

GETTING SERIOUS ABOUT URBAN EDUCATION



**EDUCATIONAL LEADERSHIP
DEPARTMENT**



GETTING SERIOUS ABOUT URBAN EDUCATION

.....
6th Annual Educational Leadership Symposium
January 23, 2016
USU Beach Auditorium
@CSULB_EDD | #LBLead16

**EDUCATIONAL LEADERSHIP
DEPARTMENT**

WELCOME

A Message From Our Department Chair

Welcome to the 2016 CSULB 6th Annual Educational Leadership Symposium. In our Educational Leadership programs, we are gifted in having incredibly talented students who lead across the LA basin. Most of them are products of the schools, colleges and universities in the basin. Not all of our students were raised in well-resourced communities or schools, and some were raised and educated in our nation's wealthiest communities. When our students come together in the classroom, they represent a dynamic intersection of diverse and sometimes divergent experiences, world views and perspectives on leadership. Rather than shy away from the challenge that these dynamics create, we embrace them, challenging students and faculty to confront their own biases and assumptions and examine how these affect their leadership in our urban institutions. I wanted to bring Dr. Michael Dumas here to help us get serious about urban education. What I love about his scholarship and perspectives is that he constantly challenges the often *urbane* discourse and interventions that make us think we are doing something good, but most often are perpetuating inequity and creating environments that harm our students, rather than help. I'm expecting him to critique the practice, research and literature in education, that so often misses the boat in helping us to do the work that really needs to get done. We are ready for it. Often it is our students who teach the rest of us what it is really like to lead in our urban schools, college and universities. Our lunch panel reflects that. When I talk with these alumni and students about how they are innovating and centering students in their work, I am always inspired and of course, very proud. I know that you that you will be feel the same.



Enjoy!
Dr. O



Thank you for attending and supporting our programming.

100% of the registration proceeds will be used to fund the Educational Leadership Social Justice Scholarship awarded to exemplary CSULB Ed.D. graduate students.

For more information on our faculty & programs, please visit:

www.ced.csulb.edu

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Desire Campusano

Member
Graduate Student
M.A. in Education, Social & Cultural
Analysis of Education (SCAE)

SCHEDULE AT-A-GLANCE

Registration & Continental Breakfast

8:00am–8:45am
USU Beach Ballroom

Welcome Address

9:00am–9:10am
USU Beach Auditorium

Opening Keynote

9:10am–10:10am
USU Beach Auditorium

Session I

10:20am–11:20am
Student Union 2nd & 3rd Floor

Session II

11:30am–Noon
Grand Ballroom Foyer

Lunch

12:00pm–12:45pm
USU Beach Ballroom

Lunch Panelist Discussion

12:45pm–1:45pm
USU Beach Ballroom

Session III

1:50pm–2:35pm
Student Union 2nd & 3rd Floor

Session IV

2:45pm–3:30pm
Student Union 2nd & 3rd Floor

KEYNOTE SPEAKER

Dr. Michael J. Dumas Assistant Professor | UC Berkeley

"Latrisha's Choice: Toward an 'Economic Turn' in Urban Education."

Michael J. Dumas is an Assistant Professor at the University of California, Berkeley in the Graduate School of Education and the African American Studies Department. He earned a Ph.D. in Urban Education with an emphasis in social and educational policy studies from The Graduate Center of the City University of New York. His research sits at the intersection(s) of the cultural politics of Black education, the cultural political economy of urban education, and the futurity of Black childhood(s). He is primarily interested in how schools become sites of Black material and psychic suffering and anti-black violence, how disgust with and disdain for blackness inform defenses of inequitable distribution of educational resources, and ways that anti-blackness persists in education policy discourses and in broader public discourses on the worth of economic and educational investment in Black children. His recent publications have appeared in such journals as *Teachers College Record*, *Race, Ethnicity and Education*, and *Discourse*, and he was an invited contributor to the *Handbook of Critical Race Theory in Education* and the *Handbook of Cultural Politics and Education*. He is currently lead editor of a forthcoming special issue of *Teachers College Record*, titled, "Political Economy, Race and Educational (In) equality: Realizing and Extending the Radical Possibilities of Jean Anyon," and is also lead editor for the 2016 Politics of Education Yearbook, which will appear as a special issue of Educational Policy dedicated to the cultural politics of race.



SESSION IV: WORKSHOPS I

2:45pm–3:30pm | Student Union 2nd & 3rd Floor

Session	Room
Yevrus Ngised	305

Esperanza Aceves, SCAE Graduate Student
Jeremy Smotherman, Ed.D. Student Cohort IX

The purpose of this workshop is to review and define major components of survey assessment design. In addition, it will aid masters and doctoral students in creating proficient effective questions that avoid assessment design pitfalls. The guidelines for survey development addressed in this presentation will benefit students and researchers in establishing a strong methodology for the completion of either a thesis or dissertation. Facilitators will review best practices for survey implementation and discuss common pitfalls that commonly appear in survey design. Results will be both meaningful to their research and will add to the validity of their work. Lastly, the workshop presentation will cover how their data is translated in statistical assessment programs such as SPSS, Nvivo, and Qualtrics.

Meeting A.S.P.I.R.E.ations: A Profile of the Feelings of Support and Help-Seeking Behaviors of Probational Students Enrolled in Marymount California University's A.S.P.I.R.E. Course	306
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Molly Mande, Ed.D. Student Cohort VIII
Michael Fileta, Director of Advising Services,
Marymount California University

A recent survey study of Marymount California University's newly-developed A.S.P.I.R.E. (Academic Success through Personal Investment and Responsibility for your Education) provided a glimpse into who the A.S.P.I.R.E. students are (demographics), their perceptions of support, and their help-seeking behaviors. Findings of this study will be presented along with a discussion of what the data suggest for future pathways of the program, the institution, and the students.

SESSION IV: WORKSHOPS I

2:45pm–3:30pm | Student Union 2nd & 3rd Floor

Session	Room
<p>Voicing Undocumented Student Experiences with Centers and Service Programs <i>Rosa Trujillo, Lead Graduate Peer Advisor, Career Development Center CSULB</i> <i>Helen Barriere, Student Programs Coordinator, HSI-STEM CSULB</i> <i>Marlem Orozco, Student Assistant, Dream Center CSULB</i> <i>Lizette Covarrubias, Career Guidance Counselor, LA Harbor College</i> <i>Cynthia Cervantes, Counseling Assistant, Santa Ana College</i></p>	303

The workshop will narrate the current triumphs and challenges of new centers and programs that serve undocumented students. Combining current literature and interviews from an array of leaders and representatives of these new centers and programs, the workshop will provide an insight of areas in which there can be more support, research, and exploration to meet the needs of undocumented students. Participants will gain knowledge of the current needs of undocumented students as well as an opportunity to discuss approaches to assist this specific student population within their own department or office.

<p>Bridge to FC: Increasing College Readiness in Our Community <i>Dr. Rolando Sanabria, High School Outreach Program Coordinator, Fullerton College</i> <i>Liliana Huerta, SDHE Graduate Student</i> <i>Marilyn Martinez, SDHE Graduate Student</i></p>	304
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Bridges to FC offers high school seniors the opportunity to fully matriculate into Fullerton College prior to graduation. Through dual enrollment, 50 college orientation courses are offered and nearly 3,000 juniors complete their assessment which encourages them to take math their senior year. Over 1,500 parents have participated in orientations.

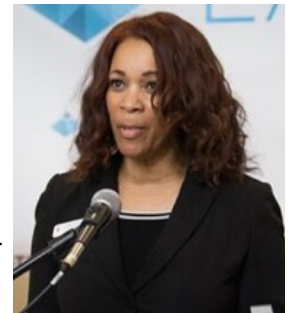
LUNCH KEYNOTE SPEAKERS

Dr. Tangelia Alfred, Dean for Natural Science, Health, Kinesiology, Mathematics and Curriculum , Los Angeles Southwest College

Dr. Tangelia Alfred also served as interim Dean of Student Services, Transfer Center Director and Counselor, Articulation Officer and Counselor, and Associate Dean of Student Services in the past at Los Angeles Southwest College. She received a Bachelor of Arts in Criminal Justice from California State University, Bakersfield, a Master of Arts in Education in Multicultural Counseling from San Diego State University, and a Doctorate of Education in Educational Leadership from California State University, Long Beach.

Dr. Adriene “Alex” Davis, Dean of Economic Development and Workforce Education, Los Angeles City College

As an Instructional Dean of Academic Affairs at Los Angeles City College (LACC), Dr. Adrienne “Alex” Davis supervises staff, faculty, and programs in the Office of Economic Development and Workforce Education. Under her leadership, Dr. Davis has secured over \$30M in grants and contracts including \$15M in CDE funding for LA HI-TECH Regional Consortium, \$2M from Goldman Sachs for the 10,000 Small Businesses, and \$900K from JP Morgan Chase for LA HI-TECH. Dr. Davis is also responsible for economic and resource development on behalf of the college. These efforts include developing, arranging, and presenting programs, writing collaborative grant proposals, and exercising administrative supervision over designated specially funded programs and fee-based programs. Programs are designed to assist employers with employee skills and career development, technology changes, and related work place skills.



LUNCH KEYNOTE SPEAKERS

Dr. Vanessa Landesfeind, Principal of Instruction, Dominguez High School

Dr. Vanessa Landesfeind currently serves as Principal of Instruction at Dominguez High School in Compton. During her tenure at Dominguez she has focused on funding and supporting programs to increase college access and preparation. In the last three years, Dominguez has been recognized by the University of California, Irvine for having the highest increase in admissions in a single year in the local area, moved from being AVID certified to being eligible to become a demonstration site, produced a national champion MESA team, and has had an almost 50% increase in its AP Equity and Excellence rating.



Dr. Landesfeind completed her Bachelor's degree and Master's degree at California State University, Long Beach and her Doctorate in Educational Leadership at the University of Southern California. Since 2008, Dr. Landesfeind has also had the privilege of teaching Educational Leadership and the Advanced Studies in Education and Counseling Departments at CSULB.

Dr. Robert Whitman, Principal, Manual Arts Senior High School

Dr. Robert Whitman is a Secondary Education Leader with over 15 years of directing and leading educators in diverse, secondary education student populations. He is skilled in synthesizing information to reach broad audiences, effective in coaching teachers, modelling lessons, co-teaching, and providing teachers with feedback to address the diverse needs of the students.



As the principal of Manual Arts High School, he has provided leadership in a school with 1,600 students and 150 certificated and classified staff members. He guided a massive turnaround effort in which MAHS rehired over 50% of its staff members and introduced the school to new community partners with a goal to increase student engagement and academic achievement. Dr. Robert Whitman continues to work collaboratively with MAHS Instructional Leadership Team, teachers, school-based partnerships, and parents to implement empirical approaches.

SESSION IV: WORKSHOPS I

2:45pm–3:30pm | Student Union 2nd & 3rd Floor

Session Room

Inclusion and Special Education Laws: 204

How Did You Do It?

Deborah Hofreiter, Ed.D. Student Cohort XIII

Kimberly Shultz, Ed.D. Student Cohort XIII

Christina Dillard, Ed.D. Student Cohort XIII

A workshop to determine how educational leaders create a culture of inclusion of all students and how they gained knowledge about special education laws and procedures. Additionally, the workshop will address how leaders have implemented Rtl in their schools and the perceived effectiveness of the interventions.

Leadership, Access and Opportunity 205

Dr. Dan Bryan, Ed.D. Alumni

This symposium explores the many ways effective school site leadership can positively affect student access and opportunity in order to be the most college ready those students can be. Creating an atmosphere where students feel empowered and in control of their future does not happen by accident. Dr. Bryan's presentation highlights concrete steps leaders can take at their sites to build core values around access and opportunity, and then act on those values. These highlighted measures can truly build energy within the faculty and staff, and lead to steady, positive progress in areas such as student course-taking, college-high school partnerships, and student self-confidence, among many others! This is a high-energy presentation, full of stories from his time as a principal.

SESSION III: PANELS & WORKSHOPS

1:50am–2:35pm | Student Union 2nd & 3rd Floor

Session	Room
Global Urban Education: Study Abroad Collaborations Between CSU Long Beach and Universidad Nacional, Costa Rica <i>Dr. Stephen Adams, CSULB Professor</i> <i>Fabian Rojas Ramirez, Ed.D. Student Cohort IX</i> <i>Dr. Marquita Grenot-Scheyer, Dean College of Education</i> <i>Kirstie DeBiase, Ed.D. Student Cohort VII</i> <i>Marisol Rodriguez, Graduate Student, Universal Nacional</i>	304

Urban education, which takes place in multicultural and globally connected settings, is strengthened by global learning experiences. This presentation describes educational exchanges between the Universidad Nacional (UNA) in Costa Rica and California State University Long Beach (CSULB) in the U.S.A. These exchanges include a study abroad course taken by graduate students, over the past three summers, from Master's and Doctoral programs in CSULB's College of Education. The participating students serve in a variety of roles related to urban education. As part of the study abroad course, the CSULB students begin study in California, travel to Costa Rica, interact with Costa Rican students in an academic symposium at UNA, and visit area schools. We discuss intercultural and disciplinary learning outcomes of the CSULB and UNA students. We also address experiences developing this exchange that may inform further collaborations.

LUNCH KEYNOTE SPEAKERS

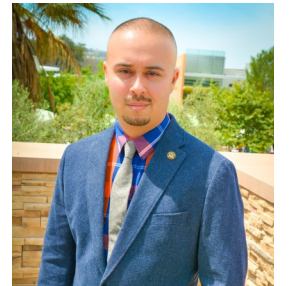
Dr. Stephen Glass, Principal of Instruction, Compton Unified School District

Dr. Stephen Glass served as assistant principal for the ABC Unified School District from June 2007 – June 2011. Then from June 2011 through August 2013, he became Assistant Principal at Fullerton Joint Union High School District. Currently, Dr. Glass resides as the Principal of Instruction at Compton Unified School District.



Dr. Mike Muñoz, Dean of Counseling & Student Success, Rio Hondo College

Dr. Mike Muñoz serves as the Dean of Counseling & Student Success at Rio Hondo College. In this role, Dr. Muñoz provides leadership and direction for General Counseling services and activities which include the Transfer Center, Career Development Center, Freshman Success Center, and High School Outreach and Educational Partnerships. He is also responsible for the development and implementation of the Student Success Initiative. As Dean, Dr. Muñoz is committed to the success of all Rio Hondo College students. Before making his mark at Rio Hondo College, he served as the Higher Education Center Coordinator at Santa Ana Unified School District, Counselor/Instructor at Santa Ana College and as GEAR UP Program Coordinator at the University of California, Irvine. He has earned a doctorate in Educational Leadership with a specialization in community college leadership from California State University, Long Beach.



SESSION I: PAPER SESSIONS

10:20am—11:20am | Student Union 3rd Floor

Group I: STEM Pedagogy

Rm.205

Developing Teachers' Knowledge of Technology, Pedagogy, and STEM Content Using Field Experience at a Youth Organization

Dr. Stephen Adams, CSULB Professor

Elaine Bernal, Ed.D Student Cohort VII

We evaluated a course for training teachers to use educational technologies in science, technology, engineering, and mathematics (STEM) using the Technological, Pedagogical, and Content Knowledge (TPACK) framework. This mixed-method study included a Graphical Analysis of TPACK Instrument (GATI) that was given at the end of the course. Other data sources included a pre and post Likert scale TPACK survey. The teacher training model includes a 3-unit summer university course with a field experience project at a youth organization in Southern California. Teachers worked in teams of four to six to plan a set of four 2-hour workshops for the youth. 24 teachers completed the course and 13 agreed to participate in the study 12 provided complete surveys, and 11 provided GATI diagrams. There were statistically significant increases in the mean scores in three integrated TPACK knowledge areas: Technology and Content, Technology and Pedagogy, and TPACK. The GATI analysis extended the survey analysis and corroborated it in that mean increases in TPACK subscale scores were higher when GATI diagrams showed increased knowledge.

SESSION III: PANELS & WORKSHOPS

1:50pm—2:35pm | Student Union 2nd & 3rd Floor

Session

Room

Ed.D Faculty Research at the Beach

205

Moderator: *Dr. Leslie Reese, CSULB Professor*

In this panel, EdD program faculty will share findings from their current research projects, followed by discussion with the audience regarding implications for leadership and practice. Don Haviland's research focuses on the work of lecturers in higher education, and ways in which concepts that are traditionally applied to tenure-track faculty, such as collegiality, might apply to or be experienced by non-tenure-track faculty. Jonathan O'Brien's research focuses on applied ethics in educational leadership, using queer and gender theories to explore and redefine the meaning of character, values, and moral development. Charles Slater's work examines social justice leadership beliefs and practices of principals and teachers in Costa Rica, Mexico, and Spain with particular attention to culture, language and heritage. Leslie Reese's work focuses on the work of educational leaders in an indigenous community in Mexico, as they seek to improve educational outcomes for indigenous students through implementation of a dual immersion program.

Social Media Landscapes

303

Rosa Trujillo, Lead Graduate Peer Advisor, Career Development Center CSULB

The cybernetic landscape that is constantly changing methods of communication and collaboration is also shaping the field of education. What was once a tweet about this morning's breakfasts is now an opportunity to ask about a professor's research on Education trends in Spain or a way to connect with employer. Our students are asked to be educated in social media tools that will make them stronger candidates for the work they will be asked to do. How are we preparing our students to fully participate in society that is participating in this cybernetic world? This paper will discuss how students are recognizing social media education as an important asset to their own development and how student affair professionals can encourage social media education in their respective field.

SESSION III: PANELS & WORKSHOPS

1:50pm—2:35pm | Student Union 2nd & 3rd Floor

Session

Room

Cultural Competency of Educators in Higher Education

202

Panelists: *Melissa Grab, Ed.D. Student Cohort XIII*

Leslie Jimenez, Ed.D. Student Cohort XIII

Phoebe Manso, Ed.D Student Cohort XII

This study is done to assess the cultural competence of educators and student teachers in higher education. 23-item Cultural Diversity Self-Awareness Survey is conducted by using Qualtrics.

The research questions:

- 1) To what extent do ethnicity and gender of future educators affect their cultural diversity self-awareness?
- 2) Does ethnicity play a role towards cultural awareness and bias?

The participants are students of teacher preparation programs in Southern California. SPSS software program used to analyze the data. The results indicated that more than half of future educators did not receive any form of professional cultural diversity training nor are cognizant of the underlying importance of such aspect in the holistic development of students. Cultural Diversity self-awareness of future educators is key to ensure a safe learning environment for students. Therefore, cultural diversity awareness should be incorporated with curriculum, which would benefit both educators and students.

Student Engagement at Community Colleges

204

Moderator: *Dr. Kate Mueller, CSULB Alumni, Orange Coast College*

Panelists: *Nathan Brais, Coastline Community College*

Carla Martinez, Golden West College

Michael Morvice, Orange Coast College

With open access, and a mission to support academic goals ranging from transfer to career development to technical training, community college professionals interact with students from all walks of life. And many of these students are with us for only a short period of time (versus a typical four years at a university), and have multiple life responsibilities. How do we engage them? How do we engage at a level that is meaningful, intentional, and promotes personal and academic growth? And how do we aid in students' transitions as they transfer? Student Affairs professionals from the Coast Community College District will share their models, best practices, and lessons learned.

SESSION I: PAPER SESSIONS

10:20am—11:20am | Student Union 3rd Floor

Group II: Global Excellence Leadership

Rm.303

Social Justice Leadership in Costa Rica

Dr. Charles Slater, CSULB Professor

Dr. Virginia Cerdas, Professor, Universidad Nacional

Satya Rosabal, Professsor, Universidad Nacional

This paper examines social justice leadership beliefs and practices of principals and teachers in Costa Rica with particular attention to culture, language and heritage. It is part of the International Study of Leadership Development Network (ISLDN). The intent is to examine how leaders express their views about social justice and how they turn their beliefs into action in three different contexts. These leaders were committed to using education as a way to challenge inequities, and their ultimate goal was to create equity for the benefit of all citizens.

A Comparison of Curriculum Structure for Prospective Elementary Math Teacher Programs between the United States and China

Siyin Yang, Graduate Student

This study compares the curriculum structures for prospective elementary math teacher programs in china and the United States to show the different emphasis on teacher preparation programs between the two countries. The results indicate that in China, the curriculum structure of math teacher education is knowledge-centered which puts emphasis on mathematics content knowledge and education theory knowledge, while the curriculum structure in the United States lays stress on coordinated development of academic education and teaching practice.

SESSION I: PAPER SESSIONS

10:20am—11:20am | Student Union 3rd Floor

Group III: Navigating Higher Education Experiences Rm.304

Teaching for Empowerment and Excellence: The Transformative Potential of Teacher Expectations in an Urban Latina/o Classroom

Dr. Leticia Rojas, Ed.D Alumni, Assistant Professor, Brandman University

Dr. Daniel Liou, Assistant Professor, Arizona State University

Interview and participant observation are used to describe one Chicano teacher's disposition and enactment of high expectations for his Latina/o students and their opportunities to learn. Findings of this paper demonstrate the ways in which institutional memory such as an ethnic studies college education, as well as this teacher's politicization as a Chicano male had informed his social justice and effectiveness as a teacher. Key elements of his expectations of students include academic rigor, an empowering curriculum, caring relationships, and social capital vis-a-vis community cultural wealth. Additional evidence revealed this Chicano teacher's pedagogy as caring-oriented, and one that actively counteracts against the White hegemonic test-prep narrative that tends to alienate Latina/o students from a socially just education. Emerged from this paper is the theory of transformative expectations of students and learning conditions that are designed to promote empowerment and excellence.

LUNCH PANELIST DISCUSSION

12:45pm—1:45pm | Student Union Beach Ballroom

Leaders in Urban Setting Panel Discussion

Dr. Tangelia Alfred, Dean of Natural Science, Los Angeles Southwest College

Dr. Alex Davis, Dean of Economic Development and Workforce Education, Los Angeles City College

Dr. Stephen Glass, CSULB Ed.D Alumni

Dr. Vanessa Landesfeind, Principal, Dominguez High School

Dr. Robert Whitman, CSULB Ed.D Alumni

Dr. Mike Munoz, Dean of Counseling & Student Success, Rio Hondo College

Panelists, all of which are graduates and/or part-time faculty in EDLD, and currently working in Urban Settings will discuss their perspectives of the work being done at their colleges, challenges and implementation of practices and policies. Additionally, they will provide a unique perspective on how to prepare effective, good leaders in urban schools.

SESSION II: POSTER SESSION

11:30am—12:00pm | Grand Ballroom Foyer

Promoting Latino/a Student Success in STEM: An Investigation of Successful Elements of Seven HSI-STEM Projects in the CSU.

Melissa Mahoney, SDHE Graduate Student

Tiffany M. Inabu, SDHE Graduate Student

Menglong Cong, EDP Graduate Student

Dr. Avery B. Olson, CSULB CEEE HSI-STEM Evaluation Project Director

Latino/as are the fastest growing segment of the population - contributing to more than half of the general population growth in the nation over the last decade (Humes et al., 2011). However, the proportion of Latino/as earning bachelor's degrees in the sciences is on 17% (Slovacek et al., 2011). Central to the national conversation on the importance of STEM (science, technology, engineering, and mathematics) education is the access, persistence, and degree attainment of Latino/a students in these fields (Chang et al., 2014; Nunez et al., 2013; Palmer et al., 2013). Even at colleges oriented toward meeting the needs of underrepresented population, Latino/a students continue to be underrepresented in STEM majors (Palmer et al., 2013; Slovacek et al., 2011). Much of the current literature advocates the implementation of the comprehensive support programs for undergraduate STEM students (Capri et al., 2013; Hurtado et al., 2009; Palmer et al., 2013). In 2011, seven CSU campuses, designated as Hispanic-serving institutions (HSIs), were awarded over \$35 million with the purpose of increasing the number of Latino/a and other low-income students attaining degrees in STEM fields. Given the focus on increasing the number of individuals prepared to enter the STEM workforce, along with the continued investment of the federal government in programs that promote the success of underrepresented students, it becomes important to better understand the impact of these programs on Latino/a student success in STEM fields. Through a comprehensive document analysis (Patton, 2002), this study examined the key programmatic elements delivered by the seven CSU HSI-STEM programs and the ways they have contributed to Latino/a success in the STEM fields. Findings revealed that focus on high-impact practices such as undergraduate research programs, academic support practices (e.g. tutoring), and social integration practices (e.g. faculty and peer mentoring; family involvement) were key to effectively recruiting and retaining STEM students, ultimately diversifying the STEM pipeline. These findings may inform the national conversation on effective practices for increasing the number of Latino/as in STEM fields.

SESSION I: PAPER SESSIONS

10:20am—11:20am | Student Union 3rd Floor

Group III: Navigating Higher Education Experiences

Rm.304

'Later Generation' U.S. born Chicanx (a/o) Latinx (a/o) Undergraduate students: Stories of Identity and Navigating the Hispanic Serving Institution

Desiré Campusano, SCAE Graduate Student

This Using Critical Race Theory (CRT) and LatCrit (Latino Critical Race Theory), the study aims to explore the experiences of 'Later Generation (3rd generation and beyond U.S. born)' Chicanx (a/o)/ Latinx (a/o) (LGCL) undergraduate students. The study seeks to both document their unique stories of identity development in relation to their race and generation of U.S. residence as well as understand more clearly how this subgroup of the population/ community navigates the four year university; particularly as it is a classified Hispanic Serving Institution (HSI). Personal questions that guide my approach to this work are: What does it mean to be a LGCL person? Undergraduate? LGCL at an HSI? What are their stories? Are their journeys toward success supported?

Note: The plan for the study, pilot study data and any developments since last year's presentation will be shared

SESSION I: PAPER SESSIONS

10:20am–11:20am | Student Union 3rd Floor

Group IV: Family (Utilizing) Capital and Building Resilience Rm.305

The Critical Race Socialization of Black Children

Janay Watts, SCAE Graduate Student

This paper examines how Black mothers resist institutionalized racism in how they raise their children. Additionally, through the narratives of Black mothers raising critically race conscious children, this study looks to develop tools for resistance that can be passed on to children from parents and guardians. By combining elements of Oppressed Family Pedagogy, Critical race theory, Pedagogies of the home and The Cycle of Socialization, I have developed a model I call, Critical Race Socialization. The implications for this work go beyond the home to the classroom. If students are socialized in a way that is counter to dominant educational structures, what does motivation, success and discipline look like for these radical children? How do teachers, administrators and parents respond? Is there a space for radical resisters and critical consciousness in early education?

Latino Parent Navigating Through the Education System (K-12)

Ruby Osoria, SCAE Graduate Student

My intended presentation will focus on Latino Migrant Parents navigating through the K-12 education system in an urban school setting. To obtain my data I will outreach to participants from a city run program. A family oriented, recreational program offered through the City of Santa Ana. I will gain access to this site through the permission of the Program Coordinator, further more, as a former employee I have an establish rapport with the participating families, which will allow to easily come in to the site. (Currently in progress).

SESSION II: POSTER SESSION

11:30am-12:00pm | Grand Ballroom Foyer

Educational Experiences of Continuation High School Graduates

Rachel Baker, SCAE Graduate Student

There is a dearth of research addressing continuation high school students' resilience when confronted with numerous barriers barring their access to high-quality educational opportunity. This qualitative research study explores continuation high school student perspectives on the forces that have shaped their educational trajectories and the ways in which they negotiate, make meaning of, and resist these forces. Through extensive oral history interviews with recent graduates of one California continuation high school, this study examines the impact of the institutional environment of these schools on the students they serve. Guided by theoretical frameworks of symbolic violence (Bourdieu and Passeron, 1977) and transformational resistance (Solórzano & Delgado Bernal, 2001), this study reveals the ways in which structures of oppression operate in an alternative education setting and illuminates the voices of marginalized students who are seldom heard in the existing body of research.

Improving the Oral Communication Skills in a Group of Adult Learners at CEIC by Applying the Coaching Method

Marisol Rodríguez, UNA-CEIC

This research project aimed at the implementation of the language coaching method in a group of eight adult learners which were in 4th level at Centro de Estudios de Inglés Conversacional (CEIC) in order to improve their oral communication skills. Based on the investigator's perceptions and the applied diagnosis, she identified deficiencies in fluency, accuracy, vocabulary, pronunciation, and communication in the participants. The language coaching method was applied to these students to overcome these weaknesses. This method is centered on how the brain likes to learn (neurolanguage), and it is characterized by several principles that the coach as a leader in the classroom has to possess based on the multiple intelligences and learning styles. Among the several models it has, the ACHIEVE model was chosen for the purpose of this study. Based on the findings, students showed major improvements in their oral communication skills throughout the implementation of this method.

SESSION II: POSTER SESSION

11:30am—12:00pm | Grand Ballroom Foyer

Supporting the Discovery and Adoption of Open and Free eTextbooks

Dr. Leslie Kennedy, CSULB Alumni

Textbook prices are prohibitive to many students and as a result, they are choosing to forgo purchasing crucial learning materials for their courses affecting their graduation and academic success. Because in California the three public higher education systems (UC, CSU, and the CCCs) enroll nearly 3 million undergraduate students and employ over 40 thousand faculty, the California State Legislature directed the three systems to create an online library of low or no cost open educational resources to encourage the use of free or affordable textbooks and ancillary materials throughout CA's public higher education system. Composed of faculty representatives from each of the three systems, the California Open Educational Resources Council (CAOERC) was formed and chartered in January, 2014, with selecting, peer-reviewing, and cultivating the adoption of open educational resources. These open educational resources have been collected within the California Open Online Library (COOL4Ed.org) which provides a resource for selected 50 courses and over 400 faculty reviews. In addition, the COOL4Ed faculty showcases provide faculty narratives of their open textbook adoption experiences for their courses.

Technology Enhanced Language Learning: Promoting Classroom Interaction in Urban Schools

Melissa Grab, Ed.D. Student Cohort VIII

This study was conducted in a private college in Los Angeles, California. Technology Enhanced Language Learning (TELL) approaches were incorporated with language learning in the ESL classroom.

In a classroom activity, students created a Fakebook account for a famous person. Fakebook is on a website called "Class Tools" which can be used to create a fictional social profile. This study uncovered that technology usage increased students' attention levels, motivations and engagements in urban schools.

The findings indicated that TELL method is advantageous and promotes interactions in classrooms. Technology usage developed authentic settings, where students were able to create, analyze and critically evaluate their learning. This presentation reveals how TELL techniques are beneficial for cultural learning and urban education.

SESSION I: PAPER SESSIONS

10:20am—11:20am | Student Union 3rd Floor

Group V: Latinas Ed. Experiences (pipeline) HS-Doc program

Rm.306

Latinas Experience in an Educational Leadership Doctoral Programs

Lorena Camargo Gonzalez, SCAE Graduate Student

This qualitative study explores the experiences of Latinas and microaggressions in higher education. Latinas face many barriers that affect their attendance in doctoral programs. The stagnant amount of empirical research on Latinas in doctoral programs calls for immediate attention to the inequities existent within the Latino educational pipeline.

This study explores the experiences of Latinas in doctoral programs using a microaggressions analytical model, rooted in Latina/o Critical Theory (LatCrit) and Critical Race Theory (CRT). The microaggression analytical tool provides a more in depth analysis into how Latinas describe these acts of racism and how these affect their experience in higher education. Although there is an increasing amount of empirical research around microaggressions, this research paper will walk through the types, context, effects, and responses to microaggressions of Latinas.

Undocumented Latina High School Students' Navigating the College Application Process

Brianna Ramirez, SCAE Graduate Student

This research explored the experiences of undocumented Latina high school seniors navigating the college application process. From semi-structured interviews with five students attending an urban high school in Southern California, the researcher found the young women's perception of their legal status and a support network were crucial in the students' decisions to apply to college. This study also speaks to the importance of policy for undocumented youth. The young women viewed their legal status as fluid, always changing as a result of federal and state immigration policies. Recent policies such as Deferred Action for Childhood Arrivals (DACA) shape undocumented youth perceptions of future possibilities. For the young women, the college application process challenged the protections and opportunities granted through these policies. Though recent legislation has provided students with new opportunities, efforts must be made to implement policies that allow youth to take control of their futures and lead free lives.

SESSION II: POSTER SESSION

11:30am-12:00pm | Grand Ballroom Foyer

Complexities of Social Work Field Placement for Students with Legal Histories: An Exploration

*Dr. Susan Salas, CSULB Alumni
Saana Polk, MSW*

A growing amount of undergraduate and graduate students with legal histories are enrolled in professional social work programs. Although social work is a "forgiving" profession, concerns among social work educators have increased with limited literature to guide admissions policies and field placement opportunities. A critical multicultural social work lens will be used to explore former Bachelor and Master of Social Work student's field education experiences and their ability to secure employment with a criminal background post-graduation.

Critical Support for Central American Newcomer Youth in One Southern California High School

Jacqueline Paredes, HS Teacher, SCAE Graduate Student

Between the months of October, 2013 and July, 2014, U.S. Customs and Border protection reported that an estimated 63,000 unaccompanied minors crossed the US border, 75% of which came from Central America, specifically Honduras, El Salvador, and Guatemala (Renwick, 2014). This qualitative case-study focuses on the schooling experiences of immigrant, newcomer youth from Central America in a single high school in a large urban district in Southern California. Conducted through the lenses of Critical Race Theory, Latina/o Critical Theory, and Racist Nativism, the study asks (1) What are the experiences of Central American newcomer students as they journey into an urban high school in Southern California?; and (2) What schooling structures validate the transition of these students, and what structures are still lacking?

SESSION II: POSTER SESSION

11:30am-12:00pm | Grand Ballroom Foyer

Getting H.I.P. with First-Generation College Students: Utilizing High Impact Practices to Develop Social and Cultural Capital *Elizabeth Primero, Ed.D. Student Cohort VIII*

According to Kuh (2008) high impact practices have been connected to increased retention, persistence, and graduation rates for students who participate in these types of activities. However, research pins first-generation college students as the least likely to participate in high impact practices (Kuh, 2008). Although sparse, research does indicate that when first-generation college students do participate in high impact practices they often benefit at higher rates compared to their non-first-generation peers (Quintero, 2015; Yamamura, 2006). An anti-deficit approach when working with first-generation college students while using a high impact practice as the preferred method is the common thread linking these limited studies. In an effort to expand this incomplete research, this mixed-methods dissertation looks to study high impact practices that are grounded in culturally sustaining pedagogy in two ways: (1) what is the experience of first-generation college students participating in high impact practices which are grounded in culturally relevant pedagogy? And (2) is there a relationship between participating in a high impact practice that is grounded in culturally sustaining pedagogy and academic success for first-generation college students? For this study, academic success is defined as an increase in self-reported campus engagement, campus connectivity, and self-efficacy. This study not only looks to contribute to the current literature but also seeks to inform the day-to-day practice of educational leaders supporting first-generation college students towards academic success.