Hispanic Serving Institutions
Deans of Education
on Teacher Diversity Convening
Table Talk Presentations

Friday, September 23, 2016

#LatinosTeach
Table Talk

• Institutional Name
• Institutional Overview: Overview of programs focused on diverse teacher recruitment and/or teacher preparation
• Diversifying Teacher Workforce: Efforts currently in place to diversify the teaching workforce
• Needed Support: Area of support needed to begin or increase programming focused on teacher recruitment and/or teacher preparation
Table Talk Presentations

- Albuquerque Public Schools
- California Mini-Corps
- California State University, Dominguez Hills
- California State University, Sacramento
- Florida International University
- Heritage University
- Lehman College
- Rosa Parks K-8 School
- Union County College
- University of Puerto Rico at Carolina
- University of Texas, Rio Grande Valley
- University of the Incarnate Word
- Western Oregon University
Albuquerque Public Schools

Bianca Belmonte-Sapien, NBCT
Mentor/PAR Program Coordinator
Institution Overview

- 700,000 residents, 5 public colleges with teacher prep, 85,000 students-67% Hispanic (79% Minority) 6,160 Teachers (No accurate data on % minority teachers) 2 of 10 students ELL

- Provisional contracts granted upon graduation
- EA Career Pathway for Bilingual Certification
- Largest Employer in Albuquerque
Diversifying Teacher Workforce

• Multiple Pathways to the Profession Support- SEALIP, Field Services Coordinator (STEM Guarantee)
• Strong general local college recruitment
• Continuum Committee- Partnered with APS teachers, Educator Rising (only at 2 schools), APS Mentor Program, Human Resources, Office of Innovation, Local Colleges, NBCTs, ATF Union, Golden Apple
• Developing a Charter in our district to grow our own
Needed Support

- Funding for salaries and PD that recruit, support and sustain teachers and paraprofessionals
- Paid field placement, prior to employment, with accomplished teachers who are positive mentors
- Full tuition scholarships for minorities to pursue teaching, with paid opportunities to coach up during summer prior to employment
- Public campaign to respect teaching and to portray as an attractive career by encouraging and praising hardworking educators
CALIFORNIA MINI-CORPS

Dr. Thomas Adams, Deputy Superintendent, CDE
Dr. Veronica Aguila, Director, CDE
Juana Zamora, Director, CMC
Mission Statement

The California Mini-Corps Program is committed to:

• The educational success of migrant students and
• The development of tutors as bilingual educators.

Program Components:

- Regular School Year
- Summer Indoor Program
- Summer Puppeteer Program
- Summer Outdoor Education Program
Institution Overview

Mini-Corps Structure

- Tutors average GPA ranged between 3.0 - 3.3
- 80% of tutors go on to receive some type of teaching credential or permit
- Among the 2014-15 cohort, of the 147 Mini Corp tutors who attempted the California Basic Educational Skills Test (CBEST), 61% passed the test
- All tutors are bilingual and culturally proficient
- Tutors exit the program with extensive classroom work experience, prior to entering the teaching credential program
- Celebrating the 50th year anniversary of the CA Mini-Corps program
Diversifying Teacher Workforce

- Form partnerships with 22 Institutions of Higher Education
- Form partnerships with Migrant Regions in CA to serve K-12 migrant students
- We hire bilingual, bi-cultural, experienced certificated teachers to recruit, supervise and mentor tutors that are also bilingual in the language of the population they serve (i.e.: Spanish, Hmong, Punjabi, etc.)
- Coordinators help tutors navigate the educational system in their attainment of a college degree and their transition into the professional workforce
- We provide cutting-edge staff professional development
- We provide experiential programs in Outdoor Education

Pipeline

- Migrant Student
- College Tutor-Mini-Corps
  - Up to 4 years of hands on preparation
- Bilingual Teacher Administrator

- 1989-2007 – Produced 3,500 professionals
- CSU Fresno 1 and 2 - Recipients of National Bright Spot In Hispanic Education
Needed Support

• Funding
• Advocacy
• Pathways (i.e. college courses that provide credit for classroom work experience)
• Financial assistance for tutors to take required pre-teaching exams
• University faculty and staff that reflect the population served
• Course offerings that are culturally relevant for students
• Provide resources that will give underrepresented youth exposure to the teaching profession (i.e. professional development opportunities, guest speakers from diverse backgrounds, etc.)
• Foster a “sense of belonging” within the institution(s)
• Provide academic support (i.e. study groups, cohorts, facilities, etc.)
• Reflect and embrace diversity through all levels of the campus’ culture
• Increase collaboration
• Evidence based research
California State University, Dominguez Hills

John K. Davis, Ph.D. – Dean, College of Education

Kamal Hamdan, Ed.D. – Annenberg Endowed Professor & Director of CISE and CSI³
Institution Overview

- CSU Dominguez Hills is located in South Central Los Angeles
  - Enrollment: 14,635 students
  - Ethnicity:
    - Hispanic/Latino 60.3%
    - Black/African American 14.5%
    - White 10.9%
    - Asian 10.8%
    - Other 3.5%

- College of Education serves 2,237 students in:
  - Teacher Education (Special Education, Multiple/Single Subjects, MA)
  - Graduate Education (Counseling, School Leadership)
  - Liberal Studies
Diversifying Teacher Workforce

• Aggressively recruited, supported and promoted the hiring of teachers of color (esp. Latino/a teachers) through CSI³ in conjunction with LAUSD

• The COE has funded the development of a bilingual credential and certificate program over the 2015-2016 academic year

• Hosted El Pregonero: Congreso Educativo para Maestros Bilingües to improve teachers’ academic Spanish and pedagogy through a summer institute

• Opened lab schools throughout Los Angeles as a training source for our pipeline of candidates, prospective students, undergrads and middle school students
Needed Support

- Resources to systematically develop the pipeline of teachers of color reaching K-12 students, community colleges, undergraduates and career changers (interns)
  - We know these approaches work because we are successfully implemented these models with grant funding.
- A collaborative support structure like the one provided by the DOE’s HSI Division
- Proposition 58 (Non-English Languages Allowed in Public Schools) – repealing most of 1998’s Prop 227.
California State University, Sacramento

College of Education

Caroline Sotello Viernes Turner, Interim Dean
## College of Education Overview:
### Teacher Preparation Program Enrollment

- **2013-2014 Total enrollment= 176**
  - Hispanic/Latino 24, American Indian or Alaska Native: 5, Asian: 29, Black or African American: 5, Native Hawaiian or Other Pacific Islander: 0, White 87, Two or more races: 26

- **2014-2015 Total enrollment=155**
  - Hispanic/Latino 34, American Indian or Alaska Native: 2, Asian: 17, Black or African American: 9, Native Hawaiian or Other Pacific Islander: 2, White: 117, Two or more races: 23  Some students have selected more than one designation.

- **Due to the California recession, it was difficult to recruit students into the Teaching Preparation programs. For many years, no one was hiring and teachers were being laid off. Our current enrollments have increased, and our Intern Credentials are once again being granted.**
# Teacher Preparation Program: Teaching Credentials & Bilingual Authorizations (BA) Granted

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Diversifying Teacher Workforce: Equity and Recruitment Overview

College of Education, Educational Equity Program

http://www.csus.edu/coe/offices-services/aero/

The Equity Office provides advising and support resources for specific student groups interested in careers in education. Among these are financial aid and work study candidates, Cal-grant recipients, students that are first in their family to attend college and bilingual students.

Services Offered:

• Academic Advising
• Career Choices and Selecting a Major
• Faculty Student Mentors
• Assistance with teaching credential applications, financial aid and scholarships
• Assistance with Bilingual Authorizations for teaching credential candidates

For More Information:

Contact our Equity Coordinator, Karina Figueroa-Ramirez: figueroaramirez@csus.edu
Diversifying Teacher Workforce: Equity Office Teacher Preparation Advising

- **2014-2016**: Over 810 (met with in person), over 200 attended CSET Workshops

- **2015-2016**: African American 40, Hmong 34, Hispanic 193, White 20, Other 76

- **2014-2015**: African American 36, Hmong 16, Hispanic 125, White 14, Other 36

- **Bilingual Authorization (Spanish) candidates:**
  - 2016-2017 (40)
  - 2015-2016 (21)
  - 2014-2015 (37)
Diversifying Teacher Workforce

- College of Education – effort to increase diversity among faculty
- Blended Programs (i.e., Math)- attempts to recruit Hispanic teacher candidates
- Currently working on creating STEM blended programs
  - Partnering with MESA/MEP in Engineering and Science Department to recruit teachers
- Waiver Majors CSET: Liberal Studies and Child Development
- EduCorps Sacramento State: Celebration of Teaching Recruitment Event
  - Increase diversity in teacher workforce
  - Over 500 professors asked to nominate 5 students from their classes who embody characteristics of strong, critical teachers
  - Nominees then emailed/called inviting to RSVP
    - Practicing multicultural (Hispanic predominantly) elementary, secondary, administrators will facilitate at each table/group, engage dialogue, interactive, build relationships
Needed Support

- **HSI’s work with local K-12 schools, education-focused career pathways**
  - Curricular assistance, arrange for university units for career-based elective pathway coursework through Accelerate College Entrance (ACE) & work-based learning opportunities
  - Teacher Recruitment- Hispanic university students working at local middle and high schools both in classroom and extracurricular advocating for careers in education/teaching

- **Post-secondary level, HSI’s collaborate with local community colleges to create pathways into teaching**
  - Associate Degrees for Transfer (ADT)

- **Looking to Increase Partnerships like the Sacramento City Unified School District-**
  - Train mentor teachers employed in district in co-teaching, to work with our student teachers- recruit more Hispanic co-teachers

- **Early academic advising- following high school, from choosing a major to requirements to enter a teacher preparation program, academic plan**
  - Misinformed students often majoring in areas unaware of pre-credential majors/waiver programs, students unaware of requirements may prolong expected admission into a teacher prep program
California State University, Sacramento
College of Education
Caroline Sotello Viernes Turner, Interim Dean
Florida International University

Dr. Laura Dinehart
Interim Executive Director
School of Education and Human Development
Institution Overview

FIU Student Enrollment

- ITP
- SEHD
- CASE
- FIU

Legend:
- ITP
- SEHD
- CASE
- FIU
Institution Overview

Initial Teacher Prep Headcounts by Ethnicity (Fall 2016)

- Hispanic/Latino: 72%
- Black or African American: 11%
- White: 10%
- Asian: 3%
- Other: 4%
Institution Overview

Initial Teacher Prep Degrees Awarded

- 2012-2013: 308
- 2013-2014: 230
- 2014-2015: 214
Diversifying Teacher Workforce

• Working with local high schools to establish academies that promote teaching and education as a career path.

• Giving all college student the “opportunity” to teach.

• Clear communication between the district, FIU, and district placement sites.

• Expose our students to communities and districts lack diversity in their workforce.
Needed Support

- Positive, high level PR strategy for promoting teaching.
- Connecting students to their communities, allowing students to see teaching as a way of “giving back.”
- Incentives for recruiting teachers into communities with limited diversity.
Heritage University

Kari Terjeson, PhD
Associate Professor
PI- Alternate Route to Teaching Grant
Institution Overview

- Mission: to provide quality, accessible higher education to multicultural populations which have been educationally isolated.
- Three Pathways to Teacher Certification
  - Theory to Practice
    - 139 (BAED)
    - 98 (MIT)
  - Residency
    - 43 (BAED)
    - 8 (MIT)
  - HUAcelerate
    - 60 (MIT)
      - 30 Block Grant Recipients
        - 30% Male
        - 63% Hispanic
        - 50% SPED/ 50% ESOL
Diversifying Teacher Workforce

Building Our Pipeline

- High School
  - Careers in Education
- Freshman/Sophomore
  - Future Teachers Club
- Junior/Senior/Graduate
  - HU College of Education
  - TTP/Residency/Accelerate
- Graduate
  - Heritage Professional Educator Association
# Needed Support

## Barriers
- Program entrance exams
- Time dedicated to care for dependents (children, parents...)
- Assistance navigating academia for first generation college student.
- Financial assistance for students in program

## Protective factors
- Summer institute focused on basic skills
- Aggregate approach to teacher certification
- Cohort model
- Cascading mentorship
- Faculty Advisor & Site Advocate
- University-wide communication system of student advising
Institution Overview

• a senior college of CUNY located on a 37-acre campus
• we serve the Bronx and surrounding region since 1968
• new President, President José Luis Cruz
• 12,800 students
• 90+ languages spoken
• Hispanics 50.2% (UG) & 34.1% (G)
• Black/Non-Hispanic 31.5% (UG) & 30.3% (G)
• 90+ Undergrad & Graduate degrees
• named #3 “Best Bang for the Buck” in the Northeast (Wash. Monthly)
• named #8 Best Online/Hybrid College in NY
Diversifying Teacher Workforce

- *NYC Men Teach Project
- *Careers in Teaching
- *Troops to Education
- *LEAP to Teachers
- *Teacher Opportunity Corps
- *Grow our Own through a range of Pre-College Programs: Talent Search, College Now, College Access for All, NOYCE scholarship programs in STEM, TRIO, and Gear Up
Needed Support

• *provide additional resources for Student Support Services
• *offer scholarship monies including book vouchers, required state certification and standardized tests fees and technology
• *strengthen Career Development Office for SOE graduates
• *expand Induction support from 2 to 5 years
• *create peer mentoring programs
• *design a range of career ladders – coaching, school counselors/psychologists, teacher leaders, building leadership, etc.
Rosa Parks K-8 Priority School
Sacramento City Unified School District
Martin M. Ramirez, M.A.
Assistant Principal
### Institution Overview

#### Population
- African American: 27%
- Hispanic: 41%
- Asian: 21%
- White: 3%
- Other: 8%

#### Institution Programs - Teacher Preparation/Recruit
- Restorative Justice Focus
- Culturally Sensitive PD
- Social Emotional Learning Preparation
- Co-teaching opportunities
- New teacher support (Coach)
- Monthly Staff Recognition of their dedication/effort
- Proof of Concept School Technology: Smart TV’s/Boards, I-Pads, Mac Laptops
- Wrap-around Mental Health Services for staff and students
Total K-12 Enrollment for 2015-16 is 6,226,737

- White, Not Hispanic: 1,500,932
- African American, Not Hispanic: 361,752
- Hispanic or Latino of Any Race: 3,360,562
- Asian, Not Hispanic: 551,229
- Pacific Islander, Not Hispanic: 30,436
- American Indian or Alaska Native, Not Hispanic: 34,704
- None Reported: 38,810
- Filipino, Not Hispanic: 156,166
Diversifying Teacher Workforce

- Ethnic Studies and Leadership Course (Historical accounts e.g., Lemon Grove Incident, Mendez vs. Westminster & Brown vs. Board of Education)
- Social and Cultural Capital
- Teacher Assistant opportunities for students (T.A) K-8
- Recruitment/advocacy of potential 7th and 8th grade students pursuing pathways in education careers
  - Collaboration with Sacramento State University Educational Equity Coordinator
  - Peer Mentors/Teacher Recruitment, creating future educator student groups & networks
  - EduCorps Sacramento State: Celebration of Teaching (Recruitment event) Sacramento State (Oct 27th 2016)
Needed Support
According to the UCLA Chicano Studies Research Center...

The Chicana/o Educational Pipeline

100
Elementary School Students

46
Graduate High School

26
Enroll in College

17
Go to a Community College

1
Transfers to a 4-year College

8
Graduate w/ a B.A. Degree

2
Earn a Graduate or Professional Degree

.2
Graduate w/ a Doctoral Degree

9
Go to a 4-year College
Union County College

Dr. Margaret McMenemin
College President
Dr. Maris Lown
Vice President of Academic Affairs
Dr. Lester Sandes Rapalo
Dean of Social Sciences Business & History
Institution Overview

- Graduation Rates: 18.1%

- Demographics:
  - White: 17.3%
  - Black: 25.5%
  - Hispanic: 36.3%
  - Other: 20.9%

- Enrollment
  - Fall 2016: 10,203
Diversifying Teacher Workforce

- Constantly hire new adjuncts from a diverse faculty pool across our disciplines that include:
  - Accounting
  - Business
  - Criminal Justice
  - Paralegal
  - History
  - Sociology
  - Psychology

Hiring new academic specialists from a diverse faculty pool across our disciplines that include:
- History
- Education
- Paralegal
Needed Support

A larger budget for professional development, teacher preparation and adjunct faculty development.

Increasing federal funding for permanent and part time teaching faculty to satisfy student needs. Higher education is going through a process of mixing administration and teaching. More federal funding or support for hires in the academic specialist areas would greatly help our students
University of Puerto Rico at Carolina

Teacher Preparation at Hispanic Serving Institution

Raquel Martí
Director
Title V Cooperative
Institution Overview

- The University of Puerto Rico at Carolina (UPRCA) was founded in 1974 as an autonomous unit within the public University of Puerto Rico (UPR) System; it is fully accredited by the Middle States Association for Higher Education.

- The UPRCA is considered a Minority Hispanic-Serving Institution (MHSI) with 98% Hispanic student enrollment (4,226 total enrollment of academic year 2015-2016). The vast majority of the students (72.8%) qualified and received financial aid services. The student retention rate of 2014 cohort was 83.5%.

- The Department of Education has a teacher preparation enrollment of 215 minority hispanics.

- The majors in teacher preparation are: technology education (72 female and 37 male) and occupational education (78 female and 28 male) for secondary level.

- The graduation rate of the Department of Education is XX. The pass rate on the Teacher Licensing is 80%. The vast majority enroll in the workforce as teachers for the public system. The University of Puerto Rico is classified as a top Teacher Preparation Program.

- A unique feature for the workforce for our graduates is that many Education Boards come to recruit our bilingual teachers from states as: Florida, New York, Connecticut; mostly from the eastern region of the United States that have a high rate of Hispanic students and need bilingual teachers.
Diversifying Teacher Workforce

- A series of strategies for teacher preparation such as: internships, practicum, workshops, conferences, courses in English as a Second Language, gender equity conferences.

- A series of strategies for teacher professional development such as: coaching, teacher exchange, shadowing, mentoring.
Needed Support

• Design of Teacher Education of English as a Second Language.
• Resources to promote and recruit potential future teachers.
• Strengthen recruitment with high school counselors.
• Design online courses for teachers.
• Student opportunities for exchanges and summer internships in the United States.
• Faculty and in-service teacher development.
• Set-a-side of Federal and state grants directed at Teacher Preparation and state universities with HSI enrollment.
• English and Spanish language laboratories.
• Student scholarships.
Patricia Alvarez McHatton
Dean
College of Education and P-16
Institution Overview (2014-2015)

Institution

- HSI (89% of students are Hispanic)
- Fall 2016 Enrollment: 27,551
- 1 in 5 entering freshmen in top 10%
- 80% Freshmen Retention Rate
- Rank 3rd in number of degrees awarded to Hispanics

College of Education and P-16 Integration

- Fall 2016 enrollment: 2,483
- Programs
- Degrees Awarded (per year mean)
  - 568 Undergraduates
  - 340 Masters
  - 9 Doctoral
Diversifying Teacher Workforce

- Holmes Cadets
- Educator Pipeline
- STEP UP Program
- Summer Camps
- Family Engagement
- Community Engagement
- Culturally Responsive and Sustaining Pedagogy
Needed Support

• Scholarships (Tuition plus)
• Study Away
• Partnership Development
• Cultural Component
• Family Component
• Faculty Professional Development
University of the Incarnate Word
San Antonio, Texas

Dr. Arthur E. Hernandez, NCSP, NCC
Visiting Professor
Dreeben School of Education
aeherna@uiwtx.edu
UIW awards the most degrees to Hispanic students nationally, among private universities.

Source: IPEDS Data Center, Institutional Characteristics and Completers surveys.
Teacher Education Program Overview

- All candidates receive coursework in literacy, English learners, special education
- IDS majors all complete a reading minor
- IDS majors all complete a special education course sequence
- All candidates have option of a reading and/or special education minor
- 80% of education coursework includes fieldwork in the San Antonio community
- Elementary candidates complete over 400 hours in schools before clinical teaching
- Secondary/All-Level candidates complete over 70 hours in schools before clinical teaching
- UIW offers undergraduate and graduate programs for certification

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<td>[Elementary Certification Candidates]</td>
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| **Education Minors** |
| [Secondary Candidates] |
| **Education Minors** |
| [All-Level Candidates] |
| | 2016-2017 | 2016-2017 |
| **Female** | 30 | 30 |
| **Male** | 12 | 18 |
| **TOTAL** | 42 | 48 |

Secondary Certification Areas: English, History, Life Science, Mathematics, Physical Science
All-Level Certification Areas: Art, Music, PE, Spanish, Theatre
Diversifying Teacher Workforce

- Enrollment reflects the demographics of the region
- Culturally responsive teaching explicit & embedded focus
- Special education preparation for all teachers
- Retention data indicates UIW teachers are remaining in classrooms
- UIW Teacher Induction Program provides support for novice teachers (years 1-3+)

Comparison of Teacher Retention Trends
Five-year Retention of First-Year Teachers 2011-2015

Includes teachers obtaining a standard or probationary certificate in 2009-2010 with no prior teaching experience.

[Center for Research, Evaluation & Advancement of Teacher Education, 2015 PACE Report]
Needed Support

• Restrict the prerogative of nonacademic nonprofessional regulators to dictate policy and practice independent of research-based arguments.

• Commit resources and establish requirements related to the systematic evaluation of funded efforts to impact diversity at all levels through the dedication of 10% of awarded funding to evaluation purposes, the development of requirements for impact evaluation and the requirement for common metrics so that evaluation efforts across activities might be aggregated and reviewed for evidence of effectiveness and efficiency.

• Provide (redirect/restructure) student financial-aid incentives for those who pursue teaching as a career and agree to work in high need and diverse classrooms (e.g. debt relief beyond loan forgiveness, tuition tax credits for eligible children of teachers, etc.).

• Provide a pathway for career advancement which includes both academic and nonacademic impact measures on students from diverse backgrounds.
Western Oregon University

David McDonald
Associate Provost
WOU Overview

- Oldest public university in Oregon, founded in 1856
- Teacher Education top 3 in campus headcount and degrees
- 2010 recipient of Christa McAuliffe Award for Excellence by AASCU
- NCATE accredited since 1954
- Only HACU member in Oregon
- Education Trust Recognitions 2014 (Pell students), 2010 (Latino students and minority students)
Diversifying Teacher Workforce

- Conducted diversity and inclusivity audit in ‘14
- Bilingual Teacher Scholars Program
- SB 3375-recruitment, retention and graduation plans for more diverse educators required by the state
- Latino Advisory Board focused on parents
- Willamette Promise ([wesd.org/willamettepromise](http://wesd.org/willamettepromise))
- Western Tuition Promise ([wou.edu/choice](http://wou.edu/choice))
- State funding formula places bilingual teachers at the same level of importance as STEM graduates (state support)
Bilingual Teacher Scholars Program

- Outcome: to graduate 50 new bilingual licensed teachers annually
- Partnership with local school districts
- Students receive: mentoring (K-12 and university), strong wrap-around retention supports, summer employment as K-12 tutors, guaranteed job interviews and generous scholarship support
- Monthly professional development programming
- Can be scaled with additional financial support

- wou.edu/BilingualTeacherScholars
Needed Support

• Scholarships and Grants
  o Diverse students are often low-income
  o DACA students have almost no funding
  o Support needed for non-tuition expenses—room and board, books, test preparation...

• Staffing
  o Recruitment needs to occur in early high school or middle school
  o High school academic preparation is a key part of the foundation for success
  o Retention begins before matriculation
  o Retention of under-served students is labor intensive

• Faculty
  o Recruitment of diverse faculty is critical—numbers and salary
  o Faculty must be actively involved and provide leadership and expertise

• Programming support
  o Workshops, parent outreach, hosting prospective teachers on campus

• Promotion of teaching as a meaningful profession
  o National image-building campaign of the importance of teachers