

Ancillary Unit Annual Report
Office of Community Based Learning
July 1, 2012 - June 30, 2013

Purpose of Ancillary Unit:

The Office of Community Based Learning (CBL) houses the Paraprofessional Teacher Development Center. CBL exists to connect the energy and talent of University students with opportunities to meet educational needs within local schools and communities, especially with youth from backgrounds of poverty or from high-need schools or communities. The mission of CBL is to assist youth to thrive personally and academically, as they move from early childhood through elementary, middle, and high school, and to emerge prepared for meaningful and productive post-secondary involvement. A primary objective is to involve CSU Fresno undergraduates in interactive cultural, educational and work experiences, which are problem-based and incorporate experiential learning. The program provides paid and volunteer early field experience for undergraduate students who plan to teach or work with youth.

Administrative Housing of Ancillary Unit:

The Office of Community Based Learning is housed in the Kremen School of Education and Human Development. The Program Director reports to the Dean and the Program Coordinator reports to the Associate Dean. A program director, program coordinator, recruitment specialist, fiscal manager and an academic advisor staff the office.

Major Accomplishments 2012-2013:

Program opportunities develop through partnerships with the Math Science Teacher Initiative, Fresno County Office of Education, local school districts and community-based organizations. The pool of university student talent is derived from those planning careers, such as teaching, that call for training and experience working with youth.

Program services include the following:

- After School Leadership
- Mentoring
- Academic Tutoring
- CAHSEE Preparation
- Youth Leadership Development
- Career and Job Preparation/Coaching
- College Access
- STEM training

The **English Language Acquisition Program (ELA), Transition to Teaching (T2T) and the Paraprofessional Teacher Training Program** produces bilingual teachers for school districts in Fresno County, which has a population of more than 50,000 students who are limited in English language proficiency. The purpose is to develop and maintain a career ladder that enables high school graduates and school paraprofessionals to become certificated bilingual teachers. Due to current shortages, recruiting bilingual special education teachers and teachers of Math and

Science is a special effort of the program. Scholarships and support services are offered through an on-campus “one-stop shop” (Paraprofessional Teacher Development Center). Participants are high school seniors completing the Fresno Regional Occupational Program's Careers in Education; paraprofessionals enrolled in Fresno City College's Education Career Track; and other para-educators within the University's service region who are eligible to enroll in teacher preparation. Program benefits include tuition, books and participation in a Paraprofessional Academy, which provides professional development focusing on leadership, developing assets in youth, STEM, and literacy.

Over six hundred paraprofessional participants have been recruited and enrolled in the programs. Languages represented are Spanish, Hmong, Lao, Hindi, and Punjabi, as well as American Sign Language. All participants have individual academic plans and are enrolled in courses which apply to an appropriate degree and/or credential. All participants attend cohort meetings and a Paraprofessional Academy one or two Saturdays per month.

A highlight of the program has been the recruitment of more than one hundred seventy (170) promising high school graduates, known as **Teaching Fellows**, with career goals in bilingual teaching. These students are enrolled in one of the CBL funded programs, (ELA, T2T or PTTP) meet high academic and personal qualifications, and are employed as paraprofessionals during their college years, giving them thousands of hours of classroom preparation before they are credentialed to teach. Strong collaboration exists among Fresno County Office of Education, Fresno Unified School District, local school districts, community colleges, the University's internship programs, and two state-funded Paraprofessional Teacher Training Programs. These program links all support success and expand opportunities for our bilingual career ladder participants.

A Paraprofessional Academy for career ladder participants is held one or two Saturdays per month during the academic year. Participants earn three academic units per semester. The Paraprofessional Academy provides a comprehensive curriculum in-service training model that provides a sustained program of training that allows participants to experience workshops in diverse areas. The focus is on literacy instruction, academic language, assets based youth development, STEM, and leadership. The special training along with peer collaboration and supervisor input contributes to the exceptional value of the Paraprofessional Academy. Development of literacy skills and instructional use of English are high priorities.

Support services offered through Community Based Learning for Career Ladder participants include:

- Individual attention to personal needs related to program participation.
- Administration of tuition payment and book stipends related to program participation.
- Meeting with University financial aid counselors during the first semester.
- Academic advising sessions to include assistance in filling out admission applications.
- Development of an individualized academic plan leading to bilingual and special education teaching certification.
- Tutorial assistance in coursework and for the required CBEST, CSET and RICA exams.
- Mentoring by experienced teachers at school where he/she is working.
- Paraprofessional Academy for peer support, program continuity, and academic enhancement.
- Assistance with transition from community college to university.

The major purpose of the *Teaching Fellows* program is to *improve the quality and diversity of professionals in education and human services*, by providing meaningful experience for undergraduates that complements and supports their university course work in degree and credential programs. At the same time, the program strives to improve the academic success and personal development for underrepresented youth, through their contact with carefully selected university students in problem-based academic enrichment, literacy, mentoring and tutoring activities. More than 600 CSU Fresno undergraduates participate in the program.

Teaching Fellows is facilitated through the Kremen School of Education and Human Development at California State University, Fresno in partnership with the California Teaching Fellows Foundation. County offices of education and school districts provide school-based opportunities for Teaching Fellows' participation.

Teaching Fellows recruits high school seniors (who maintain a 3.5 GPA) and provides a four year, enriched cohort experience for the Teaching Fellows as they complete degrees and credentials. Teaching Fellows are placed 15 hours per week as interns in low performing schools and receive financial assistance and personalized support through a counselor and staff in the Teaching Fellows office. Twenty-five graduating high school seniors are selected for scholarships each year.

Teaching Fellows includes an additional cadre of university students who are placed in educational settings to gain early field experience with children and youth. These Teaching Fellows provide academic enrichment, mentoring, and tutoring in local schools. They are recruited as undergraduates and may be enrolled across a variety of college majors or disciplines. All Teaching Fellows participate in professional development through the Teaching Fellows Academy, one Saturday per month, to improve skills in literacy for second-language learners; problem-based learning with emphasis in science, technology and mathematics; and assets-based youth development. Enrichment opportunities include summer travel study, domestic and abroad, and other events such as whitewater rafting and in-state excursions to historical or educational sites.

Transition to Teaching is a partnership with Fresno Unified School District that supports paraprofessionals and career changers who want to teach in areas of high need. Eighty -five participants are enrolled in year four and one hundred future teachers will be served over a five year period. Participants receive individual support and guidance, CBEST and CSET prep, tuition assistance, and attend a monthly cohort class.

After School University (ASU) is a partnership with Fresno County Office of Education and enrolls eleven hundred elementary students in a four week summer University experience promoting academic achievement and a college going culture. Data shows an increase in standardized testing in Reading and Math for students who participate in ASU.

Morning Tutor Recruitment and Placement With the goal of having all students reading at grade level by third grade, Fresno Unified has implemented a morning tutor program that serves primary grade students who score below proficient on standardized tests. Future teachers from

the Liberal Studies program are given the opportunity to fill morning tutor positions. During the 2012-13 school year, over sixty paid positions were filled. Efforts continue to identify future teachers to continue to fill the need for qualified literacy tutors which will grow to almost one hundred positions by August 2013.

Mathematics and Science Initiative The Mathematics and Science Teacher Initiative (MSTI) is funded through the CSU Chancellor's Office to increase the number of fully-credentialed and well-educated middle school and high school mathematics and science teachers. In partnership with MSTI, Community Based Learning offers a variety of professional development and classroom opportunities for Liberal Studies students to develop expertise in STEM and to pique their interest in obtaining an additional credential in teaching mathematics and/or science. Program activities are designed to make a positive impact on middle school student achievement at the same time. Projects include the following:

After School STEM Teams

Twelve (12) undergraduate students with interest in STEM were recruited and trained to deliver NASA's Beginning Engineering, Science and Technology (BEST) activities through themed units in after school programs. The student teams paired engineering undergraduates (4) with future multi-subject teachers (8), who worked as pairs with up to 24 students per class at selected schools. These teams served more than 500 students at ten schools between [October 1, 2012](#) and [May 30, 2013](#). Teams delivered 10-day STEM units, using BEST activities, engaging students for 16 hours of STEM enrichment.

STEM Experience in K-8 Summer Program

Eight (8) future K-8 teachers and two (2) undergraduate engineering majors were recruited and trained to work with 10 classes of 20 students per class at After School University (ASU) at Fresno State and Central Enrichment Summer Activities (CESA) in Central Unified School District. Future teachers were trained in NASA's Beginning Engineering, Science and Technology (BEST) and/or Lego Robotics and will provide STEM activities from these two programs to more than 200 K-8 students between [June 17](#) and [July 16](#).

Beginning Engineering Science and Technology Academy - 2012 and 2013

Twenty-four (24) liberal studies undergraduates (who plan to [2012](#), learning to integrate STEM activities in the curriculum using NASA's Beginning Engineering Science and Technology (BEST) activities.

A similar STEM workshop is planned for 24 liberal studies undergraduates from July 22-[August 1, 2013](#). Week one will focus on using students' interest in flight to teach applied science and mathematics concepts. Week two will focus on "table-top" robotics using BotBall curriculum to introduce prospective teachers to the world of robotics.

STEM Training in [Saturday Academy](#)

During the 2012-13 academic year, ninety-five (95) Teaching Fellows who work in after school and who plan to teach in K-8, participated in STEM workshops in BEST and Technology. Workshops met one [Saturday](#) per month, totaling 16 hours per semester. NASA presenter Michelle Graf led the BEST workshops.

Intro to Flying for Future Pilots is a five-week class, taught on Saturday mornings, using computer-based flight simulation software and equipment, for learners in the 12-14 year age range. The class is taught by a commercial pilot and certified flight instructor. Learners are introduced to what it takes to become a pilot and practice the hands-on skills involved in piloting using realistic, computer simulation using Flight Simulator software. Twelve students participated in the trial run of the course on five Saturdays in March and April. In Year 2 of the program, Intro to Flying will be taught throughout the school year on Saturdays, with plans to enroll approximately 64 students. A summer course is being offered to train interested Teaching Fellows to teach the course in their after school programs.

2012 NASA PRE-SERVICE TEACHER INSTITUTE June 19-July 2

CBL will partner with the NASA Education Higher Education and Informal Education and Outreach Divisions at the Ames Research Center to implement the eighth annual Pre-Service Teacher Institute. Steve Price, Principal Investigator; Anne Murphy, Program Specialist; and Kasey Vang, Coordinator, will work with a multi-disciplinary faculty to train eighteen future K-8 teachers in STEM instruction. Participants come from Fresno State, National Hispanic University and other Hispanic-Serving Institutions. The Institute begins June 19 at the Ames Research Center in Mountain View, CA and culminates at Fresno State on July 1 and 2, when the pre-service participants deliver STEM lessons to classrooms of fifth grade students from After School University in the Kremen School of Education and Human Development.

B. Number of on and off campus participants

On campus participant number: 170 receive scholarships. 1100 receive placement opportunities.

C. An evaluation of the effectiveness of these activities

Development and implementation of a system of recruitment, training, professional growth, incentives, support, and placement to attract and retain qualified bilingual teachers in area schools signals program success. Thirty –six participants completed a Bachelors degree and/or teaching credential in this reporting period. Over the last five years, one hundred ninety two (192) participants have become teachers of record.

Sources of Funding:

The ELA program is funded through the Office of English Language Acquisition, U.S. Department of Education. The program was awarded for five years beginning in 2007 and extended to 2013. Funds are approximately \$300,000 per year to support up to 150 participants who will gain experience in early field placement and specialized training in language and literacy development.

The Paraprofessional Teacher Training Program is state funded through the California Commission on Teacher Credentialing. The Office of Community Based Learning is a subcontractor with Fresno County Office of Education and several local districts to administer their state funded Paraprofessional Programs. Subcontracts totaled approximately \$406,370 in 2012-2013.

Space and Equipment Utilization:

The Kremen School of Education and Human Development houses the Paraprofessional, Transition to Teaching, and OELA programs and provides five office spaces complete with phone, fax, internet capability and use of copier. All other equipment (computers, printers, workstations) and all supplies are provided by the projects.

Goals and Objectives 2012-2013:

The following are the goals and objectives of the Office of Community Based Learning:

Goal One: Develop a career ladder to increase the pool of highly qualified bilingual teachers in Central California.

Objective 1.1-Selection of high school teaching career path graduates /community college students

Objective 1.2-Selection of Paraprofessionals

Objective 1.3-Provide participants service and incentive to support program completion.

Goal Two: Develop and implement a paraprofessional academy at CSUF to upgrade skills and qualifications of paraprofessional bilingual teaching candidates.

Objective 2.1-Assist participating districts in building a continuum of services and incentives for paraprofessional development (career ladder).

Request for Renewal of the Unit

The Office respectfully requests renewal for the 2013–2014 year.

Appendix

A. The unit's financial statement prepared by the California State University, Fresno Foundation.