

The College Board  
Western Regional Office  
May 1990



**A REPORT ON THE PROCEEDINGS OF THE  
COLLEGE BOARD WESTERN REGIONAL  
OFFICE 30TH ANNIVERSARY SYMPOSIUM  
HELD AT  
STANFORD UNIVERSITY,  
DECEMBER 18-19, 1989**

**EDITORS**

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The College Board extends its appreciation to the James Irvine Foundation for its grant in support of the Symposium "Educating the Class of 2001" and the final publication on proceedings, outcomes and recommendations of the Symposium. This event commemorated the 30th Anniversary of the establishment of the College Board Western Regional Office.

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"It is evident that prophets or visionaries are no longer needed to understand the problems facing us. You simply need to be able to see down the block to the homeless, the unemployed, the drug addict, the AIDS infected, the undereducated."

Dr. Donald M. Stewart  
President  
The College Board

## Building The Agenda

The purpose of the Symposium was to celebrate the 30th Anniversary of the establishment of the Western Regional Office of the College Board and to take the occasion to develop an action agenda for educating the class of 2001. The College Board's mission as a non-profit, voluntary educational association assisting students in their transition from secondary school to college and in expanding their educational opportunities has served American society well.

The College Board has led the way in establishing and supporting school-college partnerships over its 90-year history and today occupies a position of eminence in its ability to convene educators, government policy-makers and private sector leaders to address current issues and concerns related to education. Its singular strength, however, is to move beyond debate and discussion and provide a forum for action-

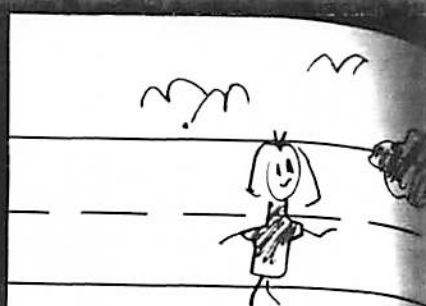
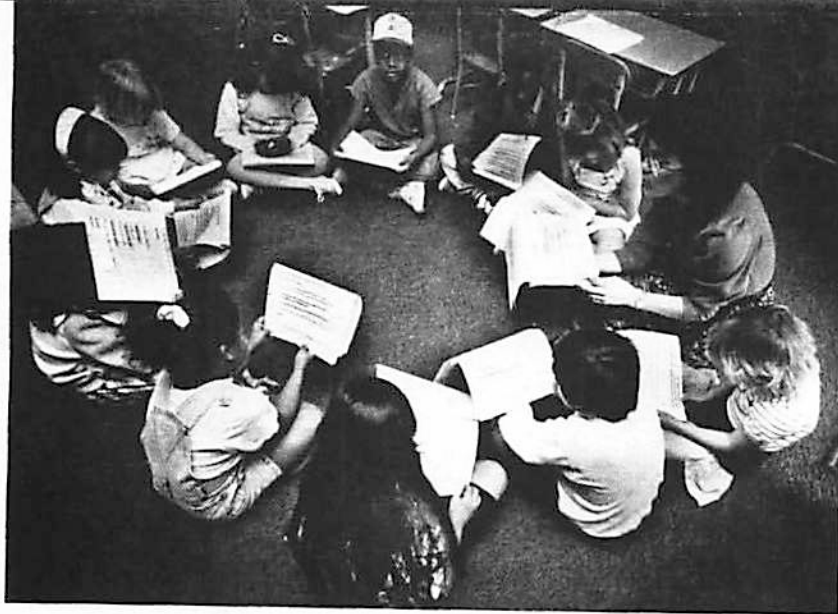
oriented solutions to problems in education.

The Symposium occurred over a two-day period, December 18-19, 1989 at Stanford University, Stanford, California. Representatives from Western secondary schools, school districts, community colleges, four-year colleges and universities, university systems, state educational agencies and associations, staff for legislative educational committees and private sector leaders concerned about educational issues participated. Speakers were paired together to offer remarks and small group discussions followed engaging all participants in the process. A dinner celebration was included at which there was a review of the history of the College Board in the West. Stanford University President Donald Kennedy offered remarks and College Board President Donald Stewart addressed the participants, emphasizing the

need to build an action agenda now for educating the class of 2001. Mr. Rixford Snyder, former Dean of Admissions at Stanford University, presented highlights of the 30 years of College Board presence in the West.

This publication is receiving wide distribution. It has been mailed to representatives of all College Board member schools, colleges and universities, Symposium participants, educational policy-makers and private sector leaders. It calls upon all concerned to develop respective agendas for action in answer to the challenge of needed changes in education if we are to maintain, first, and then improve upon our strengths as a free, fair and competitive nation.

Dr. Richard E. Pesqueira  
Executive Director, Western  
Regional Office, The College  
Board



model higher-order thinking. Dr. Newman voiced his concern that present means of assessment may, in fact, emphasize only the insignificant.

"The more we trivialize assessment as we have done in many states, the more we will get trivialized learning. ...what you test is what you get. If students are to learn to use higher-order thinking skills, to use their minds creatively, then we must develop assessments that demand those skills."

Finally, Dr. Newman pointed to five action steps that need to be taken to improve America's educational system. Reminding the audience that we are only ten years away from the year 2001, he noted these are steps that must be taken now. The five action steps are as follows:

We need to set clear expectations; we must decide what students should know and be able to do and expect every school to perform based on those expectations.

We need to expand and accelerate early childhood education; it clearly works.

"Most early childhood educa-

tion...is going to the students who need it least."

We need to mentor our children. We have done too little to connect them to the system.

"The child in poverty sees no connection between schooling, me, and the world out there."

"All the studies of children that drop out show that they drop out for perfectly rational reasons. They're not irrational; they're just rational from their point of view, and irrational from our point of view. We haven't connected them to the system."

We need to use competitive grants to encourage schools to transform themselves. We need to designate those criteria by which schools will receive competitive grants.

"We want the capacity on the part of the students to be able to take abstract ideas and connect them to pragmatic problems."

"We're now in a world in which the question for the United States of America is, 'Can we out-think our competitors, not out-produce our competitors in the conven-

tional sense?'"

We need to involve parents in their children's education. Good schools involve parents.

"Schools [should] actually reach out and draw parents in — not just ask them to bake cookies, but to get actively involved in the classrooms and the nature of schooling."

### Addressing Our Educational Needs of the 90s

**Dr. Albert Shanker,  
President,  
American Federation  
of Teachers  
New York, New York**

In his address, Dr. Shanker spoke of the need to find new models of schooling. Observing that schools are structured in much the same way they were in the early part of the century, he maintained that we had to begin anew. He acknowledged that schools themselves should not merely readjust or "patch up" what they're doing, but actively





seek "better ways of doing things."

Pointing to the need to find incentive structures in education, Dr. Shanker maintained that even our most affluent students are not competing successfully with students in other industrialized countries. He pointed further to the shortage of highly qualified teachers necessary to make these needed changes in education.

In spite of vast social, economic, and technological changes, most of us went to or are currently attending schools that are structured the same as they were in the early years of this century. We need new models of schooling.

"Our first response when we find out something is wrong is to say, 'Do the same thing for a longer period of time', which actually means to turn out the lemons faster. But this would not change or rethink the system."

**We cannot continue to have an educational structure in which the teacher stands and talks to students most of the time.**

"But you absolutely cannot take kids who have got this

tremendous range in terms of achievement...and have an educational structure in which the teacher stands and teaches and talks...for five hours a day."

**Change in the way we educate our children will come because change is necessary. Something has to be done. If we do not bring about change led by those of us on the inside, it will most certainly be imposed on us from the outside.**

"What is a terrible crime is not that our schools are bad — there are all sorts of institutions that have problems and are bad. What the crime is, is that we are doing so poorly and you don't see in our schools this tremendous effort to find really better ways of doing things."

"I think that the fundamental thing that's wrong with schools is that kids are too passive and that we're trying to dump things into them. Kids have to be engaged in learning."

"The achievement gaps are so great that one would have to believe in the tooth fairy to think that all you need is a

couple of minor adjustments in the system, like a slightly longer school day, a slightly longer school year, a slightly better prepared teacher, and slightly more homework."

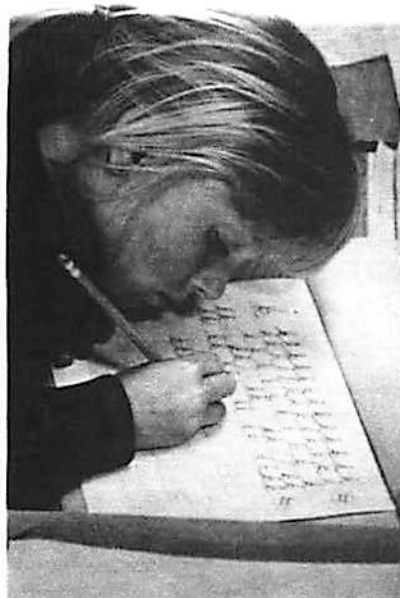
**Students and adults are essentially rewarded for serving time in a system that offers no rewards for producing better outcomes. The school culture that we have rewards conformity.**

"As a matter of fact, people who are involved with producing better outcomes are often ostracized by their colleagues in the educational system."

**What is necessary to bring about change is some kind of system of market incentive. Change does not come from the top down.**

"Change does not come from the top down. If it does come from the top, it is generally botched up by the people at the bottom. They have no commitment to it."

**If we want people in education to make a difference, if we want them to take chances, then we must develop a system "of stakes", a system in which some-**



## Participants Move The Agenda Forward: Recommendations

thing is at stake depending on whether you do something one way or another way.

"When we compare ourselves to other countries, they have a different incentive structure for youngsters. One is that employees take into account how well students did in school when they hire them out of high school. Suppose that McDonald's said, 'We are going to hire kids on the basis of merit. Every kid who applies here is to bring an attendance record from high school. We want to know whether you're taking mathematics, chemistry, physics or easy courses. And we want to know what your marks are.'"

During this two-day Symposium, participants met in small groups to discuss the speakers' presentations and to suggest further steps to be taken. What follows is a summary of some of the major recommendations emerging from these small group discussions.

Education must be redesigned to meet the needs of all students and be so designed as to keep students in school and to generate a commitment to excellence.

- Support and promulgate early childhood education programs.
- Implement high expectations and incentives for increased student achievement.
- Develop an incentive program to attract high-quality applicants into the teaching profession.
- Identify and emulate new models of successful educational programs.
- Restructure teacher education programs to be responsive to the needs of all students.
- Assure full participation of high school students in

their school — eliminate any distraction that prevents the full utilization of the school day and school year.

A coalition of the business community, schools, families, churches, and government agencies must together work toward implementing a quality education for all students.

- Integrate the services of social service agencies in such a manner as to serve all who need assistance; such agencies must work in concert with the educational community.
- Encourage business leaders to provide appropriate child care for their employees.
- Implement mentor programs involving retirees, community members, employees on work sabbaticals, and high school and college students.

A national emergency in education exacerbated by poverty-related problems (health, drugs, housing, dysfunctional families) and by an increasing inability to compete internationally must become the major public issue.

5-6-7-8-9-10

- Generate local involvement from business, government, community agencies, parents, and educational institutions to address this crisis.
- Enlist media assistance to make the public aware of this crisis in education.
- Implement state and national meetings composed of leaders from government, business and education to develop and effect an action plan to address this crisis.

The role of the family must be reaffirmed as a top priority in ensuring that all students achieve their academic and personal potential.

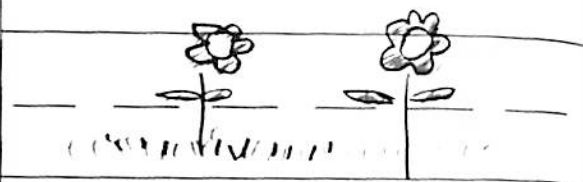
- Insist on high expectations for all students.
- Provide training on parenting for family members.
- Design and implement early intervention programs.
- Enlist assistance of social service agencies to support parents in educational endeavors.

The mission of the College Board needs to be expanded from "transition to college" to "transition to life".

- Collect evidence supporting and defining the fact that, educationally speaking, we are in a state of national emergency. The evidence is obvious, but it needs to be packaged in a manner to precipitate nationwide action by the government, education at all levels, the private sector and the public at large.
- Urge the government to declare its "moral outrage" and a state of national emergency because of the current crises in education, health care, housing, and the poverty level as well as abuse of our children. Use all possible leverage to influence policy.
- Orchestrate an awareness program including meeting with the President of the United States and his educational advisors; addressing the governors of the states; approaching business, industry and labor unions; aligning educational leaders at the school and college level; and by involving the media in a pro-active campaign.

- Sponsor colloquia by regions designed to develop and provide solutions to this crisis in education; involve representatives from education, industry, government, and social service agencies.
- Continue to promote excellence at all levels in all disciplines for all students by setting attainable standards and providing meaningful assessment to measure student attainment. Students should not be allowed to reach only their lowest potential.
- Evaluate the practice of awarding financial aid to students who are only marginally prepared to enter college and promote incentives to encourage students to do their best in high school. Let us not be content with "schoolerships" in a time when we need to foster scholarship.
- Assure that the College Board sponsored tests reflect priorities students need for life since teachers will teach to tests.





## What The College Board Can Do: Beginning Steps

The College Board must charge its membership of over 2,700 schools, school districts, colleges, universities, systems, agencies and associations to promote actively the following goal adopted by its Board of Trustees:

Created in 1900 with the express purpose of enhancing and furthering the nation's efforts to equalize educational opportunity and enhance academic standards, the ideal of a quality education for everyone undergirds the organization and the services provided to millions of students and thousands of educational institutions in the areas of financial aid, assessment, curriculum development, and guidance and counseling. Within the past year the College Board has recommitted its resources to maximize its impact on furthering education equity. In order to accomplish this, the College Board will combine and

expand its services. These include the following:

The College Board currently provides a vast array of services directed at schools, students, parents and various levels of government that impact on equity. Such services include teacher workshops and training; curriculum development; assessment; financial aid analysis; scholarships; guidance and counseling; publications; student search efforts; and research. These services currently impact on literally millions of students and thousands of schools. However, these services must be brought together in a single comprehensive package.

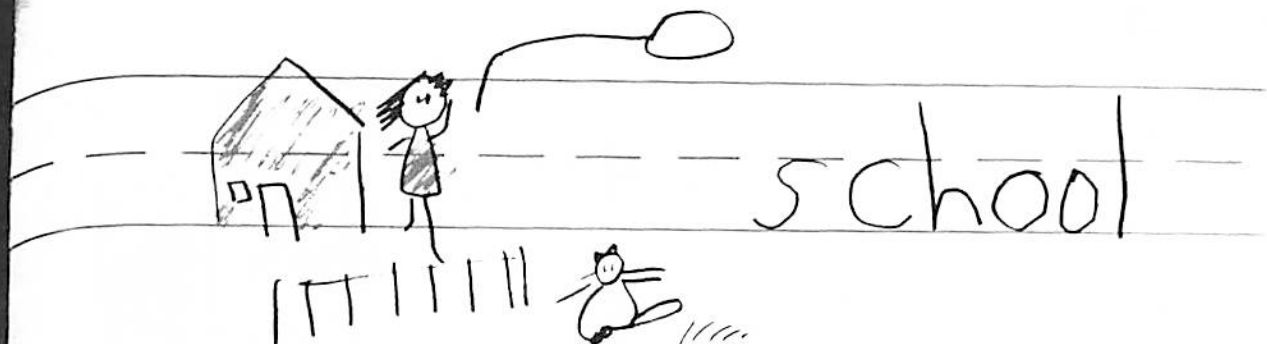
The College Board has an extensive network through which to identify solutions and disseminate information. This national network is supported by a system of working committees, six regional offices, and offices in Washington, DC and Puerto Rico. One of the primary findings in a recent survey of members is that they are looking to the College Board to lead on issues of educational access for minorities and at-risk students.

The Educational Equality Pro-

ject, begun in 1980 as a ten-year effort, has led the field in defining academic competencies - what students need to know to succeed in college in the areas of mathematics, English, science, social studies, foreign language and the arts. This program has set the national academic standards necessary to implement the "quality" side of the "quality/equality" equation and the foundation has now been set to aggressively and successfully focus on the "equality" side.

The College Board has already established working relationships on equity issues with schools and school systems. These include middle school pilot projects to develop the means of increasing the college going and success rates of minorities and at-risk students.

President Donald Stewart has stated emphatically:



Given the problem and the task to be completed vis-a-vis the strengths of the College Board the following action agenda has been developed and endorsed by the Board of Trustees.

A Pilot Program, working with schools and school districts will be initiated to develop and implement a school and community based approach to prepare minority and at-risk students for successful college participation and completion. The essential features include:

- providing the coursework necessary for collegiate success;
- creating an early awareness of financial aid and college admissions requirements to students and families;
- developing a means of linking colleges and secondary schools in agreeing on the skills and knowledge necessary for college and assur-

ing that successful completion of the "right" courses guarantees admission to college;

- providing in-service training for teachers and counselors;
- developing community and parental involvement and support for attending college by local youth; and
- developing and implementing diagnostic research to ascertain the effectiveness of the various program components and the whole.


A national advocacy campaign will be conducted to build the necessary coalitions and mechanisms necessary for the knowledge and practices developed in the pilot programs to be widely adopted. The essential features include:

- creating an ongoing communication network among the pilot sites and other pilot programs to support and exchange information on what works;
- creating a network among College Board members and others to disseminate information and gather the expertise of others about

the pilot sites to foster replication of both the projects and the components, including work with institutions of higher learning to agree on the skills and knowledge necessary for academic success in college; increasing national awareness of the costs and consequences of under-participation in college by minority and at-risk students; and encouraging members, other national organizations and corporations, and their local affiliates, to become active partners in supporting increased college attendance and graduation by minority and at-risk students.

The College Board believes that its recommitment to expanded educational opportunity in this country will have a powerful effect on young people's behavior and in the process keep their options open as they prepare for employment, citizenship responsibilities and constructive leisure living.





"The America of the future will be a richly diverse fabric of peoples enjoying their plurality, united by a core of democratic values. As quality education for all becomes the new norm and the new reality in America, our national love affair with the future and our own self-confidence as a nation will be rekindled and will burn, I am certain, more brightly than ever."

Dr. Donald M. Stewart  
President  
The College Board

## What You Can Do



You can assist your schools, colleges, businesses and agencies in recognizing both the magnitude of the challenges ahead, the urgency of the problem and the need to build action agendas in concert with all concerned for educating the class of 2001. You can become better informed and willing to devise intervention strategies that will make a difference for individual youngsters as they enter our educational system. You can serve as a protagonist, as a citizen of our larger society, and as a colleague in your work setting to ensure that all of our youth are fairly treated and supported as they enter and progress in school. You can join others, such as representatives of the members of the College Board, in making a difference on behalf of our youth. You can build your own action agenda now!



The College Board extends its appreciation to the 30th Anniversary Symposium Steering Committee and to the graduate students of the Stanford University Graduate School of Education who led discussions in small group settings.

**Dr. Robert P. Huff**  
**Symposium Convenor and**  
**Chairman, Steering Committee**

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Special thanks to Mrs. Pendergrast and her first grade class, the Class of 2001, and Alcott Elementary School, Riverside, California for their cooperation in taking the photographs for this publication.

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