

Instructionally Related Activities Funds Request Fall 2019

▼ Submitter

Submitter Name

Michelle Dean

Submitter Email

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▼ 1. Basic Details

Activity Title

Improving teacher preparation programs to better meet the needs of k-12 students who have experienced maltreatment and trauma

Activity/Event Date

Fall 2019

Date Funding Needed By

Start of Fall 2019 semester

Previously Funded?

☒ No

☐ Yes

Additional Proposers

Academic Program(s)/Center Name(s)

CI School of Education

Estimated total Course Fee revenue

n/a

Amount Requested from IRA

\$4,000.00

Estimated Number of Students Participating

100

▼ 2. Brief Activity Description

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

Brief Activity Description

Children in the child welfare system are at an increased risk of having poor educational outcomes (Altshuler, 2003). These children are disproportionately represented in special education (Sawyer & Dubowitz, 1994; Zima, Bussing, Freeman, et al., 2000), and are likely to be enrolled in low performing schools (Smithgall, Gladden, Howard, Goerge, & Courtney, 2004). Low performing schools tend to have high rates of teacher turnover, and as a result, these schools tend to hire new and inexperienced teachers who are likely recent graduates from teacher preparation programs (Center for the Future of Teaching and Learning, 2005; Smithgall, Gladden, Howard, Goerge, & Courtney, 2004). Thus, children who are in special education and in the child welfare system are often educated by teachers who have not received sufficient training to meet the unique needs of these students (Hanushek, Kain, O'Brien, & Rivkin, 2005).

As of 2017, approximately 1,200 children in Ventura County are living in foster care. These youth have a rate of 4.13 placement moves per 1,000 days while in care during 2016, and 78% of 12th graders had 8 or more school placements. A high proportion of foster care youth in Ventura County are Latino (65.2%), followed by Caucasian (24.3%), and African-American (6.8%). Five school districts tend to enroll most of the foster youth, accounting for 70%. About 30% of foster care youth receive special education services. Because CI teacher candidates are likely to educate at risk youth in their clinical placements and in their classrooms during their first years of teaching, it is critical that CI teacher preparation programs train aspiring teachers to meet the unique needs of these students.

CI teacher candidates must demonstrate competency on the California Teacher Performance Expectations Standards, and performance assessments require teacher candidates to plan lessons to meet the needs of "students with academic and emotional support needs due to life experiences inside or outside of school". The purpose of this proposal is improve the CI teacher preparation program by providing all CI teacher candidates with a targeted trainings that focus on meeting the needs of children who have experienced maltreatment and trauma. Teacher candidates will participate in two different trainings: 1) a workshop, in which established scholars in the field of social work and special education advocacy will provide background knowledge about maltreatment, the child welfare system, and advocacy for these children; and 2) "Trauma Informed Practices for Teachers" (TIPs) training, which will be facilitated by the Ventura County Office of Education. This training specializes in teacher practices and identifies resources available to support children in the child welfare system in Ventura County. The first workshop will take place at the beginning of the semester, and CI candidates from all programs will participate in the training together for one three-hour session. The second training will occur during scheduled seminar course sessions; each program (multiple subject, single subject, and special education) will participate in the TIPS Training separately.

▼ 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

1. EDMS 587: Initial Student Teaching Seminar Multiple Subject
2. EDMS 593: Advanced Student Teaching Seminar Multiple Subject
3. EDSS 587: Initial Student Teaching Seminar Single Subject
4. EDSS 593: Advanced Student Teaching Seminar Single Subject
5. SPED 587: Initial Student Teaching Seminar

6. SPED 593: Advanced Student Teaching Seminar

The classes listed above are initial and advanced student teaching seminar for all three credential programs (Multiple Subject, Single Subject, and Special Education). Seminar courses facilitate the preparation for and discussion of issues relevant to the student teaching experience and prepares candidates for the teaching final performance assessments. In their final performance assessment, teacher candidates must present evidence of addressing the needs of students with academic and emotional support needs due to life experiences inside or outside of school. Trainings focused on meeting the needs of children who have experienced maltreatment and trauma are directly related to the final performance assessment requirements. Trainings and initial data collection will take place during the fall of 2019. Analysis of teacher performance final assessment data will occur during the spring of 2020. The trainings are directly related to CA Teacher Performance Expectations and will better prepare CI teacher candidates to teach a diverse population in Ventura County.

▼ 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

Data collection will occur prior to the start of the intervention (Pre intervention), following each four to six month following the completion of the intervention (Follow-up). At the beginning of the semester, all students will complete a survey and open ended questionnaire to determine what they know about children who have experienced maltreatment and trauma (Pre intervention). Following each training, teacher candidates will be asked to write a reflection about what they learned during the training, and how they will use this information to inform their professional practice (Mid point). Teacher candidates will complete the survey and questionnaire after participating in the workshop and the TIPs training (Post intervention). Finally, the CI school of education faculty will review final performance assessment data to evaluate student application of their learning (follow up).

▼ 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

[DEAN_ira-1085-budget-credential-candidate-.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

n/a

▼ 8. Promoting Participation

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

The intended audience includes CI teacher candidates who are enrolled in one of the CI SOE credential programs (multiple subject, single subject, and special education). There will be one 3-hour workshop, in which CI teacher candidates from all programs will attend. Then, CI teacher candidates will receive Trauma Informed Practice Training for Teachers, which will be facilitated by Ventura Unified Office of Education. TIPs training will occur during scheduled seminar sessions, so each program will have separate TIPs training sessions.

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

n/a

▼ 9. Approval and Acknowledgement

Program Chair/Director

Correia, Manuel G

Dean

Sevier, Brian

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

☒ I acknowledge that I have reviewed and accepted the Conditions and Considerations herein. I acknowledge that the activity sponsor will be responsible for managing purchases, travel arrangements, and all transactions related to approved activities. Please check off boxes as appropriate.

▼ 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

Happy St. Patrick's Day.

 Manuel Correia Mar 17 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 Mar 25 2019