



CAPEA

**California Association of Professors of Educational
Administration
Fall Conference 2011**

***Leading for Equity and Excellence in
Leadership Preparation***



September 29 - October 1, 2011

Kona Kai

1551 Shelter Island Dr, San Diego
CA 92106

Thursday, September 29, 2011



School Visitations
(Conference pre-event)

8:30 Meet in lobby of Kona Kai and form carpools to travel to Garfield School

9:00 Meet at Garfield Elementary School in School Office (K-5)
4487 Oregon St.
San Diego, CA 92116
Chip Dale, Principal



9:00-9:30 Light Breakfast and Meeting w/Garfield Principal

9:30-11:30 Observations at Garfield

11:30-12:00 Lunch at Garfield and Mini-Debrief

12:00 Travel to Edison Elementary School (K-5)
4077 35th St.
San Diego, CA 92104
Tavga Bustani, Principal



12:30-2:30 Observations at Edison School

2:30 Debrief the Day at Edison

3:30 Return to Kona Kai





8:00 - 9:30 Conference Check-in (Continental Breakfast)

9:30 -10:00 Announcements and Opening

10:00 -12:00 Keynote Address Tim Wise



Tim Wise is among the most prominent anti-racist writers and educators in the United States, and has been called, "One of the most brilliant, articulate and courageous critics of white privilege in the nation," by best-selling author and professor Michael Eric Dyson, of Georgetown University. Wise, who was named one of "25 Visionaries Who are Changing Your World," by Utne Reader in 2010, has spoken in 49 states, on over 600 college campuses, and to community groups across the nation. He has also lectured internationally in Canada and Bermuda on issues of comparative racism, race and education, racism and religion, and racism in the labor market.

12:00 – 1:00 Lunch

1:00 -2:30 Superintendents' Panel – This panel will reflect on our conference theme through a series of structured questions.



Dr. Robert R. Barner, Visiting Professor in the Graduate School of Education and Psychology at Pepperdine University, is also Academic Chair of the Master's program in Educational Leadership and serves on the Superintendent's Advisory Council. He received his Ph.D. from UCLA in Administration and Policy Studies in Education, and a cognate in Economics & Management. He completed a post-doctoral fellowship at Harvard University. He retired several years ago from serving as assistant superintendent of educational program for the Los Angeles County Office of Education (LACOE). He also retired from the Los Angeles Unified School District (LAUSD) as assistant superintendent of intervention programs. He has served as a mentor for aspiring administrators with the LAUSD.



Dr. Carmella Franco was appointed in May 2010 by the State Board of Education to serve as the State Trustee for the Alisal Union School District, Dr. Carmella S. Franco culminates over thirty-five years of educational service to children and their communities. In selecting Dr. Franco, the State Board of Education recognized her expertise in working successfully with districts facing difficult challenges, mobilizing them towards a common goal. Her mantra has been "I will do anything I can to see that students receive the quality education they deserve." At the same time, she has supported employees to join her in seeing that that indeed occurs. Dr. Franco is an alumna of California State University at Los Angeles. Her Doctorate in non-traditional negotiation methods was received from the University of La Verne where she has lectured for the doctoral program and for the educational administration department.



Dr. Hector Montenegro is originally from Los Angeles, California. He began his teaching career in San Jose, California in 1975 where he taught math at the junior and senior high school levels. He later taught and was an assistant principal in Washington, DC and a junior high principal and a high school principal in Virginia. Dr. Montenegro later served as Chief of Staff of the DC Public Schools before moving to Texas where he served as a principal and an Area Superintendent in Austin, a Deputy Superintendent for Instructional Services in Dallas, a Superintendent of Schools for three school districts in Texas: San Marcos CISD, Ysleta ISD and Arlington ISD. Dr. Montenegro was most recently an Area Superintendent in the San Diego, California. He obtained his masters from Stanford University and doctorate from the University of Texas at Austin.



Dr. Maria G. Ott is highly regarded throughout the state's educational community for her strong leadership, her commitment to public education, and her proven results in working with children from diverse and multi-ethnic backgrounds. Most recently, Dr. Ott served as the Senior Deputy Superintendent for the Los Angeles Unified School District (LAUSD), the nation's second largest school district. She was responsible for educational services and the supervision of area superintendents. Previous to that role, she served 20-plus years with LAUSD as a teacher, principal, program coordinator, and district administrator. She also spent seven years as the Superintendent of the Little Lake City School District, an elementary school district serving the communities of Santa Fe Springs, northern Norwalk and southeastern Downey.



Dr. Darline Robles, the former superintendent of Los Angeles County Office of Education, joined the USC Rossier School of Education as Professor of Clinical Education in 2010. Dr. Robles was appointed County Superintendent of Schools in June 2002, and she led the nation's largest regional education service agency, serving 93 school districts and 55 joint power agencies that educate 1.7 million students from pre-kindergarten through community college, until her retirement in August 2010. She was the first woman and Latina to serve in the post. As superintendent, Dr. Robles focused on at-risk and special needs students in schools run by the Office of Education, and directed services to cash-strapped districts, particularly those with low-performing schools. She also led a reorganization of the Office's highly lauded Head Start and pre-school programs.

Christopher J. Steinhauer has served as superintendent of the Long Beach Unified School District since 2002. The school district is California's third largest, with about 84,000 students. As a 30-year veteran educator in Long Beach's diverse school system, Steinhauer has earned a national reputation for improving student achievement and closing achievement gaps. His school district has earned the national Broad Prize for Urban Education and has qualified as a finalist for the award five times. Only one other school district, Boston, has reached the prestigious Broad Prize finalist stage as many times as Long Beach.



2:30 – 3:00

Debrief with Tim Wise

3:00 – 3:15

Break

3:15 - 4:15

Presentations

Schedule follows

4:15 -4:30 George Manthey – ACSA Update

George serves as the Assistant Executive Director for the Association of California School Administrators, leading the Educational Services Department. In that capacity he is responsible for all of ACSA’s professional learning programs from “Just in Time” workshops to summer institutes to the Annual Leadership Summit. Over 5000 school leaders attend ACSA professional learning events each year.

4:30 - 4:45 CAPEA Elections
4:45 - 5:30 Doctoral Presentations

6:30 Transport to Dinner
7:00 – 9:00 Dinner – Tom Ham’s Lighthouse



CAPEA Mission

CAPEA provides opportunities, services and benefits to college faculty and others involved or interested in the training of school leaders. As a CAPEA member you will have the information, resources and influence to help you:

- Participate in the California collaboratives and partnerships,
- Keep updated in the field through twice a year CAPEA Conferences and the publication of a national journal, **Educational Leadership and Administration: Teaching and Program Development**,
- Introduce new university faculty to the world of educational leadership and school reform,
- Implement Preliminary and Professional Level Credential Programs
- Respond to critical legislative and policy issues regarding educational Administration, and
- Be aware of knowledge base in educational administration and leadership.

Presentations

Session 1

3:15 to 3:40

The Politics of Educational Leadership: What our future school leaders and professors need to know about the power of positive community relations

This discussion will examine the steps to implement and promote positive community relations between schools/universities and their communities. The session will include helpful guidelines for legislative action.

*Robert Kladifko, Associate Professor
California State University, Northridge
348 West Las Flores Ave, Arcadia, CA*

The Mutual Benefits of University Partnerships with School Districts

This table talk will examine the role of partnership relationships as they pertain to School Districts and Universities. The concept of partnership education using teams will be discussed, as well as how partnerships can be either formal with the use of Memoranda of Agreement, or informal coaching and mentoring depending on the needs and resources of the organizations involved. Ideas will be collected and shared from the attendees. Additionally, articles will be solicited from the group for an ACSA book to be edited by Dr. Wildman.

*Dan Cunniff Ph.D.
National University
Louis Wildman Ph.D.
Cal State Bakersfield*

Using the Contents of Student Writing Journals in Research

This presentation will provide participants with an overview of how contents are collected, analyzed, and presented to inform research, and practice.

*Leigh T. Barton, Ph.D.
Assistant Professor
California State University, Fullerton
lbarton@fullerton.edu*

Supporting New Principals Through Mentoring

Today's principalship offers more challenges in the areas of accountability, fiscal leadership, and working with diverse populations. A principal mentoring program through ACSA can provide welcomed support to new principals.

*Susan Jindra Ed. D.
Cal State University, San Bernardino
sjindra@csusb.edu*

Equipping New Administrators to Lead for Equity and Excellence through On-Site Reflective Induction Coaching: The PLNU Experience from 2008-2011

In 2008-09 Point Loma Nazarene University's School of Education Educational Leadership program implemented a major revision to its Professional Clear Administrative Credential program. The program changed from a fieldwork based portfolio program to an on-site reflective coaching/induction program based on the California Professional Standards for Educational Leaders (CPSEL). Candidate data and exit surveys indicate that this change of program delivery has had a significant positive impact on equipping, transforming, and empowering beginning administrators to effectively meet the demands of their new roles.

Gary McGuire, Ed. D.
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Carol Leighty, Ed. D.
Ruth Holton, Ed. D.
Jerry Childs, M.A.

Session 2

3:45 to 4:10

What do Principals Say about Their Position?

What do principals say about their satisfaction, their challenges, and their staying power? This qualitative research included 15 highly-experienced effective principals and 14 principals new the position during in-office interviews.

Robert G. Vouga, Ed. D., Associate Professor
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Teaching from the Heart: Applying HeartMath Technology in Ed Leadership

Serving as a tenure-track faculty member is complex and increasingly challenging, especially with the current budget constraints, increasing demands on time, additional responsibilities, heavy teaching loads, and growing student diversity. The HeartMath technology is one means that professors can employ to reduce stress with the result of achieving balance and mental clarity as well as enhancing their effectiveness in their university roles while leading for equity and excellence in leadership preparation.

Mei-Yan Lu
Professor
San Jose State University
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Why Leadership Matters: Willard Elementary School's Journey to Success

Participants in this study will benefit from current research chronicling the successes of a school in Compton, California where state tests scores increased by 141 points in a single year.

Cheryl James-Ward
Assistant Professor
San Diego State University
cward@mail.sdsu.edu

Unpacking our China Experience

Ten California State University San Bernardino (CSUSB) doctoral students in Educational Leadership traveled with four program professors and an administrator to China, in June 2011, visiting preK- 12 schools and universities and touring in two provinces, Beijing and Xi'An. In this presentation, four student representatives and one professor will reflect on this international experience in their respective research areas and discuss implications for U.S. and international education.

Thelma Moore-Steward
Interim Chair, Dept. of Educational
Leadership & Curriculum,
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Doctoral Candidate, CSU San Bernardino
Carly Chavez
Science and AVID teacher, Fontana High
Janet Long
Adjunct Faculty, University of Laverne
Sonya Scott
Newell Canfield

Leadership Strategies in Leading a Transformational Change – A School District Unification

This presentation will describe leadership strategies for leading a school district unification including dealing with the forces initiating organizational change and managing conflict that emerges from difficult transformational change.

Glen Sewell
Associate Faculty
National University
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Doctoral Poster Sessions

4:45 to 5:30

African American Identity, Academic Persistence, and Career Aspirations in Education

Social historical oppression of African Americans has produced identity perplexities that may translate into gaps in academic achievement. This presentation focuses on the development of raceless identities of African Americans in order to dispel stereotypes and excel in school. The presenter will discuss a theoretical framework for exploring the relationship between African American identity and academic achievement among academically persistent students enrolled in administrative credentialing programs.

Sonya V. Scott, M.ED

Doctoral Candidate

Cal State University, San Bernardino

sonyascott2@gmail.com

Addressing Articulation between High School and College Level English Content

This presentation will address the question of why high school students, who excel in their English courses while in high school, assess into remedial English courses when they enter college.

Janet Long

Adjunct Instructor

jlong@laverne.edu

Ed.D. Doctoral Student

Cal State University, San Bernardino

Perceptions, Motivations and Barriers of Earning a High School Diploma and Achieving Higher Education among African America and Latino Adult Students

This paper analyzes the motivations, perspectives and barriers of the adult learner returning to school to receive a high school diploma after previously dropping out of the traditional high school setting. This paper explores the backgrounds, discrimination factors, income variables, perspectives, environmental and emotional influences of African American and Latino adult high school dropouts who are now adults and confronted with issues of having to return to school while working full time jobs, taking care of children, dealing with ill or absent parents and a high school exit exam that may not have been in existence during their original high school participation timeframe.

Lisa Fears-Hackett

Doctoral Student

Pepperdine University

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System-Wide Change and the Use of Data to Inform Instructional Practice

Focus on data, assessments, and accountability at the federal, state, county, and district level remains an integral aspect of American public education. This study investigated two school districts that have received awards and recognition for increased student achievement over the past 5 years.

Kirk Ankeney, Ed.D.
Principal, San Diego High
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School of International Studies
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The Role of the District in Leading Systemic Reform

Systemic reform can be achieved at district level via implementation of four essential roles. Findings inform the educational community regarding district's role in facilitating school improvement and ensuring educational equity.

Karen Janney, Ed.D.
National Center for Urban School
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San Diego State University
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Special Education Teacher Leaders: Supports for Speech-Language Pathologists.

As principals assume greater responsibilities as instructional leaders, they have increased opportunities for teachers to take leadership roles. The intent of this study is to identify the perceived supports and barriers of school-based speech-language pathologists in assuming leadership roles in public schools.

Jacqueline Kreiter Kotas
School of Speech Language and Hearing
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How Do Current Principal Evaluation Systems Impact Leadership Behaviors?

The intricacy of a principal's role makes it difficult to align evaluation processes to desired principal behaviors. This research seeks to determine if current elementary principal evaluation methods align to and impact research identified principal leadership behaviors.

Leighangela Brady, Principal
La Costa Heights Elementary School
Leighangela.Brady@eusd.net
San Diego State University

Teaching and Learning for the 21st Century: A Study of District Level Technology-Focused Reform

An increasingly complex global environment challenges educational leaders to rethink curriculum, instruction, and assessment. This poster session reports findings from a study of two California school districts undergoing district-wide reforms aimed at addressing 21st Century learners' needs.

Greg Ottinger,
Recent Doctoral Graduate,
San Diego State University,
ottingerg@gmail.com



Saturday, October 1, 2011

7:30	Breakfast	
8:00	Opening Remarks - Reports on CAPEA Activities	
8:10 - 8:20	NCPEA	Dr. Gary Kinsey
8:20 - 8:30	CSBA	Dr. Ron Leon
8:30 - 9	CTC/ASCAP	Dr. Gay Roby
9 - 9:10	CAPEA Journal	Dr. Franca Dell'Olio
9:10 - 10:05	Presentations	Schedule follows
10:05 - 10:20	Break	
10:20-11:50	<p>Towards a Community of Practice for CAPEA <i>To consider for our conversation: To use Wenger, McDermott, & Snyder's (2002) language... "All organizations have informal networks of people who communicate, share information, and build relationships and reputations. A community of practice is different from such a network in the same sense that it is about something. It is not just a set of relationships. Its domain gives it identity, and the commitment to care for this domain, give it cohesiveness and intentionality that goes beyond the interpersonal nature of informal networks." (p. 43)</i></p>	
11:50 - 12	Closing Remarks	
12:00pm -1pm	Meeting of Newly Elected and Appointed Members	

Presentations

Session 3

9:10 – 9:35

Transdisciplinary Collaboration in Credential Preparation Programs: Teaching About Equitable Participation in the Individual Education Program Process

A transdisciplinary College of Education team, including K-12 school practitioners and parents, collaborated to implement a multidisciplinary Individual Education Program (IEP) curriculum for teaching, counseling, and administrative credential preparation students.

Christine Hayashi
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An Examination of Pre-service Teacher Dispositions and the Hiring Practices of School Principals

An instrument will be shared to identify and evaluate specific teacher dispositions which principals deem important to hiring highly qualified teachers.

Dina Pacis
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Mary Anne Weegar
Assistant Professor
National University
mweegar@nu.edu

Teachers' Perceptions of Control and Evaluation: Predictors of Willingness to be Evaluated and overall Career Satisfaction

Presentation and discussion of control and evaluation predictors for 1) teacher willingness to be evaluated and 2) teacher career satisfaction within a district whose evaluation includes teacher choice.

Dr. Sharon Conley
Professor
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Justin L. Smith
Senior Analyst
University of California, Santa Barbara
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Higher Education: A Right or Privilege? Investigation into the Effectiveness of Entitlement Legislation in California - SB 1644

Investigation into a California legislative policy change (SB 1644 enactment) to increase higher educational opportunities with focus on entitlement, which is counter to the national trend of merit-based grant programs.

*Dr. Linda Hauser
Assistant Professor
Cal State University, Fresno
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Dr. John Quinto
Recent Doctoral Graduate, CSU, Fresno
JTQuinto@Comcast.net*

A Comparative Study of the Effectiveness of Three Organizations that Help African American Women get Elected into Office at the Local, State, and Federal Levels

The purpose of this comparative study is to determine the characteristics and effectiveness of three selected political leadership training organization that train African American women for public office.

*Valerie Helena Little, Ed.D.
Educational Consultant
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Session 4

9:40 to 10:05

Integrating Web 2.0 Tools to Enhance Online or On-ground Teaching in Educational Leadership

This session provides examples of effective technologies such as wiki, google docs, Elluminate/Blackboard Collaborate, Animoto have been used in teaching and as a catalyst for learning among educational leadership candidates with different backgrounds. Examples regarding how technology has been used are demonstrated highlighting various apps can easily be applied in online or on-ground courses which prepare future leaders.

*Mei-Yan Lu
Professor
San Jose State University
mei-yan.lu@sjsu.edu*

Competencies for Effective School Leadership: To What Extent Are They Included in Ed.D. Leadership Programs?

The primary purpose of this study is to examine the practical relevance of the coursework of Ed.D. programs in PreK-12 school leadership. Three hundred and forty-two principals from California public schools, 43 Ed.D. program graduates, and 38 doctoral faculty members of the California State University system participated in this study. A survey instrument based on the ISLLC Standards for School Leaders was used to measure respondents' perceived importance of the knowledge, skills, and values for effective school leadership and the extent to which they were included in the Ed.D. coursework. This study finds that the curriculum of EdD leadership programs lacked practical relevance, and adds empirical evidence to the renewed debate over the distinction and revitalization of the Ed.D.

*Jinyi Li
Jody Dunlap
Robert Kladifko,
Cal State University, Northridge*

How Well are Universities Preparing Administrators to Lead K-12 Schools?

This Action Research project reviewed the difference in administrative credential recipients' perceptions of their preparedness for the job depending on whether they took the exam or completed a University program. A survey was sent to 14, 000 credential holders. There were 3000 surveys returned. The presentation will share the results of the survey.

*Donna L. Elder, Ed.D.
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Wayne Padover Ph.D.
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What, Why, How? --- A Call To Equity and Leadership

This presentation discusses the social and cultural framework of parental involvement. The operationally created model is a call to equity and excellence in leadership to enhance curriculum and K-12 policies.

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Jose W. Lalas, Ph.D.
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CAPEA Goals – 2010-2011

Support CAPEA Members

- a) Increase membership to strengthen CAPEA
 - (1) maintain regular communication with all CAPEA members
 - (2) maintain regular communication with all leadership preparation institutions in California
 - (3) provide an orientation breakout session for new members at all CAPEA conferences
 - (4) prepare and send informational material about CAPEA to new members at all institutions
- b) Enhance the CAPEA website so as to be a useful resource for all members
 - (1) continually update the website with relevant information and materials
 - (2) enhance the contributions of the Heritage Initiative as a chronicle of resources for CAPEA members
- c) Provide networking opportunities to members
 - (1) invite membership on committees and task forces
 - (2) provide time at conferences for informal network time for members
- d) Assist members with presentation and publishing opportunities
 - (1) continue to increase the quality and relevance of the CAPEA journal
 - (2) invite members to present with special invitations to new members
 - (3) provide breakout sessions on presenting/publishing at all conferences

Enhance the Diversity of CAPEA

- a) seek diverse members for CAPEA membership and CAPEA leadership
- b) continue the professional development of CAPEA regarding diversity and equity
 - (1) through the work of the Diversity Committee
 - (2) through ongoing conference presentations
- c) explore alternative leadership preparation pathways for membership in CAPEA
 - (1) teacher leadership
 - (2) higher education leadership

Strengthen Collaborative Institutional Relationships

- a) maintain and strengthen relationships with ACSA, NCPEA, CCTC, CSBA, UCEA, AASA, CCTE, the California legislature and other institutions as feasible.
 - (1) share information with these institutions relative to common goals
 - (2) seek research, presentation, and publishing opportunities with these institutions4
 - (a) invite presentations for CAPEA conferences
 - (b) seek to present at their conferences

Provide Relevant and Useful Conferences

- a) determine conference themes and topics of interest for members
- b) obtain presenters that are outstanding in their fields
- c) allow opportunities for interaction with the presenters
- d) provide opportunities for peer reviewed presentations by members
- e) obtain input from members after each conference

President's Report – Don Wise, California State University, Fresno



As President for 2010-2011, I am proud to have been able to work with a group of dedicated and capable leaders to further the organization's purpose of preparing quality leaders for our schools. CAPEA set goals in four major areas this past year:

1. Support CAPEA Members
2. Enhance the Diversity of CAPEA
3. Strengthen Collaborative Institutional Relationships
4. Provide Relevant and Useful Conferences

I am pleased that together we have moved forward in several key areas and will mention just a few:

- Increased communication with our members
- Regular updating of the CAPEA website
- A quality journal that informs our work
- Important and intense work in diversity and equity
- Strong relationships with other professional organizations
- Relevant and useful conferences

This is the work of a talented group of leaders. Thank you to all of you that work hard to continually improve the work of CAPEA and our profession.

Below, you will find progress reports on the CAPEA goals presented by those leading our many efforts.

CAPEA Diversity Committee – Linda Purrington, Diversity Committee Chair, Pepperdine University

CAPEA Diversity Committee Members/Representative Members accomplished the following during the 2010-2011 Academic Year:

- Presented and/or co-presented on topics related to equity, diversity, social justice and excellence in leadership at CAPEA fall 2010 and CAPEA spring 2011 Conferences.
- Administered a survey to all CAPEA members in spring 2011 and identified areas of strength and future opportunities for growth for CAPEA as related to the essential elements of Cultural Proficiency.
- Expanded Diversity Committee to include additional members.
- Participated in 2011 fall CAPEA Conference Planning Committee
- Began discussion and work related to a Committee-authored article for the 2012 CAPEA Journal about the Equity, Diversity, and Social Justice efforts of CAPEA in support of leadership preparation and excellence.

CAPEA Journal – Franca Dell'Olio, Senior Editor, Loyola Marymount University

As Senior Editor, I am enthusiastic to report the following accomplishments for the 2010-2011 cycle and the 23rd volume of the CAPEA Journal:

- Publishing journal in partnership with CAPEA's national affiliate, the National Council of Professors of Educational Administration (NCPEA) – NCPEA Publications and *Connexions*

- Utilizing an on-line format, as an Open Education Resource (OER); providing for world-wide readership, and with a print-on-demand option
- Providing for a wide exposure -- Open Education Resources (*Connexions* and NCPEA Publications) reach approximately 50 countries and all of the states
- Featuring a joint Logo (CAPEA and NCPEA) attached to each manuscript when published via *Connexions*
- Cataloguing accepted manuscripts and the issue by the U.S. Department of Education's Education Resources Information Center (ERIC)
- Noting this ERIC information on each published manuscript
- Positively impacting authors' promotion and tenure

ACSA/CAPEA Committee – Tony Avina, Chair, Cal Poly, Pomona

The Committee held three meetings over the period of the last academic year. They developed the following as targets for the 2011-2012 Academic Year:

“In order to strengthen collaboration between ACSA and CAPEA and enhance the skills of educational leaders:

- Establish an expanded information forum between IHE and schools to be held at a school or district site
- Continue exchanges between committee and a legislator’s office
- Vitalize the research/researcher matching service
- Hold Professor’s Academy at least once/year
- Complete district/IHE collaboration journal

Legislative Action Committee – Bob Kladifko, Chair, California State University, Northridge

As Ad Hoc Committee Chair of the first CAPEA Legislative Action Committee, I am proud to have organized and promoted our organization in Sacramento and at various venues throughout the state. In my capacity above, I report the following activities and events that I have been involved in this year for CAPEA:

- Represented the ACSA/CAPEA committee as a member of the ACSA Legislative Policy Committee
- Communicating by email, kept CAPEA members aware of legislation applying to higher education.
- Contacted and invited local State Legislators to attend our ACSA/CAPEA meetings.
- Promoted CAPEA at ACSA Region and State Conferences
- Arranged for members of the ACSA Governmental Relations staff to speak at our conferences.
- Organized the first Annual CAPEA Legislative Action Day in Sacramento at our Spring Conference. Together with a dedicated group of ten CAPEA members, we promoted our organization through personal visits with ten California State Legislators. In preparation for this event, I organized a workshop on “Meeting and Greeting Your Legislator.” In addition, a CAPEA Position Paper/Legislative Platform was written, as a result of meetings with representatives from the ACSA Governmental Relations staff and the CSU Chancellors Office and CAPEA members, approved by the Executive Committee and distributed to all legislators.

I am pleased to report to our membership that we met our goals for this year and have made our presence known to state legislators as well as to ACSA other state organizations.

CSBA Liaison - Ron Leon, Cal Poly, Pomona

As a member of the Executive Council of CAPEA I was able to work on the 2010-2011 goal to: Strengthen Collaborative Institutional Relationships, specifically focused on CAPEA's relationship with the California School Boards Association (CSBA).

I am pleased to be able to report the following progress in strengthening this collaborative relationship:

- A report or representative from CSBA was provided at both the fall and spring conferences
- CSBA Director, Christopher Maricle spoke at our spring conference
- Information regarding presenting at the CSBA Annual Conference held each December was provided to our members
- At the urging of CAPEA, CSBA has drafted and received approval from their Board of Directors for a Research Agenda and Framework that has been shared preliminarily with CAPEA members
- The CSBA Research Agenda serves as a foundation for possible research by CAPEA members themselves or in their work with graduate students earning advanced degrees
- The CSBA Research Agenda and Framework warrants further discussion by CAPEA members and provides new opportunities for research, presentations and collaboration

In closing, I am pleased to report that the CAPEA/CSBA collaborative relationship has entered a new era that brings positive possibilities to both organizations.

Historian - Louis Wildman, California State University, Bakersfield

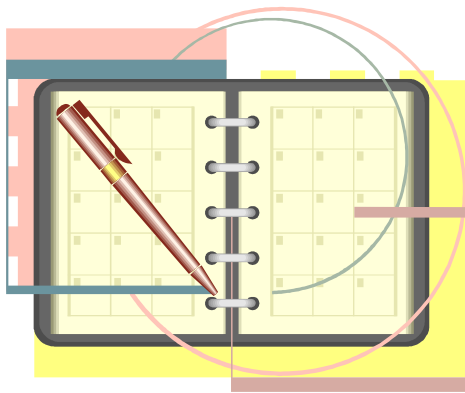
Specific goals were:

Goal 1b(2): "Enhance the contributions of the Heritage Initiative as a chronicle of resources for CAPEA members."

There are some contributions and further contact will be made to request material written by members that adds to our knowledge base

Goal 3a(2): Seek research, presentation, and publishing opportunities with these institutions [ACSA].

A book on noteworthy collaborative relationships between university educational administration programs and K-12 schools, written by CAPEA members, is currently being printed and will be available in October 2011.



Mark your Calendar for Our Spring Conference

March 1st through 3rd

Location: Sacramento

Place: To Be Announced.



Executive Council 2010-11

President: Dr. Don Wise

California State University, Fresno

President-Elect: Dr. Chris Thomas

University of San Francisco

Secretary: Dr. Susan Jindra

California State University, San Bernardino

Treasurer: Dr. Dan Cunniff

National University

Past President: Dr. Wayne Padover

National University

Journal Senior Editor: Dr. Franca

Dell'Olio

Loyola Marymount University

Journal Editor: Dr. Phil Mirci

University of Redlands

Journal Associate Editor: Dr. Ron Oliver

California State University, Fullerton

Historian: Dr. Louis Wildman

California State University, Bakersfield

ACSA/CAPEA Committee Chair: Dr.

Tony Avina

California State Polytechnic University,

Pomona

CSBA Liaison: Dr. Ron Leon

California State Polytechnic University,

Pomona

Diversity Committee Chair: Dr. Linda

Purrington

Pepperdine University

Membership Committee Chair: Dr. Doris
Wilson

California State University, San Bernardino

UCEA Liaison: Dr. Linda Hauser

California State University, Fresno

Legislative Liaison: Dr. Bob Kladifko

California State University, Northridge

NCPEA Past President: Dr. Gary Kinsey

California State Polytechnic University,

Pomona

Members at Large:

Dr. Steven Davis

California State University, Pomona

Dr. Donna Elder

National University

Dr. Deborah Erickson

California Lutheran University

Dr. Delores Lindsey

California State University, San Marcos

Thelma Moore-Steward

California State University, San Bernardino

Dr. Kathryn Norwood

California Baptist University

Dr. Dina Pacis

National University



Past Presidents

- 1962 - Stan Williams, *California State University, Long Beach*, Orley Wilcox, *Fresno State*, and Howard Holt, *San Diego State*
- 1975 - Tom Warburton
- 1983 - Jim Lindsey, *Chico State University*
- 1984 - Vera Pitts, *California State University Hayward*
- 1985 - Joe Rose, *University of San Diego*
- 1986 - Gerald Rasmussen, *California State University Los Angeles*
- 1987 - George Hollowitz, *California State University San Francisco*
- 1988 - Jodi Servatius, *California State University Hayward*
- 1989 - Rosemary Papalewis, *California State University Fresno*
- 1990 - Rosemary Papalewis, *California State University Fresno*
- 1991 - Kathy Cohn, *California State University Los Angeles*
- 1992 - Randy Lindsey, *California State University Los Angeles*
- 1993 - Jim Parker, *California State University Dominguez Hills*
- 1994 - Linda Lambert, *California State University Hayward*
- 1995 - Rita King, *University of the Pacific*
- 1996 - Louis Wildman, *California State University Bakersfield*
- 1997 - Sister Kieran Vaughan, *Mount St. Mary's*
- 1998 - David Stine, *California State University San Bernardino*
- 1999 - Jose Lopez, *California State University Hayward*
- 2000 - Judith Kerrins, *California State University Chico*
- 2001 - Linda Orozco, *University of California Irvine*
- 2002 - Linda Orozco, *California State University Fullerton*
- 2003 - Beverly Foster, *Point Loma Nazarene University*
- 2004 - Beverly Neu, *University of Southern California*
- 2005 - Robert Kibby, *National University*
- 2006 - Debbie Stine, *California State University San Bernardino*
- 2007 - Deb Erickson, *California Lutheran University*
- 2008 - Gary Kinsey, *California State Polytechnic University Pomona*
- 2009 - Phyllis Hensley, *California State Polytechnic University, Pomona*
- 2010 - Wayne Padover, *National University, Los Angeles*

