

**APPLICATION NARRATIVE FOR
THE CONSORTIUM FOR MINORITIES IN TEACHING CAREERS
*Comprehensive Programs to Increase The Number of Qualified Minority Teachers
A Collaborative Project Between:***

California State University, Dominguez Hills
Morgan State University
Xavier University of Louisiana

Turabo University, Puerto Rico
The University of Iowa
The University of Wisconsin, River Falls*

and Public and Private Schools in:

Metropolitan Los Angeles, Baltimore, New Orleans, Northern Wisconsin and Minnesota and the Republic of Puerto Rico

**Description of Proposed Project Under the U.S. Department of Education
Office of Post Secondary Education Teacher Partnerships Program
CDFA: 84.262 OMB NO.: 1840-0652**

1. Meeting the purposes of the authorizing statute.

In response to the critical need for minority teachers, the Consortium for Minorities in Teaching careers was formed in October of 1989. Ten higher education institutions with a proven commitment to serving minority students joined forces to implement, evaluate, and disseminate effective recruitment models. During previous cycles of the Dept. of Education Program to encourage Minority Students to Become Teachers, these institutions, with the addition of the University of Wisconsin, River Falls, implemented a variety of models directed at high school students to motivate them to follow education and career paths leading to the teaching profession. Five of these institutions, who have been developing the most successful of these models are now joining together in application to the current cycle of this program. Four of these institutions prepare teachers for school districts where the majority of students are from low income, African-American and Hispanic backgrounds many of whom have limited or no English proficiency. The University of Wisconsin at River Falls has been included in the current project because of its commitment to recruiting, educating and training Native American students from urban settings in the Minneapolis/St. Paul area and rural, reservation settings in northern Wisconsin. California State University, Dominguez Hills, Turabo University in Puerto Rico, Morgan State University in Baltimore, Xavier University of New Orleans, and the University of Wisconsin, River Falls have developed a coordinated national program, based on providing high school students with hands-on teaching experience, to address the shortage of minority teachers. The Consortium's goals, which meet the purposes of Section 577 of the authorizing statute, are to:

- ⑩ Identify, recruit, and prepare high potential pre-college minority students throughout the country to enter college and to select a career in teaching, through programs that will provide these students with college campus-based academic enrichment experiences, transition to college programs and enhancement of their academic skills.
- ⑩ Develop long term, effective partnerships with local school districts through cadres of teachers, counselors, and administrators at cooperating junior high and high schools to assist the

Consortium member institutions in their recruitment efforts.

- ⑩ Expand the pool of high potential minority students entering and successfully completing teacher preparation programs in colleges and to enhance their preparation and interest in teaching in predominantly minority schools and school districts, through extensive undergraduate enrichment and support services programs at the participating institutions;
- ⑩ Increase the number of minority students and in-service teachers that complete advanced degrees so that they can assume leadership positions in teaching and education administration.
- ⑩ Expand and enhance the training of in-service minority teachers at all levels through intensive in-service training intervention programs; and
- ⑩ Promote the replication of the models developed through the Consortium to institutions throughout the country interested in increasing the number and preparation of minority teachers.

The participating institutions have made a commitment to collaborate over a ten year period to; a) develop and test new joint programs and initiatives to attract more high potential pre-college and undergraduate minority students into teaching careers and to better prepare these students for careers in teaching; b) replicate proven strategies that have been implemented at these institutions and at others throughout the nation; and c) expand successful efforts that are already in place at member campuses. The Consortium's model is unique in that it:

- ⑩ Brings together Historically Black institutions (HBCU's), and Hispanic serving institutions (HSI's) that have strong programs for minority teacher preparation, with multiethnic and non-minority colleges with extensive resources and expertise to focus on increasing the pool of minority teachers;
- ⑩ Is national in scope and will develop replicable models that address the needs of diverse minority populations (including bilingual models) in a variety of geographic settings across the country;
- ⑩ Is comprehensive, encompassing a wide variety of programs at all levels in the educational pipeline, from pre-college programs to graduate and continuing education;

The overall scope of the Consortium effort is to address all segments of the "minority teacher pipeline" in sequence. The segments have been identified as follows:

I. Pre-collegiate: Programs for junior high and high school students such as the Future Teacher Institute that provide direct experience, academic skill development, advisement and motivation to consider teaching as a career option.

II. Early college, pre-professional studies: Programs for undergraduate students that expose them to experiences and knowledge about the teaching profession and support their academic development in subject matter areas, along with financial assistance.

III. Professional education studies: Academic, financial and professional support for minority students during the phase of their studies where they are taking methods classes and student teaching, as well as internship supervision and support through alternative credential programs for those who receive temporary teaching assignments before completing credential requirements.

IV. Induction into the teaching profession: Projects that support minority teacher candidates during their first 1-3 years in the classroom.

V. Professional development, advanced studies: Support for minority teachers for continuing education through conferences, graduate studies and other forms of professional development.

VI. Specialist training (administration, counseling, etc.): Programs that support minority teachers who wish to pursue advanced credentials such as counseling and school administration.

The purpose of the current proposal is to request support to address the first two phases of the "minority teacher pipeline." The member institutions intend to build upon the experiences of their previous efforts to enhance future teacher recruitment models they have begun through partnership agreements with local public school districts, to reach out to private schools serving predominantly minority student enrollments, and to begin to develop a common model of support for minority teacher candidates during their early undergraduate years. The partners will continue to develop their hands-on "Future Teacher Institute" (FTI) model that brings high school students to the university campuses to get both instruction and first hand experience teaching young children, along with counseling for them and their parents on the necessary steps along the road to teaching careers. In addition, the partner institutions will develop models to support for former FTI participants now attending their institutions as well as maintaining contact with as many former participants at other colleges and universities as practicable. The evaluation model, developed over the past four years will be further refined and administered to all participants. Tracking of former participants to test the ultimate effectiveness of the programs (entry into the teaching profession) will be conducted both locally and nationally. Sharing of existing programs and refinement of the model programs to motivate, support and guide teacher candidates through their pre-professional, college studies will be carried out through annual meetings of Consortium members. Finally, the active dissemination of program designs and results to other institutions will continue and expand through the dissemination unit of the program.

2. Extent of need for the project.

By the year 2000, one third of the country's population and 40 % of the nation's school children will be minority. Since the average age of whites today is 31, compared to 25 for African-Americans and 21 for Hispanics, the nation will be relying on an increasingly minority work force to maintain its economic well-being. This economic imperative, and the need to assure that minorities take their proportional place in the business and professional world, requires a national effort to improve educational opportunities for these groups. If improvement in the education of minority groups is to take place, attention must be turned to ensuring the diversity of the nation's teaching force and, hence to increasing the representation of minorities in teaching careers. Unfortunately, the national trend has not been consistent with this need. The public school population reflects dramatically increasing percentages of minority students, particularly in low income, urban areas.

It is encouraging to note that after a 20 year decline in the percentage of minorities in the teaching profession, the trend has begun to turn around. The National Center for Education Statistics recorded an increase in the public school minority teaching force from 12.5 % in 1987-88 to 13.5% in 1990-91. Unfortunately, the same report indicates that for the same time period the rate of increase of the percentage of minority students in public schools was more than double the rate of increase in minority teachers, from 29.3% to 31.4%. Thus, even with a modest increase in the percentage of minority teachers in the public schools, we continue to lose ground in relation to the change in the student population. Closing this gap requires the development and support of programs, like those being conducted, evaluated and disseminated by the Consortium for Minorities in Teaching careers, that will facilitate movement of minority students through the educational pipeline into college, attract high potential students into the teaching profession, and ensure that these teachers are not only well trained, but remain in the teaching force.

Statistics from the 1990-91 Schools and Staffing Survey showing the demographic mismatch between the student population and the teaching force for the states in which the proposed program operates, as well as for the nation as a whole are presented in Table 1. The data have been used in order to demonstrate both the overall need for increased efforts to recruit minority teachers as well as to indicate regional differences that drive the specific strategies used by each of the member institutions within the Consortium. Morgan State and Xavier Universities are responding to the substantial need for African American teachers in their service areas, Wisconsin River Falls is dealing with the acute shortage for Native American teachers in the northern regions of Wisconsin and Minnesota, while California State University, Dominguez Hills addresses the wide spectrum of diversity among school children in Southern California. Turabo University in Puerto Rico addresses the minority teacher shortage both locally and nationally. Locally, Turabo is attempting to raise the academic level of high school graduates entering teacher education programs, a particularly serious problem in Puerto Rico. In addition, Turabo provides its students with information on opportunities to teach on the mainland in order to help increase the supply of Spanish speaking teachers to other areas in the country where the need is so acute.

Table 1
State and National Statistics on Student and Teacher Ethnicity in 1990-91

	California	Louisiana	Maryland	Wisconsin	U.S.
% White/non Hispanic					
Teachers	78.8	70.1	75.9	98.1	86.5
Students	47.0	52.6	62.4	85.3	68.6
% African-American					
Teachers	6.5	28.0	22.8	1.1	
Students	8.9	44.1	33.9	9.0	
% Hispanic					
Teachers	9.7	1.4	0.4		
Students	34.9	1.6	1.6		
% Asian/Pac. Islander					
Teachers	4.3	0.7	0.6		
Students	8.3	1.0	1.7		
% Native American					
Teachers	0.6	0.0	0.0		
Students	0.9	0.7	0.4		
% Minority (combined)					
Teachers	21.2	29.9	24.1	1.9	
Students	53.0	47.4	37.6	14.7	31.4

Consortium member institutions have long standing histories of training teachers for school districts with large populations of African American and Hispanic students. Most work in districts and communities where faculty have direct experience with the increase in low income, minority school populations and limited numbers of minority teachers. Several Consortium member institutions currently work with school districts that already have "majority minority" student populations. Most had initiated a variety of programs to attempt to reverse the trend in student/teacher demographics ranging from programs for junior high and high school students to the recruitment of minority instructional aides to internship programs for minority teachers hired under temporary credentials in order to meet the critical shortage of teachers in many urban school districts. In addition, the Consortium has invited in an institution with an almost exclusively white student body in a region with a significant Native American population. This variation has brought Native American high school students to campus and given them new motivation through both direct teaching of young children and the experience of living on a college campus in order to encourage them to attend and , thereby diversify, that university.

This first hand experience through long term partnerships with local school districts has also formed the manner in which the Consortium has collaboratively designed strategies to meet the needs for more minority teachers. Through a network of "Future Teacher Clubs", recruitment

efforts by local school personnel, weekend and summer institutes that expose high school students to the academic, pedagogic and personal demands and rewards of the teaching profession, Consortium members will continue to provide experiences, information, academic and personal development for minority high school students to help them make informed decisions about careers in teaching. Based on preliminary findings from the current funding cycle, there is strong evidence that these activities provide students with extensive and useful information about teaching as a career, and that the vast majority of participants complete the program with much more favorable attitudes about teaching than they had at the beginning of the experience. In addition, member institutions will provide support to former participants who are now attending their campuses. Informal surveys indicate that 60-80 of the nearly 500 participants from the past two years are attending one of the five member institutions. Hard data will be available in the spring. These students will receive advisement, opportunities for peer support activities and the beginnings of a small scholarship fund under the new project being proposed here.

3. Plan of Operation

The operating structure of the Consortium project is organized into three overall components. They are Project Coordination and Dissemination; Project Delivery and Project Evaluation.

The **Coordination and Dissemination Unit**, located at California State University, Dominguez Hills (CSUDH), is responsible for overall coordination of project operations, including fiscal coordination and oversight of the evaluation process. It is also responsible for the internal dissemination of project activities and results through a variety of communication methods including conferences, written updates to member institutions, establishment of a telecommunications network, and site visits to review operations and help units develop their programs based on established models. In the pilot year, for example, the Future Teacher Institute model, developed at CSUDH through a Carnegie Corporation grant, was implemented at five other member sites through one dissemination and planning conference, followed up by site visits by a CSUDH faculty member to help replicate the model at the five campuses. During the current three year cycle, internal communication among units has been maintained through mail and electronic media as well as annual meetings held at different sites within the consortium. The site based meetings have allowed program coordinators to view programs at each others' sites as well as to interview participating students to gain a broader perspective on effective strategies to bring back and incorporate into their own programs. During the propose project cycle, these successful internal communication activities will continue and be enhanced through incorporation of Internet access for all sites.

A final responsibility of the Coordination and Dissemination Unit is to plan and implement external dissemination so that the work of the Consortium is publicized, reviewed and critiqued within the broader universe of university and K-12 communities so that the model can be improved upon and adapted for use on a broader scale. During year previous years a broad variety of dissemination activities have taken place.

Two issues of a newsletter were published and distributed to over 1,000 IHE's and an additional mailing list of 200 individuals who specifically requested information about the programs.

A user's manual and videotape describing and demonstrating implementation of the Future

Teacher Institute model was developed and distributed to over 50 individuals from universities and school districts. The videotape was also shown at several conferences and symposia. And workshops on how to develop a Future Teacher Institute have been conducted at national and regional meetings of educators.

Panel presentations have been made by the Consortium project directors at several national conferences including:

- The American Association of Colleges for Teacher Education
- The National Conference on Recruitment and Retention of Minorities in Education
- The DeWitt Wallace, Recruiting New Teachers Inc, Pathways to Teaching Conference

Individual papers by coordinators have also been presented at these conferences as well as at other national and regional meetings including:

- The National Association of Black School Educators
- The Association of Teacher Educators
- The Phi Delta Kappa Biennial Convention
- The National Association of Bilingual Educators

During the final year of the current grant cycle, the Consortium is also developing a motivational video program that is designed for distribution to high school future teacher classes and other organizations hoping to inspire young people of color to consider careers in education. It will include footage from the current Consortium programs and will be presented primarily in the voices of the high school and college students who have participated in those programs. Once completed, the video can be incorporated into existing curricula of explorations in teaching careers classes and will also be suitable for television broadcast usage.

The Consortium has also carried out dissemination activities regarding its evaluation instruments. Formal presentations regarding the design of the evaluation model and the instruments used to carry out the model have been given at three national conferences and preliminary findings have also been reported. In addition, copies of the participant attitude survey (which has both English and Spanish versions), designed to measure changes in participant attitudes toward teaching, have been made available to other individuals and institutions looking for objective measures of program impact. At least one other national minority teacher recruitment program (the AmeriCorp Urban Education Service Corps) has built the attitude survey instrument into its own program evaluation design.

As the Consortium programs become more fully developed and evaluated, dissemination will take on an increasingly important role in overall program activities. It is the intent of the Consortium to assist other institutions in replicating its programs to maximize the impact of the successful activities that have been developed and evaluated. To this end, the dissemination unit will offer technical support services to school districts and universities that would like to replicate the Future Teacher Institute Model. These will include providing the videotape and the user's manual, as well as sending consultants to a limited number of sites who request them to facilitate implementation of the model in new locations.

The **Program Delivery Unit** is composed of all other member institutions except the University of Iowa which provides independent evaluation. By the end of the 1996 spring and summer cycle, the programs will have solid evaluation data on the operation of the Future Teacher Institute model at the five sites. During the new project cycle, the Future Teacher Institute programs will be refined, based on the evaluation results, and continued in order to maintain the supply of motivated young people who will have experienced teaching first hand. New activities will also be developed to further motivate program participants and to maintain support for former participants who have entered college.

Consortium members will meet at a planning conference in the fall of 1996 to review results of the previous cycle evaluation and discuss strengths and weaknesses of each of the five future teacher projects. The most effective features from each program will be identified and adapted by the others in the context of their local conditions. Evaluation instruments and procedures will also be reviewed and refined for use during the new project cycle. The evaluation unit will schedule data gathering activities with each of the units in coordination with their projected dates of operation.

The Fall conference will also be used to begin compiling experiences and models for the second aspect of the Future Teacher Pipeline, support programs for pre-collegiate undergraduate minority teacher candidates. The focal point of this activity will be the Teacher Diversity and Aide to Teacher projects developed and implemented at California State University, Dominguez Hills through a variety of funding sources over the past five years. The Teacher Diversity Project, supported primarily with California State Lottery funds, provides academic advisement, specialized classes, financial assistance, personal counseling when requested, and other support services to minority undergraduate students who are following a course of study leading to a California teaching credential. In addition to these specific services, the Teacher Diversity project also provides the minority undergraduate teacher candidates with a cohort of peers who support each other through their college careers. The Aide-to-Teacher project, funded by a Title VII grant, recruits bilingual instructional aides from local urban school districts and provides them with services comparable to those offered by the Teacher Diversity program. Other models for undergraduate teacher candidate support at each of the member institutions will also be shared in order to form a common model based on the effective elements found at each institution.

Future teacher recruitment activities will be carried out at Consortium member sites, with local school district partners, during each year of the new project cycle. Evaluation activities will be carried out in conjunction with each site, partly by local personnel and partly by members of the evaluation unit. A spring conference will be held to review activities of the first year, review project goals and objectives to determine of adjustments in operations (or in the goals and objectives) should be made and to begin implementation plans for the second phase of the Future Teacher Pipeline model (undergraduate support programs).

Specific Project Activities. All five programs will follow the same basic Future Teacher Institute model with minor variations. The model was originally developed at CSUDH and has been implemented, evaluated and modified at all partner sites over the past three years. The basic elements are as follows:

_ Participants are recruited through future teacher clubs and college counselors at local high schools.

_Through an application and selection process, 30 participants are chosen to participate in the project.

_The institutes begin by providing the high school students with instruction in both the subject matter to be taught to the younger students and in the essentials of pedagogy (lesson planning, classroom management, cooperative learning techniques, etc.). This teacher training period comprised approximately one third of the total activity.

_Participants are formed into instructional teams and deliver lessons to classes of elementary school children who are recruited from local schools and are brought to the university campus by their parents. At the end of each lesson, the high school students evaluate their work and make plans for the subsequent session.

_In addition to the direct training and teaching experience, participants engage in team building and cultural awareness activities relevant to their particular situation (Native American, African American, Hispanic, multi-ethnic, etc., depending on the composition of participants at each site). They also receive specific information on academic and career planning that will facilitate the pathway to a teaching career.

The specific future teacher partnership activities at member institutions are summarized below. Specific local schools and community college partners not mentioned below are listed in the letters of agreement:

The Future Teacher Institute at California State University, Dominguez Hills. In partnership with the Los Angeles, Long Beach and Compton school districts, CSUDH will conduct a 10-week Future Teacher Institute (FTI) on Saturdays for 30 high school students selected by local school counselors as demonstrating appropriate academic and personal qualifications as well as interest in exploring teaching careers. The students will receive three weeks of training in pedagogical techniques from district teachers who have extensive future teacher experience and will plan team teaching lessons for junior high school students in science, social studies or language arts. During the subsequent seven weeks, they will deliver instruction to groups of junior high school students recruited from the same districts. FTI participants will conduct evaluation sessions after each session to discuss specific problems that arose and to view their experiences in the broader context of what it takes to become a teacher. They will also receive a stipend for their work as teachers. Meetings are also held for the parents of the program participants in order to give them background information on how they can support their children in completing a college education and preparing for a career in teaching.

Students in the Dominguez Hills FTI represent a broad spectrum of the ethnic communities that surround the university campus. Past participants have included African Americans, Hispanics with origins in Mexico, El Salvador, and Nicaragua, Asian Americans with origins in Japan, China, Korea, Viet Nam, Cambodia and the Philippines. Students come from eight different high schools in the Los Angeles, Long Beach and Compton school districts. Instructional teams are purposely mixed by ethnicity, gender and school of origin to develop cross-cultural team skills as part of the process. In order to expand access, recruitment strategies for the coming project include reaching out to the large Samoan population in the local area as well as forming a

partnership with a private, Catholic high school that has a predominantly African American student population.

Project CADET at Turabo University in Puerto Rico. Turabo University in the rural Caguas region, enrolls 30 students in a variation of the FTI called Comprehensive Activities for the Development of Educators Training (CADET). Thirty 9-12th grade students will be selected in conjunction with local school district personnel and will receive similar training, experiences and stipends as those described for the FTI at CSUDH. On ten successive Saturdays, the students will attend workshops designed to help them acquire the skills needed for teaching elementary students including information on learning styles, teaching strategies, cooperative learning, use of instructional materials, communication skills planning, and topics specific to science, mathematics, and English. They will then plan and deliver lessons to small groups of elementary students during a two week summer institute. The participants will remain for an additional two weeks after the teaching session to review the experience and receive additional content area, college preparation activities in mathematics, science and English. The twelfth graders are also eligible to enroll in introductory college courses at the end of the summer which gives them a head start for matriculation into the university.

A unique feature of project CADET is that it is conducted in a setting where Spanish is the language of instruction. All materials from the FTI at CSUDH were translated and adapted for a Spanish speaking population. Graduates of the program will not only help fill needs for bilingual teachers in Puerto Rico, but will also help increase the pool of bilingual teachers who are often recruited nationally. Turabo provides many opportunities for its graduates to learn about teaching opportunities on the mainland United States and sends significant numbers to school districts with needs for bilingual, Spanish speaking teachers every year.

Morgan State University Future Teacher Program (FTP). Morgan State, in partnership with the Baltimore City Public Schools will provides two 10-week on-campus programs for forty 10th and 11th grade students. Students will be selected from two of Morgan State's future teacher motivation and recruitment programs: Academic Champions for Excellence (ACE) and Programs to Recruit and Inspire Minorities into Education (PRIME). The students will spend three weeks in teacher preparation training and then carry out teaching activities with elementary school children from the Baltimore Public Schools who are part of the University's Center for Educating African-American Males (CEAAM) program as well as other Baltimore schools that participate in the ACE program. At the end of each session, parents of the FTP students will invited to observe their children teaching and will then join them in a culminating awards and recognition ceremony. Morgan State has entered into a partnership with a local, private Catholic high school in order to expand the future teacher opportunity to this potential source of high achieving African American male students.

Xavier University of Louisiana Teacher Mentorship Program (TMP). Xavier's TMP is part of a comprehensive future teacher development project which is supported by both local and private foundation funds. The project includes Future Teacher Clubs, a Summer Enrichment Program and a Parent Involvement Initiative. Xavier's partnership with four New Orleans high schools includes the only all African-American male high school and one of only two all African-American female high schools in the city. Eighty students will be recruited into the Future Teachers' Club and half of that group will be selected for the Summer Enrichment Program.

The Summer Enrichment Program, on Xavier's campus will include college preparatory courses in mathematics, science, language arts, African American history and teacher education. In conjunction with course offerings, students will participate in seminars, field trips and other activities related to the teaching profession. Additionally, the high school students will be paired with third and fourth graders from area elementary schools to provide enrichment experiences in the same four disciplines in which the high school students are engaged. Four Xavier education majors will act as group leaders to the program participants and will be primarily responsible for development and implementation of the co-curricular activities. Each group leader will assist one of the academic subject matter instructors and provide students with afternoon tutorials and advisement regarding college attendance and teaching careers. A series of parent workshops will be offered for parents of all participating students. Workshops will be planned by the teacher mentors in consultation with Xavier faculty and staff. The workshops will focus on topics including profiles of successful students; preparing adolescents for success in a diverse society, application to, selection of and financing for a college education; and the need for minority students to consider the teaching profession.

University of Wisconsin, River Falls Future Teacher Institute (FTI). The university adds both ethnic and geographic diversity to the Consortium through its location in the upper midwest and its focus on Native American students. There are 90,000 Native Americans in the Minnesota/Wisconsin area which includes the UW-RF service area. The project will include a replication of the FTI developed at CSUDH and implemented at five other Consortium member sites during the pilot year. Three high schools and one community college with significant numbers of Native American students are the major sources of participants for the program. All Nations School in St. Paul, Minnesota, Heart of the Earth Magnet School in Minneapolis, and the Lac Courte Orielles (LCO) Reservation High School in northwestern Wisconsin are the feeder schools. The Lac Courte Orielles Reservation also has a community college and the education students there will be recruited to serve as mentors and peer counselors. As a result of the previous phase of the project, UWRF has developed an articulation agreement with LCO Community College and the first students to transfer to the University will enter the River Falls program in the Fall of 1996..

The FTI model at UWRF has been modified due to the large distances between the university campus and its feeder sites. Rather than using the ten week, Saturday model that follows the prototype developed at CSUDH, River Falls will continue its two week residential institute held during the summer on the university campus. The project coordinator has enlisted the services of a faculty member who is of the Ojibway nation herself as the facilitator of the institute. Her knowledge of the culture and many of the key individuals at the local Ojibway sites has been invaluable in both the recruitment of participants and the successful supervision of participants on the university campus.

New Program Initiatives:

The activities described above have been developed, evaluated and modified over the previous three year cycle of the grant project. They represent a solid beginning for the encouragement of young people to pursue an academic and career path in education. While these activities remain the heart of the project, several new initiatives will be developed and evaluated under the auspices of the grant project currently being proposed.

Targeting of Private Schools with Minority Populations: While Xavier has had ongoing relationships with local private schools, the other sites have not tapped this source of potential candidates. Given the academic standards and parental support in private and parochial schools for minority students, they would appear to be a good place to find bright, disciplined teacher candidates. Both Dominguez Hills and Morgan State have developed new partnerships with Catholic schools that have predominantly African American student populations. This group will be studied, both collectively and separately to evaluate the impact of the program on their interest in becoming teachers.

Broadening the Vision of the Participants: While preliminary evaluation data show positive program impacts at each of the participating sites, the coordinators have had an interest in giving the young people a sense of participation in a broader movement. When annual meetings are held at each site, a representative group of student participants is always included in the proceedings and that particular group becomes aware that they are part of a concept that is greater than their local site. The current proposal contains provisions to extend the horizons of program participants in a number of specific ways. First, funds have been budgeted to allow participants from each site to participate in national future educator activities. All participants will receive memberships in the Future Educators of America organization which is now co-sponsored by Phi Delta Kappa. In addition, representatives from each site will be offered the opportunity to attend the FEA national convention as well as the Future Educators Summer Institute. Finally student panels will be included in the dissemination activities of the project so that they can meet their counterparts from other programs and explain the impact of the program in their own words. Plans have been made in the third year of the current project to fund student representatives from each program to present a panel at the National Conference on Recruitment and Retention of Minorities in Education in Lexington, Kentucky in February of 1996.

Support for Undergraduate Studies: Informal surveys have indicated that somewhere between 60 and 80 former program participants are attending one of the five Consortium member institutions included in this proposal. A more concentrated tracking activity will be carried out by the evaluation unit in the early Spring of 1996 so that the status of a large sample of participants at all institutions of higher education can be assessed. Each member program will take steps over the next few months to identify all former Future Teacher Institute participants on their campuses and form them into a support group. Each campus now has several programs in place that support minority teacher candidates and these will be shared across the Consortium at the Fall 1996 meeting. Best practices will be discussed and efforts will be made to implement common support activities across the five partner sites.

In addition, a small amount of funds has been set aside as scholarships for former participants. The number will be increased each year of the project in order to continue supporting the first cohort and to expand the cohort annually. These funds will serve as seed money for each unit to seek additional sources of "Future Teacher Scholarships" at their sites.

The Evaluation Unit, housed at the Center for Evaluation and Assessment within the College of Education at the University of Iowa, provides comprehensive evaluation services for Consortium efforts. It carries out both formative and summative evaluation activities and develops

instrumentation and data collection strategies to be implemented at each site. Training for standardized data collection is done for Consortium members with compilation and analysis of the data collected carried out at the University of Iowa. In addition to direct conduct of data collection, analysis and interpretation, the Evaluation Unit also conducts training and consultation in program evaluation for each of the member institutions so that they can both conduct evaluation research and be better able to make use of the results in their program development and implementation efforts. The evaluation plan itself will be discussed in the appropriate section.

Progress to Date

During the 1991-92 academic year, the Consortium received a grant from the Fund for the Improvement of Post secondary Education to implement the first phase of the program, establishing and evaluating models of pre-collegiate programs for high school students. During that year approximately 1,000 African-American and Hispanic high school students participated in programs at nine Consortium sites in New York, Baltimore, Knoxville, Puerto Rico, New Orleans and Los Angeles. The Future Teacher Institute Model, developed at California State University, Dominguez Hills was disseminated and piloted in Baltimore, Knoxville, Puerto Rico and New Orleans, as well as being continued in Los Angeles.

In addition to the internal dissemination activities that drove the pilot models at several Consortium sites, external dissemination was also carried out in the form of presentations at national and regional conferences, a newsletter distributed to over 1,000 IHE's describing Consortium programs, and to minority recruitment program development kits consisting each of a manual and videotape. One tape and manual describes the Future Teacher Institute and the second kit provides implementation ideas and testimony from students, faculty and school administrators with regard to the Aide-to-Teacher program developed at California State University, Dominguez Hills which recruits bilingual instructional aids in partnership with local school districts and provides them with academic and some financial support through an undergraduate curriculum leading, ultimately toward teacher certification while they continue to work in urban classrooms. The Future Teacher Institute tape has been presented at 11 conferences and symposia and has been mailed, by request, to over thirty colleges and universities interested in developing similar programs on their campuses.

The evaluation unit collected baseline data on both program delivery and student participation. Program delivery data will allow for refinement of the future teacher recruitment activities and student participation data will allow for the longitudinal study of program participants through their college matriculation and into their chosen careers upon graduation. Continuous operation over the ten year project will yield important data on a large cohort of prospective minority teachers as well as the development and widespread dissemination of effective models for increasing the pool of recruitable teachers from the ethnic groups that will characterize the majority of public school children in the urban centers of the United States by the year 2000.

During the current three year grant cycle (ending September 30, 1996) the ten programs in the Consortium will have provided nearly 2,500 high school students with a variety of experiences to encourage their future entry into the teaching profession. The actual students served by the five programs represented in the current proposal (for the first two years of the project) are represented in Table 2.

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Projecting similar numbers for the third year of the current cycle will mean that over 700 high school students will have been served by these five member institutions. There is great ethnic diversity among participants and over 99% of the program participants are members of ethnic minority groups who are seriously under represented amount the teaching ranks of the public schools in the United States.

4. Quality of Key Personnel and Institutional Capacity

The resumes of the overall project director and the project directors at each member institution are provided in Appendix I. The group is composed of consistent strengths in program development, implementation and management, particularly with regard to minority teacher education. In addition to their extensive training and experience, the group represents ethnic diversity appropriate to the project. Among the seven key individuals responsible for operation of the project two are Hispanic, one is Caucasian, one is Native American, and three are African American. In addition to the qualifications of the individuals, the institutions that comprise the Consortium have strong credentials in the area of minority teacher recruitment, education, training, placement and continuing development. They have complimentary strengths which makes the collective particularly well suited to carrying out the objectives of the authorizing statute.

Building on Institutional Uniqueness and Strengths: The diversity of the institutions in the Consortium ensures that program models will be developed for predominantly African-American predominantly Hispanic, predominantly Native American, as well as multi-ethnic populations in different parts of the country. The programs have been designed so that each institution develops a different approach to a common model, based on the population it serves and on its institutional strengths and experience with pre-college programs. In this way, each institution develops unique variations of the program model that can be replicated with similar populations by institutions in other areas.

Xavier University developed a model in the urban south, for a predominantly African-American population. In Puerto Rico, Turabo University's programs are be directed mainly at Puerto Rican students from rural schools but with orientation toward teaching in urban areas where there is a strong need for teachers. There is a concern in Puerto Rico that students from higher achieving groups were not entering the teaching profession so there is an emphasis on active recruitment of students with higher high school GPA's than has been the norm on the island. The program at Morgan State University provides models for other HBCU's serving urban areas. The University of Wisconsin at River Falls is developing programs to reach Native Americans at tribal schools in rural Wisconsin as well as urban communities in St. Paul and Minneapolis, Minnesota. The programs at CSU Dominguez Hills in partnership with the Los Angeles (south central and southern areas), Long Beach and Compton school districts serve a mixed distribution of African-American, Hispanic, Pacific Island, and Asian participants.

In addition to carrying out a broad spectrum of minority teacher recruitment activities, California State University, Dominguez Hills also serves as the project coordination and dissemination unit for the Consortium. The Dominguez Hills campus is responsible for internal communication among Consortium members, coordinating planning meetings, and initiating dissemination of program progress and results, both among Consortium members and to the broader audience of higher education and K-12 institutions interested in programs to increase the numbers of minority public school teachers.

The University of Iowa with its strong measurement faculty at the College of Education Center for

Evaluation and Assessment provides comprehensive evaluation services for Consortium efforts. It carries both formative and summative evaluation activities and develops instrumentation and data collection strategies to be implemented at each site. Training for standardize data collection is done for Consortium members with compilation and analysis of the data collected carried out at the University of Iowa.

Consortium member institutions have an extensive array of existing programs in minority teacher recruitment and education. All have long standing, productive partnership relationships with the school districts they serve. Many of these programs are linked with the Future Teacher Institute activities to maximize the overall efforts at encouraging minority students to become teachers at each of the institutions. Several of these collateral efforts are mentioned in the preceding program narrative. The array of programs at member institutions include projects funded by private foundations (Ford, DeWitt Wallace Reader's Digest), federal sources other than the current program from Department of Education (Corporation for National Service, National Science Foundation, Title VII Bilingual Education) and both local and state funded projects. Morgan State combines a project funded by DeWitt Wallace with city youth employment funds that are coordinated with the Dept. of Education funded future teacher project. Xavier combines the efforts of the current project with a Ford Foundation grant to encourage minority students to become teachers. Turabo has a strong math and science teacher development component which receives support from the National Science Foundation. CSU Dominguez Hills counsels students into teacher candidate support programs funded by State of California Lottery funds for teacher diversity as well as helping its bilingual candidates receive support from both a Title VII grant and a Ford funded "Latino Teacher Project" in partnership with the University of Southern California. Former participants can also continue their hands-on experience by participating in the Urban Education Service Corps, an AmeriCorps project that places undergraduates in local schools as literacy instructional assistants. This combination of internally and externally funded programs allows member institutions to support minority teacher candidates through all phases of the "teacher development pipeline." The Future Teacher Project being proposed for support here is the primary "intake" point, but these institutions provide support at all subsequent stages as well.

5. Budget and Cost Effectiveness

Overall and individual budgets are presented in the budget section of the application. There is some variation among the units due to their adaptations of the model to individual settings. While the proposed budget is slightly higher than the maximum stated in the application instructions, it is felt that the national scope of the Consortium project and its potential impact supports the request. There is considerable travel money in the budget due to the geographic dispersion of member institutions. However, increasing knowledge and expertise in electronic communication continues to reduce the proportion of Consortium expenses devoted to travel. Three joint conferences are built into the travel budgets in order to provide direct interaction among members and there are individual trips to provide project directors in different settings to observe and learn from the work at other sites.

6. Evaluation Plan

The three year plan for the five Consortium member sites will build on instrumentation, procedures, and expertise developed over the past three years in the evaluation at the ten sites in the Consortium's previous minority teacher recruitment program. The plan includes both process and outcomes evaluations for the full duration of the programs. Emphasis during the first year's evaluation will be placed on:

- ⑩ process evaluations of individual program variations at each institution
- ⑩ development of a unified Consortium-wide system for collecting baseline data for outcomes evaluation and longitudinal study of program participants
- ⑩ initiating the collection of data for evaluation of each project and for the Consortium as a whole
- ⑩ evaluation of the Consortium structure as a model for establishing linkages between member institutions to assure effective sharing of resources, expertise and project outcomes

Evaluation Management Plan

Individual Consortium members will use on-site evaluation teams to collect qualitative and quantitative data serving both process and outcome assessment. The centralized Evaluation Unit at the University of Iowa will guide and coordinate the efforts of on-site teams. The Evaluation Unit will serve as a hub where communication and cooperative effort can be concentrated.

The Evaluation Unit is staffed by University of Iowa College of Education faculty with 15 or more years experience in program evaluation design and implementation including substantial experience in evaluating minority teacher recruitment programs. Additional expertise in statistical analysis, evaluation instrument design and qualitative analysis will be available through consultation with other faculty in the College. Data management and analysis will be supported by the extensive computer facilities and staff available to faculty in the College. One or more graduate students with advanced preparation in program evaluation and educational research will assist with the evaluation.

The functions of the Evaluation Unit will include the following:

- ⑩ development of protocols to guide the data collection activities of the on-site teams
- ⑩ adaptation and refinement of all evaluation instrumentation
- collection of objective and open-ended survey data using telephone survey/interview techniques
- ⑩ analysis and initial interpretation of all quantitative data
- ⑩ review, summarization, analysis and interpretation of qualitative data
- ⑩ management and coordination of evaluation information, including writing and producing evaluation reports
- ⑩ establishment through training, cooperation and consensus of a unified management information system (structured data base) to facilitate standardized data collection, interpretation and dissemination of evaluation information about the projects at member

institutions

- ⑩ consultation, including trouble shooting of evaluation problems for site evaluation teams
- ⑩ meta-evaluations of local site evaluation team activities in order to improve the evaluation process at individual sites and across the Consortium

The functions of the on-site evaluation teams will include the following:

- ⑩ implementation of the data collection plans as stipulated in the final, revised protocols
- ⑩ administration of data collection instruments at the local site
- ⑩ conducting interviews and observations as stipulated in the final revised evaluation plan
- ⑩ preparing initial analyses of all qualitative data
- ⑩ transmitting of primary evaluation data and initial analyses to the Evaluation Unit
- ⑩ diagnosing and reporting problems with data collection or other evaluation problems that occur on site

A major strength of the evaluation model is that it is interactive and subject to regular negotiation between the Evaluation Unit and the program sites. During the previous grant period, the program directors developed a mode of interaction with the Evaluation Unit that has led to modification of instruments to better measure local objectives, linguistic adaptations (both in English and in Spanish) to make the instruments more comprehensible to participants, and modification of analysis and reporting protocols to make the data more useful to program coordinators. The current model has evolved through this interactive assessment the evaluation model and the process will continue to evolve as new factors emerge during the next phase of implementation. The current model, along with sample instruments is attached to this proposal as Appendix II.

Process Evaluation: Individual teams will monitor the actual functioning of local programs by documenting the activities of program staff and program participants. Teams will use both quantitative and qualitative methods, including participant and staff surveys; participant interviews; direct observation and reporting of program events; demographic and background characteristics of participants, including numbers of participants in salient categories; and reviews and summaries of program documents, manuals, materials and reports. The process evaluations will triangulate by relying on information and observations from staff, participants and trained observers or outside experts.

The general procedure for designing process evaluations of individual programs will be similar across all sites. However, the final designs may differ depending on the unique characteristics of each site and its program. As examples, some typical important questions guiding the initial design of the process evaluation are listed below and will be used in conducting the evaluation design workshop at the fall conference:

How are potential minority teacher candidates recruited and how can recruitment efforts be improved?

How can the program participation of recruited students be improved?

What are the most important characteristics of the pre-collegiate intervention programs and how

can the programs be improved?

What program characteristics will affect dissemination of pre-collegiate intervention programs and how can dissemination be improved?

How can minority teacher candidates be supported in the early years of their collegiate careers by the pre-collegiate programs that recruited them?

How can pre-collegiate minority teacher recruitment programs effectively track the progress of former participants over an extended period?

Outcome Evaluation: Individual teams will collect quantitative and qualitative data documenting the effects of the programs as implemented at the Consortium member institutions. Methods will be chosen to maximize valid inferences about program effects (internal validity) and about program transportability (external validity). Quantitative measures will serve the investigation of objective program outcomes as stipulated in the statement of objectives for the project year. Qualitative data will augment and clarify quantitative data and will inform Consortium members about possible facilitators and barriers in the school culture that affect minority students' decisions to embark on teaching careers. To the extent possible all objective and open-ended data will be quantified and analyzed using appropriate statistical techniques. Qualitative methodology will serve to answer questions otherwise left unanswered and to address the information needs of audiences not addressed by the quantitative techniques. Qualitative methods will include participant and staff interviews and direct observation.

To the extent that it is possible and facilitative, all information collected using qualitative methods will be categorized and tabulated to yield analyzable data. The outcomes evaluation will specifically address the previously stated "Specific Objectives" for the pre-collegiate programs, the partnerships with the LEA's, the post-secondary recruitment programs, the linkages and dissemination component and support for former program participants attending the Consortium member institutions as undergraduates. As examples, questions guiding the outcomes evaluation of pre-collegiate programs are listed below. Other important questions will emerge as audiences and stakeholders are identified and better understood:

How can significant numbers of minority junior high and high school students be encouraged to enroll in intensive, pre-collegiate, future teacher preparation programs?

What changes occur in students' attitudes toward children, the learning process and toward teaching as a viable career as a result of participation in such programs?

What changes occur in students' ability to work with children in a school environment as a result of participation in such programs?

What changes occur in students' knowledge of and attitude toward critical subject matter and critical skills needed to become an effective teacher as a result of participation in such programs?

Do minority students enrolled in pre-collegiate programs to encourage entering teaching careers demonstrate academic improvement through higher grades, higher test scores, or qualifying for and selecting college preparatory classes as a result of participation in such programs?

Do minority students enrolled in pre-collegiate programs to encourage entering teaching careers select teaching as a career goal by entering college and selecting a teacher preparation program?

What impact does program participation have on enrolled students' perceptions of themselves as potential educational professionals?

What other anticipated and unanticipated impacts does program participation have on the participants' lives (e.g., changes in academic motivation, self-esteem, academic self-efficacy, attitudes toward school, or other career interests and values)?

How many program participants intend to become teachers?

How many program participants enroll in college and enter teacher education programs?

Through the design outlined above, the evaluation model not only provides a framework for collecting and analyzing data to measure the success of the project in achieving its stated objectives, it also develops and increases the capacity of participants at each member institution to become more adept at both process and outcome evaluation activities during the course of the project.

Specific Measurable Outcomes for each project year

The primary goal of evaluation at this stage in the development of the Consortium is to build a formative and summative capability through the Evaluation Unit and within each member institution based on the long term goals of the Consortium. In addition, certain specific, measurable outcomes have been identified for the current project year:

A minimum of 175 minority high school students will participate in Consortium programs that provide them with experience, information and advisement regarding careers in teaching.

As a result of participation in Consortium "future teacher" programs, 80% of the students will indicate an increased interest in pursuing teaching careers as measured by a survey developed by the Evaluation Unit.

95% of project participants will be entered into a Consortium database, developed by the Evaluation Unit, so that they can be followed through their college education and ultimate career entry.

At least 50 former program participants will be identified at member institutions and provided with counseling, peer support and limited scholarship funds to support their continuation along a path to careers in education.

Comparable objectives will be expected for years two and three of the project with adjustments in specific outcome objectives based on the formative and summative data collected and analyzed each year.

7. **Adequacy of resources.**

Most Consortium member institutions have minority teacher recruitment as a central part of their missions. As a result, most have devoted significant portions of their operating budgets to activities closely related to the purposes of this project. The resumes of the program staff attest to the strength of human resources available to the program participants. Each university also provides significant campus facilities in the form of classrooms, computer and science labs, and library resources to support the teaching activities of the program participants. In addition, many member institutions have sought and successfully received external funding from other private and public sources to further objectives incorporated in the statute. Specific examples include a Ford Foundation minority teacher development grant at Xavier University, a DeWitt Wallace Pathways to Teaching grant at Morgan State, NSF funds at Turabo and grants for minority teacher recruitment from the State of California, Title VII, and the Corporation for Public Service (AmeriCorps) at California State University, Dominguez Hills.

The University of Wisconsin, River Falls is emerging and a new and effective participant in the national minority teacher recruitment movement as a result of its participation in the initial three year cycle. Through its involvement, the university has negotiated several new partnerships with high schools and community colleges that serve Native American students in northern Minnesota and Wisconsin. The university has established an articulation agreement with the local

community college on the Ojibway reservation as well as partnership agreement with Saint Paul school district to recruit Native American students for both the pre-collegiate program and the university itself.

Through previous individual efforts and its three years of collaboration with local school districts and each other, the Consortium for Minorities in Teaching Careers has developed into a model for recruiting and motivating minority high school students to become both intellectually and emotionally committed to exploring teaching careers. By working together with a common model and sharing individual results, the member institutions have developed strategies that have been tested and modified through experience with participants from a broad variety of ethnic and cultural groups in several different geographic locations. Its evaluation unit has developed a useful and empirically sound method of measuring program outcomes and providing feedback for continuous program improvement. The dissemination unit has not only organized presentations at formal meetings, but has produced a manual and video tape along with technical assistance to other institutions interested in replicating the recruitment model developed and improved by the partners in this collaboration. Support from the next three year cycle of the Program to Encourage Minority Students to Become Teachers will not only increase the number of minority teacher candidates served by these five institutions, it will also provide support for the dissemination efforts which provide additional universities and school districts with the means to establish programs of their own.