

**The Future Minority Male Teachers of California
Project (F2MTC)
The Year 1 Toolkit and Action Plan**



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**California State University, Northridge
Funded By: The Kellogg Foundation**

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Part I: Introduction
What is the Future Minority Male Teachers of California Project?



Introduction

With a collective of 474, 571 students, a fulltime faculty body of 24,405 scholars/teachers, and a staff of 23,012 highly competent individuals, the California State University System is perfectly poised to continue its role as an educational leader within the State of California. The affluence of innovative programs and practices that have originated with the California State University System are well known. The California Academic Partnership has exponentially increased educational access since its establishment in 1984. The Hospitality Management Education Initiative (HMEI) delivers 95% of all B.A. degreed hospitality workers who enter into the state's marketplace, and numerous others. California University at Northridge and its partners are pleased to contribute yet, another program, to this impressive roster of programs that have been designed to grow and develop the State of California's human resources infrastructure. This Toolkit is designed to support the near-instantaneous startup of the program - Future Minority Male Teachers of California (F2MTC). The toolkit begins by providing an overview of the F2MTC Program (See PowerPoint). It also includes a link to the complete proposal submitted to and awarded by the Kellogg Foundation. Additional components of the toolkit include a "Start-up Checklist" (by MenTeach), a list of "Basic Components" needed to support male minority candidates in teacher education programs, email templates for coordinating faculty professional development in addition to other resources needed for the potential support, recruitment and retention of future male minority teachers. The toolkit also includes a Google drive link to a variety of research articles related to the F2MTC Project and its participating partners.

Sincerely,

Dr. David Kretschmer,
Project Director

Dr. Shartriya Collier-Stewart,
Project Director

Bryan Nelson, MenTeach, Consultant

Dr. Lemuel Watson, University of South Carolina, Consultant

I.A.

What is the Future Minority Male Teachers of California Project?

(A PowerPoint)



Evaluation of Presentation Using PowerPoint Directions:
Please read each question carefully.

1. According to the earlier discussion, the Future Minority Male Teachers of California Project was started:
 - a. Because the number of minority teachers in the State of California school system is approximately equal to the number of minority students.
 - b. To increase the number and percent of minority teachers in general with a particular focus upon minority male teachers.
 - c. As a result of new Affirmative Laws that seek to increase male representation among elementary school teachers.
 - d. A and B above
 - e. All of the above
 - f. None of the above

2. Based upon the few examples of literature cited, very strong empirical evidence exists to rationalize the need of a program of this type. T or F

3. In order to recruit minority males, which strategies below will be used?
 - a. Recruitment at high school functions
 - b. Recruitment at professional research conferences
 - c. Recruitment through employment
 - d. All of the above
 - e. None of the above

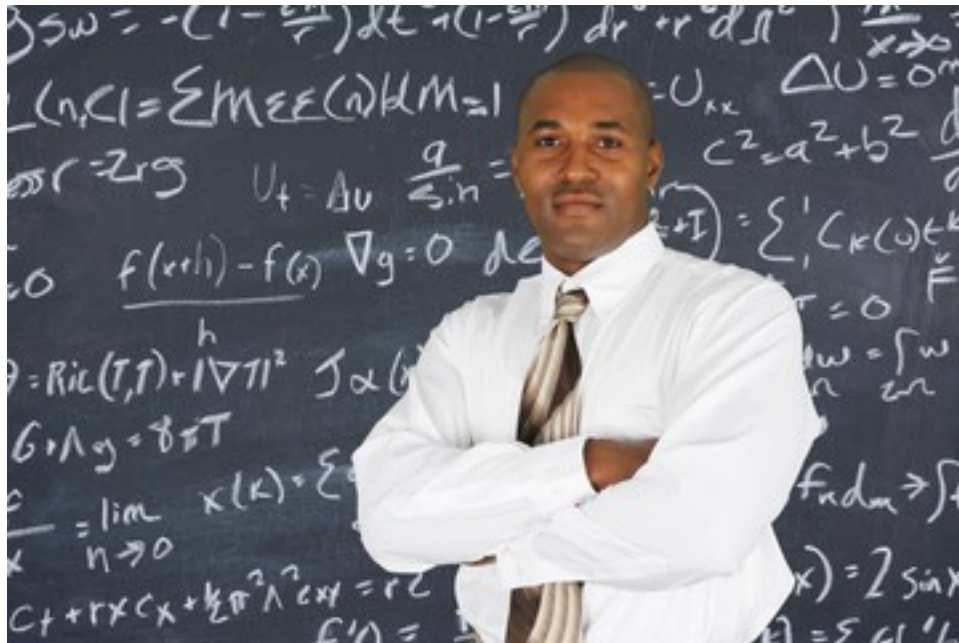
4. The primary goal of the program is:
 - a. minority male recruitment
 - b. retention of high achievers
 - c. graduation
 - d. A only
 - e. A and C only
 - f. All of the above

5. Other strategies will also be used to achieve the goals of the program. T or F

I.B.

Understanding of the Program

[Click to see the Proposal That Was Funded](#)



W.K. Kellogg Foundation Programming Goal: Racial Equity

The 23-campus California State University (CSU) system serves **460,200 students**. Twenty-two of the campuses have teacher credential programs. **The CSU produces 55% of the state's graduates in teacher education each year.**

The CSU is succeeding in postsecondary access and success. Graduation rates are at an all-time high with the CSU awarding **more than 100,000 degrees** annually. **CSU students are also more diverse than ever.** Students of color make up more than half of the student body -- Latino enrollment alone comprises 34.8% of the student body. More than a third of CSU students are first generation college students. However, an area has been identified where there is a deficiency in access and success -- the teacher education pipeline. Teacher preparation programs on CSU campuses have concluded that there is a need to increase the number and percentage of male multiple subject (i.e., elementary education) teacher candidates, especially male teacher candidates of color. A needs assessment table (see Table 1 in Appendix) highlights that male teacher candidates of color, especially Latino, African-American and Asian males, are underrepresented when compared to the student population they eventually will serve.

Of the 921 multiple subject teacher candidates enrolled into teacher preparation programs in 2015-2016 at the 6 CSUs participating in this submission, only 34 (4%) were Latino males, 4 (.4%) were African-American males, and 13 (1%) were Asian males. The communities they eventually will serve have student populations comprised of student populations that are 42-79% Latina/o, 1-19% African American, and 0-50% Asian.

“Diversity and cultural competence are key factors in improving the quality of America’s teacher force” and are “critical to student achievement” (*Report to the State Board of Education on the Status of Minority Classroom Teachers in Tennessee*, 2006). If we “want classrooms to reflect society” (National School Board Association, 2005) and have “teachers of color as role models” (Veltri, 2008), we must take proactive measures and establish additional supports in teacher preparation programs across the CSU. Lastly, a report issued by the California Superintendent of Public Instruction stresses the need to “recruit a culturally diverse, high-quality teaching and school leadership workforce to meet California’s needs” (Task Force on Educator Excellence, September 2012). The report recommends offering subsidies and expanding programs for recruitment and training of a diverse pool of high-ability educators for high-need fields and high-need locations.

A priority of teacher preparation programs within the California State University (CSU) system is to close the persistent achievement gap between white students and students of color. “Past studies have suggested that students perform better when they can identify with their teachers and that teachers of color present an image of success for students” (Hall, 2016). The *Journal of Teacher Education* reports that the absence of minority teachers in the

schools directly contributes to the poor achievement records of minority children (Baldwin, Buchanan, & Rudisil 2007).

The CSU seeks to create additional supports in teacher preparation colleges. *The Future Minority Male Teachers of California Project* will have a positive impact on all teacher candidates at 6 CSU campuses, with an outsized influence on males of color. The current system-wide institutional structure can support more multiple subject teacher candidates who are men of color right now, but is underleveraged. Kellogg Foundation funding would act as a catalyst.

In Years One and Two, three CSUs located in dense, urban areas in Southern California and serving largely low-income, underrepresented, and first-generation college students will participate in this project. Specifically the three CSUs are CSU Northridge, CSU Dominguez Hills, and CSU Los Angeles. All three are located in Los Angeles County. All three are “Title V,” having been designated Hispanic Serving Institutions by the United States Department of Education. CSU Northridge (CSUN) will be the lead applicant. In Year Three the project will be scaled up to include three additional CSUs: CSU San Diego (known as San Diego State University), CSU San Jose (known as San Jose State University), and CSU East (San Francisco/Oakland) Bay – all three are Title V and are located in dense, urban areas. The project will build capacity in terms of postsecondary access at each of the six institutions and serve as a model for teacher preparation programs located on 16 other CSU campuses.

The ultimate beneficiary of this project will be elementary age children of color. Parents and students see male elementary teachers as being beneficial to both boys and girls (McGrath & Sinclair, 2013). A national study conducted by MenTeach, a national nonprofit with a goal of increasing gender and racial equity in the teaching workforce and a partner on this project, points to the many advantages of male teachers: some children find having a male elementary teacher challenged them to work harder at school; and some boys believed a male teacher was more approachable about bullying, problems with schoolwork, and problems at home (Nelson, 2002). CSUN, CSULA, and CSU San Jose are members of the Coalition of Urban Serving Universities, a group of public urban research universities seeking to foster student achievement. Our project will take place on CSU campuses located in the largest cities in California:

Area served by teacher candidates upon graduation	Largest cities in California by population*	CSU campus(es)
Los Angeles	Los Angeles (#1)	CSUN, CSULA, CSUDH
San Diego	San Diego (#2)	CSU San Diego
San Jose	San Jose (#3)	CSU San Jose
San Francisco	San Francisco (#4)	CSU East Bay, CSU San Jose
Oakland	Oakland (#8)	CSU East Bay

*(U.S. Census, 2010)

PROJECT GOAL: The goal of the project is to improve the pipeline for male teachers of color throughout the California State University system so that elementary age students of color will have increased numbers of males of color serving as teachers, mentors and role models, thereby helping to close the persistent achievement gap between white students and students of color.

PROPOSED INCREASED SUPPORTS: In conjunction with MenTeach, The Success Center for California Community Colleges, and EdInsights, a team from CSUN, CSUDH, and CSULA have developed a three-pronged intervention strategy for Y1 and Y2 that will be carried out on each campus concurrently, and expanded to CSU San Diego, CSU San Jose and CSU East Bay in Y3 (See Logic Model in Appendix):

INTERVENTION STRATEGY #1:

RECRUITMENT

- **Graduate Recruitment Coordinators on each campus will attend grad school fairs, diversity forums, and paraeducator career fairs** – all of which will be hosted by local colleges, universities and school districts.
- **Provide a high quality, holistic mentor/advisor.** An effective mentoring relationship helps reduce dropout rates at universities (Smith & Ingersoll 2004; Johnson & theProject 2006). Faculty advisors will encourage freshman and sophomore CSUN students to consider teaching as a profession. The advisors will emphasize the intrinsic motivations of teaching: 1) serving as a role model, 2) a commitment to education and lifelong learning, 3) a passion for a particular field, and/or 4) a commitment to societal equity and the common good. The advisors will emphasize the extrinsic motivations of teaching (In 2015, CSUN conducted a study which found that five years after graduation CSUN students with a graduate degree from the College of Education earned more than CSUN students with an MBA). Faculty advisors, Graduate Recruitment Coordinators, and staff from the Office of Student Outreach & Recruitment and the Office of Academic Advisement will all receive four hours of training by MenTeach on the use of intrinsic and extrinsic motivation as a recruitment tool.
- **Assess current recruitment materials such as brochures, website, and social media as to gender equity and racial diversity, altering accordingly.** The purpose is to make clear in the materials that the programs are open and welcoming to all students.
- **The Success Center for California Community Colleges will work with project leaders to encourage males of color to enter teacher credential programs at CSUs,** thereby increasing transfer rates of community college graduates into four year institutions of higher education. The Success Center is currently coordinating the development of the Professional Learning Network—a one-stop site (portal) of effective practices, trainings, and other resources for California Community Colleges faculty and staff. Project leaders will work with the Success Center to create materials highlighting the CSU multiple subjects educational and career pathway and then showcase these resources in the Professional Learning Network. These materials will be designed for California Community Colleges counselors, classroom faculty, and others who have direct interactions with students.
- **Link all six CSUs to existing national efforts with shared goals of a diverse pool of teacher candidates.** National efforts include Troops for Teachers (through campus Veterans Resource Centers), National Compadres Network (a national effort whose focus is the reinforcement of the positive involvement of Latino males in the lives of their families, communities, and society), and the Breakthrough Collaborative (a national effort to develop the next generation of diverse teachers). Three Breakthrough Collaborative programs in California have already agreed to participate in the project by actively encouraging Breakthrough Collaborative participants, especially males of color, to enter elementary teacher education credentialing programs at a local California State University.

**INTERVENTION STRATEGY #2:
*PERSISTENCE IN TEACHER PREPARATION PROGRAMS***

- **Creation of ongoing Diversity Club for multiple subject teacher candidates** that will be led by experienced facilitator Bryan Nelson, Executive Director of MenTeach. Each session will be topic driven. Meeting structures will be based on best practices developed from previous projects led by MenTeach at other universities. Mr. Nelson will develop structured agendas comprised of topics plus a list of open-ended questions so that future groups can be led by faculty at each campus. Topics will include: 1) *Teachers as role models/positive force in the community*, 2) *Understanding structural racism/viewing school district improvements through a racial equity lens*, 3) *“Better for Boys, Greater for Girls” – setting up a classroom to challenge gender bias*, and 4) *Engaging teachers and administrators at your school site to increase impact of the project*.
- **Assigning multiple subject teacher candidates to master teachers of the same gender in student teaching placements.** All candidates will be placed with master teachers and, where possible, male teacher candidates will be placed with male master teachers.
- **Adapt teacher preparation program’s culture to welcome men.** Elementary Education faculty on each campus will receive four hours of professional development led by Bryan Nelson on how to create a safe, warm, welcoming environment for all students, with an emphasis on eliminating micro aggressions.

**INTERVENTION STRATEGY #3:
*RETENTION IN CAREER***

- **Mentoring for new, in-service elementary school teachers.** Each affiliated school district (See Appendix under “Project Participants” for affiliated school districts) will recommend administrators or master teachers to mentor teachers early in their career. Efforts will be made to pair teacher candidates with mentors of the same gender, where possible.

OTHER ADDITIONAL SUPPORTS

- During their first semester of student teaching, all candidates will be asked to develop a unit of study (three lessons) on career opportunities. As part of the “Career Opportunities Unit,” they will provide pupils with hands-on activities to allow them to research different careers, decide what college they might need to apply to in order to obtain a degree for that career, and develop a “mock” college application. In the second semester, teacher candidates will devise a follow-up unit in which they have students write potential college interview questions and participate in mock interviews.
- In Y1 a **Task Force** will be formed to identify the core problem of recruitment and retention of underrepresented teacher candidates at CSU institutions. The task force will be comprised of faculty from Elementary Education, Deans of Education from across the CSU, and Dr. Joan Bissell, Director of Teacher Education and Public School Programs at the CSU Chancellor’s Office. In Y2-3 the Task Force will devise a strategy to scale up this proof of concept system-wide to the other 16 CSU teacher preparation programs.
- A **Community of Practice** will be developed across the initial three CSUs in Y1 and Y2. This community of practice will be expanded in Y3 as project implementation is scaled up to include three additional campuses. School district administrators (See “Project Participants” in Appendix) adjacent to each CSU campus will also be part of the community of practice. Each of these

urban school districts is “high need” (i.e., predominantly low-income population).

- Project leaders will **present lessons learned** at the first CSU system-wide Student Success Conference, currently planned for 2018 by EdInsights at CSUSacramento.
- Creation of the *Male Educators New Teacher OutReach* (MENTOR) Program, a week- long summer intensive program designed to introduce diverse, disadvantaged high school students to the field of teaching. The MENTOR Program will be open to all teacher candidates and will highlight multicultural education and social justice as powerful teaching tools and provide opportunities for current teacher candidates to mentor possible future teachers into the field of education. In the mornings, high school students and teacher candidates will learn 1) teaching as community development, 2) social justice and the power of teaching to transform, and 3) hip hop as a tool for teaching literacy. In the afternoons, the high school students assisted by teacher candidates will tutor elementary children in a summer academic enrichment program.

SHORT-TERM OUTCOMES: Y1

- Increase in student persistence and graduation in teacher education (i.e. degreeand/or credential).
 - CSUN will increase enrollment of underrepresented teacher candidates in Y1 by 50% above the 2015-2016 baseline. This increase will be maintained in Y2 and Y3.
 - CSULA will increase enrollment of underrepresented teacher candidates in Y1 by 120% above the 2015-2016 baseline. This increase will be maintained in Y2 and Y3.
 - CSUDH will increase enrollment of underrepresented teacher candidates in Y1 by 50% above the 2015-2016 baseline. This increase will be maintained in Y2 and Y3.
- Increased referral sources of diverse teacher candidates with linking of CSUN, CSUDH and CSULA to Troops for Teachers, National Compadres Network, and Breakthrough Collaborative.
- Increase in transfer rates of community college graduates who are males of color into four year institutions of higher education, specifically in teacher preparation programs. The Success Center for California Community Colleges will track numbers and compare to their 2015-2016 baseline.
- College-going awareness activities for elementary age and high school age students.

MID-TERM OUTCOMES: Y2-3

- Scale up project to include three additional CSUs
- Increase in student persistence and graduation in teacher education.
 - SDSU will increase enrollment of underrepresented teacher candidates in Y3 by 50% above the 2015-2016 baseline
 - SJSU will increase enrollment of underrepresented teacher candidates in

- Y3 by 50% above the 2015-2016 baseline
 - CSU East Bay will increase enrollment of underrepresented teacher candidates in Y3 by 50% above the 2015-2016 baseline
- System change through enacting Task Force recommendations and best practices developed by Community of Practice
- Dissemination of lessons learned and materials created through MERLOT (described on next page) and the CSU system-wide Student Success Conference.

LONG-TERM OUTCOMES: Y3+

- Within 6 CSU teacher preparation programs 1) supports institutionalized, 2) increased recruitment/retention of underrepresented teacher candidates, and 3) culture change.
- For elementary students: 1) improved student learning outcomes/closing of achievement gap (Villegas & Irving 2010); 2) role modeling for life (Bristol, 2014); and 3) students of color are inspired to become teachers.
- Scale to additional CSUs – project leaders will apply to other foundations to further scale the project.

OUTPUTS OVER THREE YEARS ACROSS SIX CSUs

- Creation of Task Force; 12 Task Force meetings conducted quarterly across three years
- Creation of Community of Practice
- 12 professional development sessions provided by MenTeach across six CSU campuses over three years for 18 staff from the Office of Student Outreach & Recruitment, 12 staff from the Office of Academic Advisement, and 6 Graduate Recruitment Coordinators on the use of intrinsic and extrinsic motivation to recruit underrepresented teacher candidates into teaching
- 12 professional development sessions provided by MenTeach for 45 Education faculty across six campuses on adapting a teacher preparation program's culture to become more welcoming to men; intrinsic and extrinsic motivation as a recruitment tool in academic advising; and leading Diversity Club meetings
- Dr. Collier will lead professional development sessions for 45 Education faculty across the six campuses on incorporating Career Opportunities Unit in field placement, initiating a Summer MENTOR Program, and active participation in a Community of Practice.
- Recruitment at 153 grad school fairs, 14 diversity forums, and 9 paraeducator career fairs
- 336 academic advising sessions conducted by staff from the Office of Academic Advisement will be conducted (91 in Y1, 91 in Y2, and 154 in Y3)
- 96 referrals of diverse candidates from Troops for Teachers, National Compadres Network, and the Breakthrough Collaborative over three years
- 120 Diversity Club sessions across six CSUs over three years. Diversity Club will be open to all teacher candidates.
- 20 structured Diversity Club agendas, each with a list of prompts so that future groups can be led by Elementary Education faculty at teacher education programs at all 22 CSU campuses
- Efforts will be made across all six campuses to assign teacher candidates to master

teachers of the same gender.

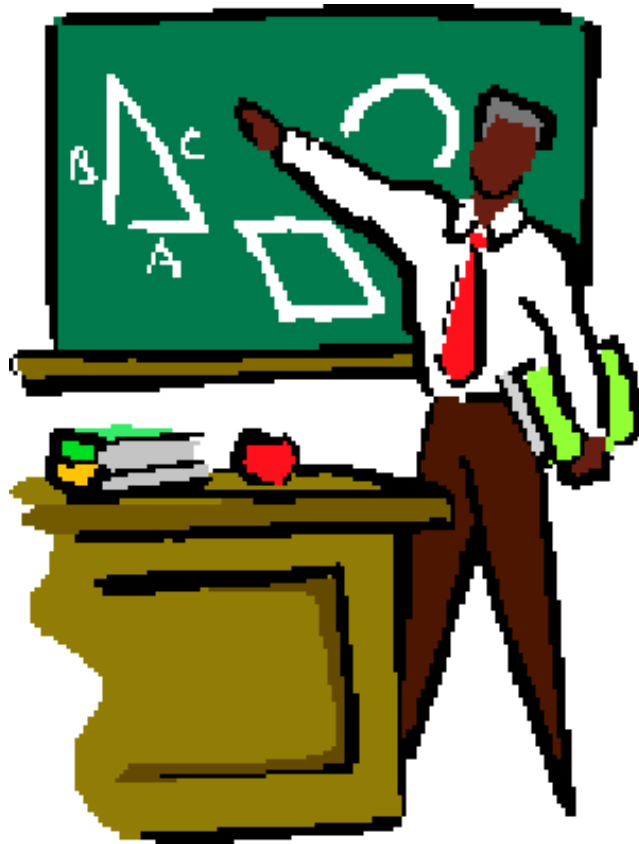
- 135 in-service teachers not credentialed through the CSU will be mentored during induction by master teachers of the same gender (45 in Y1, 45 in Y2 and 45 in Y3)
- Brochures, website, and social media on each campus will be modified to address gender equity and racial diversity
- 60-80 high school students will participate in summer MENTOR program (piloted at CSUN in Y2 and scaled up to CSUDH and possibly CSULA in Y3).

EVALUATION: Project leaders at each CSU will conduct surveys of all male multiple subject teacher candidates, using validated instruments developed by MenTeach and used to evaluate similar initiatives at other institutions of higher education. Project leaders will also develop a list of reliable and valid questions to be used uniformly across the six campuses for the purpose of interviews and focus groups with teacher candidates, mentors, and Elementary Education faculty. The Center for Research and Evaluation at CSUN will observe select Diversity Club sessions and track recruitment and retention data through the credential offices. Given the relatively short post-baccalaureate programs of study that CSU candidates typically pursue (2-4 semesters), over the course of the three years of this award, we will be able to follow many of our teacher candidates into their induction years, and provide them mentors and other forms of support, including continued membership in the Diversity Club via Skype.

DISSEMINATION: The project effort and strategy will be communicated through multiple layers for multiple audiences: 1) Educators across the CSU and beyond will have access to brochures, agendas for Diversity Club meetings, Career Opportunities Unit, and digital recordings of all professional development sessions through the *Multimedia Educational Resource for Learning and Online Teaching* (MERLOT), a website for open, online access to digital education content sponsored by the California State University, Office of the Chancellor. 618,600 users have visited MERLOT in the most recent 12-month period, with 3,801,973 page views. 2) Project leaders will submit articles on evaluation results to *The Journal for Multicultural Education*, *The Journal of Teacher Education*, and *The Journal of Higher Education*. Importantly, in 2016, Project Leader, Dr. Shartriya Collier, authored an article in *The Journal for Multicultural Education* entitled “What's Sex Got to Do With It?": The Preparation of Elementary Male Teacher Candidates; and 3) Project leaders will present at the CSU system-wide Student Success Conference and the National Conference on Access to Higher Education.

I.C.

Project Start-Up Checklist



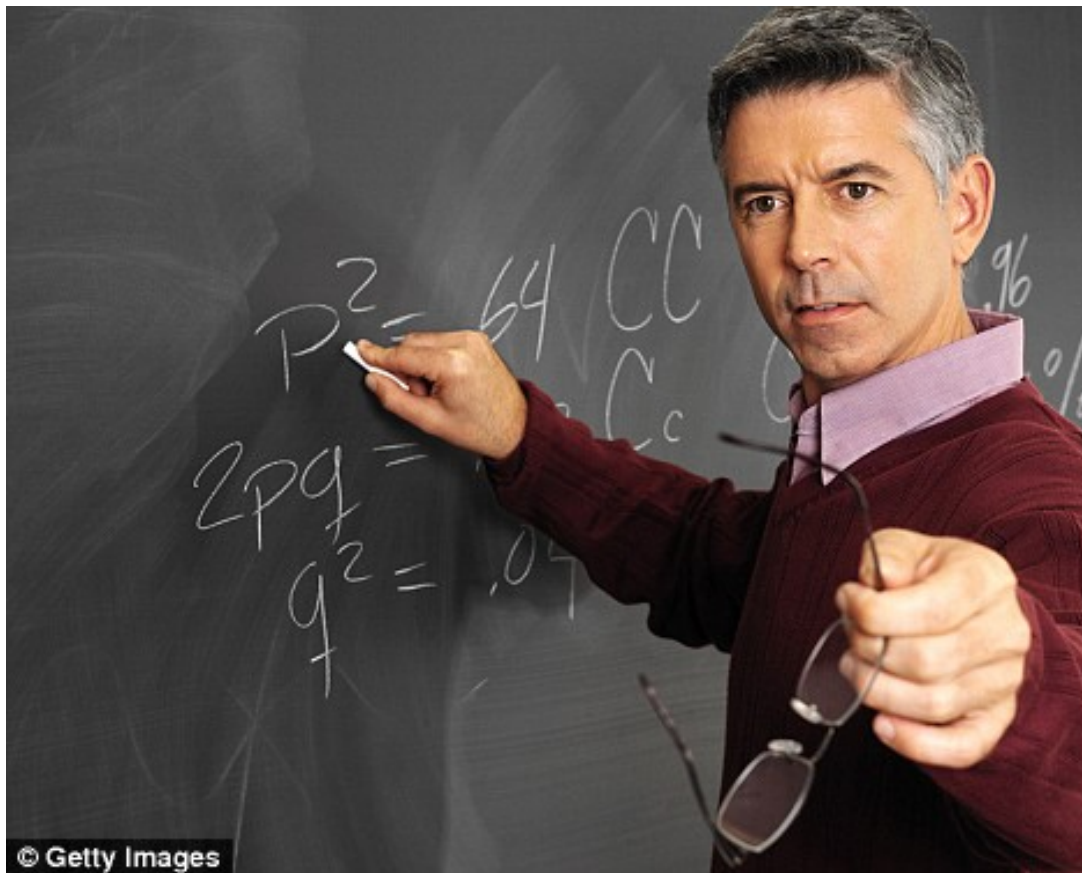
MenTeach's Suggested Project Start up Checklist

The MenTeach Checklist to starting your program:

- 1.** Begin gathering your data about your current program.
 - a.** How many men have graduated?
 - b.** How many men do you currently have enrolled?
- 2.** Find the men in your program and invite them to meet to discuss their current experiences in the education program.
- 3.** Find out requirements to start a university club on your campus.
- 4.** Meet with faculty and staff one-to-one to see who is interested and supportive and will serve as mentors.
- 5.** Meet with your University/College President to talk about your program and goals.
- 6.** Find possible dates for a professional development day on your campus - be certain to check for conflicts with other events on campus.
 - a.** Invite the President & Education Dean welcome attendees.
 - b.** Invite key leadership in the wraparound services (e.g. Admissions, Registrar, Student Services supports, etc.)
 - c.** Talk with other groups on campus that have an interest in this topic.
 - d.** Get support staff to help organize the conference.
- 7.** Discuss additional funding with your grant office.
- 7.** Set a specific goal with the number of men you want to recruit.
- 8.** Co-write a story/press release with one of the men and have the university PR disseminate it.
- 9.** Contact and meet with the representative for veterans on your campus.
- 10.** Find local male teachers who are willing to come talk to the men and also serve as mentors.

I.D.

Basic Components



Basic Components for Male Minority Programs for Teacher Education

	Commuter Based Non-Residential Based Program	On-Campus Residential Based Program
Curriculum	<p>Review Course Work for Relevant and Inclusive: (1) Readings; (2) Exercises; (3) Assessments; (4) Scheduling/Timing of Work.</p> <p>Feel free to share syllabus and ask for feedback and suggestions from students regarding the contents of the course.</p>	<p>Review Course Work for Relevant and Inclusive: (1) Readings; (2) Exercises; (3) Assessments; (4) Scheduling/Timing of Work.</p> <p>Feel free to share syllabus and ask for feedback and suggestions from students regarding the contents of the course.</p>
	<p>Orientation sessions specifically focused on academic coursework and experiences. This needs to be explicit with expectations about one’s skills, knowledge, and dispositions in the program. Examples should be used and resources shared. Expectations about the co-curricular, extracurricular, technology and social media should also be covered. Equally important, should be the notion of connecting the individuals with someone on campus who will be the go to person for the students. This person is the guardian of their success and matriculation.</p>	<p>Orientation sessions specifically focused on academic coursework and experiences. This needs to be explicit with expectations about one’s skills, knowledge, and dispositions in the program. Examples should be used and resources shared. Expectations about the co-curricular, extracurricular, technology and social media should also be covered. Equally important, should be the notion of connecting the individuals with someone on campus who will be the go to person for the students. This person is the guardian of their success and matriculation.</p>

	<p>All faculty in the program should be orientated to the components and expectations for the students enrolled for this initiative. They too should be given explicit information with details and given the opportunity to share concerns. However, faculty should feel free to contact the guardian of the program with data to assist in helping students succeed. Therefore, there should be an electronic form for faculty to go to share information so that they are not burden with being frustrated with unnecessary appointments or extra work. Forms could have information about students, curriculum, etc.</p>	<p>All faculty in the program should be orientated to the components and expectations for the students enrolled for this initiative. They too should be given explicit information with details and given the opportunity to share concerns. However, faculty should feel free to contact the guardian of the program with data to assist in helping students succeed. Therefore, there should be an electronic form for faculty to go to share information so that they are not burden with being frustrated with unnecessary appointments or extra work. Forms could have information about students, curriculum, etc.</p>
	<p>There should be regular meetings specifically about the students' academic work.</p>	<p>There should be regular meetings specifically about the students' academic work.</p>

<p>Co-Curricular</p>	<ul style="list-style-type: none"> · Advising – Individuals who are advising students should be aware of all of the services available to assist students in their academic journey. They need to also be knowledgeable about diverse and non-traditional learners and their challenges as adults. Advisors should also work with faculty to evaluation transcripts and other assessments so that all are aware of skills and abilities of participants. Interventions should be built in to strengthen weakness. · Tutoring group and individual (mandatory if needed) · Writing Center · Test Taking · Immediate focus on passing teacher competency test. · There should be regular meeting specifically about the students’ well being that include financial to emotional stresses with a team of individuals who serve students. · Counselor should also be available to help student deal with transitional issues or other issues that might arise as a result of their experiences. 	<ul style="list-style-type: none"> · Advising – Individuals who are advising students should be aware of all of the services available to assist students in their academic journey. They need to also be knowledgeable about diverse and non-traditional learners and their challenges as adults. Advisors should also work with faculty to evaluation transcripts and other assessments so that all are aware of skills and abilities of participants. Interventions should be built in to strengthen weakness. · Tutoring group and individual (mandatory if needed) · Writing Center · Test Taking · Immediate focus on passing teacher competency test. · There should be regular meeting specifically about the students’ well being that include financial to emotional stresses with a team of individuals who serve students. · Counselor should also be available to help student deal with transitional issues or other issues that might arise as a result of their experiences. · Create a residential community around students who are admitted to the program with a specific RA to help guide and keep them focused. The RA should also help them learn the nuances of behaviors for adjusting to the college culture and expectations.
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<p>Extracurricular</p>	<ul style="list-style-type: none"> · Education Club · Scholars? or Fellows? or <p>(This should have a name recognition for students who participate so that the internal and external communities will automatically know the values, morals, and skillset of the participants.)</p> <ul style="list-style-type: none"> · A yearly initiative that would help build community for participants. · Social events that are related to academic, school, and university activities. 	<ul style="list-style-type: none"> · Education Club · Scholars? or Fellows? or <p>(This should have a name recognition for students who participate so that the internal and external communities will automatically know the values, morals, and skillset of the participants.)</p> <ul style="list-style-type: none"> · A yearly initiative that would help build community for participants. · Social events that are related to academic, school, and university activities.
<p>Technology Related Components</p>	<ul style="list-style-type: none"> · A website should be developed with the following: · List of services with ways to request them; · Suggestions and feedback for program personnel; · Schedule of Events both academic and non-academic; · Easy links to academic information; · Database that has pertinent information about students that can easily be used to assess and to share with stakeholders about success and challenges. This data could also be used for publications and PR. · Listserv for the community (faculty, mentor teachers, principals, etc); · Listserv, Facebook, Twitter for students to use with positive 	<ul style="list-style-type: none"> · A website should be developed with the following: · List of services with ways to request them; · Suggestions and feedback for program personnel; · Schedule of Events both academic and non-academic; · Easy links to academic information; · Database that has pertinent information about students that can easily be used to assess and to share with stakeholders about success and challenges. This data could also be used for publications and PR. · Listserv for the community (faculty, mentor teachers, principals, etc); · Listserv, Facebook, Twitter for students to use with positive

	influence – this will need to be strategically developed.	influence – this will need to be strategically developed.
School Base Personnel and Components	<p>Principals, mentor teachers, and key personnel should be informed and trained about the program and any key information should be shared to assist them with understanding the students and their strengths and weaknesses in order to take a developmental approach to success. Schools and personnel should be open to different ways of knowing, teaching, and working with the students since there might be a gender, race, and cultural differences for participants.</p> <p>Introduced the participants at one of the School Board Meetings so that all can be aware of the program and learn ways to support it.</p>	<p>Principals, mentor teachers, and key personnel should be informed and trained about the program and any key information should be shared to assist them with understanding the students and their strengths and weaknesses in order to take a developmental approach to success. Schools and personnel should be open to different ways of knowing, teaching, and working with the students since there might be a gender, race, and cultural differences for participants.</p> <p>Introduced the participants at one of the School Board Meetings so that all can be aware of the program and learn ways to support it.</p>
	<p>Financial, flexible, and mobility related to “student teaching” assignment in the school.</p> <p>Does the student have the financial flexibility to make such a commitment? Is there another alternative to fulfilling this requirement? Does a waiver need to be requested for this program? Is the school reasonably located to consider time, funding, and lifestyle of student?</p>	<p>Financial, flexible, and mobility related to “student teaching” assignment in the school.</p> <p>Does the student have the financial flexibility to make such a commitment? Is there another alternative to fulfilling this requirement? Does a waiver need to be requested for this program? Is the school reasonably located to consider time, funding, and lifestyle of student?</p> <p>Do students have cars to travel to</p>

		<p>their clinical site from campus? Does the university loan students cars to travel to school site from campus? Are there fees associated with this initiative that would give students options for traveling to site if they have no driver license or transportation. Have students' placements been designed so that they can go out in groups together to a school or set of schools for clinical experiences if there is no transportation?</p>
Orientation Sessions	<p>When, who, and how long should orientation be directed towards.</p> <ul style="list-style-type: none"> · Collaborators · Mentor Teachers · Faculty/Lectures · Department Heads of Education · Provost · Student Affairs Professionals (Admission, Financial Aid, Budgeting Director) · Graduate Students · Counselor 	
*Recruitment	<p>Remember to include families as part of the recruitment and ask them to support and partner with you to help the participants become successful.</p>	
*Retention	<p>First Year Mentoring Initiative between School District, College, and School Principal-Both seminars and online tools.</p>	
*Evaluation	<p>Peer Teachers, Principals, and Feedback shared with College for continuous professional development.</p>	

· Internal	Continuous and Constant after every major task until students build confidence; Intrusive Advising with reminders of due dates and timelines.	
· External		
Dissemination		
Research for Academic Publications		

*** Items should be weaved throughout every component of the program.**

Waston,2017

Sample Project Timeline

Future Minority Male Teachers of California Project (F2MTCP)

Year One

PROJECT GOAL: The goal of the project is to improve the pipeline for male teachers of color throughout the California State University system so that elementary age students of color will have increased numbers of males of color serving as teachers, mentors and role models, thereby helping to close the persistent achievement gap between white students and students of color.

Date	Tasks to Be Completed	Persons Responsible	Deliverables	Questions/Comments
By November 30 th , 2016	Assess current recruitment materials such as brochures, website, and social media as to gender equity and racial diversity, altering accordingly	David, Shartriya EED faculty	Copies of current Brochure	
By November 30 th , 2016	Hire Graduate Assistant	David, Shartriya	Grad. Resume	
By December 15, 2016	Develop F2MTCP recruitment materials and begin review of current brochures, EED website, etc.	David Shartriya Vanessa, Ian	Brochure Update Webpage on EED website Twitter, Instagram and other social media	
By December 15, 2016	Schedule conference call with leads from	David, Shartriya	Grant Tool Kit	

	other CSU campuses (all 6 or the first 3?)			
By, December 15, 2016	Prepare for outreach to potential students by scheduling recruitment fairs, etc.)	David, Shartriya, Vanessa	Number and Date of upcoming events	
November. -December 15, 2016	Send notification email to partners	David	Box information	
December 15, 2016	Send Press release to CSUN newspaper and local newspapers; place on selected online sites	David, Shartriya, Graduate Assistant	Draft of Press Release Information	
January 18, 2017	Develop Task Force Develop Community of Practice across the CSU's and hold monthly meetings	David, Shartriya	Copy of meeting schedule	
January 18, 2017	Begin to schedule visits by Bryan Nelson to work with faculty and staff.	David Shartriya Bryan	Selected key dates	
January 18, 2017	Develop roster of male teachers in current programs and send out info.	Graduate Assistant	Email contacts for Field Placements	

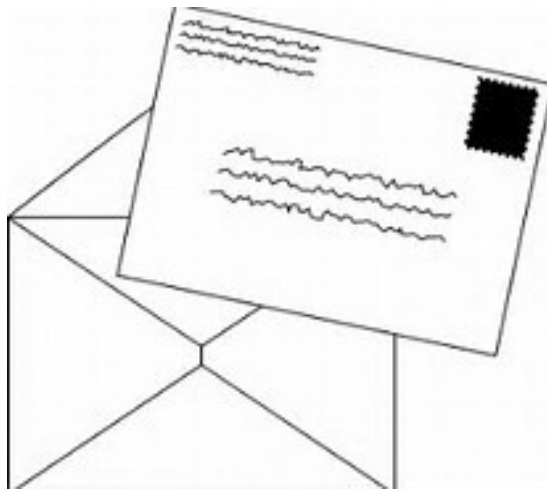
January 18, 2017	Identify potential male master teachers in public schools develop roster and send out info	David Shartriya Graduate Assistant	Email Principals in local schools	
	Assign multiple subject teacher candidates to master teachers of the same gender in student teaching placements. Hold online meeting with Mentors, Mentees	David, Shartriya, Field Placement Office		
February 1, 2017	Rec: Identify Faculty Advisors from CSUN departments that prepare undergraduates who go into teaching (CADV, CHS, AFRS, AA)	David, Shartriya		
February 2017	Contact the Success Center for California Community Colleges to work with project leaders to	David, Shartriya		

	encourage males of color to enter teacher credential programs at CSUs. Set up a monthly Skype call or meeting with Project Leaders	Graduate Assistant		
December-March 6	Create ongoing Diversity Club for multiple subject teacher candidates Set up time and room location PD 1 Faculty PD Presentation all three campuses-	David, Shartriya Graduate Assistant Bryan Nelson		
February	Do on campus recruitment session with current male student panel	Vanessa, David, Shartriya		
March	Continue previous tasks			
April	Adapt teacher preparation program's culture to welcome men- PD 2 Faculty Presentation	David Shartriya Bryan Nelson		
May	<u>Task Force</u> will be formed to identify the core problem	Deans of Education from across		

	of recruitment and retention of underrepresented teacher candidates at CSU institutions. The task force will be comprised of faculty from Elementary Education, Roundtable: Male teachers struggles:	the CSU, and Dr. Joan Bissell, Director of Teacher Education and Public School Programs at the CSU Chancellor's Office.		
June	Brainstorm for year 2 -Mentoring for new, in-service elementary school teachers.	Brainstorm for year 2 - Mentoring for new, in-service elementary school teachers.		
July	Evaluation of year one-	Evaluator David Shartriya		

II.A

Sample Letters/Emails to the Partners Regarding Orientation/Startup Meeting



Professional Development One Email Template

The Future Minority Male Teachers of California Project in collaboration with the W.K. Kellogg Foundation and MenTeach present:

Professional Development Part II:

"Men Teachers: Inviting and Welcoming Them to Our University: Keeping Them In Our Programs"

National scholars, Dr. Lemuel Watson and Bryan Nelson will provide faculty and staff with hands-on strategies for the retention and support of male minority teachers.

The workshop will help faculty and staff to develop an environment and culture that provides wraparound services through welcoming classrooms and other services to assist students to remain at the university. We will look at the matriculation systems and key points for dropout by following a minority male's pathway from his home through the university experience including enrolling, advising, registering, successful practicum, and a review of class syllabi for content and relevance for young men. We will explore making a culture of welcome on a commuter campus and focus on helping minority men stay enrolled and provide faculty and staff warning signs to prevent dropout for a timely graduation.

Faculty will receive a \$200.00 stipend for participating in this important training session.

Continental breakfast will be served at 8:30. We will begin promptly at 9:00.
Lunch will also be served.

Please RSVP:
<https://doodle.com/poll/eu83vam3pt3ya3d9>.

Sincerely,

Project Director:
Project Director:

Professional Development Two Email Template
Email Announcing F2MTAC Professional development Session(s)

Dear XXXX,
I hope all is well!

It was really nice meeting you at the luncheon about the Future Male Minority Teachers of California Project. You brought up so many important points about potential variables that could create a challenge for minority male teachers attempting to complete our programs!
We are having a Professional Development next Friday.

We would really like someone from the your office to attend, mostly because, as faculty, I don't think we have a full understanding of everything you all do to support our students on the administrative side of things. I think we need a better understanding so we can also support them and work as a team with you all.

I know you are busy but do you think you might be able to stop by or send someone from you office as a representative?
Thanks so much XXX!

Here's the information about the PD.
The Future Minority Male Teachers of California Project in collaboration with the W.K. Kellogg Foundation and MenTeach present:
Professional Development Two Email Template

Part II:

"Men Teachers: Inviting and Welcoming Them to Our University: Keeping Them In Our Programs" National scholars, Dr. Lemuel Watson (Executive Director for the Center of Innovation in Higher Education at the University of South Carolina) and Bryan Nelson (MenTeach) will provide faculty and staff with hands-on strategies for the retention and support of male minority teachers.

This workshop will help faculty and staff to develop an environment and culture that provides wraparound services through welcoming classrooms and other strategies used to assist male students to remain at the university. We will look at the matriculation systems and key points for dropout by following a minority male's pathway from his home through the university experience including enrolling, advising, registering, successful practicum, and a review of class syllabi for content and relevance for young men. We will explore making a culture of welcome on a commuter campus and focus on helping minority men stay enrolled. We will inform faculty and staff of potential dropout warning signs, prevention and methods used to encourage a timely graduation.

Faculty will receive a \$200.00 stipend for participating in this important training session.

When:

Where:

Continental breakfast will be served at 8:30. We will begin promptly at 9:00.

Lunch will also be served.

Please RSVP:

<https://doodle.com/poll>.

Sincerely,

Faculty and Staff Community of Practice Luncheon Invite from Dean

There is a great African Proverb that states “, it takes a village.” As educators, specifically as teachers, this means we must pull together collectively with a focused intention, in order to ensure the success and advancement of ALL students. Currently, of the 921 multiple subject teacher candidates enrolled into teacher preparation programs in 2015-2016 at the 6 CSUs participating in this submission, only 34 (4%) were Latino males, 4 (.4%) were African-American males, and 13 (1%) were Asian males. The communities they eventually will serve have student populations comprised of student populations that are 42-79% Latina/o, 1-19% African American, and 0-50% Asian. “Diversity and cultural competence are key factors in improving the quality of America’s teacher force” and are “critical to student achievement” (Report to the State Board of Education on the Status of Minority Classroom Teachers in Tennessee, 2006).

The College of Education was recently awarded a \$385,000 grant from the Kellogg Foundation to support the recruitment, retention, and advancement of male teachers of color. CSUN has been honored with the task of piloting this program before implementing it at the 5 other CSUs involved in the project. Nonetheless, in order to make this a successful endeavor, we need the systematic support and attention of YOU our faculty, staff and administrators around the CSUN campus. You are the village that can ensure the success of this program.

The Michael D. Eisner College of Education requests your participation in this important endeavor. During the luncheon, you will find out a bit more about the F2MTC Project from our Co-PI's Dr. David Kretschmer and Dr. Shartriya Collier-Stewart. We will begin to discuss current challenges we face at the university with the recruitment and retention of male minority students and we welcome any additional input from you-our staff, faculty and administrators, who are critical to the success of the program.

Sincerely,
Michael E. Spagna, Ph.D.
Dean and Professor
Michael D. Eisner College of Education

Dr. Shartriya Collier-Stewart
Associate Professor
Department of Elementary Education

David Kretschmer, Ph.D. Department
of Elementary Education
ACT Program Coordinator – Multiple Subject Option

ED Diversity Club Email Template

Good Afternoon, Gentlemen,

Research indicates that nationwide, only one out of every ten elementary school teachers is male. When looking at the numbers of male men of color in the elementary setting, the situation is even more dire. Yet in every school classroom, about half of the students are male and most of those students attending school in our local region are young men of color.

Research on men's experiences as elementary school teachers can be a little frightening. Men feel as though they are outsiders in the elementary setting, are looked upon somewhat suspiciously, and do not experience the same level of support that female elementary school teachers receive. I don't mean to cast a pall on your future aspirations, but this is the reality. I have been the sole male teacher at the elementary level and have experienced what others who have written of their experiences as male elementary school teachers. Whether this has been your experience or not, several of us on the CSUN campus are looking to address this situation head-on. Male elementary school teachers, and in particular male elementary school teachers of color are critically important to establishing stable cultures in schools, cultures that support the achievement of all students. They serve as role models, mentors, "coaches" to our youth, both male and female.

I am one of two Directors on a Kellogg Foundation grant to recruit, prepare, and support men, and particularly men of color, as elementary school teachers. I am writing to invite you to a meeting with Bryan Nelson, founder of *Men Teach*, a national nonprofit with a goal of increasing gender and racial equality in the teaching force, and Dr. Lemuel Watson, Professor and former Dean of the College of Education at the University of South Carolina, who will be visiting the campus on Thursday and Friday, February 2 – 3. We will be setting aside time on Thursday to meet with our male elementary teacher candidates to discuss their experiences as future male elementary school teachers and to offer strategies to support you in your preparation (including student teaching!) and as a member of a future teaching staff. They will also be providing a full day of professional development to faculty and staff on our campus. The goal is to establish a structure for ongoing support of men as elementary teachers, both in your initial preparation and beyond. That meeting will take place at CSUN on Thursday, February 2 in the early afternoon (exact time is to be decided). And yes, while the grant is focused on men of color, we believe that all men may have similar experiences in the elementary school, and we invite you to share those with us.

If you are interested in joining us at this meeting (and I hope you will...past male students in our program really appreciated the opportunity to meet and talk with faculty and other male students in our programs), please email me back at this address. I hope you will find the time in your schedule to join us.

Regards,

Email to Director of the Veteran's Resource Center (VRC) on the CSUN Campus

Good Afternoon,

I am one of two Directors of a Kellogg Grant that is dedicated to recruiting, preparing, and supporting male elementary school teachers of color in all aspects of their preparation and beyond. I have been reaching out to units on campus that support and advise veterans on the CSUN campus. I had contacted Vanessa Ochoa in the Veterans Affairs unit in Admissions and Records about an event taking place on campus on Friday, February 3 and she responded that she was going to forward my email on to you at the Veterans Resource Center at CSUN. The College of Education, with the support of the grant, is hosting professional development sessions for faculty and staff on campus who work with future elementary teachers of color – through coursework in our programs, outreach and other support organizations on campus (such as the Veteran's Resource Center), staff from advisement centers, and faculty projects. More about the grant can be found on CSUN Today.

As stated, the first of those professional development sessions will take place on Friday, February 3. Our goal for this session is to inform faculty and staff about working and supporting men, and particularly men of color, as elementary school teachers (they are very under-represented at the elementary level).

Bryan Nelson, founder of *Men Teach*, a national nonprofit with a goal of increasing gender and racial equality in the teaching force, and Dr. Lemuel Watson, Professor and former Dean of the College of Education at the University of South Carolina, will offer the workshop on mentoring and supporting men of color as pre-service and in-service elementary teachers.

I hope you or a staff member from your Center might attend to hear about the project. We believe that our nation's vets are a significant untapped source and many would make truly fantastic elementary school teachers with a bit of history to tell and wisdom to guide their beginning and ongoing practices. I am confident you will gain some new and significant understandings about the many issues men face as elementary school teachers.

I would also like to ask if you or an individual from your staff might address the audience of faculty and other staff from across the campus in responding to a number of topics spelled out in the questions and statements below:

- Do we know how many veterans attend CSUN?
- Do we know how many are enrolled in Education? Or how many graduated?
- What has been successful for the VRC recruiting men to attend college/university?
- What suggestions do they have for welcoming them?
- What have been some challenges in recruiting?
- What is Troops to Teachers and how does that program support vets on our campus?
- Talk about the Post-9/11 GI Bill - Education and Training or Montgomery GI Bill
- Are there any recruitment materials for Veterans?

Thank you so much for listening, XXXX. I hope you will consider attending or are able to send a member of your staff for the workshop and to say a few words in response the questions/statements above. If you have any questions, please do not hesitate to ask!

Sample Webinar Invite

To:
From: Dr. David Kretschmer
Project Director
Dr. Shartriya Collier-Stewart
Project Director
Re: Project Kickoff (P303274)

Dear Friends and Colleagues:

The moment has now arrived! Through the generosity of W.K. Kellogg Foundation, we, the representatives of merely a few of the institutions of higher education (IHEs) that comprise the California State University System, we have been granted a chance to expand the inclusion of minority males and females in the realm of elementary education by: 1) generating interest in this highly gender and ethnically asymmetrical field; 2) testing a new pathway for the improvement of academic outcomes among students grades 1-6 via greater gender and ethnic concordance; and 3) to test and assess strategies of goal achievement and use the findings to influence the refinement of current models of intervention. Yet, perhaps of greater importance, the grant program – The Future Minority Male Teachers of California Project – has been designed to facilitate the institutionalization of the initial interventions so that the children of the State of California can continue to benefit from a more inclusive pool of elementary schoolteachers.

In order to maximize the chances for the success of this project, the Team is hosting an Orientation/Kickoff meeting on _____ at _____. Participation in the meeting can be ensured by signing up to join in online, by Skype, or telephonically. Table I includes detailed directions on how to access this highly critical kickoffmeeting.

Table 1: How to Access the Meeting	
■	First, click below to accept this invitation to participate.
■	Second, on the day-of-the meeting, call _____ to participate by Skype.
■	Third, click on the link to participate online.
■	Fourth, dial _____ to participate telephonically.

The purpose of the meeting is to review the overall project and to refine the Action Plan through your questions, comments, recommendations, and other support. We look forward to hearing from you. Should you have questions, please email us.

Dr. David Kretschmer
Project Director

Email:

Phone:

or

Dr. Shartriya Collier-Stewart
Project Director

Email:

Phone:

II.B.

Press Releases About the Program

DAILY SUNDIAL PRESS RELEASE

California faces a looming teacher shortage, and, in particular, a deficit in the number of men interested in working in elementary education.

Hoping to help alleviate the problem, the W.K. Kellogg Foundation has awarded California State University, Northridge a \$385,651, three-year grant for a teacher-preparation project aimed at increasing the number of men — particularly African-Americans, Asians and Latinos — who want to work in elementary education.

CSUN elementary education professors Shartriya Collier-Stewart and David Kretschmer are leading the Future Minority Male Teachers of California Project, which will eventually involve five other CSU campuses in urban settings — Los Angeles, Dominguez Hills, San Diego, San Jose and East Bay — across the state. The goal is to improve the pipeline for male teachers of color throughout the California State University system, at the same time increasing the number of male mentors and role models for elementary school-aged children of color — and perhaps having a positive impact on the effort to close the achievement gap between white students and students of color.

“Who is teaching in their classrooms can have a profound effect on the thinking and the future of our young people, particularly for males in elementary school,” Kretschmer said. “Every classroom is about half female and half male. Yet, only one of every 10 teachers is a male, and the numbers get even more stark when you talk about elementary school teachers. What we are trying to do is right that imbalance as much as we can. Not only do we want to recruit more males into the teaching profession, but really provide them support once they get there.”

During the first two years of the grant, the project will work with local high schools, community colleges and nonprofit organizations that work with young men — including MenTeach, a national nonprofit with a goal of increasing gender and racial equality in the teaching force; Troops to Teachers, a U.S. Department of Defense program that helps eligible military personnel begin new careers as teachers in public schools; National Compadres Network, a national organization that encourages the positive involvement of Latino males in the lives of their families, communities and society; and the Breakthrough Collaborative, a national effort to develop the next generation of diverse teachers — to encourage men to consider careers in teaching.

In addition to the intensive recruitment efforts, the project will identify mentors and advisors for the future teachers who can appreciate the unique situations that male elementary teachers may encounter.

“The research has demonstrated that people are suspicious of men who work with elementary school-aged children,” Collier-Stewart said. “Men and women often communicate differently, and many male teachers interact with families differently than female teachers do. If we can

provide mentors and ways for male teachers to share their experiences and learn from each other, I know we can tear down the obstacles that hold men back from entering the profession.”

During the first two years of the project, CSUN educators will be working with colleagues at CSU Dominguez Hills and Los Angeles to identify as many effective resources as they can to encourage men to enter the teaching profession and then to stay. The effort will then expand to include CSU East Bay, San Jose and San Diego State during the third year of the grant.

“If we’re successful, we’d like to see our model spread to the rest of the CSUs, and then perhaps the nation,” Collier-Stewart said. “Male teachers can be amazing role models for their students — male and female.”

Kretschmer said that society has to confront its stereotypes in assigning gender to certain jobs, include that of being an elementary school teacher.

“It we put more men of color in as teachers at the elementary school level, that changes the perspectives of the male students, including their perspective of what they think they are capable of in the classroom,” Kretschmer said. “The teacher serves as a role model that they can look up to — and for male students, an educated, articulate male teacher just opens the possibilities of the power that an education can help you become.”

Press Release: <http://csunshinetoday.csun.edu/education/kellogg-foundation-awards-csun-grant-to-tackle-californias-teacher-shortage-project-to-target-minority-men-interested-in-working-in-elementary-education/>

AACTE Radio Show Interviews

You may listen to the recording here and share the link with your network:

<http://www.blogtalkradio.com/edutalk/2017/08/09/aacte-and-the-ongoing-effort-to-bring-men-of-color-into-teaching>

II.C. Project Participants



Bryan Nelson is Founding Director of **MenTeach** and co-facilitator of the World Forum's Men in Early Childhood Education project. In universities throughout America and in conjunction with governments of Germany, Nigeria, Columbia, Norway and Scotland, Mr. Nelson has worked with hundreds of university faculty and thousands of students developing effective and best practices. Mr. Nelson will enact key elements for implementation, including recruitment and outreach, mentoring, and facilitated group work, which have been honed in successful past projects.

CSU Northridge: Dr. Shartriya Collier (Project Leader) and Dr. David Kretschmer (Project Director) are both full professors in the CSUN Department of Elementary Education.

CSUN will work with Dr. Margaret Kim, Director, Local District Northwest, **Los Angeles Unified School District**

CSU Los Angeles: Dr. Frederick Uy, Chair, Division of Curriculum and Instruction, College of Education

CSULA will work with Janet Lees, Director, Preschool/Elementary Education, **Alhambra Unified School District**

CSU Dominguez Hills: Dr. John Davis, Dean

CSUDH will work with Pam Aurangzeb, Director of Curriculum and Instruction for Elementary Schools, in **Compton Unified School District**.

San Diego State University: Dr. Nadine Bezuk, Director of Teacher Education

SDSU will work with Dianne Cordero, Director, Teacher Preparation and Support Department, **San Diego Unified School District**

San Jose State University: Dr. Patricia Swanson, Department Chair, Elementary Education

SJSU will work with Superintendent Juan Cruz, **Franklin McKinley School District**

CSU East Bay: Eric Engdahl, Teacher Education Department Chair

CSUEB will work with Kenneth Whittemore, Assistant Superintendent, Human Resources at **West Contra Costa Unified School District**

Dr. Joan Bissell, Director of Teacher Education and Public School Programs at the **CSU Chancellor's Office**

EdInsights: Andrea Venezia is Executive Director, EdInsights, and Associate Professor, Public Policy and Administration at California State University, Sacramento

Success Center for California Community Colleges: Dr. Paul Steenhausen, Executive Director

Breakthrough Collaborative: 1) Alex Serna, Assistant Director, Breakthrough Collaborative, San Juan Capistrano will refer students, especially male students of color, to CSUN, CSUDH, CSULA, and SDSU; 2) Ariel Morris, Director of Curriculum & Instruction, Breakthrough Silicon Valley will refer students to SJSU; and 3) Katy Reese, Director of Curriculum & Instruction, Breakthrough San Francisco will refer students to CSU East Bay.

II.D.

Link to Google Drive

All of the information in this toolkit can be found in our Google drive, along with additional documents showcasing research regarding male minority teachers.

<https://drive.google.com/open?id=0B0B9XmhDruOJMIBaS3kyZXE0TFk>