It Takes a Barrio
The NEA GPS Grant

Mentoring Minority Students into Teaching Professions

Dr. Vincent Devlahovich
Dr. Maria Elena Cruz
Dr. Juan Buriel
LEADING OUR PROFESSIONS

Advocates for quality inside our professions and promotes our union’s role in advancing education transformation and student learning.
LEADING OUR PROFESSIONS

• **Builds Capacity For Continual Improvement And Learning**
  
  – Level 1: Foundational
    • Understands the value of continuous learning and improvement in our professions.
  
  – Level 2: Mobilizing & Power Building
    • Advocates for meaningful development inside our professions, thereby energizing members and our diverse set of education stakeholders.
  
  – Level 3: Agenda Driving
    • Builds a culture of professionalism that illustrates the association’s commitment to continuous learning.
LEADING OUR PROFESSIONS

• Shows Educational Leadership And Understands Union’s Role In Student Learning And Leading Our Professions
  – Level 1: Foundational
    • Understands the historic, current and emerging role that the union plays in our professions
  – Level 2: Mobilizing & Power Building
    • Identifies and promotes own members’ credentials and expertise, ensuring union leadership of our professions.
  – Level 3: Agenda Driving
    • Drives collaborative decision making and policy on our key professional issues.
LEADING OUR PROFESSIONS

• Advocates For Policies And Strategies That Positively Impact Our Professions And Student Learning
  – Level 1: Foundational
    • Understands the policies and strategies that impact our professions and student learning.
  – Level 2: Mobilizing & Power Building
    • Forges alliances and agreements that positively impact our professions and student learning.
  – Level 3: Agenda Driving
    • Leads our professions by anticipating challenges and putting in place proactive strategies.
LEADING OUR PROFESSIONS

• Analyzes And Applies Research, Policies And Trends To Determine Potential Impact On Our Professions And Student Learning
  – Level 1: Foundational
    • Understands that research, policies and trends impact public education.
  – Level 2: Mobilizing & Power Building
    • Collaborates with our diverse group of stakeholders to conduct, evaluate and communicate education research and practices.
  – Level 3: Agenda Driving
    • Drives effective policy content based on deep understanding of research.
LEADING OUR PROFESSIONS

• Themes Addressed In This Presentation
  – Builds capacity for continual improvement and learning.
  – Advocates for policies and strategies that positively impact our professions and student learning.
  – Analyzes and applies research policies and trends to determine potential impact on our professions and student learning.
“It Takes a Barrio” (ITaB) is a union-led program designed to attract and engage diverse low-income high school, community and university (undergraduate and graduate) students into a career in teaching.

- Lesson Plan Design and Implementation
- Teacher Mentorship
- Collaborations with Education Stakeholders
- Civic and Community Engagement
- Community-based research projects
ITaB Mission & Vision

- The ITaB vision is to empower & mentor underrepresented students to achieve success in their adult lives.
- The ITaB mission is to expose local underrepresented middle and high school public school students a supported and mentored path to higher education and public service educational career options.
ITaB Program
ITaB Teacher Pipeline

K-8 → HS → COC → CSU Northridge → MA/PhD Credential

CSUN CHS/M → MA/PhD Credential
ITaB Grant Background

Target Population: Why It Takes a Barrio

• Partners
  – College of the Canyons (CoC)
    • Golden Valley High School
  – California State University Northridge (CSUN)
    • Cesar Chavez Learning Academy
    • San Fernando Elementary School
Demographics

• CoC
  – American Indian/Alaskan Native <1%
  – Asian/Pacific Islander 5%
  – African American/Black 5%
  – Filipino 3%
  – Latino/Hispanic 41%
  – White 41%
  – Other 5%

• CSUN
  – American Indian/Alaskan Native <1%
  – Asian 11%
  – African American/Black 6%
  – Hispanic 42%
  – Native Hawaiian or other Pacific Islander <1%
  – White 24%
  – Other 16%
Participant Demographics

- **Golden Valley High School**
  - Students, N=20
    - 85% Latino/Hispanic, 5% Filipino, 5% Native American, 5% White

- **California State University Northridge**
  - Student Teachers, N=42
    - 4 students x 2 semesters; 3 students x 3 semesters
      - 98% Latino and Bilingual, 2% African American
  - Teachers, N=11
    - 3 High Schools
    - 1 After School Program

<table>
<thead>
<tr>
<th></th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Graduate</td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>
ITaB Grant Timeline

Year 1
• Spring 2014
• Fall 2014

Year 2
• Spring 2015
• Fall 2015

Year 3
• Spring 2016
• Fall 2016
Student Testimonials

• It’s a very helpful program. ITAB has made me really open my eyes about going to college. Once I saw how the campuses were and stories about people even got into college, I became very inspired.

• The ITAB program has helped me not only to make new friends, but has also encouraged me that I can attend a college even with my family's Hispanic background and lack of college background.

• The ITAB program made me know what to look forward to in college. And besides my ethnicity, I am able to do what I want.
ITAB CoC 1st year Results

Intent to attend College

Beginning of Program | End of 1st year

0% | 100%

10% | 90%

20% | 80%

30% | 70%

40% | 60%

50% | 50%

60% | 40%

70% | 30%

80% | 20%

90% | 10%

100% | 0%
Where are they now?

- 22 → attending CSUN and completing their program.
- 1 → PhD program at ASU
- 2 → Credential Programs
- 2 → Teaching Assistants
- 3 → different direction
- 2 → taking a year off
- 3 → ???
ITaB Course with Service Learning

• CSUN
  – Ethnic Studies – focused lesson plan development
  – Teacher Mentorship
  – University of Community Event
  – Ethnic Studies –focused Conferences
  – Stipend

• CoC
  – Mentorship
  – Human Rights
  – Union Values
• CoC: N=8; CSUN: N=30
• Leadership and Professional Development
• Involvement in Education-related Issues
  • Degrees Not Debt
  • Ethnic Studies Now
  • Fight for Five Campaign
• Education-focused Conferences
  • Networking opportunities
• Collaborations with Other Organizations
  – Collegiate LULAC (League of United Latin American Citizens)
  – SQE (Students for Quality Education)
  – MEChA (Movimiento Estudiantil Chicano de Aztlán)
  – TEACH (College of the Canyons Future Educators Club)
  – ALAS (Association of Latino American Students)
  – OLAS (Organization of Latin American Students)
Course Corrections/Future Direction

• The advantage of a union (NEA) grant v. other types
• Parent Engagement
• Genius Mentorship Training
• CSUN CHS Studies Social Studies Waiver – Single Subject

• CSUN Blended Program – Multiple Subject
  – Department of Education
  – Department of Chicana/o Studies
Sustainability & Future Funding

• Growing with future students signed up who are High School students that have chosen elementary school teaching track
• ITaB Branding/Logo and t-shirt design
• Website Design and Development
• Publicity with NEA, CTA & CCA
• Tree of Hope
Q & A
Group Activity

• Break into Small Groups
  • Assign a reporter and a recorder
  – What ideas do participants have to help us find future funding to continue our work?
  – Do you think you can use a program like this in your community?
Group Activity

What did your group come up with?
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Example 1: Encourage students to engage in continuing their education to better their lives and participate in goal setting and career development.
  – Example 2: Manage and create alliances with colleges and teachers to assist in bridging the gap between K-12 and higher education for students career development through the use of mentors, field trips, and information sharing.
  – Example 3: Conduct participant surveys to tailor the benefit of the program. Educator driven programs are more effective and powerful when given the flexibility and freedom needed for maximum achievement.
Please complete the evaluation for this breakout session!