

Application: 33452 | General

The CU-Uni Hill partnership for equity

Started at: 4/14/2023 12:09 PM - Finalized at: 4/14/2023 01:00 PM

Page: Project Title
Project Title The CU-Uni Hill partnership for equity
Page: Contact Information
Has this project been funded in the past with a CU Boulder Outreach Award? Yes
Have any of the primary faculty applicants received a CU Boulder Outreach Award in the past? Yes
Primary Faculty Applicant #1 First Name Andrea
Primary Faculty Applicant #1 Last Name Dyrness
Primary Faculty Applicant #1 Title Associate Professor
Primary Faculty Applicant #1 Preferred Pronouns (optional) she/her/ella
Primary Faculty Applicant #1 Department School of Education
Primary Faculty Applicant #1 UCB Campus Box Number 249
Primary Faculty Applicant #1 Email Address andrea.dyrness@colorado.edu
Primary Faculty Applicant #1 Department Chair/Director Name Dean Kathy Schultz
Primary Faculty Applicant #1 Department Chair/Director Email Address Katherine.Schultz@Colorado.EDU
Primary Faculty Applicant #1 Department Chair/Director UCB Campus Box Number 249
Primary Faculty Applicant #1 College/School Dean Name Dean Kathy Schultz
Primary Faculty Applicant #1 College/School Dean Email Address Katherine.Schultz@Colorado.EDU
Primary Faculty Applicant #1 College/School Dean UCB Campus Box Number 249

Primary Faculty Applicant #2 First Name

Deborah

Primary Faculty Applicant #2 Last Name

Palmer

Primary Faculty Applicant #2 Title

Professor

Primary Faculty Applicant #2 Preferred Pronouns (optional)

she/her/ella

Primary Faculty Applicant #2 Department

School of Education

Primary Faculty Applicant #2 UCB Campus Box Number

249

Primary Faculty Applicant #2 Email Address

debpalmer@Colorado.EDU

Primary Faculty Applicant #2 Department Chair/Director Name

Dean Kathy Schultz

Primary Faculty Applicant #2 Department Chair/Director Email Address

Katherine.Schultz@Colorado.EDU

Primary Faculty Applicant #2 Department Chair/Director UCB Campus Box Number

249

Primary Faculty Applicant #2 College/School Dean Name

Dean Kathy Schultz

Primary Faculty Applicant #2 College/School Dean Email Address

Katherine.Schultz@Colorado.EDU

Primary Faculty Applicant #2 College/School Dean UCB Campus Box Number

249

Primary Faculty Applicant #3 First Name

Enrique

Primary Faculty Applicant #3 Last Name

Sepulveda

Primary Faculty Applicant #3 Title

Assistant Professor

Primary Faculty Applicant #3 Preferred Pronouns (optional)

he/him/él

Primary Faculty Applicant #3 Department

Ethnic Studies

Primary Faculty Applicant #3 UCB Campus Box Number

339

Primary Faculty Applicant #3 Email Address

enrique.sepulveda@colorado.edu

Primary Faculty Applicant #3 Department Chair/Director Name

Arturo Aldama

Primary Faculty Applicant #3 Department Chair/Director Email Address

arturo.aldama@colorado.edu

Primary Faculty Applicant #3 Department Chair/Director UCB Campus Box Number

339

Primary Faculty Applicant #3 College/School Dean Name

Glen Krutz

Primary Faculty Applicant #3 College/School Dean Email Address

glen.krutz@colorado.edu

Primary Faculty Applicant #3 College/School Dean UCB Campus Box Number

275

Other Essential Personnel

Essential Personnel

Fiscal Manager Name

Erin Hetherington

Fiscal Manager Department

School of Education

Fiscal Manager Email

soe.financemngr@colorado.edu

Page: Proposal Narrative**Demonstrated Need**

The CU-Uni Hill partnership addresses two needs simultaneously: a need expressed by UH leadership for support in improving equity at this diverse Title I school right next door to CU, and a need expressed by underrepresented students at CU for communities of support that center their identities and experiences. University Hill Elementary School serves a population that is 68% Latinx, 51% English Language Learners, and 56% eligible for free or reduced-price lunch. Many of the Latinx students are children of immigrants, in mixed-status families with one or more parent of undocumented status, residing in mobile home communities and subsidized housing in Census tracts with high rates of poverty. The school also serves numerous children of affluent professionals who are interested in bilingual education for their children. Such built-in diversity presents an ongoing challenge for equity. In spite of the school's additive vision for bilingualism and cultural diversity, segregation and unequal outcomes continue to exist between the Latinx, Spanish-dominant and the English-dominant student groups. Likewise at CU, in spite of the university's vision for "inclusive excellence," many students of color experience a lack of belonging and culturally affirming spaces. This partnership was created to address these gaps by mobilizing resources in the School of Education and the Ethnic Studies Department to support the educational trajectories of students of color at Uni Hill and CU.

Project Goals

The purpose of the CU-Uni Hill partnership is to support equitable educational engagements by developing and nurturing spaces for critical inquiry and dialogue that center the needs, identities, and experiences of bilingual, transnational, and minoritized students. At the heart of the partnership is a unique cultural mentoring program that brings together underrepresented students at CU who are Education and Ethnic Studies majors with predominantly Latinx 5th graders at Uni Hill. Through a weekly after-school program led by the CU Boulder students, we: 1) build community among Uni Hill students and underrepresented students at CU and promote a sense of belonging to CU and the Boulder community, 2) reflect on and strengthen cultural identity, and 3) explore issues of common concern in our communities and cultural resources for education, or community cultural wealth (Yosso 2005). It is our hope that through this new community, both groups of students see their identities and experiences as resources for their education, and Uni Hill students begin to see higher education as not only possible but meaningful for them and their communities, while CU students see community engagement as a way to enhance their own educational experience. Through school-based research and professional development for the entire faculty of Uni Hill, we aim to support teachers to leverage their students' cultural and linguistic backgrounds as resources for teaching and learning in dual language bilingual classrooms (Paris & Alim, 2017).

Project Plans and Timeline

Weekly after-school mentoring sessions will take place on the CU Campus in Spring 2024, beginning in the second week of the semester and continuing through the end of the semester, with culminating events in May 2024. The after-school program explores culturally and linguistically sustaining curriculum and participatory action research centered on students' identities, family histories, and community needs. Mentors' activities are supported by a credit-bearing class in the School of Education, cross-listed with Ethnic Studies, "Cultural Mentoring for Dual Language Learners", which provides structured group reflection, readings, and writing assignments on cultural identity and culturally sustaining pedagogies.

CU Boulder mentors also spend time with fifth graders in their Uni Hill classrooms, supporting their mentees' participation and building reciprocal relationships. In past years, researchers carried out ethnographic work in the school and conducted targeted professional development on language ideologies and culturally sustaining pedagogies for the entire faculty, aimed to support teachers to better leverage their students' cultural and linguistic backgrounds as resources for teaching and learning (Paris & Alim, 2017). This coming year, with a new principal and new school counselor, we will need to reassess equity needs and priorities and develop new relationships to sustain the partnership. If the new leadership continues to be supportive, up to three PDs (1-2 hours each) will be scheduled to help teachers develop materials and practices that better center equity, and to reflect on their students' transnational and linguistic worlds.

Diversity, Equity, Inclusion, Accessibility Objectives and Goals

Equity, diversity, and inclusion are at the center of this project's goals and approach, as described elsewhere throughout this narrative. Supporting CU mentors from underrepresented backgrounds to reflect on their own identities and experiences and then design curriculum and activities for the after-school program based on their own interests and reflection ensures that the content is inclusive and responsive to participants' lived experiences. In addition, the program reflects an anthropological view of culture as dynamic and multifaceted, not static and fixed, so that students of many different identities and life experiences reflect on their own journeys, interrogate what it means to be "Latinx" or a person of color, and model this reflection and complexity for their fifth grade mentees. We have had mentors who are Israeli-Argentine, Navajo-Jewish, and Chilean-Mexican, to give some examples, who have different experiences of navigating PWIs, and contribute integrally to our collective reflection on cultural identity in education. The model of collective inquiry and mutual exploration with our fifth grade mentees ensures that "culture" is never reified or essentialized, but always explored through lived experience. Similarly, the involvement of teachers in reflection on their students' lives, by bringing materials produced by the cultural mentoring program to school-wide professional development, contributes to a culture of continuous inquiry and reflection around issues of diversity, equity, and inclusion that benefits the entire school community.

Faculty Member Roles

Andrea Dyrness, Associate Professor in Educational Foundations, Policy & Practice, is an anthropologist of education who directs the after-school program and supervises and supports the mentors and one Graduate Student Researcher through the Cultural Mentoring seminar. A transnational Costa Rican-American, her research focuses on spaces of critical consciousness formation among transnational Latinx (im)migrant youth. The cultural mentoring program allows her to integrate teaching, research and service to the community.

Enrique Sepúlveda, Assistant Professor in Ethnic Studies, will recruit Ethnic Studies students for the mentoring program and will support the training of the mentors through co-teaching the cultural mentoring seminar with Andrea. The son of Mexican migrant farm workers, Enrique teaches Chicano History, Introduction to Ethnic Studies, and Chicanx in Social Systems, and his research pioneered the concept of acompañamiento, or practices of accompaniment for immigrant youth, that informs the after-school program. The recruiting and supporting of Ethnic Studies mentors will allow him to extend and apply his research into teaching and service.

Deborah Palmer is Professor of Equity, Bilingualism and Biliteracy in the School of Education. A former DLBE teacher, she will support the teacher/researcher partnerships and provide professional development experiences to teachers. Her primary research interests have been in working towards equity in DLBE and developing teachers' critical awareness to work with bilingual children and youth. This project serves as an opportunity for her to explore questions about the potential for equity of developing critical consciousness among stakeholders in a DLBE program (Palmer, Cervantes-Soon, Dorner & Heiman, 2019).

External Partner Role

The partnership is currently supported at the administrative level by the UH principal, Mayorvy Cifuentes, school counselor, Victoria Valencia, and Director of Family Resource Services, Sharone Calles. Ms. Calles serves as a liaison between the university team and the fifth-grade teachers and parents. The fifth-grade teachers at UH nominate students to participate in the mentoring program, host CU mentors in their classrooms, and contribute an evaluation of mentors' role in the classroom at the end of the semester. They will benefit by having weekly classroom support from mentors, and, hopefully, they will see increased participation and engagement of the fifth grade mentees in their classroom (this was an outcome in previous years). They are invited to end-of-year culminating activities at which students and their mentors will show what they have been working on in the after-school program. As mentioned previously, if the new leadership continues to be supportive, we will offer up to three 1-2 hour PD experiences that will challenge teachers to interrogate marginalizing beliefs and practices and develop instructional materials and practices that better center transnational minoritized communities at UH. We will also pursue further collaborations at the district level with Dr. Lora de la Cruz, the Deputy Superintendent for Diversity and Equity, and Rosa Medina, the BVSD GT Latinx Family Liaison, who have reached out to Deb and Andrea respectively, about expanding our partnership beyond UH.

Audience served

UH Elementary School serves a population that is 68% Latinx, 51% English Language Learners, and 56% eligible for free or reduced-price lunch. The fifth graders targeted for the mentoring program are predominantly Latinx from Spanish-speaking households. In our past three cohorts, most are children of immigrants in mixed-status households; their parents labor in restaurants and the informal economy. Many reside in Boulder's mobile home communities and Census tracts with poverty rates higher than city, county, and state averages. Students belong to multiple underrepresented groups on CU campus (Latinx, first-gen, low-income), and their needs are often invisible in seemingly affluent Boulder. UH's teachers are invested in serving their diverse community, yet they express a lack of preparation in specific practices to support equity in a DLBE program. As our relationships with teachers continue to develop, we're learning from them the challenges of working toward equity within the sometimes rigid structures of public schools; this knowledge will enhance our PD offerings.

Student Involvement (if applicable)

CU mentors are undergraduate and graduate students in Education and Ethnic Studies who come from similar backgrounds as the students at Uni Hill (Latinx, bilingual, mixed-race students and/or immigrant backgrounds) and are committed to developing their own and their mentees' critical consciousness. In their reflections on the program over the past three years, mentors consistently mention the need for spaces at CU that provide a sense of belonging and support for navigating their multiple intersectional identities in the context of a PWI. The cultural mentoring course, consisting of weekly planning and reflection meetings with undergraduate, graduate student mentors and Professor Dyrness, becomes a culturally affirming community for them (See Dyrness 2022). In addition, doctoral students collaborate with faculty PIs in authoring reports, grant proposals, and conference papers, developing research skills and contributing to new knowledge about dual language teachers' radically inclusive pedagogies (Dougherty et al, 2023) and Latinx students' critical consciousness formation (Dyrness, Bristol and Garzón 2021 and under review). Undergraduate student mentors gain valuable hands-on teaching experience and, through engaging in dialogue with their mentees and other mentors, critically explore their own racialized identities and experiences in education (Dyrness, Bristol and Garzon, under review). We hope this program contributes to the retention and success of these underrepresented students at CU Boulder.

Contingency Plan

We already have experience moving our activities to a virtual platform, having conducted the after-school program entirely on Zoom in Spring 2021, and begun Spring 2022 virtually, as well. Our weekly after-school sessions in Spring 2021 took place on Zoom, using a variety of activities, platforms, and media to engage the students. Because mentors could no longer volunteer in their mentees' classrooms, they met with mentees in small groups online, each connecting from their home. This afforded some unexpected advantages (see final report for 2021-2022). We have developed a repertoire of multiple media and activities to use in virtual and/or in-person programming, and the creative team of mentors ensures the capacity to adapt to changing conditions. Across both modalities, activities in the after-school program are designed to provoke reflection and dialogue around issues of cultural identity, family histories and migration, language, and experiences in education. While activities varied greatly between the in-person after-school program and online programming, in each case, sustained conversations between mentors and mentees over time built strong relationships and produced a rich picture of students' lives in transnational social fields (see Dyrness, Bristol, and Garzon 2021).

Collaborative Efforts

Faculty with complementary expertise in ethnic studies, dual language instruction, culturally sustaining and critical pedagogy, and participatory action research collaborate to make this research-practice partnership flourish. The School of Education and the Ethnic Studies Department already have a partnership for a joint degree program, the BAM in Ethnic Studies and Education, and efforts are underway to increase the number of Ethnic Studies majors who become Education minors or Education Leadership majors. The cultural mentoring program has already begun to strengthen and shore up this partnership, recruiting more Ethnic Studies students into Education: as minors, BAM students, and/or future teachers, and as a cornerstone experience for students in the degree program. The program also has natural links to the Aquetza program, the summer residential program for high schoolers which is a cornerstone of CU Boulder's and the School of Education's outreach to Colorado Latinx communities. Along with Aquetza, our partnership has potential to contribute over the long-term to a pipeline to CU Boulder for Colorado Latinx students.

Continuing or Previously Funded Applicants (if applicable)

We are now in our fourth year of the program (third year with CU Outreach funding), and we have collected substantial qualitative evidence of impact on the fifth-grade mentees and undergraduate and graduate mentors in the program, and some evidence of the impact on UH teachers. (See our final/status report for more details.) Teacher evaluations of mentors in their classrooms (Year 1 before COVID), annual mentor self-reflections, and recorded focus groups with mentees and mentors show that fifth-grade mentees experienced growing confidence and willingness to participate in class and new motivation to attend college, while CU mentors experienced an improved sense of belonging and community at CU, renewed pride in their identities and roles as students of color in higher education, and new motivation and ideas for their future work as teachers and researchers. Three GSRs have collaborated with faculty PIs in authoring reports and conference papers, developing their skills as researchers and supporting faculty in contributing to new knowledge about dual language teachers and Latinx students. These collaborations are ongoing, resulting thus far in at least seven conference presentations, a report, a published chapter, and a refereed article under review (Harvard Educational Review). Despite changing COVID-19 protocols and modalities, each year we have developed a community that meets the needs of mentors and mentees and offers a model of community-engaged research. The mentoring program has been featured in Anthropology News (the national members' magazine of the American Anthropological Association), the Coloradan alumni magazine, and the SOE Voices Magazine.

Page: Assessment/Evaluation Impact**Assessment/ Evaluation Plans**

We successfully renewed and amended our IRB to collect data from teachers, students, and mentors to allow us to understand the effects of the program and its impact in the lives of participants, via virtual or in-person means. Sources of data for the mentoring program include: written self-reflections of mentors at the end of each semester, teachers' evaluations of mentors' role and mentees' growth in the classroom (year 1 before COVID), video-recorded focus groups with mentees, and video-recorded focus groups with mentors at the end of each semester. Graduate student researchers also write fieldnotes after each after-school session and mentor meetings. These data will be analyzed both for themes that relate to the study's research questions and the impact of the program on mentors' and mentees' identities, sense of belonging in school/College, and plans for the future. The university team also has two meetings with the administrative team at the school (the principal and the school counselor) to learn their perspective on what's working and discuss issues, concerns, and areas of improvement. After each PD session we will request teacher feedback to enhance the session quality, as well as to understand potential impacts upon teachers' practice.

Provide a breakdown of the estimated number of those who will be involved and directly affected by the project. (Note: This is not to suggest that more is better; the committee understands that some outreach work may go deeper but serve fewer people.)

CU Boulder Faculty

3

CU Boulder Staff

0

CU Boulder Graduate Students

3

CU Boulder Undergraduate Students

10

External Constituents

75

Page: Budget Information**Budget Narrative**

Funds are requested to support two graduate student researchers in coordinating logistics and collecting data. Both the after-school program and the teacher PD sessions require a significant amount of logistical support and coordination with the school that could not happen without designated graduate student coordinators. The next budgetary need is for snacks and supplies for the after-school program, and light dinner for parents and families at the culminating event (in past years, tamales from a local restaurant). At the end of the semester, mentors take the fifth grade mentees bowling in the UMC bowling alley to experience some fun time together in another campus space. We are requesting funds to cover the rental of the bowling alley. Finally, funds are needed to cover the cost of district-required background checks for the mentors, who will be working with children in the school and the after-school program. Funds to pay for student background checks makes participation possible for low-income CU undergraduates.

Budget breakdown:

Each Graduate Student Research Assistant:

Stipend \$6,042

Benefits 9.3% \$562

Tuition \$3,236

Fees* \$400

Total: \$10,240 X 2 GRAs = 20,480

\$200 supplies for after-school program (partial)

\$250 student background checks

\$500 snacks for after-school program

\$500 light dinner for parent showcase

\$200 UMC Bowling alley rental

Subtotal: 22,130

GAIR at 7.85%: 1,737.20

TOTAL: \$23,867.20

Funding Requested

23867.20

Provide a breakdown of the project budget.

Project Expenses

Budget Expenses

20480.00

Stipend, tuition, and fringe for two .25 GRAs
student pay

200.00

Supplies for after-school program (partial)
materials/supplies/equipment

1000.00

Food for after-school program and final parent showcase
other direct costs

250.00

Mentor background checks required by BVSD
other direct costs

200.00

UMC Bowling Alley rental
other direct costs

1737.20

GAIR at 7.85%
GAIR

Other Funding Sources

We have also applied for a School of Education Place-Based Partnership Sustainability Award, which will fund one .25 GRA in the fall to coordinate both initiatives and plan dissemination activities with Uni Hill staff and community partners to support the partnership's sustainability during a period of leadership transition.

Page: Endorsement and Final Report Upload

Share the proposal draft with the department chair/director for each faculty applicant in advance of submission and obtain a 1-page endorsement letter from each one. The letters should include details on how the program will be supported and is tied to the outreach and engagement mission of each department/campus program. This is an important part of your application. Upload the letters with your online submission. (Maximum of three 1-page documents)

Note: if the faculty applicant is also a chair/director, the applicant cannot endorse their own project. Please have a dean or associate dean submit a letter on the applicant's behalf. Only 1 letter is required if the primary faculty applicants are from the same department/campus program.

Chair/Director Endorsement Letter #1

Download File (<https://cuboulderoutreach-engage.secure-platform.com/file/40370/eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJtZWRRpYUlkIjo0MMDM3MCwiYXsb3dOb3RTaWduZWRRVcmwiOiJGYWxzZSIsImNbnmSchultz%20letter%20for%20Dyrness%20%26%20Palmer%202023%20outreach%20proposal%202023-47-.docx>)

Chair/Director Endorsement Letter #2

Download File (https://cuboulderoutreach-engage.secure-platform.com/file/40375/eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJtZWRRpYUlkIjo0MMDM3NSwiYXsb3dOb3RTaWduZWRRVcmwiOiJGYWxzZSIsImNbnm55wrbU0ybMsaByYfqs_fNfSQ_0jE?2023%20Aldama%20Endorsement%20CU%20UNI-HILL%20Equity-3-.pdf)

Chair/Director Endorsement Letter #3

No File Uploaded

If you were awarded outreach funds in the past, you are required to submit a Final/Status Report, even if you have not yet completed the current project.

Only applies if continuing the same outreach award project or are building on previous work for a new project. A final/status report needs to be submitted even if the continuing project has new faculty applicants.

You do not need to submit a report if the project was funded with a community impact grant or micro grant received from the Office for Outreach Engagement.

The final report form can be downloaded from the Office for Outreach and Engagement website (<https://www.colorado.edu/outreach/oe/outreach-awards/faculty-group-application-process>).

Final/Status Report

Download File (https://cuboulderoutreach-engage.secure-platform.com/file/40424/eyJ0eXAiOiJKV1QiLCJhbGciOiJIUzI1NiJ9.eyJtZWVpYUlkIjo0MDQyNCwiYWxsY3dOb3RTaWduZWVcmwiOiJGYWxzZSIImInbm9uH47ZzbUNW8eUROonk-DrvGo9II?Finalstatus%20report%202022-2023_%20CU%20Boulder%20Outreach_Dyrness%20.docx)