

## Collaborative Partner: Fresno Pacific University

### **Project #9: Building Pathways for Degree Attainment, Dual Enrollment Teacher Upskilling Pathway – MA degrees for English High School Teachers and MA degrees for Math High School Teachers 2.0, Adult Learners – Fresno K-16 Collaborative**

### **Pathway(s): Upskilling Masters for Dual Enrollment, Single Subject Teachers, Accounting**

#### **Project Summary**

Fresno Pacific University (FPU) with the Collaborative partners will be executing their proposal (attached) to support 3 pathways which includes summary descriptions, followed by rationales, Needs being Met, and Timelines for each pathway below.

#### **Dual Enrollment: Master of Arts Degrees in Mathematics – Project Description**

Fresno Pacific will Offer an 18-month MA in Math Education to 30 high school math teachers that will qualify them to teach math Dual Enrollment classes. In order to do this, we will offer affordable and efficient MA degrees in the School of Education that, when combined with BA degrees in math, qualify high school teachers for community college employment. Key features:

- Cohort model (15/cohort): Two starts: January 2021| Summer, 2021.
- These are five-semester, 18-month, 30-unit MA degrees. • \$21,000 tuition: resources provided by the Federal Teach Grant, the AIMS grant, Fresno County Superintendent of School K-16 Grant Funds, and a modest student contribution.
- Targeted recruitment to K-12 Fresno districts based on long-term relationships between these districts and our teacher education program faculty.
  - a. Specific recruiting focus will be on teachers employed in high schools within the K-16 collaborative region that have the highest percentages of African American students. This collaborative team is prioritizing recruiting high school math teachers of color who teach in low opportunity zones and will connect effectively with local students who come from traditionally marginalized communities.
  - b. Equity training for math teachers who enroll in the program. We will purchase certificated trainings for community college faculty on bias and culturally responsive pedagogy which is focused on teaching African American men.

c. FCSS will provide professional learning seminars for all math and English teachers enrolled in the K-16 Dual Enrollment/ MA programs. Seminar topics: preparation to teach Dual Enrollment courses and transition to the professional role and expectations of teaching at community colleges.

## Dual Enrollment: Master of Arts Degrees in Mathematics – Project Rationale

This proposal builds on the well-researched evidence pointing out the positive benefits of Dual Enrollment courses with respect to K-16 education completion. For most of Fresno County students who live in poverty, are first-generation students, and English learners, the attainment of a Bachelor's Degree is quite a challenge. Enabling students to enroll and complete DE, while still in high school, provides the support and confidence to motivate students to complete the Associate Degree, move on to a University and ultimately a higher-skilled career. The higher education level contributes to raising the economic level of the entire Fresno community.

One of the top challenges to increase DE courses in high schools is the need for more instructors qualified to teach college. This project is to develop a partnership to provide streamlined programs for high school faculty to earn their master's degree in math. This would enable them to meet the minimum qualifications set forth by the State Chancellor's office required to teach college-level courses and provide DE courses during the regular high school instructional day. Fresno Pacific has collaborated closely with CVHEC, FCSS, and FUSD to redesign the existing Master of Arts in Math Education: Secondary Emphasis, utilizing the Key Design principles required by this proposal.

Focused recruitment of high school math teachers to enroll in this MA program will be on 5 high schools which serve the most African American and LatinX students. We hope to identify. With support from our FUSD and CUSD partners, we hope to encourage enrollment of African American and LatinX math teachers. Matching the demographics of teachers to students will increase interest on the part of students in enrolling in and completing Dual Enrollment courses, accelerating their timeline to college completion and overall success in college.

## Dual Enrollment – MA Math – Needs Met

The Dual Enrollment – MA Math project will enable up to 30 high school math teachers to acquire minimum qualifications toward eligibility to be employed by community colleges as dual enrollment instructors. The intentional recruiting focus on diverse teachers will offer the diverse students attending FUSD and CUSD high schools the opportunity to have teachers who "have walked in their shoes".

## Dual Enrollment – Timeline

Cohort I: Courses start January 2021; Program complete: July 2022.

Cohort II: Courses start: May 2021; Program Complete: December 2022.

## Teacher Pathways – STEM Single Subject Teachers - Project Description

For the last two years, Fresno Pacific University has worked closely with Clovis Community College to develop and support a seamless, guided pathway into careers in education. An MOU describing the launch of this pathway for future elementary teachers was vetted and approved at both institutions.

During the 2019-20 academic year, administrators and faculty at CCC introduced this pathway to education majors. The pathway is designed as a cohort model, with protected course schedules which allow CCC students the opportunity to work. Teaching Fellows was invited to

partner with Clovis College and the MOU between TF and CC has also been vetted and approved. The partnership with Teaching Fellows provides opportunities for CC students to earn an income, receive leadership training, and work with students in after-school programs as well as assistants to teachers during the school day.

The Fresno K-16 Collaborative grant builds on this foundation by providing the resources for three critically important additional features to the K-16 education pathways offered through the institutional collaboration : (1) The inclusion of K12 partners and Fresno Pacific University with Clovis Community College in the holistic design of the pathway and, (2) the expansion of the Student Success Team which Clovis Community College will convene regularly and (3) the launch of a comprehensive guided pathway for STEM majors seeking to become high school teachers.

This grant will provide resources to develop and staff a collaborative Student Success Team in support of Guided Pathways at Clovis 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. The collaboration among the members of the Student Success Teams 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. CCC will initially partner with Clovis East High School and Clovis High School, seeking to recruit a cohort of at least 15 juniors and seniors at each site. To support this effort, Fresno Pacific will hire an African American or Latinx Recruiter who will work directly with K12 students at the three Clovis Unified high schools named in this grant proposal.

FPU will also explore the possibility of creating Guided Pathway Development Guideline (or, “Playbook”) by which FPU establishes and enacts guided pathways for targeted majors and employment in partnership with other community colleges named in this K-16 Collaborative.

In order to accomplish these goals, Fresno Pacific is seeking funding to hire and train Pathway Coordinators that mentor students through the bridge points between the sectors and

institutions and ensure the bridge provides links for successful crossings. These Coordinators would also work with FPU faculty departments to develop the infrastructure and partnerships necessary to launching new Pathways. Faculty stipends will provide support for departmental faculty to join the Student Success Team at Clovis College and develop new guided pathways to other majors and employment sectors.

## Teacher Pathways – Increase STEM Single Subject Teachers - Project 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.

## Teacher Pathways – Increase STEM Single Subject Teachers – Needs Being Met

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 Teams 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.

## Teacher Pathways – Increase STEM Single Subject Teachers – Timeline

Timeline Recruitment and outreach - Fall 2020. First cohort begins Spring 2021.

## Accounting Pathway: Project Description

The School of Business at Fresno Pacific University will work with our community college partners to support an Accounting pathway. Our CC partners will focus on identifying cohorts of students to begin this pathway during their junior year of high school. Upon high school graduation, pathway students will earn a certificate of achievement and will be positioned to

continue their students at a community college, ultimately transferring to Fresno Pacific University to complete the requirements for an accounting bachelor's degree.

FPU currently offers an accounting degree to traditional undergraduate students and offers a two-year graduation degree for students transferring with an Associate Degree for Transfer and a four-year graduation degree for students beginning our program without any transfer credit. With these guarantees, FPU has committed to ensuring classes are offered and seats are available to students. Additional marketing opportunities with accounting specific advertising and promotional materials will be developed so that students beginning the accounting pathway in high school know about our transfer guarantee and see FPU as a viable option.

An additional component of this project will include beginning to develop a year-round accelerated accounting program offered in the evenings for students that need to work during the day to support their families.

#### Accounting Pathway: Rationale

The Central Valley has a documented gap in bachelor's degree attainment. As this area of CA is highly populated with first generation, low income, families of color, we must be intentional about providing services and educational opportunities geared at closing the equity gap and insuring inclusion. By fostering a college-going culture early on and providing a pathway to a highly desirable career in accounting, this project will contribute to closing the Central Valley's prevalent race-to-income divide.

#### Accounting Pathway: Needs Being Met

Through dual enrollment, our community college partners will begin to address the large equity gaps of college access among underserved populations in the Central Valley. Within the dual enrollment focus, high school students will be able to take accounting and financial management courses in addition to general education coursework, which will put these students ahead in their college education. These students will be positioned nicely for success once they transfer to the accounting bachelor's degree program at FPU. Paired with our two-year transfer guarantee, students that go on to complete an ADT in business after the accounting and financial management certificate of completion will have guaranteed access to the classes, they need in order to complete their bachelor's degree within a reasonable timeframe.

#### Accounting Pathway: Timeline

Recruitment into FPU's traditional undergraduate accounting program will begin during the fall 2020 semester, with classes available to those that are ready to transfer beginning spring 2021.

#### MA 2.0

Fresno Pacific University with the Collaborative partners will be executing their proposal (attached) to support a collaboration to deliver Master's degrees in mathematics opportunities

to high school teachers from partner K-12 districts to develop faculty who can teach dual enrollment courses on their home campuses. The project will address the need to develop a pool of high school teachers who hold master's degrees to teach community college dual enrollment math courses on local high school campuses. This project expands the geographic reach of the initial CVHEC and Fresno Pacific projects to include feeder high schools to Merced College, Madera College, Reedley College and the two colleges of the West Hills Community College District (West Hills College Coalinga and West Hills College Lemoore).

Fresno Pacific University is prepared to offer flexible rigorous online master's degree program which, when completed, enable high school math teachers in these areas to achieve California community college minimum qualifications. Fresno Pacific plans to offer high school teachers in these areas with a bachelor's degree in mathematics an online Master of Arts degree program in mathematics education.

The Fresno Pacific University online programs would be offered in such a way as to provide flexibility for high school teachers, who already have extensive responsibilities, while at the

same time providing rigorous programs in math. CVHEC further proposes working Fresno Pacific University and the K-16 Collaborative K-12 partners to find ways to:  
Create cohorts of master's candidates of approximately 20 students in math who would go through the program at the same time.

Reduce the cost of tuition (which is already by nationwide standards reasonable) through various options, including, but not limited to, tuition reduction scholarships and fellowships. Encourage master's candidates to contribute to the cost of their tuition in such a way as to show commitment to the programs without putting undue financial strain on themselves or their families.

Finally, CVHEC proposes to work with member institutions to commence these online programs within the next six months. The outcomes of this proposal would include:

- Enabling all high school students in the expanded geographic area, especially disproportionately impacted students, the opportunity to successfully complete transferable college math courses in high school, thus accelerating their timeline to college completion and their overall success in college.
- Enabling high school math teachers in the expanded geographic area with increased educational advancement in their disciplines, to increase their knowledge, skills, and overall capacity for the benefit of all of their students.
- Providing salary advancement opportunities for these teachers within their school districts as well as increased opportunities to teach college courses on community college campuses.

- Providing CVHEC community colleges with an increased pool of adjunct math professors from which to draw.
- Provide high school teachers the opportunity to connect with a Community College Mentor to develop a positive relationship between high schools and community colleges in the region.

This proposal replicates the initial project approved by the K16 Collaborative Board, through the ninecounty CVHEC region on a more limited basis in the Fresno K-16 Collaborative service area as identified in its “Fresno K-16 Collaborative Overview & Work Plan” in one of its prioritized pathways (Education – Dual Enrollment Teachers - Master’s degrees for high school teachers to teach dual enrollment).

### Adult Learners

Fresno Pacific with the Collaborative partners will be executing their proposal (attached) to support adult learners in obtaining education in a Fresno K-16 Collaborative’s pilot pathway to increase employability, educational attainment and socioeconomic mobility; as well as promote prior learning assessment/credit for prior learning (PLA/CPL) to recognize previously acquired education or vocational experiences.

The region’s vision is to intersegmentally provide adult learners with the skills needed for employment, continuing education, career advancement and personal growth. Working intersegmentally, the Fresno K16 Collaborative along with community partners, will direct efforts to strengthen adult education and ensure students have access to high quality programs leading to their success in college and career.

In the pilot pathway Accounting and Financial Management, Collaborative partner State Center Community College District (SCCCD) through State Center Adult Education Consortium (SCAEC) and Fresno City College (FCC) will offer two cohorts (Spring 2021 and Fall 2021) of Bookkeeping Fundamental which is a 4.5-unit certificate program as either dual enrollment (SB 554) and/or general college credit.

Collaborative partners Fresno Pacific University and National University will work with SCAEC to develop coordinated outreach and recruitment effort targeted towards adult learners to increase awareness of Prior Learning (PLA)/Credit for Prior Learning (CPL) opportunities, available student support services, and financial aid resources to accelerate and increase education attainment. Outreach and marketing may include the creative copy development, printing of collateral, and advertising in multiple mediums (i.e., digital, print, radio, tv).

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## Background:

Serving almost 55,000 adults, the SCAEC is one of the 71 adult education consortia in California, and its region is located within the San Joaquin Valley, and includes Fresno and Madera counties and borders portions of Kings and Tulare counties. The SCAEC is comprised of 20 members with the largest, aligning with the Collaborative, being Central Unified School District - Central Learning Adult School Site, Clovis Unified School District - Clovis Adult Education, Fresno County Superintendent of Schools - Adults in Corrections - Delma Graves Adult School, Fresno County Superintendent of Schools - Career Technical Education/Regional Occupational Program, Fresno Unified School District - Fresno Adult School, Sanger Unified School District - Sanger Adult School, SCCC - Clovis Community College, Fresno City College, and Reedley College.

This Collaborative proposal will solidify adult education's importance and place in our region. The SCAEC has identified the need for more short-term courses aligned with local workforce needs to increase the employability of adult students in the region, as well as creating stronger career pathway development connecting adult schools to college and career. There is also an overarching need to provide more easily accessible, no cost programs in entry level, high demand occupations. Furthermore, there is a need to increase online and distance learning opportunities due to COVID-19 restrictions and lack of transportation throughout the region.

O\*NET recognizes Bookkeeping, Accounting and Auditing Clerks (43-3031.00) are a career category as a "Bright Outlook" occupation with median wage jobs above the living wage in California. The entry level wages of the occupations of Bookkeeping, Accounting, and Auditing Clerks (SOC 43-3031), Payroll and Timekeeping Clerks (SOC 43-3051) and Brokerage Clerks (SOC 43-4011) exceed the Central/Mother Lode Region's (as defined by the CCCCCO) average living wage. Furthermore, within the region, there is an undersupply of trained workers in the region with skills and certifications in Microsoft Excel and specialized accounting skill.

Further, the Fresno K-16 Collaborative's Accounting and Financial Management Pathway supports accounting related programs for adult learners to address the needs and increase employability with labor market desired skill sets.

## **Project Progress Report**

Fresno Pacific University's launch into the pathways work began with the conversations among the Fresno County K12 districts (Fresno Unified, Clovis Unified, Sanger and Central), institutions of higher education (Fresno State and FPU; and adding Brandman, National and UC Merced)



which was focused on the “north star” of supporting K16 education completion for all Fresno County students. This work was informed by the support of Jobs for the Future (JFF) and convened by Ashley Swearingin at the Fresno County Community Foundation. Initially, Fresno Pacific’s Provost, Dr. Gayle Copeland, attended these working meetings. As Associate Dean of Partnerships and Pathways, Dr. Linda Hoff attended the meetings, as did Jon Endicott, VP of Enrollment and Dr. Katie Fleener, Dean of the School of Business.

As this work moved forward, the Community Foundation leaders launched the DRIVE initiative which was aligned with the Governor’s valley-focused initiative, Regions Rise Together. Linda Hoff was invited to Chair the Teacher Workforce proposal which was one of 18 proposals that together became the DRIVE proposal which was showcased at the California Economic Summit in Fresno. The proposal met with enthusiastic response from participants from throughout the state and garnered significant funding opportunities.

During these years, Dr. Hoff had been tasked with developing a Pathways initiative at FPU. Initial partnering work began with an invitation from Dr. Lori Bennett, President of Clovis College. Dr. Bennett was directly involved in this emerging partnership as was Dr. Copeland and Dr. Hoff. Initial conversations lead to the development of an MOU between the two institutions. Dr. Megan Bennett was assigned as lead faculty for the work. The initial proposal was modeled after the California Community Colleges “Guided Pathways” model which defined the work. Michelle Stricker, formerly faculty at Reedley College, became a key informant for Dr. Hoff. Michelle had become a fulltime Pathways Coordinator working under the Chancellor of the CCC system.

When the K16 Collaborative team put together the RFP for the grants which were made available to the institutional partners that had convened several years before, FPU applied for

funds in support of the pathways named in this report. Because of the collaborative relationships that had formed over the previous years, FPU was able to partner in significant ways with Clovis College and Fresno County Superintendent of Schools. In fact, FCSS provided significant funding from their K16 grant to support tuition needs for the Math MA at FPU that is now providing this degree to math teachers throughout the region. Additionally, the close relationship between FPU and Clovis College lead to aligned proposals. These proposals highlighted these institutions’ commitment to features of Pathway partnerships such as:

- Curricular maps that maximize efficiency of planning and lead to ADT degrees.
- Protected schedules of coursework, based on a cohort model, that enables CC students to work in schools as Teaching Fellows.
- Shared vision and development of student success teams

Fresno Pacific has embraced a vision of Pathways. Dr. Hoff launched an ad Hoc committee, FPU Pathways, wherein department faculty and program directors meet with staff from the registrar's office, career development, enrollment and marketing. While only STEM teaching pathways and Business/Accounting are receiving funds from the K16 grant, the pathways work at FPU encompasses numerous additional pathways (e.g.: Criminology, Kinesiology, Early Childhood, Social Work, to name just a few). One of the most significant pieces of this shared work has been the development of BA programs that students can complete in 3 years, saving them both time and money. At this point, FPU offers 3 STEM majors with teaching emphases that can be completed in 3 years. The same is true for our Business/Accounting major. Other programs are considering this redesign as well. As coordinator of the K16 Grant, and leader of the FPU Pathways project, Dr. Hoff envisions the development of a "roadmap" for launching Pathways at FPU that will address barriers to higher education such as time to complete and cost.

Finally, the K16 grant collaborative has provided a framework for enhancing our commitment to equity and diversity. To that end, we were able to hire a Pathways Coordinator whose role is to reach out to regions and institutions wherein we can connect with families and students that may have seen FPU as too expensive. Securing significant new grants has begun and we expect to continue to seek funding that will make FPU affordable for many who would have seen that opportunity as out of reach.