

## Grant Final Report Form

Principal Investigators (PIs) are required to submit final reports within **60 days** of their EIA grant end date. A delinquent report may jeopardize or delay future Network funding. The information you provide helps us improve and justify the continuation of this grant program. The Network may also contact PIs for longer-term impact reporting and may request permission to use elements of these reports in Network activities (Conference sessions, Academy sessions, etc.) and communication both within the CSU system and to external stake-holders.

Summary Grant Information	
Grant Title:	Establishing a Future Black Educator Network
PI Name:	Rebecca M. Bustamante
PI Campus:	CSU-Long Beach
Grant Start Date (month/YYYY):	June 2022
Grant End Date (month/YYYY):	December 2023
Final Report Submission Date:	February 29, 2024

## Major Outcomes

1. Summarize your project's outcomes against the original goals proposed for advancing equitable student learning, engagement, progression, and completion.

The primary goal for establishing a Future Black Educator Network in the CSULB College of Education focused on (a) hiring student mentors, who were current CSULB teacher candidates and/or undergraduate or post bac students, to go into LBUSD middle schools and high schools to get Black students excited about attending college and becoming future teachers/educators. The overall idea is to build clear pathways for future Black educators from middle school to college and then into the field of Education. Another key goal was to build a network of support for current and future Black educators by offering Afrocentric pedagogical strategies and community-based mentoring.

The outcomes of these efforts have been tremendous as they compare to the project goals.

- In Fall 2022, a student Equity Ambassador was hired to begin developing the FBE curriculum, and assisting the CSULB faculty advisor, Dr. Jolan Smith, with school outreach and logistics, and working with the college to identify potential success measures.
- Two FBE clubs were formed at two LBUSD schools in January 2023 in collaboration with two Black teacher leaders on the select campuses: one at a Jefferson Middle School and the other at the Jordan High School Math Collaborative. School club meetings are held once a week, after school, as an extracurricular activity. During club meetings, students engage in culturally relevant activities, learn to develop lessons, develop projects in peer groups, conduct research, and present a lesson to their peers.
- Since their inception, 30 middle school students are on the FBE roster and most regularly attend and participate. The Jordan High School Math Collaborative consistently has 30 young Black men in the program, and all participate in the weekly FBE clubs.
- CSULB Black teacher candidates/students were hired to plan the FBE school club curriculum, lead the lessons, and mentor the secondary school students. In this role, our own CSULB students have opportunities to practice working with K-12 students, planning culturally affirming lessons and applying Afrocentric pedagogies.
- As part of the FBE club participation, secondary students were given a career interest survey to gauge career interests. Follow up conversations were held with students regarding interests in careers, college going, and requirements for entering various careers.
- In April 2023, 65 secondary students from both schools were brought to the CSULB campus for a day of tours, lesson scaffolding activities, presentations from CSULB Black student panel about their college experiences at CSULB, and lunch. FBE students were given CSULB promotional items and encouraged to ask questions about college and the campus.
- For the culminating project, secondary students were given specific instructions on lesson planning and presenting. These lesson presentations were videorecorded.
- At the end of the Spring 23 and Fall 23 semesters, FBE secondary student club participants were surveyed about their experiences and perceptions of their club involvement. Students were asked what they liked about the club and what they wanted to see improved.

- In January 2023, a Community of Practice also was formed to support Black teacher candidates and practicing teachers. Meetings continue to be held once a month for 5 hours on Saturdays. To date, 12-15 CSULB faculty, teacher candidates, LBUSD teachers, and community members gather to engage in book talks, share pedagogical strategies for working with Black children in culturally engaging and sustaining ways, and discuss Afrocentric pedagogies.
2. Comment on additional outcomes not directly associated with the project (e.g., partnerships formed, additional funding support gained).

Several additional outcomes have emerged because of this expanding project. We have established stronger partnerships within Long Beach Unified School District (LBUSD) and hope to expand beyond the two schools that currently host Future Black Educator (FBE) Clubs. The visibility and integration of the FBE clubs across the CSULB campus have led to enhanced levels of campus-level outreach efforts in collaboration with the College of Education. Finally, this project has led to an additional donation from the Apostle Foundation to continue building FBE networks in the Long Beach community and with LBUSD youth.

3. Specify any unanticipated project developments (i.e., unanticipated barriers or unexpected wins).

The lead faculty advisor of the FBE, Dr. Jolan Smith, has developed a line of scholarship focused on Afrocentric, youth-centered, and multi-level mentoring for future Black educator interest development and preparation. They have presented at educator research conferences and have a presentation at the 2024 American Educational Research Association conference in Philadelphia to talk about establishing Black educator networks.

4. If applicable, comment on any longer-term outcomes you anticipate from your Equity in Action Grant-funded project. Also please estimate anticipated achievement dates (month and year).

Outreach to secondary students as a means to create a pipeline of Black teachers to CSULB's College of Education, the teaching profession, and LBUSD employment is a "long game." Ideally, we should begin to see outcomes exhibited by an increased Black student enrollment over the next 2-6 years as these students ideally make their way to CSULB. Definitely, by Fall, 2030, we hope to enroll and retain some of our middle school FBE club students. The FBEs and their related components continue to grow. The Saturday Communities of Practice are open to the public and have been growing. With additional donor support from the Apostle Foundation, we hope to continue the FBEs in LBUSD and potentially (yet intentionally) add some clubs.

## Assessment and Communication

### 5. Describe efforts to communicate and disseminate project outcomes within your campus.

Project outcomes are being disseminated in many ways. In combination with an additional gift from the Apostle Foundation, we were able to hire a videographer to create videos of the two Future Black Educator clubs at one LBUUSD middle school and one high school. In the video, students are presenting lessons focused on Afro-centric topics. In the video, secondary school club participants, CSULB Black teacher candidates (CSU Education students) who lead the school clubs, and faculty mentors are interviewed. In April 2023, students from the LBUUSD Black Future Educators (FBE) clubs were brought to the CSULB campus for a day of activities, campus tours, and lunch. Numerous photos were taken and shared on social media. We have shared this project initiative and outcomes with our Provost, potential future donors, and our campus outreach and student success offices.

With the greater community, Dr. Jolan Smith, the FBE Faculty Lead, has given presentations to LBUUSD and LAUSD school partners and at conferences including the California Council for Teacher Educators (CCTE) in San Diego in Fall 2023. Our team will be presenting on the FBE Network model at the upcoming annual convention of the American Educational Research Association (AERA) in Philadelphia in April 2024.

### 6. Provide a summary of your assessment activities and results, where available.

- Regular attendance data has been tracked for participation in the secondary FBE clubs, totaling 12-30 students (and an average of 20 students) participating regularly in weekly activities. Community of Practice participants also sign in at every meeting.
- Both a career inventories and student experience surveys were administered to the secondary FBE students. These qualitative results were used to guide students and to improve club practices.
- Qualitative data was collected in the form of lesson plans and videotaped lesson presentations.

## Lessons Learned

7. As you reflect on the strategies and activities implemented during this grant, which were successful?

It was helpful to have prior relationships with teachers and administrators at LBUSD who also worked as lecturers for CSULB. This made it easier for us to initiate the FBE clubs without relying on the districts' existing structural limitations. Hiring CSULB student mentors from across campus by working with the Black student union, the Black Resource Center, and contacts among the CSULB Black Faculty and Staff Affinity group also helped get the word out in recruiting student mentors who could lead the school clubs. Taking an Afrocentric and culturally affirming approach to both content and pedagogy in leading the clubs was an essential strategy. Secondary student participants reported feeling comfortable, seeing themselves in history and content, and appreciated learning more about Black history and culture in addition to practicing academic skills. The Community of Practice (CoP) is another key component to establishing a strong, supportive network of Black educators who can come together and share ideas and strategies and discuss culturally appropriate strategies. The CoP provides a space for the CSULB club mentors/students and teacher candidates to debrief about club challenges and learn from experienced "elders," who have extensive career experience in schools. Centering and uplifting Black educators at all levels and providing a safe, affinity space is essential.

8. By comparison, what strategies and activities did you find were unsuccessful?

Initially, we tried to set up the clubs through the district but ran into barriers due to collective bargaining agreements, and preferred FBE site selections. We found a "work around" by setting up the extracurricular FBE clubs through existing relationships with school representatives and the structure of the Math Collaborative at Jordan High School. Additionally, resource acquisition is an ongoing challenge as we want to continue to be able to compensate student mentors, as well as provide hospitality for the FBE clubs and CoP. Overall, activities and strategies have been successful; however, there is pressure to grow these efforts when we have limited faculty, student, and administrator capacity.

9. Given your experience with the Equity in Action Grant Program, what changes would you recommend to better support you toward your goals?

More time to spend down the funds. We have great need but it took us a while to identify and hire our first Equity Ambassador, as well as identify CSULB student mentors who could work the hours we needed to run the second and school clubs. Now, we have a rhythm and all is up and running but we will need to return some funds that we were unable to spend on student salaries because hiring took longer. Perhaps, more direct guidance with assessment processes would be helpful. This project is a "long game" so immediate returns are not evident even though the awareness and perspectives of prospective Black students (who may want to enroll in CSULB and be teachers) seems to be improving based on informal perception surveys.

10. What can the CSU Student Success Network do to help your campus in its efforts to identify, understand, and disrupt inequities in our system?

Provide more professional learning on culturally responsive advising for CSU campus advisors. Academic advisors are important gatekeepers. I think they need greater awareness of how they can apply agency and advocacy around policy barriers, as well as become more aware of what culturally appropriate ways of advising might look like behaviorally. Continue to identify inequitable practices in the state in CSU system that impact admissions, retention, and completion rates among traditionally marginalized and minoritized groups. Focus more on developing smooth intersegmental structures for transfer students from community colleges into the CSU, as well as smooth pathways from school districts.