

**UW-RIVER FALLS  
DESIGN FOR DIVERSITY ANNUAL REPORT  
1993-1994**

Department: College of Education

Person Reporting: Jose E. Vega

Category of Program: Pre-college and Recruitment

Focus of Program: Change in Student Recruitment

Name of Program  
Initiative: Future Teacher Institute

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**Purpose of initiative (What does the program do?)**

The **Future Teacher Institute** is designed to encourage and increase the participation of American Indian high school students in postsecondary institutions. The second goal of the program is to encourage American Indian high school students to consider teaching and other career paths in the field of education.

High school students in grades 10th, 11th and 12th were recruited from three sites in Minnesota and Wisconsin to participate in a two-week residential program on the River Falls campus in June. During these two weeks students are introduced to the field of teaching, and shown how to teach math and science lessons to students in the lower grades. After the completion of the summer program, students who successfully completed the program were given a stipend of \$200. One of the long-term goals of the program is to follow up the participants with letters and invitations to consider applying to UW/River Falls after they graduate from high school. Both the College of Education and the Admissions Office actively engage in this follow-up process.

**Description/overview of the activities (How did the program**

## **accomplish this?)**

American Indian high school students were recruited for the participation in the program at three sites: Minneapolis South High School; St. Paul School District's Indian Education Program; and in Hayward, Wisconsin. In Hayward the students were recruited from the public high school and the high school on the Lac Courte Oreilles reservation. At all three sites high school teachers identified and recommended students for participation in the program. Participants were recommended on the basis of their potential and interests in continuing their education. The

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recruitment process began in the fall and continued during the spring semester. The deadline for applying to the program is late April, and the letters of acceptance are sent out in early May.

During the fall and spring semesters each recruiter holds meetings with students to provide information on the program, and to assist students to fill out their application. In addition to personal and school data, the student applicant is expected to write a well thoughtout essay on the applicant's recollection of the best teacher they ever had in the lower grades. Another important aspect of the recruitment process is the formation of a Future Teacher Club at each site. This club serves as the focal point for informational meetings, field trips, and other activities which help to orient the student toward a postsecondary experience and a possible career in education.

Students who were accepted (about 25 to 30 can be accepted) were invited to participate in a two-week residential program on the campus. The two-week residential program is an intensive introduction to the theory and practice of teaching children in elementary school in grades 3 through 5. The students are exposed and shown strategies for teaching math and science during the first week. During the second week they teach the lessons they have learned to elementary education students who have been recruited from three local elementary schools. The program elementary school student participation component is called the Academic Enrichment Program. This part of the program is not intended to be a remedial program, but an opportunity for young children to learn mathematical and science concepts in new and exciting ways.

Personnel who lead out in the program are the program director, an assistant director,

two faculty members and three undergraduate counselors. During the second summer program, June/1995) five of the students who participated in the first summer program will be asked to attend as Assistant Counselors.

**Identify the target group for this initiative (To whom is it aimed?):**

The program is designed to attract American Indian high school students in 10th, 11th, and 12th grades. We can also accept students enrolled in a community college.

**To what extent was the target group served (Who did it actually serve?) Select and analyze data that reveal who was served:**

Of the 44 candidates recommended for participation in the two-week summer program, 19 actually came. Of the 19 participants, 10 were males and 9 were females. Twelve of the students were recruited from Hayward, Wisconsin, and 7 came from Minneapolis. Eighteen of the participants were in high school and one was attending a two-year community college.

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**If applicable, reasons why program could not fully serve total eligible target population?**

Originally the proposal called for serving 40 students during each project year. However, this number was based on a ten-week program, where participants would meet for instructional and other activities on Saturdays. While it was our intention to serve at least 30 students each summer, our projected enrollment fell short in the summer of 1994. Reasons for the "no-show" of many students varied and could not be controlled by our recruiter-counselors. Because of the good publicity the program has had since its implementation in June/'94, we expect our enrollment to be on target

during the summer of 1995.

**Educational outcomes. (How successful was the program in meeting its goals and objectives?) Select and analyze data that reveal program effects.**

Formative and summative evaluation techniques were used to ascertain the effectiveness of the program. Through our participation in the **Consortium for Minorities in Teaching Careers**, the evaluation component is conducted by personnel at the University of Iowa. At this time the evaluation of our program has not been completed. We expect a completed evaluation of the data which was collected during the summer of 1994 to be sent to us in January/1995.

**Program improvement efforts made during reporting year:**

During the two-week summer program adjustments were made in response to student needs and the suggestions of faculty and counselors. For example, at the suggestion of the assistant director, Dr. Kennedy, we included a Pow Wow at the end of the second week. We also included the participation of an Elder who performed a traditional pipe ceremony and talked to the students regarding the value of Indian traditional ways and the importance of preparing for a life of service to others. Students enjoyed participating in both activities.

**Future improvement plans:**

Plans for the next summer institute will include the participation of former student participants as Assistant Counselors. More emphasis will be given to American Indian history, culture and language. Another idea which is being considered is to offer admission to the university and to the education program to all program participants who successfully complete the program.