

## Collaborative Partner: Clovis Community College

### Project #8: Keys to Dynamic Guided Pathways: Intersegmental Success Teams

#### Pathway(s): Single Subject Teachers

##### Project Summary

Clovis Community College (CCC) with the Collaborative partners will be executing their proposal (attached) to support the capacity for CUSD, CCC, and FPU to design guided pathways leading to careers as middle and high school teachers. The project will focus on STEM teaching pathways, one of the areas of greatest need across the state. Guided Pathways require the development of curriculum maps that clearly outline the course plans across the pathway into becoming a credentialed science or math teacher. This requires that the K12 course plans, which include selected dual enrollment courses, align clearly with STEM majors at CCC. The alignment is designed to be efficient and to lead to the Associate of Arts or the Associate Degree for Transfer into the selected major at Fresno Pacific or another Institution of Higher Education. Enrollment in a post-BA credential program completes the pathway.

These carefully designed curricular pathways provide K12 students and community college students with clear guidance regarding the courses they need to complete to become a teacher. This grant will provide resources to develop and staff a collaborative *Student Success Team in support of Guided Pathways at Clovis Community College*, consisting of departmental staff, academic advisors, counselors, recruiters, success coaches, peer mentors, and financial aid staff. The power of the *Student Success Team* will be substantially increased by including intersegmental partners. These education pathways will include key personnel from Clovis Unified School District and Fresno Pacific University, thereby building a holistic framework of support along the entire pathway. For example, the collaboration among the Student Success Team will facilitate the process of identifying new dual enrollment courses that would benefit students seeking careers in education as STEM teachers.

One of the central directives of this partnership will be to focus recruitment and support on students living in low opportunity zones and a diverse student population. CCC will initially partner with Clovis High School and Clovis West High School, seeking to recruit a cohort of at least 15 juniors and seniors at each site.

##### Rationale

This grant addresses enduring, significant gaps in education, which are particularly acute in the Fresno region.

1. According to the US Census, the Central Valley is one of the areas of California with the fewest bachelor's degree completers in the state. Compared to white students,

Bachelor's degree attainment rates are even lower for LatinX and African American students, 8.9% and 17.5% respectively.

2. There is a significant gap in the number of qualified teachers, especially in the STEM majors.
3. African American and LatinX student groups consistently show lower achievement in mathematics than other demographic groups.
4. There is a significant gap in number of male students of color in the STEM and Education majors.
5. Clovis West and Clovis high schools were selected for this project because they enroll a large percentage of Latinx students (39% at Clovis and 42% at Clovis West). Additionally, Clovis West enrolls the highest percentage of African American students (5%) in CUSD. Finally, Clovis High has the second highest proportion of students on reduced or free lunch (44%) and Clovis West has the third highest proportion (39%).

The California Community Colleges have identified dual enrollment, articulation agreements that define the Associate Degrees for transfer, and guided pathways as keys to increasing educational attainment for all students. Much work has been accomplished through the partnership of community colleges with BA/BS granting institutions such as Fresno Pacific University to utilize these tactics. While the Associate Degree of Transfer provides clear curricular maps that optimize the use of dual enrollment coursework and efficient course planning, curricular maps alone are insufficient to provide the most positive impact on K-16 education completion. Students need support systems that address key barriers such as the need for clear guidance, advice and mentoring, employment opportunities for students to continue to earn an income while they are in school, and a community of support such as can be provided through a Cohort model.

Advice from experts in the California Community College System have informed the design of this proposal, leading to the grant request to fund the development of *Student Success Team* which include members of all the educational institutions that complete the guided pathway.

### Needs Being Met

Through dual enrollment, CUSD and CCC will begin to address the large equity gaps of college access that exist among African American and LatinX students. The integrated Student Success Team will increase the number of students who select an Education pathway and will support retention and success during this educational journey. The alignment of curriculum and the integrated collaboration between K-12, community college, and university partners will ultimately increase the number of qualified teachers in the Central Valley. Recruitment of students into the education pathways at CCC will focus on high schools located in lower

opportunity zones within Fresno County and have a higher percentage of LatinX and African American students compared to other high schools in the district.

## Project Progress Report

Clovis Community College has spent much of this first reporting period in three main areas:

### 1. Assessing and evaluating current practices

As a team, which includes a student success coach, education academic counselor, dual enrollment counselor, education faculty, and college leadership, we discussed our current practices. In particular, we wanted to analyze how we currently recruit and provide outreach at CUSD high schools specifically pertaining to education and STEM education and how we can improve and expand on those practices. Based on current practices, we were able to identify opportunities for growth.

### 2. Identifying opportunities for growth

**Collaboration with Partners:** After collaborating with FPU's STEM pathway coordinator, a variety of recruiting and outreach opportunities were identified and set into motion. These opportunities include the creation of joint marketing materials, co-hosting virtual future STEM teacher events, and classroom presentations on the pathway in ethnic studies courses. These efforts will create opportunities to illuminate our programs, increase awareness of the pathways, recruit students, and excite students to start their journey to become a STEM teacher starting with CCC.

**Targeted Outreach:** CCC's student success coach, education academic counselor, and dual enrollment counselor will be collaborating with CWHS and CHS counselors to strategically recruit students. Education faculty will communicate and collaborate with STEM faculty at CWHS and CHS to recommend specific students who meet cohort criteria. Then those recommended students can be contacted individually. They will also be invited to the above mentioned co-hosted virtual STEM events with FPU.

### 3. Strategizing and preparing for CCC's inaugural Future STEM Teacher Academy

The K16 Collaborative team at CCC has designed a 4-week summer session for 30 CUSD juniors and seniors interested in entering a STEM teaching field. At this Future STEM Teacher Academy, two things will occur simultaneously. One, students will be enrolled in INTDS-50 (college success) and earn three units of transferable credit. This class is designed for first year college students and will explore the cognitive, psychological, social, and physical factors influencing success in college. Two, students will also participate in project-based STEM activities presented by InnovEd and CCC STEM faculty. Each week will focus on a particular STEM discipline. The purpose of this is to provide an overview of projectbased instruction while fostering opportunities for students to explore and gain interest in different STEM paths. During these four weeks, students will have an opportunity to meet one-on-one with CCC

student success coaches and counselors. In addition, students will have the opportunity to meet one-on-one with FPU's STEM pathway coordinator. These individualized sessions will allow FPU and CCC a greater opportunity to create opportunities for success for individual students by further clarifying the STEM education path for students.

As of Friday, March 19th we have done the following:

- December 11th, 2020: Informational flyer with link to application for scholarship to all paraprofessionals in FUSD
- January 2020: Meeting with higher institution representatives to ensure all candidates to begin and/or continue their education for their individual and specific pathways to being a STEM teacher, in particular math
  - Early Start Classes at CCC
  - Courses at FPU
  - Courses at FSU
- December 2020 - January 2020: Continued recruitment and acceptance of application for scholarship
- February 2020: Selection of 20 Fellows with FUSD representatives
- February 10th, 2020: Initial meeting with all 20 Fellows
- February 2020 - March 2020: Collaborating with higher institution representatives and FUSD to have every Fellow in an education program and pathway to become a STEM teacher, in particular math
- March 6th, 2020 - 1st monthly meeting with Fellows