

DOCUMENT RESUME

ED 418 083

SP 037 875

TITLE Teaching's Next Generation: Five Years On and Growing. A Follow Up Report with a National Directory of Precollegiate Teacher Recruitment Programs.

INSTITUTION Recruiting New Teachers, Inc., Belmont, MA.

SPONS AGENCY DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.

PUB DATE 1996-11-00

NOTE 81p.

AVAILABLE FROM Recruiting New Teachers, Inc., 385 Concord Avenue, Suite 103, Belmont, MA 02178 (\$6.95 plus \$3 shipping and handling).

PUB TYPE Reference Materials - Directories/Catalogs (132) -- Reports - Research (143)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Career Awareness; \*Career Choice; Elementary Secondary Education; Higher Education; Minority Group Children; Minority Group Teachers; Preservice Teacher Education; Program Effectiveness; Program Evaluation; \*Student Recruitment; Students; \*Teacher Recruitment; \*Teaching (Occupation)

ABSTRACT

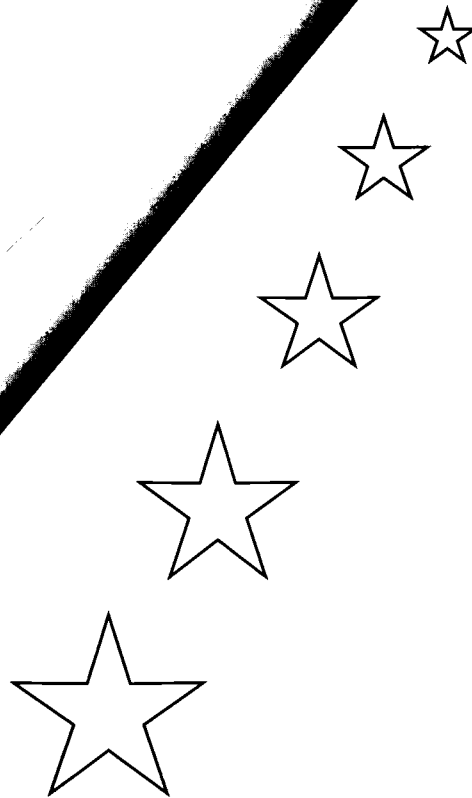
This report presents the results of a followup survey conducted in the 1994-1995 academic year to examine the Pathways to Teaching Careers Program. This program recruits qualified individuals, particularly minorities, who want to become teachers and work in hard-to-staff, low income, rural and urban public schools. Candidates are recruited from nontraditional sources and include school-age students. In 1992, a study investigated program effectiveness. The study included a survey of programs designed to encourage school-age children to consider careers in teaching; site visits to selected precollegiate teacher recruitment efforts identified by the survey; comprehensive literature reviews; and scans of foundation-, state-, and federally-supported precollegiate teacher recruitment initiatives. The 1994-1995 followup survey involved 253 programs. The survey examined whether or not the precollegiate recruitment programs were effective enough to warrant continued or extended foundation support. Results indicated that over the years, programs became more selective in accepting candidates and significantly increased efforts to recruit minorities. Programs made progress in nine areas: connectedness, apprenticeship-style activities, adequate staff support, clear entrance requirements and high expectations, sufficient resources, resources for college matriculation, modeling an evolving concept of teaching, rigorous evaluation, and long-term commitment at all levels. The publication provides a checklist of recommendations for stakeholders concerned with precollegiate teacher recruitment nationwide. A directory of precollegiate programs by state is included. (SM)

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# TEACHING'S NEXT GENERATION:

A FOLLOW UP REPORT WITH A NATIONAL DIRECTORY  
OF PRECOLLEGIATE TEACHER RECRUITMENT PROGRAMS

ED 418 083



## FIVE YEARS ON AND GROWING

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# *TEACHING'S NEXT GENERATION:*

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## *FIVE YEARS ON AND GROWING*

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November 1996

PREPARED BY  
RECRUITING NEW TEACHERS, INC.

## Acknowledgments

Recruiting New Teachers, Inc. gratefully acknowledges the support of the DeWitt Wallace-Reader's Digest Fund for the second national survey of precollegiate teacher recruitment programs (Survey II). Several RNT staff members and consultants deserve special recognition for their contributions to the report and national directory: Elaine Yoneoka for layout and design, Janet Angelis for editorial assistance, Heather Meeker Green for compiling the directory, and Dr. Elizabeth Fideler for overseeing survey research and analysis. We also wish to thank all the project coordinators who took the time to share key information with us—over 250 middle and high school teachers and administrators, school district personnel directors, college/university faculty and administrators, state education agency officials, and more.

Additional copies of *Teaching's Next Generation: Five Years On and Growing* are available from Recruiting New Teachers, Inc., 385 Concord Ave., Suite 103, Belmont, MA 02178, telephone (617) 489-6000.

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## CONTENTS

About the Surveys .....	1
Foreword .....	3
Key Findings of the Survey .....	7
Elements of Successful Programs .....	9
Connectedness	
Apprenticeship-style Activities	
Adequate Support for Staff	
Clear Entrance Requirements and High Expectations	
Sufficient Resources to Enable Student Participation	
Resources for College Matriculation	
Modeling an Evolving Concept of the Teaching	
Profession	
Sufficient Attention to Rigorous Evaluation	
Long-term Commitment at All Levels	
Conclusion .....	21
Recommendations .....	22
Directory of Precollegiate Programs .....	27



## ABOUT THE SURVEYS

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The Pathways to Teaching Careers Program of the DeWitt Wallace-Reader's Digest Fund seeks to recruit qualified individuals, particularly minorities, who want to become teachers and are willing to work in hard-to-staff public schools in low-income urban and rural communities. Candidates are recruited from nontraditional sources: paraprofessionals and noncertified teachers already working in schools; returned Peace Corps volunteers and other adults seeking to change careers. The largest privately supported effort of its kind in the United States, Pathways operates at 44 colleges and universities nationwide. Program participants receive scholarship and other support services that enable them to take courses leading to degrees, certification, then teaching jobs. The program also encourages undergraduates at liberal arts colleges to investigate teaching as a career and introduces young people in middle schools and high schools to the profession.

In 1992, Recruiting New Teachers, Inc., (RNT) of Belmont, Massachusetts, conducted research for the Fund that included several elements: a survey of programs designed to encourage school-age children to consider careers in teaching; site visits to selected "precollegiate" teacher recruitment efforts identified by the survey; as well as a comprehensive literature review and scans of foundation-, state-, and federally-supported precollegiate teacher recruitment initiatives. The combined results were analyzed and published in *Teaching's Next Generation: A National Study of Precollegiate Teacher Recruitment* (1993).

The 1992 survey found a small but healthy body of 216 programs in 39 states across the country involving approximately 30,000 students per year in a variety of programs, including tutoring, career awareness, summer academies, extracurricular clubs, and magnet programs. (An additional 156 programs, identified after the 1992 survey results were compiled, were included in *Teaching's Next Generation's* directory listings.)





A follow-up survey, which is the subject of this report, was conducted during the 1994-1995 academic year. This survey included additional items designed to gather data on research questions suggested by the 1992 results. For example, we asked for details about curriculum components, for more specifics about linkages with partners, and for more funding information.

We received responses from 253 programs, 111 of which were established in 1992 or later. Altogether, 405 separate programs have responded to one or both surveys. The programs that responded in 1994 involve 50,000 students per year in 44 states, Puerto Rico, and Guam.

A central question for the DeWitt Wallace-Reader's Digest Fund in 1992 was whether or not precollegiate recruitment programs were effective enough to warrant continued or expanded foundation support. After the 1992 survey, we answered with a qualified "yes." In 1996, as we look back over the progress of the past four years, we again would answer "yes"—and with little hesitation. Accordingly, in the pages that follow, we invite readers to note with us the progress and the promise of these "grow-your-own-teacher" programs, as well as the areas needing additional support and attention. We hope you conclude, as we have, that precollegiate teacher recruitment programs can play a vital part in meeting the nation's teacher recruitment, development, and diversity challenges.



## FOREWORD

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In the spring of 1992, Recruiting New Teachers, Inc. (RNT) conducted a survey of precollegiate teacher recruitment programs across the country. That survey uncovered a vibrant, grassroots movement with important implications for:

- Teacher recruitment, development, and diversity;
- Student self-esteem, educational achievement, and college opportunity;
- Service learning;
- School, college, and community connections; and, ultimately,
- The future of education reform.

It was clear from the results of the 1992 survey that these programs were reaching thousands of students each year, offering them not only positive images of teaching, but practical teaching experience and opportunities to attend college and make teaching a career. At the same time, they were allowing hundreds of teachers to play an active role in shaping the future of their profession, unexpectedly creating powerful opportunities for these practitioners' professional growth and development.

With the support of the DeWitt Wallace-Reader's Digest Fund and an anonymous funder, RNT conducted a second survey of precollegiate teacher recruitment programs during the 1994-95 academic year. Survey II identified even more programs and documented further the growth and success of this young but dynamic "grow-your-own-teacher" movement. This growth occurred despite deteriorating funding for public education and a national climate sometimes inhospitable toward the diversity-focused objectives that many precollegiate programs embrace.

Nevertheless, America's school-age population is becoming more diverse, creating new challenges for the quality and composition of the teaching force. Precollegiate teacher



recruitment programs have responded to these challenges by recruiting students of color at an increasing rate. One of the most significant findings of our 1992 survey was that the programs had a 38% minority participation rate—nearly three times the comparable rate in teaching today. We recognized then that the precollegiate teacher recruitment movement held the promise of making the next generation of teachers the most qualified, diverse, and culturally responsive the nation has ever known. That promise is even greater today. In 1994-95 the reporting programs had increased their minority enrollment by 26%, so that 64% of their participants were students of color. That's nearly five times the percentage in today's teaching force.

At the same time, programs have added or strengthened academic requirements for participating and remaining in their programs. Eighty percent now have requirements such as minimum grade point averages and regular attendance. However, even as they *raise* standards, America's precollegiate teacher recruitment programs are hard-pressed to serve all interested students. Thirty-seven percent have had to turn students away for lack of funding or space, and nearly half would expand their efforts, if resources were available.

In 1992, *Teaching's Next Generation* (TNG) called for creating better vertical and horizontal connections for students and faculty—connections among individuals, disciplines, institutions, and communities. Another sign of the impressive vitality of the precollegiate teacher recruitment movement today is that its programs have established many linkages with other organizations. Indeed, program directors clearly recognize how essential these connections are to their students, to their own success and survival, and to the future of education reform. Close to 90% reported that they operate in partnership with others. In Survey II, the need for better linkages moved up to third place in the list of needs; it had placed eighth in Survey I. However, respondents to the most recent survey have been only moderately successful in linking up with “feeder” programs serving younger students. Just 39% of programs surveyed have forged such connections and fewer still identify them as a high



priority, given pressing needs (such as funding). Yet it is important.

Precollegiate teacher recruitment programs are increasingly modeling what we know about effective teaching. Many of their activities are hands-on and experiential. Nearly half (46%) of the programs responding to Survey II ranked “field experiences/experiential learning” as a program strength, placing it second among identified strengths. (It ranked third in Survey I.) And the types of activities that programs list bear out the importance they place on active learning. For example, 70% offer tutoring; 44%, single practice teaching experiences; 45%, ongoing practice teaching opportunities; and 41%, community service. We know from research that this kind of experience may be one of the best ways to recruit underrepresented groups into teaching because students can experience firsthand the difference a teacher can make and feel the intrinsic rewards of the profession.

Yet, we must caution here that still too few programs—now just slightly more than a quarter—would claim modeling an evolving concept of teaching as a strength. We must find ways to encourage all programs to augment their commitment and connection to growing efforts nationwide to strengthen the teaching profession.

Two areas of need are universally acknowledged, and they are interrelated. One is the need for more—and more rigorous—program evaluation so we know what’s working and what’s not with respect to issues of persistence and quality in the profession. The other is the need for increased and more stable funding. Better funding would enable more programs to strengthen their offerings as well as expend the resources necessary for evaluation. This, in turn, would help funders decide where to place their philanthropic or public investments for maximum strategic leverage and impact.

Overall, the programs we surveyed in this study provide important lessons for school reformers everywhere. They exemplify: 1) the need to develop all human potential to the utmost; 2) the need to capitalize on our diversity as a strength



and not a weakness; and 3) the need to set and maintain high standards and expectations for all students. In sum, by supporting these precollegiate teacher recruitment programs as they face the challenges of today and tomorrow, we can ensure that teaching's next generation will be the most qualified, diverse, and vibrant the nation has ever known.

**DAVID HASELKORN**  
President  
Recruiting New Teachers, Inc.  
1996



## KEY FINDINGS OF THE SURVEY

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The Second National Survey of Precollegiate Teacher Recruitment Programs (Survey II) was conducted during the 1994-95 academic year. The results confirmed many of the findings of Survey I (conducted in 1992) while revealing some important new trends. Two hundred fifty-three programs responded to the second survey. They included the same basic types of programs identified in 1992: teaching magnets and academies; curricular programs; institutes and workshops; extra-curricular clubs; and career awareness activities. Nearly half of the respondents described their school district as “mostly urban.” Just under a third are “mostly suburban” and one fifth are “mostly rural.”

Overall, the programs have become more selective in accepting candidates and have significantly increased their efforts to recruit students of color into their programs. In addition, more programs (78% in 1994 as compared to 68% in 1992) stated that a reason for their creation was to “expand the pool of minority teachers.” In 1994, 64% of the youngsters in reporting programs were minority students, up an impressive 26% since 1992.

Overall, the top reasons for program creation reported in 1994-95 (in descending order) were:

	<u>1992</u>	<u>1994</u>
• To expand the pool of potential minority teachers	68%	78%
• To create awareness of the teaching profession	77%	76%
• To raise the quality of students entering teaching careers	46%	50%
• To encourage students to stay in school/ go to college	39%	49%

But recruiting minority teachers meets just one need of the teaching profession, albeit an important one. Precollegiate teacher recruitment programs are anticipating and



**Table 1**  
**Participation of Programs by Grade Level**

High school students	87%
Middle school students	34%
Elementary school students	19%

*(Programs may operate at more than one level.)*

responding to a number of other national needs and trends as well. For example, as today's aging teaching force begins to retire, the demand for teachers will accelerate. Precollegiate teacher recruitment programs are raising awareness and respect for teaching as a profession and helping to prepare more young people to fill expected vacancies—promoting both diversity and excellence in teaching. Also, the best precollegiate teacher recruitment programs offer service learning, tutoring, and other hands-on learning experiences that model effective practice for these aspiring teachers. Since teachers are inclined to teach as they were taught, it is essential that teaching's next generation acquire and employ the most effective strategies for helping students achieve.

Despite limited resources and changing political landscapes, these programs reach thousands of students each day with the message that teaching is a vital and rewarding career choice. In all, 253 programs in 44 states, plus Puerto Rico and Guam, reported serving more than 50,000 students (70% female, 30% male). That's up from 30,000 students participating in 216 programs in 39 states as reported in Survey I. As before, the greatest concentration of programs remains in the southeast and mid-Atlantic regions.

Of the programs surveyed in 1994-95, 111 started in 1992 or later. Survey II also identified a variety of additional programs that were established prior to 1992, but were not picked up by Survey I. Although we know some programs have fallen by the wayside, new programs have started at an average rate of 30 or more each year over the ten-year period from 1984 to 1994. This is a fairly strong expansion, especially when one considers the political climate surrounding public education over that decade.

Perhaps even more encouraging, the 1994 survey also found substantial progress on many of the elements of successful programs discussed in *Teaching's Next Generation*. The number of teaching academies, or teaching magnet schools, has held steady. Survey I noted that teaching magnets/academies



were more likely to demonstrate success (i.e., persistence into teacher education and the profession) than their less intensive (and generally more time-limited) programmatic peers. At the same time, there has been a decrease in the percentage of less effective “one-shot” offerings. These are both hopeful signs, for programs of greater depth and scope are likely to have a more sustained impact on their students. Moreover, because magnets, academies, and other forms of curricular offerings are generally more firmly embedded within their school budgets than other recruitment programs, they tend to be less susceptible to budget vagaries and staff changes.

## ELEMENTS OF SUCCESSFUL PROGRAMS

Survey I suggested several elements of “successful programs,” and, as noted above, Survey II results showed progress in respondents’ efforts to incorporate these elements into their programs. The following pages offer some highlights regarding the findings from Survey II related to each of these nine elements:

- Connectedness
- Apprenticeship-style activities
- Adequate support for staff
- Clear entrance requirements and high expectations
- Sufficient resources
- Resources for college matriculation
- Modeling an evolving concept of teaching
- Rigorous evaluation
- Long-term commitment at all levels<sup>1</sup>

Because one element often influences others (e.g., insufficient resources deter adequate support for staff and/or rigorous program evaluation; many apprenticeship-style activities model an evolving concept of teaching; etc.), it is important to view the elements as interconnected rather than examining any one in isolation from the others.

<sup>1</sup> *Teaching's Next Generation*, 1993





## Connectedness

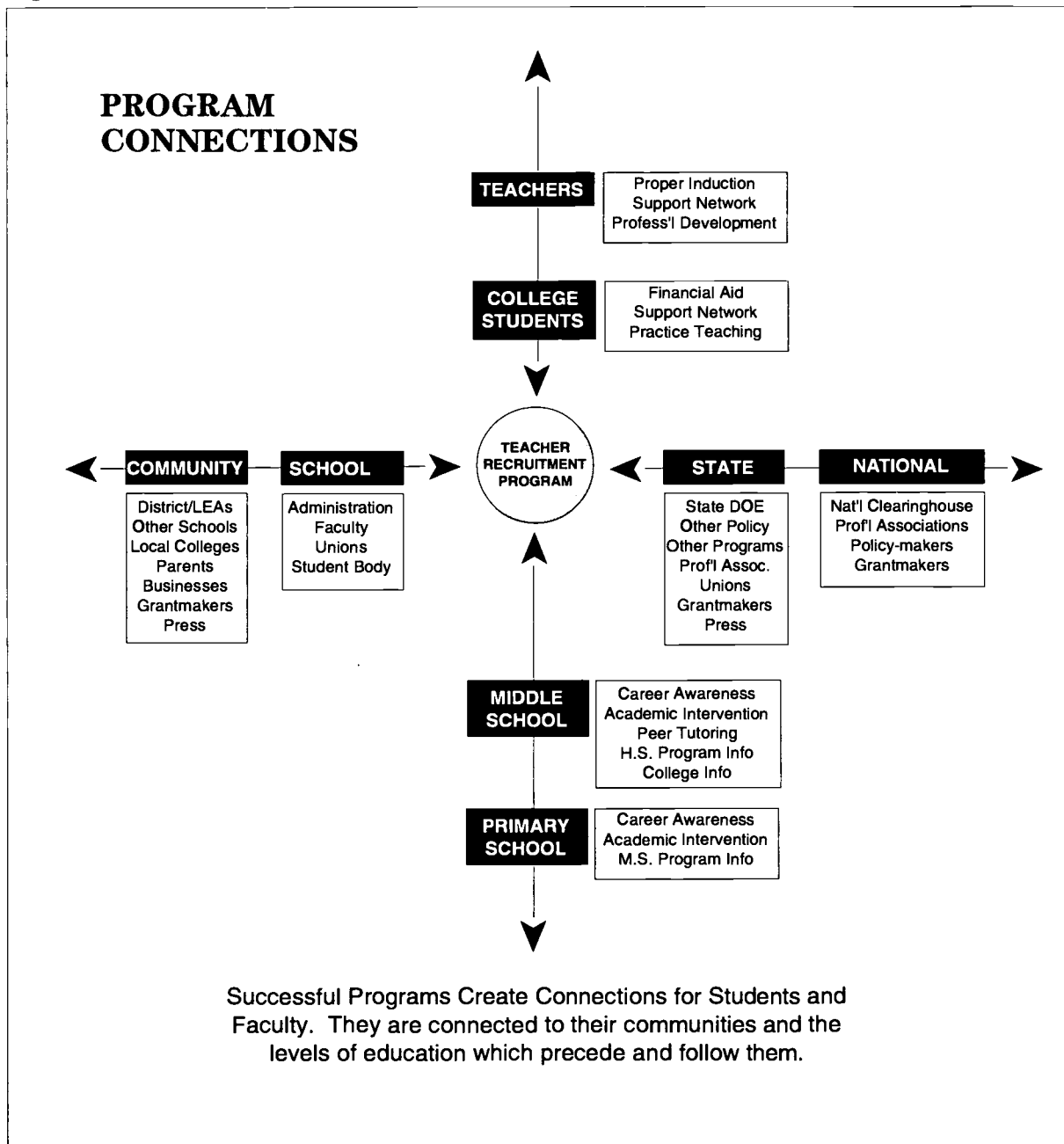
Connectedness refers to a variety of both “horizontal” and “vertical” human and institutional connections (see *Figure 1*). For example, successful programs establish horizontal connections between student participants and their peers and among participating teachers; they also foster vertical connections between participating students and faculty in mentoring relationships or between older and younger students in tutoring programs. On the institutional side, horizontal connections include links among schools, community groups, and business partners, as well as with state and national groups, e.g., the state education agency. Vertical institutional connections might include feeder school patterns or articulation efforts for linking elementary and secondary recruitment with the postsecondary institutions that program graduates might attend, termed improved career corridors in *Teaching's Next Generation*. Indeed, 70% of reporting programs follow up their graduates once they enter college (49% did so in 1992)—e.g., offering opportunities to interact with current program participants, personal counseling, mentoring, financial assistance, and other activities.

The 1994 survey found that the pattern of organizational linkages was strong and growing and that precollegiate teacher recruitment programs had increased the variety of organizations with which they collaborate. Nearly three fifths of 1992 respondents reported institutional linkages; by 1994, this figure had swelled to nearly 90%. In addition, more than 25% said that they would like to add additional organizational partners, and more than a third identified “better linkages with colleges, businesses, and other organizations” as one of the “three most important needs” of their programs. This need for organizational linkages in 1994 was the third-ranked need (after funding and time/scheduling), up from an eighth-place ranking in 1992.

Among the programs that indicated the types of organizational partners with whom they desire new or strengthened affiliations, four-year colleges led the way. Business and grant-



Figure 1





maker affiliations followed. Four-year college affiliations take on added significance when one considers that they already sponsor more precollegiate recruitment programs than any other type of agency (35% in 1994). Furthermore, nearly 200 programs reported some interaction with college teacher education programs, mostly in the form of assistance from college faculties and visits to college campuses.

On the other hand, feeder programs from elementary and middle schools were notable by their relative absence. Two thirds of responding programs do not have such linkages now, and only one fifth plan to add feeder programs.

It is the people within institutions who make a difference and forge the linkages that create vibrant programs. Survey II responses underscored the importance of these personal relationships and connections. Respondents facilitate those linkages not only for students, but for program faculty as well. For example, as noted above, mentoring, ongoing teaching practice, and tutoring all offer valuable opportunities for students

to make direct personal connections with teachers and/or other students. Respondents also pointed to various contributors whose enthusiastic support also made a difference: principals, personnel directors and other central office administrators, union representatives, college/university faculty, and community-based teams, among others.

A number of participating teachers report feeling "a sense of renewal and fresh enthusiasm for their careers" as a result of their role in a precollegiate program. And many point to "collaborating with other teachers in the program" as a special benefit of program participation.

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**Table 2**

<b>Groups Tutored</b>	<u>1992</u>	<u>1994</u>
Elementary students	55%	57%
Middle/JHS students	37%	40%
High school students	23%	29%
Preschool children	25%	17%
Special education students	25%	17%
Adults	5%	3%

*(more than one response allowed)*

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### **Apprenticeship-style Activities**

We know that most individuals choose to teach because of intrinsic motivation rather than extrinsic rewards—they want to help children, to make a difference. Tutoring, practice teach-



ing, and other real-life approximations of teaching offer young people the chance to feel firsthand an authentic connection with and responsibility for younger children, age mates, and their communities. They offer prime examples of the power of service learning and apprenticeship models. Such activities can deepen and sustain student interest in teaching, while creating a greater sense of community among students and staff.

We noted earlier the importance of tutoring opportunities to program success—70% of the programs provide tutoring experience (a slight gain from 67% in 1992). The group most frequently tutored is elementary students, followed by middle school students, high school students, then preschool and special needs students. A few programs provide tutoring for adults (*see Table 2*).

Forty-five percent of the programs provide ongoing practice teaching opportunities (up from 33% in 1992); 44% offer opportunities to teach a single class (up from 39% in 1992); and 62% give students opportunities to observe classes (comparable emphasis in 1992).

### **Adequate Support for Staff**

One of the findings of the 1992 survey was the strongly expressed desire for paid administrative staff to support these programs as well as for additional training and networking opportunities for participating faculty members and supervising teachers. Survey II showed some important gains in the former area and a continuing need in the latter.

Twenty-one percent of the respondents now report having full-time administrators, up from a meager four percent in 1992. The percentage of programs with paid full- or part-time faculty or counselors has also increased; 20% now have full-time faculty/counselors (up from three percent in 1992),

For a lesson in what tutoring experiences can mean for student self-esteem, just visit Pearline Hutto's eighth-grade Pro-Team class at Pageland Middle School in South Carolina and watch her students plan a class for preschool children. You can be sure Mrs. Hutto makes it clear that she expects the best from her students. "Don't forget," you will hear her say. "You are the teacher!" Later, walk along with the class as they head to their "teaching assignment" at the nearby Headstart Program. As they proceed down the hill, you will hear their preschool "pupils" yelling, "The teachers are coming! The teachers are coming!" You will see the change that comes over these eighth graders: their early adolescent slouch straightens to a proud heads-up march.

**Table 3**

<b>Teacher Training Opportunities</b>	<u>1992</u>	<u>1994</u>
No special training	35%	39%
Networking opportunities	33%	32%
Logistics	29%	25%
Curriculum development	26%	25%
Mentoring	23%	19%
Use of technology	N/A	13%

*(more than one response allowed)*

**Table 4**

<b>Incentives for Teachers</b>	<u>1992</u>	<u>1994</u>
No special incentive	NA	38%
Stipend	NA	30%
Professional development	36%	25%
Conference attendance	NA	22%
Special recognition	45%	20%
Funds for classroom materials	32%	17%
Release time	26%	12%
Vouchers, continuing education	5%	4%

*(more than one response allowed)*

and 36% have part-time faculty/counselors (up from 15% in 1992).

Teacher training opportunities (*see Table 3*) remain about as limited as before, with networking being the professional development experience most likely available for faculty participating in precollegiate programs. Some programs also provide logistical training and support, mentoring with experienced faculty, and curriculum development.

Incentives for participating teachers (*see Table 4*) include stipends, professional development, and conference attendance. Although nearly half the programs in 1992 reported special recognition as an incentive, only 20% did so in 1994. Declines were also noted in programs providing release time and funds for classroom materials.

### **Clear Entrance Requirements and High Expectations**

It was clear from the results of the 1992 survey that clear yet flexible admissions requirements and criteria for continued participation enhance program effectiveness. It is important to allow enough flexibility in admissions decisionmaking to give borderline students a chance. At the same time, meaningful participation criteria help students set

and achieve academic goals and develop the individual and group skills they need.

Survey II results showed a 12% increase (from 68% in 1992 to 80% in 1994) in programs with admission or retention criteria (such as teacher or counselor recommendations or regular attendance). Fifteen percent more programs than previously surveyed had an academic standard for participation. (*See Table 5.*) Strengthened requirements have not proved a deterrent to enrollment, however; 37% of programs are still not able to serve all interested students.



High expectations for participants are also important to program success. For example, half of the programs reporting in Survey II aimed to “raise the quality of students entering teaching careers” and a like number “encourage students to stay in school and go to college.” In the course of the 1992 site visits, moreover, we were told that precollegiate teacher recruitment programs offered stature and responsibility to their student participants and that students, in turn, were encouraged to take individual initiative and contribute to group learning. Survey II sought to capture some of the flavor of such expectations by adding to the list of potential program activities items like “introduction to professional expectations,” “community service,” and “summer/school-related employment.” As shown in Table 6, between one fourth and one half of the programs offered at least one of these activities.

### Sufficient Resources to Enable Student Participation

Clearly, increased resources remain one of the greatest needs for the majority of responding precollegiate teacher recruitment programs. (Funding is the number-one need of 73% of the programs.) They need resources not only to meet program and staff needs but also to support their student participants in high school and beyond. For example, when asked to identify their most urgent need for government or philanthropic support, 84% of respondents identified a need for direct student aid to enable lower-income students in their programs to enroll and remain in college. Poignantly, at least one respondent noted the need for student financial support so that “while in school they can concentrate on academics” rather than on after-school jobs.

**Table 5**

<b>Entrance/Enrollment Requirements</b>	<b>1992</b>	<b>1994</b>
Requirement introduced	68%	80%
Academic standing	32%	47%
Teacher/counselor recommendation	41%	46%
Regular attendance	32%	37%
Other	NA	34%

*(more than one response allowed)*

**Table 6**

### **Selected Service Learning Opportunities, Survey II**

Introduction to professional expectations	53%
Community service	41%
Summer/school-related employment	26%

*(more than one response allowed)*

**Table 7**

<b>Financial Incentives for Students</b>	<u>1992</u>	<u>1994</u>
Programs offering incentives	39%	73%
College scholarships/tuition waivers	24%	27%
Tutoring stipends	10%	18%
College course credit	14%	17%
Dual enrollment (h.s./college)	7%	12%
Work/study	10%	9%
Loan forgiveness	5%	7%

(more than one response allowed)

Another indicator of the importance of such support is a near doubling of the number of programs providing some sort of financial incentive to students since 1992 (see Table 7.) Today, nearly three quarters of all programs offer assistance in the form of college scholarships, tuition waivers, tutoring stipends, college course credit, dual enrollment, work study, or loan forgiveness. Survey II data also showed incremental increases in most types of assistance.

### **Resources for College Matriculation**

Survey II also explored the nature of affiliations between precollegiate teacher recruitment programs and the college teacher education programs that their students were entering. More programs today—70% versus 49% in 1992—offer support or follow-up for graduates as they move into college. This represents a 21% increase. Specific arrangements include: assistance from college faculty (49%); precollegiate visits to college campuses (46%); mentoring by college teacher education students (22%); college-offered scholarships (20%); college courses (18%); and college credit for precollegiate activities/course work (16%). Only 24% of programs reported no such school/college connections whatsoever.

### **Modeling an Evolving Concept of the Teaching Profession**

The site visits in 1992 revealed a sharp dichotomy between programs exposing students to issues of school reform and best teaching practice and those that perpetuated outmoded concepts of teaching. *Teaching's Next Generation* strongly advocated giving precollegiate teacher recruitment program participants access to a professional knowledge base that includes team teaching, learning styles, gender and



multicultural issues, use of technology, new roles for teachers in site-based managed schools, and more.

Several survey items confirmed that programs today are paying attention to this essential element in building a high-quality teaching force prepared to teach in twenty-first-century schools. As noted earlier, the percentage of programs reporting apprenticeship-style activities has increased somewhat since 1992. The curricular components listed by respondents reveal that today's programs are paying attention to some of the most important issues facing the profession: 62% of the programs responding include multiculturalism in the curriculum, placing it second behind teaching techniques (68%). Other relevant curricular items include: teacher inquiry/reflection (52%), learning theory (45%), computer technology (42%), and bilingualism (25%).

Of interest, too, is the apparent mutual benefit of interactions between precollegiate teacher recruitment programs and their college/university partners. One respondent observed that as a result of sustained interaction with the diverse student population enrolled in the precollegiate teacher recruitment program, "collegiate teacher preparation programs are examining the relevancy of [their] curricula, seeking to teach and model culturally responsive pedagogy, and encouraging dialogue around related issues." Furthermore, programs "enhance student motivation and academic preparation for college," and "increase the participation, retention, and academic achievement of minority students," Survey II respondents told us.

Additional positive effects of precollegiate teacher recruitment programs on the current teaching force are reflected in Survey II comments about participating teachers becoming "more reflective about and committed to their own careers as teachers;" "sharpening classroom skills, developing more innovative practices, and becoming better equipped to respond to the diversity of student needs;" and "gaining new respect for students' worth and accomplishments."





### **Sufficient Attention to Rigorous Evaluation**

Tracking intended (and unintended) outcomes and evaluating their programs remain major concerns for Survey II respondents. In 1992 program directors cited lack of time, resources, and commitment from their institutions as chief impediments to evaluation, while acknowledging how essential such data are. Survey II found little improvement in the percentage of programs undertaking any type of evaluation. Only 24% submit to some kind of external evaluation (up from 21% in 1992), while 14% (down from 18% in 1992) undergo no evaluation at all. Seventy-nine percent said they conduct an internal evaluation (80% in 1992).

While 70% of Survey I respondents claimed it was “still too early to draw conclusions” about whether or not they were achieving their goals, 59% of Survey II respondents made that claim. These are reasonable claims in a relatively young field: 54% of Survey I programs had three years or fewer of implementation; 44% of Survey II programs had three years or fewer of implementation. Nonetheless, one quarter of Survey II respondents reported meeting or exceeding their goals (down six percent from 1992).

Some of the outcomes reported in 1994-95 include:

- 209 programs reported serving 175,043 students since their inception;
- 104 programs reported sending 19,464 graduates into college teacher preparation programs; and
- 62 programs reported a total of 4,704 students subsequently graduating from a college teacher preparation program since their own programs began.
- 69 programs reported that 8,976 of those who completed their programs have become teachers.

Statisticians caution that correlation is not causality. Thus, although Survey II was not constructed to show causal effect between goals and outcomes, if we look back at the top four reasons for program creation and compare the self-reported



outcomes (see Table 8), we find some interesting congruence. For example, in 1994-95, the top reason reported for creating a precollegiate teacher recruitment program (with 78% selecting it) was “to expand the pool of minority teachers;” as we’ve mentioned earlier in this report, 64% of the students participating in precollegiate teacher recruitment programs identified in Survey II are members of groups underrepresented in today’s teaching force. This percentage has grown impressively (26% in two years), most likely as a result of successful recruitment by the programs; “recruiting students of color” was identified as a program strength by 41% of those responding to Survey II.

In another example, the second-highest reason for creating precollegiate teacher recruitment programs, as reported in Survey II, was to “create an awareness of the teaching profession.” And respondents to the survey reported both increased awareness of and esteem for the profession among their recruits *and* other students.

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**Table 8**  
**Survey II Reported Outcomes**

Increased interest in teaching	82%
Increased student self-esteem	71%
Increased participants’ esteem for teaching	71%
Positive impact on teachers	53%
Generated community links	52%
Increased academic performance	38%
Positive impact on collegiate teacher prep	33%
Increased other students’ esteem for teaching	30%
Increased matriculation in higher education	28%
Improved student retention	15%

*(more than one response allowed)*

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### Long-term Commitment at All Levels

This element refers to several important aspects of commitment—length of time, degree of support, and number of levels of support. The most effective programs have the commitment of program staff, sponsors, feeder programs, and partners, all of whom have a long enough time horizon to allow the programs to produce measurable results.

Survey II revealed a greater variety of sponsors than had been reported two years earlier, as well as a slightly different mix of funding sources. The primary sponsors of precollegiate teacher recruitment programs remain colleges and universities (35% in 1994-95; 30% in 1992), with local school districts following close behind (30% in 1994-95; 26% in 1992) (see Table 9).

**Table 9**

<b>Primary Sponsors of Programs</b>	<u>1992</u>	<u>1994</u>
College/university	30%	35%
Superintendent/school board/LEA	26%	30%
Individual teacher(s)	21%	27%
Foundation	22%	22%
Other	26%	22%
State education agency	13%	19%

*(more than one response allowed)*

**Table 10**

<b>Sources of Funding (in rank order)</b>	<u>1992</u>	<u>1994</u>
State sources	4	1
Foundations	1	2
School district sources	2	3
Federal sources	7	4
College/university sources	3	5
Business/corporate donors	5	6
Other	8	7
School/community fund-raising NA	8	
Participant contribution/fees	6	9
Personal contributions	NA	10
Teacher association/union	NA	11

What has shifted is the relative importance of funding sources, with the state replacing foundations in first place, and the federal government playing a more important role (ranking fourth in Survey II, seventh in 1992). (See Table 10.)

Survey I found that one type of program—the magnet school/teaching academy—generally had long-term commitment at all levels to a greater degree than other program types largely because it seems to demand the greatest involvement from all participants. Survey II found that the number of teaching magnets/academies is holding steady.

The fact that the school district places high on both the list of funding sources and the list of sponsors of precollegiate teacher recruitment programs—coupled with Survey II's report that most of the programs get their "most valuable" support from the school district—is also encouraging. Given that the locus of action in school reform is the school and district, their support for precollegiate teacher recruitment programs—despite the severe funding challenges of the '90s—is a positive indicator for creativity, self-reliance, and local commitment to meaningful education reform.



## CONCLUSION

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America will need to recruit two million teachers over the next ten years. And these teachers will need to be the most qualified, diverse, and culturally skilled generation of teachers the nation has ever known. In recent years, the urgency of the challenge has begun to dawn on policy makers as equal to—and assuredly interconnected with—the quest for higher student achievement that has occupied the center stage in school reform for the last decade. At the same time, dynamic forces in the school-age population are changing the student composition in the nation's classrooms and will change the face of America itself in the years to come.

Thus, the precollegiate teacher recruitment initiatives chronicled in *Teaching's Next Generation* and this follow-up survey stand at the intersection of two of the greatest challenges facing the nation: 1) the need to develop its human resources to their utmost via a more qualified, diverse, and culturally skilled teacher workforce; and 2) the need to come to terms with the challenges of an increasingly diverse society. Precollegiate teacher recruitment programs represent an important part of long-term efforts aimed at meeting America's teacher recruitment, development, and diversity challenges. Indeed, as the urgency and importance of these issues are recognized by educators, policy makers, and the public, such grow-your-own programs will become even more critical in the years ahead.

Accordingly, we have prepared a checklist (*see below*) of recommendations for stakeholders concerned with achieving the promise and potential of precollegiate teacher recruitment programs nationwide.



## RECOMMENDATIONS

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### *School Districts*

- Distribute program information to students and encourage their participation in precollegiate teacher recruitment programs
- Ask principals and teachers to recommend precollegiate teacher recruitment programs to students
- Work with local union(s) to distribute program information to students and encourage their participation in precollegiate teacher recruitment programs
- Link precollegiate teacher recruitment programs to career awareness, academic intervention, peer tutoring, and college information programs
- Collaborate with area IHEs to establish improved pathways between precollegiate teacher recruitment and postsecondary teacher preparation (i.e., create career corridors into teaching)
- Urge state legislators to write teacher development policy that is supportive of precollegiate teacher recruitment programs
- Collaborate with state offices, colleges/universities, unions, local businesses, and community-based organizations in sponsoring need-based scholarships for students selecting teaching careers, especially in shortage areas
- Require more and better program evaluation (including tracking of program graduates) that demonstrates program effectiveness over time



### *Higher Education*

- Grant credit for approved high school course work
- Encourage personnel to work with the program coordinator (or other faculty member, counselor, or administrator) on behalf of program graduates navigating the college/university bureaucracy for the first time and to be accessible year-round to give students personal attention
- Provide better and earlier academic advising to future college/university students
- Collaborate with state offices, school districts, and community-based organizations in sponsoring need-based scholarships for students selecting teaching careers, especially in shortage areas

### *Program Designers*

- Designate financial aid or career counselors who collect and disseminate eligibility and application information to students regarding scholarships, grants, forgivable loans, tuition and fee waivers/reductions, and other incentives
- Invite experienced teachers, program graduates, college faculty, teacher education students, paraprofessionals, and appropriate others to serve as mentors
- Link precollegiate teacher recruitment programs to career awareness, academic intervention, peer tutoring, and college information programs
- Offer basic-skills-test preparation workshops, tutoring, advising, personal counseling, and other essential support services



- Conduct more and better program evaluation (including tracking of program graduates) that demonstrates program effectiveness over time

#### *State Departments of Education*

- Develop comprehensive policy frameworks for coherent teacher recruitment, development, and diversity across the career continuum of the professional teacher
- Use state supply-and-demand data to target limited resources to precollegiate teacher recruitment programming in high-need areas
- Consider support for statewide precollegiate teacher recruitment programs, such as those developed by Florida, South Carolina, and Wisconsin
- Establish or expand loan forgiveness programs and low-interest revolving loan funds

#### *Federal Government*

- Maintain or expand federal support for precollegiate teacher recruitment initiatives via FIE, FIPSE, Office of Postsecondary Education (Programs to Encourage Minority Students to Become Teachers), and other grant programs
- Revive Paul Douglas Scholarships, Teacher Corps, and similar career development programs
- Continue support for Learn & Serve (precollegiate service learning) and AmeriCorps programs by which young people follow a service pathway into teaching
- Ensure that financial aid is available to part-time college students



- Allow a higher percentage of federal work-study dollars to support part-time college students as well as student teaching experiences in schools (as service)
- Include precollegiate teacher recruitment program representatives in Department of Education-sponsored activities, e.g., teacher development forums

### *Funders*

- Begin (or increase) state and district investment in precollegiate teacher recruitment programs
- Collaborate with a variety of program sponsors committed to ensuring early career exploration opportunities
- Require more and better program evaluation (including tracking of program graduates) that demonstrates program effectiveness over time
- Disseminate information about successful programs
- Provide continuation funding and expand programming to serve more participants and more school districts
- Continue support for the National Center on Precollegiate Teacher Recruitment's clearinghouse, advocacy, technical assistance, and research functions
- Support the development of national, regional, and state-wide networks of precollegiate teacher recruitment programs





**DIRECTORY OF PRECOLLEGIATE PROGRAMS**



**Key:** This directory is organized alphabetically by state and city. Please note a complete listing of local chapters of the Summerbridge, Celebration of Teaching and Future Educators Association programs can be reached by contacting the national office listed in the directory.

## **ALABAMA**

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Recruitment and Retention of Minority Teachers  
Alabama State University/Phi Delta Kappa  
College of Education  
Montgomery, AL 36101  
Vivian W. DeShields  
334-229-4852

The Future Educators of America  
State Department of Education  
P.O. Box 302101  
50 N. Ripley Street, Room 5202  
Montgomery, AL 36130-2101  
Barbara Fennell  
Coordinator of Teacher Placement  
and Recruitment  
334-242-9935

## **ARIZONA**

---

Mesa Education Association Scholarship Program  
1032 E. University  
Mesa, AZ 85203  
Will Moore  
602-833-8400

Future Teachers of America  
North Canyon High School  
1700 E. Union Hills Drive  
Phoenix, AZ 85024  
Jenny Stark  
Sponsor  
602-780-4200

Education Practicum (Teacher Academy)  
Horizon High School  
5601 East Greenway Road  
Scottsdale, AZ 85254  
Linda H. Thieken  
Teacher  
602-953-4148

College of Education Preprofessional Program  
Arizona State University  
College of Education  
Box 871211  
Tempe, AZ 85282-1211  
Richard Daniel  
Director of Student Affairs  
602-965-6290

Summer Institute for Careers In Education  
University of Arizona, College of Education  
Education Room 227 N.  
Tucson, AZ 85721  
Regina C. Serrano  
Program Director, Multicultural  
Recruitment & Retention  
602-621-7865



## ARKANSAS

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Children's Educational Opportunity  
Foundation  
P.O. Box 1543  
Bentonville, AR 72712-1543  
Fritz Steiger  
President  
501-273-6957

Teachers of Tomorrow Academy  
University of Central Arkansas  
201 Donaghey, Box 5006  
Conway, AR 72035-0001  
Susan Peterson  
Associate Professor  
501-450-3400

African Americans: Future Educators of  
America Arkansas  
University of Arkansas, College of Education  
Graduate Education Building  
Room 306  
Fayetteville, AR 72701  
Marie Parker  
501-575-5404

Teachers of Tomorrow  
Little Rock School District  
810 W. Markham Street  
Little Rock, AR 72201  
Robert Robinson  
Recruiting Specialist  
501-324-2086

Teachers of Tomorrow Academy  
Pulaski County Special School District  
925 E. Dixon Road, Box 8601  
Little Rock, AR 72216  
Charles A. Green  
Director of Secondary Education  
501-490-2000 x 279

Teachers of Tomorrow Academy  
Sylvan Hills High School  
484 School Drive  
Sherwood, AR 72120  
Darlene Little  
Academy Facilitator  
501-833-1106

Summer Academy for Future Teachers  
Arkansas State University  
P.O. Box 1058  
State University, AR 72467  
Mary Jane Bradley  
Co-Director  
501-972-3062

## CALIFORNIA

---

Future Bilingual Teachers of America  
Fontana School District  
10801 Lemon Street  
Alta Loma, CA 91737  
Victor Torres  
Director  
909-357-5030

Future Teacher Track  
Loara High School  
1765 W. Cerritos Avenue  
Anaheim, CA 90703  
Jane Davis  
Teacher/Advisor  
714-999-3677

A-C



Pipeline Project  
Center Unified School District  
8408 Watt Avenue  
Antelope, CA 95843  
Rex Fortune  
916-338-6400

Future Teacher Institute  
California State University/Dominguez Hills  
1000 E. Victoria Street  
Carson, CA 90747  
Stephen McCray  
Coordinator  
310-243-3775

Student California Teachers Association  
CAICO, Chico  
729 Nord Avenue, #379  
Chico, CA 95926  
Tamara White  
916-898-9336

Teacher Diversity Program  
California State University/Chico  
School of Education  
Chico, CA 95929  
Sandra Pena  
Director  
916-898-4081

Careers in Education  
Mesa Verde High School  
7501 Carriage Drive  
Citrus Heights, CA 95633  
Carole Bystrom  
Teacher  
916-971-5288

Teachers of Tomorrow  
Clovis Unified School District  
1465 David E. Cook Way  
Clovis, CA 93611  
Thomas E. Russell  
Coordinator  
209-297-4000 x2290

Bilingual Teachership Program  
California Association for Bilingual Education  
9300 E. Imperial  
Downey, CA 90242  
Elena Arriola  
Program Director  
310-922-6118

Future Bilingual Teachers of America  
Fontana High School  
9453 Citrus Avenue  
Fontana, CA 92335  
Gary C. Hinckley  
Advisor  
909-357-5500

Future Bilingual Teachers of America  
Fontana Unified School District  
9680 Citrus Avenue  
Fontana, CA 92335  
Jerilynn Smith  
Bilingual/ESL Coordinator  
909-357-5111

Central Valley Teachers of Tomorrow  
State Center Community College District  
1525 E. Weldon Avenue  
Fresno, CA 93704  
Rosa Flores Carlson  
Director of Educational Services and Planning  
209-244-5905



Elementary Teacher Cadet Program  
Fresno Unified School District  
Tulare & M Streets  
Fresno, CA 93721  
Gwen Lockett  
Instructional Support Specialist  
209-443-8156

Teacher Internship Program  
California State University/Fresno  
5005 North Maple Avenue  
Fresno, CA 93740-0001  
Berta Gonzalez  
Acting Associate Dean  
209-278-0209

FOMST-Future Teachers of Math, Science,  
and Technology  
California State University/Fullerton  
800 N. State College Boulevard  
Fullerton, CA 92834  
Helen Taylor  
Director  
714-773-3391

Future Teachers  
California State University/Fullerton  
P.O. Box 34080  
Fullerton, CA 92834-9920  
Jerry Atkin  
Coordinator CSUF Future Teachers Track  
714-773-3411

Teachers of Tomorrow  
University of California,  
Department of Education  
Berkeley Place  
Irvine, CA 92717  
Sarah Sing  
Director  
714-824-5011

Exploratory Teaching Class  
Lakewood High School  
4400 Briecrest  
Lakewood, CA 90713  
Pete Morris  
Teacher  
310-425-1281 x3235

ROP Careers with Children CA 1  
Livermore High School  
600 Maple Street  
Livermore, CA 94550  
Judy Del Tredici  
510-355-2531 x26

Exploratory Teaching Class  
Long Beach Unified School District  
1515 Hughes Way  
Long Beach, CA 90810  
Pat Kishi  
Program Specialist  
310-997-8000

Impact/Teach  
California State University/Long Beach  
1250 Bellflower Boulevard  
Long Beach, CA 90840  
Susan Abbot  
Program Director  
310-985-5706

Crenshaw Teacher Training Magnet  
Crenshaw High School/Los Angeles  
Unified School District  
5010 11th Avenue  
Los Angeles, CA 90043  
Beverly Silverstein  
Magnet Coordinator  
213-296-5370 X2159



School of Education  
 California State University/Los Angeles  
 5151 State University Drive  
 Los Angeles, CA 90032  
 Gary Best  
 Director  
 213-343-4320

Education Academy  
 Capistrano Valley High School  
 26301 Via Escolar  
 Mission Viejo, CA 92692  
 Gay Veeh  
 Director  
 714-493-2276

Future American Minority Educators (FAME)  
 California State University/Northridge  
 11811 Nordhoff Street  
 Northridge, CA 91330-8265  
 Kayte Fearn  
 Director  
 818-677-3002

Operation Chicano Teacher  
 California State University/Northridge  
 18111 Nordhoff Street  
 Northridge, CA 91330  
 Marta Sanchez  
 Director  
 818-677-2731

Future Teachers Academy  
 Oakland Unified School District  
 12250 Skyline Boulevard  
 Oakland, CA 94619  
 Lois Walker  
 Principal  
 510-531-9161

California Association for Bilingual Education  
 320 W. G. Street  
 Ontario, CA 91762  
 Jan Gustafson  
 Education/Conference Coordinator  
 909-984-6201

Paradise Teaching Academy  
 Paradise High School  
 5911 Maxwell Drive  
 Paradise, CA 95969  
 Darryl Eisele  
 Director  
 916-872-6425 x 3050

ROP Careers with Children CA 2  
 Foothill High School  
 Foothill Road  
 Pleasanton, CA 94588  
 Pat Keegan  
 510-426-4287

Center for Education and Equity in  
 Mathematics, Science and Technology  
 California State Polytechnic University/  
 Pomona  
 3801 W. Temple Avenue  
 Pomona, CA 91768  
 Judith Jacobs  
 Director  
 909-869-4063

Teacher Diversity Project (TDP)  
 Sonoma State University  
 1801 East Cotati Avenue  
 Rohnert Park, CA 94928  
 Deborah Priddy  
 Project Director  
 707-664-2564



Making Waves at the Branson School  
The Branson School  
Box 887  
Ross, CA 94957  
Jennifer Henry  
Co-Director, Making Waves  
415-454-3612

Project Pipeline  
9320 Tech Center Drive  
Sacramento, CA 95826  
Virgil Price  
Coordinator  
916-855-4241

Aim to Teach  
San Diego State University  
College of Education  
San Diego, CA 92182  
Evette Hornsby-Minor  
Director  
619-594-6348

Future Educators of America  
San Diego City Schools  
4100 Normal Street  
Education Center, Rm. 1241  
San Diego, CA 92103-2682  
Sharon D. Whitehurst-Payne  
Affirmative Action Program Administrator  
619-293-8533

Day School Summerbridge  
San Francisco Day School  
350 Masonic Ave.  
San Francisco, CA 94118  
Al Gonzales and Anthony Thomas  
Co-Directors  
415-931-2422

Future Educators of America  
Abraham Lincoln High School  
2162 Twenty Fourth Avenue  
San Francisco, CA 94116  
Hattie P. Torrence  
Teacher/Math Department Head  
415-759-2700

Minority Teacher Development Program  
Multicultural Alliance  
2120 Broadway  
San Francisco, CA 94115  
Orpheus Crutchfield  
Vice President  
415-346-6631

Summerbridge National  
1902 Van Ness Avenue, 2nd Floor  
San Francisco, CA 94109  
Greg Roberts  
Executive Director  
415-749-2037

Youth in Action  
San Francisco Conservation Corps  
1050 South Van Ness  
San Francisco, CA 94110  
Tom Ahn and Anthony Mickens  
Co-Directors  
415-920-7182

Teaching Academy Magnet Program  
Independence High School  
1776 Educational Park Drive  
San Jose, CA 95133  
William J. Rice  
Coordinator  
408-729-3911



C



Junior Future Teachers Club  
 Santa Ana Unified School District  
 2120 W. Edinger  
 Santa Ana, CA 92704  
 Connie Mayhugh  
 714-241-6430

Teachers for Tomorrow and  
 Future Teacher Clubs  
 New Haven Unified School District  
 34200 Alvarado-Niles Road  
 Union City, CA 94587  
 Jim O'Laughlin  
 Associate Superintendent, Personnel  
 510-471-1100 x2106

## **COLORADO**

---

Celebration of Teaching  
 Buena Vista High School  
 P.O. Box 1761  
 Buena Vista, CO 81211  
 Marjorie E. Gray  
 719-395-2487

Today's Navajo Students, Tomorrow's  
 Navajo Teachers  
 University of Northern Colorado  
 213 McKee School for the Study of Teaching  
 and Teacher Education  
 Greeley, CO 80639  
 Sandra Weiser  
 Director, Office of Professional Services  
 970-351-1625

## **CONNECTICUT**

---

Young Educators' Society (YES)  
 West Side Middle School  
 250 Brandgee Avenue  
 Groton, CT 06340  
 Silvana Panucci  
 Mentor

Capitol Region Education Council (CREC)  
 Hartford High School  
 Forest Street #55  
 Hartford, CT 06105  
 Yvonne Griffin  
 Coordinator of Young Educators Society (YES)  
 860-278-5920

Minority Teacher Recruiting Program  
 Capitol Region Education Council  
 111 Charter Oak Avenue  
 Hartford, CT 06106  
 Carole Mulready  
 203-247-2732

Young Educators' Society/YES  
 Capitol Region Education Council  
 111 Charter Oak Avenue  
 Hartford, CT 06106  
 Francis Harris  
 Director  
 203-247-2732

Young Educators' Society(YES)/CREC  
 Greater Hartford Connecticut Public Schools  
 Manchester High School  
 134 Middle Turnpike  
 Manchester, CT 06040  
 Yvonne Griffin  
 Director, Multicultural Education/HR  
 860-647-3531





Summerbridge New Haven  
Hopkins School  
986 Forest Road  
New Haven, CT 06515  
Karen Amaker and Catina Bacote  
Co-Directors  
203-397-1001 X 110

Young Educators' Society (YES)  
Norwich Free Academy  
305 Broadway  
Norwich, CT 06360  
Teri Bruce  
Mentor

Young Educators' Society (YES)  
Montville High School  
Old Colchester Road  
Oakdale, CT 06370  
Joel Latman  
Mentor

## **DELAWARE**

---

Career Planning and Placement  
Delaware State University  
Education Department  
Dover, DE 19901  
James Mims  
Chairman  
302-739-5141

Future Educators of America  
Department of Public Instruction  
P.O. Box 1402  
Dover, DE 19903-1402  
Kathleen McCormick  
(Sub - State Coordinator/FEA) Education  
Associate  
302-739-2767

## **DISTRICT OF COLUMBIA**

---

Future Educators of America  
Dunbar Senior High School  
1301 New Jersey Avenue, NW  
Washington, D.C. 20001  
Maryland K. Gourdine  
Sponsor  
202-673-7233

Future Teachers of America  
Bowen Elementary School  
Delaware Ave and M Streets S.W.  
Washington, D.C. 20024  
Eleanor Argan and Shirley D. Roberts  
Teachers  
202-724-4871

Teaching Professions Academy  
Coolidge High School  
5th and Tuckerman Streets  
Washington, DC 20011  
Christine Easterling  
Advisor  
202-722-1656

## **FLORIDA**

---

Florida Future Educators of America  
Auburndale Senior High  
1 Bloodhound Trail  
Auburndale, FL 33823  
Joyce Mooneyham  
Faculty Advisor/Department Chair,  
Exceptional Student Education  
813-965-6200

C-F



School Board of Polk County  
 P.O. Box 391  
 Bartow, FL 33831  
 Oziemar Woodard  
 Director, Instructional Personnel  
 941-534-0728

Exploratory Teaching  
 J.P. Taravella High School  
 10600 Riverside Drive  
 Coral Springs, FL 33071  
 Mary Ann Pearson  
 Director  
 305-344-2300

Teacher Education Alliance  
 Florida Atlantic University  
 2912 College Avenue  
 Room LA446  
 Davie, FL 33314  
 Suzanne M. Kinzer  
 Director  
 954-236-1048

Future Educators of America  
 Volusia County School District  
 200 N. Clara Avenue  
 Deland, FL 32721  
 Al Bouie  
 Director  
 904-734-7190 x4068

Minority Teacher Education  
 Scholarship Application  
 University of Florida  
 P.O. Box 117045  
 Gainesville, FL 32611-7045  
 Simon O. Johnson  
 Professor of Education  
 352-392-5882

Broward County Florida Future Educators of  
 America  
 South Broward High School  
 1901 North Federal Highway  
 Hollywood, FL 33020  
 Michael Roland  
 Student Activities Liaison  
 954-924-2738

Teaching Professions Magnet  
 Ed White High School  
 1700 Old Middleburg Road  
 Jacksonville, FL 32210-1232  
 Brenda S. Padgett  
 Teacher  
 904-693-7620

Teacher Assisting Program  
 Osceola District Schools  
 703 Simpson Road, Suite 3  
 Kissimmee, FL 34744  
 Daryla R. Bungo  
 Technical Curriculum Specialist  
 407-344-5034

21st Century Learning Center and Teaching  
 Arts Academy  
 Largo High School  
 410 Missouri Avenue  
 Largo, FL 33770  
 Patricia C. Browne  
 Assistant Principal  
 813-588-3758

Center for the Teaching Profession  
 Miami Senior High School  
 2450 S.W. First Street  
 Miami, FL 33135  
 Lourdes Montiel  
 305-649-9800



Compact  
Florida Memorial College  
15800 Northwest 42nd Avenue  
Miami, FL 33054  
Roscoe Warren  
305-626-3741

Florida Future Educators of America  
Miami-Dade Community College-Kendall  
11011 S.W. 104 Street  
Miami, FL 33176  
David Powers  
305-237-2000

Future Educators of America  
Dade County Public Schools  
1500 Biscayne Boulevard, Suite 129  
Miami, FL 33132  
Delio G. Diaz  
Director  
305-995-7015

Professional Education Magnet  
Miami-Norland Senior High School  
1050 N.W. 195th Street  
Miami, FL 33169  
B.J. Orfely  
Lead Teacher  
305-653-1416

Summerbridge Miami  
Ransom Everglades School  
3575 Main Highway  
Miami, FL 33133  
John Flickinger  
Director  
305-460-8869

Florida Future Educators of America Chapter  
Howard Middle School  
800 East Robinson  
Orlando, FL 32801  
Estelle T. Johnson  
Teacher  
407-245-1780

Minority Teacher Recruitment Program/  
Florida Future Educators of America  
Orange County Public Schools  
445 West Amelia Street  
Orlando, FL 32801  
Marcie R. Mathews  
Project Administrator  
317-849-3200 x 2170

C. McAuliffe Institute for Educational Pioneers  
Oakcrest Elementary School  
1820 N. Hollywood Boulevard  
Pensacola, FL 32505  
Arlena A. Costello  
904-444-2765

Florida Future Educators of America  
Charlotte High School  
1250 Cooper Street  
Punta Gorda, FL 33950  
Connie Harbeson  
Advisor  
941-639-2118

Florida Future Educators of America  
Mary Giella Elementary  
14710 Shady Hills Road  
Spring Hill, FL 34610  
Gladys Russell  
813-856-7548

F



Saint Leo College  
 Department of Education  
 St. Leo, FL 33574  
 James Peer  
 352-588-8869

Florida Future Educators  
 Florida Department of Education  
 325 W. Gaines, Suite 124  
 Tallahassee, FL 32399-0400  
 Gary Poetch  
 Director  
 904-488-6503

Division of Human Resources  
 Hillsborough City School Board  
 901 E. Kennedy Boulevard  
 Tampa, FL 33601  
 David Binnie  
 Director  
 813-272-4143  
 Sarah Governor  
 Supervisor of Instructional Teacher Placement  
 813-272-4144

M.O.S.E. Recruitment Project  
 University of South Florida  
 4220 East Fowler  
 Tampa, FL 33620  
 Sharman McRae  
 813-974-3390

Teacher Academy  
 Palm Beach Lakes High School  
 3505 Shiloh Drive  
 West Palm Beach, FL 33407  
 Joan Lagoulis  
 Magnet Program Coordinator  
 407-640-5014

Florida Future Educators of America  
 T.E. Weightman Middle School  
 30649 Wells Road  
 Zephyrhills, FL 33544  
 Freda Abercrombie  
 Teacher and Sponsor, FFEA  
 813-929-2689

## **GEORGIA**

---

Public School Recruitment Service  
 Georgia State Department of Education  
 1858 Twin Towers East  
 Atlanta, GA 30334-5050  
 Donald Splinter  
 Coordinator  
 404-656-7647

South Atlanta High School Center  
 for Teaching  
 South Atlanta High School  
 800 Hutchens Road, S.E.  
 Atlanta, GA 30354  
 Barbara Murray  
 Coordinator  
 404-362-5057

Teacher Cadet Program  
 Cartersville High School  
 320 East Church Street  
 Cartersville, GA 30120  
 Diane Sakmar  
 Instructor  
 404-382-3200



Future Georgia Educators  
Professional Association of Georgia Educators  
P.O. Box 636  
Clarkston, GA 30021  
Nancy Hayes Kitchens  
Foundation Director  
404-292-7243

Future Educators of America  
Towers High School  
3919 Brookcrest Circle  
Decatur, GA 30032  
Sandra J. Harbuck  
Instructor, Business Education  
404-289-7166

Future Teachers of DeKalb  
DeKalb County Public Schools  
3770 North Decatur Road  
Decatur, GA 30032  
Lonnie Edwards  
Director  
404-297-7424

Introduction to Teaching/Teacher Cadets  
Columbia High School - Dekalb  
County Schools  
2106 Columbia Drive  
Decatur, GA 30032  
Ann Keating-Toro  
Teacher  
404-284-8720

Impact Program  
Dunwoody High School  
5035 Vermack Road  
Dunwoody, GA 30338  
Frances S. Dubner  
Teacher of Gifted Students  
770-394-4442

Teacher Cadets  
Griffin High School  
1617 West Poplar Street  
Griffin, GA 30223-7119  
Hugh Canterbury  
Teacher  
770-228-8641

Teacher Cadet Program  
Hephzibah High School  
P.O. Box 310, Brothersville Road  
Hephzibah, GA 30815  
Kimberly Burch  
Teacher  
706-592-2089

Careers in Education  
Central Gwinnett High School  
564 West Crogan Street  
Lawrenceville, GA 30245  
Randi Hill  
770-963-8041  
Tena B. Crews  
Gwinnett County Future Georgia Educators  
Coordinator/Teacher  
404-972-7642

Careers in Education  
Parkview High School  
998 Cole Drive  
Lilburn, GA 30247  
Meridy Griggs  
770-806-3814  
Tena B. Crews  
Gwinnett County Future Georgia Educators  
Coordinator/Teacher  
404-972-7642

G



Teacher Cadet  
 Lovejoy High School  
 1587 McDonough Road  
 Lovejoy, GA 30250  
 Lorabeth Stroup  
 Teacher Chair Department of  
 Foreign Languages  
 770-493-2920

Teacher Cadet Program  
 Cobb County Public Schools  
 514 Glover Street  
 Marietta, GA 30060  
 Elizabeth B. Cole  
 Assistant Superintendent, Certified Personnel  
 770-426-3342  
 Diana Poore  
 Director of Teacher Resource Center  
 404-423-6420

Careers in Education  
 Norcross High School  
 600 Beaver Ruin Road  
 Norcross, GA 30071  
 Neil Nichols  
 Director  
 770-448-3674

Pathways Program  
 Rome City Schools  
 508 E. Second Street  
 Rome, GA 30161  
 Pam Hamilton  
 Director of Personnel  
 706-236-5050

Careers in Education  
 Brookwood High School  
 1255 Dogwood Road  
 Snellville, GA 30278  
 Sandy Iverson  
 Coordinator  
 770-972-7642

Careers in Education  
 South Gwinnett High School  
 2288 East Main Street  
 Snellville, GA 30278  
 Gaye Nix  
 770-972-4840  
 Tena Crews  
 Gwinnett County Future Georgia Educators  
 Coordinator  
 404-972-7642

Georgia Southern University Career Services  
 University System of Georgia  
 Landrum Box 8069  
 Statesboro, GA 30460  
 Trish Bergmaier  
 Director  
 912-681-5197

Future Georgia Educators  
 Ware County High School  
 700 Victory Drive  
 Waycross, GA 31503  
 Donna Godwin  
 Instructor/Advisor  
 912-287-2351

G-H



## HAWAII

---

Teaching as a Career  
State of Hawaii  
Department of Education  
P.O. Box 2360  
Honolulu, HI 96804  
Elizabeth Balmores Wong  
Affirmative Action Coordinator  
808-586-3276

Future Teachers of America  
Lahainaluna High School  
980 Lahainaluna Road  
Lahaina, Maui, HI 96761  
Diane Bulay  
Teacher/Advisor  
808-662-3000

## IDAHO

---

Students Serving Students  
Buhl School District  
920 Main Street  
Buhl, ID 83316  
Blake T. Walsh  
Director of Special Services  
208-543-9208

## ILLINOIS

---

Hubbard High School  
6200 South Hamlin Street  
Chicago, IL 60629  
Homer D. Tumer  
College Coordinator  
312-535-2200

Bowen Teacher Academy  
Bowen High School  
2710 East 89th Street  
Chicago, IL 60617  
Joann Podkul  
Coordinator  
312-535-6000

Department of Education  
St. Xavier University  
3700 W. 103rd Street  
Chicago, IL 60655  
Jessie Panko  
Professor  
312-298-3215

Future Teachers of America  
Minority Recruitment/Partnership  
Chicago State University  
95th at King Drive  
Chicago, IL 60628  
Bartley McSwine  
Associate Professor  
312-995-2086

Future Teachers Club  
Fenger Academy  
11220 S. Wallace  
Chicago, IL 60628  
Beverly Washington  
Director  
312-535-5430

Future Teachers of America  
Roosevelt University  
430 S. Michigan Avenue  
Chicago, IL 60605  
Peggy Lubin  
Director, FTA  
312-341-3700

H-I



Future Teachers of Chicago  
 513 W. 72nd Street  
 Chicago, IL 60621  
 Rutha E. Gibson  
 Executive Director  
 312-651-0954

Golden Apple Scholars of Illinois  
 Golden Apple Foundation for  
 Excellence in Teaching  
 8 S. Michigan Avenue, Suite 700  
 Chicago, IL 60603  
 Dominic Belmonte  
 Director  
 312-407-0006

High Jump  
 Latin School of Chicago  
 59 W. North Boulevard  
 Chicago, IL 60610-1492  
 John T. Kurty  
 Executive Director  
 312-573-4523

Multicultural Alliance/Urban Studies  
 1362 East 59th Street  
 Chicago, IL 60637  
 Terreneh Mosley  
 Coordinator, Central States Region  
 312-702-9450

Invite to Teach  
 York Community High School  
 355 W. St. Charles Road  
 Elmhurst, IL 60126  
 Diane P. Martin  
 Administrator  
 708-617-2464

Minority Teacher Recruitment Project  
 Illinois State University  
 Vice President and Provost Office  
 Campus Box 4000  
 Normal, IL 61790-4000  
 Diana P. McCauley  
 Associate Dean and Chairperson  
 309-438-2156

Multi-Cultural Education  
 Quincy Senior High School  
 3322 Maine Street  
 Quincy, IL 62301  
 Michael Humphrey and Jeanetta Green  
 Coordinators  
 217-224-3770

## **INDIANA**

---

Teacher Education Program  
 Anderson University  
 School of Education  
 1100 East Fifth Street  
 Anderson, IN 46012  
 Barbara Jones  
 Department Chair  
 317-641-4402

Future Educators of America  
 Phi Delta Kappa  
 Box 789  
 Bloomington, IN 47402-0789  
 George Kersey Jr.  
 Associate Executive Director  
 1-800-766-1156





ICPAC- Indiana Career & Post-Secondary  
Advancement Center  
Indiana University  
2805 E. 10th Street, Suite 150  
Bloomington, IN 47408  
Scott Gillie  
812-855-8475  
Meg Lindeman  
Director of Information  
812-855-3109

Teacher Recruitment  
Elkhart Community Schools  
2720 California Road  
Elkhart, IN 46514  
Irene E. Bohannon  
Director  
219-262-5510

Cadet Teaching Program  
Signature School  
308 Main Street  
Evansville, IN 47708  
Don L. Hunter  
812-435-8250

Professional Programs  
Indiana State Teachers Association  
150 W. Market Street, Suite 900  
Indianapolis, IN 46204-2875  
Barbara Stainbrook  
H.R. Coordinator  
317-263-3364

Project SET Student Exploratory Teaching  
Indiana Department of Education  
Room 229, State House  
Indianapolis, IN 46204  
Dallas Daniels, Jr.  
Director, Division of Educational Equity  
Services  
317-232-0550

School of Education  
University of Indianapolis  
1400 E. Hanna Avenue  
Indianapolis, IN 46227  
Lynne Weisenbach  
317-788-3285

Student Exploratory Teaching  
Indianapolis Public Schools  
120 E. Walnut 103D  
Indianapolis, IN 46204  
Donna Humphries  
Coordinator  
317-226-4583

Exploratory Teaching Class  
Warsaw High School  
1 Tiger Lane  
Warsaw, IN 46580  
Linda Hoy  
219-267-5174

(RAMS) Reaching Able Minority Students  
Purdue University  
6129 Liberal Arts and Education Building  
West Lafayette, IN 47907-1440  
Charles Haynes  
Coordinator of Minority Programs  
317-494-2341



Education Program  
 Calumet College of St. Joseph  
 2400 New York  
 Whiting, IN 46394  
 Elaine T. Kisisel  
 Director  
 219-473-4206

## IOWA

---

Minorities in Teaching Program (MIT)  
 University of Northern Iowa  
 184 Schindler Education  
 Cedar Falls, IA 50614-0606  
 Janet E. McClain  
 Director  
 319-273-2924

Minorities in Teaching  
 Davenport Community School District  
 1120 Main Street  
 Davenport, IA 52803  
 Christine Hester  
 Program Facilitator  
 319-323-9900 x 347

Minorities in Teaching  
 Woodrow Wilson Middle School  
 1010 Iowa Street  
 Sioux City, IA 51105  
 Eunice M. Barnes  
 Director  
 712-279-6816

## KANSAS

---

Summer Academy for Future Teachers  
 Emporia State University  
 Campus Box 4036  
 1200 Commercial  
 Emporia, KS 66801  
 Leo W. Pauls  
 Executive Director, Jones Institute for  
 Educational Excellence  
 316-341-5372

High School Visitation Day  
 Kansas State University  
 College of Education  
 Manhattan, KS 66506  
 Agnes L. Elzinga  
 913-532-5524

Future Educators of America  
 Newton High School  
 900 W. 12th Street  
 Newton, KS 67114  
 Sally O'Banion  
 FEA Sponsor  
 316-284-6280 X136  
 Charlotte Sauerwein  
 FEA Sponsor

Future Educator Association  
 Pittsburg High School  
 1978 E. 4th Street  
 Pittsburg, KS 66762  
 Kathy Aubuchon  
 316-235-3200

I-K



Institute for Teacher Education  
Kansas Newman College  
3100 McCormick  
Wichita, KS 67213  
Laura McLemore  
Director  
316-942-4291 x201

Project Grow Your Own Teachers  
Wichita Public Schools  
281 N. Water Street  
Wichita, KS 67202  
Sam Spaght  
316-833-4110

## KENTUCKY

---

The Teacher Recruitment Leadership Institute  
Kentucky State University  
Hathaway Hall #215  
Frankfort, KY 40601  
Betty Griffin  
Chairperson  
502-227-6137

Letcher High School  
One School Road  
Letcher, KY 41832  
Jane Dixon  
Coordinator  
606-633-0707

Teacher Bridge  
University of Kentucky  
341 Dickey Hall  
Lexington, KY 40506  
K.S. Webb  
Director  
606-257-3836

Avenues to Certification for Teaching  
University of Louisville  
School of Education  
Louisville, KY 40292  
Ella Smith Simmons  
502-588-0577

Minority Teacher Recruitment  
Jefferson County Public Schools  
Box 34020  
Louisville, KY 40232  
Bonnie Marshall  
Coordinator  
502-852-7697

Summerbridge Louisville  
Kentucky Country Day School  
4100 Springdale Road  
Louisville, KY 40241  
Andrienne Smith  
Director  
502-429-9752

College of Education/Behavioral Sciences  
Morehead State University  
100 Ginger Hall  
Morehead, KY 40351  
Harold Harty  
606-783-2040

Future Educators  
Murray Independent School District  
208 South 13th Street  
Murray, KY 42071  
Robert Lewis  
Assistant Superintendent  
502-753-4363

K-L



## LOUISIANA

---

Louisiana Consortium on Minority Teacher  
Supply and Quality  
Grambling State University  
P.O. Box 46  
Grambling, LA 71245  
Mary Minter  
Head, Teacher Education Department  
318-274-3420

Franklin Summerbridge  
Ben Franklin High School  
2001 Leon Simon Drive  
New Orleans, LA 70122  
Deirdre Johnson  
Director  
504-286-2641

Future Teachers Club  
McDonogh 35 Senior High School  
1331 Kerlerec Street  
New Orleans, LA 70116  
Joyce C. Chapital  
Teacher  
504-942-3592

Newman Summerbridge  
Isadore Newman School  
1903 Jefferson Avenue  
New Orleans, LA 70115  
Vince Ricci  
504-896-8595

Teacher Mentorship Program  
Xavier University of Louisiana  
7325 Palmetto Street  
Box 59A  
New Orleans, LA 70125  
Roslayn Green  
504-486-7411 x7553

Green Oaks Teaching Profession Magnet  
Green Oaks Laboratory High School  
2550 Thomas E. Howard, Sr. Drive  
Shreveport, LA 71107  
E. M. Farmer  
Instructional Coordinator  
318-425-0245

Magnet Program/Teaching Profession  
Caddo Public Schools  
2550 Prince Valiant  
Shreveport, LA 71107  
Wilmer Godfrey  
Principal  
318-425-3411

## MAINE

---

Teacher Placement Service  
State of Maine Department of Education  
State House Station #23  
Augusta, ME 04333  
Nancy Iburguen  
Coordinator of Teacher Certification  
and Placement  
207-287-5944

Peer Leadership Program  
Belfast Area High School  
98 Waldo Avenue  
Belfast, ME 04915  
Issy B. Cross  
Guidance Coordinator  
207-338-2051



## MARYLAND

---

Future Educators of America  
Loch Raven High School  
1212 Coupens Avenue  
Baltimore, MD 21286  
Susan Falcone  
Department Chair  
410-832-1978

Project PRIME (Programs to Recruit and Inspire Minorities into Education)  
Morgan State University -  
Jenkins Building, Room 421  
Coldspring Lane and Hillen Road  
Baltimore, MD 21239  
Brenda P. Haynes  
Director  
410-319-3780

Maryland Future Teachers  
Hartford County Public Schools  
45 E. Gordon Street  
Bel Aire, MD 21014  
Kathleen Eng  
Supervisor of Personnel  
410-838-7300

Future Teachers of Maryland  
Elkton High School  
110 James Street  
Elkton, MD 21921  
Janice Bowers  
Coordinator  
410-996-5000

STEPP (Striving To Excel Personally  
and Professionally)  
Salisbury State University  
Education Department  
148B Caruthers Hall  
Salisbury, MD 21801  
Ellen V. Whitford  
Assistant Professor  
410-543-6280

Towson State University  
College of Education  
Hawkins Hall  
Towson, MD 21204  
Dennis Hinkle  
Dean  
410-830-2571

PRIME (Program to Recruit and Inspire  
Minorities into Education)  
Baltimore County Public Schools  
6901 N. Charles Street  
Towson, MD 21204  
LaVerne C. Lee  
Minority Recruiter/Coordinator  
410-887-5538

Future Educators of America  
Frederick Douglass High School  
8000 Croom Road  
Upper Marlboro, MD 20772  
Theresa P. Tracy  
Advisor  
301-952-2400

M



## MASSACHUSETTS

---

Teaching Opportunities Program  
 Bridgewater State College  
 Burnell Campus School  
 Bridgewater, MA 02325  
 Joanne Newcomb  
 Dean, School of Education and Allied Studies  
 508-697-1347

Careers In Education  
 Cambridge Public Schools/Lesley College  
 459 Broadway  
 Cambridge, MA 02138  
 Maria Ferri  
 617-349-6730

Summerbridge Cambridge  
 459 Broadway CRLS R245  
 Cambridge, MA 02138  
 Carolyn Magnagni  
 617-349-6647

Bridge School  
 Chelsea High School  
 299 Everett Avenue  
 Chelsea, MA 02150  
 Maggie Lodge  
 Director  
 617-889-8424

LEAP  
 Dorchester High School  
 9 Peacevale Road  
 Dorchester, MA 02124  
 Jeri Frazier  
 Coordinator  
 617-635-8904

Future Educators Club/Celebration  
 of Teaching  
 BMC Durfee High School  
 360 Elsbree Street  
 Fall River, MA 02720  
 Joyce Mauretti  
 Teacher/Advisor  
 508-675-8106

Teach Boston  
 Boston Public Schools  
 55 New Dudley Street, Bldg. #1  
 Roxbury, MA 02120  
 Joan Harrington  
 617-635-9785  
 Rosanne Bacon Meade  
 Project Director  
 617-635-8079 x136

Wellesley High School  
 144 Washington Street  
 Wellesley, MA 02181  
 Marcia Doiron  
 Teacher  
 617-446-6290

Worcester Future Teachers' Academy  
 Worcester Public Schools  
 20 Irving Street  
 Worcester, MA 01609  
 Stacey A. DeBoise  
 Assistant to Personal Manager  
 508-799-3021



## MICHIGAN

---

Future Force  
SW Michigan Urban League  
172 W. Van Buren  
Battle Creek, MI 49017  
Rebecca Jackson  
Director  
616-962-5553

Wade McCree Scholarship Program  
University of Michigan/Dearborn  
4901 Evergreen Road  
Dearborn, MI 48128  
John B. Poster  
Dean, School of Education  
313-593-5435

Urban Environmental Education in Detroit  
Cass Technical High School  
2421 Second Avenue  
Detroit, MI 48201  
Randall E. Raymond  
Project Director  
313-596-3900

Young Educators' Society of Michigan  
Wayne State University  
469 College of Education  
Detroit, MI 48202  
Sally Smith-Brown  
313-577-1601  
Sylvia Holman  
Equity Ombudsperson  
313-994-2240

Aguinas College of Education Department  
Aguinas College  
1607 Robinson Road, SE  
Grand Rapids, MI 49506  
Jim Garofalo  
Department Chairperson  
616-459-8281

Mentorship Program  
Forest Hills Public Schools  
5901 Hall S.E.  
Grand Rapids, MI 49546  
Kathy Smalt  
Coordinator of Volunteer Partnerships  
616-285-8786

Young Educators' Society(YES)  
Michigan Chapter  
Grand Rapids Public Schools  
P.O. Box 117 Franklin, S.E.  
Grand Rapids, MI 49501-0117  
Jim Vidro  
Coordinator of Student Activities  
616-771-2010

EFE Teacher Internship Program  
Kalamazoo Public Schools  
1220 Howard Street  
Kalamazoo, MI 49007  
Mary C. Harper  
Career and Technical Counselor  
616-337-0159

School/Community Plan For Recruiting  
Minorities  
Western Michigan University, College of  
Education  
3720 West Main  
Kalamazoo, MI 49007  
Regena Sails Nelson  
616-387-3509

M



Young People in Education(YPIE)  
Home Growth  
Kalamazoo Public Education  
Foundation (KPEF)  
714 S. Westnedge, Suite 231  
Kalamazoo, MI 49007  
Doreen Thomas  
616-337-0498

Saginaw Township Community Schools  
Director of Instruction and Personnel  
P.O. Box 6278  
Saginaw, MI 48608  
Kay Packwood  
517-797-1835

## **MINNESOTA**

---

Teachers of Tomorrow, Inc. (TOT)  
Lake Superior College  
2101 Trinity Road  
Duluth, MN 55811  
Jowel C. Laguerre  
Executive Director/Director of Student and  
Academic Affairs  
218-723-4922

Education Magnet  
Minneapolis Public Schools  
700 22nd Avenue, NE  
Minneapolis, MN 55418  
Jackie Anderson  
Coordinator/Teacher  
612-627-3110

Multicultural Teacher Development Project  
University of Minnesota Twin Cities  
Student & Professional Services  
110 Walling Hall  
86 Pleasant Street, SE  
Minneapolis, MN 55455  
Leanne Baylor  
Assistant to the Director  
612-625-8059

Teachers of Color Program  
St. Paul Public Schools  
1930 Como Avenue  
St. Paul, MN 55108  
Jay Ettinger  
Associate Director of Guidance and  
Related Services  
612-228-3645

## **MISSISSIPPI**

---

Mississippi Teacher Center  
Mississippi Department of Education  
P.O. Box 771  
Jackson, MS 39205-0771  
Bobbie McLaurin  
Job Placement Manager  
601-359-3631

Peace Corps Fellows/USA Program  
The University of Southern Mississippi-  
Gulf Coast  
730 East Beach Boulevard  
Long Beach, MS 39560  
Eric F. Luce  
Assistant Professor of Curriculum  
and Instruction  
601-865-4547





## MISSOURI

---

Minority Intern Program  
Columbia Public Schools  
1818 W. Worley  
Columbia, MO 65203  
Gene E. Huff  
Director of Personnel  
573-886-2146

Minority Student Future Teacher Program  
Columbia College  
1001 Rogers Street  
Columbia, MO 65216  
Eliot F. Battle  
Special Assistant to the President  
573-875-7203

Cadet Teaching Program/Future Teachers of  
America Organization  
Fort Osage High School  
2101 North Twyman Road  
Independence, MO 64058  
Brenda Shrout and Rich Long  
Coordinators  
816-650-6106

Cadet Teaching Program  
Lee's Summit High School  
600 Miller Street  
Lee's Summit, MO 64063  
Nancy Rindone  
Director of Staff Development  
816-524-3368

Project Enrich  
Drury College  
900 N. Benton  
Springfield, MO 65802  
Daniel R. Beach  
Director of Teacher Education  
417-873-7271

Course Introduction to Teaching  
Saint John the Baptist High School  
5021 Adkins Street  
St. Louis, MO 63116  
Sandy Brady  
314-351-5604

Future Educators of America  
Parkway North High School  
12860 Fee Fee Road  
St. Louis, MO 63146  
Norma Jean Downey  
Teacher  
314-415-7600

Teaching Scholars Program  
Harris-Stowe State College  
3026 Laclede Avenue  
St. Louis, MO 63103  
Emelda Harris  
Dean  
314-340-3649

Horizons in Education  
Central Missouri State University  
Lovinger 300  
Warrensburg, MO 64093  
Audrey Wright  
816-543-8675

M-N



## **NEBRASKA**

---

Multicultural Office  
 Lincoln Public Schools  
 P.O. Box 82889 or 5901 'O'Street  
 Lincoln, NE 68501  
 RADIUS Y. GUESS  
 Multicultural School Community Specialist  
 402-436-1604

College of Education Minority Recruitment  
 Program  
 University of Nebraska at Omaha  
 Kayser Hall, Room 326  
 Omaha, NE 68182-0161  
 BECKY SCHNABEL  
 Coordinator of Student Services  
 402-554-3701

## **NEVADA**

---

Minority Recruitment Program  
 Washoe County School District  
 425 East 9th Street  
 Reno, NV 89502  
 SHIRLEY A. WOODS  
 Minority Recruitment Officer  
 702-348-0321

## **NEW HAMPSHIRE**

---

Summerbridge Manchester  
 The Derryfield School  
 2108 River Road  
 Manchester, NH 03104  
 NATALIE KOEPP and JOEL VARGUS  
 Director  
 603-669-4524

## **NEW JERSEY**

---

Vocational Education/Career Preparation  
 Camden City Schools  
 201 North Front Street  
 Camden, NJ 08102-1629  
 LUCIAN J. JANIK  
 Director  
 609-966-2319

Future Educators of America  
 West Morris Central High School  
 Bartley Road  
 Chester, NJ 07930  
 MARIA ZDROIK  
 Teacher/Advisor  
 908-879-5212

Project PRIME (Project to Recruit Interested  
 Minorities Into Education)  
 Jersey City State College  
 2039 Kennedy Boulevard  
 Jersey City, NJ 07305  
 JO ANNE JUNCKER  
 Director, Basics and Urban Studies Masters  
 Program  
 201-200-2114

Recruiting Preservice Minority  
 Special Education Teachers  
 Jersey City State College, Department of  
 Special Education  
 2039 Kennedy Boulevard  
 Jersey City, NJ 07305-1597  
 BRIAN D. HURWITZ  
 Chairperson  
 BERVERLY BARKON  
 Director  
 201-200-3023



Future Educators of America  
West Morris Mendham High School  
E. Main Street  
Mendham, NJ 07945  
Ned Panfile  
Teacher  
201-543-2501

A Celebration of Teaching  
Geraldine R. Dodge Foundation  
163 Madison Avenue, P.O. Box 1239  
Morristown, NJ 07960  
Ruth D. Campopiano and Peter Schmidt  
Co-Directors  
201-540-8442

Consortium for Pre-College Education  
New Jersey Institute of Technology  
University Heights  
Newark, NJ 07102  
Graciela Hoato  
Assistant Director  
201-596-5831

Future Teachers Club  
School #3  
448 Main Street  
Paterson, NJ 07501  
Wanda I. Cruz  
Teacher/Advisor  
201-881-6006

Peer Tutoring  
Branchburg Township School District  
220 Baird Road  
Somerville, NJ 08876  
M. Bonieski  
Director of Student Personnel Services  
908-722-2408

Celebration of Teaching  
Edgewood City Schools  
5005 State Route 73  
Trenton, NJ 45067  
Marian A. Moeckel  
513-867-7425

Project Adelante  
Kean College of New Jersey  
Morris Avenue  
Union, NJ 07083  
Ana Maria Schuhmann  
Dean, School of Education  
908-527-2994

Newark Scholars in Teaching  
Montclair University  
Valley Road  
Upper Montclair, NJ 07043  
Jennifer Robinson  
201-655-4226

## NEW MEXICO

---

Celebrate Teaching/Future Teachers  
of America  
La Cueva High School  
7801 Wilshire NE  
Albuquerque, NM 87122  
Pat Graff  
Teacher  
505-823-2327 x255

I TEACH  
University of New Mexico  
Mesa Vista Hall, Rm 3040  
Albuquerque, NM 87131  
James Apodaca  
Director of Special Projects  
505-277-7269



Teacher Education Center  
 New Mexico Highlands University  
 School of Education  
 Las Vegas, NM 87701  
 James Abreu  
 505-454-3533

## **NEW YORK**

---

Shadowing and Internship Programs  
 Career Development Council Inc.  
 459 Philo Road  
 Almira, NY 14903  
 Nancy Blake  
 Supervision of Career Education Services  
 Linda Hansee  
 Executive Director  
 607-739-3581

Summerbridge at Riverdale  
 Riverdale Country School  
 5250 Fieldston Road  
 Bronx, NY 10471  
 Justine Stamen  
 Director  
 718-519-2716  
 Clarissa Latibeaubiere

Walton-Lehman Pre-Teaching Academy  
 Herbert H. Lehman College of the  
 City University of New York  
 250 Bedford Park Boulevard West  
 Bronx, NY 10468  
 Anne Rothstein  
 Associate Provost  
 718-960-8569

Career Magnet at Kensington  
 Professional Education Alliance  
 319 Suffolk Street  
 Buffalo, NY 14215  
 Judy Davis  
 716-838-7555

Science Teacher Career Ladder  
 New York Hall of Science  
 47-01 111th Street  
 Corona, NY 11368  
 John Hammer  
 Education Manager  
 718-699-0005 x335

Future Teachers Club  
 Fabius-Pompey High School  
 South Street  
 Fabius, NY 13063  
 Cheryl Maxian  
 Advisor  
 315-683-5811

Future Teachers of America  
 Farmingdale High School  
 150 Lincoln Street  
 Farmingdale, NY 11735  
 Bea Ferrari  
 516-752-6601

Project SAFARI  
 SUNY State University of New York/Fredonia  
 276 E. Thompson Hall  
 Fredonia, NY 14063  
 JoAnn Parla-Burdic  
 Associate Professor, Education  
 716-673-3245



Teachers of Tomorrow (T.O.T.)  
Hofstra University  
243A Gallon Wing-113  
Hempstead, NY 11550  
Marguerite Golden Rhodes  
Special Consultant for Minority Affairs and  
Director of T.O.T.  
516-463-5748

Pre-Teaching Program  
Hillcrest High School  
160-05 Highland Avenue  
Jamaica, NY 11432  
Jessica Rothman  
Coordinator  
718-658-5407

Teaching: The Profession of Choice  
Westchester-Putnam School  
Boards Association  
1102 Palmer Avenue  
Larchmont, NY 10583  
Janet Walker  
914-833-0094  
Liz Jaffe  
Executive Director

Early Childhood Education II  
Oswego County Boces  
County Route 64  
Mexico, NY 13114  
David Stern  
Principal  
315-963-4251

Clearpool School  
23 Gramercy Park South  
New York, NY 10003  
Peter Rose  
212-777-1207  
Tim Knowles  
Director of Education

Academy for Learning and Teaching  
Brandeis High School  
145 W. 84th Street  
New York, NY 10024  
Shana Zaslow  
Director  
212-799-6661

Education Careers for Minority High School  
Students  
CUNY Graduate School Center for Advanced  
Study in Education  
25 West 43rd Street, Suite 620  
New York, NY 10036  
Audrey J. Gartner  
Co-Director, Peer Research Laboratory  
212-642-2929

Pathways to Teaching Careers  
Bank Street College of Education  
610 West 112 Street  
New York, NY 10025  
Cathleen Harvey  
Assistant Director  
212-875-4529

Precollegiate Minority Students/Teachers  
Fordham University/Lincoln Center  
113 W. 60th Street  
New York, NY 10023  
Anthony Baratta  
Director  
212-636-6451



Precollege Programs  
 NACME, Inc.  
 3 W. 35th Street  
 New York, NY 10001  
 Ismael Diaz  
 Director  
 212-279-2626 x211

Project MUST  
 New York University School of Education  
 239 Greene Street, Suite 600  
 New York, NY 10003-6674  
 Marilyn Sobelman  
 Director  
 212-998-5233

School of Teaching  
 Richard R. Green High School/Teaching  
 421 E. 88th Street  
 New York, NY 10128  
 Alan Lentin  
 Principal  
 212-722-5240

Council for Exceptional Children (CEC)  
 Career Club  
 North Tonawanda High School  
 405 Meadow Drive  
 North Tonawanda, NY 14120  
 Cathy Crowley  
 Special Education Teacher  
 716-694-8022

Celebration of Teaching  
 Jefferson-Lewis Teacher Center  
 171 E. Hoord Street  
 Watertown, NY 13601  
 Program Director  
 315-785-9143

Pre-Teaching Magnet Program  
 Lincoln High School for Economics and  
 Finance  
 Kneeland Avenue  
 Yonkers, NY 10704  
 Kathleen Ryan  
 Director, Center for Educational Services  
 914-376-8400

Today's Students, Tomorrow's Teachers  
 Learning Foundation  
 200 Boces Drive  
 Yorktown Heights, NY 10598-4399  
 Bettye H. Perkins  
 Program Manager  
 914-248-2399

## **NORTH CAROLINA**

Project TEACH  
 Fayetteville State University/Chestnut Library  
 1200 Murchison Road  
 Fayetteville, NC 28301  
 Ellen McEachern  
 Archivist/Special College Librarian

Shadowing Program  
 Mooresville Graded SD  
 574 W. McLellan Avenue  
 Mooresville, NC 28115  
 Judy Honeycutt  
 Director of Instructional/Special Projects  
 704-663-3274

Cadet Teaching Program  
 Mt. Pleasant High School  
 700 Walker Road  
 Mt. Pleasant, NC 28124  
 Vickie S. Honeycutt  
 Teacher  
 704-436-9321



Carolina's Association/Collegiate Registrars  
and Admissions Offices(CACRAO) Planning for  
College Workshop  
North Carolina State University  
NCSU Admissions  
P.O. Box 7103  
Raleigh, NC 27695-7103  
George Dixon  
Director of Admissions  
919-515-2434  
Anthony Britt  
Director of Admissions, Barton College  
919-399-6318

North Carolina Comprehensive System of  
Personnel Development  
Department of Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
Fred J. Baars  
Consultant  
919-715-1597

North Carolina Teaching Fellows Program  
Public School Forum of North Carolina, Inc.  
3739 National Drive Suite 210  
Raleigh, NC 27612  
Jo Ann Norris  
Associate Executive Director  
919-781-6833

Project Teach  
North Carolina Department of  
Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601-2825  
Marsha E. Boyd  
Coordinator  
919-715-1145

Future Teachers of America  
North Carolina Association of Educators  
Regional Office  
9744 Highway 87  
Reidsville, NC 27320  
Jane R. Hansel  
910-616-0123

African American Male Role Models  
in Education  
Livingston College  
701 W. Monroe Street  
Salisbury, NC 28144  
Harold L. Flemming  
Director, Center for Teaching Excellence  
704-638-5683

Minorities in Education for Tomorrow (MET)  
New Hanover County Schools  
1802 S. 15th Street  
Wilmington, NC 28401  
Chris Furr  
Personnel Supervisor  
910-763-5431

Minorities in Education Tomorrow, Home  
Grown, and Project Connect  
University of North Carolina at Wilmington  
Donald R. Watson School of Education  
601 South College Road  
Wilmington, NC 28403  
Brad Walker  
Associate Dean for Academic Programs/  
Model Clinical and Professional Development  
Coordinator  
910-395-3891



Grow Your Own/Project Teacher  
Wilson County Schools  
P.O. Box 2048  
Wilson, NC 27893  
Steve Thornton  
Assistant Superintendent  
919-399-7750

## **NORTH DAKOTA**

---

Teacher Aide Program  
Bowman Public Schools  
West 8th Avenue  
Bowman, ND 58623  
Glenn Moser  
Director, Guidance Services  
701-523-3283

## **OHIO**

---

Business Education Collaboration on  
Minorities in Education (BECOME)  
Akron Public Schools  
70 N Broadway  
Akron, OH 44308  
Sandra Stubbs  
Executive Director for Community Partner-  
ships and Minority Affairs  
330-434-1661 x2116

Future Educator's Club  
Akron Public Schools  
70 N. Broadway  
Akron, Ohio 44308  
Fred Gissendaner  
Director  
330-434-1661

CAPE: Camp Attracting Prospective Educators  
Ashland University, Ohio Minority  
Recruitment Consortium  
102-B Bixler Hall  
Ashland, OH 44805  
Lowell T. Smith  
419-289-5298

Recruitment Conference  
Cedarville College  
Box 601  
Cedarville, OH 45314  
Merlin Ager  
Chairman, Department of Education  
513-766-2211 x7781

Future Educators of America  
Cincinnati Public Schools/Academy of World  
Languages  
2030 Fairfax Avenue  
Cincinnati, OH 45207  
Future Vincent  
513-872-7300

Future Educators of America  
Jacobs Center  
5425 Winton Ridge Lane  
Cincinnati, OH 45232  
Thomas Boggs  
Teacher/Advisor  
513-853-6750

High School for the Teaching Profession  
Hughes Center  
2515 Clifton Avenue  
Cincinnati, OH 45219  
Diana Porter  
Program Facilitator  
513-559-3055





Teaching Professions Thematic Program  
Collinwood High School  
15210 St. Clair Avenue  
Cleveland, OH 44110  
Kitty Keefe  
Coordinator  
216-268-6127

Columbus Educators of Tomorrow  
Columbus Public Schools  
270 East State Street  
Columbus, OH 43215  
Janet E. Keamey  
Supervisor, Certificated Personnel  
614-365-5651

Northland Teaching Academy  
Northland High School  
1919 Northcliff Drive  
Columbus, OH 43229  
Rose King and Gary Love  
Co-Coordinators  
614-365-5703

Ohio Future Educators of America  
Ohio Department of Education  
Division of Teacher Education, Certification,  
and Professional Development  
65 S Front Street, Rm 1009  
Columbus, OH 43215-4183  
Rae Harriott  
Liaison  
614-752-9447

Teaching Leadership Consortium  
Ohio State University  
149 Arps Hall, 1945 N. High Street  
Columbus, OH 43210-1172  
Cynthia Billard  
614-292-5790

Horizons In Education  
Wright State University  
College of Education & Human Services  
320C Millett Hall  
Dayton, OH 45435  
Chris A. Murphy  
Manager, Office of Student Services  
513-873-4508

Future Teachers of America  
Elyria High School  
311 6th Street  
Elyria, OH 44035  
Richard Gast  
216-284-8300

Alliance for the Recruitment of  
Diverse Educators  
Gahanna Jefferson Public School  
160 S. Hamilton Road  
Gahanna, OH 43230  
Judith Weller  
Director, Personnel  
614-478-5565

Educational Mentorship  
Gahanna - Lincoln High School  
140 Hamilton Road  
Gahanna, OH 43230  
Karen Coggins  
Guidance Counselor  
614-478-5508

Teachers of Tomorrow  
Port Clinton City Schools, Portage School  
Lake Street & State Road  
Gypsum, OH 43433  
Jane Taylor and Eileen Meisler  
Advisors  
419-732-2812



Teaching Leadership Consortium  
 Kent State University  
 217 White Hall, College of Education  
 Kent, OH 44242  
 Marvin E. Peek  
 Director  
 216-672-2895

Project Support  
 North Central Ohio S.E.R.R.C.  
 2200 Bedford Avenue  
 Mansfield, OH 44906  
 Gary Steinen  
 Instructional Resource Center Coordinator  
 419-747-4808

Minority Professional Leadership Program  
 Miami University  
 200 McGuffey Hall  
 Oxford, OH 45056  
 Julie Underwood-Young  
 Assistant Dean  
 513-529-6418

**O**  
 MIND-Minorities in Education  
 Sanduskey City Schools  
 407 Decatur Street  
 Sanduskey, OH 44870  
 Janet L. Cramer  
 Coordinator of Personnel Services  
 419-621-2710

Future Teacher Club  
 Shaker Heights High School  
 15911 Aldersyde Drive  
 Shaker Heights, OH 44120  
 Edna Duffy Murphy  
 Teacher  
 216-295-4334  
 William J. Trost  
 Administrative Assistant for Personnel

CAPE: Camp Attracting Prospective Educators  
 Springfield City Schools  
 49 E. College Avenue  
 Springfield, OH 45504  
 Pam Young  
 513-328-2125

## **OKLAHOMA**

---

Altus Teacher Cadets  
 Altus High School  
 400 Park Avenue  
 Altus, OK 73521  
 Donna Smith  
 Teacher  
 405-481-2546

Teacher Cadet  
 Edmond Memorial High School  
 1000 E. 15th  
 Edmond, OK 73013  
 Jo Lyn Lisle  
 Classroom Teacher  
 405-340-2850



Community Leadership Class  
El Reno High School  
P.O. Box 580  
El Reno, OK 73036  
Vicki Hoffman  
Teacher/Coordinator  
405-262-1492

Teacher Cadet Program  
Geary High School  
300 S. Blaine  
P.O. Box 188  
Geary, OK 73040  
Jason M. Robison  
Teacher/Coach  
405-884-2289

Teacher Cadets  
Hollis High School  
415 N. Main Street  
Hollis, OK 73550  
Jana Williams  
Counselor  
405-688-2707

PRO-TEAM  
MacArthur Junior High School  
510 N.E. 45th Street  
Lawton, OK 73507  
Ruby Nicolas  
Director of Education, Oklahoma City  
405-353-5111  
Melvin Hoskin  
Teacher

Senior Seminar in Education/Teacher Cadets  
MacArthur High School  
4400 E. Gore  
Lawton, OK 73501  
Sue Erwin  
Master Teacher  
405-355-5230

Senior Seminar In Education/Teacher Cadets  
Lawton High School  
601 N.W. Ft. Sill Boulevard  
Lawton, OK 73507  
Nina Hunt  
Master Teacher  
405-355-5170

Oklahoma Minority Teacher Recruitment  
Center (OMTRC)  
Oklahoma State Regents for  
Higher Education  
500 Education Building  
State Capitol Complex  
Oklahoma City, OK 73105-4503  
Armando Pena  
Director  
405-524-9197

Celebration of Teaching  
Oklahoma State Teacher of the Year Chapter  
& Oklahoma State University  
Elk City Public Schools  
1807 W. 5th  
Stillwater, OK 74075  
Marilyn King  
405-372-0451


**OREGON**


---

Reach For Success  
Office of Multicultural Affairs  
1255 University of Oregon  
Eugene, OR 97403  
Randy Choy  
Program Coordinator  
541-346-3479

Division of Elementary Education  
Western Oregon State College  
School of Education  
Monmouth, OR 97361  
Susan Dauer  
503-838-8471

Portland Teachers Program (PTP)  
Portland Public Schools; Portland Community  
College; Portland State University  
P.O. Box 3394  
Portland, OR 97208  
Deborah Cochrane  
Director  
503-244-6111 x5444

Summerbridge Portland  
Catlin Gabel School  
8825 SW Barnes Road  
Portland, OR 97225  
Lurlene Shamsud-Din  
Director  
503-203-5108

**PENNSYLVANIA**


---

Lehigh Valley Summerbridge  
Moravian Academy  
4313 Green Pond Road  
Bethlehem, PA 18017  
Jordi Comas and Eleanora Holley  
Co-Directors  
610-865-8072

Teacher Assistant Program  
Academy of the New Church Girls School  
Bryn Athyn Church School  
Bryn Athyn, PA 19009  
Fay Lindrooths  
215-947-4086  
Gloria Wetzel  
Principal  
215-938-2595

Elkland Youth Education Association/Future  
Teachers of America  
Elkland Area High School  
110 Ellison Road  
Elkland, PA 16920  
Mary Bontempo  
Teacher/Advisor  
814-258-5115

Guidance  
Cathedral Preparatory School  
125 W. 9th Street  
Erie, PA 16501  
Rich Grychowski  
814-453-7737



Students Interested in Teaching  
East High School  
1151 Atkins Street  
Erie, PA 16507  
Sheran Alexander  
814-871-6567

Kappa Delta Pi Celebration of Teaching  
Beaver College-Education Department C-315  
450 S. Easton Road  
Glenside, PA 19038  
Edna Adams McCrae  
Director  
215-572-2162

Education Workshop  
Gwynedd-Mercy College  
Gwynedd Valley, PA 19437  
Sister Antoinette Marie  
Chairperson of Undergraduate Education  
Division  
215-641-5549

Pennsylvania Youth Education Association  
and Student Pennsylvania State Education  
Association-National Education Association  
Pennsylvania State Education Association-  
National Education Association  
400 North 3RD Street, P.O. Box 1724  
Harrisburg, PA 17105  
Frances L. Pierce  
Coordinator of Student Programs  
717-255-7000

Adelante y Mas  
Indiana University of Pennsylvania  
233 Stright Hall  
Indiana, PA 15705  
Francisco E. Alarcon  
Assistant Professor  
412-357-2741

LTA-IUP Summer Experience  
Indiana University of Pennsylvania  
104 Stouffer Hall  
Indiana, PA 15705-1083  
David Rotigel and Gary Smith  
Project Co-Directors  
412-357-2480

Future Educators Association  
J.P. McCaskey High School  
1051 Lehigh Avenue  
Lancaster, PA 17602  
Jo S. Stokes  
Teacher/Advisor  
717-291-6211

Celebration of Teaching  
Hempfield School District  
Stanley Avenue  
Landisville, PA 17538  
Drue Brown  
Director  
717-898-5500

State Committee for Student Organizations  
Pennsylvania State Education Association/  
Cornwall-Lebanon School District  
Cedar Crest High School  
Lebanon, PA 17142  
Leo Conway  
717-272-2031

Pennsylvania Governor's School for Teaching  
Millersville University  
Stayer Education Center  
Millersville, PA 17551  
Linda McDowell  
Program Director  
717-871-2026



Langley Teaching Academy  
Langley High School  
2940 Sheraden Boulevard  
Pittsburgh, PA 15204  
Lanny Krafzewski  
Coordinator  
412-778-2142

Minority Recruitment Program  
Rider University/School of Education and  
Human Services  
853 Weber Drive  
Yardley, PA 19067  
Jerome F. Megna  
Director  
609-896-5048  
Carol Brown  
Chair

## **RHODE ISLAND**

---

Summerbridge  
Wheeler School  
216 Hope Street  
Providence, RI 02906  
Cathy Sanford  
Director  
401-521-6744

The Providence Teacher Academy  
Rhode Island College  
600 Mt. Pleasant Avenue  
Providence, RI 02908  
Xae Reyes  
Assistant Professor of Education, Department  
of Educational Studies  
401-456-8170 x8830

U.R.I. Urban Field Center  
University of Rhode Island  
80 Washington Street  
Providence, RI 02903  
Kathleen A. Dodge  
Associate Executive Director  
401-277-5230

## **SOUTH CAROLINA**

---

Teacher Cadet  
Clemson University  
410 Tillman Hall  
Clemson, SC 29674-0709  
Shelley Barbari-Fone  
Coordinator of Teacher Recruitment  
864-656-0327

Center for Science Education  
University of South Carolina  
Columbia, SC 29290  
John Carpenter  
803-777-6920

Teacher Cadet Program  
Irmo High School  
6671 St. Andrews Road  
Columbia, SC 29212  
Judy Harane  
Teacher Cadet Instructor  
803-732-8100

Teacher Cadet Program  
University of South Carolina  
College of Education  
Room 113  
Columbia, SC 29208  
Burnice L. Hayes  
Instructor/Coordinator  
864-777-5991



School of Education  
Francis Marion University  
P.O. Box 100547  
Florence, SC 29501  
Robert Sawyer  
Dean, School of Education  
803-661-1475

Summer Minority Program  
Florence I Schools  
319 S. Dargan Street  
Florence, SC 29506  
Sara J. Slack  
Assistant Superintendent for Personnel  
864-669-4141

Pro-Team  
Georgetown County School District  
624 Front Street  
Georgetown, SC 29440  
Tommy G. Burbage  
Assistant Superintendent, Personnel  
803-546-2561

Lander University Teacher Cadet Program  
Lander University  
320 Stanley Avenue  
Greenwood, SC 29649  
Sheila B. Marino  
Assistant Dean, School of Education/Teacher  
Cadet Coordinator  
864-388-8225

Teacher Cadet Site  
USC/Coastal-Waccamow High School  
2412 Kings River Road  
Pawleys Island, SC 29585  
Jeanie Dailey  
Teacher  
803-237-9899

Crossroads Summer Institute  
Summer Teaching Careers Institute  
South Carolina Center for  
Teacher Recruitment  
Canterbury House  
Rock Hill, SC 29733  
Janice Poda  
Director  
803-323-4032

ProTeam  
South Carolina Center for Teacher  
Recruitment  
Canterbury House  
Rock Hill, SC 29733  
Janice Poda  
Director  
803-323-4032

Teacher Cadet  
South Carolina Center for Teacher  
Recruitment  
Canterbury House  
Rock Hill, SC 29733  
Janice Poda  
Director  
803-323-4032

Teacher Cadet Site  
Dorman High School  
1491 W.O. Ezell Boulevard  
Spartanburg, SC 29301  
Carla Bittle  
864-576-4202



The Saturday Academy  
 University of South Carolina/Spartanburg  
 800 University Way  
 Spartanburg, SC 29303  
 Jimmie E. Cook  
 Dean, School of Education  
 864-503-5577

Teacher Cadets  
 Union High School  
 1163 Lakeside Drive  
 Union, SC 29379  
 Linda Moss  
 864-429-1750 x37

Future Teachers of America Club  
 Wave Shoals High School  
 56 Greenwood Avenue  
 Wave Shoals, SC 29692  
 Janet Miller  
 864-456-7923

Lexington District Two  
 715 Ninth Street  
 West Columbia, SC 29169  
 Marilyn Ward  
 Assistant Director of Personnel  
 803-739-4053

## **SOUTH DAKOTA**

---

School of Education  
 Dakota State University  
 101 East Hall  
 Madison, SD 57042  
 Betty Bauers  
 605-256-5177

Future Teachers Academy  
 Black Hills State University  
 1200 University, USB 9504  
 Spearfish, SD 57799-9504  
 Deb Easterly  
 Director, Grants Office  
 605-642-6627

Celebration of Teaching  
 Meade 46-1 District  
 1230 Douglas Street  
 Sturgis, SD 57785  
 Josephine Hartmann  
 Director, Curriculum/Instruction  
 605-347-6544

## **TENNESSEE**

---

Teacher Education  
 Tennessee Wesleyan College  
 College Street  
 Athens, TN 37303  
 Glenn E. Barnett  
 Acting Chair  
 423-745-7504 x5219

Minority Recruitment Program  
 Austin Peay State University  
 College of Education  
 Clarksville, TN 37044  
 Fawn Ukpolo  
 Dean, College of Education  
 615-648-6195

Dean's Institution for Educational Excellence  
 Memphis State University  
 College of Education  
 Memphis, TN 38152  
 Janie Knight  
 901-678-3422





Future Teachers and Coaches  
Bishop Byene High School  
1475 E. Shelby Drive  
Memphis, TN 38116  
Jack Grannan  
901-346-9488

Belmont University  
1900 Belmont Boulevard  
Nashville, TN 37212  
Richard Fallis  
615-460-6437

Future Teachers of America  
Tennessee Education Association  
801 Second Avenue, N.  
Nashville, TN 37201  
Donna Cotner  
615-242-8392

Partnership to Assist School Success  
Tennessee State Department of Education  
Office of Professional Development  
710 James Robertson Parkway  
Andrew Johnson Tower, 7th Floor  
Nashville, TN 37243  
Hazel Thomas  
Director  
615-532-6211  
Patricia B. McNeal  
Staff Director  
615-741-7591

Tennessee Task Force on the Supply of  
Minority Teachers  
Tennessee Department of Education  
710 James Robertson Parkway  
Andrew Johnson Tower  
Andrew Robertson Tower, 6th Floor  
Nashville, TN 37243  
May Alice Ridley  
Staff Director  
615-532-4980

## TEXAS

---

School of Professional Studies  
Sul Ross State University  
Box C-201  
Alpine, TX 79832  
Phyllis Musgrove  
Dean  
915-837-8134

TAFE/BESTT/Teacher Cadet Class  
Angleton High School  
1201 Henderson Road  
Angleton, TX 77515  
Mary Fry  
TAFE Sponsor Teacher for BESTT/Teacher  
Cadet Class  
409-849-8207

Baytown Area Recruitment & Retention  
Program (BAERR)  
Goose Creek Consolidated Independent  
School District  
P.O. Box 30  
Baytown, TX 77522  
Susan Moore-Fontenot  
Assistant Director of Personnel  
713-420-4800

S-T



Quality Students/Quality Teachers  
Recruitment Project  
Networking Academy  
University of Texas at Brownsville  
80 Fort Brown  
Brownsville, TX 78520  
Elva G. Laurel  
Alternative Certification Director  
210-982-0255

Texas Future Teachers of America  
Homer Hanna High School  
2615 Price Road  
Brownsville, TX 78521  
Hector Reyna  
Teacher  
210-548-7600

College Station Independent School District  
1812 Welsh  
College Station, TX 77840  
Billy L. Dornburg  
Assistant Superintendent  
409-764-5411

EXPLORE  
Texas A&M, College of Education  
Culturally Diverse Student Services  
and Research  
College Station, TX 77843-4222  
Gwendolyn Webb-Johnson  
409-845-6068

**T**  
Bridging the Education Scene for Teachers of  
Tomorrow(BESTT)  
Conroe High  
3200 W. Davis  
Conroe, TX 77304  
Virginia Pliier  
English Teacher/TAFE Sponsor  
409-756-4416

Educational Assistant Cooperative  
Corpus Christi Independent School District  
801 Leopard Street, P.O. Drawer 110  
Corpus Christi, TX 78403-0110  
Anita Hinojosa  
Director of Career and Technology Education  
512-886-9053

Texas Association of Future Teachers  
Ryan High School  
5101 East McKinney  
Denton, TX 76208  
Evelyn Sephus  
Director  
817-566-7926  
Milton Wallace  
Principal

Texas Teacher Recruitment, Retention and  
Assistance Program  
Region 1, Education Service Center  
1900 W. Schunior  
Edinburg, TX 78539-2234  
Sylvia Hatton  
Director  
210-383-5611 x 281

Summerbridge Forth Worth  
Fort Worth Country Day School  
4200 Country Day Lane  
Fort Worth, TX 76109  
Carla Brumley  
Director  
817-732-7718

Galveston Independent School District  
P.O. Drawer 660  
Galveston, TX 77553  
Henry Boening  
Superintendent  
409-766-5156



Austin High School for Teaching Professions  
Stephen F. Austin Senior High School  
1700 Dumble  
Houston, TX 77023  
Dottie Bonner  
Magnet Coordinator  
713-924-1600

Celebration of Teaching  
Spring Branch Independent School District  
10660 Hammerly  
Houston, TX 77043  
Patricia C. Taylor  
Career Information and Development  
Facilitator  
713-365-4626

Galveston Area Teacher Education  
Recruitment and Retention (GATERR)  
University of Houston/Clear Lake  
2700 Bay Area Boulevard  
Houston, TX 77058  
Anne Baronitis  
Coordinator of Academic Advising  
713-283-3615

Institute for Urban Education  
University of Houston  
College of Education  
Houston, TX 77204-5874  
Robert Houston  
Executive Director  
713-743-5049

Teacher Preparation Program  
University of Houston - Clear Lake  
Center for Professional Development &  
Technology, School of Education  
2700 Bay Area Boulevard, Box 30  
Houston, TX 77058  
Jackie Raspberry  
Associate Professor  
281-283-3612

Texas Association of Future Educators  
Langham Creek High School  
17610 FM 529  
Houston, TX 77095  
Carolyn Alexander  
Teacher  
713-463-5400

Texas Teacher Recruitment, Retention and  
Assistance Program  
Region IV Education Service Center  
West Tidwell  
Houston, TX 77092-2096  
Mackie Ervin  
Project Director (TTRRA) at Region IV Educa-  
tion Service Center  
713-744-6357

A Cooperative Program for Growing  
Your Own  
Sam Houston University, College of Education  
Office of the Dean  
Huntsville, TX 77341  
Kenneth Craycraft  
Dean  
409-294-1101



Celebration of Teaching  
 Sam Houston State University  
 P.O. Box 2119  
 Huntsville, TX 77341-2119  
 Laverne Warner  
 Professor of Early Childhood Education  
 409-294-1120

Texas Association of Future Educators (TAFE)  
 6 D. Bell High School  
 1601 Brown Trail  
 Hurst, TX 76054  
 Karen Meador  
 Teacher/Sponsor  
 817-282-2551

Celebration of Teaching  
 Lubbock Christian University  
 5601 West 19th  
 Lubbock, TX 79407  
 Joyce Hardin  
 Dean, College of Education  
 806-796-8800 x326

Teacher Cadet Core  
 Lubbock Christian University  
 5601 West 19th  
 Lubbock, TX 79407  
 Annette Mahan  
 Instructor  
 806-796-8800 x384

Texas Association/Future Educators  
 Canyon High School, Comal Independent  
 School District  
 1510 IH 35 East  
 New Braunfels, TX 78130  
 Ruth Deily  
 210-625-6251

Educators for Tomorrow  
 Ector County Independent School District  
 P.O. Box 3912  
 Odessa, TX 79760  
 Margie Kearley  
 Coordinator  
 915-332-9151

Bridging the Education Scene for Teachers of  
 Tomorrow(B.E.S.T.T.) (Formally Social Studies  
 Major Studies: Teaching)  
 Plano Senior High School  
 2200 Independence Parkway  
 Plano, TX 75075  
 Linda Whitehurst  
 Teacher and Advisor of Future Teachers of  
 America Club  
 214-519-8500 x3403

Bridging the Education Scene for Teacher of  
 Tomorrow(B.E.S.S.T.)  
 Rio Grande City High School  
 Fort Ringgold  
 Rio Grande City, TX 78582  
 Diane Shaffer  
 210-716-6886

Northside Independent School District  
 5900 Evers Road  
 San Antonio, TX 78238  
 Wayne Dudney  
 Associate Superintendent Personnel  
 210-706-8500



Home Economics Elementary  
Teacher Assistant  
North East Independent School District  
8961 Tesoro Drive  
San Antonio, TX 78217  
Welta Burris  
Home Economics Consultant  
210-804-7000

University Outreach  
Texas A & M University/University  
of Texas-Austin  
301 S. Frio, Suite 220  
San Antonio, TX 78207  
Antoinette Morrell  
Director  
210-220-1280

Filmstrip: "So You Want To Teach"  
Southwest Texas State University,  
Teacher Center  
School of Education  
San Marcos, TX 78666  
John Beck  
Director  
512-245-2111

Duck Pals  
Taylor High School  
3101 North Main Street  
Taylor, TX 76574  
Dannie Volek  
Principal  
512-352-6326

Center for Occupational Research  
and Development  
P.O. Box 21206  
Waco, TX 76702  
John F. Reiher  
Senior Research Associate  
800-231-3015

## **VIRGINIA**

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Project Ganas  
Washington-Lee High School  
1300 N. Quincy Street  
Arlington, VA 22201  
Carole Lopez  
Counselor  
703-358-6258

Tomorrow's Teachers Program (TTP)  
Virginia Polytechnic Institute and State  
University  
225 War Memorial Hall  
Blacksburg, VA 24061-0317  
Sidney E. Crumwell, Jr.  
Executive Director  
540-231-9689

Teacher Recruitment  
Charlottesville Schools  
401 McIntire Road  
Charlottesville, VA 22902  
Barbara Ready  
Deputy, Human Resources  
804-296-5827



Attracting Students to the Teaching Profession  
 Fairfax County Public Schools  
 7423 Camp Alger Avenue  
 Falls Church, VA 22042  
 Sylvia Auton  
 Director, Staff Development/Training  
 703-208-7825  
 Helen Copeland  
 Personnel Director  
 703-750-8532

Future Educators of America  
 Galax High School  
 Maroon Tide Drive  
 Galax, VA 24333  
 Evelyn B. Beamer  
 Teacher  
 540-236-2991

Future Educators of America Club  
 Davis Middle School  
 4135 Todds Lane  
 Hampton, VA 23666  
 Sue Whited  
 Teacher  
 804-825-4520

Future Educators Club  
 Loudoun County Public Schools  
 102 North Street, N.W.  
 Leesburg, VA 20176  
 Carol C. Collins  
 Director of Personnel Services  
 703-771-6420

National Clearinghouse for Professions in  
 Special Education  
 Council for Exceptional Children  
 1920 Association Drive  
 Reston, VA 20191-1589  
 Sarah Conlon  
 Information Specialist  
 703-264-9477

Virginia Future Educators Clubs  
 Virginia Department of Education  
 P.O. Box 2120  
 Richmond, VA 23216-2120  
 Thomas A. Elliott  
 Chief for Compliance  
 804-371-2522

Tomorrow's Teachers  
 Norfolk Virginia Polytechnical Institute/  
 State University  
 418 Pembroke Four  
 Virginia Beach, VA 23462  
 Francine Coward-Reid  
 804-552-1880

## **WASHINGTON**

---

Teachers Recruiting Future Teachers  
 Highline Public Schools  
 15675 Ambaum Boulevard, SW  
 Burien, WA 98166  
 Jacquie Simonds  
 206-433-0111

Careers in Education  
 Federal Way School District  
 31405 18th Avenue South  
 Federal Way, WA 98003  
 Dale L. Cope  
 District-Wide Coordinor  
 206-946-7216



APPLE (Applied Professional Preparation/  
Leaders Education)  
North Thurston School District  
305 College Street, NE  
Lacey, WA 98506  
Carolyn Lint  
Coordinator  
360-412-4462

Teacher Academy  
Timberline High School  
6120 Mullen Road, SE  
Lacey, WA 98503  
Patt Hawthorne and Sylvia Olson  
Directors  
360-493-2938

Career Awareness Program  
Edmond School District  
20420 68th Avenue W  
Lynnwood, WA 98036  
Joan Pugsley  
206-670-7124

WSU College of Education Student  
Recruitment  
Washington State University  
Cleveland Hall 170  
Pullman, WA 99163-2114  
Milton Lang  
Director of Student Recruitment,  
College of Education  
509-335-4864

Teaching Academy  
Rainer Beach High School  
8815 Seward Park Avenue South  
Seattle, WA 98118  
Sid Schaudies  
Program Director  
206-281-6963

Teacher Academy  
Bethel School District  
516 E. 176th Street  
Spanaway, WA 98387  
Barb Claussen  
Director of Personnel  
206-539-6000

Future Teachers of Color  
Spokane School District # 81  
North 200 Bernard Street  
Spokane, WA 99201  
O.J. Cotes  
Coordinator  
509-353-5325  
O'Neil Vinson  
Equal Opportunity Officer  
509-353-3301

Teaching Academy  
Education Services District 112  
2500 NE 65th Ave.  
Vancouver, WA 98661  
Jada Rupley  
Program Coordinator  
206-750-7501

Teacher Recruitment Program  
OSPI/Wenatchee School District  
P.O. Box 1767  
Wenatchee, WA 98807  
Vicky Trainor  
Assistant Superintendent  
509-663-8161



## WISCONSIN

---

Department of Human Resources  
 Madison Metro School District  
 545 W. Dayton  
 Madison, WI 53703  
 Tim Jeffrey  
 Recruitment Coordinator  
 608-266-6060

Teacher World  
 Wisconsin Department of Public Instruction  
 125 S. Webster Street, Box 7841  
 Madison, WI 53707-7841  
 Jim Wickman  
 Director  
 608-266-9352

Bilingual Teacher Preparation  
 University of Wisconsin/Milwaukee  
 P.O. Box 413  
 Milwaukee, WI 53211  
 Sandra Pucci  
 Director  
 414-229-5957

Education Career High School Workshop  
 Alverno College  
 P.O. Box 343922  
 Milwaukee, WI 53234-3922  
 Pam Fredendall  
 Career Programs Manager  
 414-382-6009

Education and Human Services  
 Riverside University High School  
 1615 E. Locust  
 Milwaukee, WI 53211  
 Judy Skurnick  
 Implementor  
 414-964-5900 x5120

Future Teacher Institute  
 University of Wisconsin-River Falls  
 College of Education/Ames B-130, 11  
 410 South 3rd St  
 River Falls, WI 54022  
 Jose E. Vega  
 Assistant Dean  
 715-425-3774  
 Joan Kennedy  
 Director of Field Experience

STREAM  
 University of Wisconsin/Whitewater  
 College of Education  
 Whitewater, WI 53190  
 Donna Rae Clasen  
 414-472-1960

Teacher Recruitment  
 Lincoln High School  
 1801 16th Street South  
 Wisconsin Rapids, WI 54494  
 Rod Henke  
 Associate Principal  
 715-423-1520 x7100



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