

# K-16 IMPACT

## insights



### SUPPORTING THE NEXT GENERATION OF TEACHERS IN THE BAY AREA

The [Bay Area K-16 Collaborative](#) is a regional effort that brings together high schools, community colleges and universities, and workforce partners to improve student transitions between educational segments. Primarily concentrated in the East Bay, San Francisco, and San Jose, the Collaborative's focus includes establishing new and strengthening existing college and career pathways in education, science, health, and business.

This *Impact Insights* issue highlights the [Future Educator Project](#), where high school students participate in dual enrollment and work-based learning to explore and experience working in the education sector firsthand. Hear directly from students about how the program influenced their college and career interests by combining work and college experiences.

### ABOUT FUTURE EDUCATOR PROJECT

For nearly two decades, San Francisco Unified School District (SFUSD) and City College of San Francisco (CCSF) have partnered to prepare students for college and careers. Through a combination of public funding and private philanthropic investments, *Future Educator Project* has received financial support to become the district's largest work-based learning opportunity, serving approximately 600 students throughout each calendar year.

Students who participate in *Future Educator Project* complete an internship as a teacher's aide at an early childhood, elementary, or middle school site, or as a youth worker with a district partner community-based organization. They are formally hired as district employees and paid an hourly wage. While most students complete their internship during the summer, others continue their engagement during the school year by supporting after-school programs at school sites. For some, this internship is their first employment opportunity.

Along with the internship, students may enroll in college courses in child development or Latinx studies at CCSF. Completing the course(s) provides students with both high school and college credits that count toward transfer and/or their future college degree.

Students are exposed to college-level coursework and course content that they can directly apply to their internship.

SFUSD mentor-supervisors from the Office of College and Career Readiness, on-site internship supervisors, and CCSF instructors support students during each component of the program. In interviews, staff and partners described how students discovered their interest in the education sector or their joy for working with children, which shaped students' professional goals to become teachers, counselors, therapists, or other professions that involve working with children.

### MISSION EDUCATOR PROJECT

Inspired by *Future Educator Project*, SFUSD launched the *Mission Educator Project*, which aims to expose more Latinx students to careers in education. This, in turn helps address the shortage of Latinx educators in SFUSD schools. Through the project, students are specifically placed at internship school sites located in neighborhoods with a higher number of Latinx residents, like the Mission or Excelsior. CCSF course offerings have expanded to include Latinx studies, with the intention of providing students with a college-level course that focuses on Latin American history and communities while offering a space for the student cohort to discuss their lived experiences.

## FUTURE EDUCATORS IN ACTION

Student *Future Educator* participants shared how their experience in the program informed their academic, professional, and personal goals.

**Karen, a daughter of immigrants from Honduras, was born and raised in San Francisco's Mission District.** Prior to graduating from Lincoln High School, she participated in the *Mission Educator Project*, an opportunity that she first learned about from a high school counselor. While at Bryant Elementary School for her internship, she quickly became aware of the shortage of Latinx and multilingual educators in the school. She recalled that only a handful of staff spoke Spanish, though there were many newcomer students and Spanish-speaking families in the school. To support a child who she perceived to be disengaged from a classroom lesson, Karen began speaking to the student in Spanish. This brought comfort and relief to the student, who could now communicate in their home language. Soon, many more students began speaking in Spanish to Karen. Her linguistic connection made her students feel more at ease in the classroom, and she soon began sharing school updates with their families.

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I learned how to socialize with adults and how to make connections with kids, as well as how to solve problems and identify a solution when a situation emerges among students.”

KAREN



Karen also participated in a child development dual enrollment course at CCSF, exposing her to different career paths within the early childhood sector. Because of the program, Karen decided to become a Child Development major at San Francisco State University (SFSU) and aspires to become an educator or pursue a profession that allows her to work with children.

**Elsy was born in Chicago and raised in Mexico, but she returned to the U.S. because she wanted to pursue a college degree.** Before graduating from Mission High School, she served as an intern at Jefferson Elementary School and enrolled in a course at CCSF as part of the *Future Educator Project*.

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This experience is like a pre-job. You learn many things like, oh, I need work eight hours. I know I need to come early; I need to finish my work good; I need to add to my hours; I need to take my break. This experience prepares you for the real working world.”

ELSY



## FUTURE EDUCATORS IN ACTION

During her internship, she supported elementary school teachers and worked with children aged four to six. She described how the internship taught her transferable skills, such as time management and problem solving, which came in handy when needing to resolve an issue between two students who wanted to play with the same toy.

Elsy also said her CCSF dual enrollment course prepared her for college because she learned to navigate course assignment portals and realized that college courses moved at a faster academic pace than high school. Now a college student at UC Davis pursuing a major in Animal Biology, Elsy hopes to pursue a career in public health or veterinary medicine. She said that because of the *Future Educator Project*, if she wants to change her degree in the future, she also knows she loves working with children.

**A San Francisco native, Abigail is the daughter of immigrants and a graduate of Philip and Sala Burton High School.** She was inspired to join the *Future Educator Project* after learning that her friends were going to participate. Over her year-long engagement, she interned at two different sites, including Carver Elementary School in the Bayview neighborhood where she worked with K-5 grades.

Abigail said when she began the program, she was shy, lacked leadership skills, and was generally afraid of getting out of her comfort zone. Through encouragement from her SFUSD counselor and feedback from her on-site internship supervisor, however, she developed and strengthened her

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I completed a CCSF course in the summer. They taught us about child development and how we're supposed to work with the children at our internship site. Something very important that I learned is when you want to speak to a child, you want to get down to their level and speak eye to eye, not speak down to them, and that makes them more responsive. I used that tactic while I was working with them. I felt like that course gave us very useful information, which helped us to deal with the children.”

ABIGAIL



communication, leadership, and time management skills. Additionally, through the CCSF child development course, she learned about best practices for engaging children which was relevant for her interactions with students at Carver Elementary.

Abigail said the Future Educator experience had a big influence on her academic interests and potential professional pursuits. At first, she wanted to be a social worker. When she noticed that students were not eating their school lunches and asking for snacks because they were hungry, she began to research the influence that nutrition has on child development. Now, a Nutrition and Dietetic Science major at SFSU, Abigail aspires to become a nutrition educator to work with mothers and young children.



## APPLYING THIS MODEL ELSEWHERE

As education institutions consider starting, growing, or improving similar work-based learning and/or dual enrollment experiences for students, it may be helpful to consider these notable takeaways offered by *Future Educator Project* staff, partners, and alumni.

**Programming should be led and supported by adults who are eager to advise youth in their growth and are fueled by the desire to help prepare students for future academic and professional endeavors.** The *Future Educator Project* is overseen and supported by SFUSD counselors, teachers, and other support staff, in addition to on-site supervisors, and dual enrollment instructors, each of whom provides unique support to students as they navigate the program. For example, Abigail recalled how uncomfortable she felt giving instructions to peers and students, but with guidance and encouragement from her on-site internship supervisor, she practiced this skillset that she knows will help her in future career endeavors.

**Compensating students can motivate them to commit to the program and contribute to covering**

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I really appreciated getting paid because in that summer I had two jobs because I know I'm transitioning for college. I don't have my parents. I know I needed to earn money to keep going with my studies, so the internship helped to save my money and pay for college.”

ELSY



**family or college expenses.** For example, the alumni we interviewed described the stipend as a motivating factor to arrive on time, complete tasks, and perform above expectations. Additionally, the stipend can be a crucial funding source that offsets the cost of basic needs or go toward future college expenses.

**Programs such as these inspire students to explore future possibilities for both college and a career.** They offer a glimpse into college life and the workforce, helping students make informed decisions about their next steps.



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