



Fresno K-16
Collaborative

**FRESNO
HIGHER ED
FOR ALL**

Fresno K-16 Collaborative Executive Steering Committee

June 4, 2021

3:00 – 4:30 pm

Link to Meeting Materials <https://tinyurl.com/FK16C-June421>

Chair, Dr. Carole Goldsmith

Co-Chair, Dr. Saul Jimenez-Sandoval



Guest Speaker
Dr. Lande Ajose
Senior Policy Advisor for
Higher Education for
Governor Gavin Newsom



Approval of [April 9, 2021 meeting minutes](#)

New Proposals for Consideration

Project Title	Collaborative Partner	Ask	Students
<u>Teachers of Color – Alliance of Educational Empowerment</u>	Fresno County Superintendent of Schools (FCSS)- <u>Round 2</u>	\$144,745	75
Virtual Dual Enrollment Hub	Fresno County Superintendent of Schools (FCSS)- <u>Round 2</u>	\$1,235,567	600
Total		\$1,380,312	

Unawarded Funds: \$1,380,312

Total Ask: \$1,380,312

Teachers of Color – Alliance of Educational Empowerment Presentation and Discussion

Dr. Hank Gutierrez
Deputy Superintendent
Fresno County Superintendent of Schools

M/S/A -
Seeking Approval of Award
Contingent Upon Reviewer
Comments, and Completed
Supplementals, Budgets & Edits

Project Title	Collaborative Partner	Ask	Students	Pathways/Elements/Description
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Teachers of Color Alliance for Educational Empowerment (TCAEE)

African American Teacher Pipeline: A Culturally
Responsive Pedagogical Approach

Dr. Hank Gutierrez
Deputy Superintendent, Educational
Services
Fresno County Superintendent of Schools



FRESNO  **STATE**®

Teacher Residency Collaborative



Compelling Needs

- Decline in African American Teachers
- Fresno County has insufficient supply of diverse, highly qualified teachers in both urban and rural communities
- FCSS is seeking to increase the percentage of African American teachers in both primary and secondary in the Central Valley

Research Data

- African American students with African American teachers have better academic outcomes
- African American students 32% more likely to attend college if have 2 African American teachers by 3rd grade.
- Decreased suspensions and expulsions
- Teachers of color are more motivated to work with minority students

Long Term Impacts

- Commitment to social justice
- Valuing experiential knowledge
- Interdisciplinary Empowerment
- Culturally Responsive school leadership
- Teaching practices focus on:
 1. Academic success,
 2. Cultural competence, and;
 3. Socio-political consciousness

Purpose of Program

- Positively impact
1. Human development
 2. Economic development
 3. Teacher development for African American students
- Underlying need to accelerate aggressive efforts to justly serve African American students.

Diversifying the Teacher Workforce Research

- 40 percent of U.S. public schools have only White teachers on staff
- In America, 50% of our students identify as being a student of color, compared to only 20% of their teachers and with only 2% being African American.

Regular interactions with individuals from a variety of races and ethnicities, especially during childhood can:

- Help combat stereotypes
- Reduce unconscious implicit biases inside and outside of the classroom
- Strengthen students' abilities to collaborate and learn with peers from different backgrounds and cultures.

Positive Impacts of students of color:

- Greater academic achievement and social and emotional development
- Serve as a role model
- Higher recommendation for advanced classes
- Cultural translators and advocates

Diversifying the Teacher Workforce Research

- Benefits for Teachers of Color

Isolation

Frustration

Fatigue



Satisfaction and Decrease Teacher Turnover

Citation: Carver-Thomas, D. (2018). [*Diversifying the teaching profession: How to recruit and retain teachers of color*](#). Palo Alto, CA: Learning Policy Institute



Goals of the Alliance

1

Increase percentage of highly qualified African American teachers into Fresno County

2

Increase percentage of African American students in Central Valley earning an AA degree

3

Increase percentage of African American students graduating from Central Valley that are CSU eligible

4

Increase percentage of African American students earning a BA and California Teaching Credential

Foundations of Culturally Relevant Pedagogy

- Centers on a “three-pronged paradigm” consisting of **academic success, cultural competence, and socio-political consciousness** (Ladson-Billings, 2009).
- Teachers leverage student cultural proficiencies, experiences, historical perspectives, and relationships
 - Leads students to see their beliefs, ethnic values, and cultural heritages as **assets**, rather than **deficits** (Gay, 2010; Moll et al., 1992).
- “Builds **bridges of meaningfulness between home and school experiences** as well as between academic abstractions and lived sociocultural beliefs” (p. 31), which **validates and affirms students’ cultural identity** (Gay, 2010).
- Teachers who effectively use CRP understand that **explicit knowledge about cultural diversity is imperative to meeting educational needs** of ethnically diverse students (Gay, 2002).



In order to promote equitable and diverse educational opportunities in teacher development that support economic development and human capital, we need to better prepare schools to be socially conscious and politically aware in how they approach meeting the needs of culturally & linguistically diverse students.

- Culturally Responsive Pedagogy training in partnership with Fresno County Superintendent of Schools
- Phase 1: Transforming Educators
- Phase II: Empowering Students

Funding: FCSS will provide the initial and ongoing coaching for culturally responsive teaching and leadership development.

Organizations: FCSS Curriculum and Instruction and the AVID Institute (San Diego, California)

Culturally Responsive Educational Pipeline

K-6 Students

- AVID Competencies
- Independently manage time and ensure school tasks are completed
- Tracking, self-monitoring, and adjusting organizational practices
- Distinguish and generate questions to drive deeper understanding

7-8 Students

- Continuum of AVID Competencies
- ERWC Curriculum in English Language Arts (racial justice and equity)
- Provide mentoring to K-6 students
- Scheduled in "Junior Teacher Academy" pathway cohort
- School and community based leadership and service learning experiences

9-12 Students

- Continuum of AVID Competencies in "Cohort Model"
- Work based learning opportunities in partnership with FUSD
- Provide mentoring to K-8 students
- Dual Enrollment in partnership with FCC
- CBEST Completion
- Graduate with AA Degree

13-16 Students

- Enter Kremen as "3rd Year" college student
- Teaching Fellows employment
- Bachelor of Arts in Liberal Studies
- Credential attainment through African American Teacher Residency Program
- K-16 Collaborative will assist with financial needs in partnership with FCC and District of Residency

Student Experience and Supports

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	Occupations Relating to this Pathway (Multiple Exit Points) with Hourly Wage
SECONDARY	9	English 1	Integrated Math 1	Biology	World Geography	Technology in Education	Foreign Language 1	Occupations Requiring Less Than a Baccalaureate Degree ► Title 22 Preschool Teacher
		English 9	Algebra 1	Ag Biology	AP Human Geography			
				Honors Biology Animal Plant			PE Art 1	
	10	English 2	Integrated Math 2	Chemistry	Modern World History	Child Development	Foreign Language 2	► Title 22 Instructional Aide/ Paraprofessional ► Title 5 Teacher Assistant ► Title 5 Associate Teacher
		English 10	Geometry	Honors Chemistry	AP European History	Coaching PE	Service Learning	
			Engineering Geometry with Physics Geometry by Design	Ag Biology Engineering Geometry with Physics			PE Art 1	
	11	English 3	Integrated Math 3	Physics	US History	CD1 Principles & Practices of Teaching Young Children (Dual Enr)	Spanish 3 Psychology	► Title 5 Site Supervisor ► Title 5 Master Teacher
		English 11	Algebra II	Environmental Science	AP US History	ED10 Intro to Education (Dual Enr)		
		AP Composition	Constructing Algebra 2	AP Biology AP Chemistry		Entrepreneurs in Education Child Development	PE Improvisation Art 1	
	12	ERWC	Statistics	Physics	Government/Econ.	CD39 Careers in Education (Dual Enr) CD6 Child Development (Dual Enr)	Foreign Language 4 AP Foreign Language Careers in PE, Recreation, and Health Athletic Training Service Learning	Baccalaureate Degree ► Teacher ► Educational Administrator ► Title 5 Director
		English 12	AP Statistics	AP Physics	AP Government	Entrepreneurs in Education		
		AP Literature	AP Calculus		AP Economics	Counseling Careers	PE	
		Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.						

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Virtual Dual Enrollment Hub Presentations and Discussion

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- **Role of the Executive Leadership Coach & FCSS as overall project sponsor**
- **Corey Greenlaw**, FCSS Senior Director of Accountability, Compliance & Grants/**Rebecca Aguila** – Director of K-12 Support Programs & Accountability
- **FCC/Dual Enrollment teams** at the colleges – **Robert Pimentel**, Fresno City College Vice President of Ed Services & Institutional Effectiveness
- **Career Ladders Project lead role** – **Naomi Castro**, Senior Director
- **CVC discussions for the portal platform and pilots** – **Karri Hammerstrom**

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K-16 Collaborative: Role of the Executive Leadership Coach – School Counselor Support

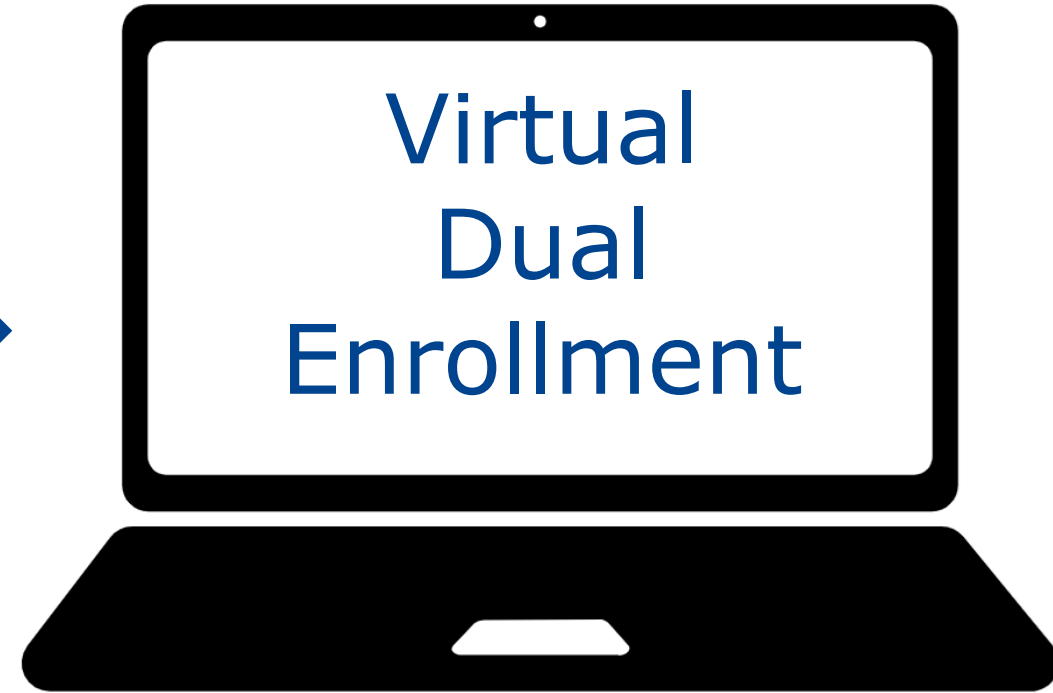
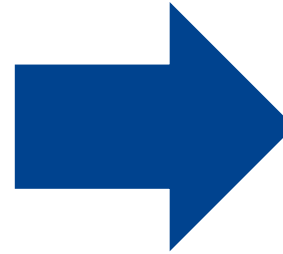
Facilitated by

Corey Greenlaw and Rebecca Aguila
Fresno County Superintendent of Schools





Role of the Executive Leadership Coach





Liaison between High Schools & Colleges



Logistical Support

Wraparound Support

Community Support



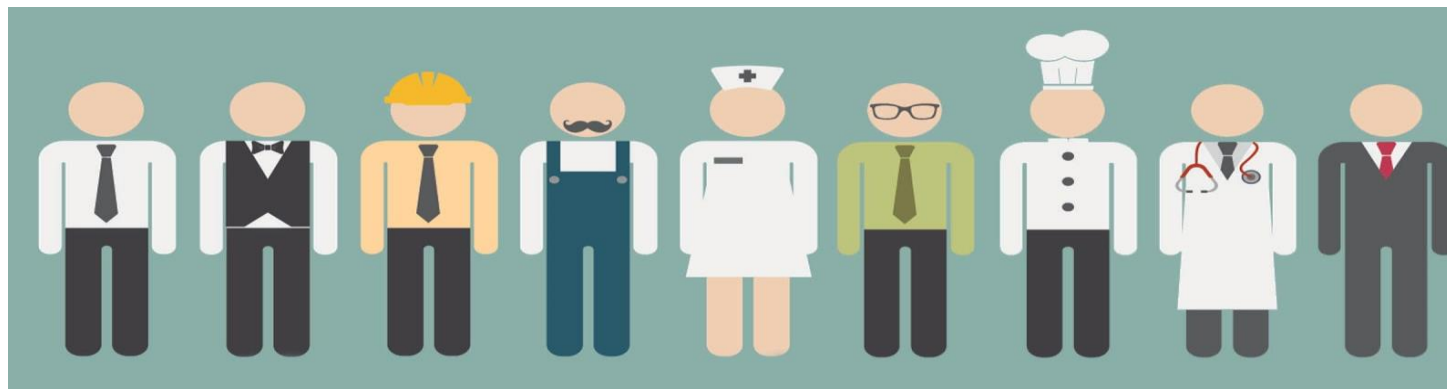


Representing the Work

College/Career



Green





Thank You

Rebecca Aguila
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Corey Greenlaw, Ed.D.
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Proposals by the Number (6/2021)

**Total Ask to Date:
\$9,501,188***

**Remaining Availability:
\$0***

**100% of the funds have
been awarded to
projects**

*pending approval of Projects 21 & 22

	Collaborative Partner	Ask	Students	Teachers	Pathways
1	Fresno Unified School District	\$ 590,000	68		Eng, Acctg, SS Teach
2	Sanger Unified School District	\$ 590,000	200		Eng
3	Central Unified School District	\$ 590,000	60		SS Teach, Acct, Eng., MA
4	Fresno City College	\$ 351,658	160		Acctg
5	Reedley College	\$ 590,000	158		Eng
6	Brandman University	\$ 349,320	105		Acct**
7a	Fresno State - Acctg	\$ 590,000	60		Acctg
7b	Fresno State - SS Teacher		20		SS Teach***
7c	Fresno State - Eng		97		Eng
8	Clovis Community College	\$ 590,000	60		SS Teacher
9	Fresno Pacific University	\$ 590,000	9	70	SS Teach, Acct, MA
10	Fresno County Superintendent of Schools	\$ 585,696			MA
11	Central Valley Higher Education Consortium	\$ 110,000			
12	National University	\$ 480,000			
13	Clovis Unified School District (12/4/20)	\$ 467,317	234	5	SS Teacher, Acct, MA
14	SCCCD - Adult Learners (SCCCD/SCAEC/FCC + FPU)	\$ 57,823	65		Acct***
15	UC Merced (4/9/21)	\$ 300,000	30		Eng., Acct., SST
16	C2C Unique ID Creation & Data Sharing (FCSS)	\$ 180,000	na	na	Key element IT/Data
17	Overarching Race Equity Inclusion (FCC+CVHEC)	\$ 245,500	na	na	Key element: Race Equity Inclusion & Outreach; Support Systems
18	MA Upskilling Regionally for Sustainability 2.0 (CVHEC, NU, FPU)	\$ 575,000	na	40	MA
19	Community College Transfer Project (CVHEC, UC Merced) (4/9/21)	\$143,500	25		Key Elements of dual enrollment, support systems, Integrated data system; shared assets, equity and outreach/inclusion, and curriculum alignment
20	Engineering Pathways to the Future: Building Interest, Engagement and Achievement (Reedley College) (4/9/21)	\$145,062	na	na	Eng; Key Elements: DE; Support systems; Shared assets; Equity & outreach; Curriculum alignment; replicable
21	Teachers of Color Education Pipeline (FCSS) (proposal under consideration 6/4/21)	\$ 144,745	75		SST Pathway; Key Elements: Equity, DE, Support Systems, Shared Assets; under development
22	Virtual Dual Enrollment HUB (FCSS) (proposal under consideration 6/4/21)	\$ 1,235,567	600	na	All Pathways; Key Elements: Equity, DE, Support Systems, Virtual Labs, Shared Assets; under development
	Total ytd	\$ 9,501,188	2026	115	

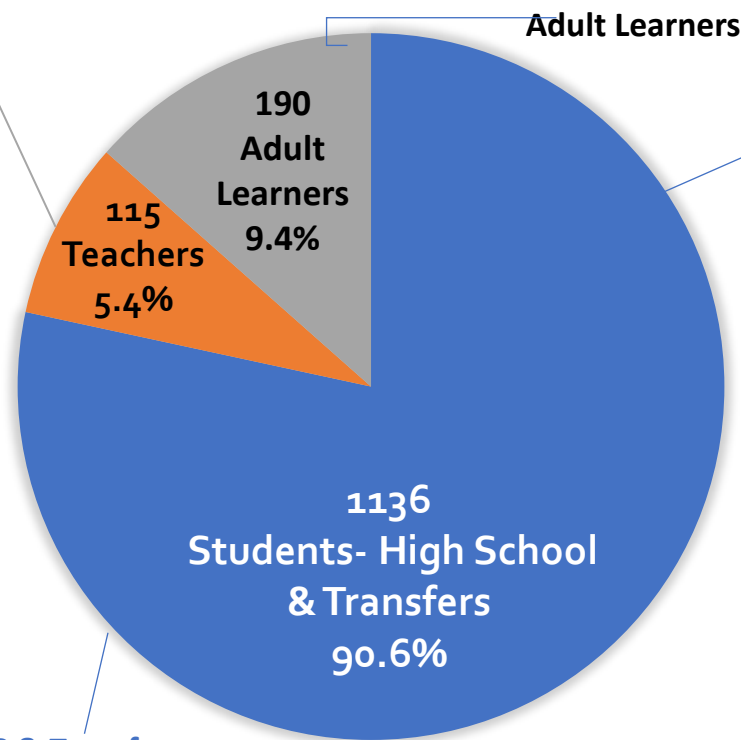
Collaborative Partner 2yr Pilot Pathway Projects

INVESTMENT BREAKDOWN & COUNTING (6/2021)

100% Investment in Equitable Student Success

- Education – **Dual Enrollment Teachers**
(Upskilling - Master's degrees for high school teachers to teach dual enrollment)

Masters' Candidates



Adult Learners

- Accounting & Financial Mgt.
- Engineering
- Single Subject Teachers

Students-HS & Transfer

Investment YTD	Students	Teachers
\$ 9,501,188	2026	115
Total human touchpoints	2141	student/ teachers*
	\$4,437.73	investment per student/ teachers

MAKING
THINGS
HAPPEN



Project Highlight – Race Equity Community & Collaborative Partnership: Warrior Healer Builder & Challenging-Healing-Creating Workshops:

Angie Barfield, FCSS Student Intervention & Prevention Program Specialist
Lindsay Fox, United Way of Fresno and Madera Counties President & CEO



**Next Fresno K-16 Collaborative
Executive Steering Committee Meetings:**

Thursday, August 5, 2021, 3:00-4:30

- **Budget FY Carryover Forms due July 15, 2021.**
- **Watch your email inbox for Website Updates in late June/early July.**