

Using the Community Cultural Wealth Model to Validate Students and Make YOUR Dreams Come True

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Welcome! If you've
arrived or logged on
early, introduce
yourself in the chat/ to
a neighbor and
(perhaps) share what
you love most about
CMC students 💖

Workshop Goals

If all goes well, we'll:

- identify validating, role-specific activities and strategies (both short- and long-term) rooted in Community Cultural Wealth to improve Hispanic-Serving Institution servingness
- engage with your colleagues & benefit from their insights on validating practices and strategies

Your BIG DREAMS

Your BIG DREAMS for your Students

It's 3 years from now, and you run into a student you taught or worked with/ somehow supported.

What are the 1-2 things you hope they remember or still know or still know how to do?

Take a Few Minutes to Dream Away in Your Own Worksheet

- Open the Google Doc link in the chat (or use QR code)
- In the menu bar, click File & select Make a copy from the dropdown.
- In the pop-up window, you can rename the file if you wish.
- Choose the folder in your Google Drive where you want to save it (or keep it in “My Drive”).
- Click OK — your own editable copy will open in a new tab.
- Use your copy for all notes and activities during the workshop.



Let's Review the Model

Yosso, T. J. (2005).
Whose Culture Has
Capital? A Critical
Race Theory
Discussion of
Community Cultural
Wealth. *Race
Ethnicity and
Education*, 8, 69-91.

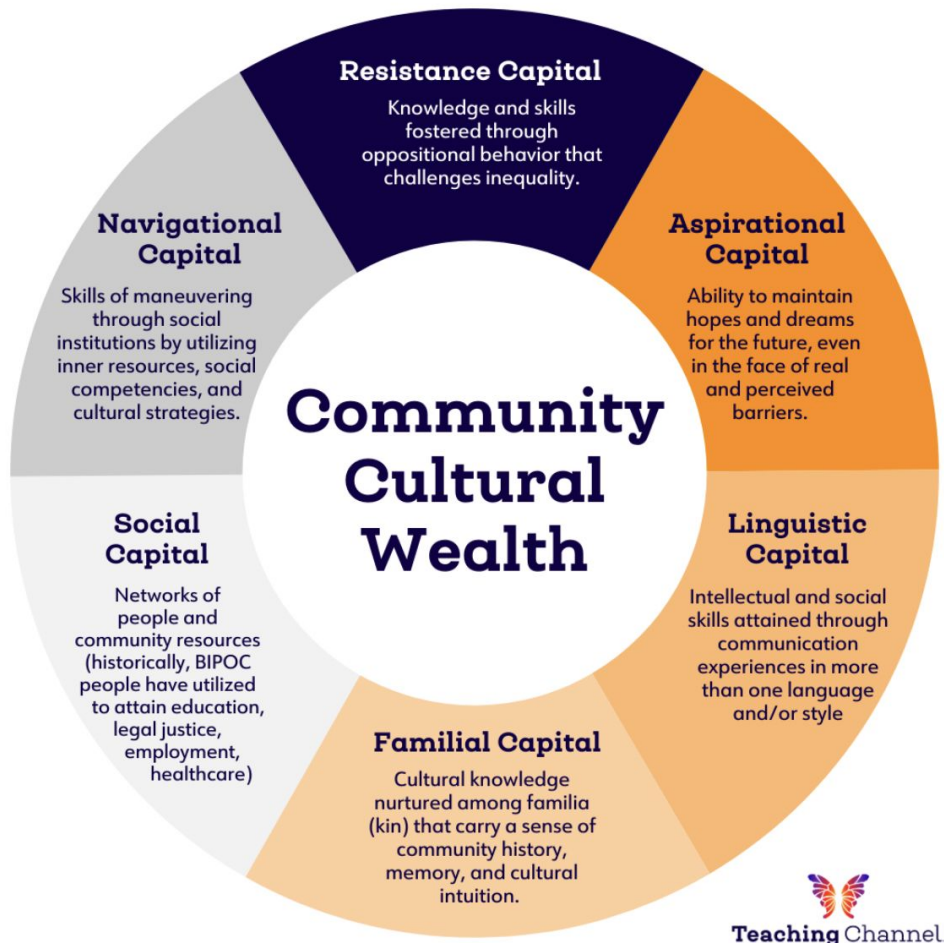


Image source: [Teaching Channel](#)

**HOW CAN COMMUNITY CULTURAL
WEALTH HELP YOU MAKE YOUR
DREAMS COME TRUE?**

Sample CCW Connections to BIG DREAMS

ENROLLMENT MANAGEMENT CLASS

- Big Dream- the playing field is uneven in college admissions
- CCW Connection- navigational and social capital

CAREER DEVELOPMENT PROGRAM

- Big Dream- strike a balance between passions and labor market
- CCW Connection- aspirational capital

What connections do you see between each CCW category and your BIG DREAMS?

For each category of Yosso's community cultural wealth model, brainstorm connections to your "big dream(s)" and/or course learning outcomes/ program outcomes/ unit objectives.

Take 3 minutes to jot down your notes in your worksheet.

**Don't worry about implementation for now :)*

Group Activity #1 - Guidelines

20
min.

Part A - **Your Workshop Team Members & Their Dreams**

- Go around the table / Zoom room and tell your colleagues your name, discipline/role, “unit of analysis” (course/initiative/task), your dream, and 1 connection to the community cultural wealth (CCW) model you’re excited about

**Who goes first? Online - The person in the top left corner; at your tables, the person who has been at CMC the longest and go around clockwise*

Part B - **Crowdsourcing Connections**

- Go back to Person 1: Remind them your name, unit, & dream.
- Next, do another round around the table/ across your screen. Each of your colleagues will brainstorm a CCW connection for you.

**If everyone gets a chance, start over and do another round.*

Let's Share

...starting with
the chat

**MAKING YOUR DREAMS A REALITY —
IDEAS FOR NOW & LATER**


A Few Ideas to Get your Creative Juices Flowing

- Assign selections & activities from *Connections Are Everything* - based in awareness of students' navigational and social capital
- Ask students to use their skills in translation (linguistic) to decipher college or disciplinary lingo
- In the face of obstacles, remind students about their history of resilience and resistance; assign reflection or an interview to capture a story from their culture or family
- In an orientation context -- leverage aspirational capital: What have you or someone in your family worked toward and achieved?

Your Turn

- How can you implement one or more of the connections to CCW in your daily work/course/program?
- In your worksheet, jot down your ideas for both this fall and a future term

Group Activity #2 - Guidelines



15
min.

Round #1:

- Each person shares 1 short and 1 long-term idea
- Meanwhile, the rest of the table/group listens for something to “steal” or adapt

Round #2: **The Copier Heist**

- Each person tells the group what they will steal/adapt, why, and how

Let's Share

...starting with
the chat

Before we go...

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Thank you for all you do!
It makes an enormous difference!

References & Resources

Artze-Vega, I., Darby, F., Dewsbury, B., & Imad, M. (2023). [*The Norton Guide to Equity-Minded Teaching*](#).

Felten, P., Lambert, L. M., Artze-Vega, I., & Miranda Tapia, O. R. (2023). *Connections are everything: A college student's guide to relationship-rich education*. JHU Press.

Yosso, T. J. (2005). [Whose Culture Has Capital? A Critical Race Theory Discussion of Community Cultural Wealth](#). *Race Ethnicity and Education*, 8, 69-91.