purpose of the CBEST is to test proficiency in reading, writing, and mathematics, the basic educational skills needed by all schoolteachers. The CBEST Registration Bulletin is available at their website at www.cbest.nesinc.com or by calling 916-928-4001.

Q. How can people learn more about the CalStateTEACH program?

A. By calling the toll-free hotline at 1-877-CALSTATE or by logging onto the Internet at www.calstateteach.net.

School Districts – Most Emergency Permit Teachers (Elementary Only) *

Los Angeles Unified	4570	Pajaro Valley Joint Unified	55
Long Beach Unified	433	Oxnard School District	50
Compton Unified	284	Hayward Unified	54
Santa Ana Unified	279	Stockton City Unified	51
Oakland Unified	252	Azusa Unified	48
Pomona Unified	228	Jurupa Unified	47
Montebello Unified	215	Perris Elementary	45
San Bernardino City Unified	207	Chula Vista Elementary	42
Inglewood Unified	184	Bellflower Unified	41
Pasadena Unified	178	Little Lake City Elementary	41
Paramount Unified	166	Franklin-McKinley Elementary	41
Anaheim Elementary	144	Torrance Unified	40
Hawthorne Unified	138	Lake Elsinore Unified	40
Ontario-Montclair Elementary	129	South Whittier Elementary	39
San Diego City Unified	123	Val Verde Unified	39
Palmdale Elementary	111	Apple Valley Unified	39
Orange Unified	105	Madera Unified	38
El Rancho Unified	101	Fairfield-Suisun Unified	38
Hacienda La Puente Unified	101	West Covina Unified	37
Lynwood Unified	101	Placentia-Yorba Linda Unified	37
Rowland Unified	100	Palm Springs Unified	34
Bakersfield City Elementary	91	Claremont Unified	33
Alum Rock Union Elementary	90	Sacramento City Unified	33
Norwalk-La Miranda Unified	88	Upland Unified	33
San Jose Unified	88	Oak Grove Elementary	33
Colton Joint Unified	83	Mt. Diablo Unified	32
Baldwin Park Unified	81	Santa Clara	32
Chino Unified	81	Escondido Union Elementary	31
Corona-Norco Unified	80	South Bay Union Elementary	31
Fontana Unified	79	Fremont Unified	30
Ravenswood City Elementary	77	Westside Union Elementary	30
Alhambra	76	San Jacinto Unified	30
Moreno Valley Unified	74	Los Nietos Elementary	29
El Monte City Elementary	73	Garden Grove Unified	29
Rialto Unified	72	Porterville Unified	29
Las Virgenes Unified	71	West Contra Costa Unified	28
Downey Unified	68	Sanger Unified	28
Mountain View Elementary	67	Victor Elementary	28
Saugus Union Elementary	65	Clovis Unified	27
Garvey Elementary	62	Monrovia Unified	27
Lennox Elementary	62	Lodi Unified	27
Coachella Valley Unified	62	Earlimart Elementary	27
East Whittier City Elementary	60	Antioch Unified	26
Delano Union Elementary	59	Napa Valley Unified	26
Riverside Unified	59	Kings River Union Elementary	26
ABC Unified	58	Woodland Joint Unified	26
Whittier City Elementary	58	McFarland Unified	25
Fresno Unified	56	Desert Sands Unified	25
Bassett Unified	56	Redwood City Elementary	25
Alvord Unified	56	Buena Vista Elementary	25

* Information provided by California Commission on Teacher Credentialing