



Proposal

Recruit Working Group

Focused Team

- Recruit, Retain, Graduate & Support Teachers of Color with Diverse Cultural Backgrounds

February 13, 2014

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I. Executive Summary

A substantial set of goals for the TPI/NExT project at St. Cloud State University is to recruit more highly qualified candidates of color to fill positions locally, in the region, and statewide. A review of need studies suggested that the recruitment of teaching candidates of color ought to be a top priority (perhaps **the** top priority after growing increases in knowledge, skills, and dispositions in the candidate pool) for the SCSU education unit (specific need-based data are reviewed in the Need & Objectives section of this proposal).

The proposal here answers, in specific terms, the need for recruiting and retaining qualified teaching candidates from underrepresented groups. Focus group members organized efforts around the following interrelated classes of policies and procedures:



- We must allocate new and reallocate existing resources to financial aids supporting the recruitment and retention of candidates in the domains cited by the RWG. Within this category, we also suggest classes of paid employment that have been shown to benefit targeted recruitment efforts (i.e., teaching assistantships)
- Specific changes must be made to allocation of personnel at St. Cloud State, this to monitor and exercise responsibility over these targeted recruitment efforts.
- An organizational structure needs to evolve to provide coordination of recruitment in these hard-to-reach domains.
- It is necessary to initiate alternate pathways and delivery systems in order to successfully recruit career changers representing targeted groups, many of whom need to support themselves. The specifics by category are laid out in this recommendation.

Assumptions of the Recruit, Retain, Graduate & Support Teachers of Color with Diverse Cultural Backgrounds Focus Team

A salient starting point is to lay out the assumptions adopted by the members of our work; these are intended to provide background information for administrators as they strive to bring the proposal to life. Typically, these assumptions address aspects of recruitment and retention that are not always directly addressed in the proposal. We can readily provide the information underpinning these assumptions. Two sets of assumptions are provided. The first set (immediately below) deals with university—and partnership-wide assumptions regarding the recruitment of students of color. The second set of assumptions deal more directly with the project proposal (these are located in the *Recommendation* section).

1. We want to set straight two notions at the outset about the recruitment of candidates of color for teaching jobs: (a) First, we believe that many candidates can be located and successfully recruited to teaching careers if sufficient resources are assigned to the task. In other words: **Candidates** exist. (b) Second, we can identify and recruit **highly-qualified** candidates for teaching positions. **Qualified candidates** exist.
2. Efforts to portray the teaching profession in a more positive light are an essential aspect of recruiting candidates into high-needs domains. These efforts, especially those targeting persons of color, are essential—but, beyond the scope of this proposal alone.
3. The recruitment and retention of educators and administrators of color will largely succeed or fail on the basis of the establishment of one-on-one relationships between representatives of SCSU and communities of color in central Minnesota and the twin cities metropolitan service area. Evidence for this ability to build and maintain relationships between members of the

teacher education faculty and staff and communities of color should be paramount in the hiring process [for positions associated with this proposal]. Emphasis should be placed in networking in promotion and tenure decisions, as well. In addition, we argue that a deep knowledge (or ability to learn) of the culture of the populations of color is a must.

4. Strong evidence exists that the development of alternate pathways will be, in the short-term, essential for recruitment of teaching and administrative candidates of color.
5. We believe that resources are essential to the recruitment of career changers. While we should make maximum use of existent federal programs (see below) in our mix, universities and school districts will need to step up and respond by placing resources **directly** into the hands of, for example, African American career changers.
6. Alternate delivery systems, over and above alternate pathways, remain essential to the success of this proposal. This means that technology-based, evening and weekend, and center-based programs must be developed to make any of this happen.
7. Many links exist between this proposal and the proposal for increased recruitment and retention of STEM teaching field candidates. Because of this, the two proposals may be most fruitfully examined in tandem.

II. Need & Objectives

Area	Need	Objective	Current Outreach Efforts	Roadblocks to Recruitment																																	
P-12 School District	<p>Estimates from the U.S. Census suggests that students of color will make up 25% of the school-aged Minnesota population by 2025 and may already represent 25% of the school population (Minnesota Minority Education Partnership, 2010). Here is the <i>best</i> current data (required for desegregation studies by Congress, U.S. Census, 2010, MN only; http://www.demography.state.mn.us/resource.html?id=31960). This data suggests that the summed percentage of nonwhite, or white + one race, was 14.7%.</p> <table border="1" data-bbox="290 477 1650 773"> <thead> <tr> <th>N and Percent</th> <th>Total one race</th> <th>White</th> <th>Black or African American</th> <th>American Indian and Alaska Native</th> <th>Asian</th> <th>Native Hawaiian and Other Pacific Islander</th> <th>Some Other Race</th> <th>Two or More Races</th> <th>Hispanic or Latino (of any race)</th> <th>TOTAL "of Color" Or two races</th> </tr> </thead> <tbody> <tr> <td>5,303,925</td> <td>5,178,780</td> <td>4,524,062</td> <td>274,412</td> <td>60,916</td> <td>214,234</td> <td>2,156</td> <td>103,000</td> <td>125,145</td> <td>250,258</td> <td>779,863</td> </tr> <tr> <td>100.0</td> <td>97.6</td> <td>85.3</td> <td>5.2</td> <td>1.1</td> <td>4.0</td> <td>0.04</td> <td>1.9</td> <td>2.4</td> <td>4.7</td> <td>14.7</td> </tr> </tbody> </table> <p>The cadre of teachers of color in the state is extremely low, less than 3% in the most recent estimates. To put this into perspective, this figure is so low that, were it a parameter estimate, the lower estimate of the distribution would fall below 0. According to 2010 U.S. Census estimates, about 780,000 young Minnesotans (ages 3 to 20) are students of color, about 15% of that population. At roughly the same moment, about 2.9% of the MN teacher corps is persons of color (as of '09). To place this in perspective, the overall percentage of teachers of color in the state is so low that it cannot be reported reliably by license category (http://nces.ed.gov/surveys/SASS/tables/sass0708_2009324_t1s_02.asp).</p> <p>St. Cloud State University's TPI Office has received a request from St. Cloud Area Schools to increase the production of teachers of color because the district is seeking to hire from this pool in an effort to align their teaching staff population with their student population. Furthermore, the district has inquired about alternative pathways to licensure programs at St. Cloud State University. The district is interested in a program such as this because it would assist them with moving current para-professionals into teaching positions.</p>	N and Percent	Total one race	White	Black or African American	American Indian and Alaska Native	Asian	Native Hawaiian and Other Pacific Islander	Some Other Race	Two or More Races	Hispanic or Latino (of any race)	TOTAL "of Color" Or two races	5,303,925	5,178,780	4,524,062	274,412	60,916	214,234	2,156	103,000	125,145	250,258	779,863	100.0	97.6	85.3	5.2	1.1	4.0	0.04	1.9	2.4	4.7	14.7	<p>Increase the number of teachers of color as a proportion of the overall teaching staff within Minnesota school districts to mirror the changing student demographics</p>	<ol style="list-style-type: none"> 1. Access & Opportunity Summer Camps 2. Get Ready! Summer Camps 3. Intervention for College Attendance Program 	<p>Lack of a coordinated effort within SCSU (applies to retention too)</p> <p>Why don't students of color become teachers?</p> <ol style="list-style-type: none"> 1. Lack of support 2. Failure to pass state licensure exams (achievement gap) 3. Students of color can earn greater income in other fields 4. Low high school graduation rates 5. High cost of college
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School of Education	<p>St. Cloud State, as is true of other institutions preparing teachers, has been unsuccessful in increasing the proportion of students of color as a proportion of the overall cohort. Most recently, the proportion of candidates enrolled in undergraduate teacher preparation program courses (fall semester '11) was 5.4% (39 of 716). During Fiscal Year '11, 5.7% of undergraduate degree completers (education majors) were non-white (15 of 261).</p>	<p>Increase the number of students of color, as a proportion of the overall teacher</p>	<ol style="list-style-type: none"> 1. Access & Opportunity Summer Camps 2. Get Ready! Summer Camps 3. Intervention for 	<ol style="list-style-type: none"> 1. Lack of a coordinated effort within SCSU (applies to retention too) 2. Some have identified the 																																	

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	<p>Among males and females, 83 percent of public school teachers were White, 7% each were Black or Hispanic, 1 percent each was Asian or of two or more races, and less than one percent each were Pacific Islander or American Indian/Alaska Native in 2007–08. Though the data is old, 2007-2008 is the Academic Year with the most complete analysis (Characteristics of the Profession, 2012).</p> <p>Candidates of color; N and INITIAL degrees Total -</p> <table border="1" data-bbox="279 358 1408 553"> <thead> <tr> <th></th> <th><u>2013</u> <u>N</u></th> <th><u>2013</u> <u>Percent</u></th> <th><u>2012</u> <u>N</u></th> <th><u>2012</u> <u>Percent</u></th> <th><u>2011</u> <u>N</u></th> <th><u>2011</u> <u>Percent</u></th> <th><u>TOTAL</u> <u>N</u></th> <th><u>Total</u> <u>Percent</u></th> <th><u>1/3</u></th> </tr> </thead> <tbody> <tr> <td>White</td> <td>332</td> <td>92.9</td> <td>246</td> <td>94.2</td> <td>250</td> <td>92.9</td> <td>828</td> <td>93.3</td> <td>276</td> </tr> <tr> <td>Of Color</td> <td>25</td> <td>7.1</td> <td>15</td> <td>5.7</td> <td>19</td> <td>7.1</td> <td>59</td> <td>6.7</td> <td>20</td> </tr> <tr> <td>TOTAL</td> <td>357</td> <td>100.0</td> <td>261</td> <td>100.0</td> <td>269</td> <td>100.0</td> <td>887</td> <td>100.0</td> <td>----</td> </tr> </tbody> </table>		<u>2013</u> <u>N</u>	<u>2013</u> <u>Percent</u>	<u>2012</u> <u>N</u>	<u>2012</u> <u>Percent</u>	<u>2011</u> <u>N</u>	<u>2011</u> <u>Percent</u>	<u>TOTAL</u> <u>N</u>	<u>Total</u> <u>Percent</u>	<u>1/3</u>	White	332	92.9	246	94.2	250	92.9	828	93.3	276	Of Color	25	7.1	15	5.7	19	7.1	59	6.7	20	TOTAL	357	100.0	261	100.0	269	100.0	887	100.0	----	<p>candidates, from 7% to 9% by July 2015.</p>	<p>College Attendance Program</p>	<p>image of St. Cloud State and the surrounding region as a roadblock to recruitment; racial-ethnic tensions existing in the community may negatively affect our ability to recruit candidates from the twin cities metro</p>
	<u>2013</u> <u>N</u>	<u>2013</u> <u>Percent</u>	<u>2012</u> <u>N</u>	<u>2012</u> <u>Percent</u>	<u>2011</u> <u>N</u>	<u>2011</u> <u>Percent</u>	<u>TOTAL</u> <u>N</u>	<u>Total</u> <u>Percent</u>	<u>1/3</u>																																			
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III. Recommendation

An extensive body of literature provided guidance to develop the recommendations to recruit, retain, graduate & support teachers of color with diverse cultural backgrounds. Please refer to the References section located at the end.

Recruitment Strategy	Rationale
<p>Continue current outreach efforts</p>	<p>Continue and expand current outreach efforts; i.e. Access & Opportunity; design & implement activities designed to increase SCSU awareness in Central MN schools, thus increasing the pool of college-bound minority students</p> <ul style="list-style-type: none"> ▪ Access & Opportunity ▪ Get Ready! Summer Camps ▪ Intervention for College Attendance Program ▪ Future Educator Clubs (both P-12 & SCSU)
<p>Haberman Strategic Roadmap</p>	<p>It is the recommendation of this Focused Team that St. Cloud State University implement the Strategic Roadmap provided by Haberman with a focus on the following components:</p> <ul style="list-style-type: none"> • SCSU promote the University's commitment to a 3-year post graduation Support program (Induction) • SCSU foster Institutional relationships: <ul style="list-style-type: none"> ○ SCSU faculty/staff to actively and collaboratively counsel Elementary Education teacher candidates regarding placement opportunities; i.e. more positions exist in EL, SPED & STEM ○ Build a collaborative relationship between content departments and the School of Education
<p>Consider partnering with other programs as a pipeline for recruitment.</p>	<p>Build bridges to teaching for career changes and community college transfers SCSU Multicultural Services – explore the possibility of the SOE partnering with Multicultural Services to recruit students of color into teaching as a career choice.</p> <p>Continue to partner with community colleges and deepen those partnerships that exist while building bridges to new partnerships (e.g., Anoka-Ramsey Community College, St. Cloud Technical and Community College, and Central Lakes College).</p> <p>100K in 10 program (http://www.100kin10.org/)</p> <p>Troops to Teachers (http://www.proudtoserveagain.com/)</p>
<p>Funding (financial aid/scholarships/work study programs)</p>	<p>Resources must be placed in the hands of candidates of color. The scholarships listed below would represent significant outlays, at least \$1,000 per scholarship per annum.</p> <p>1. Develop of scholarships designed to recognize the need to recruit teachers of color. Candidates should receive scholarships on the basis of the teacher of color project and STEM recruitment parameters.</p>

Recruitment Strategy	Rationale
Alumni	<p>2. Extend/expand the last-dollar scholarship approach to all under-represented population groups. The university should allocate sufficient funds for awards in an amount commensurate with the need to achieve the targeted objective of a teacher candidate cohort of 9%. In this system, candidates meeting recognized recruitment needs in education receive complete funding from SCSU after they have received all financial aids (other than loans) for which they are eligible along with a \$1,000 per year book award.</p> <p>3. Potential candidates meeting the recruitment goals set by the TPI Recruit Working Group should receive proactive counseling/advising (this suggests that persons from the counseling and/or financial aides offices, along with the roles identified in this proposal, would be identified as support personnel and trained as necessary) to make most efficient use of existing federal loan programs.</p> <p>A well-tended contact list of 125 teachers of color exists in the SOE. It is important that the TOC graduates of SCSU be considered a primary networking group and recruitment resource. SCSU representatives have good relationships with these graduates who could be used as recruiting resources in their respective schools. This group could be recognized officially as an advisory panel for project start-up.</p>
School of Education Support	<p>Future Educator Clubs Exam preparation help (both classes & state licensure exam) MTLE exam preparation workshops</p>
Board of Directors	<p>In line with the original report to TPI, every effort should be made to organize the program with input from local and regional representatives of under-represented groups. This probably entails organizing a board of directors and instituting regular community fact-find processes as recommended by human relations expert practitioners. It may be useful to tap SCSU teachers of color graduates as a starting point for this board. This process would serve to develop the historically underrepresented voices into the 'Recruit, Retain, Graduate, & Support Teachers of Color with Diverse Cultural Backgrounds.' This step is critical to legitimizing the process with historically underrepresented groups and will be the foundation of role modeling for our TPI licensure candidates. This activity will not be easy, but it is necessary (Green report, 2009).</p>

Recommendation Common Features



RECRUIT

1. Alternative Licensure Pathways

It is necessary to develop and support alternate pathways and delivery systems in order to successfully recruit career changers and para-professionals, many of whom need to support themselves and their families as they pursue education licensure. A central feature for recruiting and retaining quality educators is to recruit from mid-career career changers in the following areas:

- Soon-to-retired members of the military
- Mid-career changers from among the scientific and engineering communities
- Para-professionals (especially para-professionals of color with degrees or who have earned at least 60 credits)
 - Partner with P-12 schools to market SCSU pathways to teaching and as a recruitment pipeline
 - St. Cloud State University's TPI Office has received a request from St. Cloud Area Schools to increase the production of teachers of color because the district is seeking to hire from this pool in an effort to align their teaching staff population with their student population. Furthermore, the district has inquired about alternative pathways to licensure programs at St. Cloud State University. The district is interested in a program such as this because it would assist them with moving current para-professionals into teaching positions.

Resources (funding, staffing, etc.) must be sought and allocated to establish and support an Alternative Licensure Pathway Program at St. Cloud State University. As a starting point, consider the possibility/potential of utilizing existing programs (i.e. SPED & ESL programs) to begin this effort.

Since many potential candidates of color are at an age where they need to support themselves and their families, alternate systems **must** be designed with flexibility of delivery in mind. Specifically, the following features are a must:

- ✓ Alternate delivery methods must be employed. This typically includes (1) a first summer, (2) an in-service year and a second summer. In addition, online and strategically situated residential centers might be designed into the system.
- ✓ The system should include flexible and rigorous assessment with an eye toward testing candidates out of as many courses or even sections of courses, as possible—to reduce programmatic time and tuition requirements
- ✓ Financial incentives and awards must be tied directly into the system. Sources of these finances have been listed above in this document.
- ✓ The residency piece is an essential component. At least part of the alternate pathway system is envisioned to look like the TPI induction program. That is, candidates will be placed in partner or other districts as paid educators under the tutelage of master teachers. To the extent possible, coursework is tied to the internship. If possible, partner district and SCSU representatives might negotiate a plan to place candidates into their ultimate positions as part of their preparation program. If no reasonable placements can be located, a learning assistantship can serve the same function. **Co-teaching** ought to serve as a centerpiece of the model as it develops. Programs of this nature should be benchmarked.

2. Candidate of Color Coordinator

The university needs to identify resources to hire a candidate of color coordinator. The university must place the individual in a position of influence—with strong connections with teacher education, with communities of color, with financial aids, and with Admissions. A person must be sought who displays the following essential characteristics or who is likely to quickly acquire them.

- This person serves as a professional, institutionally-powerful navigator; as such, that he or she must be conversant with teacher education processes and procedures as well as manifesting a high degree of cultural competence.
- The individual must possess expertise in the recruitment and retention of students of color.
- The individual will exercise responsibility for meeting the goals of this aspect of the TPI project. This Focused Team believes that this effort would constitute a legitimate use of partner district civil rights funds and that partner districts and SCSU should enter into a discussion about allocating combined partner and SCSU resources to accomplish recruitment and retention goals. To quote a report that has been available over many years (Green, 1997), a coordinated set of programs requires coordination and thus a coordinator.

The new Coordinator should begin a series of meetings with Communities of Color, influential people of color and Organizations representing people of color to discuss with these organizations their responsibility to promote education as career choice among young people of color. Organizations such as local and national NAACP Chapters and Urban Leagues along with prominent people of color such as authors, chief executive officers as well as successful tradespeople are all individuals who can and should assist in this process. A caveat is to avoid athletes and entertainers as spokespersons as their success is not related to education (*Original Report to TPI, Green, 2009*). The consensus on the shape of such a program is that it will require substantial planning, not just to initiate, but to administer.

RETAIN & GRADUATE

1. Mentoring Programs

Resources must be sought and allocated for recruitment and retention efforts targeting career changers, potential education major students and already enrolled students who possess the potential to teach. Included in these resources would be mentoring programs to help students with tutoring, advising and other life issues, and financial aid counseling to help students obtain college funding and learn about opportunities to minimize and/or reduce their debt.

Research suggests that talented and able potential candidates often do not select mathematics and science education because they perceive the fields as too challenging (Smith, et al., 2004). We probably lose a significant number of candidates this way. Because of this, for the foreseeable future funds should be allocated for additional tutors and mentors, a cadre of 10 per year (five each for math and science) should be added to already existing services, with an eye on retention. The tutoring/mentoring program should be operated in conjunction with the existent Learning Assistantship (LA) program (sciences and mathematics). The Learning Assistantships program should be expanded by N = 5.

A. *Call Me Mister* program (Mentors Instructing Students Toward Effective Role Models)

<http://www.clemson.edu/hehd/departments/education/research/callmemister/>

The project provides:

- Tuition assistance through Loan Forgiveness programs for admitted students pursuing approved programs of study in teacher education at participating colleges.
- An academic support system to help assure their success.
- A cohort system for social and cultural support.
- Assistance with job placement.

B. *Mizzou Men for Excellence in Elementary Education* program

http://education.missouri.edu/LTC/projects_centers/mmeet/index.php

In a parallel line of research, universities that allocate resources to support/mentoring graduate students of color at a higher rate than those that do not. Once more, at least five student work positions should be funded by the university and or partner schools as peer support individuals. These tutors and mentors should be selected on the basis of their academic ability (future teachers, for example) and sensitivity to cultural issues; training should be provided.

- We feel strongly (emotion/not factual) that coordination of such a cross-unit effort requires a coordinator equipped with the authority to circumvent barriers against factors that inhibit these efforts.

2. Learning Assistantship Program

Existing Learning Assistantship programs have shown the LA model to be “an effective and adaptable model that improves the education of all students in introductory [STEM courses] and increases the number of talented [STEM] majors becoming certified to teach” (Otero, Pollock and Finkelstein, 2010). Extensive research articles on this topic can be found at <http://laprogram.colorado.edu/>. In fact, at SCSU the LA program model has been shown to be effective in increasing student engagement and enthusiasm about Mathematics and Chemistry.

The LA program has grown throughout the CU Boulder campus and throughout the nation. It was initially developed at CU Boulder in 2003 as an effort to recruit more talented math and science majors into careers in teaching. Fifty-three (53) students have been recruited to careers in teaching, which represents approximately 12% of the students who serve as LAs. Forty-two (42) of the students recruited to teacher certification programs were Noyce Fellows. This number is very large nationally, especially because the program focuses on departments traditionally under-represented in the Secondary Science Certification program including:

- MCDB
- Physics
- Chemistry and Biochemistry
- APS
- Applied Math



Each year, the program impacts over 8,000 undergraduate students at CU Boulder and the number keeps growing. The Figure above shows the number of LAs recruited to teaching careers from each major (through April 2008). Note that 17 physics/astrophysics majors have enrolled in certification programs as LAs.

LA to K-12 Teacher Recruitment Data

Recruitment of LAs to certification programs since 2005 is shown in the graph below according to the students' majors, a total of 70 teachers have been recruited since 2003, approximately 9 per year. Below data regarding LAs recruited to K-12 teaching is presented. However, as a result of our phase II Noyce grant, we have begun also awarding Noyce Fellowships to CU Teach students, even those who have not yet served as LAs. This has been a wonderful addition to the Noyce program but has made it very difficult to track the recruitment of LAs to teaching careers.

In addition, with our numbers of LAs growing each year, it is becoming increasingly difficult to keep track of which of the students enrolling in teacher certification programs have ever been LAs. It is possible, but requires a time consuming process of searching transcripts of all students enrolling in the CU Teach program to see if each has taken the LA course. We are currently working with the Dean of the School of Education and the Associate Dean of Teacher Education to add a "I have served as an LA" check box to the application for the School of Education. Unfortunately, this has not been done yet. We expect that as we roll out the CU Teach Engineering program (called Engineering for Society), we will see growth in the number of engineering majors that are recruited to teaching.

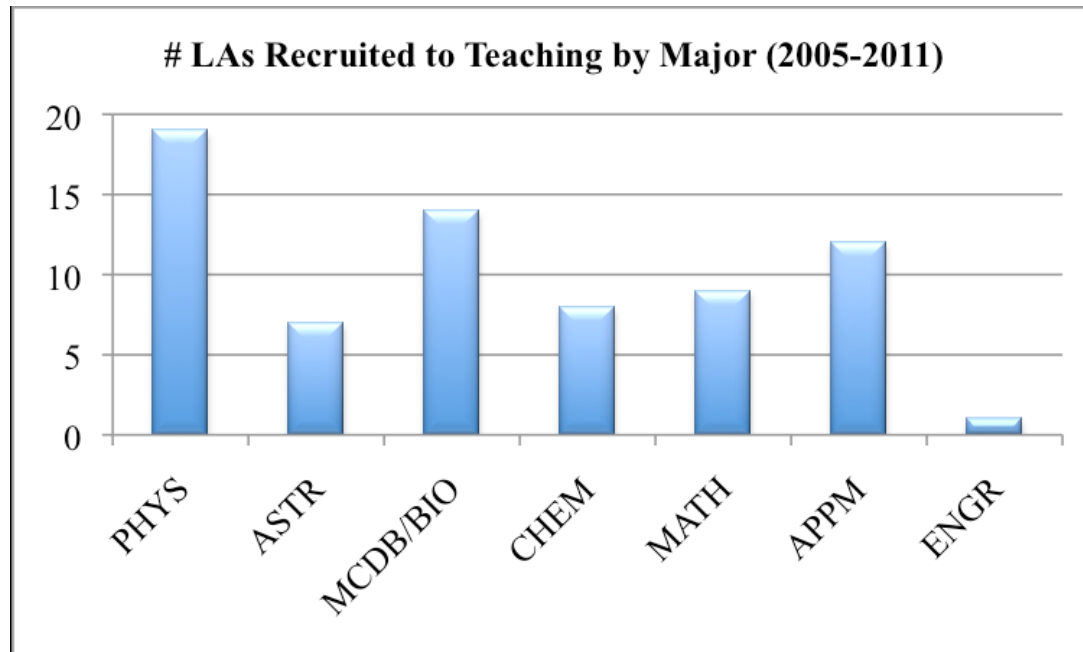


Figure 8. Last year's graph showing a last ditch effort to show the number of LAs going into teaching.

3. Residency Program

Resources must be provided for a residency program to grow high needs teacher programs.

Research suggests the following benefits to the teachers and their communities:

- Graduates are more likely to teach in flexible, learner-centered ways
- Higher retention rates
- Graduates are viewed as more culturally responsive and effective teachers by principals
- Candidates are given opportunities to increase leadership and foster collaboration
- Program coordinators have opportunities to target high needs areas
- Diversity of candidates is encouraged
- Graduates learn to navigate the curriculum and community
- Offsetting costs of education provides incentive for potential candidates
- Increased hours in the classroom via field experiences
- Co-teaching with a mentor/master teacher assists with collaborative and pedagogical skills

(Barnett & Montgomery, 2008; Berry et al., 2008; Dinsmore & Wenger, 2006; Newark Montclair Urban Teacher Residency Program; Papay et al., 2011; Urban Teacher Residency United, 2013)

See www.utrunited.org

SUPPORT

1. 3-Years Induction Support

Resources must be sought and allocated through the School of Education to coordinate support activities for teacher candidates and teacher graduates. Induction support is provided by St. Cloud State University to all teachers for 3 years post-graduation.

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