

	<p>Wednesday August 17, 2022</p> <p>**All sessions today are virtual**</p> <p>The same passcode will be used for <u>ALL</u> sessions. Passcode: flexf22</p>
8:15 AM	<p>Log in while you enjoy your coffee or tea</p> <p>The entire morning session, 8:30 AM – 12:00 PM, will be at this link: https://rccd-edu.zoom.us/j/93646562806</p>
8:30 AM	<p>Welcome to the 2022-2023 Academic Year</p> <p>Chancellor, College President, Academic Senate, Faculty Association, ASRCC President</p>
9:00 AM	<p>Meet RCC's New Faculty</p> <p>Lynn Wright, Vice President of Academic Affairs</p> <p>Faculty Professional Development Updates</p> <p>Melissa Harman, Faculty Development Coordinator</p>
9:15 AM	<p>Guided Pathways and P&D Updates</p> <p>Kristine DiMemmo, Vice President of Planning and Development</p>
9:45 AM	<p>15-minute Break</p>
10:00 – 11:30 AM	<p>Keynote Address*</p> <p>“A Community of Cultural Wealth Approach at Riverside Community College District”</p> <p>Dr. Tara Y. Yosso, Professor, School of Education at the University of California, Riverside</p>
11:30 – 12:00 PM	<p>Reimagining Student Engagement at RCC*</p> <p>Inez Moore, Dean of College Equity, Inclusion and Engagement</p>
12:00 - 1:00 PM	<p>Lunch Break / RCCDFA Meeting</p> <p>Join us for a discussion of the major changes in the Association. https://rccd-edu.zoom.us/j/98813484911?pwd=K2JYMdc2Lyt3V3NLdjA2dEZ4NTILZz09</p>

Breakout Sessions

<p>1:15 – 2:30 PM</p> <p>Session 1</p>	<p>Paving Viable Pathways for Adult Learners of Color (REACH)* Adrienne Grayson, Courtney Carter, Jairo De Leon https://rccd-edu.zoom.us/j/99006254458?pwd=MkF3SjFkSGNtSUdsT0xRaEJGRVZuZz09</p> <p>Reimagining Global Education in a Post-pandemic World: A Study Abroad Guide for Faculty Sef Girgis, Michelle Pfenninger, Micherri Wiggs https://rccd-edu.zoom.us/j/99177602245?pwd=dG1MbTAvazhNMUd1azQ2azc0Z282dz09</p> <p>Sharing our Wealth: The Narrative 4-way* Ajené Wilcoxson https://rccd-edu.zoom.us/j/93237738053?pwd=ZVFCdzUrOXFIOWZQZTF4L09Wb2hFZz09</p>
<p>2:45 – 4:00 PM</p> <p>Session 2</p>	<p>Resources for New Department Chairs Kathleen Sell, Jo Scott-Coe, Cliff Ruth, Star Taylor https://rccd-edu.zoom.us/j/92408964805?pwd=bGxPU084OTlmeXdzUTNZek96Y3JBdz09</p> <p>CurriQūnet Training Steven Schmidt https://rccd-edu.zoom.us/j/7549520744</p> <p>Sustainability in the Classroom: Resources to Promote Ecological Stewardship, Green Economics, and Environmental Justice* Tonya Huff, Lani Kreitner https://rccd-edu.zoom.us/j/99692091857?pwd=eWVWNDhkUW0wZktHdUdSNzJCOHR2UT09</p> <p>Introduction to the EQ Academy Ajené Wilcoxson, Micherri Wiggs https://rccd-edu.zoom.us/j/96817176560?pwd=TVZDRmxsbIRKbTRhYmpjc01JWHJodz09</p>

Fall Flex Agenda 2022

Thursday August 18, 2022 **All sessions today are virtual** The same passcode will be used for ALL sessions. Passcode: flexf22	
8:30 – 9:30 AM Session 1	What's New in District DE? Torria Davis, DJ Hawkins https://rccd-edu.zoom.us/meeting/register/tJAqdO6qpzljGdGCv2AI4DaLDWrM7rEO5tjB
	Faculty Prioritization Worksheet Overview Wendy McKeen and Wendy McEwen https://rccd-edu.zoom.us/j/95579713363?pwd=S2FjUHQxUnFxYkMwWWk0ZmFud1Z2dz09
9:30 – 10:30 AM Session 2	Designing an Accessible Canvas Course Anisha Bhatia, DJ Hawkins https://rccd-edu.zoom.us/meeting/register/tJMocuCtqTgiH9zpZq5g6-oQZ_HfnCWpeuky
	Beyond Validation: Creating a Learning Environment that Fosters the Success of African American Female Students* Adrienne Grayson, Monique Greene https://rccd-edu.zoom.us/j/93423092866?pwd=QnQzRjFsZVJta1hqWnNZNDhNMUZkUT09
10:30 – 11:30 AM Session 3	Instructional Tools Speed Dating District Distance Education Team DJ Hawkins, Stefanie Tate, Susan Finley, Diana Hyatt Myers, Sandra Xochilpiltecatl, Anisha Bhatia https://rccd-edu.zoom.us/meeting/register/tJArd-CrpzkuGNdnDHmwKYCM-Rh4rQiT21Lq
	Understanding your TA and Working with your IDS Julie Taylor and Stefanie Heim https://rccd-edu.zoom.us/j/91476509993?pwd=UUZhc3hTbHdHc05ObHJPNGgxYTRqUT09
	English Department Community of Practice/Getting Ready for the First Day of Class* Kelly Douglass, Jo Scott-Coe, Kathleen Sell, Tina Stavropoulos, Star Taylor https://rccd-edu.zoom.us/j/93624784228?pwd=OTBxN1BzRkxFLy9PT3N0THFIdkN1QT09
11:30 AM	30-minute Lunch Break

Division Meetings

Passcode: flexf22

	<p style="text-align: center;">Nursing</p> <p style="text-align: center;">The division meeting will be held in person on Thursday August 18th at 8 am.</p>
12:30 – 1:30 PM	<p style="text-align: center;">Fine and Performing Arts</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/97274179204?pwd=VIUwOU02Tk5nbHRFMWJCTG5vK2VkZz09</p>
12:00 – 2:00 PM	<p style="text-align: center;">STEM & Kinesiology</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/95455389302?pwd=QmNxQkhWQ04yQzcmc3NtVEJBSDV2Zz09</p>
12:00 – 2:00 PM	<p style="text-align: center;">CTE</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/96415198025?pwd=a0VRbjE5NzNGZW1wZHFkdEN0NXlIZz09</p>
12:00 – 2:00 PM	<p style="text-align: center;">LHSS</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/9299029465?pwd=VDhtWk1FZzdzQUntMVpHajNpYy85Zz09</p>

Breakout Sessions

2:00 – 3 PM Session 4	<p style="text-align: center;">Using Equity Data in the Classroom STEM Faculty Community of Practice Kickoff*</p> <p style="text-align: center;">Brandon Owashi and Virginia White</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/98069809138?pwd=NmVVK2VFcjQUWJHbDZSRUtpV0dJQT09</p>
	<p style="text-align: center;">Open Educational Resources (OER) and Zero Textbook Cost (ZTC) Information and Resources for Faculty</p> <p style="text-align: center;">Heather Smith, John Adkins, Star Romero, Sally Ellis, Kendralyn Webber, Alicia Berber</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/96532455172?pwd=YTBGWU5OZWE2TVJteGILN2VLRGhCdz09</p>
3:00 – 4 PM Session 5	<p style="text-align: center;">Creating a Sense of Belonging in the Classroom for System-impacted Students: Rising Scholars and Transitioning Minds*</p> <p style="text-align: center;">Adrienne Grayson, Marc Sanchez</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/97240210176?pwd=amxWQOE3ZmRmQ1RwVmd6aWVuVXRIZz09</p>
	<p style="text-align: center;">Moving Through Math: RCC Math Department Update</p> <p style="text-align: center;">Valerie Merrill</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/95445129660?pwd=Qk53U0cvUmNtVnFjRjdSQ1lzQlINUT09</p>
	<p style="text-align: center;">How to Find Health Services and Psychological Support for Students & the Basic Needs Center</p> <p style="text-align: center;">RCC Student Health and Psychological Services Team</p> <p style="text-align: center;">https://rccd-edu.zoom.us/j/96640656519?pwd=UENpZ2hVd0pSd05PYy9aZUxOcIF5QT09</p>
	<p style="text-align: center;">Utilizing Tara Yosso's Community of Cultural Wealth (CCW) Model in the Classroom*</p> <p style="text-align: center;">Karen Marrujo, Associate Professor of English at Cuyamaca College</p> <p style="text-align: center;">https://zoom.us/j/94521018126?pwd=TzNXUW1FLzNQcmJCUDBKaVpvaINKQT09</p>

Fall Flex Agenda 2022

	<p>Friday August 19, 2022</p> <p>**The majority of the program today is in-person**</p> <p>For all virtual breakout sessions, use passcode: flexf22</p>
<p>8:00 – 9:00 AM</p> <p>(in-person)</p>	<p>Career Closet Open House</p> <p>Meriel Anderson-McDade, Bryn Glover, Katherine Johnson, Rebecca Loomis, Melinda Miles, Elisabeth Thompson-Eagle, Rana Tayyar</p> <p>Portable 6 (See Map in the Session Descriptions)</p>
<p>9:00 - 9:30 AM</p> <p>(in-person)</p>	<p>Back to School Breakfast</p> <p>Bradshaw Hall of Fame</p> <p>Presentation / Q&A from Schools First FCU Representative</p>
<p>9:30 – 9:45 AM</p>	<p>15 Minute Break</p>
<p>9:45 – 10:30 AM</p> <p>(in-person)</p>	<p>Getting Centered</p> <p>Kevin Wurtz, Student Health and Psychological Services</p> <p>Bradshaw Hall of Fame</p>

Breakout Sessions

<p>10:45 - 11:45 AM</p> <p>(in-person)</p>	<p>Indoor Gardening for Mental Health</p> <p>Virginia White (MTSC 401)</p>
<p>10:45- 11:45 AM</p> <p>(virtual)</p>	<p>Social Justice: Inclusive Environments for our Students*</p> <p>Nicole Render</p> <p>https://rccd-edu.zoom.us/j/94839320316?pwd=ZVBKRkFBbkhNNkxkUEVUMEp1ZHQ4dz09</p>
<p>10:45- 11:45 AM</p> <p>(virtual)</p>	<p>Canvas Q&A Drop-in</p> <p>Diana Myers Hyatt, DE Professional Expert Course Developer</p> <p>https://rccd-edu.zoom.us/meeting/register/tJElfuurgDssEtEuCdPEEBUtabj-9UO02ORS</p>

Department Meetings

12:00 –
2:00 PM

Details for individual department meetings will be communicated by the department chairs.

Breakout Sessions

2:00 -
3:00 PM
(hybrid)

Active Shooter Training

Sean Disalvio and Robert Kleveno (DL 121)

<https://rccd-edu.zoom.us/j/91650255450>

2:00 -
3:00 PM
(virtual)

Health and Safety Updates

COVID-19 Update

Beiwei Tu and Cynthia Fazio

<https://rccd-edu.zoom.us/s/95814174094>

2:00 -
3:00 PM
(virtual)

Canvas Q&A Drop-in

Diana Myers Hyatt, DE Professional Expert Course Developer

https://rccd-edu.zoom.us/meeting/register/tJUofu-spjotHNR9dNXYQ_zA-1O2qhhoqg-N



Fall Flex 2022 Session Descriptions

*Sessions marked with an asterisk are equity-focused.

Wednesday, August 17, 2022

Keynote Address*

A Community of Cultural Wealth Approach at Riverside Community College District, Dr. Tara Y. Yosso, Professor in the School of Education at UC Riverside. In her keynote address, Dr. Yosso will provide an overview of her community of cultural wealth model, which has been received nationally and internationally as a paradigm shift for the ways we have traditionally thought about schooling structures, practices and discourse. She will offer timely insights about how a community of cultural wealth lens can inform our equity efforts at RCCD and specifically how we might consider the possibilities of this approach for our curriculum, our class environment, the relationships we build within the college community, and the structures and practices of RCCD.

In advance of the keynote address, we ask you to review Dr. Yosso's bio and the supporting materials found at the end of this document.

Breakout Sessions

- **Paving Viable Pathways for Adult Learners of Color (REACH)*:** The traditional college-going experience was not designed with adult students of color in mind. Inequitable policies and practices send an unintentional message to these students that they do not belong and are not welcome in higher education. RCC has joined forces with 160 community colleges across the nation, including 25 California community colleges, to participate in the Racial Equity for Adult Credentials in Higher Education (REACH) network. Complementing our Guided Pathways efforts, RCC has begun working towards the goal of increasing the number of adult learners of color who enroll at RCC, who complete high-value non-degree credentials and associate degrees, and who go on to earn a living wage. In this workshop the RCC REACH team will share our progress toward better serving adult learners of color and will explore practical approaches for faculty to increase engagement and support for this vital student population.
- **Reimagining Global Education in a Post-pandemic World: A Study Abroad Guide for Faculty:** Presenters will share data and demographics from RCCD student survey showing the impact of study abroad on their personal, academic, and professional growth. We will explore various options and models for faculty engagement in global learning and study abroad through immersive experiences or virtually.
- **Sharing our Wealth: The Narrative 4-way*:** Share today, Change tomorrow! Join me for this experiential session where we will harness the power of the story exchange to equip and embody ourselves to improve our lives, our departments, and our campus. With your help, we can offer this campus-wide involving students, classified professionals, faculty, and management to help our students understand that their voices, stories, and lives matter and that they have the power to change, rebuild and revolutionize systems.
- **Resources for New Department Chairs:** A session to support new (and new-ish) department chairs with resources, information, and discussion. Any chair who'd like to come and share their experience, expertise and best practices is welcome!
- **CurriQūnet Training:** This workshop will provide guidance to faculty and staff that use the CurriQūnet curriculum management system to create, modify, and approve course outlines and program proposals. Topics will include navigation, course modification workflows, and program update workflows within the CurriQūnet environment.
- **Sustainability in the Classroom: Resources to Promote Ecological Stewardship, Green Economics, and**

Environmental Justice*: In this workshop you will learn about the Sustainability Committee and its current initiatives, including: campus support for sustainability resources, activities to promote sustainability in the classroom (and beyond!), student activities, integration of green economics, and RCC's role in providing students with environmentally conscious fields of study.

- **Introduction to EQ Academy**: Emotional Intelligence (EQ) is the capacity to blend thinking and feeling to make optimal decisions. It's being smarter with your feelings. In this session, you will learn the foundations of EQ and the measurable and actionable 8 unique emotional intelligence competencies/skills that lead to being smarter with our feelings. Also, we will share details of our up-and-coming second-year EQ Academy.


Thursday, August 18, 2022

- **What's New in District DE?** Join us to learn how District DE can support you. We'll also explore the DE newsletter and our new district training course: RCCD Course Design Camp. After the opening overviews, participants can join interactive breakout rooms to self-enroll in the DE Instructor Resource shell, book an appointment with DE personnel, and preview Camp. We'll wrap up this session with a quick Q&A for general questions. We hope you can join us!
- **Faculty Prioritization Worksheet Overview**: RCC's Program Review and Plan Prioritization Process includes using a faculty prioritization worksheet for those disciplines or departments that are requesting a new faculty position. This session will review the worksheet and share different ways to evaluate the faculty requests. Come to the session to learn more about how to use the worksheet for the fall's prioritization evaluation process.
- **Designing an Accessible Canvas Course**: Join us to learn how to increase the accessibility of your Canvas course content. We'll explore how to eliminate unneeded content, utilize accessibility basics, and fix accessibility errors in Canvas. After the opening overviews, participants can join interactive breakout rooms to learn how to run a TidyUP report, locate RCE features to apply accessibility basics, and use Pope Tech to quickly fix common errors. We'll wrap up this session with a Q&A for general questions. We hope you can join us!
- **Beyond Validation: Creating a Learning Environment that Fosters the Success of African American Female Students***: New research has demonstrated racial affinity and sense of belonging with faculty are strongly linked to success factors for African American women enrolled in community college. Unfortunately, Black community college women report feeling unwelcome, isolated and misunderstood on their college campuses, forcing them to search for belongingness, often without support. This workshop will explore practical approaches for faculty to create classrooms and virtual environments where Black female students feel more included, valued and appreciated, leading to their success.
- **Instructional Tools Speed Dating**: Join us to learn how you can use five instructional tools to increase interaction, engagement, and support in your courses. We'll explore pedagogical uses and benefits for VoiceThread, PlayPosit, Packback, DesignPlus, and Snagit. After the opening overviews, participants can join interactive breakout rooms to learn how to build styled Canvas content with a DesignPLUS template, add critical thinking questions to a video with PlayPosit, add peer-to-peer text comments in VoiceThread, set up a Packback community, and capture and enhance instructional screenshots with Snagit. We'll wrap up this session with a quick Q&A for general questions. We hope you can join us!
- **Understanding Your TA and Working with Your IDS**: We will discuss how to read your teaching assignment (TA) and the role of the Interdepartmental Specialists (IDS) at RCC.
- **English Department Community of Practice/ Getting Ready for the First Day of Class***: A welcoming and engaging first day of class can make all the difference in whether a student believes they belong and can succeed in the class. This session will explore strategies for an effective first day, including language for syllabi and other materials we share with students that help create a sense of belonging and community to support their success.
- **Using Equity Data in the Classroom, STEM Faculty Community of Practice Kickoff***: What is the STEM Faculty Community of Practice? What will it cover? Who is it designed for? Why should you join? These questions (and more) will be answered during this FLEX session. This Community of Practice offers a great opportunity for STEM faculty to support each other developing and implementing interventions to help eliminate student equity gaps in the classroom. Through this program we will collaboratively examine course data and research potential solutions, while developing

and implementing new student equity-related interventions. Already involved in other equity-related projects in the STEM Division? This is still for you! Come to this kick-off session to find out more about what this Community of Practice will offer.

- **Open Educational Resources (OER) and Zero Textbook Cost (ZTC) Information Resources for Faculty:** We will provide an overview of the OER and ZTC resources available for faculty as well as information from the AAC&U OER Institute.
- **Creating a Sense of Belonging in the Classroom for System-Impacted Students: Rising Scholars and Transitioning Minds*:** Students who have experienced the criminal justice system can face significant barriers to academic and career success. RCC strives to provide a welcoming and supportive environment for all students, including those who are incarcerated and those who have experienced incarceration in the past. In this workshop we will share the current efforts at RCC to better serve our system-impacted students, including the launch of the Rising Scholars Program. We will also explore various ways to build a sense of belonging and community within our classrooms and across the campus for our students who have experienced the carceral system.
- **Moving Through Math: Math Department Updates:** There have been many changes to the math curriculum and placement as a result of AB705. Come check out the new courses and pathways that have been created and are now offered by the RCCD Math Departments.
- **How to Find Health Services and Psychological Support for Students & the Basic Needs Center:** This session will describe supportive services offered through RCC's Student Health and Psychological Services (SHPS) Department.
- **Utilizing Tara Yosso's Community of Cultural Wealth (CCW) Model in the Classroom*:** This is a one-hour, interactive session focused on how to incorporate Dr. Tara Yosso's Community of Cultural Wealth (CCW) model in the classroom in order to promote more equitable outcomes. Participants will be encouraged to reflect on their own practices and brainstorm ways they can better leverage diverse paths to success. This session is presented by Karen Marrujo, Associate Professor of English at Cuyamaca College. Prof. Marrujo is a Mexican-Nicaraguan-American English instructor born and raised in San Diego, and the first member of her family to graduate from college. Her focus as a teacher is on equity, social justice, and strengthening students' personal voices. She encourages students to explore their artistic interests and share the rich knowledges they bring with them. She encourages everyone to share their stories and bring their personal experiences and perspectives into the classroom. In Spring of 2022, Karen was awarded *the San Diego Chapter American Association for Women in Community Colleges 2022 Faculty - Woman of the Year* for Cuyamaca College.

Friday, August 19, 2022

- **Career Closet Open House:** Stop by and check out RCC's Free Clothing Boutique, which provides students and graduates with new and gently used professional attire, absolutely FREE. Students can select TWO professional outfits each semester, TO KEEP and take as many of the casual items as they can carry. Come join us for a brief tour and pick up some flyers to share with your students.
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- **Back to School Breakfast:** Join us in Bradshaw Cafeteria for breakfast. We will re-connect with colleagues and have a chance to meet with representatives of Schools First FCU.
 - **Getting Centered:** Student Health and Psychological Services supervisor Kevin Wurtz will lead a discussion about how to get centered at the start of the school year.
 - **Indoor Gardening for Mental Health:** Plants are responsible for well documented positive effects on our indoor environment as well as our mental health. Come explore ways to incorporate plants into your self-care routine. This workshop is meant for those with any level of plant experience- you don't have to have a green thumb to benefit from

this workshop. We will explore plants appropriate for all skill levels and plant parenting styles. All attendees will leave with cuttings (if interested) and strategies for expanding their plant collections. For safety, please wear closed toe shoes.

- **Social Justice: Inclusive Environments for Our Students***: This session will include how college communities can foster an environment that promotes inclusion and equity for our LGBT, African American, Hispanic/ LatinX, American Indian and Asian Pacific Islander students.
- **Canvas Q&A Drop-in Session**: Have a Canvas question? Want a quick demo of a Canvas tool? Need help building an item or working with videos? Meet with District DE Course Developer Diana Myers Hyatt and get answers to questions about all things Canvas, course development, and other instructional tools.
- **Active Shooter Training**: This active shooter presentation is broken into three parts: Basic run, hide and fight preparedness, expanding and focusing on the unknown information during the 7 minutes of the average active shooter event from a victim's point of view and lastly, bringing it all together. This is not going to be an easy topic to discuss. There are sounds and images that could be disturbing. Interim Chief Kleveno and Sean Disalvio are presenting best practices in case of an active shooter event and this presentation presents real world possibilities.
- **Health and Safety Updates**: This presentation will include updates on the District's COVID-19 prevention requirements, COVID-19 report, quarantine & isolation policies, and the return-to-work process.
- **Canvas Q&A Drop-in Session**: Have a Canvas question? Want a quick demo of a Canvas tool? Need help building an item or working with videos? Meet with District DE Course Developer Diana Myers Hyatt and get answers to questions about all things Canvas, course development, and other instructional tools.

A Community Cultural Wealth Approach at Riverside City and Norco College
August 17, 2022

Tara J. Yosso is a Professor in the School of Education at the University of California, Riverside.

Her research examines access to educational opportunities for Students of Color at critical transition points in their schooling trajectories (e.g. high school to community college, baccalaureate to doctorate). Her multiple publications and award-winning book *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline* (Routledge, 2006) highlight an array of cultural knowledges, skills, abilities, and networks (community cultural wealth) utilized by People of Color to survive and resist racism and other forms of subordination. She applies the frameworks of critical race theory and critical media literacy to recover counternarratives of race, schooling, inequality, and the law.

KEY CONCEPTS

Critical Race Theory (CRT): a dynamic interdisciplinary framework used to identify, analyze, and challenge the ways race and racism intersect with multiple forms of subordination to shape the experiences of People of Color.

In the 1970s, a group of law professors, including Derrick Bell, Alan Freeman, Mari Matsuda, Kimberlé Crenshaw, and Richard Delgado, formed CRT as a scholarly movement seeking to examine and challenge the role of race shaping U.S. law and society (e.g. Crenshaw, Gotanda, Peller, and Kendall, 1995; Delgado, 1995a, Matsuda, 1989).

These scholarly examinations about the slow pace of civil right legislation and the structures of racial inequality reverberate in questions about access and opportunity in schools and whose perspectives are centered when we teach.

CRT in education: brings forward the critiques from the multiple branches of CRT in the law, as well as other critical community and academic traditions to examine the social construct of race and change the very real social consequences of racism within and beyond schools (e.g. Parker & Stovall, 2004; Zamudio, Russell, Rios & Bridgeman, 2011).

Collectively, this CRT in education has taken up Richard Delgado's (2003) challenge to "consider that race is not merely a matter for abstract analysis, but for struggle" (pp. 151-152).

Community cultural wealth: an array of cultural knowledges, skills, abilities, and networks possessed and utilized by Communities of Color to survive and resist racism and other forms of subordination (Yosso, 2005, 2006; Yosso & García, 2007). Yosso identifies at least six overlapping, interdependent, forms of capital like the multifaceted view created by a kaleidoscope:

- **Aspirational capital** refers to the ability to maintain hopes and dreams for the future, even in the face of real and perceived barriers (Yosso, 2005, pp. 77-78).
- **Linguistic capital** includes the intellectual and social skills attained through communication in multiple languages and/or language styles (including communication through art, music, poetry, theatre, and dance) (pp. 78-79).
- **Social capital** can be understood as networks of people and community resources (p. 79).
- **Navigational capital** refers to skills in maneuvering through social institutions. Historically,

this implies the ability to maneuver through institutions not created with Communities of Color in mind (p. 80).

- **Familial capital** refers to those cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory, and cultural intuition (pp. 79-80).
- **Resistant capital** refers to those knowledges and skills fostered through oppositional behavior that challenge inequality (pp. 80-81).

Each of the forms of capital within the kaleidoscope, and their multifaceted dimensions builds on an extensive body of critical social science research that has consistently **reframed culture as a resource for Communities of Color, rather than as a detriment** (e.g. Vélez-Ibañez & Greenberg, 1992). Listening and learning about strengths that the kaleidoscope can help us document how these knowledges have been preserved and passed down – often in difficult circumstances including violence, threats, humiliations, and unjust laws. *How might we generate opportunities to cultivate community cultural wealth as a tool of reclamation – a tool for social justice?*

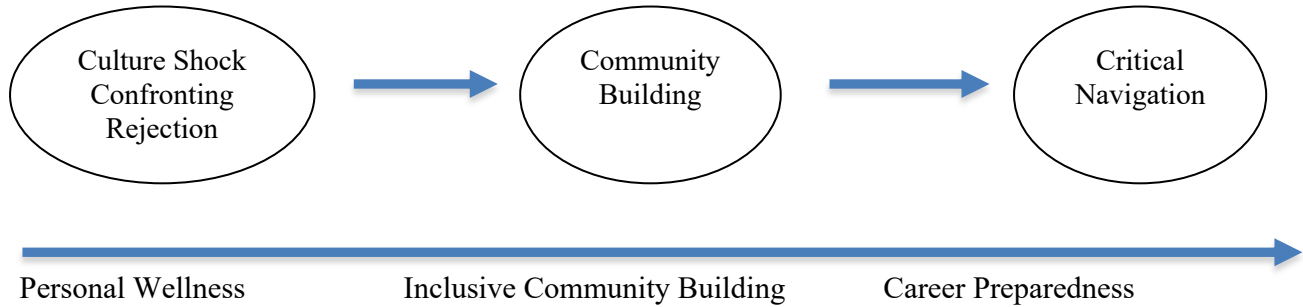
Background to Dr. Yosso's Research

Academic institutions facilitate the flow of knowledge, skills, and students along the U.S. educational pipeline. Historically, at every schooling level however, Chicanas/os suffer the lowest educational attainment of any other major racial or ethnic group. Nationally, of every 100 Chicana/o elementary school students, only 26 will pursue college. Of the 17 who begin their higher education journey at a community college, only one transfers to a 4-year university. Understanding the contexts and conditions shaping these outcomes, we work to **shift our research lens away from deficit explanations that blame students and their communities, to focus on the structures, practices, and discourses that restrict equal educational access and opportunities** (Yosso, 2006).

CCW Implications on Undergraduate Stages of Passage

Students of Color often encounter a negative campus racial climate, replete with incessant covert racial assaults—racial microaggressions (e.g. Carroll, 1994; Pierce, 1975; Solórzano, et al., 2000; Yosso, 2002). Vincent Tinto's (1993) model of undergraduate “stages of passage” (separation, transition, incorporation) does not account for these experiences. For example, Chicana/o, Latina/o undergraduates engage three distinct processes, beginning with confronting pervasive messages of rejection, which characterize racial microaggressions (Yosso, 2005; Yosso, et al., 2009). In response to a negative campus racial climate, Chicana/o Latina/o students foster academic and social counterspaces, where they build a culturally supportive community and develop skills to critically navigate between their multiple worlds (e.g. school, home, see Yosso & Benavides López, 2010).

Modeling CCW for RCC



Reflections for Dialogue:

How might we operationalize community cultural wealth and integrate these insights about the stages of passage for Riverside Community College District?

Points of Inquiry

- In hindsight, how did race and racism at its intersections with other forms of subordination shape the schooling structures, practices, and discourse for me as a student?
- How has race and racism at its intersections with other forms of subordination shaped some of the structures, practices, and discourse of my educational community across time?

Points of Praxis

- What opportunities can I offer for students to see themselves as active participants in making history, and to see themselves as connected to the larger struggle for social and racial justice across time and place?
- What does it mean for me to recognize as Richard Delgado (2003) states, that, “race is not just for abstract analysis, but for struggle”?

References

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