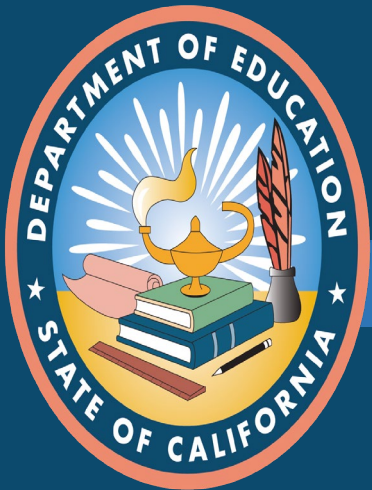


The California Mini-Corps Program

A bilingual, culturally proficient teacher pipeline



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Today's Presenters

- **Teresa Palomino**, Education Programs Consultant, California Department of Education (CDE)
- **Yvette Medina**, Senior Director, California Mini-Corps (CMC) Program
- **Virginia Sanchez**, Associate Director, CMC
- **Maria Pilar Avelar**, College Coordinator at California State University (CSU), Bakersfield, CMC
- **Rosalba Marquez**, College Coordinator at College of the Sequoias, CMC

Agenda

- Background
- CMC Overview
- CMC Panel
- Closing Activity
- Evaluation



Objectives

- Provide participants with the CMC structure as a program strategy that can be adapted locally
- Encourage the recruitment of bilingual teachers who can support migratory students nationwide



CMC and the CDE



- How did it all start?
 - The CMC was established as a summer program to provide direct services to migratory students who were non-English speakers, over aged and failing in math and reading.
 - California State Master Plan (1974): "Migrant students have the need to identify with successful adult role models who are similar to themselves, in background, culture and language."

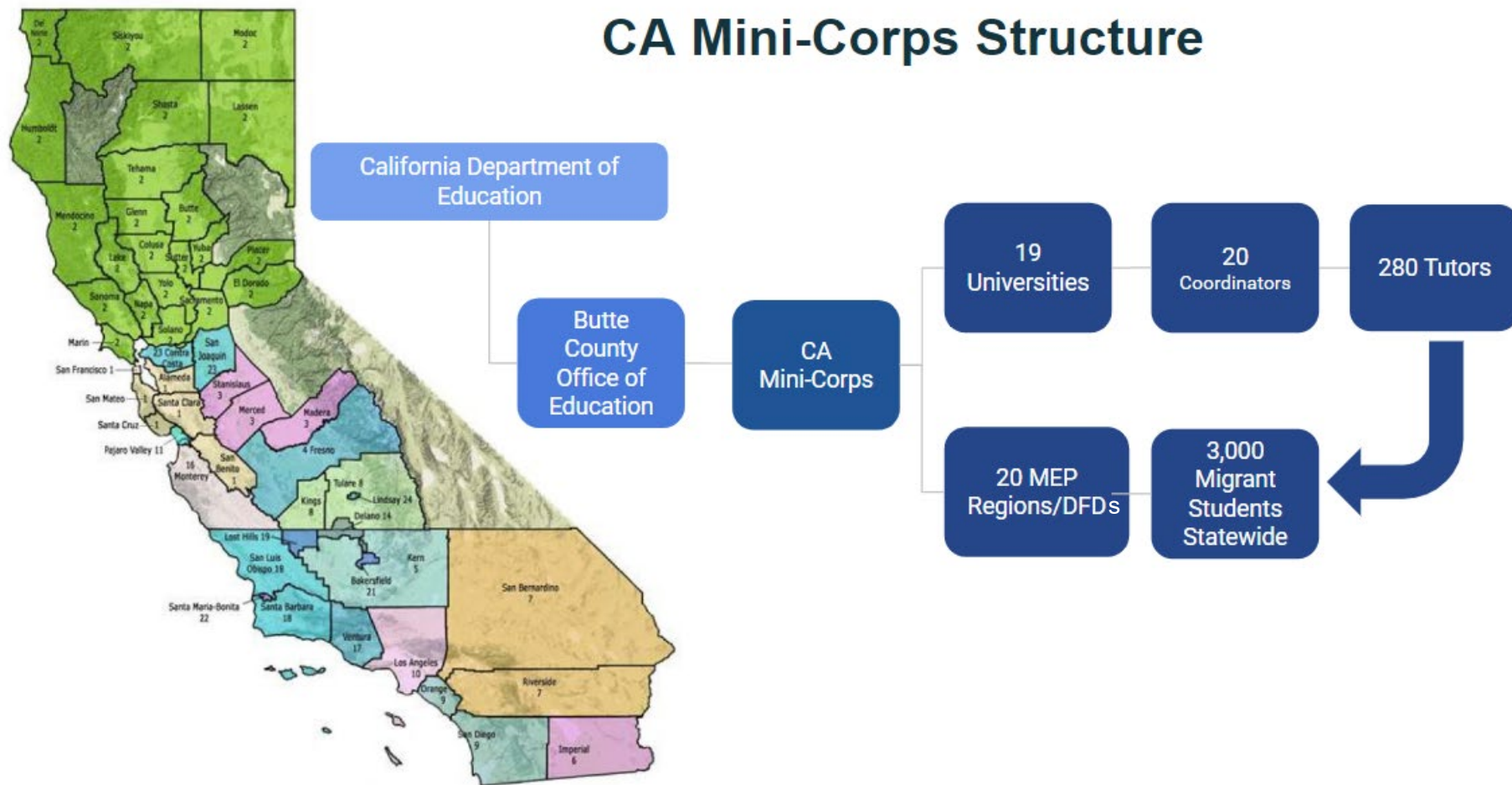
CMC and the CDE

- Partnership between the CDE and Butte County Office of Education - CMC
- CDE oversees and monitors the program
- CMC implements the program



CMC Structure

CA Mini-Corps Structure



Mission Statement

The CMC Program is committed to:

- The educational success of migratory students, and
- The development of tutors as bilingual educators



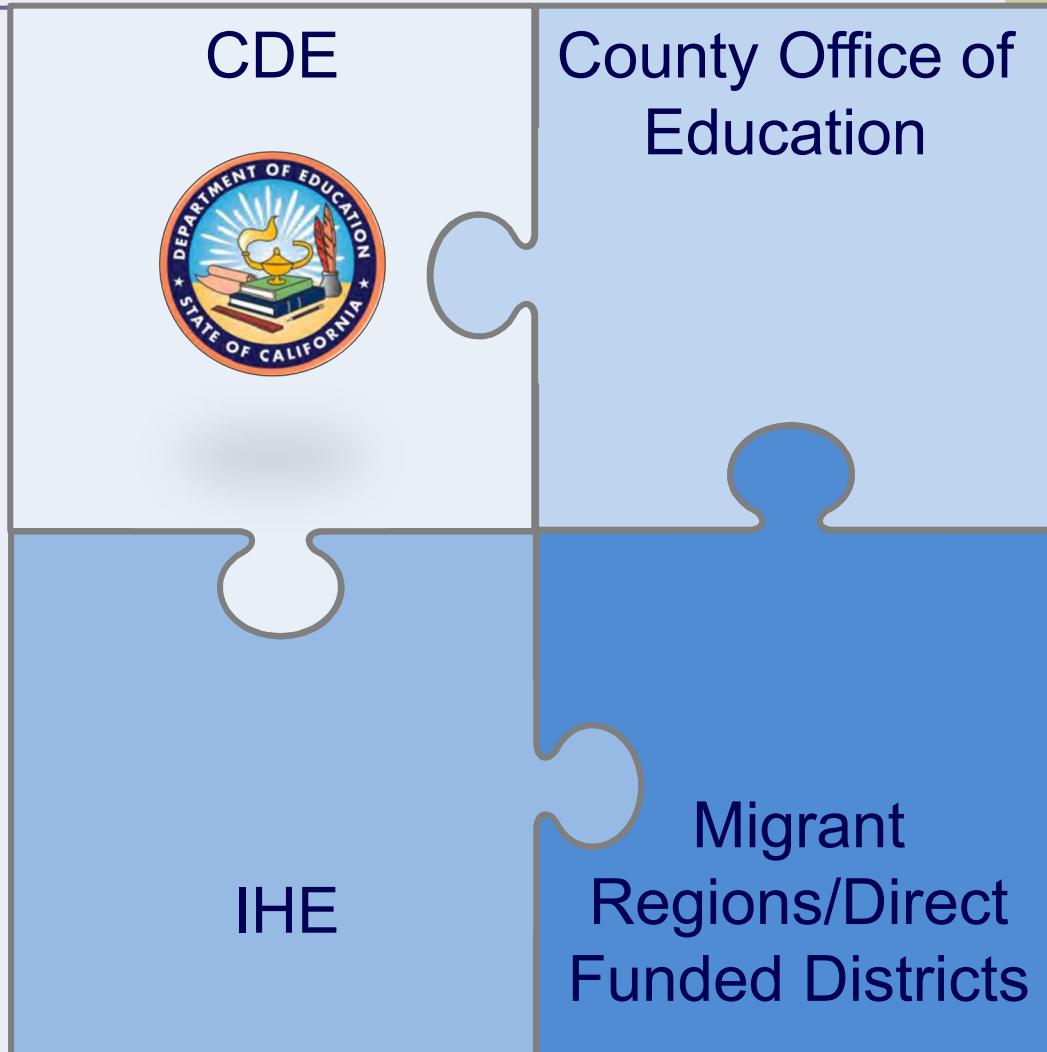
Program Goals

What?	How?
Provide direct instructional tutorial services to increase migratory student academic achievement.	Through a cadre of trained bilingual college tutors that have experiential knowledge of the migrant lifestyle
Develop a cadre of future bilingual-bicultural, credentialed teachers that will be better equipped to work with migratory students.	<ul style="list-style-type: none">• Providing professional development to all tutors in areas related to pedagogy and content areas used in classrooms across California• Providing tutorial instruction services in TK-12 settings• Providing coaching and mentoring via college coordinators

What's needed?

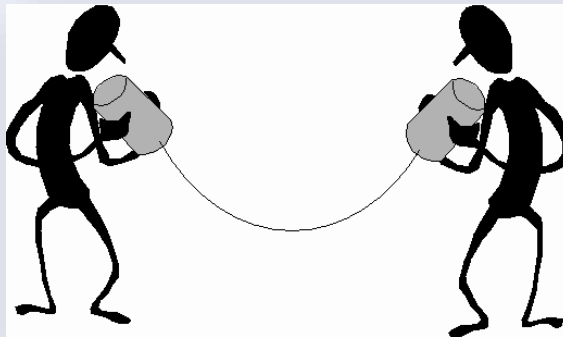
- Networking
- Set up agreements or Memorandum of Understanding (MOU)
- Collaboration among community members
 - CDE
 - CMC
 - County Office of Education
 - Institutions of Higher Education (IHE)
 - Migrant Education Program Regions/Direct Funded Districts
 - School Districts

Pieces Needed Beyond School Districts



How does it start?

- Establish a line of communication with an IHE.
 - Ideally, have an experienced certificated coordinator that is housed at the IHE to recruit bilingual college students for the program.



College Coordinator

- Bilingual, experienced, with Teaching Credential
- In collaboration with migrant regions, identify schools with concentration of migratory students
- Meet with school administrators and classroom teachers to place tutors in designated schools/classrooms
- Hire, supervise, coach and mentor tutors for successful delivery of services
- Collect and report program data to community members



College Tutor Criteria

- College tutor should have at least a 2.0 GPA during Freshman Year
- College tutor should be interested in a career in education
- Experiential knowledge of the migratory lifestyle
- Bilingual/bicultural preferred

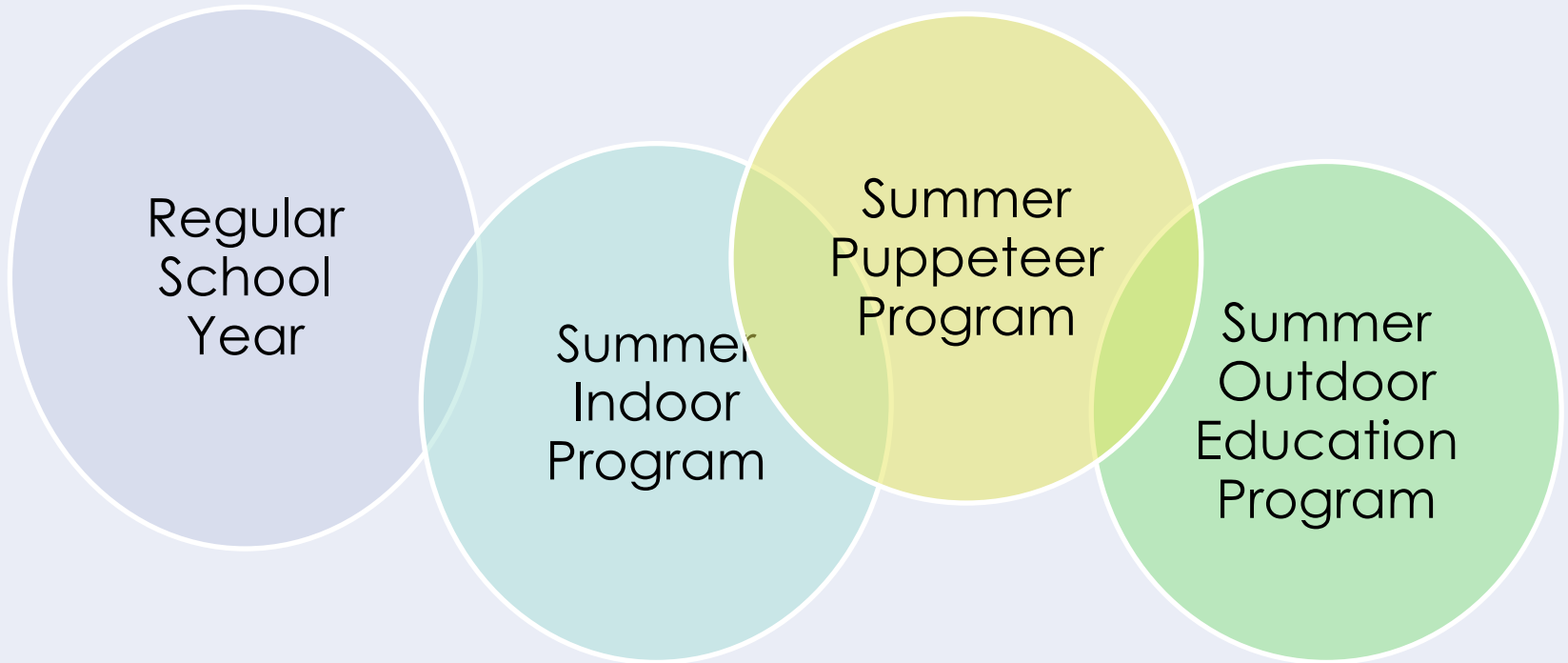


School Criteria

- Have migratory students at the site
- Have teachers and administrators willing to provide mentoring and supervision to the tutors



Program Components



Program Components (2)

Regular
School
Year

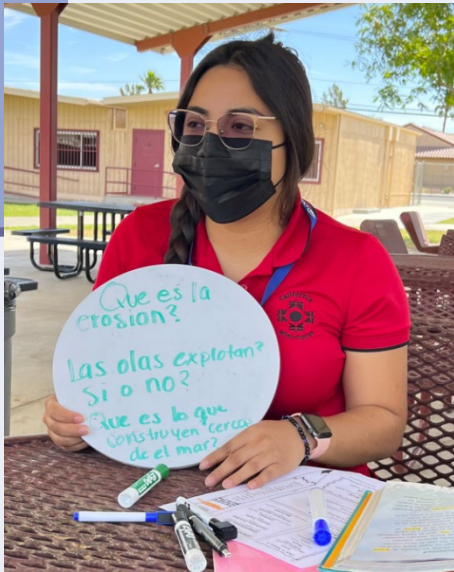
- Occurs during the regular school year
- Tutors are recruited in the fall and spring semesters by the program coordinators
- College/Program coordinators provide professional development to tutors
- Tutors provide instruction to migratory students in TK-12th grade settings



Program Components (3)

Summer Indoor Program

- Occurs during the summer school months
- Tutors that worked during the year and who are interested in working in the summer are placed in TK-12th grade settings
- College program coordinators provide professional development
- Tutors provide instruction to migratory students



Program Components (4)

Summer Puppeteer Program

- Occurs during summer months
- Tutors are trained during the spring on different topics ranging from health to bullying
- In pairs, Tutors travel to different school sites during the summer and provide puppeteer presentations to migratory students



Program Components (5)

Summer Outdoor Education Program

- Occurs during summer months in outdoor settings
- Tutors are trained at an outdoor camp site in the spring for the outdoor education program on science standards and leadership development

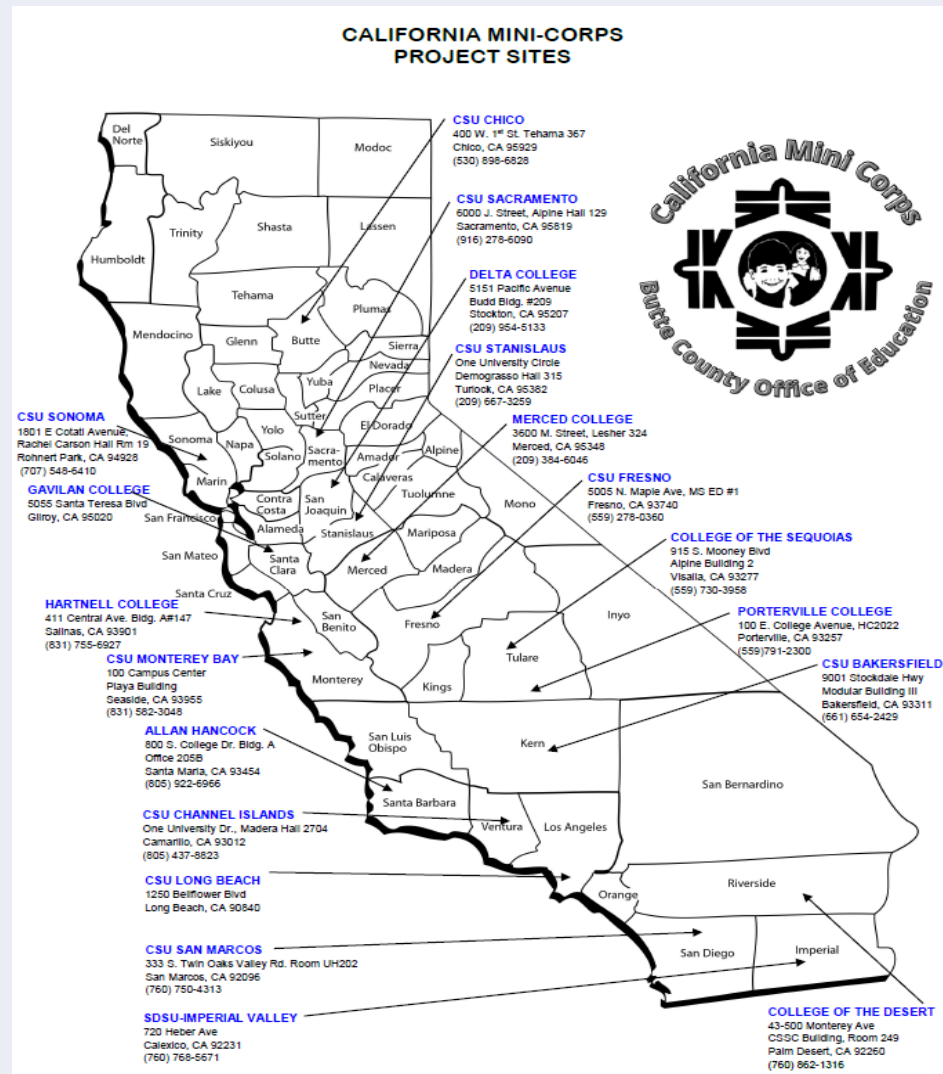
- Tutors travel in teams from camp to camp to deliver instruction to migratory students visiting the camp
- Tutors also provide activities to build on students' leadership abilities and self-esteem



Program Description

- Operates and oversees 20 programs out of 19 college and university campuses.
- Employs approximately 280 college tutors that provide direct instructional services during the regular year.
- Approximately 12 college tutors participate as Puppeteers.
- Employs approximately 25 college tutors assigned to the Outdoor Education Program.

Map of the CMC Program Sites



Quick check-in

- In thinking about your geographical area, list some IHE (or other community members) that you might be able to connect with.



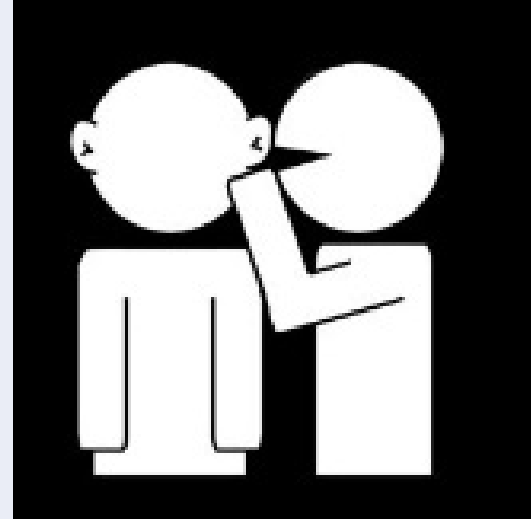
Benefits of the CMC Program: Migratory Students

Expanded Services to Migrant Regions

- Provide supplementary tutorial support during the regular school year and summer
- Provide supplementary tutorial support in After School programs or Saturday schools imparted by the Migrant Region
- Summer Outdoor Education Camps
- Employment and staff development for migratory students in college
- Puppetry presentations
- Home school connections

Think Pair Share

How might a program like this benefit migratory students in your area?



Pipeline



● Migratory Student

● College Tutor-
CMC
Up to 4 years
of hands-on
preparation

● Bilingual
Teacher
Administrator

Benefits of CMC Program: College Tutors

Develop pathways towards the credential program with both universities and junior colleges

- Identify steps required to obtain a credential
- Provide support from both university and CMC to obtain credential
- Provide support with pre-teaching exams which can be an obstacle for tutors

Staff Development for College Tutors

- Provided by certificated staff
- CMC Tutor
 - English language arts
 - English language development
 - Math
 - Assessments – summative and formative
 - Lesson design
 - Classroom management
 - Culturally responsive pedagogy
 - Using technology in the classroom
 - Professionalism

2021–2022 Data

	Summer	Fall/Spring
Schools	281	189
Teachers	1,154	895
Tutors	696	269
Migratory Students	5,096	2,932

Number of total schools, teachers, tutors
and migratory students during the fiscal
year 2021–22

Tutor Experience in CMC

At the conclusion of the year CMC tutors complete an assessment of the program, rating how well the professional development and program activities prepared them to be potential teachers.

Figure 1. Tutor Ratings of the Program



Source: CMC Database developed by Cityspan, 2021-22 Tutor Evaluations of the Program, N = 313. Note: Ratings are on a 4-point scale, where 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree.

Tutor Experience in CMC (2)

- Overall, CMC tutors overwhelmingly found program activities to be extremely valuable in their own development, teaching preparation, and classroom ability.
- Tutors agreed that the classroom experience prepared them to be effective future educators.
- They see themselves as positive role models to the migratory students.

Program Assessment Results: College Tutors

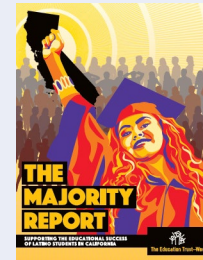
- In the 2021–22 fiscal year, data reflects that there were 217 CMC tutors who were liberal arts/child development majors and 96 that were single subject or other majors.
- In the 2019-20 there were 172 tutors identified as college Seniors. As of August 2022:
 - 73% of tutors are in progress of obtaining their teaching credential or have already obtained a credential/certificate
 - 70% are pursuing a bilingual authorization

Special Program Recognitions



2016 recognized by the White House for helping to close the Latino achievement gap

In 2017 the CMC program was featured in "The Majority Report" published by The Education Trust – West and was highlighted as a program that is "turning the curve" by attracting a diverse teacher workforce



In 2017 CABC (California Association of Bilingual Education) granted the CMC Program the "Leadership Board Award"



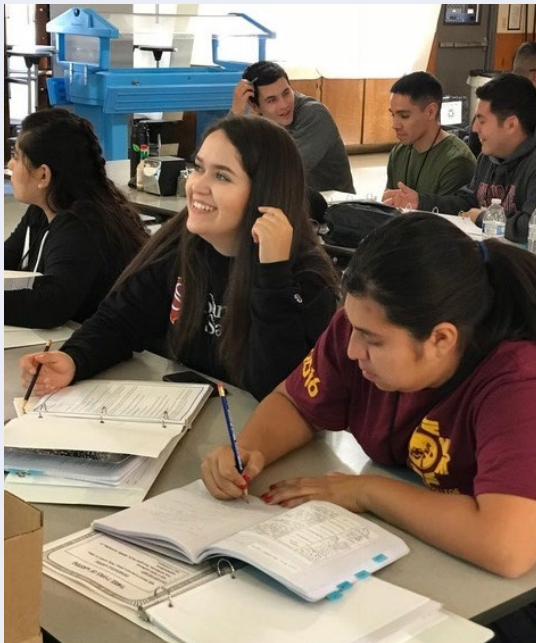
2018 – present
The CMC program is featured in the State Superintendent's Global CA 2030 initiative (initiated by Tom Torlakson, and continues to be supported by State Superintendent of Public Instruction Tony Thurmond) as a program to continue to work with to support the path to a multilingual California

Outdoor Education Program





CMC partners with select
Migrant Education
Program (MEP)
Regions/Direct Funded
Districts (through an
MOU) to provide a week-
long Outdoor Education
experience to 3rd-6th or
7th-9th migratory students



Puppetry Component



Six teams projected to present to over 2,000 migratory students

Special CMC Panel

- Maria Avelar, CSU Bakersfield Coordinator
- Rosalba Marquez, College of the Sequoias Coordinator
- Audience is encouraged to ask questions to program coordinators about the program



Panel Reflections

- Please share a bit about your education journey.
- What has been your experience with the CMC and what does the program mean to you?
- Questions from audience...

Closure Activity

- You will be assigned a “pretend” role on your index card.
- Network around the room and find other community partners that would help you set up a similar Mini-Corps program in your area.
- Discuss possible scenarios like:
 - How do each of your roles impact the program?
 - What is **one** thing you will do when you get back to begin a conversation about this program?
 - What is **one** take away?

College Student with Experiential Knowledge of Migrant Lifestyle

Believes in migrant students' potential and needs:

- Job
- Work Experience
- Internship
- Mentors
- Career Awareness
- Training and Staff Development
- Peers/Support Network to Increase Sense of Belonging

Certificated Bilingual Teacher

- Seeking New Professional Challenges
- Want to “Make A Difference”
- Coach and Mentor Youth
- Gain Administrative Experience
- Want to Serve as Advocates For Others
- Bilingual - Want to Give Back to Community

State Education Agency

- Seeks to invest funding in effective, successful programs with a proven track record
- Organizations that serve the needs of the student population
- Assist in reducing the teacher shortage

County Office Of Education/Local Educational Agency

- Provide leadership in school districts and positively impact the teaching landscape throughout the state by helping to increase the pool of culturally proficient, certificated educators
- “Grow our own” model

College/IHE

- Aim to increase the student body diversity
- Maintain graduate students within the college
- Create a pathway into credential programs that meets the needs of local community and alumni
- Address teacher shortage
- Produce exemplary teachers

School District

■ Seeking:

- One-on-one academic assistance and positive role models for struggling K-12 students
- To reduce the teacher shortage and “Grow our own” Classroom teachers
- To “Grow our own” School Administrators
- Opportunities for local high school graduates to work within the local community
- To assign bilingual college tutors to work under the supervision of classroom teachers and assist in providing tutorial instruction in core subject areas to TK-12 students

Migrant Region

■ Seeking:

- Bilingual, culturally proficient tutors to assist migratory students
- Positive role models and mentors for TK-12 youth
- To collaborate in pathway for college tutors that aspire to serve the local migrant community as Certificated Professionals down the road
- Support in closing the achievement gap for migratory students and raising their college and career aspirations

CDE and CMC Staff Contact Information

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Thank you for attending!

