

EQUITY & ACCESS:

POLICIES & PRACTICES

*For Promoting
Educational
Opportunities*



• 10TH ANNUAL EDUCATIONAL LEADERSHIP SYMPOSIUM



CALIFORNIA STATE UNIVERSITY LONG BEACH
**EDUCATIONAL
LEADERSHIP** DEPARTMENT

University Student
Union Ballroom
.....
Saturday, January 25
8:30am - 2:00pm
@CSULB_EDD | #LBLead20

WELCOME

A Message From Our Department Chair



Welcome to the 10th annual Educational Leadership Symposium! Our theme, Equity & Access: Policies and Practices for Promoting Educational Opportunities, allows us come together to explore ways we can make a difference as educational leaders. We have a variety of wonderful papers, workshops, and posters around which to engage this conversation. From pre-school teacher turnover to socioeconomic segregation in high schools, from social-emotional learning to Latinx pre-service teachers, and from using

technology to applying techniques from theater as an educational leader, I am excited about the opportunities we have to learn from one another. And we are honored to have Dr. Christopher Nellum join us to share his expertise on what California is trying to do to improve access and success in PK16 education – and what more needs to be done. I am looking forward to hearing his thoughts and having a robust conversation as a result. And, who knows, perhaps some ideas for theses and dissertations will emerge as a result! I hope today invigorates you. I also hope you will post or tweet as the day goes on; I encourage you to share what you hear and learn today. Please use the following hashtag to include us in the conversation: #LBLead20. Most importantly, I hope you leave with new ideas for policy and practice, and new energy for serving all students now and in the future! Thank you for coming and enjoy!

SCHEDULE AT-A-GLANCE

Check-In & Continental Breakfast

8:30am - 8:55am

USU Ballroom Foyer

Welcome Address by Dr. Vanessa Monterosa

9:00am - 9:10am

USU Ballroom

Session I

9:20am - 10:00am

USU 2nd & 3rd Floor

Session II

10:10am - 11:00am

USU 3rd Floor

Session III: Keynote Prelude

11:10am - 12:00pm

USU Ballroom

Lunch

12:00pm

USU Ballroom

Keynote Address by Dr. Christopher Nellum

Introduction by Dr. Gabriela Castañeda

12:30pm - 1:15pm

USU Ballroom

Keynote Q & A

1:15pm - 1:30pm

USU Ballroom

Closing Remarks by Dr. Don Haviland

1:30pm

USU Ballroom

KEYNOTE SPEAKER

Dr. Christopher Nellum

Conditions for Success: Why Advancing Equity Matters



Over the past decade, California leaders have implemented a sweeping set of initiatives aimed at improving the quality and equity in our schools and colleges. Recent initiatives such as the Local Control Funding Formula (LCFF) and the California Community College's Student Success Funding Formula (SCFF) aim to make school funding more equitable, by shifting greater resources to higher need schools and colleges. However, at every level of our PreK-12 and higher education systems, equity gaps remain.

Students from historically marginalized groups face inadequate access to college readiness opportunities, thousands of low-income high school seniors miss out on millions of dollars in financial aid left on the table, and the state struggles to attract and retain teachers of color. Dr. Nellum will engage the audience by providing an overview of important decisions California leaders will need to make about the continued implementation of existing education policy, what adjustments need to be made, and how to better expedite the pace of what is working. Our lawmakers must urgently advance equity in order to ensure every student has a rigorous, engaging, and relevant education that prepares them for meaningful careers and civic life. Students and California need this now, not years down the road.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 202

Economic, Cultural, Associational, and Critical Justice in Schools in Catalonia, Spain, and Baja California, Mexico: A Pilot Study

Dr. Charles Slater, ELDL Faculty

Michael E. Lopez, Ed.D. Student

Mtro. Brian Michael Corrales Maytorena, Director

"Profe. Escuela Primaria Manuel Montes Carrillo"

There is increasing attention to social justice in education around the world (Bogotch & Shields, 2014). Schools can perpetuate the status quo, or they can be an instrument to overcome inequities and change society. Cribb and Gewirtz (2003) described three types of social justice: economic justice, cultural justice, and associational justice. Economic justice assures equal opportunity as well as a minimum standard of living; cultural justice includes recognition of a person individually and as a member of an ethnic group; associational justice refers to encouraging the participation of all. We have added another type of social justice called critical examination of society. It is based on Shields' (2010, 2016) concept of transformative leadership. This pilot study will report on social justice leadership in schools in Mexico and Spain. The purpose of this study is to know to what extent eight directors of schools in Catalonia, Spain and 22 directors in Baja California, Mexico perceived that their schools were socially just and to analyze the barriers that hindered the promotion of impartiality, respect, participation, and critical reflection on society. A number of case studies were used to develop a questionnaire that addresses the factors that help and hinder social justice leadership within the areas of school culture, teacher characteristics, resources, teacher-student communication, policy, politics, community involvement, and principal behaviors. The questionnaire focused on four types of social justice: economic justice or fairness of distribution; cultural justice or respect and recognition; associational justice or inclusion, and critical justice or transformative understandings. Several statements can summarize the mostly positive perceptions of the directors regarding the supports and barriers for social justice. In terms of supports, directors saw fair treatment, respect, and inclusion as values in their schools. They indicated that teachers promoted all aspects of social justice. They perceived that students were treated fairly and that they had a sense of the broader forces of society that affect their education. There were, however, several areas of concern. Directors did not see financial, material, and human resources as a barrier in Baja California, but there was a tendency to see them as inadequate in Catalonia. Directors in both countries did not feel that fairness, respect, inclusion, and critical perspectives were prominent in society. Directors did not see policies within the school as barriers, but they did see barriers coming from regulations and policies outside of the school. Directors saw family context as a barrier to the participation of parents, and in some cases, they saw resistance of families to school initiatives. School directors saw prejudice against marginalized groups as a problem in the school. These results are consistent with other studies of social justice and high needs schools. Our study points to the interconnectedness of schools with their communities and communities with the larger society. School directors are concerned about these inter-relationships, and they may sense that they are being called upon to become aware of larger societal forces, and make connections with their communities.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 303

Effects of the Daily Behavior Report Card Intervention in an After-School Study Classroom to Reduce Disruptive Behavior

Dr. Zee McCorvey, Ed.D. Alumni

Disruptive behaviors have been reported to be a problem for educators in the classroom setting because they impede learning and teachers express difficulty with being able to adequately handle these behaviors in positive ways. Daily Behavior Reports have been found to decrease disruptive behaviors in classroom settings with a home-school communication and collaboration component. This social component framework was found to be crucial in building positive relationships among staff and home as well as the students. After-school program study classrooms have been found to be important to academic success and a service to families because they provide schoolwork assistance and a safe environment for students after school, but these programs also experience disruptive behavior problems. The purpose of this study was to pilot the assessment of effectiveness of the Daily Behavior Report intervention in after-school study programs. A single-subject, multiple baseline design was used in a 3rd grade after-school study programs to assess changes in behavior resulting from implementation of this intervention. Students' changes in behavior were tracked and displayed. In addition, a pretest and post-test behavior assessment was administered, and interview responses from teachers and students were analyzed.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 303

The Long Term Effect of High School Socioeconomic Segregation on College Outcomes

Dr. Allan Taing, EDLD Faculty

Since Equality of Educational Opportunity was published in 1966, evidence has accumulated supporting the Coleman Report's original finding that socioeconomically-segregated schools depress educational outcomes. Research over the past half century indicates that the socioeconomic composition (SEC) of a school – as measured by the average socioeconomic status (SES) of its students – is associated with student achievement and attainment above and beyond individual SES. In the context of growing income inequality and rising neighborhood and school segregation across the country, this study addressed gaps in the school effectiveness literature by examining the relationship between high school SEC and sequential outcomes of college enrollment, persistence, and graduation. Drawing on a nationally-representative sample of public high school students from the Educational Longitudinal Study of 2002, this quantitative study employed a multilevel modeling approach to unpack the mechanisms through which SEC is theorized to impact student outcomes. Results indicate that high school SEC has a robust association with success along the entire college pipeline; students who attended higher SEC schools were more likely to enroll at 4-year institutions than not enroll, to enroll at 4-year than 2-year institutions, to persist into the third year, and to ultimately graduate with a bachelor's degree. Effect sizes were consistent for students regardless of individual SES. The distal effect of SEC was due in part to its indirect effect through mediating factors of college readiness and institutional start level. SEC could be partially explained by the underlying mechanisms of peer influences and school practices – especially the effect of close friends and the normative peer environment. Overall, the findings from this study suggest that addressing the negative long-term impact of class-based school segregation on college access and completion necessitates the integration of public schools along socioeconomic lines.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 304

Uncovering the Exodus: Identifying the Core of Preschool Teacher Turnover

Reshon Moutra, Ed.D. Candidate

This study investigates a significantly understudied phenomenon within the field of early childhood education (ECE); the issue of high teacher turnover rates. The turnover rate amongst preschool teachers on average ranges anywhere from 25 to 50% per year which is almost four times greater than that of k-12 teachers (Wells, 2015; Whitebook & Sakai, 2003). With this in mind, this study sought to understand: (1) the institutional factors that influence turnover amongst ECE teachers; (2) the personal factors that influence teacher turnover in ECE; and (3) what current and former ECE teachers recommend as the solution to combatting the issue of high teacher turnover rates in ECE. Participants consisted of former and current preschool teachers within Los Angeles County and neighboring cities. Recorded, semi-structured interviews were used as the method of data collection. The sample size of 20 participants was the goal for this study. Interviews were transcribed by an external agency, analyzed, and coded for themes.

Data collected within this study was analyzed through the lenses of three theories: (1) Albert Bandura's theory of self-efficacy, (2) Bolman and Deal's four-frame model, and (3) Abraham Maslow's hierarchy of needs. Bandura's theory helps to support the personal factors associated with ECE teacher turnover. Bolman and Deal's four-frame model supports the institutional factors that contribute to ECE teacher turnover, and Maslow's hierarchy of needs ties both the institutional and personal factors together. This study will contribute the field of early childhood education by providing pertinent information that will help to strengthen the workforce and most importantly, retain high-quality teachers. In this symposium session preliminary findings will be presented.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 304

Teachers' Use of Technological Platforms: Examining Critical Data Literacy Practices

Dr. Jessica Pandya, CSULB Faculty

Eris Ann Gallego, CSULB Alumni

Emely Lopez, CSULB Alumni

This paper reports on the results of a qualitative interview-based study of teachers' use of technology apps in the classroom. The research team wanted to examine the kinds of apps and programs teachers use, where they learned about them, what they use them for, and what teachers know about data privacy and security. We took a grounded theory approach to our analysis of 15 semi-structured interviews. Findings suggest that teachers use apps for communication among parents and students, for behavior management in the classroom, and to support students' academic development. Our implications suggest that teachers, parents, and school site administrators need to know much more about data privacy. They also suggest that the use of such apps is changing the nature of teacher's labor in unexplored ways. Future research will involve more teacher interviews, as well as parent interviews and surveys, and, more importantly, classroom observation.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 305

Food is Right: Student Perceptions of College Food Access Programming at a California State University

Esperanza Aceves, CSULB Alumni

Research reflects that 1 in 5 California State University students are experiencing chronic food insecurity and 1 in 10 is reporting experiences of homelessness. Higher education colleges are beginning to address this problem by casting a net of resources like food pantries, meal donations on student cards from other students, emergency funds through grants, CalFresh outreach and enrollment, and other campus-unique programming to serve hard-to-reach, vulnerable students. By exploring the perceptions of food-insecure students and their utilization of campus food programs, this study intends: (1) to explore students' satisfaction with campus food programming, (2) to describe the participants' knowledge of campus food programs and healthy food options, and (3) to explore the relationship between food programming and policies and the lived experiences of students. This study was conducted to amplify the unheard voices of and bring to light lived experiences of students' who are using food programming.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Paper Session

USU 305

Supporting Undergraduates in Research: Evaluation of the CSULB BUILD Program

Dr. Nada Rayyes, CEEE/BUILD Evaluator

Dr. Alejandra Priede Schubert, EDLD Faculty

The National Institutes of Health (NIH) funds the BUilding Infrastructure Leading to Diversity (BUILD) initiative "to implement and study innovative approaches to engaging and retaining students from diverse backgrounds in biomedical research."¹ CSULB was one of 10 universities nationwide to receive a five-year BUILD grant in 2014. This presentation will focus on the student outcomes of the first five years of BUILD, with an eye toward informing the successful continuation of the program.

Under BUILD, CSULB seeks to increase opportunities for undergraduate students traditionally underrepresented in health-related (biomedical and behavioral) research careers. BUILD serves first-generation students and students from minority backgrounds. CSULB BUILD served 281 undergraduates (BUILD trainees) from four colleges. Trainees received research training, peer mentoring, and financial support.

A mixed methods summative evaluation was conducted to assess program outcomes. In this presentation we focus on addressing the following questions:

1. How did participation in BUILD influence student psycho-social, academic, and advancement outcomes?
2. What were student perceptions of the program and its various components?

Findings show that BUILD: - had a meaningful and positive influence on psycho-social student outcomes. - student GPAs were relatively high throughout their time in the program and on average, GPAs slightly increased for underrepresented students. - students scored slightly lower than average on the Verbal and Quantitative GRE tests but exceeded the national average Writing score. - students developed a total of 71 publications, earned 484 honors or awards, and presented 1,072 conference presentations. - program saw 66% of students matriculate to graduate school.

Student perceptions of the program will also be described, including the most valuable components and program challenges. The presenters conclude with tying findings to concrete recommendations for the program, which include: Support a Deep Commitment to Diversity, Increase Financial Support, and Balance Rigorous Research and Presentation Skills.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Poster Session

USU 306

Experiences of First-Generation Latinas Living with Contradictions

Lizbeth Maldonado Apaez, CSULB Alumni

The number of Latinas in higher education has been steadily increasing over the years leading them to comprise a significant portion of the student body in colleges and universities. However, little is known about their experiences navigating higher education as the first ones in their family to set foot on the college campus. Given that the university setting is guided by values, beliefs, and expectations that may differ from the cultural values that Latinas bring with them to the college campus, Latina/o students often experience an incongruence of their cultural values with those of the educational setting. To gain a better understanding of how first-generation Latinas experience navigating cultures, this study looked at well-being in relation to balancing the individualistic school culture and the collectivistic family-oriented home culture. Semi-structured interviews with eight undergraduate Latinas in a public four-year institution in southern California revealed the following themes: living in two worlds, the self as central concern, and well-being in the context of balancing cultures. Within the first theme, the women described being grounded in their cultural/ethnic background, family's understanding of school demands, and a clash in perspectives. The second theme highlighted the women's experiences in pursuing higher education for their own benefit, being their true self on campus, and presenting a censored version of themselves at home. Lastly, this study found emotional and social well-being to be influenced by balancing cultures in combination with other life stressors (e.g., breakups, financial hardships, balancing work, school, and family responsibilities, etc.). The women's wellness promoting strategies along with recommendations for practice and research are discussed.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Poster Session

USU 306

Informing Programmatic Support for Formerly Incarcerated Mothers in Higher Education

Dale Lendrum, Ed.D. Student

Introduction: Eighty percent of incarcerated women are mothers, and more than half are the parent of a minor child. Higher education has the potential to transform the lives of formerly incarcerated mothers in ways that inform their ability to overcome barriers to re-entry while becoming successful students, role models, and community leaders. Yet, despite the fact that women's rates of incarceration have far outpaced those of men over the last four decades, sparse research exists that address the unique challenges formerly incarcerated mothers in higher education experience. As such, this study seeks to identify and examine the lived and shared experiences of formerly incarcerated mothers in higher education for the purposes of identifying, creating, and delivering support services and transformative learning strategies that assist from enrollment to persistence to degree.

Methods: Quantitative and qualitative inquiries were reviewed to provide a snapshot of the challenges formerly incarcerated mothers experience in higher education and the academic and student support services that may contribute to their retention and persistence to degree.

Results: Formerly incarcerated mothers in higher education have experienced or experience; • Personal or familial history of alcohol/substance abuse. • Personal or familial history of rape/incest/domestic violence in the home. • Youth disconnection. • Intimate partner violence i.e., physical, mental, financial, familial, social, and other forms of abuse. • Stigma, dehumanization, and deindividuation resultant of incarceration. • Child/Family separation • Barriers to Reintegration. • Sense of belonging/Peer support. • Transformative higher education pathway.

Discussion: Providing programmatic support services for formerly incarcerated mother's in higher education has the potential to renew lives, families, and communities.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Poster Session

USU 306

Chapman's Latinx Staff & Faculty Forum Building Bridges

Dr. Gabriela Castaneda, Ed.D. Alumni

Dr. Marisol Arredondo Samson, Chapman University

The Chapman University Latinx Staff and Faculty Forum (LSFF) was established in Fall 2015 by two passionate Latinx employees as a volunteer organization. At the end of the first meeting, the signup sheet had 23 names. Today, the LSFF has over 131 members, an established presence on the university website, a budget funded by a gift account, and has supported or actively planned various activities/events focused on supporting Latinx students, faculty, staff and the surrounding community. For example, the Latinx Forum partners every year with the Musco Center for the Arts to present the Heartbeat of Mexico festival which brings over 3 thousands people to campus for a weekend of fun and educational experiences that honors Mexican culture, traditions and family, and encourages everyone, from all ethnic backgrounds, to share in the beauty of Mexico's rich history, music, and art. LSFF has also been able to work with community partners such as Mexican Consulate, OC Grip, and many others. Student activities supported by Latinx Forum include the Latinx Graduation Celebration, Lunchtime Loteria, LSFF Book Scholarship, and Career and Networking mixer events, to name a few.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

Poster Session

USU 306

Latinx Pre-Service Teachers: Navigating the Latinx Teacher Educational Pipeline

Yesenia Hernandez, CSULB Master's Student

There is a teacher shortage across the nation. In California, schools, institutions, and stakeholders have begun to notice and take action to find solutions. The status, employment, and retention, of K-12 teachers of color, has also become a larger topic of discussion in California given the growing disparity in the demographics of the teacher workforce. In California, Latinx teachers make up only 20% of all teachers while Latinx students make up 54% of all students in California schools. The role of Latinx teachers, in particular, is important to note given the large population of Latinxs in the California public education system. Given the growing disparity in the teacher workforce, this study aims to understand the current issues in the Latinx teacher educational pipeline. The Latinx population is one of the fastest-growing ethnic groups in California and will make up half of the population in California by 2060. In spite of the growing population, Latinxs continue to face numerous obstacles along the educational pipeline that limit their progress and ultimately their success. This phenomenon is statistically apparent as well, 24 out of 100 Latinx students will go on to college and a mere seven students will earn a graduate degree. Research surrounding the Latinx educational pipeline varies greatly and represents a student's progression from K-12 grade levels and on to college and ultimately graduate school. While this process of becoming a teacher is often viewed as an unobstructed linear pathway, the data tells a different story about Latinx students. Given the increasingly changing demographics of the state of California and these gaps, we must look closer and identify the institutional gaps. This qualitative study explored and examined the barriers and experiences Latinx students face along the educational pipeline to become teachers.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

SPARK Session

USU 307

The Impact of Elementary School Attendance on Student Academic Achievement: A Case Study Approach

Andres Castro, Ed.D. Candidate

Many students are not attending school and their lack of attendance is related to lower achievement (Attendance Works, 2014). The gap in the literature often excludes parental involvement and stakeholder perceptions when interpreting student achievement (Chang & Romero, 2008; Gottfried, 2014) or includes it as an implication for future research (Sheppard, 2010; Mena, 2011). The purpose of this case study is to explore the perceptions of guardians and school leaders towards student chronic absenteeism in an elementary school setting located in an urban area. While school leaders, such as teachers, play an important role in helping students achieve academic success, parents/guardians are a significant component to their child's academic development. Therefore, it is imperative to gain an understanding of how stakeholders, such as school leaders and parents/guardians feel about student attendance; the newfound understanding could lead to an addressing of concerns and/or help identify issues of inequity at the school and district level. In addition, to having stakeholders express their perceptions towards their child's attendance, the dominant narrative concerning parents/guardians of students with poor absenteeism is challenged (Rehm & Rohr, 2002; Wang & Sheikh-Khalil, 2014).

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

SPARK Session

USU 307

Social Emotional Learning: La Cultura dentro de Teacher Preparation Programs

Maricela Gallegos, Ed.D. Candidate

Even though Social Emotional Learning (SEL) has gained interest in the education field and has been correlated to positive outcomes, there are no clear policies or procedures about training teachers in the instruction of SEL. Teachers are a crucial part of teaching curriculum to students and supporting them within their well-being, including social emotional competence; yet, there seems to be no systemic structure (little priority) within teacher preparation programs to prepare pre-service teachers about SEL instruction. The purpose of this case study is to explore faculty and prospective teachers' perspectives regarding the professional preparation of pre-service teachers to implement Social Emotional Learning in an urban classroom setting. Faculty and prospective teachers will be interviewed about their perspectives on SEL and its implementation in curriculum and whether Culturally Responsive Pedagogy (CRP) plays a role. Additionally, data such as syllabi and curricula used within the teacher preparation program will be collected to get a better sense of SEL and CRP implementation. The proposed study will contribute to existing research that investigates teacher training and preparation at the pre-service level for teachers and prospective teachers.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

SPARK Session

USU 307

All In For Financial Aid: Research-Driven Strategies to Increase Access to Financial Aid

Tyler Wu, Education Trust - West

Dr. Christopher Nellum, CSULB Alumni

Access to financial aid is critical for low-income students and students of color who want to go to college. Annually, California provides \$2 billion in state financial aid, through the California State Aid Commission's Cal Grant program offered to all students, including undocumented students. However, thousands of students in California who are eligible for financial aid do not receive it. Over the last two years, nearly a half million high school seniors in California did not complete a Free Application for Federal Student Aid (FAFSA) or California Dream Act Application (CADAA). Despite notable informational, awareness, and completion efforts at the local level to increase these rates, only 54% of California's high school seniors completed a financial aid application in 2018, ranking the state 30th in the nation. Alarming, thousands of eligible low-income students and students of color attend high schools with some of the lowest financial aid application rates in the state. This is especially harmful for Black students, whose average completion rates of these vital applications lag behind the state average. Schools and districts must do more to address racial equity gaps in financial aid completion rates. If they don't, nearly \$550 million in federal and state aid will remain "left on the table" that could have been supporting students' postsecondary aspirations and success.

Educators, from superintendents to counselors, and teachers, in many schools and districts across the state are already engaging in a variety of practices to help improve financial aid awareness and completion. Through our research, we identified five "components of success"- insights from diverse, cutting-edge districts and schools about best practices and strategies that are helping to close equity gaps in FAFSA and CADAA completion rates. With tangible strategies and practices provided by California's practitioners and educators, the goal to make certain that our students complete a financial aid form can be achieved. With these components of success, we must do more than just talk about equity and implement proven practices that increase financial aid awareness.

It is time for California to be All In For Financial Aid and invest in increasing financial aid application completion rates for our low-income students and students of color. District and school leaders can rectify the inequities in financial aid application completion by prioritizing financial aid application completion and implementing these components showing success already across the state. As the momentum builds to champion a statewide policy to ensure that all young people are completing the FAFSA or CADAA, districts and schools also have an opportunity to make going to college a reality for students with the highest financial need. Together we can go All In to ensure California's students apply for financial aid so that they can attend college, use their education to better their lives, and support our state's economy.

SESSION I

9:20am - 10:00am / USU 2nd & 3rd Floor

SPARK Session

USU 307

Leveraging Social-Emotional Learning to Promote Play

Willa Rose Fynn, Ed.D. Student

According to a 2018 report published by the American Academy of Pediatrics (AAP), diminished opportunities for play in early childhood education is impacting the cognitive, physical, social, and emotional well-being of children during the most critical period of development. Educational policies intended to close the achievement gap have put kindergarten and even preschool teachers under immense pressure to emphasize academic readiness and prepare students for standardized testing. This practice has drastically diminished opportunities for structured and spontaneous play in the classroom setting. At-risk children are more likely to face the pressures of academic readiness and have fewer opportunities and safe spaces to play. Through play, children develop essential social-emotional and cognitive skills and build positive relationships that lay the foundation for everything that comes after. A growing body of research supports that social-emotional learning (SEL) positively impacts student success in Pre-K-12 and beyond and is equally as important as academics, especially in early education. Using the Collaborative for Academic and Social Emotional Learning framework for SEL, the purpose of this research is to explore how children learn through play. Leveraging SEL to promote and value play in early childhood education provides an opportunity for educational leaders to understand play as a developmental process and the potential for play to improve early childhood pedagogy.

SESSION II

10:10am - 11:00am / USU 3rd Floor

Workshop

USU 304

Hungry for Higher Education: A Case Study on Undergraduate Student Experiences with a Campus Food Pantry

Dr. Connie Moreno Yamashiro, Ed.D. Alumni

This interactive workshop will discuss a case study research about a CSU food pantry to better understand what may be effective and could be improved about the students' experience using a pantry. Findings from this study provide an illustration of students' feelings before visiting a pantry, going to the pantry, experiences at the pantry, and leaving the space. It is intended for constituents affiliated with higher education to identify ways to enhance interventions and better serve students experiencing food insecurity.

SESSION II

10:10am - 11:00am / USU 3rd Floor

Workshop

USU 303

Podclass: Podcasting in Education (With Special Guest Dr. James Scott)

Jason West, CSULB Master's Student

Dr. James Scott, EDLD Faculty

In this workshop, students will learn about how podcasting works, the minimum tools required to create a podcast, and why podcasting is the future of self-driven professional development. Students will also receive a list of suggested education-based podcasts. Though students will receive all of this information, the workshop will mostly be an informal conversation, addressing questions and issues students may have about creating their own podcast or using podcasts as a way to develop professionally.

As a bonus, the students will get to be in the audience for a live recording of an episode of Podclass with Jason West with special guest, Dr. James Scott. The interview will briefly cover Dr. Scott's life before working in education, but will primarily focus on his work in education and his views on educational leadership.

SESSION II

10:10am - 11:00am / USU 3rd Floor

Workshop

USU 307

Digital Presence with Purpose

Dr. Vanessa Monterosa, Ed.D. Alumni

In our increasingly digital world, our digital representations often serve as our first impressions. What does your digital footprint currently say about you? How can we leverage this powerful method of engagement for career success? In this session, attendees will learn how to curate a digital footprint with professional purpose leveraging Twitter.

SESSION II

10:10am - 11:00am | USU 3rd Floor

Workshop

USU 305

Theatre for Educators and Leaders: A Workshop that Harnesses the Performing Arts to Deepen Professional Practices

Dr. Jenny Jacobs, Ed.D. Alumni

Dr. Jenny Jacobs is a professor of theatre and brings more than a decade of service as a performing arts educator, artist, and leader along with the findings from her 2019 dissertation together in this workshop. Theatre for the Educational Leader was designed to provide a complementary approach to educational leadership development. This workshop explores the application of the findings and theoretical model that resulted from a study of educational leaders with advanced degrees in dance, music, or theatre. The study utilized a grounded theory approach to explore the value of the performing arts in higher education at the intersection of the performing arts and leadership. Interviews of 18 higher education deans, provosts, and presidents, followed by qualitative data analysis resulted in a deeper understanding of the contributions the performing arts make to leadership development and expansion of the notion of how leadership is learned and developed. Findings suggest performing arts studies offer a meaningful pathway to leadership development and that the problematic valuation of performing arts programs in post-secondary education warrants reconsideration. This workshop utilizes the 7 primary elements of the study's theoretical model to guide educational leaders through a series of exercises and practices intended to open and expand leadership and educational practices for administrators, faculty, teachers, and managers. Participants should expect to be very active throughout the workshop (comfortable clothing recommended but not required). Participants should also bring a speech, presentation, lesson plan, communicate, meeting agenda that they wish to practice or develop during the workshop.

SESSION II

10:10am - 11:00am / USU Ballroom

Workshop

USU Ballroom

Advancing College/Career Readiness Access, Equity, and Success

Dr. Mayra Lara, CSULB Alumni

Less than half of California twelfth grade students and only 39 percent of low-income students' graduate having completed the courses required for admission to a UC or CSU. Similarly, fewer than 4 out of 10 Latinx, Black, and Pacific Islander students, fewer than 3 out of 10 Native students, and only 1 in 10 emerging bilingual (English learner) students' graduate having successfully completed the a-g course sequence, meaning that the vast majority of students from underrepresented groups lack access to California's four-year public university systems directly after high school.

In fact, schools that serve low-income students, emerging bilingual students, and underrepresented students of color have, on average, more than 10 percent fewer a-g approved English courses than affluent high schools. The results are detrimental and the message is clear: students can graduate high school, but won't be eligible for California's four-year public universities.

Education leaders must work intentionally and explicitly to ensure the development of college and career learning opportunities for our most marginalized students that dramatically improve academic outcomes. This work is possible. A number of California districts are leading the way in changing policies and practices to ensure that students graduate college and career ready.

Join us to learn about our research on promising practices for advancing college/career readiness access and success for students of color, low-income students, and for emerging bilingual students. We will share examples from California where education leaders are creating the conditions necessary for students to graduate college and career ready.



Thank you for attending and supporting our programming.

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

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