

## Blalock , Nicole

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**From:** Awan, Azam on behalf of Diversity, Chief  
**Sent:** Monday, December 7, 2020 10:31 AM  
**To:** Blalock , Nicole  
**Cc:** Mason-Kinsey, Natalie; Walker, Mary Beth E; Buenavista, Tracy L; Rivera Furumoto, Rosa L; Ruiz, Stevie R; Montano, Theresa  
**Subject:** Diversity Equity and Innovation Grant - The Ethnic Studies Pathways Project

*Dear Dr. Blalock,*

*On behalf of the President's Commission on Diversity & Inclusion and the President's Cabinet, it is our pleasure to inform you that a grant for The Ethnic Studies Pathways Project in the amount of \$70,000 has been approved for the proposal submitted for the Diversity & Equity Innovation Grant fund.*

*Please note that grant funds must be used in accordance with the budget included with your proposal and that funds will only be used for the purposes allowed by the California State Budget Office. Grantee will furnish the Commission and/or Cabinet with any information concerning a change in the proposal and warrants that if funds are not used for the purposes described in the proposal, we reserve the right to have all remaining grant funds immediately returned. Grantee must provide a written report describing conclusions, progress and/or status of objectives including how funds were expended to attain objectives on or before August 31, 2021. For additional information, please contact your department/area finance person.*

*You may acknowledge your receipt and agreement with the terms of this letter by signing and returning an electronic copy of this letter as soon as possible.*



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Name & Title

7 December 2020

Date

*Congratulations and thank you in advance for your good work.*

*Sincerely,  
Natalie Mason-Kinsey & Marcella DeVeaux  
Commission co-chairs*

*Cc:  
President Dianne F. Harrison  
President's Cabinet*

## **The Ethnic Studies Education Pathways Project**

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## THE ETHNIC STUDIES EDUCATION PATHWAYS PROJECT

Summary: In California, the K–12 student population is primarily Black, Indigenous, and People of Color (BIPOC) but the educator workforce at three levels (teachers, social workers and counselors) remains predominantly white (Beall, 2020; Woodson & Bristol, 2020). To contribute to increasing efforts to diversify the educator workforce, we propose the Ethnic Studies Education Pathways Project (ESEPP), an Ethnic Studies cross-departmental initiative intended to first, increase CSUN BIPOC student retention through student-faculty-teacher mentorship and meaningful community and parent engagement, and second, pipeline students into education careers, particularly in Ethnic Studies. ESEPP will connect CSUN students with Ethnic Studies faculty and K–12 professionals to: (a) receive academic and career mentorship, (b) gain professional experience through supervised co-development of Ethnic Studies lessons and projects for BIPOC students in the LA area; (c) engage in anti-racist, social justice community service learning projects; and (d) gain research skills through participation in ESEPP assessment processes. This grant will help to launch an unprecedented multi-year collaborative undergraduate pathway by drawing from the expertise of faculty in Ethnic Studies, Educational Leadership, Deaf Studies, and Social Work; and community partners that include the Liberated Ethnic Studies Model Curriculum (LESMC) Consortium, Parent Pioneers, Angeles Workshop School, and the Fernandeano Tataviam Band of Mission Indians.

<b>Implementation Phase (Oct. 2020-Dec. 2020)</b>	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Recruit students in upper division education and ethnic studies courses (i.e. AAS, CHS, and ELPS 417; CHS 480, etc.). Application process will be required.	X							
Bi-weekly workshops by Education, Ethnic Studies, and Social Work faculty focused on educational equity issues, BIPOC experiences in education, and the transformative power of ethnic studies.		X	X					
<b>Implementation Phase (Jan. 2021-May 2021)</b>	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Partner students with K-12 LESMC mentors and guide all participants through bi-weekly programming focused on Ethnic Studies educator				X	X	X	X	

## THE ETHNIC STUDIES EDUCATION PATHWAYS PROJECT

professional development (virtual classroom visits, youth participatory action projects (YPAR) such as community gardening, community science, and urban plant farming)	
Community partners including LESMC, Parent Pioneers, the Angeles Workshop School, and the Fernandeño Tataviam Band of Mission Indians will hold public events for our inaugural cohort	X    X    X
CBEST/GRE prep for students before summer break	X

Dissemination & Assessment: A preliminary and post-program evaluation survey will be taken by mentors and mentees in order to assess needs and knowledge gain, satisfaction with the program, and additional areas of growth. Final products will include lesson/educational plans by CSUN students (future Ethnic Studies K–12 education professionals). In the second year, students will present findings at the Consortium for Undergraduate Research and conferences.

Impact & Benefits: Our project is grounded in research that shows student-faculty interactions, mentorship, and community engagement are primary factors for BIPOC retention and career aspirations (Brown, 2014; Carver-Thomas, 2018; Santos & Acevedo-Gil, 2013; Turner, González & Wood, 2008). Impact and benefits include (a) CSUN student retention and (b) career preparation in Ethnic Studies-informed teaching, social work, and counseling.

Itemized Budget	Expenses
15 member cohort student stipend (\$1500/year)	\$22,500
15 mentors' stipend (\$1000/Spring semester)	\$15,000
CBEST/GRE preparation and CBEST/GRE testing (\$300/student/15 member cohort)	\$4,500
2 student assistants (\$18/10 hours per week/16 weeks/2 semesters)	\$11,520
Community Partners Honoraria (LESMC, Parent Pioneers, Tataviam, Angeles Workshop School) for workshop events/facilitators (10 core events/year - varying costs depending on partner need/contributions)	\$21,480
<b>Grant Total</b>	<b>\$75,000</b>

**Appendix: References**

- Beall, A. (2020, January 29). Making a difference: Men of color as teachers. *The California State University System News*. <https://www2.calstate.edu/csu-system/news/Pages/Why-California-Really-Needs-More-Male-Teachers-of-Color.aspx>
- Brown, K. D. (2014) Teaching in color: A critical race theory in education analysis of the literature on preservice teachers of color and teacher education in the U.S. *Race Ethnicity and Education*, 17(3), 326–345. <https://doi.org/10.1080/13613324.2013.832921>
- Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute.  
<https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>
- Santos, J. L., & Acevedo-Gil, N. (2013). A report card on Latina/o Leadership in California's public universities: A trend analysis of faculty, students, and executives in the CSU and UC systems. *Journal of Hispanic Higher Education*, 12(2), 174–200.  
<https://doi-org.libproxy.csun.edu/10.1177/1538192712470844>
- Turner, C. S. V., González, J. C., & Wood, J. L. (2008). Faculty of color in academe: What 20 years of literature tells us. *Journal of Diversity in Higher Education*, 1(3), 139–168.  
<https://doi.org/10.1037/a0012837>
- Woodson, A. N., & Bristol, T. J. (2020) Male teachers of color: Charting a new landscape for educational research. *Race Ethnicity and Education*, 23(3), 281–287.  
<https://doi.org/10.1080/13613324.2019.1663912>