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ABSTRACT

This study was conducted to identify, classify, and analyze the range of precollegiate teacher recruitment programs now in operation across the nation and to make recommendations to the DeWitt Wallace-Reader's Digest Fund on potential grantmaking opportunities. Information on programs; the role played by foundations; and activities of Federal, State, and local agencies were collected using: a national survey mailed to program sites, telephone interviews with legislative and department of education staff; on-site interviews with program directors, teachers, students, and others; and reviews of program evaluations, resources, and the literature on teacher supply and demand and teacher recruitment. The study concludes that teacher recruitment programs show clear promise as contributors to the creation of a new, more diverse, and more professional cohort of teachers. Specific recommendations are made with respect to possible next steps. Seven appendixes provide: a review of the research literature, a detailed summary of state legislative activity, a description of program types, presentation of data from the program survey, a directory of recruitment programs that responded to the program survey, a bibliography of approximately 175 references, and the main survey instrument. (LL)

# TEACHING'S NEXT GENERATION

## A NATIONAL STUDY OF PRECOLLEGIATE TEACHER RECRUITMENT

A Project of the

Pathways to Teaching Careers Program

of the

DeWitt Wallace-Reader's Digest Fund

and

Recruiting New Teachers, Inc.

# TEACHING'S NEXT GENERATION

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Conducted by

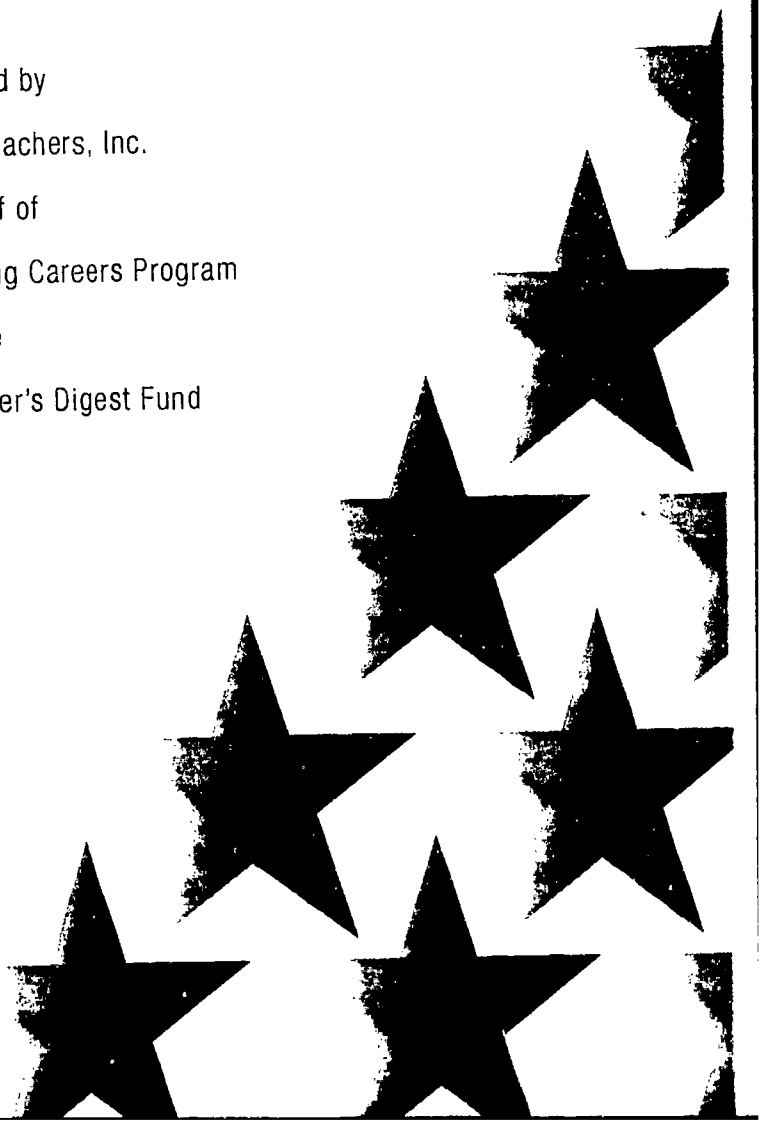
Recruiting New Teachers, Inc.

on behalf of

The Pathways to Teaching Careers Program

of the

DeWitt Wallace-Reader's Digest Fund



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*Front Cover Photos (clockwise from top): Summerbridge National Project (Karen Preuss photo); Summerbridge National Project; Future Educators of America, Miami, Florida (Robin Sachs photo); L.E.A.P., Dorchester High School, Boston, Massachusetts (Carolyn Hine photo)*

# Foreword

The recruitment, professional renewal, and recognition of teachers is a major priority for the DeWitt Wallace-Reader's Digest Fund. Our Pathways to Teaching Careers Program is designed to support efforts to recruit teachers from a number of especially promising pools—including students at the precollegiate level.

With this recruitment strategy in mind, in the spring of 1992 the Fund commissioned Recruiting New Teachers, Inc., one of its grantees, to conduct a national study of programs designed to identify and encourage middle school and high school students to consider careers in teaching. The results are summarized in this document.

We think the findings of this study are important for several reasons. First, the nation faces a critical shortage of teachers of color, and these programs show much promise in motivating minority children not only to academic accomplishment in college, but also to success as future teachers. Second, the success of all of our education reforms depends upon a more diverse, qualified, and culturally sensitive teaching force. Without persistent and strategic attention to building the pipeline into teaching, we face a general shortage of teachers by the end of the decade, when it is projected that teacher retirements will begin to accelerate just as school enrollments exceed previous baby-boom high watermarks.

Finally, the teaching challenge facing the nation is not simply a question of numbers. Our classrooms need different kinds of teachers, and these programs present opportunities to help develop a new form of teacher education: clinically-based; inter-disciplinary; modeling cooperative learning strategies, peer tutoring, and hands-on experiential approaches; paying greater attention to individual teaching and learning styles; and linked more effectively to the collegiate experience. These opportunities are too important to neglect.

We're proud to take part in supporting the growing movement of precollegiate teacher recruitment programs across the nation. We believe that as an overview and distillation of current practice nationally, *Teaching's Next Generation* represents a substantial step forward for that movement and fills a critical need. We all hope that this report will prove a helpful tool for educators, policymakers, grantmakers, and others committed to improving America's schools.

M. Christine DeVita
President
DeWitt Wallace-Reader's Digest Fund

# Supporting Organizations

### The DeWitt Wallace-Reader's Digest Fund

To help American youth fulfill their educational and career aspirations, the DeWitt Wallace-Reader's Digest Fund invests nationwide to improve schools, encourage school and community collaboration, strengthen organizations that serve youth, and support programs that increase career, service and education opportunities for young people. In 1992, approved grants exceeded $96 million.

The recruitment, professional renewal, and recognition of teachers is a major priority for the Fund. Its Pathways to Teaching Careers Program is designed to increase the number of teachers, especially minorities, working in public schools. The program recruits teachers from a number of pools: paraprofessionals and non-certified teachers already working in schools, and other adults from non-traditional backgrounds, such as returned Peace Corps volunteers. These individuals receive scholarship aid to go to participating colleges and earn their certification. The program also encourages undergraduates at liberal arts colleges to investigate teaching as a career and exposes young people in middle schools and high schools to the profession.

### Recruiting New Teachers, Inc. (RNT)

Because teaching is the profession that shapes America's future, Recruiting New Teachers, Inc. is committed to building the capable, diverse, and dedicated teacher workforce the nation needs. Its award-winning public service advertisements are designed to improve public attitudes toward teaching and encourage individuals to pursue pathways into the profession. The ads have garnered the strongest sustained response (more than 800,000 inquiries) of any campaign in the 50-year history of the Advertising Council.

RNT's outreach, information referral, and candidate clearinghouse have helped an estimated 40,000 respondents enter the teaching profession, including more than 10,000 individuals of color. Beyond serving as a catalyst and clearinghouse for information on teaching careers, RNT also serves as an advocate for strategic investments in teacher development and more coherent approaches to the way the nation recruits, prepares, selects, inducts, and supports its teachers.

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# Preface

This study was conducted for the purpose of identifying, classifying, and analyzing the range of precollegiate teacher recruitment programs now in operation across the nation and to make recommendations to the DeWitt Wallace-Reader's Digest Fund on potential grantmaking opportunities. To do this, the staff of Recruiting New Teachers, Inc. collected and analyzed information on programs, the role played by foundations, as well as the activities of federal, state, and local agencies in precollegiate teacher recruitment.

The study identified a total of 236 different precollegiate recruitment programs nationwide, ranging in enrollment from 5 to 12,000 students (for one statewide program). These programs currently serve approximately 30,000 students and have enrolled an estimated 175,000 students over the last decade.

The study found program activity in 42 states, with the greatest program concentrations in the Southeast and Southwest, two regions experiencing increased teacher demand. Taken together, these programs have had considerable success in attracting minority students (a 38% enrollment rate); however, the enrollment of young men in such programs was only slightly higher than current male participation rates in teaching.

The study identified a range of philanthropic and legislative support for precollegiate recruitment programs, including 31 states reporting some form of loan forgiveness program. Sixteen states (and the District of Columbia) report some state agency support (rarely budgeted) for precollegiate recruitment activity. The study identified more than two dozen foundations and corporations whose combined contributions to precollegiate recruitment initiatives over the past five years were estimated at over five million dollars. In addition, the study outlines provisions (for which funds were authorized, but little actually appropriated) in the 1992 Higher Education Act relating to teacher recruitment which, if taken up during the next session of Congress, could significantly expand the ranks of precollegiate programs nationwide.

In commissioning this research, the fundamental question asked by the Fund was whether private foundations had a potential role in supporting precollegiate teacher recruitment—and whether this form of teacher recruitment was worthy of that support. While data on persistence into teaching proved inconclusive (due to gaps in program evaluation and tracking of participants, as well as the relatively recent vintage of most programs), the answer to both parts of this question is a qualified "yes."

Drawing on literature reviews, data collection and site visits, the study concludes that precollegiate teacher recruitment programs show clear promise as

critical contibutors to the creation of a new, more diverse, and more professional cohort of teachers for America's schools. It notes strengths and weaknesses of five distinct program models: teaching magnets and academies, curricular programs, institutes and workshops, extracurricular clubs, and career awareness activities.

The study also uncovered nine conditions for successful programs. These are offered as a yardstick for program development and investment. In the study's concluding chapter, specific recommendations are made with respect to possible next steps towards the advancement of precollegiate teacher recruitment nationwide.

Appendices to the report include an expanded review of the research literature, a more detailed summary of state legislative activity, a directory of recruitment programs that responded to the survey, and descriptions of each program type.

**Acknowledgments**

Recruiting New Teachers, Inc. gratefully acknowledges the DeWitt Wallace-Reader's Digest Fund for underwriting this study.

The authors also wish to acknowledge the inspiration provided by Donna Hulsizer Fowler. In 1989, as Education Policy Director at People for the American Way, she conceived of the title "Democracy's Next Generation" for a study of young people's civic values. We thought the phrase splendidly apt for a study of programs that will help shape the future of teaching, the profession that shapes the future for us all, and have borrowed it with her blessing.

We also wish to thank the dozens of teachers and administrators, parents and students, who shared information, stories, and dreams with us. Without their help, this study would not have been possible.

David Haselkorn, President
Recruiting New Teachers, Inc.
Belmont, MA
August 1, 1993



PHOTO AT RIGHT: DADE COUNTY, FL. FUTURE EDUCATORS OF AMERICA. ROBIN SACHS PHOTO

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PROJECT PRIME, BALTIMORE, MD

*"If you start out early . . . if you weed out those who really don't want to teach . . . if you find people who have a real calling in their blood . . . you could grow a whole new generation of teachers."*

*— Teaching Magnet School Principal*

# I. Introduction

Since the mid-1980s, demographers and policy analysts have been warning of an impending teacher shortage that will increase in severity throughout the 1990s. While the recession and current state and local funding cutbacks have temporarily blunted the impact of the shortfalls which were expected, a crisis looms for the latter part of the decade when large numbers of the nation's aging teaching force will begin to retire, and the demographic echo of the baby boom swells school enrollments to near historic levels.[1]

The need for qualified teachers of color has already reached crisis proportions. Their representation among teachers has declined from 13% in 1970 to less than 10% today. Indeed, the U.S. Senate has estimated that if current trends continue, minority students will comprise more than one-third of K-12 school enrollments nationally, but only 5% of teachers by the end of the decade. *(See charts, next page.)* As the nation's classrooms become increasingly multicultural and multiethnic in makeup, teachers of color are vitally needed to serve as role models and academic leaders for students of *all* ethnic and racial backgrounds. Similarly, the need for teachers in shortage fields such as special education, science, math, and bilingual education is now being felt in many districts (particularly urban and rural districts) around the country. Finally, many of the school reform and restructuring proposals now being discussed call for lower teacher-student ratios, which would require a commensurate increase in the number of teachers.

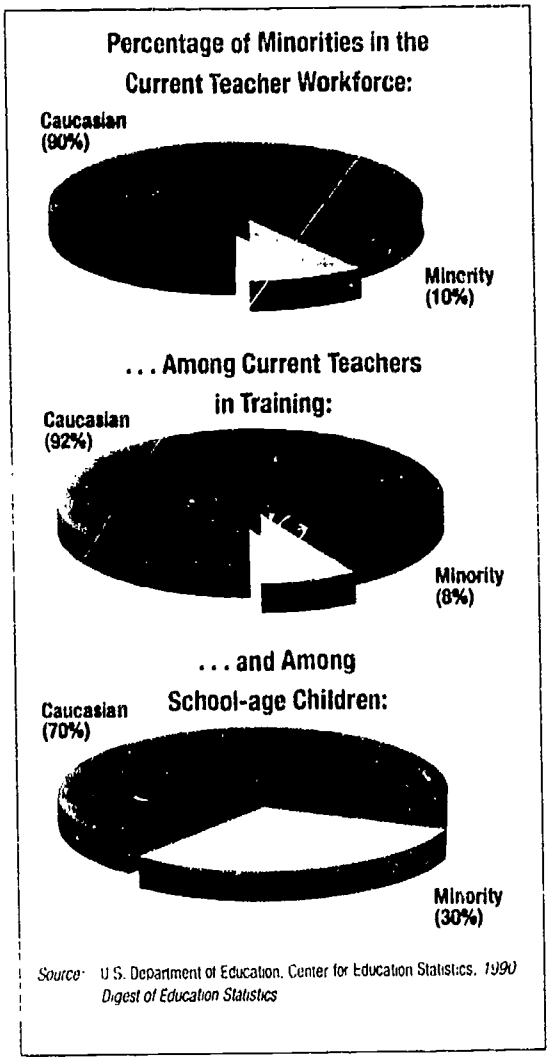
Notwithstanding, over the last two decades, teaching's low esteem among college students has resulted in a shrinking pool of teacher candidates and consequent decreases in the overall qualifications of individuals choosing to pursue a teaching career. Between 1966 and 1985, for example, there was a 71 percent decline in the proportion of freshmen planning to pursue elementary or secondary teaching careers (from 21.7 to 6.2 percent).[2] Even considering the slight increases of recent years, student interest in education careers (particularly among minorities) remains far below the levels recorded in previous decades.[3] The shrinking pool of potential teachers has resulted in a teaching workforce that is virtually unchanged in composition from the early part of the century: predominantly female (72%) and overwhelmingly Caucasian.

Paralleling this falling interest in teaching as a career has been increasing national concern about educational quality and student performance. A decade ago America was told it was "a nation at risk" because of a "rising tide of mediocrity" in our schools. In 1986, the Carnegie Forum on Education and the Economy linked educational performance and economic productivity to a demand for a newly professionalized teacher workforce in its report "A Nation Prepared:

[1] The median age of all teachers in 1991 was 42, while twenty years earlier, it was 35. Over a fifth of today's teachers are over 50 years old (NEA, 1992)

[2] Astin, A.W., Green, C.C., and Korn, W.S. (1987): *The American Freshman: Twenty Year Trends, American Council of Education*. A separate study conducted by the Council of Chief State School Officers in 1984 showed that the combined SAT scores of education majors in 1980 were 83 points below the average for all U.S. college students, as compared to a gap of 60 points in 1972.

[3] In 1977, African-Americans were 42% more likely than whites to major in education. By 1987 they were 19% less likely than whites to major in education (NCES, 1990). In addition, while people of color make up 25% of the college-age population, only 17% are actually enrolled in college.




*Source:* U.S. Department of Education, Center for Education Statistics, *1990 Digest of Education Statistics*

Teachers for the 21st Century." That same year saw the publication of a manifesto by the Holmes Group, an organization of leading schools of education, calling for a clinically-based master's degree for teacher certification.

Dozens of additional reports during the decade between "A Nation at Risk" and "Goals 2000"[4] made recommendations to upgrade and improve the teaching workforce, raised concerns about falling minority participation rates in the profession, and viewed with alarm the failure of our teacher education institutions to make the grade. Their recommendations with respect to teacher recruitment include: encouraging college students to enter shortage areas such as math, science, bilingual and special education; facilitating mid-career shifts into teaching for technically trained professionals (especially popular as partnerships between industry and higher education); reaching out to teacher aides who lack degrees and teaching credentials as a ready source of minority teachers; and providing financial incentives and loan forgiveness for those willing to enter the profession and teach in shortage areas.

Alternative certification pathways, bypassing traditional teacher education programs, have been a favored nostrum of state and national policymakers. Meanwhile, local districts, when pressed to find teachers for unfilled slots in classrooms, have often resorted to emergency licensure of BA holders and a patchwork of revolving-door substitutes and teachers teaching out of field.[5]

In fact, teacher shortages have been a recurring theme in American educational history. The recruitment of well-qualified personnel into the teaching profession has been difficult intermittently for a variety of reasons, but principally because of the lack of competitive economic incentives and the low esteem in which the profession is held. Those circumstances seem as true today as they have ever been—and their impact on the quality of the nation's education system just as deleterious.

In earlier decades, demand for teachers was met by talented, well-educated women (and minorities) who had few alternative professional opportunities open to them. When teacher shortages arose, special programs were created to attract different pools of individuals into the profession, differentiated staffing patterns were devised, and certain prohibitions were rescinded (Sedlack & Schlossman, 1986). For example, a shortage of teachers during World War II

[4] "A Nation at Risk" was published by the National Commission on Excellence in Education in April 1983. "Goals 2000," President Clinton's education plan, was announced in the spring of 1993.

[5] Only 54 percent of all mathematics teachers in 1988, for example, majored in and were certified in that field, according to the *Schools and Staffing Survey* of the National Center for Education Statistics.

resulted in the easing of restrictions against married women teaching and the reduction of full-day kindergarten programs to a half-day schedule. The shortage of teachers in the 1950s and 1960s led to the National Defense Education Act and the creation of Master of Arts in Teaching (MAT) programs at many prestigious colleges and universities, so that students with liberal arts educations could become certified or credentialed with a minimum number of professional education courses. To encourage liberal arts graduates to teach in the inner city, the national Teacher Corps program was established at that time as well (Clifford & Guthrie, 1988). But a sharply curtailed federal role in education over the last 12 years has transferred to the states, the schools, and foundations the primary responsibility for meeting education's human resource needs. Increasingly, educators and policymakers at the state and local levels are recognizing the systemic nature of this challenge, and looking earlier in the pipeline to build the teaching pool.

### Recruiting Teachers at an Early Age

While there are many factors that cause young people to stay in school, graduate, and enroll in an institution of higher learning, recent studies have shown that career choices are often made at a much younger age than previously thought and that teachers have a persuasive role in determining whether a young person enters the teaching profession. Partly as a result of these studies, programs have been initiated by a number of school districts, colleges, associations, regional collaboratives, and states to interest young people in teaching, offering teaching, tutoring, and mentoring experiences in a variety of settings. Many such programs are designed specifically to identify promising students of color, reaching out to students with messages emphasizing the importance, influence, and intellectual complexity of teaching.

### Objectives of the Study

This study was conducted by Recruiting New Teachers, Inc. at the request of the DeWitt Wallace-Reader's Digest Fund for the purpose of identifying, classifying, and analyzing the range of precollegiate teacher recruitment programs and program models now in operation across the nation and to make recommendations to the Fund on the scope and direction of potential grantmaking opportunities. To do this, RNT staff also collected and analyzed information on the current role of major foundations, and federal, state, and local agencies in encouraging and supporting precollegiate teacher recruitment programs. In order to highlight program models, this report also includes mini case studies of significant precolle-

giate recruitment programs and discusses their effectiveness in encouraging high school and/or middle school students to consider teaching careers.

Data on these questions were collected through:

- A program survey instrument, mailed to approximately 5,000 potential program sites and contacts on a database developed by Recruiting New Teachers;
- A separate survey instrument mailed to 400 grantmakers in K-12 education;
- A third survey mailed to 3,000 district superintendents, chosen at random in three categories (urban, rural, suburban);
- Telephone interviews with legislative and department of education staff in all 50 states;
- On-site interviews conducted with program directors, program teachers, program students and alumni, parents, college administrators, and higher education faculty at 13 program sites; and
- Reviews of evaluation studies conducted of and by programs; of the curricula used by programs; of recruitment resources utilized by programs; of state and federal legislation; and of the literature on teacher supply and demand, teacher recruitment, and school and teacher reform.

DORCHESTER HIGH SCHOOL, BOSTON, MA. CAROLYN WISE PHOTO

### Organization of the Report

Review and analysis of all of these data are presented in the following chapters. *Chapter II* reviews the literature and legislative activity with respect to precollegiate teacher recruitment. *Chapter III* presents findings from the study, organized by the questions posed by the funder of the study *(see box on opposite page)*.

*Chapter IV* outlines the extent of philanthropic support for precollegiate recruitment initiatives, *Chapter V* presents the conclusions we feel can be drawn from this study, and *Chapter VI* offers the authors' recommendations for next steps to help precollegiate teacher recruitment fulfill its apparent potential. The main body of the report is followed by a set of appendices containing program descriptions, a directory of programs responding to the survey, and additional supporting information.

## Survey Scope

*These, among others, were major questions posed by the funder of the study:*

### ▶ Program Range

How prevalent are these programs nationally? Are they to be found in most districts? In which regions of the nation are they most likely to have developed? Do they serve hundreds of students—or hundreds of thousands?

### ▶ Program Type

What is the nature of these precollegiate recruitment programs? Are they school-based clubs? Curricular offerings mandated at a state or district level? One-time workshops, or seven-year-long mentorships?

### ▶ Objectives

Were most of these programs created to address a projected shortage of teachers, particularly minority and male teachers? Or are they designed to lift the quality of students entering the teaching profession, or simply to encourage students to stay in school and go to college?

### ▶ Origins

How were these programs developed? Were they developed independently, based on a model, in partnership with another entity, or established by legislation?

### ▶ Structure

How are the programs staffed, and what incentives and training are provided? What partners are involved, and how are they involved? How (if at all) are parents involved as well? How—and how well—are they funded?

### ▶ Student Representation

Who are the student participants in the program? How many students are now enrolled, and how many have been served altogether? What is their sex, race, and grade? Where do they live—in cities, rural areas, or suburbia?

### ▶ Program Experiences

For what period of time are students involved in the program and what kinds of opportunities/activities does the program provide? Which of these activities seems most effective as a recruitment or training experience?

### ▶ Evaluation and Effectiveness

How—if at all—have these programs been evaluated? What are the conclusions? What types of programs are the most effective? How are they most effective?

### ▶ Replication and Support

How many programs have been replicated? How many want to expand? What forms of philanthropic assistance to the field of precollegiate teacher recruitment would achieve the greatest positive impact?

# II. Reform, Research, and Legislative Activity

*"We recommend that every high school establish a 'cadet' teacher program. High school teachers should identify gifted students and make opportunities for them to present information to classmates, tutor students needing special help, and meet with outstanding school and college teachers. For a young person to be told by a respected adult that he or she could be a great teacher may well have a profound impact on the career choice of that student."*

— ERNEST L. BOYER, IN HIGH SCHOOL: A REPORT ON SECONDARY EDUCATION IN AMERICA *(1983)*

## The Reform Reports

Since 1983, scores of studies and publications have been written about the crises in education, with numerous calls to reform and restructure our schools, upgrade and improve the teaching profession, revamp teacher education, and recruit better prepared teachers into the nation's classrooms. For the purposes of this study, we reviewed over thirty major reports on educational reform, including ten national reports. Despite consistent concern for quality and diversity in the teaching ranks, most reports rarely offered concrete suggestions beyond increased scholarship assistance and loan forgiveness programs tied to service in high need areas. Of the national reports, *High School* (Boyer, 1983) and *A Nation Prepared: Teachers for the 21st Century* (Carnegie, 1986) provide the most specific recommendations.

Boyer's suggestion to begin the process of recruiting new and very qualified teachers in high school with the establishment of 'cadet' teacher programs for gifted students has apparently served as a catalyst for a number of such cadet programs across the country. His recommendation that school systems should include programs or schools for prospective teachers, where teachers serve as mentors and students have access to classroom observation and teaching experiences, also spawned a number of magnet programs in urban centers in the mid-1980s.

The report of the Task Force on Teaching as a Profession sponsored by the Carnegie Forum on Education and the Economy prescribed: strengthening and preserving compensatory education programs for children at risk; early identification of promising students who can be supported through school/college and school/business partnerships; increased counseling of minorities about four-year colleges, financial aid, and scholarship help; tutoring and mentoring of low income elementary and secondary students by college students; strengthening historically black colleges and universities and encouraging community college transfer rates; showcasing model schools, particularly magnet schools for future teachers; and establishing future teacher clubs.

However, our review of the reform literature of the eighties found far more frequent references to alternative routes to licensure, national standards, elimination of the undergraduate education major, and additional post-graduate training than to specific precollegiate recruitment strategies. Ironically, some have argued that such innovations would produce the perverse consequence of fewer candidates, especially minorities, willing or able to enter the profession (Mehlinger, 1986 and Murnane, 1991).

What the reports have accomplished, however, is to focus greater attention on the teaching profession, the shortage of teachers in certain fields, and the dearth of minorities entering the profession. This, in turn, has spurred many states, local school districts, and institutions of higher education to develop programs, upgrade requirements, and provide greater professional opportunities and funding for recruitment—not to mention several major reform activities (e.g., the National Board for Professional Teaching Standards, the Educational Renewal Network) explicitly designed to link the reform of schools to the renewal of the profession.

### Research on Precollegiate Teacher Recruitment

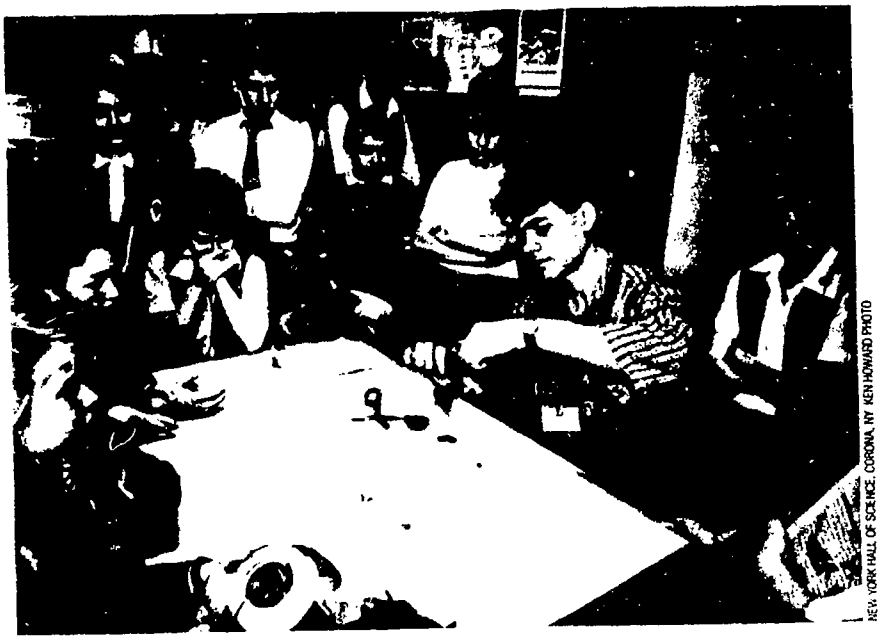
Not surprisingly, then, we found the literature specifically oriented to precollegiate teacher recruitment regrettably thin. Beyond a handful of early program portrayals (Ishler and Leslie, 1987; Howard and Goethals, 1985) there are few studies from the mid-eighties specifically documenting and encouraging the development of this form of teacher recruitment.

Nonetheless, throughout the decade, evidence for the promise of such programs was beginning to mount. Page and Page (1984) found that 40% of the high school students they surveyed made a decision to teach prior to age 15, another 40% decided at 15 or 16, and only 20% made the decision to pursue teaching careers at 17 or 18 years of age.[1] Subsequently, attitudinal surveys conducted by the Metropolitan Life Foundation documented the importance of precollegiate career decision-making among future teachers.

Beginning in 1980, Elaine Witty and colleagues at Norfolk State University organized an annual conference on the survival and preparation of black teachers. Norfolk State, one of the historically black colleges and universities that traditionally have prepared the majority of black teachers, sought ways to increase the alarmingly small number of black and other minority education majors who were being certified to teach. In 1987, under the leadership of Ernest J. Middleton, the University of Kentucky initiated a national invitational conference on the recruitment and retention of minority students in teacher education. Annual conferences have highlighted model collaborative efforts between teacher training programs and local high schools, future teacher clubs, mentor and tutoring programs, early introduction to college life, credit-bearing courses for high school students in nearby colleges, and magnet schools for the teaching profession.

In 1989, the American Association of Colleges for Teacher Education published a compilation of promising teacher recruitment programs. Among others,

[1] The research of the mid-1980s focused on teacher education programs, the dearth of academically talented students drawn to teaching, and the unacceptable professional working life of most teachers. Page and Page also reported that studies of students' perceptions of teaching as a career found that salary, discipline problems, and working conditions were perceived by the majority of students as discouraging factors, while the most important factor affecting a student's consideration of a career in teaching was the influence of other individuals, including teachers and parents. Berry's 1989 study later substantiated the influence of teachers on career choices of students; he found that most students reported being discouraged from teaching by their own teachers and by parents who are teachers, a finding substantiated by RNT's own surveys (Harris, 1990).




*Explainer Jose Sauco shows an attentive audience how the eye works during a "Cow's Eye Dissection" at the New York Hall of Science.*

AACTE highlighted the Crenshaw High School teaching magnet in Los Angeles, programs that had been developed as part of a minority recruitment campaign by the California State University system in the mid-1980s, and a Louisiana school/college collaboration that offered scholarships and financial aid incentives for high school-age future teachers. Elsewhere, Howard & Goethals (1985) described a program at Bellarmine College in Kentucky that was established in 1983, building on a twelve-year-old advanced credit program for high school juniors and seniors at the institution. Kauffman (1988) compiled a listing of successful recruitment programs, citing Kean College in New Jersey and California State University at Dominguez Hills. She also cited magnet programs for the teaching profession in Washington, DC, Los Angeles, and Houston.

In 1988, the Education Commission of the States reported that several states had established programs to encourage high school students to consider careers in teaching. As a result of its study, ECS called for states, districts, and higher education institutions to adopt more comprehensive strategies for minority recruitment, including earlier intervention and coordinated approaches at every level of the educational system—from preschool through postsecondary staff development programs. Berry (1989) urged that precollegiate recruitment efforts recognize the role current teachers play as career influencers, noting that making teaching attractive to young people would first require making teaching attractive to today's teachers. (The teacher-mentor role can be so persuasive, Berry's study reported, that many individuals end up teaching the same grade level and subject area as the one in which they were most influenced as students.)

As more research attention was paid to the importance of early recruitment, more programs were initiated for the purpose of encouraging young people to enter the teaching profession. Beginning in 1989, the Educational Resources Information Center (ERIC) and major educational journals such as *Educational Leadership* and *KAPPAN* began to publish articles about specific programs: magnet schools, future teacher or educator clubs, teaching academies, and cadet programs. Kauffman (1988), Ginsberg & Berry (1990), Triplett (1990), Stallings & Quinn (1991), and Lewis (1992) describe many of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the precollegiate activities and programs that were developed, primarily in the southeastern and southwestern sectors of the country.

The programs that were the focus of these reports were initiated as part of larger educational reform packages, but all were established as a response to perceived or impending teacher shortages, with the decline of minority teachers a common driving concern. States and districts also established "grow your own" programs in conjunction with increased academic (or testing) requirements for teacher licensure (White, 1991; Stallings & Quinn, 1991; Lewis, 1992).

### Evaluations of Precollegiate Recruitment Programs

Several precollegiate programs have undergone extensive evaluation during the past few years (New York City Board of Education,1986; Trachtman, 1991; Rowzie, 1991; French, 1991). However, most of the findings are incomplete since it is still too early to determine if these graduates actually will enter the teaching profession. Furthermore, few programs have had the resources to track their graduates and many, particularly those in the urban centers, would have a difficult time even if they had the resources, since the populations they are serving tend to be highly mobile.

Overall, there is a dearth of publicity and research on most of the more than two hundred programs this study has identified across the nation. Only occasionally have articles appeared in education journals, usually in conjunction with other recruitment strategies; few researchers have undertaken the painstaking investigations required to identify with precision which variables determine program success or failure over the long term.

A handful of extant studies (Klinedinst, 1992; Rowzie, 1991; White, 1991; and McDermott, 1992) do seem to indicate positive effects on teachers' attitudes toward teaching and the profession as well as the powerful influence that teacher-mentor relationships exert on students. The studies reach further consensus on the importance of some elements of program design ("hands-on" teaching activities, stipends to support student participation, and academic credit for pre-teaching activities, among others). However, a great deal more research needs to be done.

In sum, our view is that educational researchers and policymakers have often placed insufficient emphasis on early identification of potential teachers—even though the literature on minority recruitment emphasizes building self-esteem at an early age. We discuss strategies for addressing this seeming incongruity later in this report.

## Legisiative Activity

Most of the legislative activity in the teacher recruitment arena has been at the state and local levels. The federal government has done little to fund or promote efforts to recruit teachers until recently, although some higher education institutions have used FIPSE (Fund for the Improvement of Post-Secondary Education) grants to support a variety of teacher recruitment efforts. Not since the 1960s and 1970s, when NDEA loans, the Urban Teacher Corps, and Teacher Center programs were initiated, has there been a concentrated focus on teachers and teaching at a national level. All of this is beginning to change.

### *Federal activity*

With the passage in 1992 of Title V of the Higher Education Act, Congress put educator recruitment, retention, and development back onto the national agenda, creating a significant opportunity for states to upgrade their teaching ranks (and foundations to leverage their investments). While funds for HEA were never appropriated, passage of the bill with its new provisions signified increased Congressional interest in providing national support towards an improved teacher workforce. It is very likely that these issues will be revisited in the upcoming Congressional session—especially with the new Administration potentially lending its support.

There were a number of provisions in the Title V legislation that might have benefitted precollegiate teacher recruitment. Specifically, Part E—Minority Teacher Recruitment, Subpart 2, Programs to Encourage Minority Students to Become Teachers—would have conducted programs to: improve recruitment and training opportunities in education for minorities; increase the number of minority teachers in elementary and secondary schools; and identify and encourage minority students in the 7th through 12th grades to aspire to, and prepare for, careers in precollegiate teaching. Fifteen million dollars had been authorized for this program for fiscal year 1993.[2]

To encourage enrollment in teacher education programs, Part F of Title V—the National Mini Corps Program—would have provided information, outreach, and recruitment services to first generation college students, low income individuals, and children of current or former migratory workers presently enrolled or planning to enroll in an institution of higher education. Ten million dollars had been authorized for fiscal 1993.[3]

All together, authorized funding levels for the relevant Title V activities stood at $125 million. Of that total, $25 million was specifically earmarked for

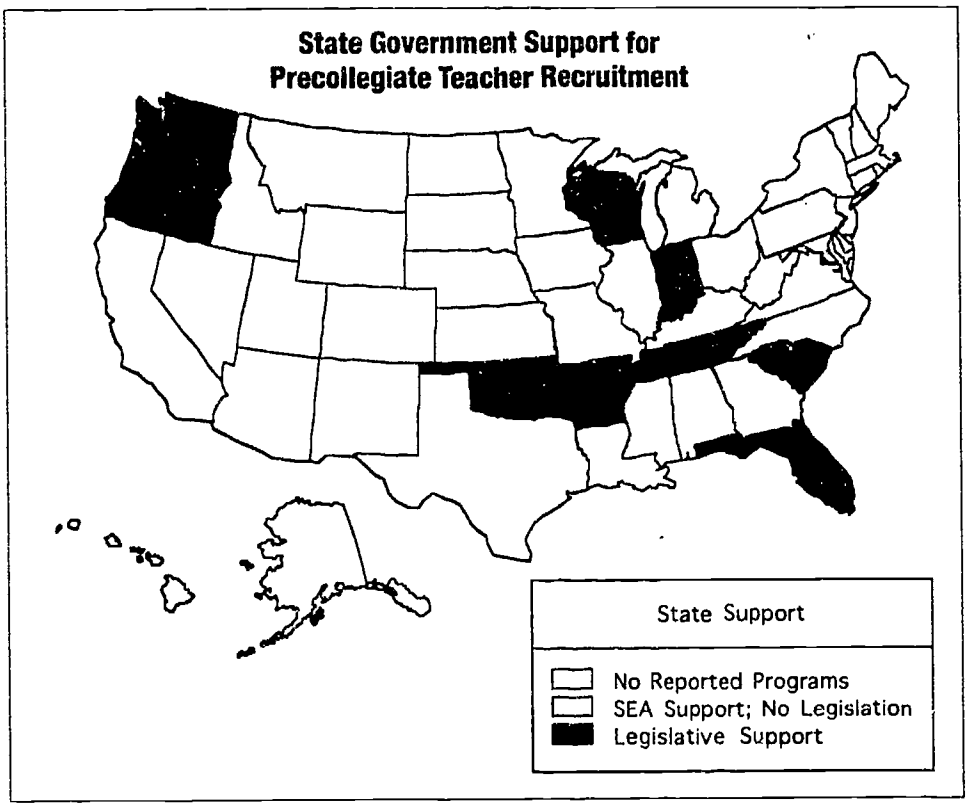
[2] As this report was going to press, the Department of Education was accepting proposals for $2.4 million within Part E of Title V. Results were to be announced in September, 1993.

[3] Other Title V provisions include the establishment of national and state teacher academies, creation of a Teacher Corps, a focus on minority teacher recruitment for paraprofessionals, and development of two new programs to prepare teachers to work in early childhood education and to encourage states to establish or enlarge alternate routes to teaching.

precollegiate teacher recruitment programs. Significantly, Congress suggested that its precolleg te teacher recruitment grants be matched one-to-one by private sector funding.

*State activity*

At the state level, loan forgiveness programs are by far the most prevalent form of assistance to precollegiate students interested in careers in teaching; calls to all state education agencies revealed that 31 states make loans that college students do not need to repay if they teach for a specified time after graduation. Forgivable loans have been used primarily to recruit teachers in shortage areas, such as science, mathematics, and bilingual education; in some states, they have been directed at minority students. Sixteen states (Arkansas, Florida, Georgia, Hawaii, Indiana, Kansas, Michigan, New Jersey, North Carolina, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Washington, and Wisconsin) and the District of Columbia report state agency support for precollegiate teacher recruitment efforts; however, most of these are local initiatives or unbudgeted club programs, not state mandates, and few have state funding directed to such programs by legislative fiat. *(See Appendix B for more information on state programs.)*



Among the most far-reaching state efforts have been the teacher recruitment centers organized by South Carolina, Oklahoma, and, most recently, Washington. The South Carolina Center for Teacher Recruitment, the oldest (1986) and by far the best established of this group, sponsors a Teacher Cadet program and ProTeam program serving high school and middle school students, respectively. The South Carolina Center grew out of the state's landmark Education Improvement Act (1984), and has received funding of more than $4 million from the state. Oklahoma and Washington are basing their own state centers on the South Carolina model. The state of Florida, meanwhile, has borrowed much of the future educator club material developed by Dade County in the 1980s and works to replicate those clubs throughout the state. Wisconsin, on the other hand, concentrates its resources on a summer institute called "Teacher World" that is organized and run in conjunction with master teachers from throughout the state.

Beyond this modest state legislative activity, one potentially significant player in the field of precollegiate teacher recruitment is organized labor. The American Federation of Teachers (AFT) reports no programs on the national level. However, in 1991, the National Education Association (NEA) began a national student program called "Make it Happen, Teach!" through which it hopes to encourage individuals of color to enter the teaching profession and raise the quality of students choosing a teaching career. Most of the NEA's efforts are geared toward establishing and supporting future teachers' clubs at both the middle and high school levels through its local affiliates. The NEA also provides financial assistance (up to $1,000) to their college student locals to develop FTA or FEA clubs in the local high schools.

At the onset of this study, then, we find a field in significant ferment—undergirded by a provocative, if not dispositive, body of research, and a significant, if not overwhelming, degree of national and state legislative activity. In short, the stage has been set to document the results of this broken front of reform effort and indicate directions for further research, activity, and support.

# III. Findings: Precollegiate Programs Nationally

## Program Scope

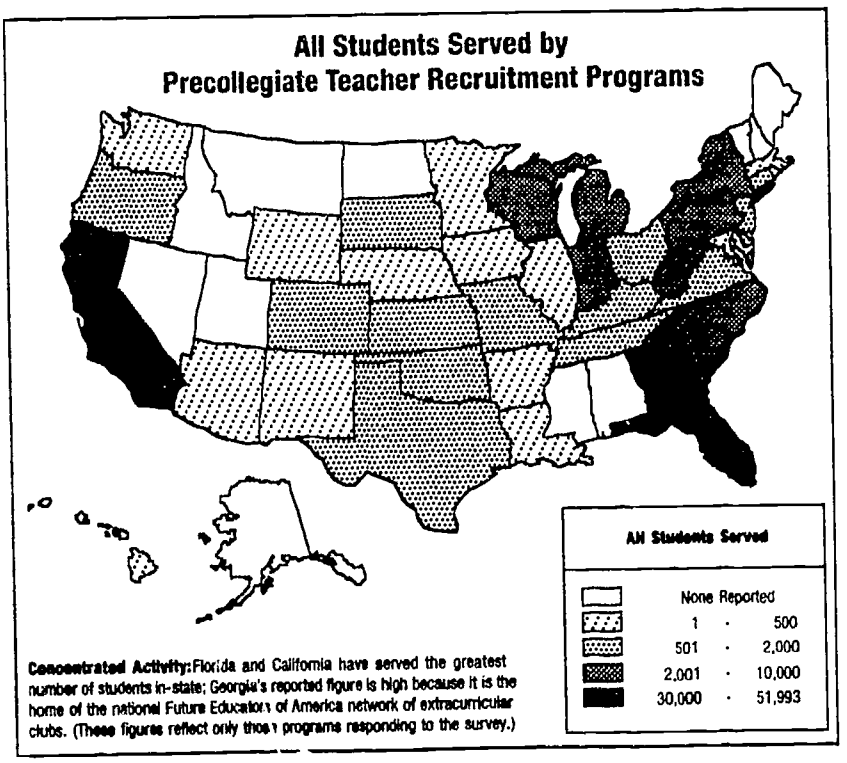
Numbers first; then the caveats. This survey identified a total of 236 different precollegiate teacher recruitment programs, of which 216 submitted completed survey instruments. These programs ranged in size from the Teacher Recruitment Program at the Elkhart, Indiana Community Schools (student enrollment: 5) to the Florida Future Educators of America club program, currently involving more than 12,000 students in hundreds of different schools statewide. In all, the programs identified by the survey reported a current enrollment of approximately 30,000 students nationally. They have collectively served more than 175,000 young people.

All of that said: these numbers represent only a rough approximation of precollegiate teacher recruitment program activity nationally. Some programs we identified failed to submit survey forms; the study almost certainly missed identifying other programs. Moreover, this study revealed a certain level of uncertainty over definitions, so that codifying programs became more difficult and more subjective.

Those considerations notwithstanding, the figures cited above show that precollegiate recruitment programs have already achieved critical mass: that is, taken together, they serve a pool of teacher candidates that is of national significance, given recent annual graduation rates of newly minted teachers (roughly 150,000 per year). Given the emphasis of many of these programs on the recruitment of people of color, it is heartening to see that programs responding to this survey report 38% minority representation—nearly four times the current participation rate of persons of color in the teacher workforce. The programs are significantly less successful in attracting a higher proportion of male teachers than that represented in the current workforce: just 35% of the students currently enrolled are male, a figure that is quite close to the ratio among current teachers (32%).

Although programs were identified in 42 states, the southeast, mid-atlantic, and north central states had the greatest

In four states (Alabama, Mississippi, New Hampshire, and Rhode Island), at least one program was identified but figures for student enrollments were not reported.




**Concentrated Activity:** Florida and California have served the greatest number of students in-state; Georgia's reported figure is high because it is the home of the national Future Educators of America network of extracurricular clubs. (These figures reflect only those programs responding to the survey.)

concentration of programs. California, Georgia, Florida, and Texas each had at least ten programs; other states showing significant levels of activity included New York, New Jersey, Ohio, and Pennsylvania. States with no programs or very few programs seemed to be clustered in the Northeast and in the Mountain states. Since neither of these areas have had shortages of teachers (and indeed, have been laying off teachers), it is perhaps not surprising that there has been less concern regarding a long term supply of teacher candidates and the creation of few precollegiate teacher recruitment programs. (Notwithstanding, the aging of the teacher workforce will begin to drive greater demand in many of these teacher-surplus states later in the decade.)

### Program Types

For purposes of data collection and analysis, we grouped precollegiate teacher programs into five categories, representing a continuum of project types exhibiting varying levels of program intensity and "extensity" (the program's duration). Many programs combined characteristics from several of these types, somewhat complicating our analysis.[1] However, in general, virtually all of the precollegiate teacher recruitment programs we identified were readily placed into the following categories:

*Magnet schools or teacher academies*

A form of precollegiate teacher recruitment combining both program intensity and temporal extensity, these schools incorporate a pre-professional teaching focus across their entire curriculum, permeating school mission and culture and serving as the basis for student and (in some cases) teacher selection. As we defined the terms, "magnets" refer to separate schools and "teacher academies" to teaching-focused comprehensive academic programs located within larger schools. Together, they represented 13% of all of the identified programs, with the academy model much more prevalent than the magnet. As one would expect, comprehensive and demanding programs such as these presently serve far fewer students than do the other types.

*Curricular offerings*

Many programs (32%) did not offer an across-the-board teaching focus, but credit-bearing courses instead. Because the courses were a part of their school curriculum (and so reflected significant institutional and student commitment), these projects were seen as the next most intensive (and "extensive") program type.

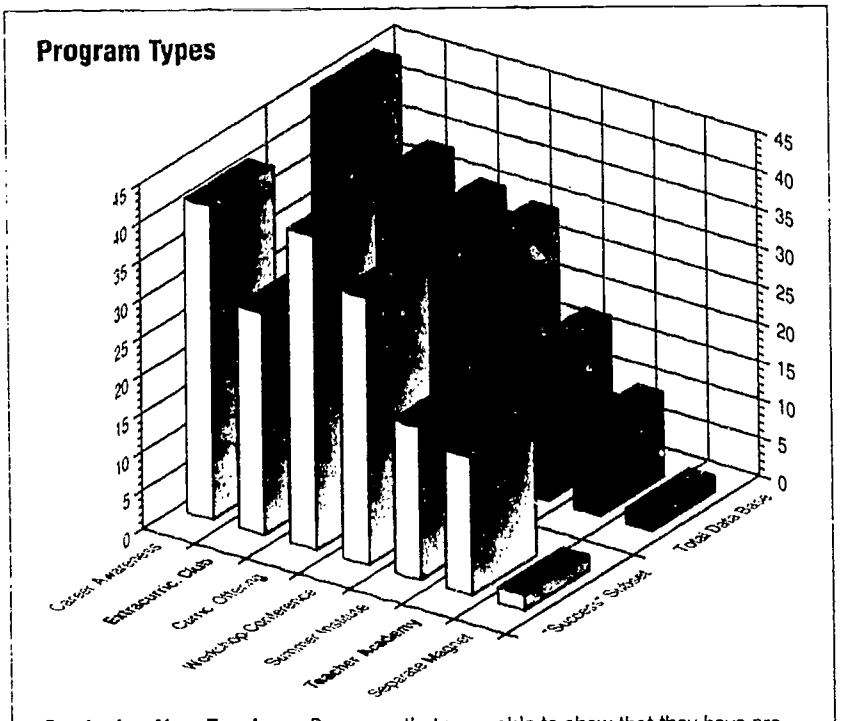
[1] For this reason, percentages listed add up to more than 100%.

*Institutes and workshops*

Nineteen percent of all identified programs indicated that they were one-time institutes or workshops, varying in length from a day to six weeks. Most appeared to be summer programs; some were components of other, larger programs. Because these initiatives represent "total immersion" experiences, many of the programs have a certain hothouse intensity that rivals curricular offerings for their impact on students. However, many of these programs offer little or nothing in the way of encouragement and support either before or after their institute takes place.

*Extracurricular clubs*

Club-style programs served more students than any other program type and represented 35% of the total. Club programs were generally seen as the least intensive of all of the bonafide program types, as they do not demand much institutional or personal commitment. It is plain, however, that clubs vary widely according to the energy and leadership of their teacher/sponsor(s), and that clubs at some schools were at least as active and demanding of their members as the other program types listed above.




**Producing New Teachers:** Programs that were able to show that they have produced new teachers or teachers in training (the "success" subset) were less likely to be extracurricular club-style programs,and more likely to be teacher academies.

*General career awareness activities*

This category was cited most frequently by responders to the survey (45%), but often in connection with another of the program types or in conjunction with activities designed to explore a range of career options (for example, in the context of a high school guidance program). Program wraiths, they exist on the cusp between background factors and tangible units of analysis.

## The "Success" Subset

In an effort to isolate factors that appear to be important contributors to successful teacher recruitment, we drew from the total data base a subset of programs that were able to indicate a specific number of ex-student participants who subsequently enrolled in teacher educa-

tion programs, graduated from such programs, or had become classroom teachers. Of the 216 programs submitting completed survey instruments, 49 or 22% fell into this "success" subset.

Of course, many promising programs—including some we visited during the course of the study—were not included in this subset simply because they have not been able to track the progress of exiting students, or could do so only anecdotally. Other programs have not been in existence long enough to yield results by those criteria, but may be achieving success in other areas (motivation, college preparedness, leadership development, etc.). Observations derived from our use of this subset, consequently, should be taken as informational only, rather than as iron-clad indicators of program quality.

On the question of program types, the data from the success subset revealed that these programs were more likely to have been teacher academies (i.e., among the more rigorous student experiences), and less likely to have been extracurricular clubs. This finding may indicate that academies are generally more likely to produce new teachers and student-teachers—but it may also demonstrate that academy directors are simply better equipped (and motivated) to track the progress made by exiting students.

Some programs, of course, contained elements of two or more of the types listed above. Even they, however, had certain program elements at their core and could fairly easily be grouped within one of these program types. The program types (with relevant examples) are discussed more fully in *Appendix C.*

### Program Objectives

By a wide margin, the two most important objectives for these precollegiate programs were to "create an awareness of the teaching profession generally" (77%) and to "expand the pool of potential minority teachers" (68%). Secondary objectives were to "raise the quality of students entering teaching careers" (46%) and "address a projected general shortage of teachers" (39%). Objectives expressed by programs in the subset varied little from these totals.

Site visits and interviews with project directors in various programs supported these findings. We heard a consistent refrain that there was a need to improve the academic achievement levels of students entering the teaching profession. In the words of one of the founders of the Dade County, Florida

*"We did not want just a group of little clubs that met once in a while. We wanted it to really make a difference."*

—FOUNDER, DADE COUNTY (FL) FEA PROGRAM

Future Educator program: "We did not want just a group of little clubs that met once in a while. We wanted it to really make a difference. We wanted quality students in the clubs because we wanted students who would be able to go on to college. There's no point in kidding ourselves, thinking someone's going to be a teacher if they don't have the grades to get into college." Others were more insistent on recruiting the best and the brightest into the teaching profession: "Let's get the best kids to go into teaching. We're tired of this criticism that those who can't, teach."

Still others pointed to early intervention as the key to success. Said one program director: "I have this vision that the longer people do what it is they do, the better they do it . . . I compare it to what happens with professional athletes, or ballet dancers. If you were to take teachers and cultivate them early, they would be absolute experts."

Finally, it was clear that several programs had made academic intervention an objective of equal or greater importance than recruiting new teachers. One prominent summer program (the Summerbridge National Project) was actually created as an intervention program for at-risk students, and saw its reliance on young high school and college-age student-teachers evolve over ten years into an articulated program priority. This past year, more than 800 students applied for 38 positions as teachers with the program—in part, according to its director, because of its growing reputation as a practice teaching experience for young prospective educators.

### Program Origins

Most programs were established between 1984 and 1991, with the majority established between 1988 and 1990. More than a quarter of the respondents (30%) indicated that a college or university created the program, while 26% were created by the local education agency, 22% indicated that a foundation had sponsored the creation of the program, and 21% reported that an individual teacher was the catalyst behind the program. Only 8% of the programs reporting were mandated by the state legislature. While 20% of the programs reporting indicated they were part of a national program, these programs for the most part were future teacher clubs, loosely tied to the national Future Educators of America program. Just a handful of programs--most prominently, Phi Delta Kappa's summer institute, the Geraldine R. Dodge Foundation's Celebration of Teaching program, the national Future Educator of America information dissemination center at Georgia State, and the NEA's "Make it Happen, Teach!"—appeared to be national in scope.

**OBSERVATION**

Programs in the success subset were slightly more likely to have been sponsored by a college, state education agency, or foundation, and less likely to have been sponsored by a school district's recruiting office, by a teacher union, or by an individual teacher. Once again, this disparity may have as much to do with a program's capacity (and mandate) to track outcomes as with actual success. It is interesting to note, however, that these distinctions fall roughly along internal/external lines, "home-grown" programs launched at the school site appear slightly less likely to be aole to demonstrate specific results than those fostered by external sponsors.

Most of the programs surveyed (71%) were developed as unique programs—a symptom of the lack of attention for these programs in the national and education press, and the absence of any forum to allow program directors (or would-be directors) to learn from each other. Those that followed a model tended to be clubs patterned after the Future Educators of America, or one-day workshops in the Geraldine R. Dodge Foundation-sponsored Celebration of Teaching program, or curricular cadet programs following the South Carolina Cadet and ProTeam models. *(See Appendix D for a listing of programs responding to the survey, organized by state.)*

Foundations have played an important role in establishing or sponsoring approximately a fifth of all programs surveyed. Among others, DeWitt Wallace-Reader's Digest Fund, the Ford Foundation, Pew Charitable Trusts, BellSouth Foundation, Metropolitan Life Foundation, and Geraldine R. Dodge Foundation have each supported different forms of precollegiate teacher recruitment. Local foundations, such as the Golden Apple Foundation in Chicago, have also played significant roles. Foundation support for these programs is discussed in greater detail in *Chapter IV*.

### Program Structure

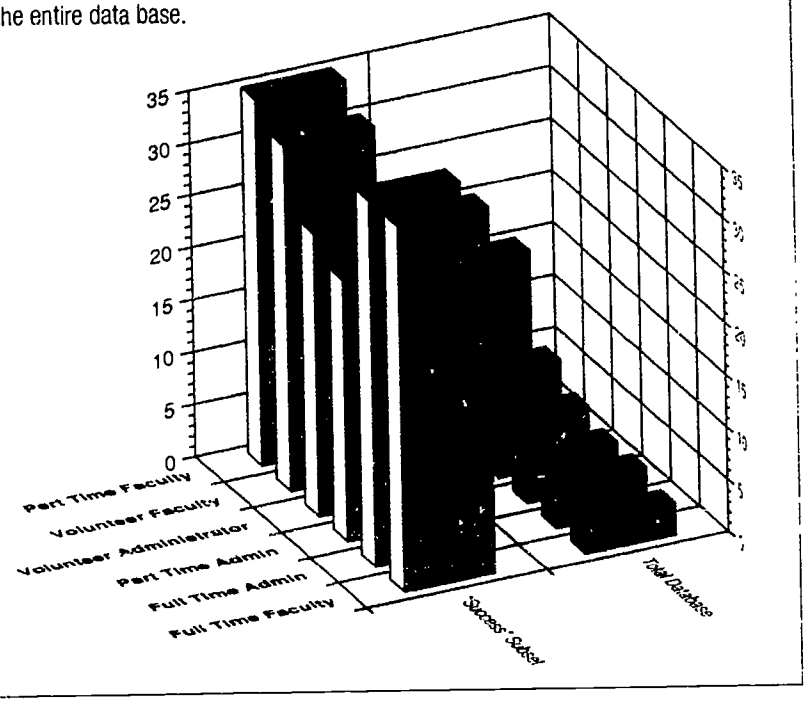
More than half of all programs surveyed reported that they operated in partnership with another program. The most prevalent form of partnership by far was with a public or private four-year college or university.

The magnet schools or teaching academies, in particular, had strong collaborative relationships with a college or university. Several program directors we spoke to underscored the benefits both to the university and the schools from this partnership. Many program directors expressed an aspiration that such relationships might have a transformative effect on teacher education. Commented one: "Colleges really need this program in order to revamp teacher education to make it address the needs of kids today and also in the future. They [college faculty] need to be in the high schools to find out more about what the kids are about, where they're coming from and where they want to go."

Others see the benefits that come from an association with a college or university in terms of reducing the attitudinal barriers that discourage some students from considering college and teaching careers. "It's a wonderful environment," said the program director at the Walton teaching academy associated with Lehman College in New York. "Our students are respected and are treated like adults. . . . They get to know faculty and administrators on campus and are not intimidated by the idea of going away to college."

## Staffing Patterns

**Paid vs. Volunteer:** Programs in the "success" subset were much more likely to be led by paid full- or part-time staff than were programs across the entire data base.




Survey data showed that staffing patterns varied with student enrollment and program type. The majority of programs relied on volunteer staff—not surprising, since the majority of programs reported were extracurricular clubs and career awareness activities that tend to provide few staff incentives. Just 4% of all of the programs reported having a full-time administrative staff; another 4% said they had at least one part-time administrator. Similar percentages reported having full- or part-time faculty members. However, among the subset of successful programs, 35% had paid full-time administrators; 25% had paid part-time administrators; 27% had volunteer administrators and 35% had paid full- or part-time faculty. Programs in the success subset were also more likely to offer other incentives to staff, including release time, professional development opportunities, and materials for classroom use.

Beyond salary and professional development opportunities, most programs (roughly two-thirds) reported that some form of additional training was provided to teachers who worked with students in the program. Training experiences were fairly evenly distributed among: logistics on how to recruit students and organize program offerings; training for a special curriculum; opportunities to network or go on retreats; and mentoring opportunities with more experienced teachers or college faculty. Programs in the success subset were only slightly more likely to provide extra training.

Consistently, teachers and project directors reported during interviews that the benefits they received from participating in these programs could not be measured in financial terms. Whether the program was a future educators club, a magnet school or a summer institute, the adults who participated were enthusiastic, energetic, and excited about their programs. Several said that their precollegiate recruitment programs represented the best staff development and professional growth opportunity they had ever experienced. "[Our faculty mem-

**OBSERVATION**

Perhaps the most striking disparity between the total data base and the success subset is the latter's use of paid administrative and teaching staff. The data thus suggest that the presence of paid staff is a potentially important contributor to a program's capacity to produce new teachers—or at least to evaluate whether they are successfully producing new teachers or not.

bers] say that it revitalizes, it reenergizes, it makes you remember why you chose to go into teaching to begin with," said the director of the South Carolina Teacher Cadet program. Observed another evaluator, regarding the effect of a magnet program on its teaching staff: "It pumps them up. They get turned on by seeing these kids being turned on about teaching. It gives them a shot in the arm, it's a morale booster."

### Participation by Parents


*Carlos Nazario, Jr. and Marty Lokomowitz team-teach American History and Economics.*

Nearly three out of five programs indicated that they involved parents in some way. The largest percentage of programs (45%) invited parents to visit the program, while 37% required parental permission for students to participate in the program. Because magnet schools have instituted applications and admissions requirements, parents tend to be more involved and more interested in those programs. In fact, at least one magnet program (Miami Norland) was established by parents who recognized the need for minority teachers. Students interviewed at several magnet schools indicated that their parents were extremely proud of them for teaching; many said that their parents found it hard to believe that their kids were teaching other children their own age. As one student expressed it: "My parents are very proud . . . that I teach students my own age, and older . . . At first they were scared, but I told them it's okay, I can handle it, I can do it. They support me all the way."

Those programs that reach out to parents often gain parent volunteers who become advocates for the program at budget time. A few (such as the South Carolina cadet program) have raised this strategy to an art form, requiring community service from their student participants in part to build community and school support for the program. On the other hand, lack of parent involvement does not necessarily mean that programs don't communicate to parents—or that the directors of those programs haven't considered involving parents more. As one teacher academy director commented, "High school kids don't always want parents involved in what they consider their business."

And, it is clear, some parents would prefer that their children pursue different professional pathways (presumably offering higher salaries and higher status). One teacher at a curricular program recounted the story of a parent who refused to permit her child to participate in future teacher activities for that reason. This form of parental reaction is actually closer to the findings of Page and Page (1984), Berry (1989), and Harris (RNT's 1990 study of respondents to its public service ad campaign), each of which reported that students said they were often discouraged from entering the teaching profession by parents—especially those who were teachers.

## Funding

The survey instrument and follow-up interviews were only moderately successful in eliciting budget information from program directors. Some were reticent to submit that information; many indicated that program funding was buried in institutional budgets and difficult to extract. However, some trends were quite clear. Perhaps most significantly: 40% of all programs reported that they were unable to serve every student who wished to participate. Many, of course, turn away students through entrance requirements designed to identify the most interested and able students. Some are doing the best they can to carry on without continuation funding. But program directors overwhelmingly cited lack of funding—for student scholarships as well as direct program support—as their greatest concern.

These programs are modest in scope. Less than 100 programs out of 216 indicated they had any budget at all, and the largest amount dedicated to any individual program for the 1991-1992 year was the $523,000 budgeted by the Golden Apple Foundation for Excellence in Teaching to its Golden Apple Scholars (loan forgiveness) program. (Foundation-sponsored consortia involved in multi-tiered initiatives—such as the Southern Education Foundation project supported by the BellSouth Foundation and Pew Charitable Trusts—are, of course, notable exceptions to this observation, as are teaching academies and magnet schools whose budgets are funded through public funds as part of federal desegregation grants or normal school system expenditures.) More than half of the programs listing budget information were spending less than $10,000 annually.

**OBSERVATION**

As might be expected, programs in the success subset were more likely to have budgets exceeding $10,000—more than a third of the success subset, versus just 20% of the total database.

If precollegiate recruitment programs had more funding available to them, how would they allocate these additional resources? Scholarship aid was mentioned most often, followed by direct program assistance. Two-thirds of all program directors indicated plans to expand their programs, and of that group a slight plurality (27%) were most interested in expansion to other schools or districts. Twenty-four percent said they would expand the content and scope of their own programs; 20% were most interested in increasing student participation.

## Student Representation in Programs

Two-thirds of all precollegiate recruitment programs responding to this survey appeared to be using some form of entrance requirement for student participants. Their reasons for doing so ranged from a desire to select the "best and the brightest," to an interest in creating an esprit de corps built on exclusivity, to formulas designed to bring about certain racial balances. The latter was especially

**OBSERVATION**

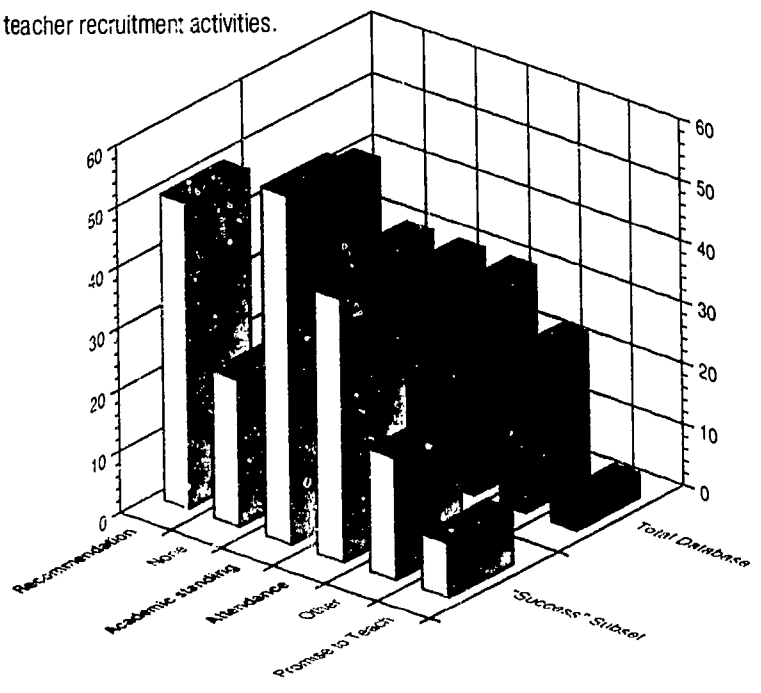
Programs in the success subset were much more likely to have entrance requirements for students —particularly GPA requirements (57% versus 32%). Although these requirements may prevent programs from serving all students who want to participate, reasonable entrance criteria with a sufficiently flexible waiver process seem to be an appropriate way to give program participation a high perceived value, and to motivate applicants to do well enough academically to be accepted.

true of some city magnets that receive federal desegregation funds. Still others must comply with city board of education regulations that determine what percentages of students they can enroll from certain academic tracks.

The most prevalent forms of entrance requirements were teacher/counselor recommendations (41%), regular attendance (32%), and grade point average (32%). Some programs reported having all three requirements, while others allowed students into the program on the basis of an application process that involved interviews, writing essays, and/or demonstrating a real desire to become a teacher if other requirements could not be met. "Generally," said the director of the cadet program at the University of Virginia's Curry School of Education, "we require a 3.0 [GPA] for entering the program. We know that kids will probably do better academically once they're in the program . . . so if you have a C+ kid who has a lot more on the ball, you just know once they're focused, they'll do better, and you're not going to turn them away." In the words of the lead teacher at another teaching magnet: "My focus is to get interested young people first, and then work from the interest to creating a high GPA. And we've been able to do that. We've gotten some young people who've come in at 2.2 at the beginning of the program, and now have strong 3.0s. Only in four months' time."

**Criteria for Student Participation**

**Setting Expectations:** Programs in the "success" subset were more likely to set a range of criteria for student entrance and participation in teacher recruitment activities.




Another magnet school coordinator spelled out her vision of a multi-stage program that would use high school admission standards to motivate student academic achievement in earlier grades. "I think exclusivity makes people want to be a part of it," she said. "I don't think it's too much to ask that you have a 2.5 GPA . . . especially if you are planning to go to college. But . . . I don't like to do things without preparing people. So along with the 2.5 GPA is the idea that our program will work with elementary and junior high school children, so that by the time they reach the 10th grade, they will already know either 'I want to be a teacher,' or 'I want to get a good college preparation . . . and part of my responsibility is to make the grade.'"

Either way, she said, her program will have done its job of balancing program standards and developing talent.

### Attracting Students

Survey data show that students generally became aware of the recruitment programs through general publicity about the program (open houses, direct mail, parent meetings, school newspapers), their guidance offices, and teachers. Some programs reported using currently enrolled students as "ambassadors" to recruit top students for the following year.

Financial incentives for students, however, varied considerably from program to program. While a majority (61%) of all programs indicated that they did not offer any form of financial incentive, about a quarter said they offered college scholarships or tuition waivers, and smaller percentages reported offering college credit, loan forgiveness programs, or stipends for teaching as a part of the recruitment program. Other popular forms of student incentives included offering guidance on the college application process (20%) and the promise of employment upon graduation from a teacher preparation program (8%).

Several program directors indicated in interviews that the use of incentives (especially college scholarships or credits) can be an especially important tool in their efforts to attract high-achieving minority students to their programs.

Although minority students make up 38% of current enrollment in the programs responding to the survey, program directors voiced some frustration over the difficulty of reaching larger numbers of minority students—and the most assuredly qualified among them. Articulating a common perception, one program director proclaimed: "We're not getting top minority students. Let's face it, with a few exceptions, they're just not going to become teachers. Those kids can do anything they want! They can write their own ticket. And it's a real hard sell." If her program could offer full college tuition in exchange for some years of teaching, she continued, they would at least "be competitive." Her words were echoed by several articles in the literature; Triplett (1990), Bell and Steinmiller (1989), and Dorman (1990) all recommend increases in scholarship, financial aid and loan forgiveness programs as a means to attract more minority students onto pathways into teaching. However, to attract high-achieving students into the profession, Posey and Sullivan (1990), Middleton *et al.* (1988), and Brogdan and Tincher (1986) argue that the teaching profession itself needs to undergo substantial reform, including improved salaries, better working conditions, and elevated prestige.

**OBSERVATION**

By nearly two-to-one margins, programs in the success subset were more likely to offer financial or other incentives to student participants. This suggests the importance of matching extensive incentives and enabling resources to students' "inner motivations" as a means of attracting good students and helping them along pathways to college.

Given this, it certainly makes sense to reach out to minority students at an earlier age, to build the base of academically motivated and able students of color. That was one recommendation of the Education Commission of the States' study of new strategies for producing minority teachers (1990), i.e., "schools and districts should identify talented minority students early and see that they get the preparation and guidance they need to enter and succeed in college." This strategy is behind the South Carolina Center for Teacher Recruitment's development of its middle school ProTeam program, as well as a week-long summer workshop called the Crossroads Institute for seventh-grade African-American males. It also was expressed by Miami Norland magnet school lead teacher B.J. Orfely in describing her interest in using lower grade-level Future Educator clubs as "feeder" programs for the high school magnet. And it was a sentiment echoed by several other program directors, especially those involved with magnets, teacher academies or curricular programs.

In the words of Alan Lentin, principal at the Richard Green magnet school in New York City: "I propose that we have a corridor for young people who might think about being teachers. But that takes some funding, because what we want to do is create down below us an enrichment program—not just a Future Teachers of America club, but an enrichment program where we give the kids the necessary skills it takes to start preparing to be a teacher, beginning with communication skills, writing skills, reading skills. Now, if those kids, upon successful completion, have a seat waiting for them here, then they're motivated to come here. . . . The corridor should continue, and I propose that we then create a loan forgiveness program for kids that's fashioned after the military academies. You go to college and study teaching, and you become a teacher in the inner city. . . . If we start identifying them early enough, we're going to motivate kids to want to become teachers, and if we identify them early enough, we're going to give them the skills to make them successful."

### Program Offerings and Experiences

Programs in all of the types described above (magnets and teacher academies, curricular programs, summer institutes, and extracurricular clubs) offered a wide range of experiences to their student participants. Most popular were guest lectures (68%), all forms of tutoring (67%), class observation (62%), and teacher mentorship opportunities (59%). Programs in the success subset were slightly more likely to offer tutoring experiences (especially tutoring other high school students), guest lectures, and practice teaching internships. The reciprocal edu-

*"I propose that we have a corridor for young people who might think about being teachers. . . . An enrichment program where we give the kids the necessary skills it takes to start preparing to be a teacher."*

—TEACHING MAGNET PRINCIPAL

cational benefits of tutoring have been well documented: researchers who performed a meta-analysis of findings on the educational outcomes of more than three dozen tutoring programs uncovered significant benefits for both tutor and tutee (Commission on National and Community Service, 1993).

If there was any consensus in the observations of program directors, teachers, and student participants regarding the various program activities, it was that the most valuable activities by far were those that allowed students to learn by doing. Indeed, the experiential nature of many of these programs not only serves to underscore the importance of the clinical component of teacher education, but reinforces Dewey's essential point that "there is no such thing as genuine knowledge and fruitful understanding except as the offspring of doing."

*"When I taught dance, choreography was something I could teach my students how to do, and then they had to teach it to their dancers. And what I saw over and over again was that my students were becoming better dancers. In order to show [their] student what they had to do, they had to do it themselves. So I brought that philosophy here. . . . If you let your students teach what you have taught them, you get to evaluate if they're really learning it. Hands-on really works."*

—BEVERLY SILVERSTEIN, CRENSHAW HIGH SCHOOL

*"She decided to teach a business letter, which is the most boring English thing. It's a component of the RCT writing that we have to give, and the kids have to pass. Patricia said, 'I don't want to stand there and teach "The Business Letter."' Anybody who has ever taught knows that there are sometimes things you don't want to stand there and teach. So she decided that if she gave out a business letter that was incorrect, and she gave it to different collaborative groups and had them correct it, they would learn more about writing a business letter that way than by her standing up and teaching 'The Business Letter.' It took two periods . . . but [the students] were fighting over what was an error. The teacher went wild. Is that an incredible lesson? And it was thought of by a kid."*

—PHYLLIS OPOCHINSKY, WALTON HIGH SCHOOL

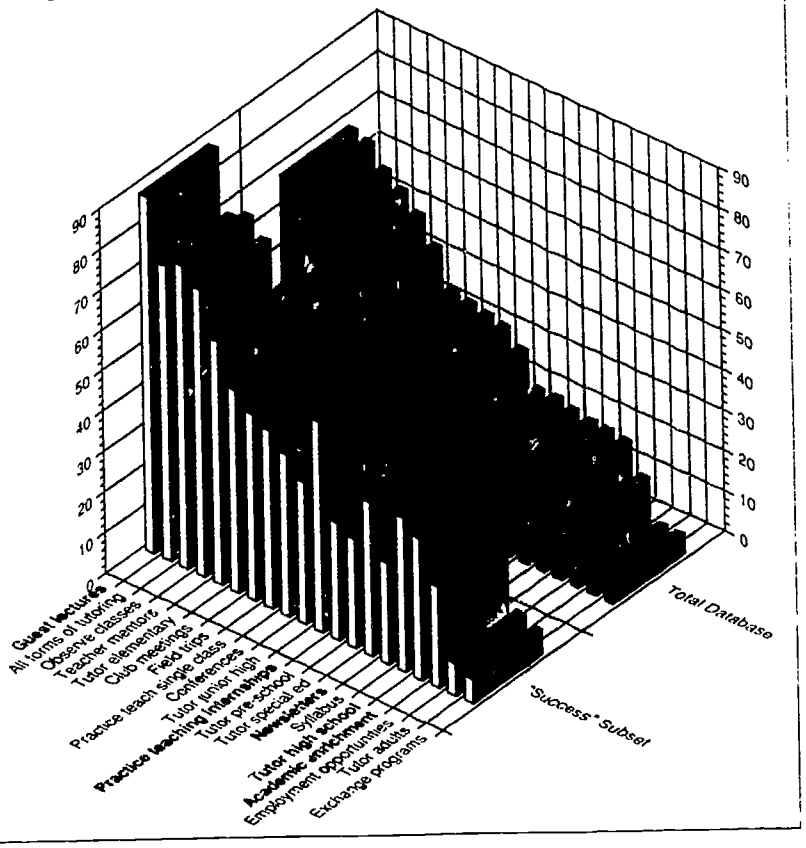
*"I had a boy a couple of years ago who was just so smart in math. He had no idea what some students in middle school knew—where their level was in math. And I'll never forget the day he went to one of the basic classes and he came back and said, 'Mrs. Conkling, he didn't know his multiplication tables.' He was so shocked. So he started working with him on that, and boy, was it an eye-opener. It humbled him a little bit, brought him down to realize that people needed help, and he made a difference, he really did, and it was exciting for him."*

—BETTY CONKLING, DADE COUNTY FUTURE EDUCATORS

To some degree, the direction and emphasis of the recruitment programs' curricula and overall gestalt appeared to vary with the nature of their school site, their neighborhood, their student participants, and the agenda of their director. At some inner city teaching magnet schools and other programs serving disadvantaged student populations, the needs of student participants are so urgent that even motivating consistent school attendance is considered a victory worth remarking upon. "This is a *safe* place," the director of the Summerbridge National Project told us. "It's safe to be a nerd here, it's safe to study here, safe to have problems. It's safe to talk about real life issues . . . I think it's an emotional and intellectual safety that grabs the kids." The director of the Coolidge teaching magnet in Washington, DC asks her female student participants to guarantee that they will not become pregnant while they're enrolled in the program. One student mentioned this "plus of the program" several times and appeared to be relieved to have this defense against the peer pressure she faces.

**Program Activities**

**Practice Teaching:** Programs in the "success" subset were more likely to offer practice teaching internships, guest lectures, and academic enrichment (among other elements) than were programs in the total data base.



**OBSERVATION**

Programs in the success subset offered the same activities as programs in the entire database, but appeared more likely to offer a richer array of those activities to their students. Substantially higher percentages of programs in the subset offered academic enrichment coursework, teacher mentor opportunities, practice teaching internships, class observation and tutoring opportunities (especially with other high school students), and summer or other school-related opportunities. Subset programs were also much more likely (67% versus 48%) to offer support or followup activities to students once they enter college.

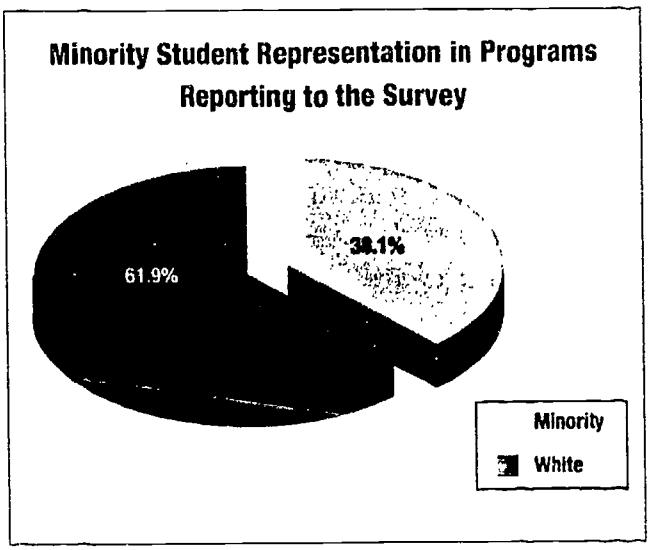
Yet, aspirations were considerably higher at other programs we visited, serving comparable student populations. At the Miami Norland magnet, the director's interest in educational technology is manifesting itself in state of the art teaching labs and an emphasis on new styles of teaching. "We're creating futuristic teachers, we hope. We're creating people who are going to be flexible, learned, comprehensive, [and] understanding about the different types of techniques and learning styles that young people have." Since one of the priorities of the South Carolina programs is to develop more special education teachers, the curriculum for the Teacher Cadet program features an activity that asks each cadet to assume a disability for a day—wear a blindfold or earplugs, read everything upside down, sit in a wheelchair. Reported the director of those programs: "They come away with this incredible sense of what it's like to be [physically challenged], and how you have to treat students [with special needs]."

The foundation for all of these programs and their various activities, we were told repeatedly, is trust: treating student participants as adults, offering them responsibility, and holding them accountable for living up to that responsibility. The Summerbridge program, which offers four- to six-week institutes at several different independent and public school sites for at-risk children, is shaped entirely around trust in its young high school and college student teachers: they create their own curricula and direct their programs from beginning to end. The director of another program (the Richard Green teaching magnet in New York) illustrated the importance that respect plays in motivating pro-social behavior by relating a conversation he had with a student: "You say to a kid, how come you go to [your teaching] internship every week and the teacher loves you there, and here you're a pain in the backside? And the kid says, because there I am called 'Mr.' They take on a whole different personality."

### Program Effectiveness

The data here are inconclusive. Seventy percent of the programs responding to the survey said it was still too early to determine whether they were meeting their goals. (Just 47% of the subset agreed, with 53% indicating that program goals had been met or exceeded.) Although 88% of the entire database of programs said they underwent yearly evaluations, we could uncover barely a handful that appeared to be investing the time and resources required to produce rigorous, independent studies.

As was indicated above, just 49 out of 216 programs reported a specific number of former student participants who had either enrolled in a teacher preparation program, had graduated from one, or had already become a teacher.




Of those, the vast majority (nearly three-quarters) had produced fewer than 100 individuals in any of those three categories. Considering the inability of most of these recruitment programs to track the progress of exiting student participants, the quality of the data measuring their success (calculated in terms of numbers of teachers produced) does not seem likely to be conclusive—even after enough years have elapsed to produce a substantial cohort of graduates.

The data are somewhat clearer on the programs' ability to attract prospective minority teachers. The survey reveals that 38% of students currently enrolled in these programs are of color.

At first glance, this is not a substantial increase over the current 30% minority representation among all elementary and secondary school students in the U.S. However, when compared with the 10% minority representation in the current teacher workforce (and the 8% representation among teachers in training), these recruitment programs' minority participation rates begin to augur a significant pool of teacher candidates—and to hint at the promise held by more consistent cultivation of such programs. The myth is that no minorities want to go into teaching. The reality is that when clear pathways are made available, students of color readily follow them.

"Teachers produced" was not the only yardstick by which many program directors we interviewed measured the effectiveness of their initiatives; several emphasized the power of their programs as college prep and/or intervention tools. "Students sign up for our program for two reasons," the director of the Los Angeles school district's future teacher program told us. "One is the teacher training course; secondly, it is a college preparatory course for them, and that is the emphasis that I have been articulating. You can get a very fine college preparation by going through our program. Perhaps we can interest you in becoming a teacher. . . . But even if you don't want to become an educator, my premise is that . . . if you can learn how something works, then wherever you go, whatever field, you will have that much more going for you." Students echoed that sentiment. Said one South Carolina cadet: "I have learned more about myself, my peers, my values, and teaching than I have in any other class. I have grown immensely and have learned how to handle different situations and work with others. Whether or not you become a teacher, you can learn from this program."

*"You say to a kid, how come you go to [your teaching] internship every week and the teacher loves you there, and here you're a pain in the backside? And the kid says, because there I am called 'Mr.'"*

—Urban Magnet Principal

One other measure of a program's effectiveness, of course, is the degree to which it has been viewed as a model and replicated at distant sites. Nearly half (44%) of the programs responding to the survey reported that they had served as a model; programs in the success subset were slightly more likely (50%) to have served in that capacity. Programs that were cited by respondents as an originating model for another program included the South Carolina Teacher Cadet and ProTeam programs (23% of all models identified); the Celebration of Teaching model of the Geraldine R. Dodge Foundation; Pittsburgh's Langley Teaching Academy; the Coolidge High School for the Teaching Professions academy in Washington, DC; and the Walton/Lehman Pre-Teaching Academy in the Bronx.

### Observations from the Field

Despite the paucity of hard data on program outcomes, the survey (along with the site visits and interviews) does shed some light on what program elements were seen by respondents as important contributors to success. When asked to list their program's particular strengths, program directors appeared to concentrate their answers around the following points (ranked by number of mentions):

- excellence of the faculty working with the program
- field experiences
- program curricula
- collaborations between schools and colleges.

When asked to name the most important program needs, the nearly universal answer was funding, particularly for scholarships and student stipends. Ranked again by number of mentions:

- funding, particularly for scholarships and student stipends
- sufficient time in student and staff schedules for activities and planning
- adequate administrative support
- assistance in recruiting and retaining minority students
- improved program "integrity," including new and better activities and a more comprehensive project design
- transportation assistance (for field trips, student intern experiences, etc.)
- more extensive involvement with colleges, businesses and other outside organizations
- better evaluation tools
- computer hardware and software

In interviews, program directors and faculty members were not shy about describing their needs or listing the obstacles they faced. During one interview with staff members at a magnet high school, a lead teacher ticked off—as a start—a list of 15 physical plant needs she felt would make an immediate difference in the way her classrooms operate. Others were equally direct about the time demands and difficulties of keeping a program on track, e.g., scheduling conflicts, turnover of staff, lack of cooperation from administrators or teachers, and 'competing' with other school programs.

On the other hand, their eloquence in citing challenges did not come close to matching the enthusiasm and commitment shown by virtually every director in describing the mission and strategies of their program. Summed up the director of South Carolina's middle school ProTeam program: "The whole mindset of this program is to plant seeds, and to help young people begin to think about going to college and into the teaching profession." She illustrated the point by describing what one African American middle school student had told her about the impact of his ProTeam experience: "Now I know there's a future, and I know that it will be good." "That's our responsibility as teachers," she continued: "to give kids hope for a future."


*Former U.S. Secretary of Education Lauro Cavasos greets students at Lubbock Christian University's Celebration of Teaching.*

# IV. The Role of Foundations

Philanthropy has played an important, albeit limited, role in establishing or sponsoring a number of precollegiate teacher recruitment programs. Over one third of the programs responding to the budget section of the program survey had received some form of support from foundations. (Twenty-four percent of all programs indicate foundation sponsorship as the catalyst for their formation; business sponsorship was indicated by 15% of respondents.)

These findings alone, however, don't tell the whole story of the philanthropic community's role in catalyzing, sustaining, evaluating, and disseminating precollegiate recruitment programs around the country. Accordingly, the study supplemented the program survey via a literature review and database search, as well as by means of a foundation survey developed by RNT and sent to over 400 foundations and other grantmakers in education (and published in the precollegiate group newsletter of the Council of Foundations). Even so, disappointing return rates on the foundation survey make this particular chapter a "work in progress" that will need to be further developed.[1] (N.B.: Readers should note further that this information was collected in 1992; in some cases, programs cited in this chapter have subsequently received additional funding.)

### Overview of Prominent Grantmakers

Nonetheless, it is clear that a small number of grantmakers have made a broad-based commitment to teacher recruitment, with a concomitant interest in programs designed to recruit teachers at the precollegiate level. The BellSouth Foundation is one. In 1987, it provided a $90,000 planning grant to the Southern Education Foundation to develop a long-term strategy to increase the number and quality of African American teachers via a Regional Consortium on Teacher Supply and Quality. Subsequently, an additional $910,000 four-year grant from BellSouth and $750,000 from Pew Charitable Trusts enabled this effort to expand its planning and move toward development and implementation. (Funding is also supplied by the Kellogg Foundation and the Hitachi Foundation.)

As a result of the three-year planning grant, six programs were developed to address minority teacher recruitment, two of which focus on precollegiate teacher recruitment strategies. The Teacher Cadet Program brings middle and high school children to one of the consortium's college campuses during the school year for an academic enrichment and tutorial program. The second, the Summer Enrichment Program. is a residential summer program for African American middle and high school students who participate in a variety of academic experiences including guest lectures, group discussions, field trips, counseling and tutorial programs. SEF is currently seeking additional foundation support to maintain and expand the consortium.

[1] In the literature review and in our survey information we found inconsistencies in grant reporting that further complicated analysis. A variety of foundations have supported college teacher recruitment initiatives of an unspecified nature that are not reported on here, but may include some precollegiate elements

The BellSouth Foundation also is providing major support ($87,225) for the Palm Beach County Teacher Academy, a new endeavor launched in September, 1992. The teacher academy is a high school designed "to totally immerse students throughout the day in current applications of research in instructional methodology and the educational applications of computer technology." Students will earn college credit, participate in summer teacher cadet programs held at colleges, and earn college scholarships, particularly at historically black colleges and universities. The district will assure graduates of the program priority hiring. The long range goal of this program is to institutionalize teacher academies across the country, as well as to improve teacher education and retention.

Since 1987, the Carnegie Corporation has funded the PORT program (Pool of Recruitable Teachers) at California State University, Dominguez Hills ($470,000 for five years). Designed to recruit minority teachers from the Los Angeles area, funded activities include special classes as well as an annual "Careers in Education Conference" for future teachers at the junior and high school level. PORT also established the Future Teacher Institute, offering minority high school students the opportunity to teach. Another program called Aide-to-Teacher selects talented students to be teacher aides and also helps them with their academic preparation prior to entering a teacher training course.

The Carnegie Corporation also gave $25,000 to the Fundacion Educativa Ana G. Mendez toward the planning phase of a comprehensive program to address the shortage of minority teachers, in which precollegiate teacher recruitment will play a part.

The DeWitt Wallace-Reader's Digest Fund has supported the University of Virginia's Curry School of Education's Teacher Cadet Program ($288,000 over three years) that provides high school students from two high schools with an in-school curricular offering, career awareness activities, a summer program, and college scholarships. The Curry program has also worked to establish its programs on a statewide basis, although state funding for these efforts was uncertain at the time of this study. The Fund has also provided a one-year planning grant ($158,000) to Morgan State University to develop a program to encourage middle and high school students to enter the teaching profession.[2] Moreover, the Fund has also been a lead funder of Recruiting New Teachers, Inc., (along with the Ford Foundation, Pew Charitable Trusts, and the Lilly Endowment), in its efforts to interest young people in the teaching profession through its television, radio, and print public service spots, poster campaigns, information services, and policy activities. The Fund's Pathways to Teaching Careers program, which provided the financial support for *Teaching's Next Generation*, has committed more than $27 million to a range of efforts to build the nation's teacher workforce.

[2] The DeWitt Wallace-Reader's Digest Fund has since followed up its planning grant with a $3 million, multi-year operating grant for the program, now called Project PRIME

While not entirely centered on precollegiate teacher recruitment, the Ford Foundation has committed $14.5 million over six years to broad-based minority teacher education initiatives. The Ford project is not only designed to produce an incremental number of newly certified minority teachers, but also to validate a range of "value-added" program models that seek to reconcile the current excellence-equity dilemma in education. The first projects were established in 1989 in Ohio, Georgia, Florida, and Alabama. In 1990 grants were awarded to North Carolina and Louisiana. In 1991, two new consortia were added in Southern California and Arizona to identify Hispanic and Native American teachers. With respect to precollegiate teacher recruitment, at Pembroke State University — one of ten North Carolina higher education institutions joined in a Ford-funded consortium administered by the Southern Education Foundation — the Foundation supports the planning of Project TEAM ($17,631 in 1990-1991), a summer institute designed to interest high school sophomores and juniors in teaching as well as to provide academic enrichment for students to help meet the entrance requirements for training programs.

As part of the Louisiana Consortium on Minority Teacher Supply and Quality (also administered by the Southern Education Foundation), Tulane and Xavier Universities offer precollegiate programs. The Teacher Internship Program at Tulane ($87,000 in 1990-1991) offers tutoring opportunities to high school juniors and seniors. Xavier's Summer Enrichment Program ($160,000 in 1990-1991) is a summer program for ninth and tenth graders geared to promote interest in teaching via academic enrichment and support of a Future Teachers Club.

PHI DELTA KAPPA INSTITUTE FOR PROSPECTIVE TEACHERS


PROJECT PRIME, BALTIMORE, MD

Another large contributor to precollegiate teacher recruitment is a corporate donor, the InterPacific Group, which has since 1988 donated $600,000-750,000 to the Summerbridge program, based in San Francisco. As a result of InterPacific's philanthropy, Summerbridge has become a national project, starting similar programs in 12 locations across the country and in Hong Kong. InterPacific has also made a commitment to contribute $25,000 grants to locations across the country that initiate Summerbridge programs. Summerbridge has received foundation support from the Hearst Foundation and the McKesson Foundation as well.

The Metropolitan Life Foundation reports in the RNT survey that since 1989, it has donated approximately $800,000 in support of precollegiate teacher recruitment efforts. This support includes $47,000 for the American Association of Colleges for Teacher Education's research study and handbook, "Recruiting Minority Teachers: A Practical Guide." While not exclusively focussed on precollegiate teacher recruitment, it is an important tool for providing colleges and universities with models and suggestions with which to undertake their own precollegiate teacher recruitment. Another Met Life-supported publication ($35,000), "Conversations with the Next Generation of Teachers," concentrates on minority education programs that feature information about precollegiate career awareness activities and mentoring programs.

Other past and current precollegiate support from Met Life includes:

- Future Teacher Scholarships, awarded from 1985-1990 through the Citizen's Scholarship Foundation of America, at $130,000 to $140,000 per year. A survey is currently being conducted to assess program outcomes.
- Preparing Future Teachers, a club with curricular offerings, scholarships, and mentoring that is sponsored by West Los Angeles College, California State University-Dominguez Hills, and the Los Angeles Unified School District. Funding for 1990 (most recent information) was $75,000. The program was funded for 1990 through 1991.
- Preparing Teacher Leaders and Recruiting Minorities into Teaching, two programs run in cooperation with the Ohio State University and the Columbus Public Schools. These programs provided a summer institute and workshops with particular emphasis on leadership training. Funding for 1989 was $75,000.
- The Newark Scholars in Teaching, a partnership of Montclair State College and the Newark Public Schools, providing a curricular offering, workshops, and scholarships. Funded at $75,000 in 1990 (most recent information) with planned support through 1993.
- The Future Teacher Cadet Program, a project run by the University of Colorado-Boulder and the Kayenta Unified School District. The cadet program

provides a curricular offering, workshops, mentoring and scholarships. Funded at $75,000 in 1990 (most recent information), support has currently been offered through 1993. This program has a special focus on recruiting Native American students.

The Pacific Telesis Foundation reports providing one million dollars in support of precollegiate teacher recruitment projects since 1989. However, review of the survey instrument suggests this may include some money targeting college students. Funded activity includes the Urban Teacher Academy, created to address shortages of urban and minority teachers, operated by California State University, Hayward. The Urban Teacher Academy provides scholarships and year-round activities for students. It has been funded at $40,000 per year since 1990 and support is planned to continue.

The Pacific Telesis Foundation is also currently committed to support the Teachers for Tomorrow magnet program in San Francisco through 1993. This program concentrates its activities on expanding the pool of minority teachers as well as addressing curriculum shortage areas in the San Francisco School District. Teachers for Tomorrow includes a summer institute as well as scholarships. Support has been provided at $8,000 in 1990, $10,800 in 1991, and $16,000 in 1992.

Since 1988, the Pew Charitable Trusts have provided funding for the Southern Education Foundation's Consortium on Teacher Supply and Quality in the South (member institutions include Albany State College, Bethune-Cookman College, Grambling State University, Johnson C. Smith University, Tuskegee University, Xavier University, the Harvard Graduate School of Education, Peabody College of Vanderbilt University, and Teachers College, Columbia University). The program's activities, some of which target precollegiate teacher recruitment, are cadet programs, summer institutes, and career awareness activities. In 1989, for example, Bethune-Cookman College hosted the first Teacher Cadet program for eighth-and ninth-grade boys. Goals of the project are to address the projected general shortage of teachers and expand the pool of minority teachers, as well as encourage students to stay in school and go to college. Pew has funded this effort with $750,000 between 1988 and 1992.

The US West Foundation provided the University of Northern Iowa with a $170,000 grant to establish the Northern Iowa Minorities in Teaching Program. This program connects the university with five Iowa School districts with large minority populations. The program has three parts: a Summer Enrichment Program designed to interest junior and senior high students in teaching, a scholarship/assistantship program to support minority education students enrolled at

the university, and a program for students in grades six through twelve that helps prepare them for college and teacher education.

Other foundations that have donated funds to precollegiate teacher recruitment include: the Arco Foundation, which recently gave $50,000 to East Los Angeles College to provide advanced math instruction for precollege students interested in teacher training; the Shell Oil Company Foundation, which gave $50,000 in 1989 to Texas Southern University in Houston to develop a precollege teacher training program; the Pittsburgh Foundation, which gave $61,812 to the Pittsburgh Board of Education and Hampton University to develop a cooperative program to increase the number of African American Teachers in the Pittsburgh Public Schools: and the Greenwall Foundation, which gave $25,000 to the New York Hall of Science Explainer program in 1989.

### Foundation Survey Results

The RNT foundation survey was sent out to 400 foundations and grantmakers nationwide. The foundation survey asked a series of 19 questions, focussing on program activities, goals, and levels of funding. RNT received 107 responses. Thirty-eight responses came as form letters indicating that after careful review, RNT's funding request was regretfully denied. Of the remaining 69 respondents, fifty-nine reported not having precollegiate programs and three other respondents cited teacher recruitment efforts for college students or mid-career programs and, therefore, are not mentioned here. Seven foundations indicated that they were supporting efforts to interest elementary and secondary students in careers in education. Because of the small response, the mailed foundation survey did not provide us with any new knowledge but did amplify our research activities. *(See box on pages 39–40.)*

### Foundation Data in Program Survey

RNT was able to obtain additional data from its survey of program directors. Fifty-two (of 216) precollegiate programs reported that they were receiving foundation support. However, upon closer examination, 22 were recipients of the $1,000 Geraldine R. Dodge Foundation "Celebration of Teaching" Program. For the past six years, the Geraldine R. Dodge Foundation has awarded $1,000 grants for a one-day Celebration of Teaching conference to bring together bright middle school and high school students and dedicated educators to explore teaching as a career. Organizers are encouraged to think creatively to allow for local needs and resources. Approximately 2,500 teachers and 11,000 students have taken part in 150 celebrations in 41 states.

## *Foundation Support Reported by the RNT Program Survey**

*(See the narrative beginning on page 33 for additional information.)*

**Aaron Diamond Foundation**

Minority Program in the Teaching Professions, Lehman College/CUNY, $438,000

**BellSouth Foundation**

Palm Beach Teaching Academy, $87,225

**Bere Foundation, Polk Brothers Foundation, Prince**

Golden Apple Foundation for Excellence in Teaching, Golden Apple Scholars, $39,500

**Capitol Region Education Council, Windsor CT**

Young Educator Society, $4,000

**Carnegie Corporation**

California State University/Dominguez Hills, Port Program, $470,000

**Community Foundations**

Independence High School (CA) Teaching Academy, $7,500

**Consortium for the Advancement of Private Education**

Paine College, Teacher Cadet Program, $17,000

**Corning, Inc. Foundation, Toshiba America Foundation, Career Development Council**

Shadowing and Internship Programs, $22,500

**DeWitt Wallace-Reader's Digest Fund**

University of Virginia, Teacher Cadet Program, $288,000 (three years)

**DeWitt Wallace-Reader's Digest Fund**

Morgan State University, $158,000 (planning grant)

**DeWitt Wallace-Reader's Digest Fund, Mitaghi, Carnegie Corporation, Hebrew Tech**

New York Hall of Science, Science Teacher Career Ladder, High School Science Intern Program, $238,000

**Ford Foundation**

Agnes Scott College, Ford Teachers/Scholars Program, $3,000,000 over 5 years (not all targeted to precollegiate)

**Ford Foundation**

Ohio University, Teaching Leadership Consortium, $125,000

**Edna McConnell Clark Foundation**

ProTeam, South Carolina Center for Teacher Recruitment, $7,500

**Eva C. Mitchell**

Hampton, VA, Pioneers in Education, $20,000

**Geo Mineral, International Paper, University of Houston-Clear Lake**

Hispanic Female At Risk Project, $5,000

**Geraldine R. Dodge Foundation**

Celebration of Teaching Program, $700,000

* N.B. Dollar amount is for 1991–1992 with a few exceptions, as noted. Data as of July, 1992. Note that this list does not incorporate every funder and program described in this chapter's narrative.

**InterPacific Group**

Summerbridge National Project, $600,000–$750,000

**Lissa Kolodny Memorial Fund, SSU Foundation**

Salisbury State University, STEPP, $1,500

**Martha Holden Jennings Foundation**

Ashland University, Ohio Minority Recruitment Consortium, CAPE program (funding level not reported)

**Martha Holden Jennings Foundation**

Collinwood High School, OH, Teaching Professions Thematic Program, $4,000

**Mary A. Crocker Trust, The Multicultural Alliance**

Minority Teacher Development Project, $15,000

**McKnight Foundation**

St. Paul Public Schools, Career Beginnings, Project Advance, $31,100

**Metropolitan Life Foundation**

Montclair State College, Newark Scholars in Teaching Program, $45,353

**Metropolitan Life Foundation, Carnegie Corporation**

FTA of California, Los Angeles, $94,000

**Mid-Atlantic Association/School, College, University Staffing**

General John Stricker Middle School, Future Teachers of Maryland, $250

**New York Alliance for Public Schools**

Lehman College, Walton/Lehman Pre-Teaching Academy, $5,000;

**Oregon Community Foundation**

Portland Public Schools, Community College and PST, Portland Teachers Program, $50,000

**Pacific Telesis Foundation**

Several programs (see page 37).

**Pew Charitable Trusts**

North Thurston School District, WA, Applied Professional Prep/Leaders Education, $37,000

**Pew Charitable Trusts**

Hispanic Association of Colleges and Universities, Hispanic Student Success Program (funding level not reported)

Southern Education Foundation (see page 37).

**Phi Delta Kappa Education Foundation**

Phi Delta Kappa, Inc., Camp for Prospective Teachers, $25,000

**RD & Joan Dale Hubbard Foundation**

Emporia State University, Summer Academy for Future Teachers, $38,000

**U.S. West Foundation**

University of Northern Iowa, $107,000

## Summary

Given the limitations noted at the beginning of this chapter, the total amount foundations have contributed to precollegiate teacher recruitment cannot be determined with absolute precision. However, it is our best estimate that since 1985 (through mid-1992), foundations contributed well over five million dollars to precollegiate teacher recruitment programs, a not inconsiderable sum given the relatively small budgets of such programs revealed in our program surveys.

The lion's share of this total comes from major foundations such as DeWitt Wallace-Reader's Digest Fund, BellSouth, the Ford Foundation, Metropolitan Life, the Pew Charitable Trusts, and the Carnegie Corporation, which see the funding of precollegiate teacher recruitment within the broader contexts of both teacher improvement and school reform. However, a good deal of funding in this area suffers from the same fragmentation we discuss in the program survey. Too often, funding seems unconnected to larger programmatic objectives or to a strategy of replication and institutionalization.

It's clear that strategic investments can play a considerably greater role in developing knowledge about the programs, incentives, and policy frameworks that hold the greatest promise for creating the teaching force the nation needs for the 21st century. At the same time, many current precollegiate efforts depend in large part on volunteer activity, in-kind contributions, and local support. Any future foundation strategy should recognize the importance of such locally generated resources in gaining commitment and buy-in from all participants, while acknowledging the need to leverage substantially greater resources from state and federal sources.

# V. Conclusions

The fundamental question posed by the DeWitt Wallace-Reader's Digest Fund in underwriting this study was: are precollegiate teacher recruitment programs worthy of continued (and, possibly, significantly expanded) support? Synthesizing the various strands of our research, we answer this question with a qualified yes. As we noted earlier, on the essential matter of whether these programs succeed in producing new teachers, the data are inconclusive. However, taken together, the survey, site visits, and literature review argue persuasively that precollegiate teacher recruitment programs clearly show promise, and potentially could become a critically important contributor to the building of a new, more diverse, and more professional cohort of teachers for America's schools.

This chapter delineates the conditions we feel must be in place for precollegiate teacher recruitment programs to flourish and fulfill their substantial potential. In the following (and final) chapter, we conclude this main body of the report with a series of recommendations for next steps towards that end.

## Elements of Successful Programs

Our research uncovered nine conditions for successful programs. It may not be expected that every successful program will satisfy all nine criteria. However, we feel that, taken as a group, these nine elements offer a suitable yardstick for program development and investment.

*1. "Connectedness"*

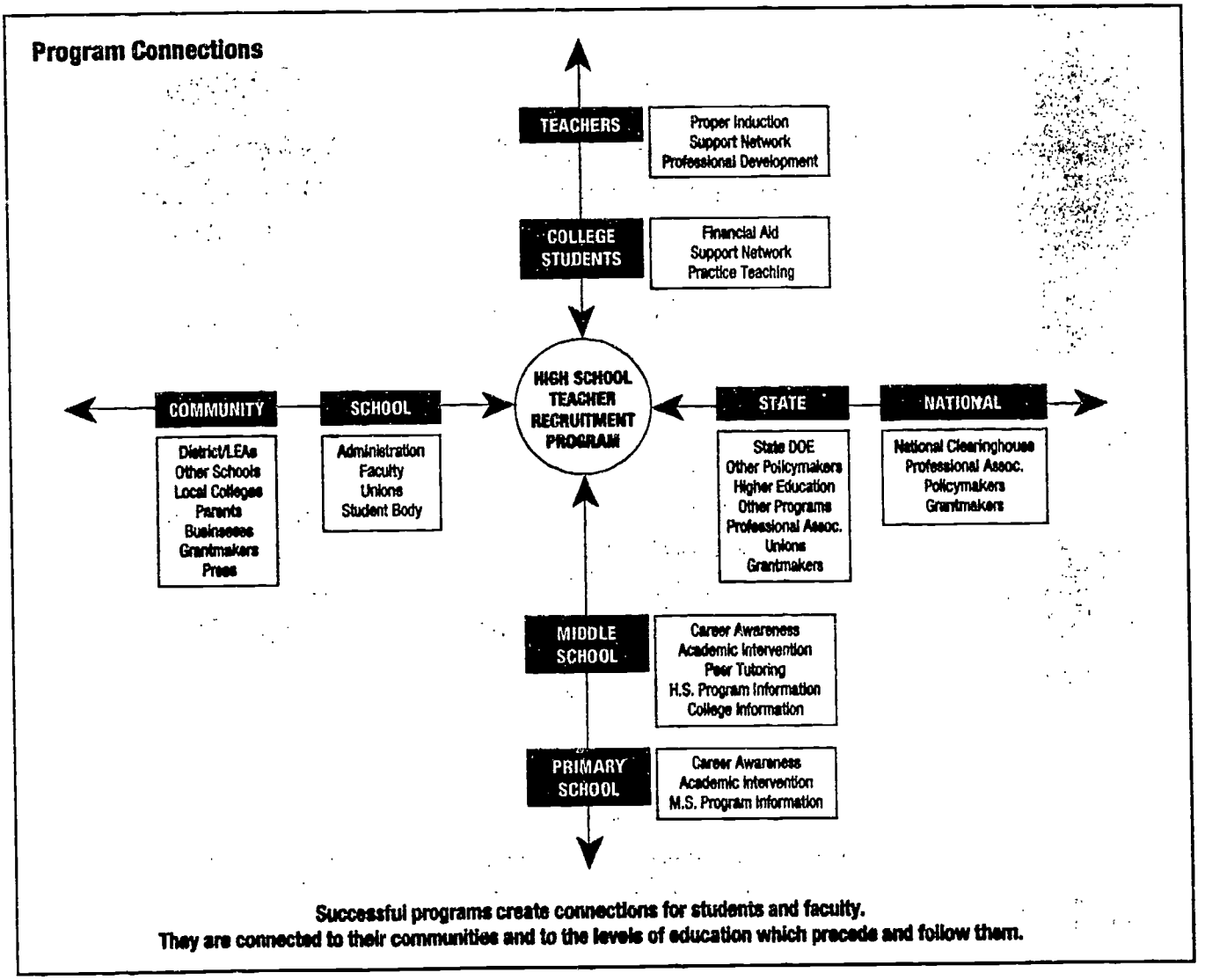
Successful programs create connections for students and faculty: disciplinary connections between and among academic subject areas and the principles of effective classroom practice; human connections, both among age mates in peer tutor arrangements and across the generations in various mentorship configurations; institutional connections, as demonstrated by patterns of successful collaboration between schools and institutions of higher education; community connections, through outreach to parents and other community groups; and teacher connections, by breaking down the isolation of the classroom and reconnecting teachers with a revivifying current of professional renewal.

Schematically *(see graphic, next page),* this connectedness translates into the horizontal and vertical program integration that is the hallmark of any systemic approach to change:

- Horizontally integrated programs exhibit and draw from a broad base of institutional and community supports: at the school site, among faculty and administrative staff; in the larger school community, including faculty at other

schools (who may serve as mentors to student interns), parents, and district/regional administrators; in the local academic community, including potential college/university partners; and at the state and national levels, both among peer recruitment programs and among education policymakers. The kinds of linkages manifested by programs integrated along horizontal lines run the gamut from effective communication (between programs and parents, participating teachers and their colleagues, program directors and policymakers), to active collaboration and formal training procedures for student-teacher supervisors and cooperating college faculty.

- Vertically integrated programs, such as the South Carolina Center for Teacher Recruitment's Cadet (high school) and ProTeam (middle school) programs,




**Successful programs create connections for students and faculty. They are connected to their communities and to the levels of education which precede and follow them.**

are connected in meaningful ways to the levels of education that precede and follow them. These strategies might include "feeder" programs to provide academic intervention, career awareness activities for elementary and middle school students, and a range of support programs designed to guide exiting students through the college application process and help them succeed once they're on campus.

The point is that just as the autonomous teacher in an isolated "egg crate" classroom is an inappropriate model for education in the 1990s and beyond, programs of precollegiate teacher recruitment that exist in splendid isolation from wider educational and policy contexts are an anomalous preparation for an evolving profession.

*2. "Apprenticeship"-style activities*

Tutoring, practice teaching, and other experiences that cause students to perform the real work of teaching appeared to have the greatest impact on both staff and student participants. Moreover, such experiences connect immediately and authentically to the intrinsic motivations (to help children, to make a difference) we know are the prime reasons individuals choose to teach. It stands to reason that the most effective way of sustaining and deepening an interest in the profession among students is to enable them to experience those rewards firsthand.

*3. Adequate support for staff*

The data (in all forms) could not have been clearer on this point. Teacher recruitment programs need paid administrative staff, and they need to provide additional training and networking opportunities (along with stipends and/or release time) to participating faculty members and supervising teachers. This is both a matter of practical necessity, as well as enhanced status and self-image. For example, in Dade County, the Future Teacher club supervisors receive, by contract, one of the highest stipends for such extracurricular service—a move designed to build status and esteem for the role among faculty and attract the "best and the brightest" teachers to the task.

*4. High expectations for students*

In this regard, these programs may stand as a model for the way secondary education in the United States should operate. They offer stature and responsibility to their student participants, and (judging from virtually every site interview we conducted), students return that respect in the coin of increased individual initiative as well as productive group learning. This appeared to be true, to varying degrees, across all program types and every program site we visited.

*5. Clear admissions requirements and participation criteria*

Such standards are a corollary to the high expectations noted above. Programs gain more than they lose by putting a value on entrance and participation. Requirements should be sufficiently flexible, however, to support a "value-added" approach to pre-professional experiences, a philosophy which in its most essential aspect "takes students from where they are to where they need to be," through a variety of interventions designed to improve academic and study skills, student self-esteem, leadership capacity, and individual and group problem-solving skills.

*6. Sufficient resources to enable student participation and matriculation into college*

The use of stipends to support student participation appears to be an important "enabler," especially for students who would otherwise have to work part-time. The availability of scholarships and loan forgiveness programs—or at least a strong guidance component that can help students identify potential sources of financial aid—appears to be an important tool for programs to use in attracting a promising and diverse student cohort.

*7. Modeling an evolving concept of the teaching profession*

In our site visits we observed a sharp dichotomy between programs geared to the status quo in teaching and efforts aimed at creating teachers for the 21st century. Ideally, programs should provide a range of experiences that expose future teachers to 'best practice.' That is, they should have access to an up-to-date professional knowledge base, including the theories and practices undergirding team teaching, collaborative learning, individual learning style differences (as well as gender and multicultural issues in education), the use of new technological tools, the new roles of teachers in site-based managed schools, professional development schools, and more. Too often, we saw programs geared to developing Miss Doves, not Jaime Escalantes. Simply put, programs designed to duplicate the nation's current teacher workforce are missing an unparalleled opportunity to help reshape teaching and learning in America. They not only fail to introduce prospective teachers to compelling new ideas; in doing so, they may fail to engage the interest of a brighter, more risk-taking cohort of future professionals.

*8. Sufficient attention to rigorous evaluation*

Not a single program director we interviewed expressed satisfaction with the extent of their ability to evaluate their programs. Nearly all recognized the need for more systematic means of formative evaluation to drive continuous program improvement. Nearly all decried the lack of time, resources, and wider institu-

*Too often, we saw programs geared to developing Miss Doves, not Jaime Escalantes. Simply put, programs designed to duplicate the nation's teacher workforce are missing an unparalleled opportunity to help reshape teaching and learning in America.*

tional support that has made it impossible for them to track the progress of exiting student participants. Nearly all called the improvement of that tracking capacity one of their most important objectives over the next several years. They were correct. In order to justify continued investment, precollegiate recruitment programs must be subject to careful, independent, and comprehensive formative and summative evaluation.

*9. Long-term commitment at all levels*

This point should be obvious. Program staff, sponsors, and partners all need to have a sufficiently long time horizon to allow precollegiate recruitment programs to produce measurable results.

Do any of the main program types identified by this study (magnets/teaching academies; curricular programs; summer institutes; and extracurricular clubs) fit this profile better than others? Our answer once again is a qualified yes. Largely because they demand a much deeper commitment from all participants, the magnet/academy and curricular models appear to satisfy the greatest number of these criteria. Summer programs may provide a very intensive one-time experience, but in the main they lack both the vertical and horizontal integration required to target potential recruits effectively and support them once they've left the program, and the program "extensity" that yields stronger commitment to the profession over time. (Possible exceptions to this generalization are the Summerbridge program, which does integrate its summer experiences both horizontally and vertically with school-year activities, and the SEF-run summer teacher cadet programs, which benefit from SEF's ten-institution Consortium on the Supply and Quality of Minority Teachers).

Extracurricular clubs currently reach the greatest number of students; under the right circumstances—most importantly, a selflessly dedicated and extremely active faculty sponsor—they can offer many of the same kinds of experiences as the curricular and magnet/academy programs. But they, too, run the risk of not asking enough of their sponsors, faculties, and students, and receiving a commensurately minimal result in return.

## Needs of the Field

More important, however, it is our conclusion that none of these program types, in isolation, addresses some systemic needs evidenced in this study. In fact, as will be outlined in our recommendations, there is a place for each of these types in a comprehensive and articulated recruitment program that provides developmentally age-appropriate and intensifying pre-teaching experiences throughout the primary and secondary stages of schooling.

Thus, at one level the analysis above provides a composite portrait of a comprehensive and successful precollegiate teacher recruitment initiative. On a second level, these characteristics represent a yardstick for judging the efficacy of any program model, whether magnet, academy, curricular offering, summer program, or club activity. The best programs will address the greatest number of these criteria, no matter what their structure is. Taken together, they represent an ambitious and demanding agenda for action.

At the same time, both the survey and the site visits made clear that conditions at the local level are rarely (if ever) conducive to the incorporation of all needed elements into individual program design. In order for a critical mass of high quality precollegiate recruitment programs to flourish, the conditions that shape these programs must change. To be specific, we conclude that the following policy changes and supports are needed if such programs are to fulfill their potential:

*Long-term commitment at the local, state and national levels*

The vertical integration of precollegiate programs (with "feeder" offerings and interventions aimed at elementary and middle school students as well as support and incentive programs designed to help program graduates succeed in college and during their first years in teaching) represents the central lesson from this study, echoing similar observations in much of the literature on minority recruitment. To achieve such systemic integration on any scale demands a long-term commitment—at the school, district, state, and national levels.

Leadership from grantmakers, policymakers, and the education reform community is also needed to encourage broader adoption of precollegiate recruitment strategies. For example, the survey identified academies or teaching magnets in just over a dozen of the nation's 47 largest urban school districts. The Council of the Great City Schools could be enlisted in an effort to expand these programs across their membership. Similarly, 16 states have established at least the beginnings of support programs for precollegiate recruitment initiatives (nine have passed legislation). Groups such as the National Council of State Legislatures and the National Governors' Association can help broadcast program models and legislative frameworks more widely.

At the federal level (as noted above), the Higher Education Act authorized a total of $25 million in two programs within Title V to seed programs relating to precollegiate teacher recruitment. Congress appropriated very little of the authorized funds, but if it resurrects the legislation in the upcoming session, there will be an unparalleled opportunity to leverage private philanthropic dollars in support of a truly national effort to build the pipeline into teaching.

NEW YORK HALL OF SCIENCE, CORONA, NY. GEORGE MARTIN PHOTO

*Development of a stronger knowledge base and more coherent research agenda.*

More research at a macro level (i.e., across different programs) is needed to inform practitioners and policymakers alike regarding such issues as:

- student motivation (How important are these programs in changing student career motivation? When is the most effective time to intervene? Do they create a new pool of teacher candidates or simply accelerate an existing pool?)
- relative effectiveness of program elements and structures (Is substantial spending on a relatively few number of students most efficient? Or do larger, less concentrated programs succeed by virtue of their wider net?)
- value as academic enrichment programs (Are exiting students, including those who do not choose to enter teaching, more likely to enter college, and to perform better as college students? Are students in these programs less likely to drop out? More likely to vote? Less likely to engage in self-destructive social and/or health-related behaviors?)
- impact on teacher education (Do program graduates force changes in teacher education because of the quality and extent of their precollegiate teaching experiences? Do college faculty involved as precollegiate mentors change their teaching styles and curricula as a result of their contact with students and teachers? Do faculty from other disciplines change their attitudes towards those involved in precollegiate activities?)
- impact on teaching styles and attitudes (Are exiting students more capable teachers? Are their experiences in teacher education programs substantially different from other students?)
- impact on current teachers (Do these programs significantly lift morale among school staff? Do they improve teaching practices by introducing them to new ideas and "re-igniting" their interest in their profession? Do they transform school climate or have an impact on school governance?)
- impact on parents (Do parents of children involved in these programs become more active participants in their children's school? Do their attitudes towards the teaching profession change?)

While this study has uncovered considerable anecdotal detail with respect to each of these questions, there is little careful research that specifically speaks to this agenda as it relates to precollegiate programs and populations. Moreover, all of these questions need to be asked, especially of the minority cohort as well as the broader universe of students, parents, and educators involved in these programs.

*Networking*

Many of the larger programs we visited were investing a fair amount of time and energy in building networks between sites and faculty members. Virtually every program was working hard to establish a culture of cooperation and shared decision-making among their student participants. And yet, currently there is no forum or network available to program directors to learn from one another. Annual meetings at both the Association of Teacher Educators and the American Association of Colleges for Teacher Education have seen informal get-togethers by the directors of some magnet schools and teacher academies, and some programs with sufficient resources (e.g., Golden Apple, the state of Oklahoma, Morgan State) have been able to visit and closely examine other programs. But this communication is rare. (For example, the Florida state network of Future Educator clubs and the South Carolina Center for Teacher Recruitment may be the two most advanced state precollegiate recruitment programs in the country. But at the time of our survey, the directors of those programs had never visited each other's sites, shared materials, or spoken on the phone. In fact, they didn't even know each other's names.)

COLVIN/MONGUEZ HILLS FUTURE TEACHER INSTITUTE

Right now, this is a field with neither a recognized home base, nor a sense of shared guidelines or principles, nor even a consensus on who's a member. In the absence of such a network or forum, the lessons learned and progress made by any of these programs develop in a virtual vacuum. Any expansion and further delineation of the field of precollegiate teacher recruitment would benefit from (indeed, would depend upon) the creation of such a network.

*Dissemination and technical assistance*

At the program level, resources aimed at disseminating findings and offering technical assistance to other programs are and will continue to be scarce. As was noted above, individual programs have a wealth of experience that must be shared if the knowledge and practice base of such programs is to coalesce into a truly national movement. Thus, we recommend that forms of technical assistance (even beyond the provision of a national network or forum) be provided. Once again, the Summerbridge and South Carolina cadet programs may provide appropriate models: in each case, facilitators from the program headquarters are in close contact with field sites, providing a range of technical assistance. Managers at each site are encouraged and given ample opportunity to share results and ideas with each other, as well as with the central office.

Ultimately, effective dissemination of results from precollegiate recruitment initiatives is essential to attracting the attention of policymakers at all levels, as

well as that of potential college and university partners. A national clearinghouse (or network of regional information centers) could facilitate both the dissemination of information and brokering of technical assistance. Such an organization could also help direct the on-going research and evaluation efforts that we have recommended.

*Marketing of precollegiate programs*

A final consideration concerns the marketing of these programs to students and institutions. As the survey data indicate, many of the programs still have difficulty attracting cohorts of young men into teaching, and all would like to boost minority enrollment, despite some real successes in this area. At a number of sites the issue of marketing proved to be of deep concern and there was a manifest hunger for the kinds of high quality recruitment materials (posters, videos, handbooks) that RNT has been producing. There was additional hunger for more locally adaptable strategies and resources, and many of the sites had actively involved students in homegrown recruitment campaigns, using current students and graduates as program ambassadors. It will be important to recognize the marketing needs of these programs in any technical assistance plan that is adopted.

At the same time, comparable attention needs to be given to how such programs are marketed to school districts and schools of higher education. Efforts need to be made to enlist Great City School districts, urban teacher education centers, and national professional groups and reform projects in the establishment and replication of high quality precollegiate recruitment efforts. Outreach to these and other groups committed to the development of the teaching profession will be essential if the "grow your own" efforts identified in this study are to fulfill their great promise.

# VI. Recommendations

*"Let's stop playing nickel and dime games with the future of this country and deal with this on a level it should be dealt with. . . . I'm not looking for handouts. I'm only asking for real dollars to do something real."*

—Urban Magnet Principal

Throughout this report, we have referred—for want of a better phrase—to the "field" of precollegiate teacher recruitment. In fact, as we have also pointed out, this categorization simplifies a broken front of efforts, with boundaries that blur into academic enrichment, equal educational opportunity, service learning, and other areas of inquiry and action. There are few national champions (either persons or institutions) for precollegiate teacher recruitment initiatives; there is only a fugitive body of research supporting it; and, as in any grassroots movement, there may be only meager consensus among the small number of practitioners of the art on the best ways to accomplish its goals. As Gertrude Stein might have observed, "There is no *there*, there."

Accordingly, the fundamental objective behind all of our recommendations[1] is to help coalesce the various emerging strands of grassroots activity identified in this report and to more firmly establish the field of precollegiate teacher recruitment. This admittedly ambitious mission can be segmented into several strategic activities, which form the core of our recommendations on precollegiate recruitment:

*Establish an information clearinghouse*

Current practitioners, others interested in launching programs, and policymakers at all levels need access to a central body of information on precollegiate teacher recruitment activity. They have an equally critical need to meet and share information with one another—especially now, when so many programs are just getting off the ground. Using the data uncovered by this survey as a base, a national clearinghouse on precollegiate teacher recruitment could continue to gather information on individual programs, relevant research, state legislation, and other policymaking activities, and should make that information available in coherent and user-friendly form through a range of dissemination vehicles (including a hotline, newsletter and other publications, national and regional conferences, and an online network and bulletin board).

*Establish a research agenda*

Most current research on precollegiate recruitment—what little there is of it—focuses on the evaluation of single programs. Resources and coordination at a national level need to be brought to bear in this arena to ensure that the important questions listed on page 49 are systematically addressed across a range of program types. We envision this as a highly collaborative activity involving the research community, the schools, higher education, and representatives of the teaching profession.

[1] Beyond a descriptive presentation of precollegiate recruitment initiatives nationwide, the authors of this study were asked to make recommendations to the DeWitt Wallace-Reader's Digest Fund as to potential next steps: specifically, to identify the most important needs of these programs and to propose measures that could meet those needs. Some of RNT's recommendations were submitted privately to the Fund; the rest are presented in this chapter in the form of suggestions for further action.


PHI DELTA KAPPA SUMMER INSTITUTE


SUMMERBRIDGE NATIONAL PROJECT


GOLDEN APPLE FOUNDATION, CHICAGO, IL

*Press for systemic and institutional change*

Armed with research and backed by a more identifiable national movement, an important additional role of the clearinghouse (and of the most prominent recruitment programs) will be to act as national advocates for precollegiate teacher recruitment, drawing together appropriate constituencies to more firmly establish the policy and structural frameworks that would serve to institutionalize high-quality precollegiate recruitment efforts on a national scale. This policy activity needs to be conducted at four levels:

- *local/program:* focus on district teacher policy frameworks and how they affect program design; relationships between colleges/universities and district practitioners; union contracts and their impact on teacher selection for these programs.
- *state:* work to ensure that state policy frameworks toward an improved teacher workforce encourage precollegiate elements in all teacher recruitment initiatives; study use of scholarships and loan forgiveness programs to encourage promising students (particularly those of color) to enter the teaching profession.
- *national:* focus on unfunded elements of Title V of the Higher Education Act and how to incorporate them into the upcoming re-authorization of the Elementary and Secondary Education Act; support the expansion of the Paul Douglas Scholarships; collaborate with federal policymakers on President Clinton's national service initiative; work with national organizations and unions to encourage their participation in precollegiate recruitment initiatives.
- *reform movement:* work with reform leaders and organizations (among them the American Association of Colleges for Teacher Education; Association of Teacher Educators; Council of the Great City Schools; Education Commission of the States Summer Roundtable; National Conference of State Legislatures; Council of Chief State School Officers; Association of School, College, and University Staffing; and the American Association of School Personnel Administrators, as well as the philanthropic community) in the design of collaborative initiatives

*Make technical assistance available to new and existing programs*

Because of resource limitations at the program level practitioners lack the time and funding required both to seek out and/or offer technical assistance to other practitioners. That gap is best addressed at the national level, with a support program designed to "broker" staff members from a range of projects who are capable of offering technical assistance to those who would benefit from it.

*Ensure adequate evaluation procedures*

Most (if not all) precollegiate recruitment programs are carried out by practitioners, not researchers, and few have the time, funding, or expertise needed to conduct proper evaluation studies. We recommend that ongoing evaluation be a component of all public and private grantmaking, as a way of maintaining program quality and justifying continued support. Such formative (and summative) research is best carried out with the aid of external evaluators. An important function of the clearinghouse described above will be to help coordinate the development of evaluation protocols for use by all recruitment programs.

*Make funding available to expand the most promising programs and replicate them at other sites*

Both public and private sources of funding need to be alerted to the promise of precollegiate teacher recruitment. Precisely because this burgeoning movement remains so disconnected, now is the right time to establish working models (or support existing ones), provide the resources necessary to test their efficacy, and ensure that other sites can benefit from what is learned.

### Opportunities for Further Support

Additional grantmaking (private or public) in precollegiate teacher recruitment might take several distinct forms. Direct grants to programs may be considered to fall into two basic groups: "expansion grants," for existing programs that show promise (to support, for example, an evaluation component, paid staff, additional professional development, or financial incentive programs for students); and "seed grants," to foster the development of new initiatives. Examples of seed or "establishing" grants might include:

- Major institutional support, designed to help establish new teaching academies and/or magnet schools in large urban districts currently lacking such programs;
- Support for partnerships linking existing magnet schools and academies to flagship teaching universities and professional development schools (in the manner of the Southern Education Foundation's regional consortium);
- Grants to help launch new statewide and regional programs and consortia, leveraging (where available) both state and federal funds.
- Organizational capacity development grants to groups such as Future Educators of America, NEA, and AACTE to strengthen nascent networks of precollegiate recruitment programs; and

- Mini program development grants to foster local club initiatives and summer institutes, to undergird urban magnet programs, and to help support emerging local, state, or regional initiatives.

In the best of all worlds, grantmaking would be targeted to ensure a mutually reinforcing strategy at the local, state, regional, and national levels; that is, no grant would be made in isolation, but would be predicated on the kind of collaboration and program connectedness described earlier in this study. Preference might be given to programs demonstrating a commitment to the criteria described in *Chapter V.*

In order to ensure local support and "buy-in" for precollegiate recruitment initiatives, we further recommend, wherever practicable, that grantmaking include flexible matching requirements. Match ratios would need to reflect state and local financial realities and the different capacities of potential grantees to raise outside resources. Matching funds could come from a variety of sources—states, local philanthropic, corporate, and—possibly through the White House initiative on national service—from federal money as well. Most (if not all) grants should be for multiple years, but could be awarded with the understanding that local funding would take on a proportionately greater percentage of program budgets over time.

Despite the minimal level of investment to date, it is clear that grantmaking to support precollegiate teacher recruitment has had a significant impact on the field. This positive track record notwithstanding, just as precollegiate teacher recruitment at the practitioner level would benefit from better communication and strategic planning, so the philanthropic community could expand and enhance its impact through collaborative approaches that work on both a micro (program) and macro (field) level. By taking the larger needs of this nascent field into account when providing support to individual programs, grantmakers would multiply many times over the return on their social investment.

### Teaching's Next Generation

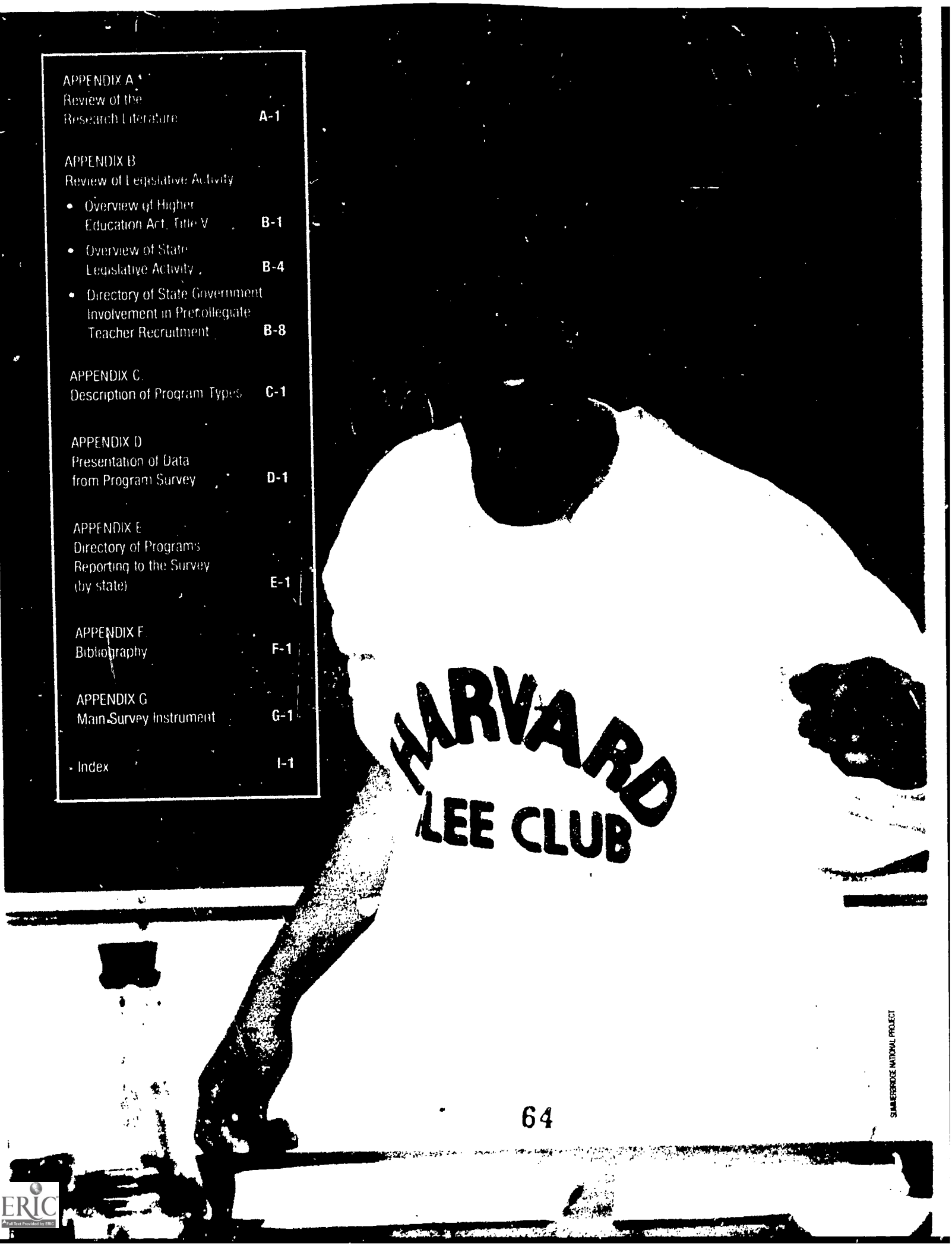
Data from this survey suggest that more than 175,000 students have participated in precollegiate teacher recruitment programs—and that number almost certainly does not reflect the total universe, since not every recruitment program responded to the survey. Nearly four out of every ten students enrolled in these programs have been young people of color—compared to fewer than one out of every ten currently enrolled in a c llegiate teacher education program. At many of these sites, good students—including some who might not ever have

considered teaching, and others who might have been at risk of dropping out—are encountering a new kind of engaged, connected, and authentic education, and experiencing firsthand all of the best reasons why, despite the profession's various challenges, people still choose to teach.

These are the faces of teaching's next generation. They will be a force for change in education in the classroom today, teacher education tomorrow, and the profession of teaching for years to come. Both they and the professionals who stand ready to help them deserve the best that we have to give. Perhaps the same urban principal whose observation led off this chapter said it best:

*"I feel that I have a wonderful mission; that I'm going to leave a legacy to the profession I chose. . . . That hopefully some of the young men and women who come through this place will take the banner that I've offered them, and change the world."*

GOLDEN APPLE SCHOLARS PROGRAM, CHICAGO, IL



GERALDINE R. DODGE FOUNDATION, CELEBRATION OF TEACHING

*"[Our] students are constant sources of lessons about teaching. In a way, they are the educators as much as we. While we instruct them in Spanish or Algebra, they are teaching us to be leaders, psychologists, actors, and caring human beings."*

*— Student-Teacher in the Summerbridge Program*

# Appendix A: Review of Related Literature



Most precollegiate teacher recruitment programs are of recent vintage, and, as documented in this study, few have had the benefit of rigorous evaluation. Nevertheless, to determine the impact of research on these programs (and, conversely, the effect these programs may have exercised on the research literature), RNT conducted a literature review on a variety of topics relevant to precollegiate teacher recruitment. As part of this review, RNT also examined the role that recent educational reform has played in the establishment of precollegiate teacher recruitment programs.

The findings from our review of the literature are divided into several sections:

1. Teacher supply and demand
2. The demographics of the teaching profession as a whole
3. The minority teacher workforce
4. Teacher recruitment strategies
5. Precollegiate teacher recruitment
6. Indications for follow-up.

### Teacher Supply and Demand

A significant amount of the reform literature in the last decade has focused on the need to improve the preparation of teachers, as well as the need to further "professionalize" teaching, e.g., by raising standards and increasing salaries. Our review concentrated on the literature on teacher education and the teaching profession, which contains a body of information encompassing teacher supply and demand, and on state and national studies and projections of teacher supply and demand.

Teacher supply and demand represents one of education policy's most complex puzzles. Historically, projections were made via relatively simple demographic calculations of live births and the size of the current teacher workforce. In recent years, such projections have been called into question by an increasingly sophisticated understanding of the range of issues that affect supply and demand, including labor market trends, college enrollment patterns, educational reform agendas, state fiscal policies, and more. Accordingly, the literature on supply and demand reflects contention rather than consensus.

Although RNT found no objective studies either to refute or to substantiate the impression that there is no longer a teacher shortage in most of the country, the debate over the existence of a shortage continues apace (Feistritzer, 1986; Hecker, 1986; Carnegie Forum, 1986; Darling-Hammond, 1990a). Indeed, the adequacy of projection methods themselves has been called into question

(Barro, 1992), for "there is little consensus on what measures are useful indicators of a shortage and on whether or how qualifications enter the definition of shortage. Evidence of shortages in education is usually indirect, as classrooms do not remain empty when school starts each year. . . . There is little consensus on how to interpret projections, which are based on past trends in the components of teacher supply and demand that may or may not hold in the future" (Darling-Hammond and Hudson, 1990, p. 227).

*RNT's own institutional partners . . . indicate that there has been and will be a shortage of minority teachers, of special needs teachers, of math and science teachers, and of bilingual teachers.*

Boe and Gilford (1992) construe the problem of teacher shortages in terms of certain inadequacies in the qualifications and characteristics of the teaching force (i.e., subject matter knowledge, instructional skills, fluency in multiple languages, and demographic characteristics) but not in its size in relation to gross demand. They define concern about teacher shortages in terms of the distribution of qualified teachers among schools of different characteristics, not about a general shortage of teachers.

Similarly, anecdotal reporting by RNT's own institutional partners, who are in the business of recruiting teachers for their states or their school districts, along with official projections by the National Center for Education Statistics (NCES, 1991a) indicate that there has been and will be a shortage of minority teachers, of special needs teachers, of math and science teachers, and of bilingual teachers. Certain parts of the country (the South and Southwest) and certain urban and extremely rural areas continue to experience a dearth of qualified teachers, particularly minority and male teachers.

A series of predictions in the mid-eighties fed concern over the declining caliber of those entering the teaching profession as well as the adequacy of supply to meet demand. For example, the Carnegie Foundation for the Advancement of Teaching (1988) predicted that annual teacher demand by 1991 would be 204,000 and that new teacher hires would fall short of that number by 37,700. Schlechty and Vance (1983) observed that education majors were second to last in a list of thirteen college majors ranked in terms of mean SAT scores. Today, policy discussions of supply and demand are just as likely to focus on teacher quality as on raw numbers, but researchers are still not yet able to take into account any quality-related attributes of teachers when designing demand projection models, and state-level data sets often are woefully inadequate for making reliable predictions (Barro, 1992; Blank, 1992; Wilson and Quinby, 1992).

While school districts historically have faced shortages of well-trained, talented teachers, they have always found solutions (Darling-Hammond, 1988a). Sedlack and Schlossman (1986) argue that "it has proved possible, time and


*1992 Florida Future Educators of America President Otis Young*

time again, to raise certification standards during periods of protracted shortage. Not only has the raising of standards not exacerbated teacher shortages, it may even—at least where accompanied by significant increases in teacher salaries—have helped to alleviate them and at the same time, enhanced popular respect for teaching as a profession" (p. 39).



Beyond raising salaries, school districts have tried differentiated staffing, given bonuses for teachers in demand, increased class size, increased the number of courses teachers must teach, hired paraprofessionals rather than certified teachers, acquired waivers from state regulations, cancelled certain courses, hired long-term substitutes, or placed teachers, who are certified in other fields or for different grade levels, in classrooms where they are needed. Because all of these methods are used at one time or another for reasons other than teacher shortages (e.g., budget restrictions, collective bargaining restrictions), it is difficult to ascertain whether or not such practices are caused by supply and demand swings (Darling-Hammond, 1990a).

According to another study (Cartledge & Halvorson, 1989), 75% of principals surveyed perceived that a teacher shortage was non-existent or mild in their schools. Those who did report significant shortfalls were primarily from the Southeast, with shortages in special education, secondary math and science, and foreign languages, and localized primarily in isolated rural schools. That same study reports that fewer newly hired teachers came from the school or college department of education 'pipeline'; principals placed greater reliance on the recruitment of new teachers from the reserve pool and through transfer from other schools, districts, or states.

An Indiana teacher supply study by Kirby, *et al.* (1991) came to a similar conclusion with respect to the greater proportion of new hires who are experienced teachers (compared to 1966-67 when inexperienced teachers accounted for over 60% of new hires, they now constitute 40%–45% of new hires in Indiana). Experienced teachers include those returning to teaching after a hiatus (the so-called "reserve pool") and teachers migrating from out of state or transferring from private schools within state. The Indiana study identified the following sources of new hires: newly graduated young teachers (currently accounting for only 20%–25% of teachers hired to fill annual vacancies); older teachers who delayed entering teaching (20% of new hires); migrating teachers (another 20%–25%, about 40% of whom attended school or college in Indiana or taught in Indiana earlier); returning Indiana teachers (30%).

The average age of the new hire cohorts is gradually rising and the overall Indiana teaching force is graying, leading the researchers to conclude that "some

effort needs to be made to attract young people into teaching to offset the vacancies that are likely to occur 10 to 15 years down the road as older teachers get closer to retirement."

There is considerable debate in the research community regarding the "depth" of the teacher reserve pool, and accordingly, the efficacy of strategies for replenishing supply based solely on "re-recruitment." For example, when Murnane and his associates (1991) probed state administrative records in Michigan and North Carolina, they documented a pattern of diminishing returns for career re-entry after more than five years out of the profession. The probability of return varies by subject specialty: elementary school teachers are more likely to return than secondary school teachers; approximately 1 in 3 who leave elementary teaching returns within five years, but only 1 in 6 who leave chemistry and physics positions returns within five years.

It is difficult to project national trends from a few state-level studies, owing to variations in demographics, economic conditions, and policy contexts from state to state. However, such state-specific studies will contribute greatly to future analyses of teacher supply and demand in the United States.

At the national level, teacher supply projections generated by the National Center for Education Statistics are predicated on student enrollment levels and economic variables and do not take into consideration such factors as the gray-

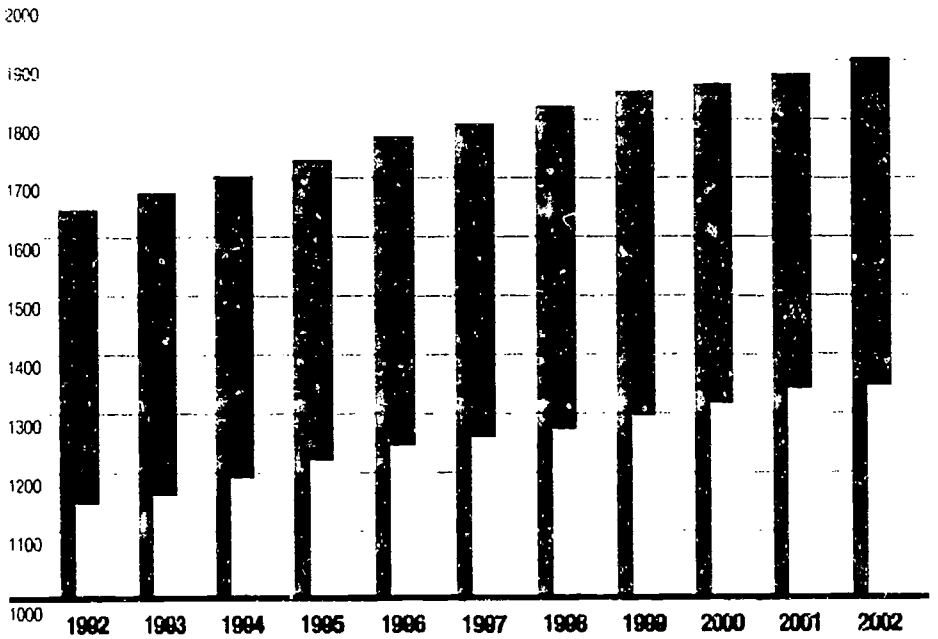
**Expected Job Growth Rates for Teachers**

(Total Teaching Positions, in Thousands)

■ Elementary
Secondary

According to projections by the National Center for Education Statistics, the number of elementary school teachers nationally will increase by nearly 14% over the next decade. The number of secondary school teachers will climb by 15%.

Source: Projections of Education Statistics to the Year 2002. National Center for Education Statistics, U.S. Department of Education



ing of the teacher workforce or the historically low numbers of students in teacher preparation programs. Thus, some researchers believe they understate potential demand, particularly toward the end of the decade. Nonetheless, NCES projections have the advantage of being national in scope. NCES (1991b) forecasts annual increases in the numbers of both elementary and secondary teachers through 2002, with the exception of a slight dip in the number of classroom teachers in 1992 (associated with the economic downturn). The number of secondary teachers will increase at a faster rate than the number of elementary teachers; the numbers of public and private teachers will grow at similar rates. Allowing for varying economic scenarios and regional differences, NCES projects an average annual growth rate from 1990 levels of between 1.2% and 1.7% (totalling between 3.17 million and 3.35 million public and private school teachers) by the year 2002.

Questions about the depth of the reserve pool, the potential for accelerating rates of retirement, and rising school enrollments as the decade wanes all suggest to us an increasing demand for new recruits that will not be met by present recruitment patterns. Given a mid- to long-term horizon on the demand side, it would appear to make sense to expand efforts at the precollegiate level, not only to guarantee that supply is temporally in sync with demand, but also to concurrently address issues of diversity and quality in the resulting teacher workforce.

### The Demographics of the Teaching Profession as a Whole

For more than a century, teaching has been predominantly a female occupation. In the mid-1960s women outnumbered men in the field two to one. Indeed, 43% of all professionally employed women were teachers in the 1960s, when 90% of all elementary school teachers were female. Today, women still comprise two thirds of the nation's teachers, 80% of whom teach in elementary schools. There are innumerable reasons for the preponderance of women in the teaching profession, not the least of which was the scarcity of alternative career options for women until the last decade. Whether the opening up of conventional male fields, with their greater status and earning power, will result in a lowering of standards for teaching, or diminished numbers of women available to meet the demand, or an upgrading of the profession in terms of status and earning power remains to be seen.

*In 1976, the age of the average teacher was thirty-three; in 1991 it was forty-two, with 23% of teachers fifty years of age or older.*

For some researchers, the aging of the teacher workforce is of even greater concern than the receptivity of other professions to women (NCES, 1991a). In 1976, the age of the average teacher was thirty-three; in 1991 it was forty-two, with 23% of teachers fifty years of age or older. Retirements and early retire-

ment plans caused by budget shortfalls and cutbacks are among the explanations cited most frequently by those predicting a teacher shortage throughout the next decade (Darling-Hammond, 1990a, 1990b; Murnane, 1991).

This "graying" of the teacher workforce aside, throughout this century the teaching profession has manifest certain unchanging characteristics. More than 80% of public school teachers are first generation college graduates, 60% come from working class families, about 30% are teaching in the communities where they grew up, and another 50% teach in a community where they have spent most of their adult lives (NEA, 1981). Darling-Hammond (1990a) believes these characteristics indicate that teaching has been an avenue of upward mobility for working class families and that most teachers come from local labor markets.

Although the percentage of women versus that of men teaching has remained stable since the early 1960s, the proportion of teachers from minority backgrounds decreased steadily from over 13% in 1971 to 10% in the late 1980s. Larger percentages of blacks and Hispanics are completing high school now than they did ten years ago, but smaller percentages of those graduates are enrolling in college (Dilworth, 1990). Predictably, the pool of minority group members earning master's degrees and doctorates in education, and thereby becoming eligible to serve as faculty members in colleges of education, has also declined dramatically just within the period between 1982 to 1986 (Haberman, 1989; Center and Wilson, 1992).

*Between 1972 and 1985 the overall number of college students receiving bachelor's degrees in education declined from over 194.000 to about 88.000.*

The decline of those entering the teaching profession is not limited to women and minorities. Darling-Hammond (1990a) observes that between 1972 and 1985, the overall number of college students receiving bachelor's degrees in education declined from over 194,000 to about 88,000. Correspondingly, there were sharp increases in degrees awarded in business, engineering, the health professions, and biological, physical, and computer sciences (NCES, 1990).

### The Minority Teacher Workforce

The literature is replete with studies and reports on the growing shortage of minority teachers and the need to recruit and retain persons of color and different ethnic backgrounds for the teaching profession. The need to increase the number of minority teachers to achieve demographic representation (Kennedy, 1992) is quite clear. Yet, as described above, the numbers of minorities obtaining degrees in education and entering the profession is declining, while the nation's minority population is quickly growing.

The total minority enrollment in elementary and secondary education rose from 24% in 1976 to almost 30% in 1986. The proportion of Hispanic enrollments

*It is . . . critical that there be successful minority teachers serving as role models for non-minority students.*

increased from 6.4% in 1976 to almost 10% of total enrollments in 1986—a Hispanic student population increase of 45%, yet less than 2% of our teaching force comes from that ethnic group. During the same time period, the enrollments of white students declined from 76% to 70%. The number of Asian/Pacific Islander students increased by 116% during this ten-year period (NCES, 1990). Overall, one third of our schoolchildren will be minority group members by the end of the century, and a preponderance of those will live below the poverty level (Haberman, 1989).



Twenty years ago, 12% of the teaching force in this country was made up of black teachers. Today, fewer than 7% of the nation's teachers are black and that number is projected to fall to less than 5% by 1995 (Haberman, 1989). This situation has developed despite the fact that (as of 1986) 16.1% of public school enrollees nationwide were black (NCES, 1991c) and about one in three students currently enrolled in central city public schools is black (NCES, 1992).

There are some obvious explanations for the loss of black teachers in the workforce. In colleges and universities across the country, there was a 70.2% decline from 1976 to 1989 in the number of black students who had majored in education. Consistent with national trends, at historically black institutions of higher education, which have traditionally emphasized teacher training, the proportion of bachelor's degrees conferred in education declined from more than one half in 1959 to less than *one fifth* by 1982 (Center & Wilson, 1992).

According to Gort (1989), a complex set of factors deters blacks from pursuing education as a career. As with academically and financially able female students, minorities are attracted to more lucrative careers in other fields; teacher qualifying examinations attempt to impose higher standards of educational proficiency without addressing the root causes of educational deficiencies; and financial aid cutbacks (or the perception of cutbacks) have had a chilling effect on the number of black students aspiring to become teachers.

While several studies have shown the importance of and need for minority teachers to be role models for the growing numbers of minority students in our nation's classrooms, it is also critical that there be successful minority teachers serving as role models for non-minority students (Graham, 1987; Middleton, *et al.*, 1987, 1988, 1989, 1991; Haberman, 1989). As the Carnegie Task Force on Teaching as a Profession (Carnegie Forum, 1986) reported:

> *"The race and background of their teachers tells them something about power and authority in contemporary America. These messages influence children's attitudes toward school, their*

*academic accomplishments, and their views of their own and others' intrinsic worth. The views they form in school about justice and fairness also influence their future citizenship" (p. 79).*

Dilworth (1990) would argue that the need for a more diverse teaching force goes beyond the importance of having role models for children of color.

*"Given their culturally diverse backgrounds, and academic training defined by the White majority, Black, Hispanic and other minority teachers possess a consummate understanding of the relationship between education and this society. This knowledge enhances the quality of education when these teachers offer their students broader and more complex interpretations of the educational curriculum, and when they translate and interpret for their majority peers, in educational terms, the cultural backgrounds of their students" (p. xi).*

### Teacher Recruitment Strategies


DODGE FOUNDATION

The recent spate of reform reports and related publications (see box, next page) has focused national attention primarily on secondary schools, mathematics and science education, and the condition of teaching, particularly the quality of recruits into teaching in the 1980s, working conditions, and issues of supply and demand. On the one hand, teacher education has been criticized for the low academic ability of students, lack of rigor, and low status within institutions of higher education. On the other hand, teaching as a profession, particularly high school teaching, has been portrayed rather sympathetically: teachers are overworked, burdened with bureaucracy and conflicting demands, and faced with unmotivated students and little parental support.

With teacher education students commonly drawn from the lowest ranks of high school graduates and the rewards for furthering a teacher's education almost guaranteeing to "promote" talented teachers out of the classroom, reformers have begun to ask: "How do we recruit, educate, and maintain teachers with the knowledge and talent needed for new and expanded literacy demands?" (Florio, 1984; Alston, 1988; Graham, 1987; Haberman, 1989; and many others).

A 1984 study by Page and Page of students' perceptions of teaching as a career found that many perceive salary, discipline problems, and working conditions to be discouraging factors. These authors also found that 1) the limited

# Recent Calls for Educational Reform

Since 1983, scores of studies and publications have focused on the crisis in education, the reform of education, the need to restructure schools, the need to upgrade the teaching profession, improve the conditions of teaching, revamp teacher education programs and recruit more talented and better prepared teachers into the nation's classrooms and particular subject areas. For purposes of this study, RNT reviewed over thirty major publications, including ten national reports. Most called for improving the teaching profession in order to meet the projected recruitment needs of school systems, especially the need for more minority teachers. Two areas received the greatest attention: 1) improving the conditions of teaching and the image of the profession so as to attract sufficient numbers of new teachers, and 2) upgrading the quality of those entering the profession.

Nevertheless, specific recommendations for addressing these issues at the *precollegiate* level can be found in only a handful of the most prominent national reform studies. As discussed previously in this report, Boyer's *High School* (1983) offers the suggestion to begin the process of recruiting new and qualified teachers by establishing 'cadet' teacher programs in every high school. The Boyer study was the impetus for the establishment of South Carolina's Teacher Cadet Program and projects in several other locales. *A Nation Prepared: Teachers for the 21st Century* (*Carnegie Forum*, 1986), contained multiple recommendations concerning precollegiate-level efforts, although its direct impact on specific precollegiate recruitment programs could not be determined.

Three other publications complete the subset explicitly advocating precollegiate-level efforts to foster teacher recruitment: the Association of Teacher Educators' (ATE) *Restructuring the Education of Teachers into the 21st Century* (1991) and *Visions of Reform* (1985); and John Goodlad's *Teachers for Our Nation's Schools* (1990). It may be more than coincidence that those endorsing precollegiate-level strategies are education professionals who work closely with practitioners.

ATE recommends: establishing magnet secondary schools; showcasing recruitment programs like Future Educators of America; training teachers and administrators to serve as mentors for students interested in teaching; developing programs that foster diversity; and offering precollege interventions, such as specialized services and fellowships, to minority recruits who need them. As is made clear in *Appendix C*, ATE has followed up at least in part on its recommendations by co-sponsoring the national dissemination office of the Future Educators of America.

Goodlad's recruiting suggestions include: outreach efforts to rural and urban students who are likely to choose teacher education programs and teaching jobs in their local communities; tuition and academic support for potential minority recruits; and connections between Future Teachers of America clubs and local teacher training schools, using college students to acculturate and mentor secondary school students.

Several of the reports decry the lack of minorities, math and science majors, bilingual and special needs trained educators entering teaching, or cite with alarm the decreasing number of students expressing an interest in teaching. Most demand that special efforts be devoted to recruitment in shortage fields or areas. However, the specific recommendations for attracting young men and women from all ethnic and racial groups to teaching careers are neither remarkable nor substantial. Some reports argue that in order to increase the supply and improve the quality of teachers for the future, alternative routes to certification, higher national standards, elimination of the undergraduate education major, and a fifth or sixth year of professional training should be implemented. In contrast, Mehlinger (1986) and Murnane, *et al.*, (1991) point out that such strategies will likely result in fewer candidates, especially minority candidates, willing or able to enter the profession.

These controversies notwithstanding, the reform reports have served a purpose: by focusing greater attention on the teaching profession, the shortage of teachers in certain fields, and the lack of minorities entering the profession overall, the various calls for education reform have spurred many states, local school districts, and institutions of higher education to examine their recruitment practices more closely, with varying degrees of intensity, coherence, and success.

number of high school seniors considering teaching as a career made that decision at an earlier age than previously thought: 40% of high school students surveyed made a decision about becoming teachers prior to age fifteen, another 40% decided at fifteen or sixteen, and only 20% made the decision to pursue teaching careers at seventeen or eighteen years of age; and 2) the most influential factor affecting students' consideration of a career in teaching is whether or not other individuals had discussed this possibility with them. Berry's (1989) study substantiated the influence of teachers on future career choices of students: most students reported being discouraged from teaching by their own teachers and by parents who are teachers.

The initial wave of reformers discussed strategies that would upgrade the profession and make it more appealing to more academically talented students: increased admissions standards and academic rigor; increased exposure to practical settings, subject matter competence, and improved presentation of valid, reliable research information on effective teaching, schooling, and learning (Florio, 1984; Carnegie Forum, 1986; Holmes Group, 1986). Recruitment strategies tended to be limited to providing economic incentives for individuals who might not otherwise seek teaching careers or enter teacher education programs: scholarships, loan forgiveness programs, financial aid, and programs requiring a "service-for-reward" provision, that is, those who receive assistance must agree to teach for each year of benefit (Florio, 1984).

### Precollegiate Teacher Recruitment

Few articles in the education press mention precollegiate efforts used to recruit young people, particularly minorities, into the teaching profession (Ishler and Leslie, 1987; Howard and Goethals, 1985). Few promote the development of precollegiate programs as a possible strategy to enlarge the potential pool of individuals qualified to enter the teaching profession, notwithstanding the implications of pertinent studies, such as the better-known Metropolitan Life (1989) survey of students' attitudes about teaching and the lesser-known findings of Page and Page *(see above)*.

Even as far back as 1980, however, some educators were beginning to recognize the need for extraordinary efforts to recruit teachers—especially teachers of color. That was what motivated Norfolk State University dean Elaine Witty and her colleagues to organize a series of annual conferences on attracting African Americans to the profession (and retaining them once they've joined). Seven years later, in 1987, Ernest J. Middleton and the University of Kentucky initiated another national invitational conference on the recruitment and retention of minority students in teacher education programs at institutions of higher education. The Kentucky conference has been held annually since then.

In the initial year, conferees largely ignored precollegiate program development in favor of improvements that could be made in the institutions of higher learning themselves or in developing plans, programs and campaigns that would make it easier for high school students to find out about the college or university and/or be enticed to enroll (Middleton, *et al.*, 1987).

*Even as far back as 1980 . . . some educators were beginning to recognize the need for extraordinary efforts to recruit teachers — especially teachers of color.*

In 1988, however, the Second National Invitational Conference presented model programs that had been started as collaborative efforts between college/university teacher training programs and local high schools, and that went beyond the placing of teachers in training in local elementary and secondary school classrooms (Middleton, *et al.*, 1988). Several programs were featured at this conference, including future teacher clubs, mentor and tutoring programs, early introduction to college life, credit-bearing courses for high school students in nearby colleges, and magnet schools for the teaching profession. Subsequently, in 1989, more model programs were presented at the Third National Invitational Conference, all with similar themes and all collaborative ventures between local college teacher training programs and nearby public high schools with large minority student populations (Middleton, *et al.*, 1989).

The American Association of Colleges for Teacher Education's guide to recruiting minority teachers (1989) described promising teacher recruitment programs, such as Crenshaw High School, the teacher training magnet school in Los Angeles, and programs developed as part of a minority recruitment campaign by the California State University System in the mid-1980s. Other partnerships portrayed were programs developed in Louisiana colleges that reached into local high schools, established collaborative programs, and provided incentives for high school students to consider becoming teachers—scholarships and other forms of financial aid. Howard and Goethals (1985) described a program at Bellarmine College in Kentucky that was established in 1983, building on an advanced credit program that the institution had run for high school juniors and seniors since 1971. Kauffman (1988) compiled a listing of successful early

GOLDEN APPLE SCHOLARS PROGRAM, CHICAGO, IL

recruitment programs, citing Kean College in New Jersey and California State University at Dominguez Hills. She also cited the magnet programs for the teaching profession in Washington, DC, Los Angeles, and Houston.

In 1988, the Education Commission of the States (ECS) reported that several states had established programs to encourage high school students to begin thinking about careers in teaching. As a result of its study, ECS determined that the complexity of the issues and problems surrounding the production of greater numbers of minority teachers necessitated a more informed, comprehensive approach. Among other strategies, the ECS recommended starting as early as elementary school and coordinating and integrating approaches and strategies throughout every level of the educational system from pre-school through post-secondary staff development programs. Whatever strategies are used, the ECS urged the recognition of teachers as respected professionals who exert tremendous influence on the kinds of citizens and workers young people become.

As of 1989, the ERIC database and major educational journals like *Educational Leadership* and *KAPPAN* contained articles about specific programs: magnet schools, future teacher or educator clubs, teaching academies and cadet programs. Kauffman (1988), Ginsberg & Berry (1990), Triplett (1990), Stallings & Quinn (1991) and Lewis (1992) describe many of the precollegiate activities and programs that were developed primarily in the southeastern and southwestern sectors of the country. The programs were typically initiated as part of a larger educational reform package (e.g., in South Carolina, Texas, and Florida), and all were established as part of a response to the shortage of a qualified teaching pool from which to draw teachers. These states were facing a diminishing pool of high school graduates enrolling in teacher preparation programs, and most were facing a declining pool overall from which to draw students into institutions of higher education. Therefore, new programs encouraged minority and majority students to complete high school, become interested in teaching careers, and eventually matriculate in the collaborating teacher training college or university.

According to a study conducted by the Tomas Rivera Center (1991), successful teacher recruitment efforts recognize that interesting Latino, black, and other minority students in the teaching profession requires intensive individual attention and very active work in early identification and motivation of potential candidates. Current recruitment and retention efforts in California and Texas employ cross-institutional and collaborative approaches. Students get a positive image of the teaching profession and an opportunity to engage in aspects of the

teaching process. In addition, these connections help maintain interest and motivation among Latino students, in particular, who choose a career in teaching. Similarly, the students from the institutions of higher education who work in elementary and secondary schools gain valuable first-hand experience working with students of various backgrounds and are also more likely to bring successful teaching practices to classrooms with children of diverse backgrounds.

A handful of precollegiate teacher recruitment programs have undergone extensive evaluation during the past few years (New York City Board of Education, 1986; Trachtman, 1991; Rowzie, 1991; French, 1991). However, most of the findings are incomplete, since it is still too early to determine if the graduates of these programs enter the teaching profession. Furthermore, few programs have had the resources to track their graduates and many, particularly those in the urban centers, would have difficulty with evaluation even if they had the resources because the populations they are servicing tend to be highly mobile. However, once the results of precollegiate program evaluations find their way into the "popular" press, there should be more interest in researching the effects of such programs on retention rates in high school, aspirations toward higher education, and preparation for and entry into the teaching profession.

*Most of the findings are incomplete. since it is still too early to determine if the graduates of these programs enter the teaching profession.*

Even at this early stage when the number of precollegiate teacher recruitment studies and evaluations is still limited, some preliminary findings concerning teacher mentoring are of particular interest. For example, since most students, irrespective of school location, race, or gender, generally view public school teaching as a low-paying, often frustrating job, good or bad teachers can have enormous influence on a student's decision to teach or not to teach. Indeed, the teacher-mentor role can be so persuasive that many teachers generally end up teaching at the same grade level and in the same subject area in which they were influenced as students (Berry, 1989).

Furthermore, the benefits of mentoring appear to be mutual for mentors and mentees: teachers can gain great satisfaction from working with students who are emulating them. The available descriptions/evaluations of precollegiate teacher recruitment via cadet, magnet school and Future Educator programs (Klinedinst, 1992; Rowzie, 1991; White, 1991; McDermott, 1992) suggest that precollegiate programs have a very positive effect on teachers' attitudes toward teaching and the profession and, if mentor/mentee pairs are selected carefully, the mentor teacher has a positive effect on students. However, the extant research is not sufficient to confirm the effectiveness of these programs; a great deal more research should be carried out on attitudinal change and many other aspects of these programs.

### Indications for Follow-up

*Few educational researchers or policymakers have placed emphasis on early identification of potential teachers.*

RNT's review of the literature on teacher recruitment makes evident the paucity of significant studies on precollegiate teacher recruitment programs. While evaluation studies are currently being carried out on some programs (e.g., Green High School for the Teaching Professions, Walton/Lehman Teaching Academy, and the California State–Dominguez Hills precollegiate teaching program) and South Carolina has systematically evaluated its Cadet and ProTeam programs, there is little publicity and research on most of the two hundred plus programs across the nation identified by the survey. Occasionally articles appear in the education press and education journals, usually in conjunction with other recruitment strategies; however, few researchers seem to take an interest in studying the extensive number of variables that will determine the success or failure of programs in the long term, let alone the short-term effects. Furthermore, few educational researchers or policymakers have placed emphasis on early identification of potential teachers even though the research is replete with the importance of strategies for success and building self-esteem at early ages, particularly for minorities. Although the University of Kentucky's annual national invitational conference brings together initiators and directors of programs across the country (Middleton *et al.*, 1987-1991), and focuses on the recruitment and retention of minority students in teacher education, the dissemination of the proceedings may be limited.

It was clear from our review of the research and popular literature that a comprehensive compilation of precollegiate teacher recruitment programs and strategies and their broad dissemination would make a significant contribution to the field. The creation for the public record of a summary of findings and a profile of model projects would enable local and state governments, institutions of higher education, community organizations, and philanthropic institutions to make realistic choices and decisions regarding the development, support and funding of various strategies without reinventing the wheel. Replication of model programs and interaction and communication between and among program directors can only enhance the programs themselves; evaluation of the long-term success or failure of such programs will serve to benefit the teaching profession, improve teacher education programs, and increase the cohort from which future teachers will be recruited.

# Appendix B: Review of Legislative Activity

## OVERVIEW OF HIGHER EDUCATION ACT—TITLE V

The federal government was at one time quite involved in the recruitment of teachers, through a range of scholarship and loan forgiveness programs and the national Teacher Corps. Over the past 15 years, federal activity in this regard has been limited essentially to sponsorship of the Paul Douglas Scholarships, a loan forgiveness program funded at annual levels of approximately $20 million, and grants through the Fund for the Improvement of Post-Secondary Education (FIPSE) to colleges and universities.



However, that may be about to change. During its 1991-1992 session, Congress passed a revised Higher Education Act stating (in Title V) that the federal government plays an essential role in providing support to educator training and professional development. Congress authorized funding for HEA, but appropriated very little funding for any of its new provisions, including the teacher recruitment and development programs. Even though that opportunity largely has passed, it is clear that there remains deep interest in these issues on Capitol Hill. There is discussion of including some of Title V's provisions in the reauthorization of the Elementary and Secondary Education Act, scheduled for the 1993-1994 session of Congress. Because of the potential impact of these federal programs on teacher recruitment in general (and precollegiate teacher recruitment specifically), we have included here a detailed description of the HEA's relevant provisions.

HEA's Title V sought to support diversity within the profession (particularly in the fields of science and mathematics), strengthen professional development for prospective and current teachers, and link the education and support of education professionals (including state education agencies) to advance the achievement of local, state, and national goals. It sought to fulfill those objectives by providing assistance to paraprofessionals and midcareer professionals to enter the profession; providing scholarships to academically talented students, and to women and minorities interested in mathematics and science; promoting partnerships between institutions of higher education and local education agencies; providing specific programs to enhance professional development for teachers and administrators; and creating incentive programs designed to increase the recruitment of underrepresented populations into the teaching profession.

### Part A: State and Local Programs for Teacher Excellence

This section is devoted to the establishment of state academies for teachers and school leaders in order to provide in-service activities to enhance teaching and

update and improve skills. Local education agencies receiving assistance under this section may also use funds for the development of programs to recruit individuals into the teaching profession and the field of early childhood education.

### Part C: Teacher Scholarships and Fellowships

Subpart 3 of this part of the Act would revive the Teacher Corps from the Great Society days. Teacher Corps schools are those identified as serving neighborhoods with the highest levels of poverty and the lowest levels of student achievement. Teacher Corps members, selected by the state educational agency, would receive scholarships ($5,000 per year) for a maximum of three years. Scholarship recipients must be in a program or combination of programs of study leading to: a baccalaureate degree, a one- or two-year program leading to a master's degree or teaching certificate, a 2-year program leading to an associate's degree in early childhood education or a one-year program leading to a child development associate credential. Teacher Corps members would agree to work for three years in a Teacher Corps school. Preference would be given to those who will teach disabled, limited English proficient, preschool, or disadvantaged students.

*Proposed funding:* $25 million in the initial year and such sums as may be necessary for each of the four succeeding fiscal years to carry out this subpart.

### Part E: Minority Teacher Recruitment

Subpart 1, entitled New Teaching Careers, would seek to establish and operate new career programs to attract minority candidates who are in school support or paraprofessional positions in shortage area schools, and help them become licensed fulltime teachers.

*Funding:* $30 million in the initial year and such sums as may be necessary for each of the four succeeding fiscal years to carry out this subpart.

Subpart 2—Programs to Encourage Minority Students to Become Teachers—would conduct programs to improve recruitment and training opportunities in education for minority individuals, to increase the number of minority teachers in elementary and secondary schools, and to identify and encourage minority students in the 7th through 12th grades to aspire to, and to prepare for, careers in elementary and secondary school teaching.

Grants would be designed to provide students with remedial and tutoring programs, counseling and support services, teaching skill development, and to establish relationships with community colleges and higher institutes of education, among other activities.

*Funding:* $15 million in the initial year and such sums as may be necessary for each of the four succeeding fiscal years to carry out this subpart.[1]

[1] As was noted on page 11 of the main report, Subpart 2 did in fact receive an appropriation of $2.4 million, to be disbursed to four different programs. Results of the RFP were to be announced in September, 1993

Sec. 580, entitled "A Teacher Placement Program," would assist schools or departments of education in developing and carrying out programs and activities designed to prepare students to become elementary and secondary teachers, and, to the extent practicable, place the students as teachers in urban and rural public or private non-profit elementary schools where at least 50 percent of the students enrolled are from minority groups. In awarding grants, special consideration is to be made to historically black colleges and universities and to institutions that are eligible to receive funds under Title X or have enrollments of at least 50 percent minority students in their teacher education programs.

*Funding:* $15 million in the initial year and such sums as may be necessary for each of the four succeeding fiscal years to carry out this subpart.



### Part F: Programs for Special Populations

Subpart 1, the National Mini Corps Program, would provide certain individuals (first generation college students, low income individuals, and children of current or former migratory workers) who are enrolled or who are planning to enroll in an institution of higher education, with information designed to encourage them to enter the teaching profession.

Support services funded under this subpart may include supplemental instruction to reinforce basic skills, home visits, parental involvement, stipends for individuals who participate in the program, and tutoring experiences with children eligible to receive services under Title I.

*Funding:* $10 million in the initial year and such sums as may be necessary for each of the four succeeding fiscal years to carry out this subpart.

Other sections of Title V include reauthorization of two existing programs: the Paul Douglas Teacher Scholarships, at $15 million, and the Christa McAuliffe Fellowship Program, at $20 million.

### The Clinton National Service Agenda

As this report was being completed, a new administration (and new Congress) was taking the reins in Washington. One of President Clinton's central campaign pledges was to link college opportunity to national service via his National Service Trust Fund proposal. While the details of this program are still being worked out, in its simplest form it would enable qualified students to borrow as much money as they need to complete post-secondary education, repaying it either through small FICA-type deductions in income over the course of their working lives or through a period of service as a teacher, human-service worker or law enforcement aide in a disadvantaged neighborhood. In structuring the trust fund, the new administration will certainly draw upon existing state-supported loan forgiveness programs as models. These are discussed in the next section of this Appendix.

## OVERVIEW OF STATE LEGISLATIVE ACTIVITY

In general, precollegiate teacher recruitment assistance offered by state governments can be grouped into two categories: first, providing student financial assistance with college tuition and second, fostering programs designed to interest students in teaching.

In the course of conducting this study, we contacted officers in all 50 state education agencies and the District of Columbia. The majority of states (33 in all) do offer high school students some amount of scholarship assistance with teacher education, often as part of a loan forgiveness program. We discovered that in 16 states and in the District of Columbia, a growing awareness of the consequences of a teacher shortage has prompted educators and policymakers to support active recruitment programs (of at least one of the types described in the main report) as a way to encourage high school students to consider careers in teaching. At least nine states are actually funding or developing precollegiate teacher recruitment programs. Some will be reviewed below; all are described in the state-by-state listing that follows this overview.

### Financial Incentive Programs

The most common incentive adopted by states has been assisting students in teacher education programs with college tuition expenses, specifically through a loan program that has "forgiveness" provisions. In this model, undergraduates receive loans for their teacher education studies. The borrower can cancel a portion of the loan by teaching for a specified length of time. Thus, teaching substitutes for the periodic cash payment of the loan's principal and interest; the loan is "forgiven" and becomes in effect, a grant.

The way the states structure their loan programs varies widely—in the amount and duration of the aid they offer; eligibility requirements; and repayments, buy-outs, and forgiveness schedules. One of the most comprehensive studies of these types of loan programs is *The Use of Student Financial Aid to Attract Prospective Teachers: A Survey of State Efforts* by Irene Spero (February 1986, College Board), which despite its date is still useful as a guide to the basic architecture of loan forgiveness efforts.

Forgivable loans have been used primarily to recruit teachers in shortage areas, such as science, mathematics, and bilingual education, and some states direct such loans at minority students. For example, three years ago the New Jersey Department of Education sponsored a Minority Teacher Education Program, which identified 25 high school students who wanted to enter the

*It appeared from our telephone survey that high school students are not generally made aware of state sponsored scholarships for teaching unless they specifically request such information from their school's counseling office.*

teaching profession. The students took part in college preparation courses for two summers while they were in high school, then received loans and participated in work study programs during college. The loans are forgiven for four years of teaching in an urban area or six years in a non-urban setting.

An important aspect of state tuition reimbursement programs that deserves closer scrutiny is the way they are promoted. Guidelines not only vary from state to state but from district to district. It appeared from our telephone survey that high school students are *not* generally made aware of state-sponsored scholarships for teaching unless they specifically request such information from their school's counseling office. In addition, scholarship funding is sometimes distributed directly to the financial aid departments at universities—not to students. Finally, many of these programs appear to be somewhat inflexible, failing to take into account students who decide to enter education programs in their sophomore (not freshman) year or who major in an academic discipline other than education.



This failure to market teacher scholarship information and the inflexible eligibility requirements raise some concern about the effectiveness of such programs, and may explain the reportedly high level of unused funding in some states.

### Legislation

Despite the wide range of legislative reform work being conducted at the state level on education issues, the number of states that have adopted legislation urging the development of policies and programs to interest high school or middle school students in teaching is small. Nine states (Arkansas, Florida, Indiana, Oklahoma, Oregon, South Carolina, Tennessee, Washington, and Wisconsin) and the District of Columbia report efforts to counsel middle school or high school students towards teacher education programs.

Most prominently, South Carolina, Oklahoma, and recently Washington each created Teacher Preparation Task Forces to collect data on the preparation of teachers. These groups were mandated by those state legislatures to return with recommendations for follow-up program activity; each resulted in the creation of a central clearinghouse for teacher recruitment programs.

The first state teacher recruitment center was created in 1986 in South Carolina. In the first year of its existence, the South Carolina Center for Teacher Recruitment was funded by a state grant of approximately $236,000. The chief concern of the South Carolina Legislature was to increase the number and quality of public school teachers and diversify the ethnicity of South Carolina's teaching workforce. The Center recommended to the legislature that the state embark on a program to counsel secondary school students about careers in

teaching. Seven years later, the Center now sponsors a number of programs designed to serve precollegiate students, including the Teacher Cadet Program (for high school students) and ProTeam Program (for middle school students). The Center also manages other teacher recruitment-related activities, including a statewide job bank, a forum for county teachers of the year, and a toll-free college helpline. The Center's precollegiate programs are described in further detail in the state-by-state listing and in *Appendix C.*

The Oklahoma and Washington recruitment centers are in the first phases of developing precollegiate counseling models similar to South Carolina's. They are but two of more than 20 state agencies that have sought advice and information from the South Carolina Center, according to its director.

Other state models include the Florida state department's sponsorship of a statewide extracurricular club program; Wisconsin's support for a week-long summer conference for interested high school students; North Carolina's Project Teach (which has now lost its funding), designed to reach out to parents and involve them in their children's career planning; Pennsylvania's support for a five-week-long Governor's School for Teaching in the summer; and Georgia's annual workshop for district recruiters on identifying promising minority candidates in high school. *(For more information about state programs, see the state-by-state listing that follows on page B-8.)*

## State Support for Education Students and Precollegiate Teacher Recruitment

| State | State Aid for Ed. Students | Total Funding (if known) | Grants to Ed. Students | Loan Forgiveness Programs | Precollegiate Programs | Precollegiate Legislation |
|---|---|---|---|---|---|---|
| AL | X | $1,000,000 | | X | NO | NO |
| AK | X | $90,000 | | X | NO | NO |
| AZ | X | $40,000 | | X | NO | NO |
| AR | X | $100,000 | | X | YES | YES |
| CA | X | $1,000,000 | | X | NO | NO |
| CO | X | not known | X | X | NO | NO |
| CT | X | $350,000 | | X | NO | NO |
| DE | N/A | N/A | | | NO | NO |
| FL | X | $1,500,000 | X | X | YES | YES |
| GA | X | $100,000 | | X | YES | NO |
| HI | N/A | N/A | | | YES | NO |
| ID | N/A | N/A | | | NO | NO |
| IL | X | $75,000 | X | X | NO | NO |
| IN | X | $50,000 | X | X | YES | YES |
| IO | N/A | N/A | | | NO | NO |
| KS | X | not known | X | X | YES | NO |
| KY | X | $40,000 | X | X | NO | NO |
| LA | X | not known | | X | NO | NO |
| ME | X | $50,000 | | X | NO | NO |
| MD | X | $80,000 | | X | NO | NO |
| MA | X | not known | | | NO | NO |
| MI | X | not known | X | | YES | NO |
| MN | X | not known | X | X | NO | NO |
| MO | N/A | | | | NO | NO |
| MS | X | $10,000 | X | X | NO | NO |
| MT | N/A | N/A | | | NO | NO |
| NE | X | $100,000 | | X | NO | NO |
| NV | N/A | N/A | | | NO | NO |
| NH | N/A | N/A | | | NO | NO |
| NJ | X | not known | X | X | YES | NO |
| NM | N/A | N/A | | | NO | NO |
| NY | X | $1,600,000 | | X | NO | NO |
| NC | X | $400,000 | X | X | YES | NO |
| ND | N/A | N/A | | | NO | NO |
| OH | N/A | N/A | | | NO | NO |
| OK | X | not known | | X | YES | YES |
| OR | X | not known | X | X | YES | YES |
| PA | X | $300,000 | X | X | YES | NO |
| RI | N/A | N/A | | | NO | NO |
| SC | X | $1,500,000 | X | X | YES | YES |
| SD | N/A | N/A | | | NO | NO |
| TN | X | $200,000 | X | X | YES | YES |
| TX | X | $1,200,000 | X | X | NO | NO |
| UT | N/A | N/A | | | NO | NO |
| VT | N/A | N/A | | | NO | NO |
| VA | X | $1,200,000 | X | X | NO | NO |
| WV | N/A | N/A | | | NO | NO |
| WY | N/A | N/A | | | NO | NO |
| WA | X | N/A | | X | YES | YES |
| WI | X | N/A | | X | YES | YES |
| | 33 | | 17 | 31 | 16 | 9 |

All data as of July, 1992

## DIRECTORY OF STATE GOVERNMENT INVOLVEMENT IN PRECOLLEGIATE TEACHER RECRUITMENT

*Alabama*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported. However, minority teacher recruitment has been a priority for state officials; in 1990, the State Board of Education appointed a Task Force on Minority Recruitment. In addition, several Alabama universities have been involved in a grant from the Ford Foundation to identify 300 minority individuals for recruitment into teacher education programs.

*Legislation:* An education reform package is being developed by the governor and the legislature. An Educational Improvement Act was passed in 1991, but focused on accreditation and certification, not recruitment.

*Scholarships/Loan Forgiveness:* A tuition loan program for residents to attend post-secondary schools has been approved, provided they become certified in areas of critical need.

For more information, contact:
Department of Education
50 N. Ripley Street
Montgomery, AL 36130
(205) 242-9700

*Alaska*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

*Scholarships/Loan Forgiveness:* The Alaska Native Teacher Scholarship Program permits districts to nominate Native Americans to attend and complete a teacher preparation program at a university. These individuals receive forgivable loans of up to $7500.

For more information, contact:
Department of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2800

*Arizona*

No state programs for precollegiate teacher recruitment and minority teacher recruitment were reported. The state has expressed concern about the quality and reputation of the teaching profession, however, and the Department of

Education has developed a Career Ladder Program which would link teachers' salaries to their job performance.

*Legislation:* An education reform effort is underway, and there are currently six different reform bills in the legislature. The major focus of activity, however, has been restructuring of finance and teacher accountability.

For more information, contact:
Department of Education
1535 W. Jefferson
Phoenix, AZ 85007
(602) 542-5393



*Arkansas*

Acting on concern about the lack of minorities in the teaching work force, the Equity Assistance Center of the State Department of Education and the College of Education at the University of Arkansas-Fayetteville sponsored an African American Future Educators of America Conference (November 1990).

*Legislation:* In 1990 the legislature approved a House Bill (#1037), which established a Minority Teacher Recruitment and Training Program to locate and encourage blacks, and other minority Arkansans, to pursue careers in teaching in that state. The legislation requires programs to be run by an institution of higher education, working in cooperation with a local school district. Funding is provided to the local district by the state as an honorarium to mentor teachers. The legislation also calls for the program to increase the number of young people in high school interested in teacher training.

*Scholarships/Loan Forgiveness:* As recently as 1991, legislation was passed to create a Minority Teacher Education Loan Program and a Freshman/Sophomore Minority Prospective Teacher Loan Program. Neither efforts have been funded yet.

For more information, contact:

Department of Education
Capitol Mall
Little Rock, AR 72201
(501) 682-4204

Bureau of Legislative Research
315 State Capitol Building
Little Rock, AR 72201
Kim Arnall - (501) 682-1937

*California*

No state-level programs exist specifically to recruit or interest high school and middle school students into teaching. The Education Roundtable of the Intergovernmental Coordinating Council does bring together the California Department of Education, school districts, community colleges, the California State University System, the University of California System, and other organizations

to help identify students for careers in teaching; minority teacher recruitment is a high priority for this group.

For more information, contact:
Department of Education
721 Capitol Mall, Rm. 524
Sacramento, CA 95814
(916) 445-4338

*Colorado*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

*Scholarships/Loan Forgiveness:* There are some state-level programs that award grants and loans to minority teacher candidates.

For more information, contact:
Department of Education
201 E. Colfax
Denver, CO 80203
(303) 866-6600

*Connecticut*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Department of Education
165 Capitol Ave.
Hartford, CT 06106
(203) 566-5061

*Delaware*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Department of Public Instruction
Townsend Bldg.
Dover, DE 19901
(303) 739-4602

*District of Columbia*

The District of Columbia sponsors two efforts that recruit high school and middle school students to become teachers. Students in the city may chose to enroll

in the Teacher Preparation Program at Coolidge High School. It is a magnet college preparatory program for students interested in the professional field of education. *(See Appendix C for more information on that program.)* In addition, other students may take part in one of 24 Future Educators of America (FEA) clubs organized at the elementary and secondary levels. Both programs seek to enhance the image of the teaching profession and attract students of various ethnic backgrounds. The District of Columbia Public School System funds these efforts through its teacher recruitment budget, with federal assistance for the Coolidge magnet program.



For more information, contact:
Coolidge High School
5th & Tuckerman Streets, N.W.
Washington, DC 20011
(202) 722-1656

*Florida*

The recruitment and retention of minority teachers has been a high priority for education officials in this state, which is facing dramatically escalating student enrollment. The Florida Department of Education sponsors a minority recruitment fair for prospective teachers, along with a statewide network of Florida Future Educators of America clubs. The Florida FEA program, easily the most extensive statewide network in the nation, now serves more than 800 schools (elementary, middle, and high schools) with a range of club materials and curriculum guides. *(See Appendix C.)*

*Legislation:* In 1985, a position in the Department of Education was created and funded by the legislature to counsel and recruit minority students at all levels of the educational system, elementary through post-secondary, and encourage them to consider careers in education. Because of recent budget cutbacks, a recruitment officer at the state agency now manages the FEA program with half of her time. In addition to its counseling and recruitment role, the state recruitment office convenes a committee on Minority Educator Recruitment, which meets annually to discuss recruitment programs around the state and to sponsor an annual conference. In addition, legislation is being considered that allows institutions of higher education to establish pre-teacher education and teacher education pilot programs to encourage minority high school students to prepare for careers in education.

*Scholarships/Loan Forgiveness:* The Chappie Jones Most Promising Teacher Scholarship offers college scholarships and loans of up to $4,000 per

year for up to four years to high school students intent on entering teacher education programs.

For more information, contact:

Florida Department of Education
The Capitol
Tallahassee, FL 32399
(904) 487-1785

House Postsecondary
Education Committee
224 House Office Bldg.
Tallahassee, FL 32399
Bob Cox - (904) 488-3711

*Georgia*

The State Department of Education sponsors an annual minority recruitment workshop for public school personnel on how to recruit minority students into teaching. Five universities in the state share a grant from the Ford Foundation to identify and recruit minority high school students into teaching.

*Legislation:* In 1991-1992 the Department of Education prepared a budget package requesting funds for 1) an additional staff member in the Department of Education to work on minority teacher recruitment; and 2) minority teacher scholarships. As this report was being completed, neither request had been approved.

For more information, contact:

Department of Education
1390 Butler St., SE
Atlanta, GA 30334
(404) 656-2800

House Research Office
205 A LOB 18 Capitol Square
Atlanta, GA 30334
James Mullins - (404) 656-3206

*Hawaii*

Hawaii is a special case, as the state office serves as district headquarters for every school in the state. Over the past two years, it has reactivated Future Teachers Clubs in high schools to interest students in the field of teaching; the recruitment of minority teachers has been the state's highest priority.

For more information, contact:

Department of Education
1390 Miller Street
Honolulu, HI 96813
(808) 586-3309

*Idaho*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Department of Education:
Len B. Jordon Bldg.
Boise, ID 83720
(208) 334-3300

*Illinois*

Currently, there are no state-level programs to recruit high school and middle school students in the field of teaching. However, increasing the number of minorities in teaching is an explicit goal of the State Board of Education. At a local level, the Golden Apple Foundation was created in 1985 by a consortium of Chicago-based educational groups, and has since conducted the Golden Apple Scholars Program, designed to recruit rising seniors in high school and help them prepare for teaching careers while they are in college. The Golden Apple Foundation is currently seeking funds (from the state as well as from private sources) to take its program statewide. In compliance with the State Board of Education requirement, school districts have filed minority recruitment plans with the State Department of Education.

*Legislation:* In September of 1990, the State Board of Education established a requirement that by 1991, each district must develop and carry out a plan to increase the number of minority teachers and staff members. Legislation also created the Minority Male Teacher Incentive Program to increase that category of teachers. The program has not yet been funded.

For more information, contact:

State Board of Education
100 North First Street, S-306
Springfield, IL 62777
Susan Bentz - (217) 782-3774

House Republican Staff
221 State House
Springfield, IL 62703
Martha Merritt - (217) 782-9603

*Indiana*

The recruitment and retention of minority teachers has been a high priority in Indiana and resulted in the creation of the Student Exploratory Teaching Project (Project SET), one of the earliest state-level programs to recruit high school students. Project SET is a state-funded program designed to encourage exceptional secondary and post-secondary students to enter the teaching profession. Particular emphasis is placed on the recruitment of minority, male and physically handicapped students, although not to the exclusion of other students. There are 54 schools participating. Student participation has increased from 140 in the program's first year to 1,080 currently.

*Scholarships/Loan Forgiveness:* The Minority Teacher Scholarship Program (1988) was created by the Indiana General Assembly to address the

critical shortage of black and Hispanic teachers in Indiana. The program is administered by the State Students Assistance Commission of Indiana, which is responsible for keeping all master records and allotting funds to colleges and universities.

For more information, contact:

Indiana Department of Education
State House, Room 229
Indianapolis, IN 46204-2798
Dallas Daniels, Jr. - (317) 232-0550

Bill Drafting and Research
301 State House
Indianapolis, IN 46204
Gail Zeheralis - (317) 232-9573

*Iowa*

No state-level programs intended to specifically recruit or interest high school and middle school students into teaching were reported. The issues surrounding the recruitment and the retention of minority teachers are currently being examined by the State Department of Education.

*Legislation:* During the last two years, special appropriations have been provided for financial assistance and special programs to recruit minority students into higher education. Special grants have been provided for school districts and community colleges to establish recruitment programs for minority staff. Future legislation is expected to continue along these lines.

For more information, contact:

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319
Ted Stilwill - (512) 281-3333

House Democratic Research Staff
State Capitol
Des Moines, IA 50319
Joe Romano - (515) 281-6971

*Kansas*

The State Department of Education is helping local districts establish chapters of the Future Educators of America club. Some of these chapters will focus on recruiting minority students into the teaching profession. In addition, there are some state-level programs that award grants to teacher candidates, especially minority candidates.

For more information, contact:

Department of Education
E. Tenth St.
Topeka, KS 66612
(913) 296-3201

*Kentucky*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

*Legislation:* In 1990, the legislature approved a major education reform package with no provisions for precollegiate recruitment. The state is concerned, however, with the lack of minority teachers and recently adopted legislation mandating the Department of Education to study the problem and submit recommendations to increase the number of minority teachers.

For more information, contact:

Department of Education
Capital Plaza Tower
Frankfort, KY 40601
(502) 564-4770

Legislative Research Commission
Room 300, State Capitol
Frankfort, KY 40601
Sandy Deaton - (502) 564-8100

*Louisiana*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported. There are some state-level programs that award grants to teacher candidates, especially minority candidates.

*Legislation:* In 1991 a state education commission studied aspects of the state shortage of minority teachers and black male teachers in particular. The commission recommended several programs that specifically address the selection and preparation and employment of minority teachers.

For more information, contact:

Department of Education
P.O. Box 94064
Baton Rouge, LA 70804
(504) 342-3602

House Legislative Services
P.O. Box 44486
Baton Rouge, LA 70804
Paul Jones - (504) 342-7393

*Maine*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:

Department of Education
State House Station #23
Augusta, ME 04333
(207) 289-5802

*Maryland*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported. However, a full-time minority teacher recruitment specialist at the Department of Education is charged with

implementing an action plan, developed by the State Superintendent's Task Force on Recruitment of Minorities, that recommends strengthening Future Teachers of America clubs. The task force recently completed a survey on the supply and demand for teachers in the state and is drafting a final report.

For more information, contact:
Department of Education
200 W. Baltimore St.
Baltimore, MD 21201
(301) 333-2100

*Massachusetts*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

*Scholarships/Loan Forgiveness:* In 1990 a program managed by the Board of Regents received a $60,000 grant from the Ford Foundation to encourage minority students in community colleges to enter teacher preparation programs. One-third of the grant went directly to student scholarships. More recently, the state legislature overrode the Governor's veto of a program to make funding available for loans for college-bound students from middle class backgrounds. Provisions for loan forgiveness are being considered.

For more information, contact:
Department of Education
350 Main Street
Malden, MA 02148
(617) 388-3300

*Michigan*

The State Board of Education has supported the development of the statewide Young Educator's Society (YES) program, a version of the Future Educator clubs found in several other states. The YES program operates in grades 7-12. In addition, the issues surrounding the recruitment and the retention of minority teachers are currently being examined by the State Department of Education. The State Board of Education has adopted and implemented an Urban Teacher Education Program designed to prepare college students to teach in culturally diverse schools. A component of the program focuses on the recruitment and graduation of minority classroom teachers. The program targets areas of the state with the highest minority populations (Wayne County, Detroit). Wayne State University, Eastern Michigan University, and Wayne County Community College are the educational institutions responsible for the initial planning and implementation.

*Scholarships/Loan Forgiveness:* The Michigan Legislature has appropriated approximately $500,000 over the past two years to support the Urban Teacher program.

For more information, contact:
Department of Education
Office of Minority Equity
608 W. Allegan
P.O. Box 30008
Lansing, MI 48909
(517) 334-6275



*Minnesota*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported. Minnesota has focused its teacher recruitment efforts towards incentive grant programs.

For more information, contact:
Department of Education
550 Cedar St., 8th Fl.
St. Paul, MN 55101
(612) 296-2358

*Mississippi*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Department of Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3513

*Missouri*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported. The state has funded a scholarship program for high school graduates entering teaching preparation programs.

For more information, contact:
Department of Education
205 Jefferson
P.O. Box 480
Jefferson City, MO 65102
(314) 751-4446

*Montana*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Office of Public Instruction
State Capitol
Helena, MT 59620
(406) 444-3654

*Nebraska*

No state-level programs intended specifically to recruit high school or middle school students into teaching were reported.

For more information, contact:
Department of Education
301 Centennial Mall S.
P.O. Box 94987
Lincoln, NE 68509
(406) 444-3654

*Nevada*

No state-level programs intended specifically to recruit high school or middle school students into teacher were reported.

For more information
Department of Education
400 W. King Street
Carson City, NV 89710
(402) 346-1700

*New Hampshire*

No state-level programs intended specifically to recruit high school or middle school students into teaching were reported.

For more information, contact:
Department of Education
State Office Park S.
Concord, NH 03301
(603) 271-3144

*New Jersey*

New Jersey offered a one-time Minority Teacher Education Program in which eighteen high school juniors who demonstrated potential for teaching were identified and provided with two summer college preparation programs and four-year loans of $7,500 per year for college costs. The state will forgive one-fourth of these loans for each year the recipient teaches in an urban district and one-sixth of these loans for each year s/he teaches in a non-urban district. The program has provided support and assistance throughout these students' college careers. Of those eighteen students, all have now completed college and sixteen are currently teaching. The program, which was created and funded by the Department of Education, was offered only one year due to funding restraints. Another version of the program is being considered.

The state has also funded other scholarship programs for high school graduates entering teacher preparation programs.

For more information, contact:

Department of Education
225 W. State St., CN 500
Trenton, NJ. 08625
(609) 292-4450

Assembly Majority Office
CN098 Suite 290
State House Annex
Trenton, NJ 08625
(609) 292-7065

*New Mexico*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported. In June 1991 an educational subcommittee submitted a report on how to recruit minorities into teaching and retain them as teachers. The Department of Education is now determining how to follow up on this report.

For more information, contact:

Department of Education
Education Building
Santa Fe, NM 87501
(505) 827-6635

*New York*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported, although during academic year 1991-1992, the State Department of Education's Office of Academic Review managed a program designed to identify and encourage minority students to pursue teaching careers.

The state is considering legislation to establish loan forgiveness awards for persons under-represented in selected subject areas.

For more information, contact:
Department of Education
Education Building
Albany, NY 12234
(518) 474-5844

*North Carolina*

As recently as 1991, North Carolina sponsored Project Teach, a minority teacher recruitment program that encouraged high school students to consider careers in teaching through organized activities involving parents as well as students from the seventh grade through high school. However, because of budgetary constraints, the state is not expected to continue funding the program.

The state has a funded scholarship program for high school graduates entering teacher preparation programs.

For more information, contact:
Department of Public Instruction
116 W. Edenton St.
Raleigh, NC 27603
(919) 733-3813

*North Dakota*

No state-level programs intended specifically to recruit high school or junior high school students into teaching were reported.

For more information, contact:
Department of Public Instruction
State Capitol, 11th FL.
600 E. Blvd.
Bismark, ND 58505
(701) 224-2261

*Ohio*

No state-level programs intended specifically to recruit high school or junior high school students into teaching were reported. Nonetheless, according to the State Department of Education, the recruitment and retention of minority teachers has become a high priority in Ohio. Many of the larger school districts, such as Dayton and Cincinnati, have entered into agreements with area colleges and universities to prepare their own pool of minority teachers. Under the state's

loan forgiveness program, students who choose teaching can receive financial aid from the state, by committing to five years of service to an Ohio school district.

For more information, contact:
Ohio Department of Education
65 South Front Street
Columbus, OH 43266-0334
Margaret Trent (614) 644-7056



*Oklahoma*

Oklahoma has developed teacher recruitment programs that closely model the South Carolina Teacher Recruitment Center (See South Carolina). As in South Carolina, the recruitment of minority teachers has been a high priority.

*Legislation:* In 1989, the state legislature established and funded the Oklahoma Minority Teacher Recruitment Center (OMTRC). The center was one of the major recommendations of a Minority Needs Assessment Committee which gathered information and research on the recruitment, training, placement, and retention of minority teachers in the public schools. The center's goal is to recruit, retain, and place minority teachers in schools across the state, principally through programs (such as a Teacher Cadet program) closely modeled after those in South Carolina. The center's budget for 1991 was $250,000, including four staff members.

*OMTRC Programs:* The Teacher Cadet Program involves ten high schools in nine public school districts across the state. To participate in the program, students must maintain a certain grade-point average and obtain teacher recommendations. The main purpose of the program is to encourage students who possess a high level of academic and social skills commonly found in accomplished teachers to consider teaching as a career. A "ProTeam" program being piloted in the 1991-1992 school year involves ten junior high schools in eight public school districts from across the state. It is designed in part to introduce middle school students to the Cadet program and to alert them to its requirements.

*Scholarships/Loan Forgiveness:* The Oklahoma State Regents for Higher Education offers the Oklahoma Future Teachers Scholarship Program, an incentive scholarship that awards up to $1,500 per year (for up to three years) to cover tuition, fees, books, and materials for individuals for teacher preparation programs. To be eligible, students must meet certain residency requirements and academic standards.

For more information, contact:

Minority Teaching Recruitment Ctr.
500 Education Bldg.
State Capitol Complex
Oklahoma City, 73015
Ruby Nichols - (405) 521-4218

House Research, Legal and Fiscal
305 State Capitol
Oklahoma City, 73015
Debbie Terlip - (405) 521-3201

*Oregon*

As recently as 1991, Oregon sponsored a Teacher Corps Program; it is currently in jeopardy because of budgetary constraints. The program offers special forgivable loans of $3,000 per year to teacher education students in the upper 20 percent of their respective classes. Minority status is a priority in the selection of the applicants, as is willingness to teach in a subject shortage area.

*Legislation:* In 1991, legislation failed that would have directed the State Department of Education to fund minority teacher programs that identify promising students while they are in secondary school and provide them with advice, tutoring, or information on scholarships and loans. A Senate bill (#122), passed in June 1991, mandates that the State Board of Higher Education require each public teacher education program to prepare a plan for the recruitment, admission, retention and graduation of minority teachers.

For more information, contact:

Department of Education
700 Pringle Pky., SE
Salem, OR 97310
(503) 378-3569

Legislative Committee Office
453H State Capitol
Salem, OR 97310
Lee Penny - (503) 378-8120

*Pennsylvania*

Two years ago the governor's office initiated efforts to create a summer program that would serve high school students interested in teaching. The result was the Governor's School for Excellence, a five-week summer program held on a college campus in Millersville, PA. The summer program is partially funded by the state and also receives support from Millersville University. *(See Appendix C.)*

For more information, contact:

Department of Education
Harristown Bldg. #2 10th Fl.
Harrisburg, PA 1726
(717) 787-5820

*Rhode Island*

No state programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Department of Education
22 Hayes Street
Providence, RI 02909
(401) 277-2031

*South Carolina*

South Carolina was one of the first states to develop programs to interest high school and middle school students in the teaching profession. The state funds the South Carolina Center for Teacher Recruitment (SCCTR), which sponsors two precollegiate teacher recruitment programs: the Teacher Cadet Program and the ProTeam Program. A priority of both programs is the recruitment of minority students.

The Teacher Cadet Program encourages high school students to enter teaching and to participate in a variety of activities, including attending college courses. The cadet program has piloted a successful counseling program, College Help Line, which helps participants in the college application process.

The ProTeam program seeks to increase the interest of middle school children (as well as that of their parents) in college opportunities and careers in teaching. The program is designed especially to serve minority students. (See *Appendix C* for more information on the Center's programs.)

*Legislation:* In 1984, a group of state leaders concerned about the condition of the state's teacher supply pool organized an Educator Recruitment Task Force to study the problem. Responding to recommendations from that Task Force, the state legislature earmarked $236,000 for teacher recruitment projects for fiscal year 1985-86. The Task Force submitted a successful proposal to use the $236,000 to begin a centralized teacher recruitment effort, to be known as the South Carolina Center for Teacher Recruitment.

*Funding:* In FY 1987, the Center's state appropriation increased to $360,000. In FY 1988-89, the Center received funds from the Educational Improvement Act for $370,000. In 1989-90, the Center received an increase of $150,000 bringing the total to $520,896. The 1990-91 budget was increased to $753,396, and reached nearly $900,000 in 1991-92. Total state funding to date has totaled $4,013,084.

*Scholarships/Loan Forgiveness:* The state allows teachers who work in a rural district or a critical shortage area to repay their loans at a rate of 20% per year. There is also a Governor's Scholarship Program for Teachers. Under a pro-

gram called the Minority Recruitment Partnership, teacher education programs at two historically black institutions receive state funding (approximately $200,000) to recruit high school seniors and facilitate their progress through the program. These schools have formed a partnership with the South Carolina Center for Teacher Recruitment. *(See Appendix C.)*

For more information, contact:

SCCTR
Canterbury House
Rock Hill, SC 29733
Janice Poda (803) 323-4032

House Education Committee
P.O. Box 11867
Columbia, SC 29210
Carol Stewart (803) 734-3053

*South Dakota*

No state-level programs intended specifically to recruit high school or middle school students into teaching were reported.

For more information, contact:

Department of Education and Cultural Affairs
700 Governor's Drive
Pierre, SD 57501-2291
(605) 773-3134

*Tennessee*

The Partnerships to Assist School Success project identifies minority students who are interested in teaching. The project matches each student with a mentor who serves as a role model and teams up with a university to motivate the student to enter a teacher preparation program. Currently the project has been launched in 16 schools; eight communities are added yearly.

*Legislation:* As a part of major education reform legislation being considered by the state legislature this year, the Department of Education was to be asked to study the pool of minority teachers and to submit its recommendations for further action.

*Scholarships/Loan Forgiveness:* Tennessee offers some state-level programs that award grants to teacher candidates, especially minority candidates. The Minority Teaching Fellows program, for example, has awarded renewable, forgivable $5,000 loans to 19 minority freshmen entering teacher education programs.

For more information, contact:

Department of Education
100 Cordell Hull Bldg.
Nashville TN 37243
(615) 741-2731

Senate Education Committee
2 Legislative Plaza
Nashville, TN 37243
(615) 741-3038

*Texas*

No state-level programs intended specifically to recruit high school or middle school students into teaching were reported.

For more information, contact:
Texas Education Agency
1701 N. Congress St.
Austin, TX 78701
(512) 463-8985



*Utah*

No state-level programs intended specifically to recruit or interest high school and middle school students into teaching were reported.

For more information, contact:
Office of Education
250 E. 500 S.
Salt Lake City, UT
(801) 538-7511

*Vermont*

No state-level programs intended specifically to recruit or interest high school and middle school students into teaching were reported.

For more information, contact:
Department of Education
120 State St.
Montpelier, VT 05620
(802) 828-3135

*Virginia*

No state-level programs intended specifically to recruit or interest high school and middle school students into teaching were reported. The state has offered a scholarship program for high school graduates entering teacher preparation programs.

For more information, contact:
Department of Education
P.O. Box 6-Q
Richmond, VA 23216
(804) 225-2023

*Washington*

House Bill 1885, passed in 1991, placed a priority on the recruitment of teachers through an annual "Education Week" program at Central Washington University and other campuses around the state. The legislation also created a "Teachers Recruiting Future Teachers" program that has sought guidance from officials at the South Carolina Center for Teacher Recruitment, leading towards the possible implementation of cadet-style programs in the state

For more information, contact:
Office of Public Instruction
Old Capitol Bldg.
Olympia, WA 98504
(206) 586-6904

*West Virginia*

No state-level programs intended specifically to recruit or interest high school and middle school students into teaching were reported.

For more information, contact:
Department of Education
1800 Washington St. E., Bldg.
Charleston, WV 25305
(304) 348-2681

*Wisconsin*

The Department of Education has supported two precollegiate teacher recruitment programs as a means to attract additional minority teachers into teaching: "Teacher World" and "Future Teachers of America." The "Teacher World" program is a week-long summer program, funded by the state, that serves students considering careers in teaching. The "Future Teachers of America" (FTA) club program has been reinstated and emphasizes the recruitment of minority students.

*Legislation:* A position in the Department of Public Instruction was funded by the legislature to support a "Beginning Teacher Program" that carries a special emphasis on recruiting minority teachers. The Department also requires every school system to have a minority recruitment program in place, as part of its "Program Approval Standards."

*Scholarships/Loan Forgiveness:* The University of Wisconsin-Madison receives $100,000 in state funds for scholarship/loan forgiveness programs for people who enter the field of teaching.

For more information, contact:
Wisconsin Department of Public Instruction
125 South Webster
P.O. Box 7841
Madison, WI 53707
Lond Rodman - (608)266-1879

*Wyoming*

No state-level programs intended specifically to recruit high school and middle school students into teaching were reported.

For more information, contact:
Department of Education
Hathaway Bldg.
Cheyenne, WY 82002
(307) 777-7675

# Appendix C: Descriptions of Program Types

## A. MAGNET SCHOOLS AND TEACHER ACADEMIES

Note: in each of the descriptions that follow, we present observations regarding the characteristics of each program type—magnet schools/teacher academies, curricular programs, institutes and workshops, and extracurricular clubs. Within the discussion of each program type, we also present at least one profile of a representative program.

Magnet schools have become a fixture of the urban public school landscape. With their roots in the school desegregation movement, magnet schools typically offer a curricular focus and enriched learning opportunities that differentiate them from other schools. As such, they are designed to provide a powerful "magnet" for enrollment, usually to achieve some measure of racial balance. In an arts magnet, for example, graphic arts, music, drama, and dance might be incorporated into the basic academic curriculum of English, math, science, social studies and foreign languages. But in addition to the basic academic curriculum, students have time in their daily schedules for practical, hands-on applications of their arts-oriented course work. A growing body of research links such intensified focus and hands-on learning to improved academic performance across the curriculum.



The idea of a teaching magnet (or academy) starts from a comparable premise, integrating pedagogy, educational issues, learning theory, school organization, child development, and classroom management course work with a comprehensive college prep curriculum. Just as in the case of the arts-centered school, students are offered the time and opportunity to gain hands-on experience, practicing what they are learning in real-world environments: elementary classrooms, middle schools, even high school classes—all for high school credit and quite often for college credit, as well.

While magnet schools for other disciplines (business careers, for example) were becoming fairly common by the 1970s, teaching magnets were slower to catch on. Many developed during the early 1980s, paralleling a rising tide of policy concern about school (and teacher) quality and the future composition of the teaching workforce.

The earliest programs were launched in Houston, Texas and in the Bronx section of New York. Originally called teaching academies, they were strands or clusters of students and teachers within a high school where there might be other thematic concentrations as well. By the late 1980s, close to a dozen magnet schools or teaching academies had cropped up in major cities all over the country. (An informal affinity group within the Association of Teacher Educators provides opportunities for a limited amount of networking and colleagueship within this small cluster of programs.)

RNT's survey uncovered 15 magnet programs or teacher academies currently in operation; all are in urban areas, with the vast majority serving primarily students of color. (The survey instrument defined "teacher academy" as a

school within a school, and "magnet school" as an entirely self-contained school program. A total of 22 respondents indicated that their programs were either magnets or academies; however, closer inspection of all responses showed some confusion about these terms. For example, a couple of summer programs that were called "teacher academies" checked off both "summer program" and "academy" on the survey instrument. *(N.B. Because of sample size limitations, there may be additional magnets in operation across the country which the study missed. However, it is unlikely that if others do exist, they vary significantly from the characteristics noted in this Appendix.)*

The magnet schools are:

- Austin High School for the Teaching Profession, Houston, Texas
- Collinwood High School, Cleveland, Ohio
- Calvin Coolidge Senior High School, Teaching Professions Program, Washington, DC
- Crenshaw High School Teacher Training Academy, Los Angeles, California
- Fulton High School Center for Teaching, Atlanta, Georgia
- Richard R. Green High School of Teaching, New York, New York
- Independence High School, San Jose, California
- Langley High School Teaching Academy, Pittsburgh, Pennsylvania
- Lincoln High School Pre-Teaching Magnet, Yonkers, New York
- Miami Norland Professional Teaching Magnet, Miami, Florida
- Miami Senior High School, Center for Teaching Professions, Miami, Florida
- Northland High School, Northland Teaching Academy, Columbus, Ohio
- Palm Beach Teacher Academy, Palm Beach Gardens, Florida
- Riverside University High School, Milwaukee, Wisconsin
- Walton/Lehman Pre-Teaching Academy, Bronx, New York

WALTON-LEHMAN PRE-TEACHING ACADEMY, BRONX, NY

We visited six magnet schools or academies during the course of this study, interviewing program coordinators, principals, college collaborators, teachers, students and, in some cases, parents. In all instances, we were able to interview the originators of the program, and although our visits occurred at the very end of the school year, we were able to interview several students who had just finished or were then participating in the programs.

### Traits of the Magnet/Academy Model

Although all programs were established to encourage young people to go into the teaching profession, most have a correlating goal to increase the academic

*"I think it's the responsibility I give them. I throw them my keys and say, take care of them. The students are in charge."*

—MAGNET PROGRAM TEACHER

caliber of students entering the teaching profession. As a consequence, all the magnet programs that we visited had significant entrance requirements. All required a certain grade point average or the ability to meet the requirements of a college preparatory program; many programs required a special essay on why students wanted to be considered for the program, teacher recommendations, and interviews. Few of the directors we spoke to felt that such requirements turn away many young people who would make good teachers, since most criteria were flexibly applied. They viewed entrance standards as an important lever for raising the quality and status of prospective teachers in their programs. Many pointed with pride to the academic qualifications of their top students, and cited such standards as a significant program success dimension.

An additional thread weaving through all of the magnet programs we visited was simple respect for students. Most, in fact, extended a great deal of responsibility to student participants. Faculty, students, and administrators spoke frequently of the strong sense of trust existing between the professional and student participants in these programs, along with the strong bonding that occurs among students. For example, when one teacher at the Crenshaw magnet program in Los Angeles was asked what she thought lay behind the large number of males she attracted to the program, she responded by saying, "I think it's the responsibility I give them. I throw them my keys and say, take care of them. The students are in charge." At the same time, such programs seem to create positive bonds among teachers, in contrast to the isolation that they frequently experienced in the classroom.

However, the basic mission of all of the programs we visited was more likely to be stated in academic, not affective terms: to expose students to teaching, in order to influence career decisions. "My goal is to expose kids to what it means to be a teacher because I want [them] to be able to make an informed decision as to whether [they] want to go on to college and study teaching," was the way the principal at the Richard Green magnet in New York City put it. Significantly, several program directors said they counted the students who discovered they weren't made for teaching as success stories as well. "If you start out early," said the principal at Crenshaw, "you weed out those who really don't want to teach. . . . If you [find] people who have a real calling in their blood, you could grow a new generation of teachers."

### Recruiting Talented Students

Recruitment criteria for the magnet programs generally include some kind of application, interview, teacher recommendations, and grade requirement. Some

programs do not require a grade point average to enter but expect students to maintain good grades and regular attendance while in the program. More commonly, programs require a 2.5 GPA (as this is standard for entering a college program).

*"My premise is that if you learn how to teach something, if you can learn how something works, then wherever you go, whatever field, whatever your endeavor, you will have that much more going for you."*

—TEACHING MAGNET DIRECTOR

To attract academically talented young people, particularly those from minority backgrounds, a number of program directors emphasize the transferable academic skills that their programs provide, rather than focusing solely on career preparation goals. "The students sign up for our program for two reasons," said the director at Crenshaw. "One is the teacher training course, but the other is that this is a college preparatory program for them... and I emphasize that you can get a very fine college preparation by going though our program. My premise is that if you learn how to teach something, if you can learn how something works, then wherever you go, whatever field, whatever your endeavor, you will have that much more going for you." Added the lead teacher at the Miami Norland magnet: "We're not calling this just a teaching magnet. We're saying that teaching impacts all areas. . . . Our focus is that you must learn how to be a teacher no matter what you choose to do . . . Therefore we have young people that are thinking about going into teaching in medicine, research science, and they know that they have to have those skills that a teacher has in order for them to be able to impart that information to other people."

### Curriculum Design

All of the magnet programs have had to design special courses for both the academic and practicum portions of the curriculum. Most have done so in conjunction with partner colleges or universities. Several unforeseen benefits have resulted from this activity alone. First, the teachers who worked on the curriculum gained professionally and expanded their own horizons. Second, the university or college personnel gained a fresh perspective on high schools and the relevance of their own teacher training programs. Third, high school students gained from working with enthusiastic, refreshed teachers. Finally, the cooperating schools were infused with some of the latest teaching techniques and resources.

Course content for these programs can include: classroom management and good learning environments; student behavioral expectations; planning, delivering, and evaluating a lesson; classroom observation techniques; learning theory; and current issues in educational policy. The professional education magnet at Miami Norland Senior High School, for example, offers a curriculum with a special emphasis on technology. Course work includes:

- Grade 9 *Technology as a Classroom Management Skill*
  Humanities/Global Studies
  Examination of teaching techniques and global issues through critical analysis, using state-of-the-art equipment
- Grade 10 *Technology as a Classroom Learning Skill*
  Technology as a Research Tool
  Utilization of sophisticated computer technology
- Grade 11 *Psychology I (Individual Learning Styles)*
  Psychology II (Growth and Development of the Learner)
  Field Experience
- Grade 12 *Teaching Skills I*
  Teaching Skills II
  Dual Enrollment with Florida International University.



At the Walton/Lehman Teaching Academy (a one- or two-year experience), program staff developed a 300-page manual that was recently updated with input from students. This comprehensive guide contains sections on practical classroom management issues such as:

- The Role of the Intern
- Would I Be Good In . . . ? Alternative Pre-Teaching Experiences
- Learning to Teach: The First Two Weeks
- Planning Your Lesson
- The Art of Questioning
- Putting It All Together
- Classroom Performance
- Problem Situations — Or What Do I Do, When?
- The Cooperating Teacher.

*Each magnet we visited appeared to be working hard to create opportunities for students to apply what they were learning in practice-teaching situations.*

The chapter on problem situations, for example, offers suggestions on how to manage a class of silent students, what to do when the student/teacher doesn't know the answer to a question, or how to cope when the class is not paying attention.

Beyond providing an extensive curriculum, each magnet we visited appeared to be working hard to create opportunities for students to apply what

they were learning in practice-teaching situations. All magnet and academy programs offered hands-on experiences for their students, ranging from working with a cooperating teacher in an elementary school classroom or early childhood center to paid tutoring opportunities after school, Saturdays or summers. In some cases, students become teaching assistants in their own school; in others, they are offered the chance to teach a course (not just a lesson) to an entire class. It was this differentiation in teaching opportunities that made each magnet or academy program unique.

### Faculty Selection

*"Our students are very demanding. They want good teaching, and they're very verbal."*

*— TEACHING MAGNET COORDINATOR*

Teachers and directors in precollegiate teaching academies or magnet programs must be carefully selected. In many cases the faculty are self-selected, as the initiators of the magnet. They then "bring on board" other teachers who they feel share their dedication to nurturing future teachers. One of the common themes that ran through our discussions with program coordinators was the need for continuity with the teaching staff and the need for control over the selection process for teachers who come into the program. At least one program director bemoaned union regulations on transfers ("bumping") that took that control and continuity out of his hands.

Likewise, because of the programs' dependency upon other teachers, classrooms and schools to provide lab experiences, magnet/academy directors said they had to carefully cultivate relationships with educators outside of their immediate program as well. Occasionally, we heard reports of teachers who found magnet programs and their students threatening to their own teaching. As one of the program coordinators at the Walton/Lehman school stated: "Our students are very demanding. They want good teaching, and they're very verbal. It wouldn't be beyond one of our students to sit in a classroom for a period, go up to the teacher at the end of the period and say, 'If I were teaching these kids, I wouldn't have done the lesson that way, I would have done this.'" (The coordinator then said she advises these enthusiastic but overly presumptuous students on the best ways to approach a discussion about pedagogy with their teachers.) Still, most magnets don't have the resources to train cooperating practicum teachers and must rely on self-selection in their identification and recruitment. A modest amount of funding for release time and collaborative professional development might help forge more conscious and articulated links between clinical and classroom-based aspects of the teaching magnet experience.

## "Connectedness"

To varying degrees, the magnet and academy programs we visited exhibited both the horizontal and the vertical integration discussed in Chapter V of the main report. Some of the programs (Coolidge High School in Washington, DC was a particularly good example) had very effective partnerships in place with local businesses, media, and other resources. Nearly all had links with an institution of higher education. One of the strongest aspects of every program, in fact, was the emphasis on counseling and advising about post-high school options, college admissions procedures, scholarship and other financial aid information.

If the directors of these programs seemed to have a consensus on the need for better integration in any one direction, it might be for more intensive collaborations with middle school "feeder" programs designed to increase awareness of the magnet program. Several directors commented that even the high school years were too late to change preconceptions about careers in teaching. Other directors spoke out for better-articulated pathways into post-secondary education and teacher training, specifically identifying increased financial aid and college credit for upper-level courses taken in high school as important means of expanding the pool.



LINCOLN HIGH SCHOOL, YONKERS, NY

It is difficult (as is the case with all of these precollegiate recruitment programs) to measure the effectiveness of most of the magnet programs in terms of the number of students who have gone into teaching; not one director we spoke to appeared satisfied with that program's capacity to track the progress of exiting students. Nonetheless, we have collected ample anecdotal evidence that these programs have had a positive effect on students' attitudes about the importance of teachers and teaching, school and learning, and that they have been an important factor in heightening students' own sense of self-esteem. They have been important sources of professional pride and renewal for participating teachers, as well.

At the Walton/Lehman Teaching Academy program directors consciously inculcate mutual responsibility and caring among their students. One program director said that they use the word "reclaim." "I teach the pre-teach is that being a teacher is not only learning how to teach subject matter but how to help change children's lives for the better—and that the best place to start practicing this is with each other." Summed up another program director: "We think our magnet program will develop in each of our students leadership capabilities, communication skills, a love of learning, and a sense of self-pride and confidence in one's potential to be the best one can be, no matter what career one chooses."

With these general observations in mind, the following in-depth profile of one fairly typical teaching academy, the Coolidge High School for the Teaching Professions Program in Washington, DC, provides some clues to the academy/magnet model's strengths and weaknesses.

## SITE VISIT REPORT

### Coolidge High School for the Teaching Professions Program

*A "school within a school" in Washington, DC*

#### Overview

CAMBRIDGE-LESLEY COLLEGE CAREERS IN EDUCATION PROGRAM/ CAROLYN HINE PHOTO

The Coolidge High School for the Teaching Professions program, established in 1988, is located at the Coolidge High School in Washington, DC, a public school of 900 students, the majority African American. The Coolidge High School for the Teaching Professions Program (TPP) is a four-year teacher academy (school within a school) created to address predicted teacher shortages, primarily shortages of teachers of color. The philosophy of TPP rests on the belief that teaching should take its place as one of the most honored and respected of professions. Its mission is to assist in the preparation of outstanding teachers and to enhance public opinion about education. TPP's mission statement declares: "The . . . program adheres to the belief that there is a compelling need to attract and nurture, at an early age, those young people who demonstrate ability and desire to become teachers . . . Consequently, a nationwide agenda must put teaching at the forefront of all professions, and policymakers, educational leaders and the general public must support this approach which upgrades school systems." In 1991, the Education and Labor Committee of the U.S. House of Representatives recognized TPP as one of a dozen examples of "what works in education."

TPP operates in partnership with the Howard University School of Education and the University of the District of Columbia School of Education, both members of the TPP advisory group. Other advisory members include: the American Association of Colleges for Teacher Education, National Education Association/DC Affairs Office, the Washington, DC Teachers Union, Parent Advisory Group, Phi Delta Kappa/Howard University, Chesapeake and Potomac Telephone Company, Educational Developmental Resources, Inc., and the DC Consortium of Colleges and Universities. (Although Coolidge's Washington, DC location provides an unusually wide array of partners, the pattern of reaching out to other community supports is typical of the magnet schools we studied.)

### Staffing

Staffing for the program includes one full-time coordinator. Christine Easterling (who previously worked for a "teacher corps" type program at a college), two part-time teachers, cooperating teachers at two elementary school sites, and parent volunteers.

The coordinator and two half-time teachers are paid out of the school budget. There are no financial incentives for cooperating teachers. However, cooperating teachers say that they benefit from the TPP program because of the assistance they receive in their classrooms.

TPP teachers are based at the elementary schools on the mornings that students work with their cooperating teachers. In this way, TPP teachers are able to visit each student in his/her elementary class at least once a week and are also available for general troubleshooting. Cooperating teachers are connected to TPP through the relationship they build with TPP teachers and students. Cooperating teachers will, for example, occasionally join TPP students at Coolidge High to participate in the lecture series or other learning experiences. For example, after a unit on cooperative learning, a TPP student suggested that her cooperating teacher might like to try it in the classroom. The cooperating teacher, who was not familiar with this teaching style, went to a lecture at Coolidge High to familiarize herself with cooperative learning techniques.



### The Program

TPP students currently receive high school credit. However, a partnership proposal has just been submitted to Howard University requesting that TPP teachers become adjunct education professors at Howard. Because the students would be taught by adjunct Howard professors, Howard could then grant TPP students academic credit in the School of Education. (This is particularly significant as the Howard School of Education has a five-year program. Therefore, TPP students could potentially earn enough credit to graduate early, a significant benefit in terms of tuition and other costs.)

TPP students in grades 9 through 11 spend Monday, Wednesday and Friday mornings together in education-related classes:

- Grade 9, Orientation to the Teaching Profession and Computer Applications
- Grade 10, Educational Planning and Preparation
- Grade 11, Issues in Education, Speech Communication, Arts and Cultures.

Tuesday and Thursday mornings are spent at elementary school placements. The student placement experiences vary widely depending on students' own interests and that of the cooperating teacher. One student described how he taught an elementary class by himself while his cooperating teacher listened in over the intercom. Another student described a geography lesson she taught her first grade class, where she described different parts of the world using animals as examples. Another student taught a sixth grade class a unit on self-esteem. One self-esteem project was a collage the students made about themselves that they then presented to the class.

According to the program coordinator, the biggest surprise in her experience of the program was how quickly the students begin to learn about teaching from observing in a classroom. "They see how important the way the teacher interacts with the students is; they learn to respect teachers. For example, in class we talk about lesson plans. They're not going to say 'oh, why should I do this?' They can go and see that their cooperating teacher has a whole book of lesson plans so they see that they will need them."

What do students have to say about their experience in the classroom? From very early on, they consider themselves teachers, referring to themselves as such. This is of particular note as the program coordinator continually reminds students to refer to themselves as teacher interns or interns. While she tries to stress that students are not yet teachers, her pride in her students' identification with being a teacher was obvious. Many students are also proud that the children they teach will often look to them for help before the cooperating teacher. One TPP student said that she was surprised the students respected her as much as they did.

*Classmates will often prepare more diligently for class when they know a TPP [student] teacher is teaching—as they are usually tougher than their regular teachers.*

Afternoons are devoted to a strong liberal arts curriculum which includes four years of English, four years of history, three years of a foreign language, and four years each of mathematics and science, including two years of chemistry, plus biology, algebra, geometry, trigonometry, calculus, and physics. While the academic part of their day is not integrated into the education courses per se, subject teachers are very familiar with the program and will sometimes let TPP students teach their classes, particularly during American Education Week in November. In fact, TPP students have told the program coordinator that their classmates will often prepare more diligently for class when they know a TPP student is teaching—as they are usually tougher than their regular teachers.

In grade 12, TPP students enter their Professional Practicum and are at their practice school sites four mornings, with the fifth morning devoted to an intern seminar. Prior to the senior practicum at a school site, TPP students are

*Students role-played the superintendent of the DC schools and Yale University educator and school reformer Dr. James Comer, gave a news broadcast about the need for teachers of color, and had a mock trial about a truant student, among other activities.*

given a Student Intern Package which outlines the competencies they are expected to learn. Both the cooperating teacher and TPP student sign a letter of agreement—a kind of work contract that each partner is then held responsible for upholding.

As a part of the senior intern seminar, students are also asked to study a number of topics pertaining to education, such as ethnicity of the student population, involvement of community agencies and other resources, parental involvement, school philosophy, policies and procedures, and other topics. Further, TPP provides a rich variety of other activities, including guest lectures, visits to colleges and universities, participation in Future Educators of America activities, visits to local and national professional conferences such as the AACTE and ATE conferences, and more.

As a result of their experiences at conferences, one class of "Issues in Education" students decided that they could put on a better conference. The class planned a conference, secured a space and invited students, school administration, educators from Howard University and the University of the District of Columbia, and parents. Students role-played the superintendent of the DC schools and Yale University educator and school reformer Dr. James Comer, gave a news broadcast about the need for teachers of color (using RNT statistics), and had a mock trial about a truant student, among other activities. Students who introduced the speakers were responsible for researching the background of the speakers. The speakers researched and prepared presentations. "Dr. Comer," for example, memorized one of Dr. Comer's speeches, recited it in eloquent fashion, and responded to questions. In fact, a tape of the conference showed the principal of Coolidge High School so engaged in the speech that during the question period she appeared to forget that she was not addressing the real Dr. Comer!

During the summer, TPP encourages students to gain either work experience with children or academic enrichment. Through the Associates for Renewal in Education, a program sponsored by the federal government, tutoring or related work opportunities for TPP students are identified at either a camp or summer school program. TPP students may also consider taking accelerated courses, such as precalculus, at the University of the District of Columbia at no charge.

### Evaluation

TPP is evaluated through the central DC public schools mentor office. Evaluation appears to be focused on physical needs of the program, such as the need for a xerox machine, rather than overall program quality. However, the central office is planning to survey TPP graduates this year and follow them for five years.

The school plans to keep in touch with TPP graduates through an alumni association and newsletter headed by a former student. At the present time, the first fifteen graduates of TPP are in college. It is too early to tell yet if they will become teachers as most are not able to major in education as freshmen at their academic institutions.

### Recruitment

TPP recruits through a program brochure distributed to high school guidance counselors, teachers, and middle school Future Educator of America clubs throughout the city, as well as through a recruitment video tape, funded by a $500 grant from Howard University Phi Delta Kappa. In addition to program staff, TPP students also take part in recruiting for their program through presentations at the middle schools.

### Financial and Other Incentives

Coolidge TPP students are not paid for their work as teacher interns, unlike some other magnet models (such as the Walton-Lehman academy in New York City). However, as noted above, students desiring summer employment are referred to the Associates for Renewal in Education Program for placement. Upon graduation from TPP, students are offered full scholarships to the University of the District of Columbia. Howard University offers tuition to all African American students with a combined SAT score of 1,400, an incentive for TPP students. Additionally, the TPP office, with the assistance of parent volunteers, provides information on scholarships such as the Paul Douglas scholarship and others.

Funding for the program, which covers the salary of the coordinator and two part-time TPP teachers, is contributed by Coolidge High School. There is no separate budget for supplies, trips, guest lectures, videos, etc.; these functions depend upon various ad hoc fundraising efforts. For example, an end of the year mini-conference was sponsored in part by the Washington Parent Group Fund (students contributed $20 to attend). Other donations include guest lecturers and other volunteers, a "button" machine that students use to make buttons for fund raising, and bake sales. Students, the program coordinator, and parents also solicit funds from individuals and organizations, and have appeared on radio, television, and in newspapers publicizing the program and describing need.

### Acceptance into TPP

The program is currently set up to work with 100 students in grades 9-12, 25 students per class. Students may, however, enter in either the ninth or tenth

*In order to be officially accepted into the program, a contract must be signed by both student and parent or guardian.*

grade. Students can apply to TPP from all zones of the DC public schools, some traveling up to one hour each way in order to attend the program.

Entrance requirements include:

- Interest in the field of education
- Completion of grade 8
- Minimum 2.5 grade point average
- Good conduct and attendance record
- Submission of two teacher recommendation letters
- One-page essay submitted with application
- Satisfactory interview with at least one parent.



In order to be officially accepted into the program, a contract must be signed by both student and parent or guardian. Expectations include regular attendance, cooperation, completion of all assignments, respect for property, a C+ average, and the understanding that if the average is not maintained, students will be asked to leave the program until they improve their grades. A few students have had to leave the program due to low grades but were readmitted.

### Parent Involvement

Parents volunteer at the TPP office to help with administrative duties. Parents do file work and help students obtain grant and scholarship information as well as help critique their papers. The parent interviewed also said that parent-volunteers are like "extra moms" to all of the students.

Information is sent to the parents about different educational seminars and conferences and they are encouraged to participate—"kind of like a family," said the parent. She said that there is parent participation but, in her opinion, not enough. Her wish was to have social events just for TPP parents. But, she added, because many parents are working two jobs or are laid off and trying to make it from check to check, that is difficult.

She also added that being a volunteer in the program and the school has empowered her and taught her "what to ask for." She recently went before the District Council, the mayor's office and the superintendent and the school board to tell them what she thought TPP needed in terms of curricular structure.

### Program Replication

The Coolidge program coordinator said that the Atlanta public school magnet model is based on TPP and that she is currently working with the Richmond

Public Schools on program replication. She added that about one school per month comes to visit the program but that she does not know if these schools are structuring their own TPP programs or not.

### Observation

TPP is a comprehensive four-year precollegiate teacher preparation program that not only offers students opportunities to learn about teaching but also builds a solid foundation for college and their professional lives. As was stated in *Teacher Magazine* (September 1991): "Teachers at Coolidge say the many visitors and positive attention the school receives have helped students develop the positive self-image they will need to succeed in college and later in life as teachers. Easterling [the program coordinator] says students in the program become more attentive and earn better grades as they become more aware of the purposes and nuances of the teaching profession."

It was obvious that there is a special feeling of identity at TPP—a sentiment encouraged by the program coordinator and given structure by the student contracts, the dedication of the TPP teachers and cooperating teachers, the curriculum, and practice teaching sites. Another recent contributor to this feeling of shared identity is the TPP's new working space, which the students have named the "Little Red School House." TPP students volunteered to paint the outside of a classroom to look like a brick school house and put up curtains and other decorations. Other students had a bake sale and a fund drive to make money for supplies. An elementary school donated tables and chairs. The room is now modeled on a child-centered space with tables and chairs and shelves filled with plastic boxes containing a myriad of supplies and projects. TPP students also bring their students over to the Little Red School House for activities. The impression—physically manifested by this teaching space—is that students "own the program." This comradeship translates into support for each other, academic expectation, and responsibility. As one student commented, "Kids in the program look out for each other."

#### Teachers as Leaders

While stressing practice, the TPP program also lays the foundation for teaching as an intellectually complex enterprise. In the "Current Issues in Education" course, for example, students read and discuss divergent viewpoints on educational issues. Examples of the course outline and syllabus include:

- **Are the Cards Stacked Against True School Reform?**

  Yes: John Goodlad, from "A Study of Schooling: Some Findings and Hypotheses, " *Phi Delta Kappan*

  No: Amitai Etzioni, from "Education for Mutuality and Civility" in *The Futurist*

- **Are Proposed Elementary School Reforms Realistic?**

  Yes: William J. Bennett, from "First Lessons," *Phi Delta Kappan*

  No: Albert Shanker, from "A Mixed Bag," *Phi Delta Kappan*

- **Are Tests of Teacher Knowledge Fair?**

  Yes: Gregory R. Anrig, from "Teacher Education and Teacher Testing: The Rush to Mandate," *Phi Delta Kappan*

  No: Linda Darling-Hammond, from "Teaching Knowledge: How Do We Test it?" *American Educator*

*Another recent contributor to this feeling of shared identity is the TPP's new working space, which the students have named the "Little Red School House."*

The sense of support is reinforced by connections with the community, colleges and universities, professional organizations, parents, business, media, and others. These connections, (readily available since many educational organizations are based in Washington, DC) are part of the daily life of TPP. In the March lecture series, for example, a representative of the National Education Association spoke about the history of NEA and a parent lectured on teaching math through rap. The Howard University Phi Delta Kappa has "adopted" TPP, donates a subscription to *Kappan* and works with TPP students in helping them to set up a professional library, providing consultant services, locating scholarship opportunities, investigating summer camp opportunities, and fund raising.

Do TPP students want to become teachers? While teaching is emphasized, students are exposed to many roles in education, including principal, superintendent, and school psychologist. While many of the students are considering teaching, some of the students know already that they don't want to be teachers. Other careers mentioned include doctor, lawyer, school psychologist, and school board member. Many students express reasons for participating that go beyond simple academic considerations. One young woman said she wanted to be a doctor because "doctors and teachers dedicate themselves to others. . . ." She cited several program benefits, from an emphasis on presentation skills, to improving self-esteem, and even TPP's expectation that program participants not become pregnant, a requirement apparently equally attractive to her parents. (The program coordinator also brought up this issue, saying that she speaks with both female and male students about not making babies while they are in the program. "I know how to train teachers, not mothers and fathers," she tells them. Although she said that she can't really enforce this rule, the students take her seriously and there have been no pregnancies in the program.)



### Fundraising and Budgets

The program is funded as a line item in Coolidge High School's budget, using district and federal desegregation money. Because funding is tight, an unintended competence that students gain is in fundraising. Moreover, the lack of finances has aided the program by forcing it out into the community and creating relationships that otherwise might not be as strong as they are. "While we need money, we have involved the community in TPP (through fund raising) in a way that they might never otherwise have gotten involved," the program director told us. "We have parents come in and do workshops. Another parent arranges publicity for us."

It is clear, however, that additional monies would benefit the program. "Our most important need is money," the program director said. "We have more people signing up to do more free lectures and workshops; we can't fit them all in. In terms of training, we can get anything we say we want. But we need money to do other things. For example, we need carpeting for the floor at the Little Red School House for when the students bring in children to do activities on the floor. There are places we would like to take our students to." While the program has been somewhat successful raising funds from the community, it has not, apparently, solicited any grants from foundations.

There is no doubt that TPP has already served and should continue to serve as a blueprint for other precollegiate magnet programs. Even so, there is an opportunity present in formalizing and extending TPP's potential role as a national model.

For all of its "connectedness" with local institutions and businesses, TPP remains unconnected with the larger picture of teacher recruitment. For example, while many programs visit TPP with an eye towards replication, beyond these site visits there is no communication or follow-up about whether or not other schools have implemented the TPP program. Furthermore, TPP does not appear to have any evaluation or assessment tools in place, except for the new tracking system now being developed by the district. Rigorous assessment of program outcomes, formal program description, and additional resources would allow the program to consult with other schools, present at conferences, and become an effective, active player in the national teacher recruitment arena. With so much interest in precollegiate forms of teacher recruitment cropping up around the country, it's a shame—and a missed opportunity for the entire field—that TPP lacks the resources necessary to fulfill that role as actively as it could.

## B. CURRICULAR PROGRAMS

In his 1983 study *High School* (as noted in the main report), Dr. Ernest Boyer of the Carnegie Foundation for the Advancement of Teaching observed:

> *"We cannot adequately prepare the coming generation if the least able students enter the profession. Teaching must become a top priority and gifted students must be recruited . . . The process should begin in high school. We recommend that every high school establish a "cadet" teacher program. High school teachers should identify gifted students and make opportunities for them to present information to classmates, tutor students needing special help, and meet with outstanding school and college teachers. For a young person to be told by a respected adult that he or she could be a great teacher may well have a profound impact on the career choice of that student."*



The Carnegie study instituted a mini-grant project to encourage school projects based on *High School*'s recommendations. Directly inspired by Boyer's suggestion, a teacher in South Carolina developed a proposal to establish a cadet program in her school. Although not funded, the proposal caught the attention of a faculty member at a local college, who took the concept to four area high schools, pairing each high school with a college partner. Within a short period of time, the concept became part of the newly created (1986) South Carolina Center for Teacher Recruitment, and received funding from the state legislature. Though these early pioneers could not have known it, their work would provide the foundation for the development of a number of similar programs around the country over the next eight years.

SOUTH CAROLINA TEACHER CADET PROGRAM

Except for the Geraldine R. Dodge Foundation's Celebration of Teaching program, no program was cited as a model more frequently by survey respondents than the South Carolina Teacher Cadet program. A number of initiatives (including the Curry School's cadet program at the University of Virginia) explicitly based their curriculum on the South Carolina model; in other cases, such as Oklahoma and Washington, state education agencies have

chosen to virtually replicate the Center for Teacher Recruitment, with its Teacher Cadet, ProTeam (middle school) program, and other projects as well.

All of this is not to say that there aren't other curricular models: the Los Angeles Unified School District, to name one, has developed an extensive World of Education curriculum with course offerings in more than a dozen area schools. In North Carolina, the state department of public instruction has operated Project Teach, a program with middle school, summer institute, and high school curricular components. But, partly because of timing, partly because of the high quality and comprehensive nature of the curriculum materials, and partly because of the Center staff's readiness to share its expertise, the South Carolina Teacher Cadet program has become the most widely recognized and imitated model. For that reason, this narrative focuses mainly on the nature and accomplishments of that program.

Initially, 28 high schools became part of the South Carolina Teacher Cadet program, offering a course in their local high schools on education and teaching. Entrance requirements were and still are quite stiff—students are required to have a GPA of 3.0, be enrolled in a college prep program, write an essay on why they want to be part of the program, and secure recommendations from five teachers. While these requirements have kept some students out of the program, the program director and local faculty members acknowledge that the state legislature (which began funding the program through the 1984 Education Improvement Act) wants only the best students in it and accepting students with lower GPAs might risk losing state funding.

*"I think that the cadet program generally helps teachers think more favorably of themselves and their profession. That's true even of teachers who are not involved in the program at all."*

—S.C. CADET TEACHER

Those initial four sites have grown to include 122 high schools and 19 partner colleges. The sites serve nearly 1800 academically able high school juniors and seniors who enroll in a year-long credit-bearing course that in most schools is part of the social studies curriculum. During the course, the cadets participate in seminars and group projects as well as in discussions with professionals in the field of education. They study education-related content which includes educational history, principles of learning, child development and pedagogy. They visit classrooms to observe teachers and students, construct lesson plans, tutor other students, and teach lessons. Depending on the relationship that the high school has with its college partner, college credit may be granted to some students.

### Development of the Curriculum

One of the first teachers chosen to run a teacher cadet program was also one of the authors of the curriculum that was developed for the course. She believes that the program was designed from the very beginning to build esteem for the

*The final segment of the curriculum . . . is designed to help students understand new learning theories and classroom practices that will shape teaching in the 21st century.*

profession—that it was a privilege and honor to be a cadet teacher. "I think it helped me to hang in there as a teacher myself. I was never really in danger of burning out, but it was great for me to see my kids getting so excited about the activities that teachers do. I think that the cadet program generally helps teachers think more favorably of themselves and their profession. That's true even of teachers who are not involved in the program at all." Teachers who are in charge of high school programs must be lead teachers who have the ability to convince their colleagues that the program is important, important enough so that schedules will be adjusted and that students will be allowed to teach in their classes on occasion. From the very beginning it was a very teacher-centered program, with teachers developing the curriculum and shepherding the program in their schools.

The curriculum (which is substantial; it is nearly 400 pages long and weighs nearly seven pounds) is divided into four main components: The Learner, The School, The Teacher and Teaching, and Pathways to the Future. The unit on the learner focuses on the improvement of self-esteem. Students begin with self-assessment, study the role of self-esteem in learning, explore personal educational values and attitudes, identify their own learning style, study the development of individuals from birth through adolescence, and observe children at various developmental stages. The unit on the school includes school history, governance, society's expectations, organizational roles, curriculum, management, and school reform issues. To learn more about teachers and teaching, the students learn about the demographics of teachers today, their responsibilities, different teaching styles, classroom culture and different career opportunities in education. The final segment of the curriculum, which was developed during the summer of 1992, is designed to help students understand new learning theories and classroom practices that will shape teaching in the 21st century. While some of the state programs mentioned above have adopted the Cadet program, they note that the curriculum can be unwieldy for their purposes and have taken liberties in editing it down to a manageable size.

Teacher Cadet coordinators believe student cadets become much more cognizant of the challenges and rewards of teaching. Even those who aren't interested in becoming teachers leave the course feeling a much greater sense of appreciation for what teachers do. As one teacher said: "It gives them a much better sense of parenting . . . I'm sure my cadets will all become the PTA presidents, the room parents, the school board members, the leaders in their communities who care the most about their schools. They'll read to their kids, they'll appreciate their teachers, and they'll vote for tax increases for education." As

*"I'm sure my cadets will all become the PTA presidents, the room parents, the school board members, the leaders in their communities who care the most about their schools."*

—S.C. CADET TEACHER

was the case with the magnet school and teaching academy directors, it was just as important to this teacher that her cadets find out through this program that they do not want to become teachers. "I tell them that in one form or another you will all become teachers. If you're a doctor you'll teach your patients to take care of themselves. If you're a parent, you'll teach your children day in and day out. So the skills that you learned in this class all year long, you will apply throughout your lifetime."

At the same time, 42% of all students who have participated in the Cadet program indicated upon graduation that they intended to go into teaching, and Teacher Cadet program faculty and administrators all have favorite stories about students who developed a passion for teaching (or who saw an extant passion confirmed) as a direct result of their participation. In the voices of the students themselves:

- *"When I first took this course I had no intention of becoming a teacher. The thought never even entered my mind. Thanks to the experience I'm seriously considering teaching as my future career. I think this is what I really want to do now."*
- *"Before I was a Teacher Cadet, I believed that I wanted to be a lawyer. However, after my student teaching, I realized that an educational career was my calling. Teaching is a wonderful creative outlet and allows me to make a contribution to my society."*
- *"I decided to participate in the cadet program when I saw what it did for the other kids who were in the program during my junior year in high school. I especially saw the way that they had such a great team spirit; they were like a family. . . . Teachers certainly encouraged me to participate in the program because it had such a good reputation. It was sort of an honor to get into this program. . . . I know I will be a different and better teacher because I participated in the cadet program. It gave me a lot of confidence in the power of education. As cadets we learned how important it was to voice our own opinions and to really think about the best ways to reach a child."*
- *"The course actually asked us to go out and do some research, form our own opinions and then write about them. I think it was the only class I took in high school that made me do any research or go to the library."*
- *"So much negative publicity exists about education . . . . Before I became a teacher cadet I was discouraged by the plight of our schools. Now I see that there is a future—a bright future—for education."*[1]

[1] Some quotes are from the 1991 evaluation of the South Carolina Teacher Cadet Program, prepared by the South Carolina Educational Policy Center.

The South Carolina cadet program appears to have been very successful in attracting more academically talented students to the teaching profession. In 1985, 5% of SAT-takers nationally indicated an interest in majoring in education; students in South Carolina answered in the same percentages. In 1990, the national percentage had risen to 7%, but the South Carolina percentage had climbed to 10%—the most significant increase of any state. Moreover, the average combined SAT score of South Carolina education majors in 1985 was 100 points below the state average of 830. Seven years later, the average SAT score for teacher cadets in 1992 was 1000, and the average for all of those indicating an interest in an education major had risen to 820.

However, the program has been less successful than its creators had hoped in another respect: attracting minority students, who currently make up 30% of all participants. As a result, in 1989 the Center developed the ProTeam program for middle school students (with many of the other programs modeled after the South Carolina Cadet program following suit). The ProTeam program served just over 1000 students in the 1991-92 school year, with better than 80% of them African-American and about one-third male. It serves as an early intervention tool for the Center: a means to identify and recruit promising minority students before their career plans are formed, and to "feed" local high school-based Cadet programs with students who know early on what it takes to be accepted.

*The ProTeam program served just over 1000 students in the 1991-92 school year, with better than 80% of them African-American and about one-third male.*

ProTeam is not the only initiative launched by the Center as a means to draw additional students of color: in the summer of 1992, 100 African-American middle-school boys participated in the first Crossroads Institute, held at USC/Coastal in June. Crossroads represented an effort to recruit more black males into the "pipeline" feeding the Cadet program. We visited this first incarnation of the program and were impressed with the subtle—but effective—messages participating students received about the power and influence of teaching. As part of one activity, students heard stories told by an African-American male storyteller/musician; they then took on the responsibility of storytelling and play-acting with much younger children at a nearby daycare center.

In addition to the above programs, the Center also supports several other programs including:

*The Minority Teacher Recruitment Partnership*

A collaboration with Benedict College and South Carolina State University involving day-long conferences on teaching careers for college-bound minority high school juniors and seniors, other career events at middle and high schools, and publishing the Minority Recruitment Newsletter.


SOUTH CAROLINA CENTER FOR TEACHER RECRUITMENT

*The College Helpline*

A telephone service that students, especially students of color, can call to receive one-on-one support and guidance about admissions, financial aid, and other concerns regarding applying to college.

*The South Carolina Teacher Forum*

A state outgrowth of the Education Commission of the States' 1985 National Teacher Forum. The South Carolina Teacher Forum brings together state and district teachers of the year to give teachers in South Carolina a voice in educational issues, and to help retain the best and brightest teachers in the state.

*The Job Bank*

An employment service matching teachers with available positions. The Job Bank is designed especially to help school districts in South Carolina meet their immediate needs for teachers in critical need subject areas.

*The South Carolina EXPO for Teacher Recruitment*

A national teacher recruitment fair held in Charleston, co-sponsored with the South Carolina Association of School Personnel Administrators and the State Department of Education's Office of Teacher Certification.

### Staffing, Budgets and Funding Sources

The Center itself is staffed by ten professionals; the Cadet and ProTeam programs are supported by two teachers-in-residence (master South Carolina teachers who are taking two-year leaves of absence from their districts). The Center appears to work very hard at keeping in close touch with its program sites; all of the Cadet and ProTeam site directors attend an annual meeting on the Carolina coast and host frequent visits from the Center staff.

Funding for all of these programs has come from the Center for Teacher Recruitment's state-supported budget. In 1991-92, the operating budget for the Cadet program was reported to be $256,000 (or an average per-pupil expenditure of $142); the operating budget for the ProTeam program was $166,000 (or an average per-pupil expenditure of $160). The budget for the Center as a whole was nearly $900,000. Dr. Janice Poda, director of the Center, indicated that continued funding for these programs seemed secure—so long as the legislators and staff members who have backed the Center's work from its inception remain in office. Partly because she has not wanted to jeopardize the Center's public

funding, Poda has not sought philanthropic support, except on an ad hoc basis from local businesses. She indicated an interest, however, in pursuing foundation support for new initiatives, and offered the following advice to grantmakers interested in supporting precollegiate teacher recruitment nationally:

> *"You have to have model programs that you can share with other people who are implementing a program as well. So my advice would be to find out what those model programs are, and help them to get in a position to replicate those programs in other places. Then I think I'd go one step further and put a network in place, for people who are already involved in teacher recruitment but haven't an avenue or a mechanism to communicate with one another."*



Poda also underscored the necessity of reaching down into the pre-high school years, as well as supporting students after they've left a Cadet-model program and have entered the profession:

> *"I think if you don't have that kind of commitment, you're setting students up for failure or disappointment. If you get them really hyped up about the teaching profession and you don't follow through, or you don't carry it on, then they feel like they've been let down, they feel like you've deserted them along the way, and they're not going to choose teaching — nor are they going to think well of education in general. So I think it's real important that you have a vision of where you start recruiting and how you carry that all the way through."*

While cadet programs such as the South Carolina model do not offer as intensive an experience as the magnet schools and teacher academies, it seemed clear from our reading, interviews, and site visits that they can provide a significant learning experience, perhaps more cost-effectively. The Cadet and ProTeam programs in South Carolina alone were serving nearly as many students in 1991-92 as all of the magnets and academies that were identified by the survey. The interest shown by educators in many other states (Oklahoma, Washington, Virginia, New York, Georgia, and California, to name a few) in replicating the Center's programs is another useful measure of the quality of those programs. While the Center's staff maintains that it has yet to meet a number of challenges (for example, ensuring a consistently high level of involvement from the partner colleges), its achievements already appear to be substantial.

## C. SUMMER PROGRAMS

Note: While a quarter of the respondents to our survey indicated that they offered a conference or workshop, a closer look at the data revealed that the majority of these meetings were simply a component of a more elaborate program. The study turned up no prominent stand-alone conferences or institutes that take place during the school year. Consequently, in this section we will focus on programs that have summer experiences at their core.

Summer precollegiate teacher recruitment programs vary by length (from one week to a month or more in duration) and by program focus, but appear to share a number of characteristics, the most important of which is the intensity of the experience they offer. Most appear to be highly competitive, with a rigorous application and admissions process for both the students and participating teachers; most use outstanding teachers as faculty, paying them small stipends for the privilege of working with a motivated group of students. Because students (and, frequently, faculty members) are together 24 hours a day sharing living and learning experiences, they frequently form close bonds and lasting friendships. Teachers report learning from their colleagues, but equally from the students they are mentoring. Students have the luxury of concentrating exclusively on one goal: to understand what it means to teach. In short, the consuming quality of such summer experiences helps foster a special kind of group solidarity. Many observers believe it is exactly this sort of group rite of passage that is missing from normative patterns of teacher preparation, which typically fail to provide significant cohort group experience (as for example, moot court does in law, or Grand Rounds provide in medical education).

But, of course, summer ends and participants return home to schools, communities, and families that may offer little emotional or intellectual support for the career aspirations that were kindled. Herein lies the downside of these summer programs. While they may offer quite intensive exposure to teaching for a week or two (or more), such programs—when offered as a stand-alone, and not in conjunction with a broader set of experiences—do not reach and prepare students far in advance of the summertime experience, or support students' newfound skills and interests afterwards.

### Prominent Programs

Thirty-four (of 216) programs identified themselves as summer institutes on the survey instrument. Of those, about half were larger programs with summer workshop components. Several magnet programs (Walton/Lehman, San Jose's Independence High School, and Palm Beach among them) offer summer experiences, as does the South Carolina Center for Teacher Recruitment. The most prominent stand-alone summer programs identified by the survey included:

*Teacher World*

A week-long immersion experience for high school students conducted by the Wisconsin Department of Public Instruction. Teacher World has served about

100 students each summer since 1989, and carries an annual budget of approximately $90,000. We single out this program because of the strong and continuing support it has received from the state.

*Pennsylvania Governor's School for Excellence in Teaching*

A five-week long program conducted on the campus of Millersville University in Millersville, PA. A total of 64 students participated in the 1992 program. The Governor's School carries an annual budget of $155,000, and is noteworthy for its state support, and for its duration and the expense that a program of this length entails. *(See page C-26 for more detailed information.)*

*Institute for Prospective Teachers*

Managed by Phi Delta Kappa every summer since 1987, project CAMP (as it is also called) is one of the largest summer programs, serving nearly 200 students each year. The two-week Institutes take place on the Bloomington campus of the University of Indiana, and carry an annual budget of $93,000.



*The Southern Education Foundation*

Through its Consortium on Teacher Supply and Quality, SEF sponsors a Teacher Cadet Program that brings middle and high school students (throughout the school year) to particular college campuses for classes designed to strengthen their academic skills and build their self-confidence, preparing them to achieve their goals for college and teaching careers. A six-week residential summer enrichment program offers fifteen rising seventh graders and fifteen rising seniors a variety of academic enrichment sources, practice in developing lesson plans, and opportunities to tutor kindergarten through fourth grade students in reading and mathematics.

GOLDEN APPLE FOUNDATION, CHICAGO, IL. KATHY RICHLAND PHOTO

*Golden Apple Scholars*

A major activity of the Golden Apple Foundation for Excellence in Teaching, the Scholars program is actually more of a collegiate support program for teacher candidates than a precollegiate program; student participants are nominated in their junior year, selected as seniors, and then offered financial assistance, hands-on classroom experiences, summer internships, and individual mentoring during their four years of university preparation leading to licensure as a teacher. The summer internships, which last six weeks, offer Scholars the chance to observe classroom teaching, study different learning and teaching styles, and serve as counselors in a summer camp. The

program offers fairly generous financial aid, including 100% replacement of Stafford college loans after a Scholar has taught for a minimum of five years.

*North Carolina Teaching Fellows*

High school seniors may apply to this one-to-three-week program which takes place each summer between the college academic years. The program also provides other opportunities to students during the academic year and provides $5,000 per year to students who agree to teach in North Carolina upon graduation.

The remainder of this Appendix is devoted to more detailed examinations of two of the most prominent summer programs: the Pennsylvania Governor's School model and the Summerbridge National Project.

## The Pennsylvania Governor's School for Excellence in Teaching

The Governor's School for Excellence in Teaching grew out of a 1988 report of the Pennsylvania State Board of Education's Study Team on Teacher Preparation. Among the report's 36 recommendations was the following: "Special programs should be developed and supported to give recognition to the importance of teaching. Among these programs should be the Academy for the Profession of Teaching . . . designed to encourage high-ability high school students to learn about and gain experience in teaching while working with some of the best teachers in the profession . . . These programs should pay particular attention to attracting minorities."

WALTON-LEHMAN PRE-TEACHING ACADEMY, BRONX, NY

A one-year planning process included a review of other Governor's Schools, examination of existing programs involving minority teacher recruitment, attendance at the Phi Delta Kappa Workshop for Developing Prospective Educator Programs, consultation with public school and university faculty, formation of an advisory committee, and other activities. The first Governor's School for Teaching at Millersville University was launched in the summer of 1990. Pennsylvania thus became the first state in the country to include a teaching academy among its Governor's Schools.

The mission of the Governor's School (in part) is as follows: "Pennsylvania's children need teachers challenged by the intellectual demands of teaching in an age of knowledge explosion—caring, respected professionals who can exercise leadership and can serve as advocates for the learner." The school is funded

*"I don't believe anyone can truly understand a Governor's School unless they visit and experience one. The intensity, enthusiasm, interest, creativity, and constant activity of all these bright, vital people . . . produce an aura of excitement that is difficult to articulate."*

—DIRECTOR OF THE PA GOVERNOR'S SCHOOL

through the Pennsylvania Department of Education, Millersville University, and local businesses. It is a full scholarship program comprised of 64 ethnically diverse rising seniors from across the state, selected through an application process. Sixteen teachers serve as faculty. Advertisements for faculty positions were sent to state publications, colleges and universities, educational networks and other publications, especially those that target teachers of color, as well as letters to the past ten state teachers of the year. Teacher applicants sent in written applications, were interviewed by an advisory committee, and were observed in their own classrooms. An important quality sought by the advisory committee was the teacher's willingness to work cooperatively with other teachers and students. In addition, teachers were selected to represent a wide variety of subject interests and teaching levels. Veteran teachers were also intentionally combined with newly minted teachers in order to give students a variety of perspectives. Graduate students and education seniors at Millersville serve as resident counselors.



According to the on-site director, Millersville University faculty member Mary Allen Klinedinst, "I don't believe anyone can truly understand a Governor's School unless they visit and experience one. The intensity, enthusiasm, interest, creativity, and constant activity of all these bright, vital people (students and staff) . . . all committed to a common goal . . . in this case, 'becoming teachers ready to meet the challenges of the 21st century' . . . produce an aura of excitement that is difficult to articulate."

The major activities of the Governor's School include:

- Reflective Journal
- Practice Teaching *(forty ethnically diverse elementary students brought on campus for a two-week experience)*
- Multi-cultural Component and Experience
- Learning Theory
- Teacher/Learner Pairs-Action Research *(students are matched with each other and teach each other a new skill)*
- Model Schools *(students, broken down into small groups, design a "school of the future")*
- Leadership Projects *(students identify a mentor at their school prior to the Governor's School and then plan a project during the program—including plan of action, narrative, and time line—to present to their peers and bring back to their schools for implementation.)*

The "Model Schools" project asks small groups of students to plan their dream school. Their mandate is to "Dare to dream . . . Dare to excel . . . Dare to explore . . . Dare to create . . ." The end product is a portfolio that is required to contain the following:

- A philosophy
- Curriculum
- Organization
- Structure
- Funding
- Staff and Students
- Calendar
- Schedules
- Facilities

*The "Model Schools" project asks small groups of students to plan their dream school. Their mandate is to "Dare to dream . . . Dare to excel . . . Dare to explore . . . Dare to create . . ."*

Oral and written presentations are also required. Said one of the first-year students at his presentation: "We are here because, for us, schools as they exist have worked. But for the vast majority of students in our public schools today... school is not working. Our model school is our rendition of how a school can and should be restructured to work to meet the needs of all children."

Leadership Projects represent the Governor's School's effort to extend its influence and impact beyond its five-week summer term. Prior to attending the School, students are asked to identify a mentor teacher and mentor administrator as well as to identify a concern at their school. Students plan the project at the Governor's School, with input from their peers. Projects vary widely according to the interest of the student, but some examples include:

- Sponsoring a one-day conference on multi-cultural issues
- Improving a Future Educators of America Club
- Creating an after-school enrichment program
- Implementing a "Buddy System" between high school students and English as a Second Language students
- Starting a Science Scholars Club
- Creating a curriculum for a high school African Awareness Club

The Governor's School provides students with an intensive, well-considered introduction to the teaching profession. While it serves only a small number of students each year, it is the hope of the program director that the prestige of a Governor's School, combined with the positive influence of participating students, teachers, and staff participants will, over time, help build esteem and respect for the teaching profession within the state. While the state is already very generous in providing partial funding of the academy, it might be useful to implement a follow-up session to each year's Governor's School, bringing together students and faculty for a reunion, featuring presentation of students'

Leadership Projects, a notebook of Leadership Projects, and some further evaluation. Further, since the Governor's School represents a relatively small cadre of students, it would be (relatively) simple to build in a long-term evaluation component to measure the program's effectiveness.

### Summerbridge National Project

One summer program that we visited was unlike any of the others reporting to the survey. Although we have classified this program as a summer program, it is much more than that. In fact, it is hard to place Summerbridge in any particular category; it transcends several.

Summerbridge is a skills-based academic enrichment summer program for public and parochial school students, most from economically disadvantaged homes. At the same time, Summerbridge is also a year-round institution that provides students with on-going tutoring, academic advising, advocacy and emotional support. But most important, for our purposes, Summerbridge is a training ground for talented, motivated high school and college students, who comprise its entire teaching staff and much of its administration. It provides these students with the chance to learn what the profession of teaching is all about. In the words of Lois Loufbourrow, its founding director: "The program is for the staff as much as it is for the students. We are deeply committed to encouraging and preparing talented young people to enter the field of education."

SUMMERBRIDGE NATIONAL PROJECT

Summerbridge was created in 1978 by the Board of Trustees of the newly established San Francisco University High School, a private, college preparatory school, for the purpose of creating a program that would benefit children in San Francisco too young to attend University High School. The founders had a commitment to outreach, social responsibility, and to the community, as well as a determination to find vehicles that would permit public and independent schools to work together. Mixing talented and motivated students from a cross section of ethnic and economic backgrounds became a fundamental priority of the program.

What began as an academic enrichment program in 1978 in one location, with six senior teachers, ten high school teaching assistants, and 35 middle school students has since evolved into 12 separate preparatory programs for rising 7th, 8th and 9th graders around the country, and has also functioned as an innovative school of education for the high school and college staff. Within the first year of the program, high school students had taken over the preparation, planning, and teaching of classes for a teacher who had fallen ill. By the second summer, entire departments were comprised of high school students and by the third summer, the entire staff was composed of high school and college students, who were selected through a rigorous application process and were paid

a very small stipend. As of 1992, there were 12 Summerbridge programs launched on independent school campuses across the country (and another in Hong Kong)—most run and staffed by Summerbridge San Francisco graduates.

*High school and college students did not just replace adult professionals in the classroom; they also took on the tasks of planning, advising, meeting with parents, and administration.*

High school and college students did not just replace adult professionals in the classroom; they also took on the tasks of planning, advising, meeting with parents, and administration. It was not long before high school students were running the whole afternoon tutoring program, all of the math classes, all of the foreign language classes, all of the counseling; scheduling the afternoon and Saturday classes for the younger students; and attending all faculty meetings during the year. Adult professionals continued to serve as master teachers, offering extensive staff training during the week of orientation, observing and evaluating classes, and providing support and resources for the young teachers. Over time, however, as more and more graduates of Summerbridge have returned as staff, master teachers have begun to recede into the background after conducting their orientation training.

### Rigorous Student Selection Procedures

Obviously, not every high school student—and possibly just a very small percentage—is capable of handling this kind of responsibility. In the words of the Summerbridge directors we talked to, Summerbridge student faculty members "are passionate, scholarly, creative, and intrigued by learning and teaching. They are committed to working together as colleagues, whether they are fourteen or twenty-two." They are recruited from strong academic high schools and top colleges across the country. In 1991 the staff ethnic background was 21% Asian, 23% Black, 4% Hispanic, 2% Filipino, 4% Other, and 46% Caucasian. More than 800 students had applied for fewer than 40 available positions. The younger students served by Summerbridge were 75% minority, mirroring the rich economic and ethnic diversity of the San Francisco community. As one student commented: "Our teachers come from the same environments that we do, so they understand what we face when we go back home each day." The staff come to Summerbridge for many different reasons, but from the beginning, according to the founding director, "word of mouth had gotten out that if you really want to feel good about yourself and accomplish something—teach at Summerbridge."

Since the beginning of the program 14 years ago, 64% of the staff who have graduated from college have entered teaching—a remarkable success rate. Loufbourrow attributes this success to the fact that the program underscores a sense of ownership by its student faculty members, that it has common values and goals. Staff evaluations over the years have all had similar themes:

- *"Staff had never worked so hard, and couldn't believe how much they had grown . . . and we began to feel very strongly that the little kids were learning in direct proportion—because the staff was learning so much. And when the kids were old enough to come back and teach themselves, they brought a hunger for their kids to make it that wasn't quite there before, that real hunger . . . that said 'I've made it, you can make it.'"*
- *"I think the students teach us. I'm not an expert in any way in any field . . . so when we're working with the students I try to have them all learning from each other. I might know a little bit more just because I'm older and I went through it, but they're teaching me stuff as well . . . There's no superiority or inferiority complex."*
- *"I wanted to do some kind of internship this summer and when I found out about this, it seemed perfect. It wasn't the same old teaching—have a book, follow the book, read the lesson. I actually had control of the material and the program was very active . . . I'm teaching Asian American History here. Where am I going to get to teach that in high school or elementary school?"*
- *"There are a lot of internships out there, but I really wanted the Summerbridge program because it was the only program where I would actually get to design a curriculum for my class, work with the students and be the actual teacher . . . It's been the most amazing experience of my entire life."*



## National Replication

In the past two years, Summerbridge has become a national project, thanks to the support of the InterPacific Group, a California foundation. With seed money or matching funds, along with a cadre of Summerbridge graduates who are recent college graduates or who are now teaching in schools across the country, Summerbridge has formed partnerships with ten independent schools and initiated programs that reflect the needs of the middle school students in their communities. Each program has two co-directors who are under the age of 25. All go through the same admissions process for staff and students that the San Francisco program designed, and, in fact, there is a national staff application process. Although each program is free to design its own activities and courses, most programs appear to begin by following the formula of scheduling and activities that has proven successful in San Francisco.

*"Summerbridge is an immersion in the joys and pains of taking responsibility for the intellectual growth of another."*

— SUMMERBRIDGE STUDENT TEACHER

If nothing else, Summerbridge provides vivid testimony to the power of *learning by doing*. The student faculty members have clearly risen to the challenges laid at their feet, and have learned invaluable lessons about teaching, learning styles, and managing programs and people in the process. That aspect of the program has made it a tremendously successful laboratory for future teachers—and is one that other models of precollegiate teacher recruitment should observe and perhaps integrate with their own programs.

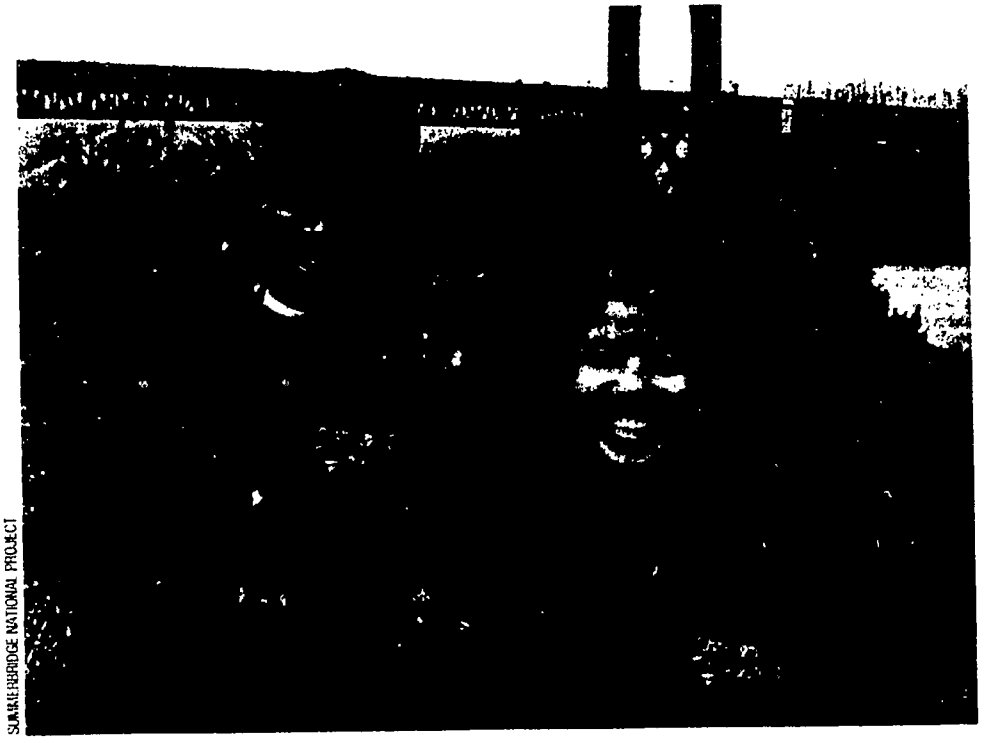
> *"If all that Summerbridge had given me was the experience of the interdependence of hard work and enjoyment, it would have been worth it. Nonetheless, my primary purpose in applying to the program was to learn about teaching and education. I needn't have been so carefully alert, since I could not have avoided these lessons if I had my eyes closed. Summerbridge is an immersion in the joys and pains of taking responsibility for the intellectual growth of another. The students, who have all shown enthusiasm and intelligence as they applied for the program, are constant sources of lessons about teaching. In a way, they are the educators as much as we; while we instruct them in Spanish or algebra, they are teaching us to be leaders, psychologists, actors, and caring human beings. They are also teaching us to be scholars. It constantly surprises me how thoroughly and from how many vantage points one must understand a subject in order to teach it. For me, teaching at Summerbridge has taken the 'tranquilized obviousness' out of study, and transformed it into the domain of endless novelty and wonder that it should be."*[1]

[1] All quotes in this section of the Summerbridge report are excerpted from staff evaluations provided to us by the Summerbridge National Project.

## D. EXTRACURRICULAR PROGRAMS

Future Teacher Clubs as well as similar extracurricular programs have been in existence far longer than any of the other program types. While Future Teacher Clubs first proliferated in the 1950s and early 1960s, conjuring up an "Our Miss Brooks" image of the American high school, they have undergone a resurgence (and somewhat of a metamorphosis) in the late 1980s and early 1990s. Whether they are called Future Educators of America (FEA), as Florida's state-mandated chapters are called, or the Young Educators Society (as in Michigan) or Future Teachers Clubs (as in Los Angeles County), they all have similar goals: to provide a resource for students to explore careers in education; to attract and encourage all students, and especially minority students, to seriously consider teaching as a career; and to implement activities for students that will identify and develop essential skills necessary to be an effective teacher. The activities that have been designed by these programs are extensive: tutoring; observing classrooms, day care centers, and early childhood programs; shadowing teachers, administrators, and counselors; hearing guest speakers from nearby colleges and universities; attending lectures and conferences on educational issues; mentoring students in younger grades, or being mentored by older students and teachers; as well as a range of social/school service activities associated with high school extracurricular programs.





SOUTHEBRIDGE NATIONAL PROJECT

*Nationwide, more than a third of all programs reporting to our survey indicated that they were extracurricular clubs.*

Some very active extracurricular clubs offer many or most of these opportunities to their members. But—as is the case with most school-based extracurricular activities—that level of involvement depends almost entirely on the energy, dedication, and creativity of the local site sponsor. Clubs fortunate enough to be led by energetic teachers (paid and volunteer) with good team-building skills may offer the same range and quality of activities that good curricular programs do; but because in most cases there is very little control of or support for these clubs from a central agency, little can be done to correct situations where that is not the case. In the Los Angeles County Future Educators Clubs, for example, the club's character is largely subject to the coordinator's level of sophistication and commitment. Some of the high school clubs are connected with universities and may have university students mentor the high school students, and some do not. Some clubs teach about learning styles, classroom management, child development and Bloom's taxonomy of educational objectives—and some do not. In short, some seek to connect students to a working concept of the teaching profession, while some appear content to resurrect the school service ethos and teaching models of a bygone era.

### Scope of the Programs

What is certainly clear, however, is that this program model currently serves the greatest number of students participating in precollegiate teacher recruitment activities. Nationwide, more than a third of all programs reporting to our survey indicated that they were extracurricular clubs. Dr. Janet Towslee, director of the national dissemination office of Future Educators of America, estimates that as many as 50,000 students nationwide are currently involved in future educator clubs.

While FEAs and their like predominate, our study identified a number of other extracurricular models of note. For example, twenty-two, or one-tenth of reporting programs, indicated that they were a one-day Celebration of Teaching, an initiative of the Geraldine R. Dodge Foundation. Teachers may apply to the Dodge Foundation for $1,000 grants to hold a special event focussing on the teaching profession. Celebration of Teaching co-director Ruth Campopiano estimates that since its inception in 1987, this program has served 25,000 students. In this regard the survey data regarding extracurricular clubs were particularly difficult to assess, since respondents varied from Towslee's national FEA network to a number of state networks (Florida, Michigan) to individual school-based club programs with a half-dozen members.

Virtually all FEAs and Celebrations are based in high schools, though some have been expanded to elementary schools and middle and junior high schools.

In a number of cases, we observed that high school programs have become a reservoir or recruiting field for other, more extensive programs. In Los Angeles, for example, members of Future Teacher Clubs are often enrolled in an elective credit-bearing course called the World of Education, a semester-long course for senior high school students.

Another program in California, initiated by the Education Department at California State University at Dominguez Hills in collaboration with the Consortium for Minorities in Teaching Careers (supported by the University and the Carnegie Corporation), is the Future Teacher Institute, a minority teacher recruitment model. Students are recruited from future teachers clubs and/or World Education classes, go through an application process, and receive a small stipend of $100. This program is noteworthy in a number of respects, not the least of which is its reliance on cooperative learning and teaching methods. The ten-week Saturday program presents a futuristic look at teaching where about thirty high school students work in cooperative teams of five, sharing the roles of team leader, monitor, head teacher, evaluator and logistician. The developer (and former director) of this program, Dr. Judson Taylor, told us that he "wanted to do something different. These people [the students] feel supported. They get the job of teaching, and it's really magical. Kids form a bond, they hold each other accountable."

*Many elementary students say that the high school students teach better than their own teachers and learn to depend on them.*

In the first three weeks of the Institute, students learn how to develop lesson plans and curricula and then go on to seven weeks of teaching elementary school students. Many elementary students say that the high school students teach better than their own teachers and learn to depend on them. "That is probably the most important reinforcer," Taylor told us.

Since 1987 over 250 high school students have participated in the program. Two kinds of evaluation are conducted: a pre- and post-program questionnaire and an annual follow-up survey which is conducted for the five years following program participation. In the pre/post Institute questionnaires, the number of participants who indicated that they were "very interested" in teaching rose from 41% to 68%. While followup evaluation is still in process, results indicate that 50% of participants who are currently in college plan to pursue teaching as a career. This is of special significance because of the racial/ethnic background of this group: 34% Black, 16% Asian, 48% Hispanic, 4% Filipino; 2% White, and 2% Pacific Islander.

The Dominguez Hills model is somewhat of an anomaly within this category due to its university and foundation support as well as its connectedness with Future Educators Clubs and the World of Education course. Most extracurricular programs seemed to take the form of pre-professional clubs, frequently

linked in some fashion to a state network of similar clubs. However, the term "network" connotes more cohesiveness than we typically found. Even in Florida, which easily boasts the most institutionalized state program, budget cuts have severely undermined the state education agency's efforts to provide a central structure to extensive club activity around the state. Currently, the state supports its future educator effort with a part-time coordinator and through the provision of a massive handbook for new club sponsors. In other states, the "network" appears to consist mainly of a data base of club sites (which may or may not be up to date). Typically, club programs are left to their own devices.

### The Dade County Model

Both the Florida state program and the national Future Educators network are based on (and use materials derived from) the extensive club model developed by Dade County, Florida, in the early 1980s. Faced with a shortage of teachers to hire in certain subject areas and continuing projected growth in district enrollment, Dade County administrators decided that they would begin to "grow their own" teachers by establishing a Future Educators chapter in every school (at every grade level) in the district. Working first with the local teachers union to make clubs and club advisors mandatory in every school, the Dade administrators eventually codified their concept in state law. From the beginning, according to Terence Garner, Dade County personnel director and author of the state legislation, the administrators "did not want just a group of little clubs that met once in a while and nothing much happened. We wanted it to really make a difference. We wanted quality students in the clubs because we wanted students who would be able to go on to college."

*Club advisors are provided a stipend—one of the top supplements for extracurricular activity that teachers can receive in the county.*

Clubs were formed first at each high school in the district; in subsequent years, clubs were created in middle schools and finally in elementary schools. "You have to go back to the beginning of the pipeline," Dr. Garner told us. "And you have to tell the minority child who's in the first grade: Listen. You really want to be a teacher? Here are some of the things teachers do. And that's where you build the foundation, and then you have your minorities in a senior class who have good grade point averages, who go to college and get those scholarships."

Club advisors are provided a stipend—one of the top supplements for extracurricular activity that teachers can receive in the county. Rather than have principals select FEA advisors, teachers apply to be advisors by writing essays which are reviewed by a committee made up of union representatives, administrators, members of a local college department of education, and others. In fact, criteria have been developed to determine who would judge teacher essays, so that it has become an honor to be selected as a judge.

FEA clubs have a formal organization which includes a chapter constitution tailored for either the elementary or secondary level. The preamble to both constitutions states: "There is no finer profession on earth than teaching, and students must be made aware of the opportunities available in teaching early in their school experiences. Therefore, the Future Educators of America Clubs will be organized in the schools of Dade County." Constitution components include sections on membership structure, officers and committees, advisors, meetings, and bylaws.

The advisor's package also includes sample form letters as well as pages of suggested activities. Some possible club activities include:

- Conducting research to discover similarities and differences between teaching in the United States and in other countries;
- Tutoring;
- Sponsoring a school contest that asks, "What is a Teacher?";
- Conducting teacher interviews (Students interview teachers in the school and find out their reasons for entering the teaching profession. Students can share the interviews with the school during morning announcements);
- Becoming pen pals with another FEA club;
- Implementing a "How to Study" campaign; and
- Organizing and operating a Homework Help Center either before or after school.



Students are required to maintain a 2.5 GPA in order to participate in the clubs. The rationale used to justify such a requirement for an extracurricular activity is that students need to have at least that average to go to college. As an indicator of student capability and interest in teaching, the clubs do seem to have served an important function; local colleges and universities pay attention to club memberships in making decisions on scholarships and other forms of financial aid. According to Dr. Garner, some local colleges use FEAs as a clearinghouse to identify and award scholarships to students who want to be teachers, and the clubs are an effective mechanism for "getting the word out" about Florida's Chappie James program, a post-secondary scholarship/loan program for future educators.

In Dade County alone, there are currently 10,000 students now participating in FEA programs—and of that number, 70% are young people of color. As a result, according to Garner, the FEA clubs are paying off. "I can name you teacher after teacher that has been through the program," he told us. "We have

many students who are going away and coming back, and we are hiring them. In these clubs you'll find presidents of the student body, presidents of the honor society, captains of teams."

As was the case with nearly all of the precollegiate recruitment programs we identified, however, Dade has gathered anecdotal evidence only. When asked about the place of evaluation within FEA, Dr. Garner did not question that it would be useful, but was concerned about evaluation consuming scarce time and funding. Given increased resources, however, he would give evaluation greater attention.

### The Florida State Program

According to Sherry Thomas, director of recruitment for the state department of education. Florida's interest in developing more teachers in-state stemmed from two developments of the 1980s. At that time, she said, Florida was being forced to "import" nearly half of all new teacher hires from other states. The Florida university system was simply not providing enough new teachers to satisfy demand. At the same time, student enrollment literally began climbing through the roof. In the fall of 1992, for example, Thomas said that Florida's public schools absorbed an increase of more than 80,000 students, and according to one state legislator with whom we spoke, the state needed to hire 10,000 new teachers a year for the foreseeable future.

*Florida's state law . . . encourages all schools to have Future Educator of America clubs and has institutionalized the sponsorship of such clubs within the state department of education.*

Florida's state law, developed in 1985 with the assistance (and partly at the instigation) of the Dade County FEA administrators, encourages all schools to have Future Educator of America clubs and has institutionalized the sponsorship of such clubs within the state department of education. There are more than 800 FEA chapters in Florida, 60-70% at the high school level, 25% at the middle school level and the remainder in elementary schools and some colleges. Before recent budget cutbacks, the Florida Department of Education played a major role in supporting and providing technical assistance to advisors of FEA chapters around the state. A major component of that technical assistance was the development of an extensive handbook that advisors can use as a guide in launching and operating the chapters, developing the potential of the members, and recruiting new members. The state office has also provided membership cards, posters, stationery, and other materials to the club sites. Club advisors are required to submit a form with a yearly action plan each fall; many advisors (and students) attend the annual FEA conference sponsored by the state.

Unlike the Dade FEA, the Florida FEA does not require that teacher sponsors receive a stipend. Therefore, while some sponsors are compensated, many

*"Our legislators get letters from their constituents, saying my son or daughter can't find a job [in teaching]. They need to understand that this is a temporary budgetary-driven problem, not related to anything other than that."*

— DIRECTOR OF TEACHER RECRUITMENT, STATE OF FLORIDA

are not. There had been some regional training of teacher sponsors in the past, but recently this training has been discontinued due to budget cuts. Some districts now provide their own training or rely solely on the handbook.

When asked to name the state program's most critical need, Thomas pointed to increased statistical tracking and evaluation, voicing her concern that tracking was especially important in identifying club success with prospective teachers of color. Further, she was sensitive to long-term pipeline issues for Florida's teacher pool, as she sees the current downturn in teacher hiring as temporary.

Our legislators get letters from their constituents, saying my son or daughter can't find a job [in teaching]. They need to understand that this is a temporary budgetary-driven problem, not related to anything other than that. My other concern is that we may be discouraging young people who had thought about going into teaching. That is why the FFEA is so important. It is worrisome to me that when those states [from which Florida is importing teachers] get back on their feet after this recessionary period is over, teacher applications are going to start drying up just when we face an enrollment bulge."



### The National FEA Program

In 1986, the Association of Teacher Educators (ATE) membership identified a need to take a proactive role in the development of a national model to revive high school chapters for future teachers. A task force, with major input from Florida, resulted in the establishment of the National FEA, revived in 1989 under the auspices of the ATE in conjunction with the AFT, NEA, Council of Chief State School Officers, AACTE, and other interested local, state, and national organizations.

The structure for the national FEA is as follows:

- National Information Dissemination Center currently at Georgia State University
- The Chief State School Officer's Office
- The District/System Superintendent's Office
- The Principal
- The Teacher Sponsor

In theory, the chief state school office in each state was to provide leadership for the establishment and maintenance of FEA chapters, to provide funds, and to coordinate state-wide meetings, as well as to maintain a roster of chapters and sponsors in the state. This has been somewhat problematic, due to lack

of funding and other resources, and to poor reporting from the districts as well as from the chief state school office to the national center. Therefore, Dr. Towslee (who serves as the volunteer director of the Dissemination Center at Georgia State) reports that she has only limited data on the scope of FEA activities around the country, or where there is the most significant activity.

As was noted above, the national FEA dissemination center at Georgia State suffers from a near-total lack of budget and resources, despite the tireless efforts of its director. The center's main function at present appears to be disseminating copies of a high school curriculum notebook model (based entirely on the Dade and Florida programs) to educators interested in launching a club. The center has no budget for any appreciable promotional outreach, so simply getting the word out about the availability of materials has been a problem.

We attended the first annual conference of the national FEA, which was held in conjunction with Florida's FEA conference and the annual meeting of the Association of Teacher Educators in February, 1992. The conference drew perhaps 400 students, primarily from Florida but also from as far away as Washington, DC and Kansas. Students participated in two days of workshops and inspirational lectures, and took part in a variety of competitions. What the program may have lacked in critical mass was more than compensated for by student enthusiasm. Otis Young, a senior at Jones High School in Orlando, served as student president of both the Florida and national FEA programs. An African-American, Young told us that he had decided to become a middle school teacher largely as a result of his FEA experience.

> *"I had a guy in my class who wouldn't do any work at all. He was determined not to do any work. So I took him aside and said, 'Look. If you want to be something in life, you're going to have do your schoolwork.' At first he gave me an attitude, and I was at the point of saying, okay, get him out of here . . . but then his teacher said he came back and began to do his work. Now he's doing a lot better. And I thought: hey—I'm making a difference."*

A second national conference in February 1993 drew fewer students (presumably because it was in Los Angeles, and did not benefit from the proximity of Florida's 10,000 future teachers). A third conference is planned for February, 1994 in Atlanta, again in conjunction with the Association of Teacher Educators.

### Celebration of Teaching

The birth of the Celebration of Teaching came through a Geraldine R. Dodge

Foundation-supported Summer Educational Opportunity Award program for Morris County, New Jersey teachers. One teacher's effort, Project Recruit, grew into the national Celebration of Teaching program. The Celebration program provides $1,000 grants to fifty teachers each year. Celebrations can vary widely, according to the creativity and resources of the teacher. Some Celebrations operate in conjunction with several school districts, counties, and/or local colleges and universities. Other Celebrations have been sponsored by the states of Oklahoma, Texas, Oregon, and Kansas.

Many Celebrations take place in rural areas, such as Davidsville, Pennsylvania, which has held a Celebration for each of the past three years. This Celebration has evolved from a small program in an advanced placement English course to a school program that included 7th - 12th graders, to a county-wide experience that included eleven high schools. Another Celebration in Lubbock, Texas at Lubbock Christian University, an urban setting, invited the largely Hispanic high school population to the campus for a full-day program of speakers, workshops, and sessions with college admissions officers from five universities who then provided extensive follow up on admissions and financial aid information. This Celebration also attracted newspaper and television coverage from English- and Spanish-speaking media outlets.



### An Unwieldy Potential

*Extracurricular programs such as Future Educators and the Celebration of Teaching may hold the greatest potential in terms of reaching large numbers of students.*

It was clear from our survey, interviews, and site visits that extracurricular programs such as Future Educators and the Celebration of Teaching may hold the greatest potential in terms of reaching large numbers of students. Assessing the quality and impact of the students' general experiences with FEA programs and the Celebration of Teaching—and coming up with even a very rough estimate of the national scope of these programs—present a much more difficult challenge. The Dade County model, judging by the comments of its administrators and some participating teachers, appears to have met with some success. That, perhaps, should not come as much of a surprise; in many aspects (chiefly excepting the fact that it remains an extracurricular activity), the Dade model resembles many of the best curricular programs now being conducted in some other states. It is centrally administered, supported, and funded; offers teachers real incentives to participate; has forged links with elementary and middle schools as well as with college partners; and has developed a curriculum featuring a rich mixture of hands-on practice-teaching experiences and exposure to theories of learning and teaching. Yet, even with such support the quality and focus of club activities remains dependent on the motivation and capacity of the teacher-

sponsors. Our judgment is that, overall, when accompanied by a well-articulated vision, support structure, and connections, extracurricular club programs can provide an excellent exploration of teaching to these student participants, and deserve support for replication. In the absence of the degree of institutional commitment so apparent in the Dade or California State University-Dominguez Hills models, however, the extracurricular club programs must rely too heavily on extraordinary performance by individual teacher-sponsors to ensure similarly widespread constituency and quality in the experiences they offer.

NEW YORK HALL OF SCIENCE, CORONA, NY; KEN HOWARD PHOTO

# Appendix D: Presentation of Data from Program Survey

(Note: The following figures reflect percentages of the total number of survey respondents answering each question. A total of 289 surveys were returned; 216 represented precollegiate programs, of which a small number (less than a dozen) represented program sites that duplicated information provided by regional or statewide network offices. Percentages for each question were calculated on the basis of the total numbers of respondents answering that question. "Subset" refers to the subset of 49 programs reporting a specific number of teachers (or student teachers) produced. Where respondents were asked to elaborate or to answer open-ended questions, a sampling of their written answers is included in italics. The first four questions on the survey instrument asked for names, addresses, and project titles, and so are not included here. All data as of spring, 1992.)

| SURVEY QUESTION | PERCENT OF SUBSET | PERCENT OF TOTAL |
|---|---|---|
| **5c. Type of institution [managing the program]** | | |
| ❑ Public | 92 | 82 |
| ❑ Private | 7 | 18 |
| **5d.** ❑ School(s) | 27 | 31 |
| ❑ School District(s) | 19 | 24 |
| ❑ State Department of Education | 6 | 6 |
| ❑ Two-year College | 2 | 2 |
| ❑ Four-year College/University | 35 | 35 |
| ❑ Other: | 15 | 13 |
| **6. Type of project/program (Please check all that apply.)** | | |
| ❑ Curricular/Extracurricular offering | 41 | 32 |
| ❑ Extracurricular club(s) | 29 | 35 |
| ❑ Summer institute | 20 | 19 |
| ❑ Teacher academy (school within a school) | 18 | 11 |
| ❑ Magnet school (separate school) | 2 | 2 |
| ❑ Workshop(s)/conference(s) | 35 | 31 |
| ❑ Career awareness activities | 41 | 45 |
| ❑ Other *(ex: scholarship program, recruitment fair, speaker series)* | 43 | 31 |
| **7. Why was your program created? (Please check all that apply.)** | | |
| ❑ Address projected general shortage of teachers | 49 | 39 |
| ❑ Address projected shortage of teachers in certain curricular areas | 27 | 19 |
| ❑ Expand pool of potential minority teachers | 73 | 68 |
| ❑ Expand pool of potential male teachers | 33 | 27 |
| ❑ Raise the quality of students entering teaching careers | 51 | 46 |
| ❑ Create an awareness of the teaching profession generally | 82 | 77 |
| ❑ Encourage students to stay in school/go to college | 39 | 39 |
| ❑ Other *(ex: special ed. recruitment, providing tutors in elem. schools, enrichment support for at-risk youth, recruit teachers for urban schools)* | 12 | 13 |
| **8. How did you develop your program?** | | |
| ❑ Created own model | 76 | 71 |
| ❑ Based substantially on other model(s) | 24 | 33 |
| Other models described/identified: *(South Carolina Cadet/ProTeam programs make up 23% of all models identified. Other models cited include: G. Dodge Foundation's Celebration of Teaching programs, Langley Academy in Pittsburgh, the Lehman-Walton Teaching Academy in the Bronx, and Coolidge High School's Teaching Professions Program in Washington DC.)* | | |
| **9. Does your program operate in partnership with another program? (If yes, please describe.)** | | |
| ❑ Yes | 56 | 57 |
| ❑ No | 44 | 42 |
| ❑ Business/corporation | 13 | 19 |
| ❑ Community college | 10 | 15 |
| ❑ Public four-year college or university | 35 | 48 |
| ❑ Private four-year college or university | 12 | 25 |
| ❑ Community-based organization | 8 | 12 |
| ❑ National program | 4 | 20 |
| ❑ Regional program or consortium | 8 | 15 |
| ❑ Other: *(State teacher certification offices and state depts. of ed, public schools, community members.)* | 10 | 20 |
| Please identify the partner: *(G. Dodge Foundation was identified by approx. 6% of "other" responders. Others include Recruiting New Teachers, Inc., Teach for America, Xerox, Texaco)* | | |

| | | |
|---|---|---|
| **10. What year was your program established?** | | |
| ❑ Year of first implementation | | |
| 1991 | 11 | 20 |
| 1989-1990 | 38 | 34 |
| 1984-1988 | 43 | 28 |
| Before 1984 | 4 | 8 |
| ❑ Still in planning stages | 0 | 6 |
| **11. Who or what sponsored the creation of your program?** | | |
| ❑ College or university | 31 | 30 |
| ❑ State legislature | 6 | 8 |
| ❑ State education agency | 18 | 13 |
| ❑ District recruitment/human resources office | 6 | 11 |
| ❑ Superintendent, school board or other local education agency | 20 | 26 |
| ❑ Foundation | 24 | 22 |
| ❑ Teacher union | 10 | 17 |
| ❑ Individual teacher(s) | 14 | 21 |
| ❑ Individual student(s) | 2 | 15 |
| ❑ Other *(U.S. Department of Ed., consortia of business/ed leaders, private corporations)* | 29 | 26 |
| **12. Staffing for your program includes (Please check all that apply.)** | | |
| ❑ Paid* full-time administrator(s) | 35 | 4 |
| ❑ Paid* part-time administrator(s) | 25 | 4 |
| ❑ Volunteer administrator(s). | 27 | 5 |
| ❑ Paid* full-time faculty. | 35 | 3 |
| ❑ Paid* part-time faculty | 35 | 15 |
| ❑ Volunteer faculty. | 33 | 7 |
| ❑ Other: *(Paid PT clerical, consultants, retired teachers/principals, volunteer students)* | 29 | 31 |
| **13. Does your program provide other incentives for participating teachers?** | | |
| ❑ Release time | 31 | 26 |
| ❑ Professional development opportunities | 43 | 36 |
| ❑ Vouchers for continuing education credits/ courses | 11 | 5 |
| ❑ Special recognition/ awards | 46 | 45 |
| ❑ Funds or materials for classroom use | 46 | 32 |
| ❑ Other: *(51% of "other" responders provide some form of monetary incentive—stipends, additional salary, per student rates. Other incentives include: college and conference tuition, honoraria, college credit, and career ladders.)* | | |
| **14. What forms of training (if any) does your program provide to participating teachers?** | | |
| ❑ Logistics: recruiting students and organizing program offerings | 31 | 29 |
| ❑ Special curriculum training | 31 | 26 |
| ❑ Opportunities to network/retreats, etc. | 38 | 33 |
| ❑ Mentoring with experienced faculty | 33 | 23 |
| ❑ No special training | 27 | 35 |
| ❑ Other: *(The latest in current teacher training, clinical and field coursework, resume writing, interviewing.)* | | |
| **15. Please provide the following information about your program (Check all that apply.)** | | |
| **a. Students participating in the program receive:** | | |
| ❑ No credit | 48 | 52 |
| ❑ High school credit | 34 | 26 |
| ❑ College credit | 23 | 14 |

| | | |
|---|---|---|
| **b. Student participants (on average) are involved in the program for what period? (Totals greater than 100 because respondents could select more than one answer.)** | | |
| ❑ 0-1 hour per week | 11 | 22 |
| ❑ 1-2 hours per week | 21 | 14 |
| ❑ 3-5 hours per week | 34 | 25 |
| ❑ More than 5 hours per week | 15 | 26 |
| ❑ All day; incorporated throughout curriculum | 11 | 11 |
| ❑ Other:_____ | 30 | 29 |
| **c. Student participants are generally involved:** | | |
| ❑ During the school day | 67 | 67 |
| ❑ After or before school | 34 | 34 |
| ❑ Saturdays | 19 | 16 |
| ❑ Summers and/or other holidays | 26 | 19 |
| **d. On average, student participants are involved for a period of:** | | |
| ❑ One week or less | 13 | 24 |
| ❑ One quarter or equivalent | 6 | 4 |
| ❑ One semester | 15 | 17 |
| ❑ One academic year | 42 | 41 |
| ❑ More than one academic year | 25 | 25 |
| ❑ One summer break | 6 | 7 |
| ❑ Other: | 15 | 11 |
| **16. Does your program provide the following? (Check all that apply.)** | | |
| ❑ Academic enrichment coursework (e.g., math, science, test preparation) | 35 | 22 |
| ❑ Teacher mentors for program participants | 71 | 59 |
| ❑ On-going practice teaching internships (supervised classroom experience) | 52 | 33 |
| ❑ Opportunities to practice teaching single classes | 44 | 39 |
| ❑ Opportunities to observe classes/different teaching styles | 75 | 62 |
| ❑ Club meetings (school-based) | 50 | 49 |
| ❑ Conferences (i.e., state- or district-wide) | 40 | 38 |
| ❑ Tutoring opportunities with: | 73 | 67 |
| ❑ pre-school children | 29 | 25 |
| ❑ elementary students | 60 | 55 |
| ❑ junior high/middle school students | 35 | 37 |
| ❑ high school students | 38 | 23 |
| ❑ special education students | 27 | 25 |
| ❑ adults | 8 | 5 |
| ❑ Field trips to see other schools | 46 | 40 |
| ❑ Summer or other school-related employment opportunities | 25 | 15 |
| ❑ Guest lectures about the teaching profession | 88 | 68 |
| ❑ Organized syllabus (please attach if possible, along with program description) | 25 | 23 |
| ❑ Newsletters/other forms of outreach | 38 | 24 |
| ❑ Exchange programs with other institutions | 6 | 5 |
| **17. How are the goals and activities of the program evaluated? (Check all that apply.)** | | |
| ❑ Internal evaluation | 86 | 80 |
| ❑ External evaluation | 27 | 21 |
| ❑ Not evaluated | 14 | 18 |
| **18. How often is the program evaluated?** | | |
| ❑ Yearly | 95 | 88 |
| ❑ Every two years | 0 | 6 |
| ❑ Other: | 7 | 16 |

**19. Does your program offer support or followup activities for students once they enter college?**

| | | |
|---|---|---|
| ❑ Yes | 67 | 48 |
| ❑ No | 33 | 51 |

**20. Since the inception of your program, how many students has your program served? (Please estimate if you're not sure of the exact total.)**

| | | |
|---|---|---|
| ❑ Blank | 4 | 29 |
| ❑ 1-24 | 9 | 12 |
| ❑ 25-99 | 30 | 26 |
| ❑ 100-499 | 36 | 32 |
| ❑ 500-999 | 4 | 5 |
| ❑ ≥1000 | 25 | 13 |

**21. Since the inception of your program, how many program graduates have entered college teacher preparation programs?**

| | | |
|---|---|---|
| ❑ Blank | 4 | 80 |
| ❑ 1-24 | 49 | 10 |
| ❑ 25-99 | 19 | 4 |
| ❑ 100-499 | 21 | 4 |
| ❑ 500-999 | 0 | 0 |
| ❑ ≥1,000 | 0 | 0 |
| ❑ Don't know | 9 | 2 |
| ❑ None | 2 | 0 |

**22. How many of those enrolled in your program graduated from college-level teacher preparation programs or alternative programs?**

| | | |
|---|---|---|
| ❑ Blank | 9 | 81 |
| ❑ Indicate number: | | |
| ❑ 1-24 | 4 | 1 |
| ❑ 25-99 | 9 | 2 |
| ❑ 100-499 | 2 | 1 |
| ❑ 500-999 | 0 | 0 |
| ❑ ≥1,000 | 0 | 0 |
| ❑ Too early to tell | 66 | 62 |
| ❑ Don't know | 9 | 9 |
| ❑ None | 2 | 2 |

**23. How many graduates of your program have become teachers?**

| | | |
|---|---|---|
| ❑ Blank | 6 | 80 |
| ❑ 1-24 | 2 | 1 |
| ❑ 25-99 | 13 | 2 |
| ❑ 100-499 | 4 | 1 |
| ❑ ≥500 | 0 | 0 |
| ❑ Too early to tell | 63 | 63 |
| ❑ Don't know | 15 | 15 |
| ❑ None | 0 | 0 |

**24. Have these totals met the goals you originally established for the program?**

| | | |
|---|---|---|
| ❑ Program goals have been met or exceeded | 53 | 31 |
| ❑ Data show that program is not meeting its goals thus far | 4 | 3 |
| ❑ Still too early to draw any conclusions | 47 | 70 |

Please comment: *Commentors generally expressed satisfaction with the quality of students and student interest, or with the level of participation from minority students. Eight percent of commentors said that programs faltered due to lack of funds, interest, staff or time.*

**25. Please describe the three most important strengths of your program.**

*(Ten most frequently given responses in rank order.)*

1. Introducing teaching to students as a worthwhile profession.
2. The quality of mentors/advisors.
3. Field experiences.
4. The quality and support of participating teachers.
5. The curriculum of the program.
6. Support from/interaction with colleges and universities.
7. Recruitment of potential minority teachers.
8. Increasing career opportunities for students.
9. Introducing students to the idea of attending college.
10. Providing the opportunity for students to get scholarships or financial assistance for college. *Other strengths, in approximate rank order, include: quality and interest of students; increasing students' self-esteem; administrative support; parent involvement; increasing teachers' self-esteem; leadership training; help for at-risk students; and good influence on academic achievement.*

**26. Please describe the three most important needs of your program.**

*Overwhelmingly, the three most frequently expressed responses were:*

1/2/3. The need for more funding/scholarships/stipends; time; and staff participation/support.

*In approximate rank order, other areas include the need for:*

4. Wider recruitment of students and program expansion.
5. Improved program integrity, such as better planning and program ideas.
6. Increased minority student involvement and minority role models.
7. Transportation.
8. Involvement and communication with colleges, businesses and other outside organizations.
9. Better evaluation of program success.
10. Computer hardware/software.

*Additional items mentioned as areas of need were: more male students, more parent involvement, more space, more tutoring opportunities, more recognition, better reputation for the field of teaching, and more coordination at the state level.*

**27. Please describe the three most important obstacles your program has faced.**

*By far the response most frequently given as an obstacle, again, was:*

1. Funding.

*A close second was:*

2. Lack of time.

*Followed, in rank order, by:*

3. Not enought administrative support and too few staff.
4. Lack of student interest and poor reputation of teaching profession.
5. Inadequate PR and student recruitment.
6. Lack of coordination with outside organizations.
7. Insufficient faculty support.
8. Poor program planning and administration.
9. Lack of transportation.
10. Lack of concern or bias toward minority students.

*Other obstacles listed included: high teacher turnover, poor student incentives, followup, parent involvement, and support for teacher mentors. Also: lack of space, corporate support, general resources and minority mentors; too few teaching jobs and programs that are just too small to meet the need.*

| | | |
|---|---|---|
| **28. How do students find out about your program? (Check all that apply.)** | | |
| ❑ In the program of studies | 16 | 16 |
| ❑ Through the guidance office | 57 | 53 |
| ❑ Through nomination or recruitment by teachers | 59 | 51 |
| ❑ Through nomination or recruitment by students | 24 | 23 |
| ❑ Through publicity about the program *(Strategies mentioned include print media, news media, videos, open house, direct mail, parent meetings.)* | 84 | 67 |
| ❑ Other. *(Retreats, gifted/talented programs, teacher fairs.)* | | |
| **29. Are there any requirements that students must meet to join or remain in the precollegiate teacher recruitment program? (Check all that apply.)** | | |
| ❑ None | 24 | 32 |
| ❑ Academic standing (GPA) *Percentages below calculated on the base of those indicating they had a GPA requirement.* | 57 | 32 |
| 2-2.49 | 6 | 14 |
| 2.5-2.99 | 19 | 50 |
| 3-3.49 | 6 | 34 |
| 3.5-4.0 | 2 | 2 |
| ❑ Regular attendance | 43 | 32 |
| ❑ Teacher/counselor recommendation | 50 | 41 |
| ❑ Promise to teach in a local school system | 9 | 4 |
| ❑ Other. *( Ex: desire/interest in teaching, top 10% of class, college-bound, passing grades, accepted to teacher education programs, minority, bilingual, high school senior.)* | | |
| **30. Demographic information about current student participants:** | | |
| ❑ Male | | 35 |
| ❑ Female | | 65 |
| ❑ Of color | | 38 |
| ❑ White | | 72 |
| **31. What geographic area does your program serve? (Check one in each column.)** | | |
| ❑ School | 27 | 26 |
| ❑ School district | 47 | 46 |
| ❑ Section of state | 8 | 12 |
| ❑ Entire state | 12 | 18 |
| ❑ Several states or region (please delineate) | 2 | 5 |
| ❑ Mostly urban | 45 | 54 |
| ❑ Mostly suburban | 14 | 29 |
| ❑ Mostly rural | 18 | 21 |
| **32. Are parents involved with the program?** | | |
| ❑ Not involved | 25 | 37 |
| ❑ Parents are invited to visit the program | 56 | 45 |
| ❑ Specific programs designed for parents | 21 | 17 |
| ❑ Parental permission is required for students to participate in the program | 46 | 37 |
| ❑ Other | 8 | 7 |
| **33. How many students are participating in your program during the current year (1991-1992)?** | | |
| Blank | 7 | 24 |
| 1-24 | 27 | 26 |
| 25-99 | 27 | 31 |
| 100-499 | 24 | 26 |
| 500-999 | 4 | 3 |
| ≥1000 | 6 | 6 |

| | | |
|---|---|---|
| **Enrollment in 1990-91:** | | |
| Blank | 7 | 24 |
| 1-24 | 22 | 37 |
| 25-99 | 24 | 29 |
| 100-499 | 15 | 24 |
| 500-999 | 7 | 4 |
| ≥1,000 | 2 | 4 |

**34. Are you able to serve all interested students? (If not, please explain.)**

| | | |
|---|---|---|
| ❑ Yes | 67 | 59 |
| ❑ No | 33 | 40 |

**35. Are financial incentives provided to students? (Please check all that apply and indicate average amounts awarded per student where appropriate.)**

| | | |
|---|---|---|
| ❑ No financial incentives are provided | 48 | 61 |
| ❑ College scholarship/tuition waiver | 35 | 24 |
| ❑ Dual enrollment in high school and college | 4 | 7 |
| ❑ Stipend for teaching while in college | 4 | 2 |
| ❑ Stipend for teaching/tutoring while in program | 8 | 10 |
| ❑ Guidance/assistance towards college enrollment | 38 | 20 |
| ❑ Loan forgiveness program | 15 | 5 |
| ❑ Low interest loan for college tuition | 6 | 3 |
| ❑ Work/study program in college | 10 | 10 |
| ❑ Promise of employment upon graduation from college | 10 | 8 |
| ❑ Other. *(Examples: exemption from low level college classes, job search assistance in school district.)* | | |

APPENDIX D

*(Note: Because response was so low for the following questions, it is expressed here in raw numerical form, instead of percentages.)*

**36. Total amount of awards to students for current year:**

| | | |
|---|---|---|
| 0 | 0 | 3 |
| 1-9 | 5 | 16 |
| 10-49 | 9 | 18 |
| 50-99 | 3 | 4 |
| ≥100 | 1 | 1 |
| Dollar value: | | |
| 0 | 0 | 4 |
| $1-999 | 3 | 11 |
| $1,000-4,999 | 3 | 10 |
| $5,000-9,999 | 0 | 3 |
| $10,000-49,000 | 5 | 7 |
| ≥$50,000 | 2 | 10 |

**37. Total amount of awards received by minority students for current year:**

| | | |
|---|---|---|
| 0 | 2 | 8 |
| 1-9 | 6 | 13 |
| 10-49 | 7 | 16 |
| 50-99 | 2 | 3 |
| ≥100 | 0 | 0 |
| Dollar value: | | |
| 0 | 2 | 8 |
| $1-999 | 2 | 11 |
| $1,000-4,999 | 2 | 7 |
| $5,000-9,999 | 2 | 5 |
| $10,000-49,000 | 3 | 6 |
| $≥$50,000 | 7 | 8 |

**38. Operating budget for 1991-92 school years: (in percentages)**

| | | |
|---|---|---|
| 0 | 2 | 1 |
| $1-999 | 8 | 6 |
| $1,000-4,999 | 16 | 12 |
| $5,000-9,999 | 0 | 4 |
| $10,000-49,999 | 8 | 8 |
| $50,000-99,999 | 14 | 5 |
| ≥$100,000 | 12 | 7 |

| Operating budget for 1990-91 school year. | | |
|---|---|---|
| 0 | 2 | 5 |
| $1-999 | 8 | 14 |
| $1,000-4,999 | 14 | 9 |
| $5,000-9,999 | 4 | 4 |
| $10,000-49,000 | 6 | 6 |
| $50,000-99,999 | 10 | 4 |
| ≥$100,000 | 12 | 6 |

**39. Sources of funding (percentages of those submitting budget figures)**

| | |
|---|---|
| ❑ Federal | 9 |
| ❑ State | 17 |
| ❑ School district | 22 |
| ❑ College or university | 20 |
| ❑ Foundation | 34 |
| ❑ Business/corporate | 15 |
| ❑ Participant contribution | 11 |
| ❑ Other | 8 |

**40. Has your program served as a model for others?**

| | | |
|---|---|---|
| ❑ Yes | 50 | 44 |
| ❑ No | 48 | 56 |

If yes, what other programs?
*(Other schools in district, state; colleges in many states.)*

**41. Do you plan to expand your program beyond its current scope?**

| | | |
|---|---|---|
| ❑ Yes | 67 | 67 |
| ❑ No | 33 | 33 |

If yes, how? *(27% of respondents to this question want to expand programs to other schools, districts, colleges and states; 24% want to expand content and scope of programs; 20% wish to increase student participation; 15% want to pursue additional funding; less than 1% each specified that they would like to enlist more faculty/staff, get more equipment, and recruit more male or minority students.)*

**42. Would you be interested in joining a network of precollegiate teacher recruitment programs?**

| | | |
|---|---|---|
| ❑ Yes | 71 | 69 |
| ❑ No | 2 | 0 |
| ❑ Not sure, contact me at a later date | 27 | 27 |

**43. What forms of support from government or private philanthropy would help your program? Please rank the following from 1-6, with #1 being the most important. *(Note: these have been tabulated so that the low number represents the highest priority.)***

| NUMERICAL TOTAL | | ORDER OF PRIORITY |
|---|---|---|
| 89 | Direct financial aid to students | 1 |
| 168 | Direct financial support for programs | 2 |
| 348 | More support at the school district level (release time, classroom materials, incentives for students and/or teachers) | 3 |
| 580 | More national discussion of the importance of teacher recruitment | 4 |
| 726 | Better support generally for the teaching profession itself (i.e., higher salaries, better conditions) | 5 |
| 730 | More communication between existing precollegiate teacher recruitment programs (e.g., conferences, newsletters, on-line network, etc.) | 6 |

# *Appendix E: Directory of Programs Reporting to the Survey*

*Note: This Directory contains contact information on 372 precollegiate teacher recruitment programs, organized by state. Additional information (year established, students served, type of program) has been included for 224 programs that responded to the survey, including eight that responded after the statistical analysis was complete. The remainder represent programs that responded to a national mailing of the Executive Summary of* Teaching's Next Generation. *Those programs—which did not complete survey instruments and so were not included in the statistical portrait of precollegiate teacher recruitment presented in this report—are identified in this Directory with a ○ symbol. All information is self-reported by officials at each program and has not been verified independently. The information provided by program officials was in some cases incomplete; in such instances, that part of the listing was left blank. Data in this directory may not perfectly match results specified elsewhere in this report, as new information has been added since the statistical survey was completed.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Alabama** | | | | | | | | | |
| Alabama State University<br>Chapter of Phi Delta Kappa<br>Recruitment & Retention of Minority Teachers<br>College of Education/ASU<br>Montgomery, AL 36101<br>205-293-4251<br>Director: Vivian W. DeShields | 1989 | 12 | 25 | | | | | | ✓ |
| Birmingham Southern College<br>An Introduction To Teaching<br>A-27 Arkadelphia Road<br>Birmingham, AL 35254<br>205-226-4810<br>Director: Katherine Kirkpatrick | | | | | | | | | ✓ |
| **Arizona** | | | | | | | | | |
| Arizona State University<br>Admissions/Career Services<br>EXCEL<br>Student Services Building<br>Tempe, AZ 85287<br>602-965-2622<br>Director: Bob Hancock | 1985 | | 120 | | | | ✓ | | ✓ |
| Chandler-Gilbert Community Schools<br>Chandler High School Alternative Program<br>2626 East Pecos Rd.<br>Chandler, AZ 85225<br>602-732-7115<br>Director: Fernando Roman | 1989 | 110 | 330 | | | | | | ✓ |
| Mesa Education Association<br>M.E.A. Scholarship Program<br>1032 East University<br>Mesa, AZ 85203<br>602-833-8400<br>Director: David Henderson | 1989 | | 6 | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

APPENDIX E

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Arizona (continued)** | | | | | | | | | |
| University of Arizona<br>College of Education<br>T.E.A.C.H.:Targeting Ed Across Cultural Horizons<br>Student Services, Room 227<br>Tucson, AZ 85721<br>602-621-7894<br>Director: Maria Lopez | 1992 | 30 | 30 | | | ✓ | ✓ | ✓ | ✓ |
| **Arkansas** | | | | | | | | | |
| University of Arkansas<br>African Americans: Future Educators of Arkansas<br>Graduate Education Building<br>Fayetteville, AR 72701<br>501-575-5404<br>Director: Naccaman Williams | 1990 | 220 | 400 | | | | ✓ | | |
| ○ Arkansas State University<br>Summer Academy for Future Teachers<br>PO Box 1058<br>State University, AR 72467<br>501-972-3062<br>Director: Mary Jane Bradley | | | | | | | | | |
| ○ El Dorado Public Schools<br>(No program name submitted)<br>200 West Oak<br>El Dorado, AR 71730<br>501-864-5014<br>Jerry Adkins | | | | | | | | | |
| ○ Little Rock School District<br>Teachers of Tomorrow<br>810 W. Markham St.<br>Little Rock, AR 72201<br>501-324-2080<br>Director: Robert Robinson | | | | | | | | | |
| ○ Pulaski County Special School District<br>Teachers of Tomorrow Academy<br>925 East Dixon Rd. Box 8601<br>Little Rock, AR 72216<br>501-490-2000<br>Director: Charles A. Green | | | | | | | | | |
| **California** | | | | | | | | | |
| Branson School<br>Making Waves at the Branson School<br>Box 887<br>Ross, CA 94957<br>415-454-3612<br>Director: Sonya Choe | 1990 | 41 | 50 | | | | ✓ | | |
| California Association for Bilingual Education<br>Bilingual Teachership Program<br>9300 E. Imperial<br>Downey, CA 90242<br>310-922-6320<br>Director: Chuck Acosta | | | | | | | | | |



○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **California (continued)** | | | | | | | | | |
| California State University-Dominguez Hills<br>Future Teacher Institute<br>1000 East Victoria<br>Carson, CA 90747<br>310-516-3896<br>Director: Joseph Aguerrebere | 1987 | 200 | 2000 | | | | ✓ | | ✓ |
| California State University-Long Beach<br>Impact/Teach<br>1250 Bellflower Blvd.<br>Long Beach, CA 90840<br>310-985-5706<br>Director: Susan Abbot | 1989 | 200 | 1100 | | | | ✓ | ✓ | ✓ |
| Chaffey Joint Union High School District<br>FTA/ Celebration of Teaching<br>211 West 5th Street<br>Ontario, CA 91762<br>714-988-8511<br>Director: Mary Ellen Storm | 1989 | 22 | | | | | | ✓ | |
| Garfield High School<br>Future Teachers Club & Tutoring Class<br>5101 East 6th Street<br>Los Angeles, CA 90022<br>213-268-9361<br>Director: Pamela Lockman | N/A | 20 | 200 | | | ✓ | | ✓ | |
| Independence High School<br>Independence HS Teaching Academy<br>1776 Education Park Drive<br>San Jose, CA 95133<br>408-729-3911<br>Director: Steven Kahl | 1989 | 140 | 140 | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Long Beach Unified School District, Personnel<br>Exploratory Teaching Class/ Future Teachers Club<br>701 Locust Ave.<br>Long Beach, CA 90813<br>310-436-9931<br>Director: Helen Z. Hansen | 1989 | 125 | 200 | | | ✓ | ✓ | ✓ | ✓ |
| Los Angeles Unified School District<br>Future Teacher Program<br>450 N. Grand Ave., Rm P-306<br>Los Angeles, CA 90012<br>213-625-6334<br>Director: Michael Acosta | 1974 | 1542 | 14,500 | ✓ | | ✓ | | ✓ | ✓ |
| Multicultural Alliance<br>Minority Teacher Development Project<br>Box 887<br>Ross, CA 94957<br>415-998-4849<br>Director: Kevin Franklin | 1990 | | 37 | | | | ✓ | | |
| New Haven Unified School District<br>Teachers for Tomorrow<br>34200 Alvarado Niles Road<br>Union City, CA 94587<br>510-471-1100<br>Director: Jim O'Laughlin | 1990 | 0 | 25 | | | ✓ | | ✓ | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

SELF-REPORTED PROGRAM INFORMATION

| California (continued) | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| San Diego State University<br>Aim to Teach<br>College of Education<br>San Diego, CA 92184<br>619-594-6340<br>Director: Cynthia Jones | 1989 | 175 | 1200 | | | | ✓ | | ✓ |
| San Francisco University High School<br>Summerbridge National Project<br>3065 Jackson St.<br>San Francisco, CA 94115<br>415-749-2037<br>Director: Lois Loofbourrow | 1980 | 270 | 800 | | | | ✓ | | |
| Solano County School Districts<br>Passage Into Teaching<br>655 Washington<br>Fairfield, CA 94533<br>707-421-6552<br>Director: Jim Ochs | 1991 | 165 | 350 | | | | ✓ | | |
| University of California, Department of Education<br>Teachers of Tomorrow<br>Berkeley Place<br>Irvine, CA 92717<br>714-856-7834<br>Director: C.H. Bouldin | 1987 | 30 | 100 | | | | ✓ | | ✓ |
| ○ California State Polytechnic Univ./Pomona<br>Center for Science and Mathematics Education<br>3801 W. Temple Ave.<br>Pomona, CA 91768<br>909-869-3473<br>Director: Judith Jacobs | | | | | | | | | |
| ○ California State University<br>Teacher Diversity Program<br>School of Education<br>Chico, CA 95929<br>916-894-2576<br>Director: Sandra Peña-Vela | | | | | | | | | |
| ○ California State University-<br>Los Angeles School of Education<br>5151 State University Dr.<br>Los Angeles, CA 90032<br>213-343-4320<br>Director: Alice V. Watkins | | | | | | | | | |
| ○ California State University-Northridge<br>Operation Chicano Teacher<br>18111 Nordhoff Street<br>Northridge, CA 91330<br>818-885-2731<br>Director: Marta Sanchez | 1973 | 200 | | | | ✓ | ✓ | ✓ | |
| ○ Clovis Unified School District<br>Community Relations<br>1450 Herndon Ave.<br>Clovis, CA 93611<br>209-297-4000<br>Director: Thomas E.Russell | | | | | | | | | |



○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **California (continued)** | | | | | | | | | |
| ○ Crenshaw High School<br>Crenshaw High School Teacher Training Academy<br>5010 11th Avenue<br>Los Angeles, CA 90043<br>213-296-5370<br>Director: Beverly Silverstein | | | | ✓ | | | | | |
| ○ Educational Testing Service<br>Project I-TEACH<br>North Lake Ave., Suite 540<br>Pasadena, CA 91101<br>818-578-1971<br>Director: Monte Perez | | | | | | | | | |
| ○ Mt. Carmel High School<br>Teaching Internship<br>9550 Carmel Mt. Rd.<br>San Diego, CA 92129<br>619-484-1180<br>Director: Rosie Zweiback | | | | | | | | | |
| ○ Palisades High School<br>Future Teachers Club<br>15777 Bowdoin St.<br>Pacific Palisides, CA 91302<br>310-454-0611<br>Director: Paula Diggs | | | | | | | | ✓ | |
| ○ Paradise High School<br>Paradise Teaching Academy<br>5911 Maxwell Drive<br>Paradise, CA 95969<br>916-872-6425<br>Director: Darryl Eisele | | | | | | | | | |
| ○ Santa Ana Unified School District<br>Junior Future Teachers Club<br>2120 West Edinger<br>Santa Ana, CA 92704<br>714-241-6430<br>Director: Suzanne Earl | | | | | | | | ✓ | |
| ○ State Center Community College District<br>Central Valley Teachers of Tomorrow<br>1525 E. Weldon Avenue<br>Fresno, CA 93704<br>209-226-0720<br>Director: Rosa Flores Carlson | | | | | | | | | |
| ○ William L. Cobb Elementary School<br>Summerbridge Prep<br>2725 California St.<br>San Francisco, CA 94115<br>415-567-0700<br>Director: John Kim | | | | | | | ✓ | | |
| **Colorado** | | | | | | | | | |
| Buena Vista High School<br>Celebration of Teaching<br>P.O. Box 1761<br>Buena Vista, CO 81211<br>719-395-8948<br>Director: Marjorie E. Gray | 1992 | 14 | 19 | | | ✓ | | ✓ | ✓ |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*



APPENDIX E

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Colorado (continued)** | | | | | | | | | |
| Denver Public Schools<br>Today's Students/ Tomorrow's Teachers<br>900 Grant St.<br>Denver, CO 80203<br>303-764-3831<br>Director: Bob Goetz | 1988 | | 500 | | | ✓ | ✓ | | |
| Durango School District<br>Career Exploration Partnership (C.E.P.)<br>P.O. Box 2467<br>Durango, CO 81302<br>303-247-3606<br>Director: Richard Yeager | 1991 | 12 | 20 | ✓ | | ✓ | | | ✓ |
| University of Northern Colorado, College of Education<br>Center for Minority Teacher Recruitment<br>McKee Hall 103<br>Greeley, CO 80631<br>303-351-2996<br>Director: Sandra Weiser | 1988 | 40 | 75 | | | | | ✓ | |
| William J. Palmer High School<br>Celebration of Teaching<br>301 North Nevada Ave<br>Colorado Springs, CO 80903<br>719-520-2845<br>Director: Richard Del Margo | 1988 | | 125 | | | | ✓ | | |
| **Connecticut** | | | | | | | | | |
| Capitol Region Education Council<br>Young Educators Society,<br>"Say Y.E.S. to Teaching"<br>1 Barnard Lane<br>Bloomfield, CT 06002<br>203-242-8883<br>Director: Francis Harris | 1990 | 152 | 200 | | ✓ | ✓ | ✓ | | ✓ |
| Fairfield High School<br>Career Center<br>Melville Ave.<br>Fairfield, CT 06430<br>203-255-8388<br>Director: Nancy Larsen | ,1970 | | | | | | | | ✓ |
| Greater Hartford Connecticut Public Schools<br>Young Educator Society<br>(Y.E.S. Club)/ C.R.E.C.<br>Manchester HS, 134 Middle Turnpike<br>Manchester, CT 06040<br>203-647-3531<br>Director: Lou Irvin | 1991 | 80 | 10 | ✓ | | | ✓ | | |
| Hartford Public Schools/<br>Loomis Chaffee School<br>Celebration of Teaching<br>25 Rye Ridge Parkway<br>West Hartford, CT 06117<br>203-232-7187<br>Director: Billie Jo Keppler | 1988 | 100 | 350 | | | | ✓ | | |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Connecticut (continued)** | | | | | | | | | |
| ○ Central Connecticut State University<br>Exploring Education Careers Through Goal Setting<br>Room 258 Barnard<br>New Britain, CT 06050<br>203-827-7606<br>Director: Carol Carter | | | | | | | | | ✓ |
| **Delaware** | | | | | | | | | |
| Delaware Department of Public Education<br>Delaware Future Educators of America<br>P.O. Box 1402<br>Dover, DE 19903<br>302-739-4667<br>Director: Margaret Dee | 1989 | 132 | 200 | | | | ✓ | ✓ | |
| Delaware State College<br>Delaware State College<br>Career Awareness Program<br>Education Department<br>Dover, DE 19901<br>302-739-4941<br>Director: Paul Woods | 1989 | 5 | 300 | | | | | | ✓ |
| ○ Wesley College - Student Teaching<br>(No program name submitted)<br>Campus Mail Box 32<br>Dover, DE 19901<br>302-736-2444<br>Director: Gary Houpt | | | | | | | | | |
| **District of Columbia** | | | | | | | | | |
| Coolidge High School<br>Teaching Professions Program<br>5th & Tuckerman<br>Washington, DC 20011<br>202-722-1656<br>Director: Christine Easterling | | | | | ✓ | | | | |
| District of Columbia Public Schools<br>Future Educators of America<br>415 12th St., N.W.<br>Washington, DC 20004<br>202-724-4246<br>Director: Yvonne Holt | 1990 | 380 | 600 | | | | ✓ | ✓ | ✓ |
| National Education Association<br>Make It Happen, TEACH!<br>1201 16th Street, NW<br>Washington, DC 20036<br>202-822-7915<br>Director: Lisa Miller | 1991 | | | | | | | ✓ | ✓ |
| National Teacher Recruitment Program<br>National Teacher Recruitment Program<br>P.O. Box 47<br>Washington, DC 20044<br>202-479-2400<br>Director: Kevin Lee | 1992 | | | | | | ✓ | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **District of Columbix (continued)** | | | | | | | | | |
| ○ Dunbar Senior High School<br>FEA<br>1301 New Jersey Ave., NW<br>Washington, DC 20001<br>202-673-7233<br>Director: Maryland K. Gourdine | | | | | | | | ✓ | |
| ○ Theodore Roosevelt High School<br>(No program name submitted)<br>4301 13th St. NW<br>Washington, DC 20011<br>202-576-6130<br>Director: Joan M. Maye | | | | | | | | | |
| **Florida** | | | | | | | | | |
| Broward County Public Schools<br>Teacher Education Alliance<br>600 S.E. Third Ave.<br>Fort Lauderdale, FL 33301<br>305-760-7344<br>Director: Suzanne M. Kinzer | 1992 | | | | | ✓ | | | ✓ |
| Charlotte High School<br>Florida Future Educators of America<br>1250 Cooper Street<br>Punta Gorda, FL 33950<br>813-637-1784<br>Director: Connie Harbeson | 1986 | 26 | 100 | | | | | ✓ | |
| Dade County Public Schools<br>Future Educators of America<br>1415 NE 2nd Ave., Rm 404<br>Miami, FL 33132<br>305-995-7016<br>Director: Terence Garner | | 10,000 | | | | | | ✓ | |
| Florida Memorial College<br>Compact<br>15800 Northwest 42nd Ave.<br>Miami, FL 33015<br>305-623-1400<br>Director: Earl Duval Jr. | 1990 | 50 | 60 | | | ✓ | ✓ | | ✓ |
| Florida State Department of Education<br>Florida Future Educators<br>325 W. Gaines, Ste 124<br>Tallahassee, FL 32399<br>904-488-6503<br>Director: Barbara Awoniyi | 1985 | 12,326 | 25,000 | | | | ✓ | ✓ | ✓ |
| Hillsborough County School Board<br>Division of Personnel and<br>Human Resources<br>901 East Kennedy Blvd.<br>Tampa, FL 33601<br>813-272-4143<br>Director: David Binnie | 1988 | 150 | 300 | | ✓ | | ✓ | ✓ | ✓ |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Florida (continued)** | | | | | | | | | |
| Miami-Norland High School<br>Miami-Norland Professional Education Magnet<br>1050 NW 195th Street<br>Miami, FL 33169<br>305-653-1416<br>Director: B.J. Orfely | 1991 | 55 | 130 | | ✓ | | | | |
| Miami Senior High School<br>Center for the Teaching Profession<br>2450 Southwest First St.<br>Miami, FL 33135<br>305-649-9800<br>Director: Luis Hernandez | 1989 | 118 | 300 | ✓ | | | | | |
| Niblack Middle School<br>Future Educators of America<br>Route 13 Box 920-403<br>Lake City, FL 32055<br>904-755-8200<br>Director: Tonnja Tomlin | 1991 | 32 | 50 | | | | | ✓ | ✓ |
| Palm Beach County School Board<br>Teacher Academy<br>3950 RCA Blvd., Suite 5005<br>Palm Beach Gardens, FL 33410<br>407-434-8239<br>Director: Linda Cartlidge | 1992 | 100 | 100 | ✓ | | ✓ | ✓ | ✓ | ✓ |
| South Broward High School<br>Broward County Florida FEA<br>1320 Southwest 2nd Street<br>Ft. Lauderdale, FL 33312<br>305-926-0800<br>Director: Michael Roland | 1989 | 1000 | 2500 | | | ✓ | | ✓ | ✓ |
| University of South Florida<br>M.O.S.E. Recruitment Project<br>4220 East Fowler<br>Tampa, FL 33620<br>813-974-3390<br>Director: Paulette Walker | 1991 | | | | | | ✓ | | ✓ |
| Volusia County School District<br>Future Educators of America<br>200 North Clara Ave.<br>DeLand, FL 32721<br>904-734-7190 ext 4669<br>Director: Diane Allen | 1983 | | "1000s" | | | | ✓ | ✓ | ✓ |
| ○ Florida State University/CSTC<br>(No program name submitted)<br>302 MCH B-212<br>Tallahassee, FL 32306<br>904-644-6885<br>Director: Michael DePina | | | | | | | | | |
| ○ J.P. Taravella High School<br>Exploratory Teaching<br>10600 Riverside Dr.<br>Coral Gables, FL 33071<br>305-344-2300<br>Director: Mary Ann Butler | | | | | | | | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Florida (continued)** | | | | | | | | | |
| ○ Miami-Dade Community College-Kendall<br>Florida Future Educators of America<br>8260 SW 149 Ct. #203<br>Miami, FL 33193<br>305-237-2000<br>Director: Michelle K. Odani | | | | | | | | | |
| ○ Orange County Public Schools<br>Minority Teacher Recruitment Program<br>445 W. Amelia Street<br>Orlando, FL 32801<br>407-849-3200 x2170<br>Director: Gladys White | 1990 | 350 | | | | | | ✓ | |
| ○ Osceola District Schools-VACE<br>(No program name submitted)<br>401 N. Church St.<br>Kissimmee, FL 34741<br>407-847-3147<br>Director: Daryla R. Bungo | | | | | | | | | |
| ○ Pasco County School<br>FFEA District Coordinator<br>7227 Land O' Lakes Blvd.<br>Land O' Lakes, FL 34639<br>813-929-1213<br>Director: Mark F. Daddona | | | | | | | | | |
| ○ Ransom Everglades School<br>Summerbridge Miami<br>2045 South Bayshore Dr.<br>Miami, FL 33133<br>305-460-8869<br>Director: John Flickinger | | | | | | | ✓ | | |
| ○ Saint Leo College<br>(No program name submitted)<br>School of Education<br>St. Leo, FL 33574<br>909-588-8316<br>Director: Kathleen Heikkila | | | | | | | | | |
| ○ School Board of Polk County<br>(No program name submitted)<br>P.O. Box 391<br>Barton, FL 33830<br>813-534-0728<br>Director: Oziemar Woodard | | | | | | | | | |
| **Georgia** | | | | | | | | | |
| Agnes Scott College<br>Ford Teachers/ Scholars Program<br>141 East College Ave.<br>Decatur, GA 30030<br>404-371-6407<br>Director: Brenda Emerson | 1990 | 25 | 50 | | | ✓ | | ✓ | ✓ |
| Albany State College<br>ASC/ BellSouth Paraprofessional Project<br>School of Education<br>Albany, GA 31705<br>912-430-4715<br>Director: Deborah Elaine Bembry | 1991 | 4 | 8 | | | ✓ | | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Georgia (continued)** | | | | | | | | | |
| Brookwood High School<br>Careers in Education<br>1255 Dogwood Rd.<br>Snellville, GA 30278<br>404-972-7642<br>Director: Tena Crews | 1991 | 25 | 25 | | | ✓ | ✓ | ✓ | ✓ |
| Central Gwinnett High School<br>Careers in Education<br>56A Crogan St.<br>Lawrenceville, GA 30244<br>404-963-8041<br>Director: Judy Johnson | 1991 | 14 | 14 | | | ✓ | ✓ | ✓ | ✓ |
| Cobb County School District<br>Teacher Cadet Program<br>514 Glover St.<br>Marietta, GA 30060<br>404-426-3394<br>Director: Diana Poore | 1993 | | | | | ✓ | | ✓ | ✓ |
| DeKalb County Public Schools<br>Future Teachers of DeKalb<br>3770 North Decatur Rd.<br>Decatur, GA 30032<br>404-297-7424<br>Director: Lonnie Edwards | 1987 | 500 | 800 | | | ✓ | | ✓ | |
| Fulton High School<br>Fulton High School Center for Teaching<br>2025 Jonesboro Rd.<br>Atlanta, GA 30315<br>404-624-2016<br>Director: Shirley Kilgore | 1989 | 117 | 230 | ✓ | | | | | |
| Georgia State University,<br>College of Education<br>Future Educators of America<br>University Plaza<br>Atlanta, GA 30303<br>404-651-2841<br>Director: Janet Towslee | 1987 | | 50,000 | | | | ✓ | ✓ | ✓ |
| Metropolitan Regional Educational Service Agency<br>Personnel Committee<br>2268 Adams Drive, N.W.<br>Atlanta, GA 30318<br>404-352-2697<br>Director: William Carson | 1991 | 20 | 20 | | | | | | |
| Norcross High School<br>Careers in Education<br>600 Beaver Ruin Rd.<br>Norcross, GA 30071<br>404-448-3674<br>Director: Neil Nichols | 1991 | 21 | 55 | | | ✓ | | | |
| Paine College<br>Teacher Cadet Program<br>1235 15th Street<br>Augusta, GA 30910<br>706-821-8328<br>Director: Judy Carter | | 56 | 55 | | | ✓ | | | ✓ |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Georgia (continued)** | | | | | | | | | |
| Parkview High School<br>Careers in Education<br>998 Cole Dr.<br>Lilburn, GA 30247<br>404-921-2874<br>Director: Meridy Griggs | 1991 | 15 | 15 | | | ✓ | ✓ | ✓ | ✓ |
| South Gwinnett High<br>Careers in Education<br>2288 East Main St.<br>Snellville GA 30278<br>404-972-4840<br>Director: Donna Ahlswede | 1991 | 21 | 21 | | | ✓ | ✓ | ✓ | ✓ |
| Southern Education Foundation<br>Consortium on Supply &<br>Quality of Minority Teachers<br>135 Auburn Ave., 2nd Floor<br>Atlanta, GA 30303<br>404-523-0001<br>Director: Nathaniel Jackson | 1988 | 120 | 400 | | | ✓ | ✓ | ✓ | ✓ |
| University System of Georgia<br>Georgia Southern University<br>Placement Office<br>Landrum Box 8069<br>Statesboro, GA 30460<br>912-681-5197<br>Director: David G. Graham | 1986 | 350 | "1000s" | | | ✓ | | | ✓ |
| Ware County Senior High<br>Future Georgia Educators<br>2301 Cherokee<br>Waycross, GA 31501<br>912-287-2351<br>Director: Sandra Donna Godwin | 1986 | 20 | 300 | | | | | ✓ | |
| ○ Dunwoody High School<br>Impact Program<br>5035 Vermack Rd.<br>Dunwoody, GA 30338<br>404-394-4442<br>Director: Frances S. Dubner | | | | | | | | | |
| ○ Georgia Department of Education<br>Public School Recruitment Services<br>1858 Twin Towers East<br>Atlanta, GA 30334<br>404-656-4461<br>Director: Donald Splinter | | | | | | | | | |
| ○ Griffin High School<br>Teacher Cadets<br>1617 West Poplar St.<br>Griffin GA 30223<br>404-227-6457<br>Director: Hugh Canterbury | | | | | | | | | |
| ○ Hephzibah High School<br>(No program name submitted)<br>PO Box 310<br>Hephzibah, GA 30815<br>706-592-2089<br>Director: Gail McGee | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91–'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Georgia (continued)** | | | | | | | | | |
| ○ Morgan County Board of Education<br>(No program name submitted)<br>1065 East Ave.<br>Madison, GA 30650<br>706-342-0752<br>Director: Ann Roffman | | | | | | | | | |
| ○ Rome City Schools<br>(No program name submitted)<br>508 E. Second St.<br>Rome, GA 30161<br>706-236-5050<br>Director: Pam Hamilton | | | | | | | | | |
| **Hawaii** | | | | | | | | | |
| Hawaii Department of Education<br>Teaching As A Career<br>P.O. Box 2360<br>Honolulu, HI, 96804<br>808-586-3276<br>Director: Elizabeth Wong | 1988 | 200 | 400 | | | | ✓ | ✓ | ✓ |
| **Illinois** | | | | | | | | | |
| Golden Apple Foundation<br>for Excellence in Teaching<br>Golden Apple Scholars<br>8 South Michigan, Suite 2310<br>Chicago, IL 60603<br>312-407-0006<br>Director: Janet Hively | 1988 | 78 | | | | | ✓ | | ✓ |
| Loyola University<br>Celebration of Teaching<br>6525 Sheridan Rd.<br>Chicago, IL 60626<br>312-973-8982<br>Director: Mary Wojnicki | 1992 | 20 | 16 | | ✓ | | ✓ | ✓ | ✓ |
| York Community High School<br>Invite To Teach<br>355 West Saint Charles Road<br>Elmhurst, IL 60126<br>708-617-2464<br>Director: Diane Martin | 1980 | 33 | 100 | | | ✓ | | | |
| ○ Chicago Public Schools<br>Recruitment & Certification<br>1819 West Pershing Rd.<br>Chicago, IL 60609<br>312-535-8260<br>Director: Maurice A. Bullett | | | | | | | | | |
| ○ Chicago State University<br>Future Teachers Club<br>95th St. @ King Dr.<br>Chicago, IL 60628<br>312-535-5430<br>Director: Beverly Washington | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Illinois (continued)** | | | | | | | | | |
| ○ Community Youth Creative Learning Experience (CYCLE) Future Teachers<br>1441 North Cleveland<br>Chicago, IL 60610<br>312-664-0895<br>Director: Rutha Gibson | 1990 | 487 ('92-3) | | | | ✓ | ✓ | ✓ | |
| ○ Hubbard High School<br>(No program name submitted)<br>6200 S. Hamlin<br>Chicago, IL 60629<br>312-535-2200<br>Director: Homer D. Turner | | | | | | | | | |
| ○ St. Xavier University<br>Department of Education<br>3700 W. 103rd St.<br>Chicago, IL 60655<br>312-298-3215<br>Director: Jessie Panko | | | | | | | | | |
| **Indiana** | | | | | | | | | |
| Bosse High School &<br>Univ. of Evansville (Joint Project)<br>Minority Teacher Recruitment Project<br>1300 Washington Ave.<br>Evansville, IN 47711<br>812-477-1661<br>Director: Don Hunter | 1990 | 13 | 26 | | | ✓ | | | ✓ |
| Elkhart Community Schools<br>Teacher Recruitment<br>2720 California Road<br>Elkhart, IN 46514<br>219-262-5510<br>Director: A.L. Bias | 1991 | 5 | 5 | | | | | | |
| Indiana Department of Education<br>Project SET (Student Exploratory Teaching)<br>State House, Room 229<br>Indianapolis, IN 46204<br>317-232-0550<br>Director: Dallas Daniels, Jr. | 1987 | 600 | 3000 | | | | | ✓ | |
| Indiana University<br>Indiana College Placement and Assessment Center<br>2805 East 10th Street<br>Bloomington, IN 47408<br>812-855-8475<br>Director: Scott Gillie | 1986 | | | | | | | | ✓ |
| Phi Delta Kappa, Inc.<br>CAMP- Institute for Prospective Teachers<br>P.O. Box 789<br>Bloomington, IN 47402<br>800-766-1156<br>Director: Howard Hill | 1987 | 186 | 900 | | | | ✓ | | ✓ |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Indiana (continued)** | | | | | | | | | |
| Purdue University School of Education<br>RAMS: Reaching Able Minority Students<br>SSA2<br>West Lafayette, IN 47907<br>317-494-7962<br>Director: Nita Mason | 1991 | 26 | 13 | | | | | | ✓ |
| University of Indianapolis<br>School of Education<br>1400 East Hanna Avenue<br>Indianapolis, IN 46227<br>317-788-3286<br>Director: Robert Morris | 1991 | 25 | 30 | | | ✓ | | | ✓ |
| Warsaw High School<br>Exploratory Teaching Class<br>1 Tiger Lane<br>Warsaw, IN 46580<br>219-267-5174<br>Director: Daniel Kuhn | 1971 | 24 | 400 | | | ✓ | | | |
| ○ Calumet College of St. Joseph<br>Education Program<br>2400 New York<br>Whiting, IN 46394<br>219-473-4206<br>Director: Elaine T. Kisisel | | | | | | | | | |
| ○ Indiana State Teachers Association<br>Prof. Programs/ H.R. Coordinator<br>150 W. Market St.<br>Indianapolis, IN 46204<br>317-634-1515<br>Director: Barbara Stainbrook | | | | | | | | | |
| **Iowa** | | | | | | | | | |
| Iowa State University<br>Program for Educational and Cultural Excellence<br>N131 Lagomarcino Hall<br>Ames, IA 50011<br>515-294-3636<br>Director: Tina Marshall-Bradley | 1990 | 26 | 30 | | | | ✓ | | ✓ |
| ○ Central High School<br>Minorities in Teaching<br>1120 Main St.<br>Davenport, IA 52803<br>319-323-9900<br>Director: Christine L. Hester | | | | | | | | | |
| ○ Davenport Community School District<br>(No program name submitted)<br>1001 Harrison St.<br>Davenport, IA 52803<br>319-323-9951<br>Director: Rita Watts | | | | | | | | | |
| **Kansas** | | | | | | | | | |
| Emporia State University<br>Summer Academy for Future Teachers<br>School of Education<br>Emporia, KS 66801<br>316-341-5764<br>Director: Scott Waters | 1989 | 52 | 150 | | | | ✓ | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Kansas (continued)** | | | | | | | | | |
| Kansas State University<br>High School Visitation Day<br>College of Education<br>Manhatten, KS 66506<br>913-532-5524<br>Director: Agnes L. Elzinga | 1986 | 67 | 450 | | | ✓ | ✓ | ✓ | |
| Pittsburg State University<br>Future Teachers of Southeast Kansas<br>School of Education<br>Pittsburg, KS 66762<br>316-235-4498<br>Director: Geraldine Roberts | 1988 | 80 | 200 | | | | ✓ | | |
| Topeka Public Schools, USD 501<br>Teachers of Tomorrow<br>624 Southwest 29th<br>Topeka, KS 66611<br>913-233-0313<br>Director: Frank Ybarra | 1992 | 30 | 30 | | | | | | ✓ |
| Wichita Public Schools<br>Project Grow Your Own Teachers<br>217 North Water St.<br>Wichita, KS 67202<br>316-833-2495<br>Director: Frank Crawford | 1989 | 38 | 50 | | | | | | |
| ○ Kansas Newman College<br>Institute for Teacher Education<br>3100 McCormick<br>Wichita, KS 67213<br>316-942-4291<br>Director: Laura McLemore | | | | | | | | | |
| **Kentucky** | | | | | | | | | |
| Jefferson County Public Schools<br>Minority Teacher Recruitment Project<br>Box 34020<br>Louisville, KY 40232<br>502-585-4622<br>Director: Bonnie Marshall | 1985 | 498 | 1600 | | | | ✓ | ✓ | ✓ |
| ○ Kentucky Country Day School<br>Summerbridge Louisville<br>4100 Springdale Rd.<br>Louisville, KY 40241<br>502-429-9752<br>Director: Mare Kalin | | | | | | | ✓ | | |
| ○ Letcher High School<br>(No program name submitted)<br>One School Road<br>Letcher, KY 41832<br>606-633-2524<br>Director: Jane Dixon | | | | | | | | | |
| ○ Morehead State University<br>College of Education and<br>Behavioral Sciences<br>100 Ginger Hall<br>Morehead, KY 40351<br>606-782-2040<br>Director: Sylvester Kohut, Jr. | | | | | | | | | |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91–'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Kentucky (continued)** | | | | | | | | | |
| ○ University of Louisville<br>(No program name submitted)<br>School of Education<br>Louisville, KY 40292<br>502-588-0577<br>Director: Ella Smith Simmons | | | | | | | | | |
| **Louisiana** | | | | | | | | | |
| Belaire High School<br>Teach Tank 200: Introduction to Teaching<br>12121 Tams Dr.<br>Baton Rouge, LA 70815<br>504-272-1860<br>Director: Charlene Parker | 1991 | 29 | 75 | | | ✓ | | ✓ | |
| Ben Franklin High School<br>Franklin Summerbridge<br>2001 Leon Simon Dr.<br>New Orleans, LA 70122<br>504-286-2641<br>Director: Debbie Woeckner | | | | | | | ✓ | | |
| Xavier University of Louisiana<br>Teacher Mentorship Program<br>7325 Palmetto<br>New Orleans, LA 70125<br>504-483-7536<br>Director: Elizabeth Rhodes | 1992 | 40 | | | | | ✓ | | |
| ○ East Baton Rouge Parish<br>School Board<br>(No program name submitted)<br>P.O. Box 2950<br>Baton Rouge, LA 70821<br>504-922-5485<br>Director: Annette Mire | | | | | | | | | |
| ○ Grambling State University<br>Louisiana Consortium on Minority<br>Teacher Supply and Quality<br>PO Box 46<br>Grambling, LA 71245<br>318-274-2717<br>Director: Mary Minter | | | | | | | | | |
| ○ Isadore Newman School<br>Newman Summerbridge<br>1903 Jefferson Ave.<br>New Orleans, LA 70115<br>504-896-8595<br>Director: Jay Altman | | | | | | | ✓ | | |
| ○ McDonogh 35 Sr. High School<br>Future Teachers Club<br>1331 Kerleree St.<br>New Orleans, LA 70116<br>504-942-3592<br>Director: Joyce C. Chapital | | | | | | | | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Louisiana (continued)** | | | | | | | | | |
| ○ Tulane University<br>LA Consortium/Minority<br>Teacher Supply & Quality<br>School of Education<br>New Orleans, LA 70118<br>504-865-5342<br>Director: Heather Buda | | | | | | | | | |
| **Maryland** | | | | | | | | | |
| Baltimore County Public Schools<br>Teaching, The Greatest Love<br>6901 Charles St.<br>Towson, MD 21204<br>410-887-2945<br>Director: John Bailey | 1988 | | 250 | | | | | ✓ | |
| Elkton High School<br>Future Teachers of Maryland<br>110 James Street<br>Elkton, MD 21921<br>410-996-5000<br>Director: Barbara Edwards | | | 150 | | | | | ✓ | |
| General John Stricker Middle School<br>Future Teachers of Maryland Club<br>7855 Trappe Rd.<br>Baltimore, MD 21222<br>410-887-7038<br>Director: Sandra Clawson | 1990 | 13 | 30 | | | | | ✓ | |
| Hartford County Public Schools<br>Maryland Future Teachers<br>45 East Gordon St.<br>Bel Aire, MD 21014<br>410-838-7300<br>Director: Kathleen Eng | 1989 | 125 | 300 | | | | | ✓ | |
| Morgan State College,<br>Education/Urban Studies Dept.<br>Project PRIME<br>Cold Spring Lane-Hillen Rd.<br>Baltimore, MD 21239<br>410-319-3390<br>Director: Brenda Haynes | 1993 | | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Salisbury State University<br>STEPP<br>Education Department<br>Salisbury, MD 21801<br>410-543-6280<br>Director: Ellen Whitford | 1991 | 20 | 20 | | | | ✓ | ✓ | ✓ |
| ○ Central Missouri State University<br>Horizons in Educaton<br>Lovinger 300<br>Warrensburg, MD 64093<br>816-543-4235<br>Director: Ted R. Garten | | | | | | | | | |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Maryland (continued)** | | | | | | | | | |
| ○ Loch Raven High School<br>Future Educators of America<br>1212 Coupens Ave.<br>Baltimore, MD 21286<br>410-887-3525<br>Director: Susan Falcone | | | | | | | | | |
| ○ Towson State University<br>College of Education<br>Hawkins Hall<br>Towson, MD 21204<br>410-830-2571<br>Director: Dennis Hinkle | | | | | | | | | |
| ○ University of Maryland -<br>Baltimore County<br>Department of Education<br>5401 Wilkens Avenue<br>Baltimore, MD 21228<br>410-455-2465<br>Director: David Young | | | | | | | | | |
| **Massachusetts** | | | | | | | | | |
| BMC Durfee High School<br>Future Educator's Club/<br>Celebration of Teaching<br>360 Elsbree Street<br>Fall River, MA 02720<br>508-675-8106<br>Director: Donna Viveiros | 1989 | 90 | 250 | | | | ✓ | ✓ | |
| Cambridge Public Schools &<br>Lesley College<br>Careers In Education<br>459 Broadway<br>Cambridge, MA 02138<br>617-349-6751<br>Director: Larry Rosenstock | 1991 | 12 | 12 | | | ✓ | | | |
| Chelsea High School<br>Academy of Educators<br>Clark Avenue<br>Chelsea, MA 02150<br>617-889-8418<br>Director: Carol Blotner | | 7 | 20 | | | | | | |
| Dorchester High School<br>LEAP<br>Peacevale Road<br>Dorchester, MA 02124<br>617-934-0251<br>Director: Jeri Frazier | 1991 | 50 | 50 | | | | ✓ | ✓ | ✓ |
| ○ New England Board of Higher Education<br>(No program name submitted)<br>45 Temple Pl.<br>Boston, MA 02111<br>617-357-9620<br>Director: John C. Hoy | | | | | | | | | |



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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91–'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Massachusetts (continued)** | | | | | | | | | |
| ○ Phillips Andover Academy<br>Institute for the Recruitment of Teachers<br>Andover, MA 01810<br>508-749-4000<br>Director: Kelly Wise | | | | | | | | ✓ | |
| ○ Summerbridge/Cambridge Public Schools<br>Summerbridge Cambridge<br>159 Thorndike Street<br>Cambridge, MA 02141<br>617-349-6261<br>Director: Angela Lee | | | | | | | ✓ | | |
| ○ Tufts University<br>Education Department<br>Lincoln Filene Center<br>Medford, MA 02155<br>617-627-3244<br>Director: Nancy W. Carroll | | | | | | | | | |
| ○ Wellesley High School<br>(No program name submitted)<br>144 Washington St.<br>Wellesley, MA 02181<br>617-446-6290<br>Director: Marilyn Nutting | | | | | | | | | |
| ○ Worcester Consortium for Higher Education<br>37 Fruit St.<br>Worcester, MA 01609<br>508-754-6829<br>Director: William P. Densmore | | | | | | | | | |
| **Michigan** | | | | | | | | | |
| Forest Hills Public Schools<br>Forest Hills Student Mentorship Program<br>5901 Hall South East<br>Grand Rapids, MI 49546<br>616-285-8700<br>Director: Kathy Smalt | 1987 | 150 | 500 | | | | ✓ | | ✓ |
| (No institution name submitted)<br>PALSS Club<br>1825 South Crawford, Apt. D3<br>Mt. Pleasant, MI 48858<br>517-773-0763<br>Director: Rachele Mozdzierz | | | | | | | | | |
| Saginaw Township Community Schools<br>(No program name submitted)<br>PO Box 6278<br>Saginaw, MI 48608<br>517-797-1800<br>Director: Kay Packwood | 1990 | | | | | ✓ | ✓ | | ✓ |
| Southwestern Michigan Urban League<br>Future Force<br>172 West Van Buren<br>Battle Creek, MI 49017<br>616-962-5553<br>Director: Sarah Fullerton Blair | 1991 | 28 | 31 | | | | | ✓ | |

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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Michigan (continued)** | | | | | | | | | |
| Wayne State University<br>Young Educators Society of Michigan<br>489 College of Education<br>Detroit, MI 48202<br>313-577-1605<br>Director: James Boyer | 1987 | 400 | 1500 | | | | ✓ | ✓ | |
| Western Michigan University,<br>College of Education<br>School/Community Plan<br>For Recruiting Minorities<br>3720 West Main<br>Kalamazoo, MI 49007<br>616-343-8641<br>Director: Jeanne LeBlanc Williams | 1991 | | | ✓ | | | | | |
| ○ Cass Technical High School<br>Urban Environmental Education in Detroit<br>2421 Second Ave.<br>Detroit, MI 48201<br>313-494-2605<br>Director: Randall E. Raymond | | | | | | | | | |
| ○ Kalamazoo Public School<br>EFE Teacher Internship Program<br>1220 Howard St.<br>Kalamazoo, MI 49007<br>616-337-0159<br>Director: Mary C. Harper | | | | | | | | | |
| **Minnesota** | | | | | | | | | |
| Augsburg College<br>Augsburg College Education Department<br>731 21st Ave. South<br>Minneapolis, MN 55454<br>612-330-1647<br>Director: Joseph A. Erickson | 1989 | 15 | 60 | | | | ✓ | | |
| St. Paul Public Schools<br>Career Beginnings Project Advance<br>1930 Como Ave.<br>St. Paul, MN 55108<br>612-293-8757<br>Director: Jay Ettinger | 1987 | 75 | 125 | | | | | | |
| **Mississippi** | | | | | | | | | |
| ○ Hollandale School District<br>Building Excellence:<br>Teachers & Students BETAS<br>PO Box 128<br>Hollandale, MS 38748<br>601-827-2276<br>Director: Mary Sennett | | | | | | | | | ✓ |
| **Missouri** | | | | | | | | | |
| Central Missouri State University<br>Horizons in Education<br>Lovinger 300<br>Warrensburg, MO 64093<br>816-543-8675<br>Director: Audrey Wright | 1990 | 30 | 60 | ✓ | | | | | |

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APPENDIX E

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Missouri (continued)** | | | | | | | | | |
| Columbia College<br>Minority Student Future Teacher Program<br>1001 Rogers Street<br>Columbia, MO 65216<br>313-875-7203<br>Director: Eliot Battle | | | | | | | ✓ | | ✓ |
| Drury College<br>Project Enrich<br>School of Education<br>Springfield, MO 65802<br>417-865-8731 ext 271<br>Director: Daniel Beach | 1985 | 17 | 140 | | | | ✓ | | ✓ |
| Fort Osage Senior High School<br>Cadet Teaching/<br>Future Teachers of America Club<br>2101 North Twyman Rd.<br>Independence, MO 64058<br>816-249-6106<br>Director: Brenda Shrout | 1982 | 79 | 400 | | | ✓ | | | |
| University of Missouri<br>Undergraduate Teacher Education<br>158A Marellac Hall<br>St. Louis, MO 63121<br>314-553-5917<br>Director: Paul Travers | 1967 | 300 | 1000 | | | | | ✓ | ✓ |
| ○ Parkway North High School<br>Future Educators of America<br>12860 Fee Fee Rd.<br>St. Louis, MO 63146<br>314-851-8346<br>Director: Norma J. Downey | | | | | | | | | |
| ○ Southeast Missouri State University<br>Career Planning & Placement<br>One University Plaza<br>Cape Girardeau, MO 63701<br>314-651-2583<br>Director: Edward Freeman | | | | | | | | | |
| **Nebraska** | | | | | | | | | |
| University of Nebraska-Lincoln<br>S.P.I.C.E.<br>108 Hewzlik Hall<br>Lincoln, NE 68588<br>402-472-1993<br>Director: Teresita Aguilar | 1988 | 55 | 200 | | | | ✓ | | ✓ |
| ○ Pound Jr. High School<br>Grow Your Own Teacher<br>4740 S. 45th St.<br>Lincoln, NE 68516<br>402-436-1217<br>Director: Mary Ann Bendezu | | | | | | | | | |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Nevada** | | | | | | | | | |
| ○ Washoe County School District<br>(No program name submitted)<br>425 E. 9th St.<br>Reno, NV 89520<br>702-348-0321<br>Director: Shirley Woods | | | | | | | | | |
| **New Hampshire** | | | | | | | | | |
| ○ Derryfield School<br>Summerbridge Manchester<br>2108 North River Rd.<br>Manchester, NH 03104<br>603-669-4524<br>Director: Lynn Sorensen | | | | | | | ✓ | | |
| **New Jersey** | | | | | | | | | |
| Branchburg Central School<br>Peer Tutoring<br>220 Baird Rd.<br>Somerville, NJ 08876<br>908-526-1415<br>Director: Florence E. Klimas | 1990 | 20 | 50 | | | | | | |
| Deerfield Township School<br>Junior Future Teachers Club of America<br>Morton Ave. Box 375<br>Rosenhayn, NJ 08352<br>609-451-6610<br>Director: Barbara Butterfield | 1991 | 11 | 11 | | | | | ✓ | |
| Edgewood City Schools<br>Celebration of Teaching<br>5005 State Rt. 73<br>Trenton, NJ 45067<br>513-867-0089<br>Director: Marian A. Moeckel | 1990 | 100 | 175 | | | | ✓ | | |
| Geraldine R. Dodge Foundation<br>A Celebration of Teaching<br>163 Madison Ave., 6th FL. Box 1239<br>Morristown, NJ 07962<br>201-540-8442<br>Directors: Ruth Campopiano, Peter Schmidt | 1987 | | 35,000 | | | | ✓ | | ✓ |
| Monmouth College<br>Celebration of Teaching<br>School of Education<br>West Long Branch, NJ 07764<br>908-571-3567<br>Director: Cheryl Keen | 1990 | 108 | 300 | | | | ✓ | | |
| Montclair State College<br>Newark Scholars in Teaching<br>Valley Road<br>Upper Montclair, NJ 07045<br>201-893-4262<br>Director: Robert Pines | 1990 | 60 | 40 | | | ✓ | | | ✓ |

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SELF-REPORTED PROGRAM INFORMATION

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|---|---|---|---|---|---|---|---|---|---|
| **New Jersey (continued)** | | | | | | | | | |
| Roselle School District<br>Career Fair<br>720 Locust St.<br>Roselle, NJ 07205<br>908-298-2047<br>Director: Annette States | 1991 | 200 | 200 | | | | ✓ | | ✓ |
| Rowan College (Glassboro State College)<br>Secondary Education Foundation<br>Raising Academic Aspirations<br>of Minority Studnts<br>260 E. High Street<br>Glassboro. NJ 08028<br>609-881-6194<br>Director: Margaret D. Tannenbaum | 1991 | 16 | 16 | | | | | ✓ | |
| Union City Board of Education,<br>Jefferson School<br>"One to One" Celebration of Teaching<br>3400 Palisade Ave.<br>Union City, NJ 07087<br>201-348-2733<br>Director: Carol Lee Maniscalco | 1992 | 15 | 30 | | | | | | ✓ |
| West Morris Central High Schooi<br>Future Teachers Club<br>Bartley Road<br>Chester. NJ 17930<br>908-879-5212<br>Director: Maria Zdroik | 1990 | 10 | 15 | | | | | ✓ | |
| West Morris Mendham High School<br>Future Teachers of America<br>East Main Street<br>Mendham. NJ 07945<br>201-543-2501<br>Director: Ned Panfile | 1987 | 24 | 150 | | | | | ✓ | |
| ○ Byram Intermediate School &<br>County College of Morris<br>Celebration of Teaching<br>12 Valley Rd.<br>Stanhope. NJ 07874<br>201-347-8039<br>Director: Barbara Utz | | | | | | | | | |
| ○ Camden City Schools<br>Vocational Education/<br>Career Preparation<br>1656 Kaighn Ave.<br>Camden. NJ 08103<br>609-963-6333<br>Director: Lucian J. Janik | | | | | | | | | |
| ○ Dwight-Englewood School<br>(No program name submitted)<br>315 E. Palisade Ave.<br>Englewood, NJ 07631<br>201-569-9500<br>Director: James E. Van Amburg | | 150 | | | | | | | |

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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **New Jersey (continued)** | | | | | | | | | |
| ○ Jersey City State College<br>(No program name submitted)<br>2039 Kennedy Boulevard<br>Jersey City, NJ 07305<br>210-200-3321<br>Director: Fred Means | | | | | | | | | |
| **New Mexico** | | | | | | | | | |
| Eastern New Mexico University<br>School of Education Recruitment<br>Station 25-ENMY<br>Portales, NM 88130<br>505 562-2491<br>Director: Robert Geigle | | 50 | 50 | | | | | | ✓ |
| La Cueva High School<br>Celebrate Teaching<br>7801 Wilshire N.E.<br>Albuquerque, NM 87122<br>505-823-2327<br>Director: Pat Graff | 1991 | 25 | 25 | | | | | ✓ | ✓ |
| University of New Mexico<br>I Teach<br>College of Education<br>Albuquerque, NM 87131<br>505-277-7269<br>Director: James Apodaca | 1989 | 100 | 300 | | | | ✓ | | |
| ○ New Mexico Highlands University<br>Teacher Education Center<br>School of Education<br>Las Vegas, NM 87701<br>505-454-3509<br>Director: James M. Alarid | | | | | | | | | |
| **New York** | | | | | | | | | |
| Brentwood School District<br>Project Link<br>North Elementary School<br>Brentwood, NY 11717<br>516-434-2444<br>Director: Elaine Confessore | 1991 | 102 | 100 | | | | | ✓ | |
| C.W. Post – Long Island University<br>Teacher Recruitment<br>School of Education<br>Old Brookville, NY 11548<br>516—299-2870<br>Director: Janet Schultheis | 1976 | | "100s" | | | | | ✓ | |
| Career Development Council Inc.<br>Shadowing and Internship Programs<br>201 Cantigny St.<br>Corning, NY 14830<br>607-962-4601<br>Director: Kristine Reuland | 1975 | 653 | "1000s" | | | | | | ✓ |
| Clearpool School<br>23 Gramercy Park South<br>New York, NY 10003<br>212-777-1207<br>Director: Peter Rose | 1990 | 250 | 250 | | | | | | |

*○ Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **New York (continued)** | | | | | | | | | |
| Freeport High School<br>Future Teachers of America<br>550 S. Brookside Avenue<br>Freeport, NY 11520<br>516-867-5300<br>Director: Enid Hawthorne | 1989 | 15 | 40 | | | | | ✓ | |
| Hillcrest High School<br>Pre-Teaching Program<br>160-05 Highland Avenue<br>Jamaica, NY 11432<br>718-658-5407<br>Director: Jessica Rotham | 1990 | 45 | 85 | | | ✓ | ✓ | | |
| Jefferson-Lewis Teacher Center<br>Celebration of Teaching<br>at Jefferson Lewis Teacher Center<br>171 E. Hoord St.<br>Watertown, NY 13601<br>315-785-9143<br>Director: Linda Grimes | 1990 | 20 | 80 | | | | ✓ | | |
| Lehman College<br>Walton/Lehman Pre-Teaching Academy<br>250 Bedford Park Blvd. W., Carmen Hall<br>Bronx, NY, 10468<br>212-960-8569<br>Director: Anne Rothstein | 1984 | 71 | 425 | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Lincoln High School<br>Pre-Teaching Magnet Program<br>Kneeland Ave.<br>Yonkers, NY 10704<br>914-376-8400<br>Director: Kathleen Ryan | 1987 | 69 | 230 | ✓ | | ✓ | | | ✓ |
| New York Hall of Science<br>Science Teacher Career Ladder.<br>HS Science Intern Program<br>47-01 111th St.<br>Corona, NY 11368<br>718-699-0005<br>Director: Peggy Cole | 1988 | 26 | 36 | | | | ✓ | | ✓ |
| New York Interschool<br>A Celebration of Teachers<br>108 East 89th St.<br>New York, NY 10128<br>212-534-3634<br>Director: Annette Liberson | 1989 | 122 | 250 | | | | ✓ | | |
| North Tonawanda Public Schools<br>Xtra Science in the Elementary Schools (XSITES)<br>405 Meadow Drive<br>North Tonawanda, NY 14120<br>716-694-8022<br>Director: Mary Stein | 1989 | 14 | 60 | | | ✓ | | | |
| Richard Green High School of Teaching<br>421 East 88th Street<br>New York, NY 10128<br>212-722-5240<br>Director: Alan Lentin | 1989 | 458 | | | ✓ | ✓ | | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91–'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **New York (continued)** | | | | | | | | | |
| SUNY College at Old Westbury<br>Celebration of Teaching<br>Campus Center, Room I-210<br>Old Westbury, NY 11568<br>516-876-3080<br>Director: Constance J. Batty | 1988 | | 300 | | | | ✓ | | |
| Westchester-Putnam School Boards Association<br>Teaching: The Profession of Choice<br>125 Weaver St.<br>Scarsdale, NY 10583<br>914-472-1337<br>Director: Evelyn Stock | 1989 | | 400 | | ✓ | | ✓ | | |
| ○ Fabius-Pompey High School<br>Future Teachers Club<br>South St.<br>Fabius, NY 13063<br>315-683-5811<br>Director: Cheryl Maxian | | | | | | | | | |
| ○ Farmingdale Public Schools<br>(No program name submitted)<br>50 Van Cott Ave.<br>Farmingdale, NY 11735<br>516-752-6512<br>Director: Maryalice Gutierrez | | | | | | | | | |
| ○ New York University<br>Project MUST<br>42 Press Building/Washington Square<br>New York, NY 10003<br>212-998-5000<br>Director: Ann Marcus | | | | | | | | | |
| ○ Pace University<br>(No program name submitted)<br>289 Clinson Ave.<br>Dobbs Ferry, NY 10522<br>914-693-0133<br>Director: Ray Gerson | | | | | | | | | |
| ○ PS 109 Open City<br>(No program name submitted)<br>215 E. 99th St.<br>New York, NY 10029<br>212-860-5865<br>Director: Larry Held | | | | | | | | | |
| ○ Putnam Northern Westchester BOCES<br>(No program name submitted)<br>200 Boces Drive<br>Yorktown Heights, NY 10598<br>914-248-2310<br>Director: Renee Gargano | | | | | | | | | |
| ○ Riverdale Country School<br>Summerbridge at Riverdale<br>5250 Fieldston Rd.<br>Bronx, NY 10471<br>212-519-2767<br>Director: Ria Grosvenor | | | | | | | ✓ | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **New York (continued)** | | | | | | | | | |
| ○ State University of New York<br>Education Department<br>Fitzelle Hall<br>Oneonta, NY 13820<br>607-436-2462<br>Director: Jeffrey A. McLaughlin | | | | | | | | | |
| **North Carolina** | | | | | | | | | |
| Carolinas' Assoc./<br>Collegiate Registrars &<br>Admissions Ofcs<br>CACRAO Planning for<br>College Workshop<br>NCSU Admissions<br>Raleigh, NC 27695<br>919-515-2434<br>Director: George Dixon | 1986 | | | | | | | | ✓ |
| Lexington Senior High<br>NC Fellows, Future Teachers of America<br>26 Penry Street<br>Lexington, NC 27292<br>704-242-1561<br>Director: Katherine Grindstaff | 1986 | 9 | 40 | | | | | ✓ | |
| New Hanover County Schools<br>Minorities in Education for Tomorrow (M E.T.)<br>1802 South 15th Street<br>Wilmington. NC 28401<br>919-763-5431<br>Director: Art Joyce | 1991 | 60 | 60 | | | | | ✓ | |
| North Carolina<br>Department of Public Instruction<br>Project TEACH<br>116 W. Edenton St.<br>Raleigh, NC 27603<br>919-515-4577<br>Director: Marsha Boyd | 1986 | | 2000 | | | ✓ | ✓ | ✓ | ✓ |
| Wilson County Schools<br>"Grow Your Own"<br>P.O. Box 2048<br>Wilson, NC 27893<br>919-399-7700<br>Director: W.E. Myers | 1989 | | 1000 | | | | | ✓ | ✓ |
| ○ Hope Valley Elementary<br>Black Men: Tomorrow's Teachers<br>3023 University Drive<br>Durham, NC 27707<br>919-560-3932<br>Director: Joanne Carter | | | | | | | | | |
| ○ Mooresville Graded School District<br>(No program name submitted)<br>P.O. Box 119<br>Mooresville, NC 28115<br>704-664-5553<br>Director: Jane K. Carrigan | | | 184 | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **North Carolina (continued)** | | | | | | | | | |
| ○ N.C. Dept. of Public Instruction<br>Comprehensive System of Personnel Development<br>301 N. Wilmington St.<br>Raleigh, NC 27607<br>919-715-1597<br>Director: Fred Baars | | | | | | | | | |
| ○ Nashville-Rocky Mount Schools<br>(No program name submitted)<br>930 Eastern Ave.<br>Nashville, NC 27856<br>919-459-5230<br>Director: Mary F. Mathews | | | | | | | | | |
| ○ NCAE<br>(No program name submitted)<br>P.O. Box 27347<br>Raleigh, NC 27611<br>919-832-3000<br>Director: Marge Foreman | | | | | | | | | |
| **Ohio** | | | | | | | | | |
| Akron Public Schools<br>Future Educator's Club<br>70 North Broadway<br>Akron, OH 44308<br>216-434-1661<br>Director: Fred Gissendaner | 1988 | | | | | | | ✓ | ✓ |
| Ashland University,<br>Ohio Minority Recruitment Cnstm<br>CAPE – Camp Attracting Prospective Educators<br>110 Bixler Hall<br>Ashland, OH 44805<br>419-289-5298<br>Director: Pam Young | 1992 | 49 | 60 | | | | ✓ | ✓ | ✓ |
| Bowling Green State University<br>Select Student Day<br>365 Education Building<br>Bowling Green, OH 43403<br>419-372-7372<br>Director: Sandra McKenzie | 1980 | | | | | | | | ✓ |
| Cedarville College<br>(No program name submitted)<br>Box 601<br>Cedarville, OH 45314<br>513-766-2211<br>Director. Merlin Ager | 1991 | | | | | | | | |
| Cincinnati Public Schools<br>Future Educators of America<br>230 East 9th Street<br>Cincinnati, OH 45202<br>513-369-4000<br>Director: Martha Price | 1988 | 280 | 450 | | | | | ✓ | |
| ○ Cleveland Heights High School<br>Heights High Project Support<br>13263 Cedar<br>Cleveland Heights, OH 44118<br>216-371-7100<br>Director: Lenore Benjamin | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait*

SELF-REPORTED PROGRAM INFORMATION

| Ohio (continued) | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| Collinwood High School<br>Teaching Professions Thematic Program<br>15210 Saint Clair Ave.<br>Cleveland, OH 44110<br>216-226-2968<br>Director: Kathleen White | 1989 | 126 | 265 | ✓ | | ✓ | | ✓ | ✓ |
| Columbus Northland High School<br>Northland Teaching Academy<br>1919 Northcliff Drive<br>Columbus, OH 43229<br>614-365-5342<br>Director: Gary Love | 1990 | 86 | 91 | ✓ | | | | | |
| Elyria West High School<br>Future Teachers of America<br>42101 Griswold Rd.<br>Elyria, OH 44035<br>216-284-8100<br>Director: Richard Gast | 1985 | 28 | 250 | | | | | ✓ | |
| Kent State University<br>Urban Teachers' Project<br>418 White Hall<br>Kent, OH 44242<br>216-672-2886<br>Director: Janet Stadulis | 1989 | 17 | 60 | | | | | | |
| Lincoln High School<br>Educational Mentorship<br>140 Hamilton Road<br>Gahanna, OH 43230<br>614-478-5508<br>Director: Karen Coggins | 1974 | 43 | 150 | | | ✓ | | | ✓ |
| Ohio University<br>Teaching Leadership Consortium<br>School of Education<br>Athens, OH 45701<br>614-593-4418<br>Director: Samuel H. Bolden | 1991 | 30 | 60 | | | | ✓ | | |
| Shaker Heights Board of Education<br>Future Teacher Clubs<br>15600 Parkland Dr.<br>Shaker Heights, OH 44120<br>216-295-4334<br>Director: Jerry Graham | 1991 | | | | | | ✓ | ✓ | ✓ |
| Snow Hill Elementary<br>CAPE: Camp Attracting<br>Prospective Educators<br>531 W. Harding Road<br>Springfield, OH 45504<br>513-328-2051<br>Director: Pam Young | 1992 | 49 | 60 | | | | ✓ | | ✓ |
| ○ Cleveland Hts./University Hts., CSD<br>Multicultural Education,<br>Entry Year Program<br>14780 Superior Rd.<br>Cleveland Heights, OH 44118<br>216-371-7114<br>Director: Renée G. Harrison | | | | | | | | | |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91–'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Ohio (continued)** | | | | | | | | | |
| ○ Cleveland State University<br>College of Education<br>E. 24th and Euclid Ave., Rhodes 1416<br>Cleveland, OH 44115<br>216-687-3737<br>Director: Steve Permuth | | | | | | | | | |
| ○ Gahanna Jefferson Public Schools<br>Alliance for the Recruitment of Diverse Educators<br>160 S. Hamilton Rd.<br>Gahanna, OH 43230<br>614-478-5565<br>Director: Judith Weller | | | | | | | | | |
| ○ Miami University<br>School of Education & Allied Professions<br>200 McGuffey Hall<br>Oxford, OH 45056<br>513-529-6418<br>Director: Marvin A. Lawrence | | | | | | | | | |
| ○ Ohio Department of Education<br>(No program name submitted)<br>1566 Galleon Blvd.<br>Hilliard, OH 43026<br>614-771-9022<br>Director: Kitty Stofsick | | | | | | | | | |
| ○ Ohio State University<br>Teaching Leadership<br>Consortium, Ohio<br>149 Arps Hall, 1945 N. High St.<br>Columbus, OH 43232<br>614-292-5790<br>Director: John A. Middleton | | | | | | | | | |
| ○ Port Clinton City Schools, Portage School<br>Teachers of Tomorrow<br>Lake St. & State Road<br>Gypsum, OH 43433<br>419-734-2812<br>Director: Lori M. Bascone | | | | | | | | | |
| ○ Sanduskey City Schools<br>MIND-Minorities in Education<br>407 Decatur St.<br>Sanduskey, OH 44870<br>419-621-2710<br>Director: Janet L. Cramer | | | | | | | | | |
| ○ University of Cincinnati<br>Ohio-Teacher Leadership Consortium<br>301 Teachers College<br>Cincinnati, OH 45210<br>513-556-2335<br>Director: Cyndy Reed Stewart | | | | | | | | | |
| ○ Wright State University -<br>Office of Career Svcs.<br>(No program name submitted)<br>126 Student Services Wing<br>Dayton, OH 45435<br>513-873-2556<br>Director: Susan Cox | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*



APPENDIX E

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Oklahoma** | | | | | | | | | |
| Lawton High School<br>Teacher Cadet,<br>Senior Seminar in Education<br>607 Ft. Sill Blvd.<br>Lawton, OK 73507<br>405-355-5170<br>Director: Nina Hunt | 1991 | 13 | 13 | | | ✓ | ✓ | | ✓ |
| Lawton Public Schools<br>Teacher Cadet/Pro-Team<br>P.O. Box 1009<br>Lawton, OK 73502<br>405-357-6900 | | 45 | 45 | | | ✓ | | | |
| Oklahoma Minority<br>Recruitment Center<br>Department of Education<br>2500 N. Lincoln Blvd.<br>Oklahoma City, OK 73105<br>405-521-4213<br>Director: Ruby Nichols | 1989 | | | | | ✓ | | | |
| Oklahoma State University, OKSTOY<br>Celebration of Teaching<br>904 West Ave East<br>Elk City, OK 73644<br>405-225-2660 | 1990 | 500 | 850 | | | | ✓ | | |
| ○ University of Oklahoma<br>American Indian Teacher Corps<br>College of Education<br>Noman, OK 73019<br>405-325-5463<br>Director: Jerry C. Bread | | | | | | | | | |
| **Oregon** | | | | | | | | | |
| Office of Multicultural Affairs<br>Reach For Success<br>314 Oregon Hall<br>Eugene, OR 97403<br>503-46-3479<br>Director: Marshall Sauceda | 1986 | 150 | 500 | | | ✓ | | | ✓ |
| Portland Public Schools,<br>Portland Community College/PSU<br>Portland Teachers Program<br>P.O. Box 3394<br>Portland, OR 97208<br>503-244-6111 ext. 5444<br>Director: Deborah Cochrane | 1990 | 109 | 200 | ✓ | | | | | |
| ○ Hermiston High School<br>(No program name submitted)<br>600 South First Street<br>Hermiston, OR 97838<br>503-567-8311<br>Director: Gwendolyn Waite | | | | | | | | | |
| ○ Oregon School Personnel Association<br>Oregon Professional Educator Fair<br>707 13th St., SE, Ste 100<br>Salem, OR 97302<br>503-581-3141<br>Director: Joseph C. Benninghoff | | | | | | | | | |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Oregon (continued)** | | | | | | | | | |
| ○ U.S. Grant H.S.<br>Academy of FEs & Portland<br>Teacher Program<br>2245 N.E. 36th<br>Portland, OR 97212<br>503-280-5160<br>Director: Myra N. Rose | | | | | | | | | |
| ○ Western Oregon State College<br>Division of Elementary Education<br>School of Education<br>Monmouth, OR 97361<br>503-838-8471<br>Director: Norman E. Koch | | | | | | | | | |
| **Pennsylvania** | | | | | | | | | |
| Academy of the New Church Girls School<br>Teacher Assistant Program<br>Bryn Athyn Church School<br>Bryn Athyn, PA 19009<br>215-947-4086<br>Director: Marion Gyllenhaal | 1985 | 5 | 30 | | | ✓ | | | |
| Archdioces of Philadelphia.<br>Office of Catholic Education<br>Recruitment of New Teachers-<br>Personnel Function<br>222 North 17th Street<br>Philadelphia, PA 19103<br>215-587-2415<br>Director: Kathleen V. Cardamone | | | | | | | | | |
| Cathedral Preparatory School<br>Guidance<br>125 West 9th<br>Erie, PA 16501<br>814-453-7737<br>Director: Rich Grychowski | | 15 | | | | | | | ✓ |
| Commission on Higher Education<br>Adelante Y Mas<br>3624 Market Street<br>Philadelphia, PA 19104<br>215-622-5606<br>Director: Arturo Iriarte | 1990 | 20 | 20 | | | | | ✓ | ✓ |
| Conemaugh Township Area High School<br>Celebration of Teaching<br>PO Box 407<br>Davidsville, PA 15928<br>814-479-4014<br>Director: Jan Bowman | 1990 | | 46 | | | | ✓ | | |
| Elkland Area High School<br>Elkland Youth Education Association<br>Ellison Road<br>Elkland, PA 16920<br>814-258-5115<br>Director: Mary Bontempo | 1974 | 45 | 1000 | | | | ✓ | | ✓ |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Pennsylvania (continued)** | | | | | | | | | |
| Hempfield School District<br>Celebration of Teaching<br>Stanley Ave.<br>Landisville, PA 17538<br>717-898-5500<br>Director: Connie Kondraiy | 1989 | 46 | 104 | | | | ✓ | | |
| Indiana University of Pennsylvania<br>Adelante Y Mas<br>IUP- 104 Stouffer<br>Indiana, PA 15705<br>412-357-2483<br>Director: John Johnson | 1990 | 20 | 20 | | | | ✓ | | ✓ |
| Langley High School<br>Langley Teaching Academy<br>Sheraden Blvd.<br>Pittsburgh, PA 15204<br>412-788-2100<br>Director: Gary Smith | 1989 | 97 | 117 | | ✓ | | | | |
| Millersville University<br>PA Governor's School for Excellence in Teaching<br>PA Governor School<br>Millersville, PA 17551<br>717-872-3323<br>Director: Keith Lauderbach | 1989 | 64 | | | | | ✓ | | ✓ |
| Rider College School of Education<br>& Human Services<br>Minority Recruitment Program<br>353 Weber Dr.<br>Yardley, PA 19067<br>609-896-5048<br>Director: Jerome F. Megna | 1989 | 20 | 50 | | | ✓ | ✓ | ✓ | |
| Southern Middle School<br>A Celebration of Teaching<br>931 Chestnut<br>Reading, PA 19602<br>215-371-5802<br>Director: Colleen Angel | 1990 | 19 | | | | | ✓ | ✓ | ✓ |
| ○ Abington Senior High<br>No program name submitted)<br>900 Highland Ave.<br>Abington, PA 19001<br>215-884-4700<br>Director: Eugene Nicolo | | | | | | | | | |
| ○ Beaver College-<br>Education Dept. C-315<br>Kappa Delta Pi "Celebration of Teaching"<br>Easton & Church Rds.<br>Glenside, PA 19038<br>215-572-2938<br>Director: Edna Adams McCrae | | | | | | | | | |
| ○ East High School<br>Students Interested in Teaching<br>1151 Atkins St.<br>Erie, PA 16507<br>814-871-6567<br>Director: Sheran Alexander | | | | | | | | | |

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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Pennsylvania (continued)** | | | | | | | | | |
| ○ J.P. McCaskey High School<br>Future Educators Assoc.<br>445 N. Reservoir St. Box 150<br>Lancaster, PA 17602<br>717-291-6211<br>Director: Jo S. Stokes | | | | | | | | | |
| ○ PSEA<br>State Committee for Student Organizations<br>602 Melvin Rd.<br>Telford, PA 18969<br>215-723-9373<br>Director: Virginia Bernd | | | | | | | | | |
| **Rhode Island** | | | | | | | | | |
| Wheeler School<br>Summerbridge<br>216 Hope Street<br>Providence, RI 02906<br>401-421-8100<br>Director: Jennifer David | 1992 | 48 | | | | | ✓ | | |
| ○ University of Rhode Island<br>U.R.I. Urban Field Center<br>22 Hayes St.<br>Providence, RI 02908<br>401-277-3982<br>Director: Kathleen A. Dodge | | | | | | | | | |
| **South Carolina** | | | | | | | | | |
| Dorman High School<br>Teacher Cadet Site<br>1491 W.O. Ezell Blvd.<br>Spartanburg, SC 29301<br>803-576-4202<br>Director: Laura Jones | 1986 | 16 | 100 | | | ✓ | | | |
| Florence Schools<br>Summer Minority Program<br>319 South Dargen<br>Florence, SC 29505<br>803-669-4141<br>Director: Sara Slack | 1989 | 35 | 34 | | | | | | |
| Georgetown County School District<br>Pro-Team Site<br>624 Front Street<br>Georgetown, SC 29440<br>803-546-2561<br>Director: Tommy G. Burbage | 1989 | 75 | 200+ | | | ✓ | | ✓ | |
| (No institution name submitted)<br>Teacher Cadet Site<br>809 Chitwood<br>Orby, SC 29115<br>Director: Janet Miller | 1990 | 13 | 30 | | | ✓ | | | |
| South Carolina Center for Teacher Recruitment (SCCTR)<br>Statewide Teacher Cadet Program/ProTeam<br>Canterbury House, WU Station<br>Rock Hill, SC 29733<br>803-323-4032<br>Director: Janice Poda | 1986 | 1801 | 7000+ | | | ✓ | ✓ | ✓ | ✓ |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **South Carolina (continued)** | | | | | | | | | |
| Union County Vocational Center<br>Teacher Cadet Site<br>Rt. 5, Box 287<br>Union, SC 29379<br>803-545-6364<br>Director: Ann Fralick | 1987 | 12 | 75 | | | ✓ | | | |
| University of South Carolina<br>Teacher Cadet Site/Partner Institution<br>College of Education<br>Columbia, SC 29212<br>803-777-6732<br>Director: Sandra Robinson | 1986 | 75 | | | | ✓ | ✓ | | ✓ |
| Wave Shoals High School<br>Future Teachers of America Club<br>56 Greenwood Avenue<br>Wave Shoals, SC 29692<br>803-456-7923<br>Director: Judy Anderson | 1990 | 6 | 20 | | | | | ✓ | |
| ○ Francis Marion University<br>School of Education<br>P.O. Box 100547<br>Florence, SC 29501<br>803-661-1475<br>Director: Tom Sills | | | | | | | | | |
| ○ Irmo High School<br>(No program name submitted)<br>6671 St. Andrews Rd.<br>Columbia, SC 29212<br>803-732-8100<br>Director: Dianne S. Fergusson | | | | | | | | | |
| ○ Lexington District Two<br>(No program name submitted)<br>715 Ninth St.<br>West Columbia, SC 29169<br>803-739-4084<br>Director: Sanita L. Savage | | | | | | | | | |
| ○ University of South Carolina<br>Center for Science Education<br>P.O. Box 90545<br>Columbia, SC 29290<br>803-777-6920<br>Director: Tim Slater | | | | | | | | | |
| ○ USC/Coastal-Waccamow High<br>Teacher Cadet Site<br>2683 River Rd.<br>Pawleys Island, SC 29585<br>803-237-9899<br>Director: Jeanie Dailey | | | | | | | | | |
| **South Dakota** | | | | | | | | | |
| Black Hills Special Services Co-op School<br>Alternative School<br>Box 218<br>Sturgis, SD 57785<br>605-347-4467<br>Director: David Hoyt | 1980 | 105 | 700 | | | ✓ | ✓ | | ✓ |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **South Dakota (continued)** | | | | | | | | | |
| ○ Dakota State University<br>School of Education<br>101 East Hall<br>Madison, SD 57042<br>605-256-5177<br>Director: Patricia T. Whitfield | | | | | | | | | |
| ○ Meade 46-1 District<br>Celebration of Teaching<br>1230 Douglas Street<br>Sturgis, SD 57785<br>605-347-6544<br>Director: Josephine Hartmann | | | | | | | | | |
| **Tennessee** | | | | | | | | | |
| Eastern Tennessee State University<br>College of Education, Minority Recruitment Project<br>Box 70684<br>Johnson City, TN 37604<br>615-929-4204<br>Director: Joyce Banks | 1992 | 16 | 16 | | | | | | |
| Memphis State University<br>The Dean's Institute for Educational Excellence<br>College of Education<br>Memphis, TN 38152<br>901-678-3498<br>Director: Janie Knight | 1991 | 30 | | | | | ✓ | | |
| Tennessee Education Association<br>Future Teachers of America, TEA<br>801 Second Ave., North<br>Nashville, TN 37201<br>615-242-8392<br>Director: Gloria Dailey | | | "800/yr" | | | | ✓ | ✓ | ✓ |
| Tennessee State Dept. of Education,<br>Office Prof. Development<br>Partnership to Assist School Success<br>542 Cordell Hall Building<br>Nashville, TN 37243<br>615-741-2700<br>Director: Hazel Thomas | 1988 | | 150 | | | | ✓ | ✓ | |
| ○ Austin Peay State University<br>Minority Recruitment Program<br>School of Education<br>Clarksville, TN 37044<br>615-648-7511<br>Director: Carl Stedman | | | | | | | | | |
| ○ Belmont University<br>(No program name submitted)<br>1900 Belmont Blvd.<br>Nashville, TN 37212<br>615-385-6437<br>Director: Robert E. Simmons | | | | | | | | | |
| ○ Peabody College of Vanderbilt University<br>(No program name submitted)<br>Box 501 Peabody<br>Nashville, TN 37203<br>615-322-8404<br>Director: Chris LaFevor | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Tennessee (continued)** | | | | | | | | | |
| ○ Tennessee Department of Education<br>TN Task Force on the Supply of Minority Teachers<br>100 Cordell Hull Building<br>Nashville, TN 37243<br>615-741-7591<br>Director: Patricia B. McNeal | | | | | | | | | |
| ○ University of Tennessee,<br>College of Education<br>(No program name submitted)<br>Claxton Educ. Bldg, Ste 3<br>Knoxville, TN 37996<br>615-974-2201<br>Director: Russ French | | | | | | | | | |
| **Texas** | | | | | | | | | |
| Canyon High School, Comal ISD<br>Texas Association of Future Educators<br>1510 IH 35 East<br>New Braunfels, TX 78130<br>512-625-6251<br>Director: Glynis Crow | 1984 | 7 | 300 | | | ✓ | | ✓ | |
| Denton High School<br>Texas Association of Future Teachers<br>5101 East McKinney<br>Denton, TX 76201<br>817-566-7926 | 1991 | 8 | 25 | | | | | ✓ | |
| Lubbock Christian University, School of Education<br>Celebration of Teaching<br>5601 19th Street<br>Lubbock, TX 79407<br>806-796-8800<br>Director: Joyce Hardin | 1990 | 200 | 400 | | | | | ✓ | |
| North East Independent School District<br>Home Economics Elementary Teacher Assistant<br>10333 Broadway<br>San Antonio, TX 78217<br>512-657-8841<br>Director: Barbara Wofford | 1970 | 210 | "200/yr" | | | ✓ | | | ✓ |
| Plano Senior High School<br>Teaching Major Studies<br>2200 Independence<br>Plano, TX 45075<br>214-867-1300<br>Director: Linda Whitehurst | 1975 | 25 | 500 | | | ✓ | | | |
| Sam Houston University,<br>College of Education<br>A Cooperative Program For Growing Your Own<br>Office of the Dean<br>Huntsville, TX 77341<br>409-294-1101<br>Director: Kenneth Craycraft | 1991 | 150 | 150 | | | | | | |
| Southwest Texas State University,<br>Teacher Center<br>Filmstrip: "So You Want To Teach"<br>School of Education<br>San Marcos, TX 78666<br>512-245-2111<br>Director: John Beck | 1985 | | | | | | | | ✓ |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Texas (continued)** | | | | | | | | | |
| Univ. of Houston - Clear Lake,<br>School of Education<br>Hispanic Female At Risk Project<br>Box 473 U.H. Clear Lake<br>Houston, TX 77058<br>713-283-3610<br>Director: Nolie B. Mayo | 1991 | 75 | 75 | | | | | ✓ | |
| ○ Angleton High School<br>TAFE (Texas Association of Future Educators)<br>1201 Henderson<br>Angleton, TX 77515<br>409-849-8206<br>Director: Mary Fry | | | | | | | | | |
| ○ Austin High School<br>Austin High School for the Teaching Professions<br>1700 Dumble Street<br>Houston, TX 77023<br>713-923-7751<br>Director: Dottie Bonner | | | | | ✓ | | | | |
| ○ Center for Occupational Research and Development<br>(No program name submitted)<br>P.O. Box 21206<br>Waco, TX 76702<br>800-231-3015<br>Director: John F. Reitter | | | | | | | | | |
| ○ College Station I.S.D.<br>(No program name submitted)<br>1812 Welsh<br>College Station, TX 77840<br>409-764-5411<br>Director: Billy L. Dornburg | | | | | | | | | |
| ○ Ector County ISD<br>Educators for Tomorrow<br>P.O. Box 3912<br>Odessa, TX 79760<br>915-334-7143<br>Director: Belinda Rubio | | | | | | | | | |
| ○ Galveston ISD<br>(No program name submitted)<br>P.O. Drawer 660<br>Galveston, TX 77553<br>409-766-5156<br>Director: Richard Lane | | | | | | | | | |
| ○ Langham Creek H.S.<br>Texas Association of Future Educators<br>17610 F.M. 529<br>Houston, TX 77095<br>713-463-5400<br>Director: Rebecca Gool | | | | | | | | | |
| ○ Northside ISD<br>(No program name submitted)<br>5900 Evers Rd.<br>San Antonio, TX 78238<br>210-647-2310<br>Director: Carlos R. Ortiz | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Texas (continued)** | | | | | | | | | |
| ○ Sul Ross State University<br>School of Professional Studies<br>Box C-201<br>Alpine, TX 79832<br>915-837-8134<br>Director: Phyllis Musgrove | | | | | | | | | |
| ○ Texas A & M University,<br>College of Education<br>EXPLORE<br>Office of Minority Student Services<br>College Station, TX 77843<br>409-845-6068<br>Director: Felicia James | 1992 | | | | | | | ✓ | |
| ○ Texas A&M University -<br>Univ of TX - Austin<br>University Outreach<br>301 South Frio, Suite 220<br>San Antonio, TX 78207<br>210-220-1280<br>Director: Antoinette Morrell | | | | | | | | | |
| ○ Texas Education Agency<br>(No program name submitted)<br>1701 North Congress<br>Austin, TX 78001<br>512-463-9327<br>Director: Evangelina Galbon | | | | | | | | | |
| ○ Texas Region One<br>Education Service Center<br>Teacher Recruitment and<br>Certification Project<br>1900 West Schunior<br>Edinburg, TX 78539<br>512-383-5611<br>Director: Lauro Guerra | | | | | | ✓ | | | |
| ○ University of Houston<br>Texas Center for University/<br>School Partnerships<br>School of Education<br>Houston, TX 77204<br>713-743-5000<br>Director: Robert Houston | | | | | | | | | |
| ○ University of Houston - Clear Lake<br>G.A.T.E.R. 2<br>2700 Bay Area Blvd.<br>Houston, TX 77058<br>713-283-3615<br>Director: Anne Baronitis | | | | | | | | | |
| **Virginia** | | | | | | | | | |
| Fairfax County Public Schools<br>Attracting Students to the<br>Teaching Profession<br>7423 Camp Alger Ave.<br>Falls Church, VA 22042<br>703-698-0400<br>Director: Sylvia Auton | 1991 | | 250 | | | ✓ | ✓ | | ✓ |



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| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Virginia (continued)** | | | | | | | | | |
| Hampton University<br>(No program name submitted)<br>Phenix Hall<br>Hampton, VA 23668<br>804-727-5793<br>Director: Larnell Flannagan | 1987 | 261 | 800 | | | ✓ | ✓ | | |
| University of Virginia,<br>Curry School of Education<br>Teacher Cadet Program<br>405 Emmet St.<br>Charlottesville, VA 22903<br>804-924-0744<br>Director: Charles Heuchert | 1990 | 42 | 65 | | | ✓ | ✓ | | ✓ |
| ○ Charlottesville Schools<br>Teacher Recruitment<br>401 McIntire Rd.<br>Charlottesville, VA 22902<br>804-296-5827<br>Director: John E. Baker | | | | | | | | | |
| ○ Council for Exceptional Children<br>Professions Clearinghouse<br>1920 Association Dr.<br>Reston, VA 22091<br>703-264-9477<br>Director: Nancy Meidenbauer | | | | | | | | | |
| ○ Loudown County Public Schools<br>(No program name submitted)<br>102 N. Street, N.W.<br>Leesburg, VA 22075<br>703-771-6420<br>Director: Carol R. Collins | | | | | | | | | |
| ○ St. Christopher's School<br>(No program name submitted)<br>711 St. Christopher's Road<br>Richmond, VA 23226<br>804-282-3185<br>Director: George J. McVey | | | | | | | | | |
| ○ Stonewall Jackson Sr. High<br>(No program name submitted)<br>8820 Rixlew Ln.<br>Manassas, VA 22110<br>703-368-2106 x153<br>Director: Sharon Sampsell Marine | | | | | | | | | |
| ○ Virginia Commonwealth University<br>School of Education<br>Box 2020<br>Richmond, VA 23284<br>804-367-1308<br>Director: John Oehler | | | | | | | | | |
| ○ Washington - Lee High School<br>Project Ganas<br>1300 N. Quincy Street<br>Arlington, VA 22201<br>703-358-6258<br>Director: Carol Lopez | | | | | | | | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Washington** | | | | | | | | | |
| Edmond School District<br>Career Awareness Program<br>20420 68th Ave. West<br>Lynnwood, WA 98036<br>206-670-7141 | | | | | | | | | ✓ |
| North Thurston School District<br>APPLE (Applied Professional Prep/ Leaders Ed.)<br>305 College Street N.E.<br>Lacey, WA 98506<br>206-493-9033<br>Director: Debbie Wing | 1991 | | 24 | ✓ | | ✓ | | | |
| Puget Sound Ed. Service.<br>Office of Public Instruction<br>Teachers Recruiting Future Teachers<br>9007 West Shorewood Dr.<br>Mercer Island, WA 98040<br>206-433-2361<br>Director: Jacquie Simonds | 1990 | 65 | 200 | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Spokane School District # 81<br>Future Teachers of Color<br>W 2322 14th<br>Spokane, WA 99204<br>509-747-6297<br>Director: Caroline McDowell | 1990 | 18 | 19 | | | | ✓ | | ✓ |
| Washington State University<br>(No name submitted)<br>College of Education<br>Pullman, WA 99164<br>509 335-4853<br>Director: Bernard Oliver | | 100 | 200 | | | | | | ✓ |
| ○ Bethel School District<br>(No program name submitted)<br>516 E. 176th St.<br>Spanaway, WA 98387<br>206-536-7275<br>Director: Frankie Valentine | | | | | | | | | |
| ○ Future Teachers of Color<br>(No program name submitted)<br>N. 200 Bernard St.<br>Spokane, WA 99205<br>509-353-5325<br>Director: O.J. Cotes | | | | | | | | | |
| ○ North Central ESD<br>Teachers Recruiting Future Teachers<br>P.O. Box 1847<br>Wenatchee, WA 98807<br>509-664-0359<br>Director: Terri Bawden | | | | | | | | | |
| ○ OSPI<br>Teacher Recruitment Program<br>15 North Elliott<br>Wenatchee, WA 58801<br>509-663-8161<br>Director: John Gordon | | | | | | | | | |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

| | SELF-REPORTED PROGRAM INFORMATION | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Year Established | Enrollment in '91-'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
| **Washington (continued)** | | | | | | | | | |
| ○ Seattle Public Schools<br>(No program name submitted)<br>815 Fourth Street, Room 138<br>Seattle, WA 98109<br>206-298-7215<br>Director: Nan Stavnshoj | | | | | | | | | |
| **West Virginia** | | | | | | | | | |
| West Virginia Department of Education<br>West Virginia Future Educators<br>B-337, 1900 Kanawha Blvd.<br>Charleston, WV 25305<br>304-558-2703<br>Director: Noreita Shamblin | 1987 | | 2500 | | | | | ✓ | |
| **Wisconsin** | | | | | | | | | |
| Cardinal Stritch College<br>Young Educators Society Conference<br>6801 North Yates Rd.<br>Milwaukee, WI 53217<br>414-352-5400<br>Director: Joanne Anderson | 1991 | 50 | 200 | | | | | ✓ | |
| Cedarburg High School<br>Future Teachers<br>W68N611 Evergreen<br>Cedarburg, WI 52012<br>414-377-5200<br>Director: Marjorie Tamblingson | 1991 | 26 | 26 | | | | | | |
| Riverside University High School<br>Education/ Human Service Specialty<br>1615 East Locust<br>Milwaukee, WI 53211<br>414-964-5900<br>Director: Judith Skurnick | 1984 | 280 | 1800 | ✓ | ✓ | ✓ | | | |
| Thiensville School District, Wilson School<br>Celebration of Teaching<br>11001 North Buntrock Ave.<br>Mequon, WI 53092<br>414-242-3200<br>Director: Diane Schlitz | 1987 | 64 | 240 | | | | ✓ | | ✓ |
| University of Wisconsin-Whitewater<br>STREAM<br>School of Education<br>Whitewater, WI 53190<br>414-472-1960<br>Director: Donna Rae Clasen | 1988 | 250 | 250 | | | | ✓ | | ✓ |
| Wisconsin Department<br>of Public Instruction<br>Teacher World<br>Box 7841<br>Madison, WI 53707<br>608-266-9352<br>Director: Jim Wickman | 1989 | 100 | 300 | | | | ✓ | | |

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SELF-REPORTED PROGRAM INFORMATION

| | Year Established | Enrollment in '91–'92 | Total Students Served | Teacher Academy | Magnet School | Curricular Offering | Institute/ Workshop | Extracurricular Activity | Career Awareness |
|---|---|---|---|---|---|---|---|---|---|
| **Wisconsin (continued)** | | | | | | | | | |
| ○ Alverno College<br>Audubon Middle School<br>Student Teachers<br>3300 N.39th St.<br>Milwaukee, WI 53215<br>414-647-0300<br>Director: Jerald D. Fair | | | | | | | | | |
| ○ Compact for Educational Opportunity<br>Research, Marketing and<br>Public Relations<br>101 E. Pleasant St., Ste 101<br>Milwaukee, WI 53212<br>414-271-9277<br>Director: Russel R. Prust | | | | | | | | | |
| ○ Madison Metro School District<br>Dept. of Human Resources<br>545 W. Dayton<br>Madison, WI 53703<br>608-266-6060<br>Director: Sylvester Hines | | | | | | | | | |
| ○ University of Wisconsin-Milwaukee<br>Bilingual Teacher Preparation<br>P.O. Box 413<br>Milwaukee, WI 53211<br>414-229-5957<br>Director: Toni Griego Jones | | | | | | | | | |
| **Wyoming** | | | | | | | | | |
| Campbell County School District,<br>Wagonwheel Elem.<br>Celebration of Teaching<br>800 Hemlock<br>Gillette, WY 82716<br>307-686-1060<br>Director: Patricia Amunson | 1991 | | 35 | | | | | | ✓ |
| **International** | | | | | | | | | |
| Fulda American High School<br>Future Teachers of America<br>CMR 453, Box 177<br>APO, AE Germany 09146<br>(49) 661-75725<br>Director: Robert Martin Mattingly | 1990 | 15 | 30 | | | | | | ✓ |

○ *Program did not complete survey instrument, or was identified after survey analysis was finished; not included in statistical portrait.*

# Appendix F: Bibliography


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# PRECOLLEGIATE TEACHER RECRUITMENT PROGRAMS

## A NATIONAL SURVEY

CONDUCTED BY RECRUITING NEW TEACHERS, INC.
FOR THE DEWITT WALLACE-READER'S DIGEST FUND

## I. GENERAL INFORMATION

1. Name of Project/Program _____
2. Project/Program Director _____
3. Address _____ City/State _____ Zip _____
4. Telephone number _____ Fax number _____
5. a. Name of Institution* _____
   b. Name of President/CEO/Superintendent/Dean/Principal _____
   c. Type of Institution: ❑ Public ❑ Private
   d. ❑ School(s) ❑ Four-year College/University
      ❑ School District(s) ❑ State Department of Education
      ❑ Two-Year College ❑ Other *(specify)* _____

Person responsible for completing this questionnaire:

Name _____

Title _____

Phone _____ Fax number: _____

Please return the completed form in the enclosed postage-paid envelope as soon as possible (and no later than May 13) to: David Haselkorn, President, Recruiting New Teachers, Inc., 385 Concord Avenue, Suite 100, Belmont, MA 02178. For more information, please call (617) 489-6000. You may also fax your completed survey to (617) 489-6005.

* *Institution responsible for day-to-day management or coordination of the project. Partners, funders and other affiliations will be addressed in other sections of this survey instrument.*

APPENDIX G

## II. PROGRAM INFORMATION

6. Type of project/program *(please check all that apply)*:

- ❑ Curriculum offering
- ❑ Extracurricula club(s)
- ❑ Summer institute
- ❑ Teacher academy (school within a school)
- ❑ Magnet school (separate school)
- ❑ Workshop(s)/conference(s)
- ❑ Career awareness activities
- ❑ Other:_____

7. Why was your program created? *(Please check all that apply.)*

- ❑ Address projected general shortage of teachers
- ❑ Address projected shortage of teachers in certain curriculum areas
- ❑ Expand pool of potential minority teachers
- ❑ Expand pool of potential male teachers
- ❑ Raise the quality of students entering teaching careers
- ❑ Create an awareness of the teaching profession generally
- ❑ Encourage students to stay in school/go to college
- ❑ Other:_____

8. How did you develop your program?

- ❑ created own model
- ❑ based substantially on other model(s)

*If based on other model(s), please identify/describe:*

_____

_____

9. Does your program operate in partnership with another program? *(If yes, please describe.)*

- ❑ Yes ❑ No
- ❑ Business/corporation
- ❑ Community college
- ❑ Public four-year college or university
- ❑ Private four-year college or university
- ❑ Community-based organization
- ❑ National program
- ❑ Regional program or consortium
- ❑ Other:_____

*Please identify the partner:*

_____

_____

_____

_____

10. What year was your program established?

- ❑ Year of first implementation:_____
- ❑ Still in planning stages

11. Who or what sponsored the creation of your program?

- ❑ College or university
- ❑ State legislature
- ❑ State education agency
- ❑ District recruitment/human resources office
- ❑ Superintendent, school board or other local education agency
- ❑ Foundation
- ❑ Teacher union
- ❑ Individual teacher(s)
- ❑ Individual student(s)
- ❑ Other:_____

_____

12. Staffing for your program includes *(please check all that apply)*:

- ❑ Paid* full-time administrator(s) Number:____
- ❑ Paid* part-time administrator(s) Number:____
- ❑ Volunteer administrator(s). Number:____
- ❑ Paid* full-time faculty. Number:____
- ❑ Paid* part-time faculty. Number:____
- ❑ Volunteer faculty. Number:____
- ❑ Other:_____

_____

13. Does your program provide other incentives for participating teachers?

- ❑ Release time
- ❑ Professional development opportunities
- ❑ Vouchers for continuing education credits/ courses
- ❑ Special recognition/awards
- ❑ Funds or materials for classroom use
- ❑ Other:_____

_____

** Paid in connection with this program*

14. What forms of training (if any) does your program provide to participating teachers?

- ❑ Logistics: recruiting students and organizing program offerings
- ❑ Special curriculum training
- ❑ Opportunities to network/retreats, etc.
- ❑ Mentoring with experienced faculty
- ❑ No special training
- ❑ Other:_____

_____

15. Please provide the following information about your program *(check all that apply)*:

a. Students participating in the program receive:

- ❑ No credit
- ❑ High school credit. (No. possible:_____)
- ❑ College credit (No. possible:_____)

b. Student participants are involved in the program (on average):

- ❑ 0-1 hour per week
- ❑ 1-2 hours per week
- ❑ 3-5 hours per week
- ❑ More than 5 hours per week
- ❑ All day; incorporated throughout curriculum
- ❑ Other:_____

c. Student participants are generally involved:

- ❑ During the school day
- ❑ After or before school
- ❑ Saturdays
- ❑ Summers and/or other holidays

d. On average, student participants are involved for a period of:

- ❑ One week or less
- ❑ One quarter or equivalent
- ❑ One semester
- ❑ One academic year
- ❑ More than one academic year
- ❑ One summer break
- ❑ Other:_____

_____

_____

_____

_____

16. Does your program provide the following? *(Check all that apply.)*

- ❑ Academic enrichment coursework (e.g., math, science, test preparation)
- ❑ Teacher mentors for program participants
- ❑ On-going practice teaching internships (supervised classroom experience)
- ❑ Opportunities to practice teaching single classes
- ❑ Opportunities to observe classes/different teaching styles
- ❑ Club meetings (school-based)
- ❑ Conferences (i.e., state- or district-wide)
- ❑ Tutoring opportunities with:
  - ❑ pre-school children
  - ❑ elementary students
  - ❑ junior high/middle school students
  - ❑ high school students
  - ❑ special education students
  - ❑ adults
- ❑ Sponsor field trips to see other schools
- ❑ Summer or other school-related employment opportunities
- ❑ Sponsor guest lectures about the teaching profession
- ❑ Organized syllabus *(please attach if possible, along with program description)*
- ❑ Newsletters/other forms of outreach
- ❑ Exchange programs with other institutions

*(please describe)*_____

_____

## III. PROGRAM EVALUATION

17. How are the goals and activities of the program evaluated? *(Check all that apply.)*

- ❑ Internal evaluation
- ❑ External evaluation
- ❑ Not evaluated

18. How often is the program evaluated?

- ❑ Yearly
- ❑ Every two years
- ❑ Other:_____

_____

*Please attach any relevant and appropriate evaluation reports, if possible.*

APPENDIX G

19. Does your program offer support or followup activities for students once they enter college?

❑ Yes ❑ No

*If yes, please elaborate:*_____

20. Since the inception of your program, how many students has your program served? *(Please estimate if you're not sure of the exact total.)*_____

21. Since the inception of your program, how many program graduates have entered college teacher preparation programs?

❑ Indicate number:_____
❑ Too early to tell
❑ Don't know
❑ None

22. How many of those enrolled in your program graduated from college-level teacher preparation programs or alternative programs?

❑ Indicate number:_____
❑ Too early to tell
❑ Don't know
❑ None

23. How many graduates of your program have become teachers?

❑ Indicate number:_____
❑ Too early to tell
❑ Don't know
❑ None

24. Have these totals met the goals you originally established for the program?

❑ Program goals have been met or exceeded
❑ Data show that program is not meeting its goals thus far
❑ Still too early to draw any conclusions
*Please comment:*

25. Please describe the three most important strengths of your program.

26. Please describe the three most important needs of your program.

27. Please describe the three most important obstacles your program has faced.

## IV. PARTICIPANT INFORMATION

28. How do students find out about your program? *(Check all that apply.)*

❑ In the program of studies
❑ Through the guidance office
❑ Through nomination or recruitment by teachers
❑ Through nomination or recruitment by students
❑ Through publicity about the program *(please describe)*_____
❑ Other:_____

29. Are there any requirements that students must meet to join or remain in the precollegiate teacher recruitment program? *(Check all that apply.)*

❑ None
❑ Academic standing (GPA:_____)
❑ Regular attendance
❑ Teacher/counselor recommendation
❑ Promise to teach in a local school system
❑ Other:

## 30. DEMOGRAPHIC INFORMATION ABOUT CURRENT STUDENT PARTICIPANTS

| | Number of Students Grades 7-9 | | | Number of Students Grades 10-12 | | |
|---|---|---|---|---|---|---|
| | Male | Female | Total | Male | Female | Total |
| African-American | | | | | | |
| Native American | | | | | | |
| Asian-American | | | | | | |
| Hispanic | | | | | | |
| White | | | | | | |

31. What geographic area does your program serve?
*(Check one in each column.)*

- ❑ School
- ❑ School district
- ❑ Section of state
- ❑ Entire state
- ❑ Several states or region *(please delineate)*

_____

- ❑ Mostly urban
- ❑ Mostly suburban
- ❑ Mostly rural

32. Are parents involved with the program?

- ❑ Not involved
- ❑ Parents are invited to visit the program
- ❑ Specific programs designed for parents
- ❑ Parental permission is required for students to participate in the program
- ❑ Other:_____

33. How many students are participating in your program during the current year?

Current student enrollment (1991-92): _____
Enrollment in 1990-91:_____

34. Are you able to serve all interested students? *(If not, please explain.)*

❑ Yes ❑ No

_____

_____

## V. FINANCIAL INCENTIVES

35. Are financial incentives provided to students?
*(Please check all that apply and indicate average amounts awarded per student where appropriate.)*

- ❑ No financial incentives are provided
- ❑ College scholarship/tuition waiver ($_____)
- ❑ Dual enrollment in high school and college
- ❑ Stipend for teaching while in college ($_____)
- ❑ Stipend for teaching/tutoring while in program ($_____)
- ❑ Guidance/assistance towards college enrollment
- ❑ Loan forgiveness program ($_____)
- ❑ Low interest loan for college tuition ($_____)
- ❑ Work/study program in college
- ❑ Promise of employment upon graduation from college
- ❑ Other:_____

36. Total amount of awards for current year*:

Number: _____ Dollar value:_____

37. Total amount of awards received by minority students for current year*:

Number: _____ Dollar value:_____

_____

** Or for last year for which records are available*

APPENDIX G

## VI. BUDGET/FUNDING SOURCES

| | 1990-1991 | 1991-1992 |
|---|---|---|
| **38. Operating budget for 1990-91 and 1991-92 school years*** | $ | $ |
| **39. Estimated per-pupil cost of students served** | $ | $ |
| ❑ **Federal Sources** • Source/law/program: | $ | $ |
| ❑ **State** • ❑ Entitlement ❑ Discretionary/competitive | $ | $ |
| ❑ **School district** • ❑ Budget line item ❑ Other | $ | $ |
| ❑ **College or university** • Department: | $ | $ |
| ❑ **Foundation(s)** • Name(s): | $ | $ |
| ❑ **Business/corporate donor(s)** • Name(s): | $ | $ |
| ❑ **Participant contributions** • Describe: | $ | $ |
| ❑ **Other** • Describe: | $ | $ |
| **Total** | $ | $ |

## VII. PROGRAM REPLICATION

40. Has your program served as a model for others?
❑ Yes ❑ No
*If yes, what other programs?*_____

41. Do you plan to expand your program beyond its current scope? ❑ Yes ❑ No
*If yes, how?*_____

42. Would you be interested in joining a network of precollegiate teacher recruitment programs?

❑ Yes ❑ No
❑ Not sure, contact me at a later date

43. What forms of support from government or private philanthropy would help your program?
*Please rank the following from 1-7, with #1 being the most important:*

_____ Direct financial aid to students
_____ Direct financial support for programs
_____ More support at the school district level (release time, classroom materials, incentives for students and/or teachers)
_____ More national discussion of the importance of teacher recruitment
_____ More communication between existing precollegiate teacher recruitment programs (e.g., conferences, newsletters, on-line network, etc.)
_____ Better support generally for the teaching profession itself (i.e., higher salaries, better conditions)
_____ Other

Please use additional sheets to share further comments regarding the nature or effectiveness of your program, or about precollegiate teacher recruitment in general. Referrals to any other precollegiate teacher recruitment programs in your region would be appreciated.

**Thank you for your participation!**

** Or for your two most recent fiscal years*

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# The National Center for Precollegiate Teacher Recruitment

Based on the findings of this national study, the authors believe that precollegiate teacher recruitment offers an important opportunity to make a substantial difference in the pathway that many of the nation's new teachers will follow into the classroom—and in the determination of who enters that pathway.

As a first step in helping to implement the recommendations presented in Chapter VI of this report, Recruiting New Teachers, Inc., with the support of the DeWitt Wallace-Reader's Digest Fund, is making Teaching's Next Generation available free of charge (while supplies last) to anyone interested in precollegiate teacher recruitment. (Contact RNT at the address listed on page ii to request a copy.) RNT and the Fund also joined to sponsor an invitational symposium on precollegiate teacher recruitment during the spring of 1993, which brought together program directors and representatives from more than 60 prominent precollegiate programs and 40 other educators and policymakers with an interest or expertise in the field.

The symposium helped to lay the groundwork for the National Center for Precollegiate Teacher Recruitment, an information clearinghouse to be organized and launched by Recruiting New Teachers, Inc. in the fall of 1993. The National Center will work to create more effective communication networks among precollegiate teacher recruitment programs (and individuals involved in them); provide information and resources directly to existing programs as well as to educators interested in creating new ones; support field research designed to explore the effectiveness of precollegiate teacher recruitment activities; encourage the development of standard forms of evaluation and assessment of these programs; explore the uses of technology to extend teacher, student, and program reach; and serve as a national advocate among policymakers and education reformers for investment in this promising field of teacher recruitment. In addition, the Center will link with RNT's other information and referral programs to encourage school-age children to consider teaching careers. Individuals who are not already part of the Center's growing mail list are invited to join it by contacting RNT directly. ■