

# Instructionally Related Activities Funds Request Spring 2020

## ▼ Submitter

### Submitter Name

Lorna Gonzalez

### Submitter Email

lorna.gonzalez@csuci.edu

## ▼ 1. Basic Details

### Activity Title

Belonging Matters: Building Connections, Coalitions, and Curricula for Human Beings - Twelfth Annual Conference for Social Justice for Education

### Activity/Event Date

April 25, 2020

### Date Funding Needed By

March 1, 2020

### Previously Funded?

- ☐ No  
☒ Yes

## ▼ Previously Funded Proposal

### Semester/Year

Spring 2019

### Proposal # (if known)

1081

### Report submitted for previously Funded Activity?

- ☐ No  
☒ Yes

### Please upload a copy of the report

[1 ira-report-11th Annual Conference for Social Justice in Education 2019.docx](#)

### Additional Report #1

[2 Question 7 Feedback.pdf](#)

### Additional Report #2

[3 Question 9 Attendees Qualtrics Report.pdf](#)

### Additional Report #3

## Additional Proposers

Kaia Tollefson, Kathy Howard

**Academic Program/Center/Organization Name**

School of Education

**Estimated total Course Fee revenue**

0

**Amount Requested from IRA**

9517.00

## Estimated Number of Students Participating

150

## ▼ 2. Brief Activity Description

Describe the activity and its relationships to the educational objectives of the students' program or major

### Brief Activity Description

The proposed event is the 11th Annual Conference on Social Justice for Education. This annual conference showcases and promotes critical social justice and equity work within the Ventura County Educational Community. By networking with fellow educational stakeholders committed to such work and learning about issues facing families and youth in Ventura County alongside current school leaders and teachers, student participants (undergraduates, prerequisite students, and students in the five credential programs) gain a deeper understanding of the multitude of issues that shape education policy and practice in our region.

The SoJu Conference aligns directly with the Undergraduate Student Research initiative of the CSUCI Strategic Plan. For example, Early Childhood Students present community research, and historically, a number of students co-present research conducted with faculty partners. Through collaboration with educators in our regional community around current critical issues of social justice in educational practice, this conference also promotes educational excellence by increasing “opportunities for students to engage with the regional community to apply their learning and address meaningful challenges” (CSUCI Strategic Initiative 1.2).

This year’s conference theme, “Belonging Matters: Building Coalitions, Connections and Curricula for Human Beings,” includes such topics as coalition building, programs that build community and belonging for students and families, hope-building systems, curricula and programs, centering marginalized populations, allyship, and humanizing differences. Thus, the conference is grounded on CI mission pillars in that it:

Integrates course content and theory/methods with contemporary community issues;

Reinforces the multi-cultural context of Ventura County in which the students will work as teachers and/or principals, and allows networking between CI students, faculty, and the community;

Integrates various disciplines to better understand community and school issues (e.g., education, special education, educational leadership, psychology, sociology, Chicana/o studies).

The conference has attracted attention throughout the county. Last year’s attendance reached 275 people. Last year’s KeyNote speaker, Dana Lomax, is both a Ventura County teacher and a part-time lecturer in CSUCI’s teacher credential program. In 2018, she received a national Teaching Tolerance Award for Excellence in Teaching from the Southern Poverty Law Center’s Teaching Tolerance Project, and drew a large audience to her poignant and inspirational KeyNote address at our Social Justice Conference. Because of the steady growth of this conference each year, we estimate an audience of roughly 350 people.

Please provide a list of administrative support work needed to fulfill the goals of the proposal. Indicate the estimated time of year and amount of time needed for each work item to the best of your ability:

### Administrative Time

Conference Organizing Committee Planning Meetings

September/October/November - 1 hour, twice per month to write CFP, design web site, draft marketing plan, coordinate fundraising efforts

December - 1 hour per week - committee meetings, disseminate CFP for presenters

January/February - 1 hour per week - draft program, market conference to register attendees

March - 1 hour per week to finalize facilities and ordering preparations, confirm presenters and attendees, etc.

April - set up for and run event; post-event correspondence, feedback, and reports

## ▼ 3. Learning Outcomes and Relation of IRA to Course Offerings

All IRAs must be integrally related to the formal instructional offerings of the University and must be associated with scheduled credit courses.

1. Please list all classes that directly relate to the proposed activity.
2. For each class listed, describe in detail how exactly the IRA activity will be integrated with the class's activities, how often/ on what expected date(s), and to what extent

**Learning Outcomes and Relation of IRA to Course Offerings**

Advancing diversity and promoting education for social justice are at the core of the School of Education's mission (approved Fall 2018).

Our Mission: The School of Education at California State University Channel Islands serves students, families, and communities by effectively preparing culturally-competent teachers and leaders who work collaboratively to inspire learning and promote equity in and through education.

Nuestra misión: La Escuela de Educación de California State University Channel Islands sirve a estudiantes, familias y comunidades por medio de la preparación efectiva de maestros y líderes culturalmente competentes que trabajan en colaboración para inspirar el aprendizaje y promover la equidad en y a través de la educación.

This Conference for Social Justice in Education is applicable to all SOE courses at different levels, and also support the following General Education Learning Outcomes:

1. Evaluate issues and integrate ideas from multiple perspectives, including cultural, national and international, and disciplinary perspectives, and identify actions consistent with their own civic responsibility.
7. Understand social, cultural, political, and economic institutions and their historical backgrounds, as well as human behavior and the principles of social interaction.

A sampling of Education courses and their learning outcomes that are advanced through conference participation follows:

EDUC 512: • Explain the concept of culture and its use in and relevance to multicultural curricula and instruction • Describe the connection between culture and communication and implications for schooling • Describe the relationships between bilingual schooling and multicultural instruction, various instructional theories for establishing a multicultural classroom, and the necessary pedagogical tools to increase access to the core curriculum for EL's • Reflect on personal beliefs, attitudes and expectations, in the context of schooling, related to students and families from diverse backgrounds, students with specific learning needs and gender issues

EDUC 605: • Articulate the ways identity influences one's role as a leader in a diverse school and society, including the leader's role of relative power and privilege • Integrate conversations about race and equity in the school culture • Enunciate a deep understanding of equity and social justice in the school and community (historical and present) in its many forms (race, class, gender, sexual orientation, cultural difference, ableness) • Systematically build an equitable school culture that values the principles of democratic schooling in terms of both individual and collective voice and responsibilities • Analyze and communicate root causes of oppression • Take action to fully support equitable school and community outcomes

EDUC 615: • Read, analyze, and synthesize educational research literature from a variety of sources

SPED/PSYCH 345 (9+ sections/semester taken by all majors for upper division writing requirement) • Discuss the education of students with disabilities in school settings • Find information about disabilities and evaluate the quality of sources

SPED 542: • Discuss the role of families in positive behavioral supports

▼ **4. Activity Assessment**

Describe the assessment process and measures that the program will use to determine if it has attained its educational goals.  
**Please note that a report will be due at the end of the semester.**

**Description of Assessment Process**

The event will be assessed by an end-of –conference evaluation sheet which is given to all participants at the time of

registration. Reminders will be given throughout the day in each session and at the lunch panel.

## ▼ 5. Activity Budget

Please enclose a complete detailed budget of the entire activity. Indicate specific items that you are requesting IRA to fund.

You should use either the Regular Activity budget (for events on campus) or -- if your event involves any travel-- you **MUST** use the IRA Travel Budget Form.

You can download both of the IRA Excel Budget sheets at <http://www.csuci.edu/ira/application.htm>.

### **Activity Budget**

[Gonzalez\\_ira-regular-budget-form.xlsx](#)

## ▼ 6. International Trips

If your event is an international trip submitted through the Center for International Affairs, you must include copies of:

1. Complete Center for International Affairs/ UNIV 392 proposal
2. The program budget as submitted to the Center for International Affairs (to ensure congruency between the two budgets)
3. as well as a copy of the course syllabus

### **Center for International Affairs Budget**

### **Copy of Center for International Affairs Proposal**

### **Course Syllabus**

### **Certification**

☒ I certify that students attending this trip are not previous or repeat attendees of a prior International UNIV 392 Trip

## ▼ 7. Sources of Activity Support

Please list the other sources of funding (including course fees), and exact expected amounts of additional support for the activity. Please indicate if there are no other sources of funding

### **Other Sources of Funding**

A primary source of previous support, Lottery Funds, are not available. We will solicit contributions this Fall from other campus units who have historically contributed to this event (e.g., CSUCI's School of Education, Ventura Chapter of the California Association for Bilingual Educators, Extended University, MVS School of Business); however, at this time no other sources of funding are confirmed.

## ▼ 8. Promoting Participation

**What is your intended audience and how do you intend to market this to your students?**

Intended audience and marketing (in parentheses):

P-12 teachers, principals, counselors (School of Education teacher and school database—email blast to the network. Also student teaching supervisors will distribute fliers and use “word of mouth” method while visiting schools weekly. Additionally, use CI-community advocacy group EDJ “Educators Doing Justice” networks)  
CI faculty (announcements through SOE and Academic Affairs email blast)  
Surrounding universities, e.g., CLU, UCSB, Loyola Marymount, others (personal networks)  
CI students (on syllabus when included in the coursework; announcements on Canvas; fliers on Student Union tables)  
Social media (CSUCI Special Education; CI Single Subject; Indivisible: Conejo)  
Other professional networks through connections with them (California Youth Authority; Ventura County Mental Health)  
Community - e.g., Educators Doing Justice, Ventura CABA, Ventura County Social Justice Fund, MICOP, CAUSE, Indivisible Conejo (through connections with them)

**If this is an event that is off campus, how do you plan to bring back the benefit of this event to campus?**

## ▼ 9. Approval and Acknowledgement

### Program Chair/Director

Correia, Manuel

### Dean

Sevier, Brian

**Program Chairs and Deans may inform proposer of any staffing capacity needs or limitations (optional comments below):**

### Conditions and Considerations

- ☒ **Artist/Performer/Speaker Fees & Honoraria:** On the Activity Budget, please indicate whether the vendor's price was set by you/CI Representative, or is a fee that was set by the vendor.
- ☒ **Large Event:** For a large event, consultation with the campus Event Coordinator's office at (805)437-8548 is required.
- ☒ **Field Trip:** Sponsor must comply with all policies found at:  
<http://www.csuci.edu/rm/programs/academic-field-trip-guidelines-and-forms.htm>. If approved, Identified Risks of Participation and Release Agreement must be submitted for each student to the Program Office (Public Folders-HR Forms).
- ☒ **Involves Human Subject Data Collection for Public Dissemination -Requires IRB Approval :** If Project Sponsor proposes to conduct research with human participants, the proposal may be subject to Institutional Review Board for the Protection of Human Subjects (IRB) review. All research that involves any type of interaction with human subjects - from simple surveys to complex biomedical procedures - must be reviewed and approved by the IRB prior to starting the research. Data for "Public Dissemination" indicates interviews/surveys that result in a journal/poster session/newsletter, etc.
- ☒ **IT Requirements:** If your activity has IT requirements, coordination with and approval from IT Administration is required.
- ☒ **International Travel:** Requires International Travel application be submitted to Center for International Affairs. Include copy of CIA budget and course syllabus in your IRA application. Must utilize the University's Foreign Travel Insurance Program (FTIP) and follow all International Travel Guidelines listed at: <http://www.csuci.edu/rm/insurance/foreign-travel.htm>
- ☒ **Risk Management Consultation:** Events that involve or engage students directly with a performer or artist (i.e. in a workshop or other than as a passive audience member) will require consultation with Risk Management. Requires proof of correspondence with Risk Management.
- ☒ **Space/Facilities Services Requirements:** Consultation and coordination with Facilities Services is required.

### Acknowledgement

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☒ Acknowledge that I have reviewed and accepted the Conditions and Considerations herein. Please check off boxes as appropriate. Please note that late applications will not be reviewed by the committee.

### ▼ Chair Review

#### Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

#### Comments

 Manuel Correia Nov 5 2019

### ▼ Dean Review

#### Recommendation

- ☒ I recommend approval of the IRA Funds Request described on this page
- ☐ I DO NOT recommend approval of the IRA Funds Request described on this page

#### Comments

 Brian Sevier Nov 5 2019