

**Title:** BROS Partnerships

**Presenter/ Bios:**

**Alfonso Rodriguez:** BROS co-advisor, Anaheim High School Alumni Vice-President, ASTA representative, Varsity Boys Basketball Coach, Cultural and Heritage Commissioner of Anaheim, US History teacher, PBIS (Positive Behaviors Intervention System) leader, CABE (California Association for Bilingual Education) President 2014-present.

**Ryan A. Ruelas:** BROS co-advisor, Cultural and Heritage Commissioner of Anaheim, AP Euro History teacher, CTA State Delegate, member of CABE (California Association for Bilingual Education), member of AUHSD's Leadership Academy Anna Corral: Principal of Anaheim High School, Encuentros member

\*Both Mr. Ruelas and Mr. Rodriguez attended schools in ACSD and AUHSD all their lives. There's a strong connection between these teachers and their students.

**Description:**

BROS has helped close the Latino opportunity gap and is taking a proactive role within the school and community. BROS is a group that was started in Anaheim HS by a student, Hugo Hernandez, who believed Latino males were underrepresented at universities. He created the BROS organization, with this main objective: to increase the amount of Latino males attending and finishing their studies at the university level. This has been the mission statement since BROS was created and remains one of our top priorities. BROS has created a college going culture at Anaheim HS over the past 5 years.

Currently, there are over 150 to 200 BROS members, making it the largest group in AUHSD. BROS is a student run organization that has made connections with programs/groups at the university level such as Hermanos Unidos and EOP, both of which have provided students with mentors as well as resources about how to be successful at the university level.

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**Title:** The Encuentros Leadership Academy: Empowering Latino Males

**Presenters/ Bios:**

**Dr. Juan Carlos Araque,** Clinical Associate Professor, USC

**Reverend Ariel Meza,** Pastor at West Coast Christian Tabernacle

**Eleanor Rodríguez,** Principal at Dr. Martin Luther King Jr. Elementary School

**Dr. Elizabeth Suarez,** Lecturer, Teacher Education & CRC Coordinator, CSUF  
Student Panel

**Description:** The purpose of this workshop is three-fold:

1. Encuentros Leadership Academy Descriptor
2. Research Outcomes
3. Latino Male Voice

The workshop will focus on promising practices that prepare Latino young men to develop a relevant compass to navigate through the educational system. Additionally, the promising practices will show how increased self and cultural identity, heightened confidence, and

perseverance, allow Latino males to develop leadership competencies, and college and career readiness skills.

Research from USC will present student outcomes, based on the Encuentros Leadership Academy participation. The workshop will include a student panel where participants will be able to hear about the Academy's impact through student voices.

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**Title:** PreK-12 College and Career Readiness

**Presenter/Bios:**

Jessica Banda; Elementary School Principal, SAUSD

Denise Bertrand; Elementary School Principal, SAUSD

Edward

Bustamante, Intermediate School Principal, SAUSD

Todd Irving; Intermediate School Principal, SAUSD

Marisela Longacre; Elementary School Principal, SAUSD

Robert McDonald; Elementary School Principal, SAUSD

Eleanor Rodríguez; Elementary School Principal, SAUSD

Sara Shorey; Elementary School Principal, SAUSD

Edna Velado; Elementary School Principal, SAUSD

**Description:**

Ideally, the process of preparing students for college and career readiness begins in preschool. Although for elementary school students most of the content they learn is not necessarily college and career specific, much can be done to help them develop essential learning skills and key strategies to prepare them for life beyond high school. More importantly, the right frame of mind necessary for success after high school can be firmly cemented in the elementary school student through a college-readiness school climate and inspiring in them a passion for learning about college.

The integral work begun in elementary school continues at middle school. The college readiness message expands at this level by broadening the curriculum in a way that shapes a student's academic success beyond the core of literacy, and instilling in them the message that after high school comes college. In addition, students can learn to utilize a variety of learning strategies and techniques effectively and develop attitudes toward learning that enable them to succeed in diverse situations.

The college-ready climate expands at the high school level. High school is a time where students begin to examine in greater detail areas of interest and start to think about their future in more concrete ways. To this end, high school students need to be equipped to prepare for the future they want to create. High schools can assist in this endeavor by providing students with the tools to gather information on how well they understand and are prepared for the complex process of applying to college, including requesting financial aid, coping with the culture of college, and advocating for themselves within a large, complex institutional setting. This workshop focuses on implementing a school wide culture of college and career readiness across the PreK-12th grade continuum. It provides specific practices and strategies that elementary, middle, and high schools can effectively implement to prepare students to be college and career ready.

**Title:** Planting the Seed of Change: The Partnership of an HSI Institution and a Local Elementary School

**Presenter/Bios:**

Dr. Robert Emry- California State University, Fullerton

Sam Bowers- California State University, Fullerton

Yvette Ramirez- Fullerton College

Aaron Zamora- California State University, Fullerton

**Description:**

First, we will discuss the educational persistence in educational growth and planning. We will discuss the project's involvement in the community and will demonstrate the step-by-step Critical-based activities designed to empower the students who live in the Richman Elementary district. Our activities were designed to create win-win, supportive relationships within the community from elementary school to college. It is our intent for students to visualize themselves in a college environment. We accomplish this through a series of workshops on different issues ranging from assertiveness, conflict management, self-concept, and mentoring. This session will be interactive and have hands-on activities. The audience will be divided into small groups and each group will participate in a different activity. After participating in the activities, groups will be asked to share lessons learned and create connections to their own university and local communities. We aim to create a supportive learning climate where persons can share best practices and approaches to engage communication activists to their chosen localities. Finally we will discuss the cultural ramifications and broad based applications of these activities. Particular attention will be given to how a university can reduce the psychological and cultural distance between the university and its communities to better engage the surrounding community.

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**Title:** Raising Student Achievement through Learning Walks

**Presenter/Bios:**

**Diana Fujimoto**, Instructional Coach, EL Services, AUHSD

Ms. Fujimoto has taught junior high and high school history, English, ELD, and AVID classes over the past 20 years. She served as a Lesson Design Specialist for Katella High School in the Anaheim Union High School District and facilitated professional learning opportunities for teachers on Common Core Habits of Mind, Learning Walks, and language and literacy instructional strategies.

**Carlos Hernandez**, Principal, South Junior High, AUHSD

Mr. Hernandez is a lead advocate in creating positive school climates and supports his staff, students, parents, and the Anaheim community in providing learning and teaching environments that promote and celebrate student success. He brought the "Positiva Disciplina" program to the AUHSD which is now a part of many schools across Anaheim. Growing up in Anaheim, he attended Sycamore Junior High and Anaheim High School. His role as an educational leader and currently as principal has given him the opportunity to give back to his community, especially in the area of parent involvement.

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**Dr. Jaron Fried**, Principal, Savanna High School; **Dr. Alejandro Gonzalez**, **Dr. Patricia A. Perez** and **Dr. Miguel Zavala**, California State University, Fullerton.

**Title:** Constructing Healthy Partnerships Alongside Mexican Migrant Families in Orange County

**Presenter/Bios:**

Bio- Presenter 1:

**Dr. Alejandro Gonzalez** recently received his doctorate from California State University, Fullerton. His dissertation focused on migrant families with children in higher education. His findings helped shape services provided to migrant students in Region 9, which includes Orange and San Diego County. Dr. Gonzalez has dedicated the past 12 years to serving migrant families in Orange County and continues to be a devoted advocate of migrant families.

Bio- Presenter 2:

**Dr. Patricia A. Pérez** received her Ph.D. from UCLA in Higher Education and Organizational Change. Dr. Pérez is an Associate Professor in Chicana and Chicano Studies in the College of Humanities and Social Sciences at California State University, Fullerton. Her research focuses on postsecondary equity, access, retention, and choice for Latina/o students and other students of color. She is the co-editor of "Higher Education Access and Choice for Latino Students: Critical Findings and Theoretical Perspectives," currently under contract with Routledge Publishers.

Bio- Presenter 3: Bio:

**Dr. Miguel Zavala** is Assistant Professor in the Department of Secondary Education at California State University, Fullerton. He is currently Chair of the interim Board for the Migrant Student Resource Center at CSUF. His commitment to the migrant community spans 5 years; he has developed critical education projects that serve migrant students

**Description:** In this presentation we discuss the importance, impact, and challenges of creating healthy community-university partnerships between migrant families and postsecondary institutions. Reframing models of community-university partnerships, we discuss the role of trust, reciprocity, interdependence, and validation, when working alongside migrant parents in what has now become an annual Migrant Family Conference hosted by local colleges and universities in Orange County. Specifically, we analyze how dominant frameworks frequently create dependent relationships between the community and university partnerships rather than transformative ones. Finally, we outline practical strategies for practitioners to address some of the challenges that emerge when working alongside migrant families.

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**Title:** Re-conceptualizing Instruction for English Learners through 21<sup>st</sup> Century Teaching and Learning

**Presenter/Bios:**

**Dr. Michelle Rodriguez, Assistant Superintendent, SAUSD**

Dr. Rodriguez has been dedicated to students in urban, low socio-economic districts for the past 20 years. She has created systems and facilitated initiatives to improve the educational lives of students through her role as teacher, literacy coach, staff developer, principal, consultant, Director of Curriculum and Instruction; and in her current position as Assistant Superintendent for Santa Ana Unified.

Due to her depth of knowledge in the Common Core and her many partnership with national partners, in November 2012, she was asked to oversee the implementation of Common Core throughout the K-12 continuum. Since May 2013, she has monitored curriculum and instruction including overseeing Staff Development, Educational Technology, English Learner Programs and Research and Evaluation. Her perspective is informed by social cultural theory, through which "we know that students must be given the opportunity to scaffold and support each other as cognitive and social development intertwine."

**Ms. Nuria Solis, Director of EL Programs, SAUSD**

Ms. Solis has extensive experience with English Learners. She has lead the English Learner Support division at Santa Ana Unified for the last six years. During her tenure, she supported the development of the SAUSD theoretical framework, was the district representative for the California Office to Reform Education English Learner committee and worked alongside QTEL and the Council of Great City Schools. Ms. Solis oversees the district's newcomer and dual immersion programs as well as categorical programs

**Dr. Lupe Gomez, Coordinator of Professional Learning, SAUSD**

Dr. Lupe Gomez has extensive experience with English Learners and high quality instructional practices. She leads the Professional Learning division at Santa Ana Unified for the last two years. During her tenure, she supported the development of the SAUSD theoretical framework, was the district representative for the California Office to Reform Education Math committee and worked alongside QTEL, Understanding Language and the Council of Great City Schools. Dr. Gomez led the 41 teacher specialists that provided job-embedded professional development to support the implementation of the new state standards and helped to re-conceptualize instruction in Santa Ana.

**Description:**

Approximately 1500 SAUSD classroom teachers have implemented units of study focusing on the new state standards over the last two years to change teaching and learning in Santa Ana. Over 350 classroom teachers, teacher strategists and administrators developed 80 comprehensive units of study throughout the K-12 continuum in the four core content areas. Each year, SAUSD implements professional learning modules to improve instruction and operationalize the commitment to the new state standards. During the 2012-2014 school years, the focus has been on text complexity and collaborative academic conversations, which ensured that the students had ample access to complex text, were provided scaffolds and supports to access the

text in order to come prepared to the collaborative academic conversations. This capacity building with administrators, teachers, students and parents supports SAUSD's theoretical framework that notes that all students, especially English Learners, must co-construct and negotiate meaning through rigorous curriculum to optimize learning.

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**Title:** Graffiti Walls: Migrant Students and the Art of Communicative Languages

**Presenter/Bios:**

**Dr. Rodríguez-Valls**

Before his appointment at CSUF, Dr. Rodríguez-Valls educational journey crossed different paths. First, in Barcelona, working with and learning from Algerian and Moroccan students about how equitable ethnic and social bridges should look across continents; later, in South Los Angeles, teaching and being taught the importance of cultural and linguistic identity. The lessons learned in these two settings prepared him for the steps in higher education and state level: teaching at San Diego State University and lately working at the California Department of Education. He earned his doctorate, masters and teaching credential from Claremont Graduate University.

**Description:**

In this presentation, we will analyze the common-core assignments of this project and how those provided a place to construct communicative spaces between students and teachers. The model we will share with the audience is as a tool for fostering critical and creative thinking, a multidimensional skill that equally feeds from every subject—Language Arts, Art, Math, Science, Social Studies—taught at school. Privileging one subject over others tracks and delimits students' thinking. Rather let student's talk, draw, write, paint and tag so we can see them.

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**Title:** The State of Latinos in California Higher Education and What Works Now

**Presenter/Bios:**

**Nadia Valliani** is a Research & Policy Analyst with the Campaign for College Opportunity, higher education advocacy organizations whose missions is to ensure that the next generation of California students has the chance to attend college and succeed in order to keep our state's workforce and economy strong. She conducts research and analysis to inform public discourse and designs strategies for advancing higher education policy reforms. Nadia earned her baccalaureate and master's degree in Public Policy from the University of Southern California.

**Laura Hope** serves as Dean of Instructional Support at Chaffey College in Rancho Cucamonga. During her years as a faculty member at Chaffey College from 1990 to 2008, she was elected Faculty Lecturer of the Year and was also a leader in the development of the Success Center network and a co-founder of the College's associate's degree program for inmates at the California Institution for women. Since 2008, Laura has been the Dean of Instructional Support, which includes many of Chaffey's campus-wide initiatives as well as instructional services.

Laura has a baccalaureate in English and master's degree in Rhetoric and Composition from California State University at San Bernardino. She is currently working on the completion of her doctorate at Walden University under a scholarship in the name of Dr. Terry O'Banion.

**Sara Lundquist** serves as Vice President of Student Services at Santa Ana College. Her primary responsibility in this position is to serve as the institution's chief student services officer. In addition, she facilitates the Santa Ana Partnership, a K-12 and higher education collaborative with local community and civic leaders, parents, and business representatives. The Partnership is dedicated to the advancement of learning and to improving the academic achievement of students at all levels. In 2011 Dr. Lundquist was appointed by President Obama to the White House Commission on Educational Excellence for Hispanics, where she serves as a member of the Higher Education subcommittee. Dr. Lundquist received her undergraduate education at Vassar College and the University of Pennsylvania and an M.S. in psychology and counseling from the University of La Verne. In 2002 received a Ph.D. in higher education from Claremont Graduate University

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**Title:** Leveraging Community, Cultural, and Linguistic Resources to Engage Students in STEM Learning

Presenter/Bios:

Armando Martinez-Cruz

Mark Ellis: Prof of Mathematics at CSUF. Earned Ph.D in Education at UNC Chapel Hill and works with new and experienced teachers of mathematics to work collaboratively to support student success with making sense of mathematics, particularly in grades 4-9. He is Principal Investigator of the TACIB Project.

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**Title:** Undocumented Youth Out of the Shadows: What Parents, Educators and Policymakers Need to Know

Presenter Bio:

**Dr. Julian Jefferies:** Assistant Professor of Literacy and Reading Education at California State University, Fullerton. He received his MA in Applied Linguistics from the University of Massachusetts, Boston, and his Ph.D. in Education from Boston College. His teaching experience includes teaching English and social studies at a unique high school for immigrant students in Boston Public Schools, teaching undergraduate courses for first-generation college students and graduate courses on the social context of education to pre-service teachers. His interest in the daily lives of immigrant youth in schools and their representation in the media, especially the experiences of undocumented youth and his research looks to uncover how society as a whole and schools in particular deal with youth who have been historically underserved in education. He has published his work in *Latino Studies* and the *Journal of Latinos & Education* and is currently working on research that alerts educators in K-12 institutions and policy-makers on how to best serve undocumented youth in their schools. He is also interested in the pedagogy of international and experiential learning opportunities and coordinates a summer program in Puerto Rico and the Virgin Islands, where he looks to investigate how students gain cross-cultural competence and re-think their national, gender, ethnic and cultural identities.

**Description:**

In June 2012, the Obama administration announced its Deferred Action for Childhood Arrivals (DACA) motion, which would give undocumented youth from ages 5 to 30 a reprieve from deportation and a temporary work permit on a temporary basis, provided they attend or have graduated from high school or college. This motion, together with AB540 and the California Dream Act, presents an excellent opportunity for schools to acknowledge the educational rights of their students and implement school wide policies to identify and properly serve this population in the open. Indeed, the low numbers of undocumented youth who have applied for this benefit (by April 2013, close to 500,000 applications have been sent out of the 1.4 million eligible (Univision, 2013)) point to the need for schools to take a major role in propagating information and services for these students to apply in greater numbers and ensure their educational success.

This workshop will provide educators, parents, students and policymakers with the information to serve undocumented youth in schools by using a three-fold approach involving awareness, counseling and advocacy. Presenters will include undocumented students themselves sharing their challenges and triumphs navigating high school and college. The workshop will also provide a space for attendees to share best practices used in their schools on how to serve this population. Finally, attendees will draw a plan of action in order to improve the retention and transition to college for undocumented youth in their own educational institutions.

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