

**PSC-ED-OUS**

**Moderator: Emmanuel Caudillo**  
**August 31, 2016**  
**1:00 pm CT**

Coordinator: Welcome and thank you for standing by. At this time, all participants are in a listen-only mode until the question-and-answer session of today's call. At that point, if you would like to ask a question, please press star and then 1.

This call is being recorded. If you have any objections, you may disconnect at this point. Now I will turn the meeting over to your host, Ms. Beatriz Ceja. Ms. Ceja, you may now begin your conference.

Beatriz Ceja: Great. Welcome and thank you. My name is Beatriz Ceja, and I am the Division Director to the Department's Hispanic-Serving Institutions Division. I want to thank everyone for joining us on our third and final Webinar on our series promoting diversity in the teacher workforce, specifically focusing on Latino teacher representation in this workforce.

First we'll hear from Dr. Ted Mitchell who will provide us with the welcome message. He is our Under Secretary. And I just want to personally thank him for being so supportive of this initiative.

Ted?

Dr. Ted Mitchell: Thanks, Beatriz. And great to be on again. And for those of you who have been on either of the other two calls, welcome back. To those of you new to this, welcome. We are aiming to build a mighty and powerful network of folks who are working to help diversify the (teaching) profession and to uplift teachers as we do so. There's no more important role in American society and we're very grateful for the work that all of you do. We're also very grateful to Beatriz and the White House Initiative on Educational Excellence for Hispanics. Very grateful for the work of the HSI College of Education deans, to the faculty, and to the teachers who are participating today in this Webinar and to do so much day in and day out to bring the promise of the American dream into households across America.

In our prior two conversations, we all shared the importance and benefits of creating a teaching workforce that reflects the diversity of our K12 student population. We identified challenges and we identified best practices to address those challenges. We also shared that there are teacher preparation programs producing increasing numbers of well-qualified Hispanic teachers that are not being recruited by districts, and offered suggestions for ways in which we can align districts' needs for diverse teachers with the graduates of those programs.

In today's Webinar, we will further the conversation and welcome the unique perspective of Brooke Nova of the Hillsboro School District who will discuss the Inspiring Growth Now in Teacher Education Program that works to cultivate culturally and linguistically diverse students' interest in becoming future teachers.

It's very important that students of color view teaching as a career option as this is a great way in which we can work to ensure that we increase the diversity of the teaching force for future generations.

We will also welcome Jose Mejia who will discuss the California Fresno Mini-Corps Program that works to increase the number of educators who were trained to serve migrant students.

It's my hope that today's Webinar will be informative, that it will assist you in thinking about ways in which your colleges can increase teacher diversity and better prepare all teacher candidates in cultural competency, as well as support them once they enter the classroom.

I look forward to seeing you at the Fall Convening and I'm very excited to be joining you today. Thanks.

Beatriz, back to you.

Beatriz Ceja: Thank you, Ted.

And as Ted mentioned, we will hear from two models from the field to give you examples of practices that are taking place as a way to promote diversity in the teacher workforce.

First, we will hear from Ms. Brooke Nova, as well as (Kimberly Lemus) who are part of the IGNiTE program.

Brooke?

Brooke Nova: Hi. Can you go to my next slide?

Beatriz Ceja: Next slide.

Brooke?

Brooke Nova: Yes. I don't...

Beatriz Ceja: Okay.

Brooke Nova: ...see it on my screen. But I'm just going to start.

Beatriz Ceja: Thank you.

Brooke Nova: Okay. So a little bit about myself is that I was the founder of IGNiTE three years ago -- we're going through our third year. And the foundation is starting (unintelligible) because our school district was and currently still is looking for culturally and linguistically diverse students. Our community is 51% of minority school district. We're primarily of Hispanic and Latino students. And we know that we are not best serving our students until we have a match of educators that reflect our students.

So growing our own pathway was something that we really were focused on and knew that we needed to start. We are the fourth largest school district in - or, again, we serve 21,000 students each year. And starting IGNiTE has been just as an amazing experience for myself, and I hope for the students as well.

Today I am joined by a former IGNiTE student who is now a WOU scholar. And so she'll be able to talk about her experience as well.

How we began IGNiTE was recruiting from our high school. And we specifically looked for students who were bilingual to be able to start exposing them to a variety of careers within education. So we meet twice a month at our district office. I am an administrator at our district office as the coordinator of Career and College Pathways. And once a month, we work on career focused within education. And the other time a month, we work on college readiness, so on scholarships, financial aid applications.

Within the first year of IGNiTE, we were so lucky to be able to partner with Western Oregon University. They are specifically one of the primary teacher education prep programs in our state and they were looking at partnering with school districts that had developed a pathway in high school that they could then connect with at the university.

So within that first few months of starting IGNiTE, we - myself, our now superintendent, and that would be dean of education, as well as the provost of Western Oregon to start to think about what this would look like in terms of support for students who (unintelligible) becoming bilingual educators, as well as the financial resources that they would need to make this happen as well.

So what we ended up doing and what we still currently do is we have Western Oregon provide a \$5000-renewable scholarship each year to our students who are applying to become WOU scholars. And then our school district is committed to a \$2000-paid internship each summer. And they are working in our elementary schools for our migrant and dual language summer school and also in secondary as well. So they not only are getting their class experience during their schooling at Western, but then they come back and serve in our school district and are gaining that hands-on experience in the classroom as well.

So they will go through a series of internships and then they're guaranteed first round interviews in our school district upon completion of the program.

I'm going to let (Kimberly) speak a little bit about her student experience through it. And then I look forward to also addressing any questions the audience has.

Here is (Kimberly).

(Kimberly Lemus): Hello. My name is (Kimberly Lemus). And so I'm going to talk about IGNiTE.

When I first joined IGNiTE, I didn't know what to expect. I'm like, "Oh, I want to be a teacher and maybe I don't." And then once I joined in, they - I was able to work with fourth graders at Witch Hazel Elementary School. And then I realized there and then that I wanted to be a teacher. I'm like, I can't believe I got this experience.

And also with IGNiTE, I was able to go to many conferences and show everybody what IGNiTE is and how they can join and all this stuff.

And then also I was - I am in the WOU scholars. And then that basically was we have to go and do a lot of interviews in order to get the scholarship and see if we're able to speak Spanish. And also - so with the WOU scholars, we got a lot of internships. And the first internship I had was with the migrant program last year. And I was helping with pre-K. And I thought it was a really good experience because I wanted to see if I want to work with younger kids or with older kids. And that experience helped me to know like if I wanted it or not. And I really enjoyed more of the fourth and fifth grade or middle school.

And now because WOU scholars and because of IGNiTE, I know that I want to be a middle school or a middle school math teacher. And, again, then we've got a lot of internships in, things like that.

Brooke Nova: So what's really important to us as we go through the program starting in high school is continuing with the students as they're in college, is that they continue to get that hands-on opportunities and support because they may change their mind just to become an educator. They may change their mind in the level that they're interested in. And continuing to have them have those experiences and to be with teacher leaders and mentors in our school district has been a big focus as well because we want to make sure that we not only support them in their journey, but then also support them coming back specifically to our school district, because like so many school districts across the United States, looking for educators that are culturally and linguistically diverse is such a huge need. So we don't want to lose them to other school districts along the way.

Something else that we do as students are applying and transitioning from IGNiTE to WOU scholars is they start the application process in November. So we have someone from Western Oregon that comes out to Hillsboro, which is about an hour and a half away, and they talk about the application process. We also bring the students' parents at that time as well because we know that we also need the best support parents through this transition, too, as many of our students are first-generation college-building students.

So parents come in the fall as well, ask any questions. We - our sessions are in English and in Spanish. So our families can ask questions in the language they more feel comfortable with. And then the students go through the application process and then do an interview at our school district office where we ask questions that we ask our teacher candidates. So they go through that. We also

do a screening and ask questions in Spanish as well and have them do a writing sample. And then we go through those applications and select our students.

On Western Oregon University side, what they're doing is they're making sure that the students are qualified to - for admissions to be able to enter as a Western Oregon student. And then I take the students down to Western to do a campus tour. That's when they do their language proficiency exam to make sure that they are at level of Spanish that they can enter as a bilingual student.

And then we do one more parent night in the spring, both at the school district and Western Oregon, to address any questions through that transition from spring to them attending in the fall. But every - and then in the summer is when they're doing their internship experiences through - just to make sure that they also want to continue to be an educator.

I was not looking at my slides, so I hope I covered everything that was on the slides.

Beatriz Ceja: Great. And I think you did. I want to thank you, Brooke and (Kimberly) for sharing this program.

We have a couple of questions that have already come in through our chat line. And so our questions are, how does IGNiTE recruit and select? And it's a couple of them. What are the funding sources to support the program and what are your cohort sizes like?

Brooke Nova: Okay. So how we recruit for IGNiTE is we have dual language programs in our school district. So starting in kinder through high school, we have students

that have gone through dual language. I believe that - (Kimberly), did you go through dual language classes?

No, okay. So we can't - we recruit through dual language as one recruitment strategy. We also have AVID throughout our school district as well. So we recruit through our AVID classes. We also recruit - there are career and college councilors at each of our high schools. And then we also have early childhood education programs at each of our high schools. So through those channels specifically is where we recruit for students.

And then I go out to each high school with information about IGNiTE so that students can ask any questions about the program.

The program for IGNiTE is - I run it. It's after school. So the students meet at the district office for two hours twice a month. So the funding for it is very limited. We don't really need - we don't spend a lot of money on that piece because I do it as part of my job.

For the cohort size, we usually range between - for IGNiTE, between 20 and 25 students a year. And then for Western - for the WOU scholars, they cap at 20. So there's a cohort of 20 students each year that are going through this program.

Beatriz Ceja: Great. Thank you.

Brooke Nova: And then what was the last question, the funding - was there a question specifically about the funding for...

Beatriz Ceja: Yes, specifically the financial incentives that are offered to students' scholarships at the university.

Brooke Nova: Yes.

Beatriz Ceja: And then as well as the support from the district, the financial support from the district.

Brooke Nova: So each student gets a \$5000-renewable scholarship from Western Oregon. Each student gets a \$2000-paid internship renewable from the school district. And then each student, from there, uses their - when they apply for a financial aid, their work study - we have something called the Oregon Opportunity Grant in our state. And then through their Pell Grants, that helps with it as well.

Now what's tough is that we do have a couple of students who are not FAFSA eligible and they are at Western doing the program. But financially it is hard, especially that freshman year because of the cost of housing. So they had to seek out additional scholarships to be able to attend.

So for our students who are FAFSA eligible, they usually get about 70% covered going to Western Oregon. For students who are non-FAFSA eligible, that's been a little bit more difficult, especially that freshman year. The sophomore year is not as hard because housing is a little bit cheaper off-campus for them.

So that is how that is paid for. It's a mix of financial aid, their internships, the scholarships from Western that helps for them to be able to go.

Beatriz Ceja: Great. And then - so once these students, they've gone through the pathway and they're hired by the district, what does the district do to help support their growth and then retain them in the classroom?

Brooke Nova: So where - you know, this is going into Year 2 of the WOU Scholars Program. So there - our first cohort is going to be - their sophomores. And then our second cohort are going to their freshman year. But we have a new teacher mentor program in our district. So every new teacher gets a mentor their first and second year of being educators. And our mentors are specific to different specialties. So we have a dual language mentor, for example, who will help with new teachers who are either dual language elementary or secondary teachers. And that's where our WOU scholars would be supported by that mentor.

Beatriz Ceja: Great. And, operator, I think we have time for at least two questions that can come in from our callers.

So, callers, if you have a question, please follow the operator guidelines.

Coordinator: Thank you.

We will now begin the question-and-answer session.

If you would like to ask a question, please press star followed by 1. Please unmute your phone and record your name clearly when prompted. Your name is required to introduce your question.

To withdraw your request, press star followed by 2.

One moment please for the first question.

Beatriz Ceja: Is there a question?

Coordinator: As of the moment, there's no questions in queue.

Beatriz Ceja: Great. So we have one - we have time for one question that came in through the chat line. And the question is, who's providing the 7K per year in scholarships and internships? When this is multiplied by 20 students, this is \$140,000 annually in funding that the institution must find resources for. So are you aware of the resources that the university is using for the scholarship?

Brooke Nova: I - so Western Oregon has a diversity scholarship that they...

Beatriz Ceja: Okay.

Brooke Nova: ...designate to the WOU scholars for the \$5000. Our school district has designated general funds for \$2000 per student because we know we need to best serve our students with having linguistically and culturally diverse teachers. So we're dedicated to that. So we have earmarked general funds for those \$2000 for each student renewable.

But for Western Oregon, they use their diversity scholarship and move that scholarship money over to the WOU scholars to give them that each year.

Beatriz Ceja: Great. Thank you.

And we'll now - at this time, we will move into our next models from the field. So thank you, Brooke and (Kimberly), for sharing your program with us.

Brooke Nova: Thank you so much for your time today.

Beatriz Ceja: Thanks.

So as we move into Fresno State California Mini-Corps, we will have Jose Mejia, as well as Lilly Lomeli who is the program coordinator, Juana Zamora, who is the director, and they have a participant as well that will be joining throughout the presentation, (Jeanette Orejer) who will be speaking to the program.

Jose?

Jose Mejia: Yes. Okay. So we're on our first slide, correct?

Beatriz Ceja: Yes.

Jose Mejia: Okay. Well, so our first slide is basically just a little background, the history of our program, the Mini-Corps Program. And as you see there, it was - it actually started in 1967 under the auspice of Butte County, Office of Ed. But it's funded through Migrant Education. And our program was patterned after the Peace Corp and it began with just a small group of college students that were recruited; so, hence, a mini-corps of college students that were placed at these - that had migrant backgrounds, but were placed at these school sites during the summers that were impacted with migrant students.

And these mini-corps tutors were placed actually in - at those times in the labor camps with those migrant families. So they became part of that migrant community. And during the day, these migrant - mini-corps tutors would then go tutor at those local summer schools. And at those schools, they provided direct instruction to the migrant students. But the important thing is that they were also those role models that raised those aspirations of those migrant students that college was a possibility and that they could go to college and that education was that vehicle for them to get there.

In the evenings, those mini-corps tutors would be back at those migrant labor camps and they would organize just various events, activities, informational meetings for the children, for the parents. And during those times, they stressed the value of education.

Now, fast-forward 50 years now to today, now there's been thousands of mini-corps participants that have gone through our program and have become the teachers, administrators, superintendents, there's college professors, there's doctors, and they've entered other areas of professional fields. And I see it firsthand because when I go to these school sites to place our mini-corps tutors, I see our former mini-corps tutors that are the teachers now, that are the vice principals, that are the principals. And when I contact them in terms of placing these mini-corps tutors there, their answer is always yes. Because they see and they know the value of the Mini-Corps Program because they actually experienced it.

So it's really nice for us and it's a great feeling when we go to these schools and we see our former tutors there as the teachers and administrators.

Our program, since then, from one summer program has expanded to a year-round program that operates state-wide at 22 college and universities that supports 24 mini-corps programs. There's two here at Fresno State and there's two at Bakersfield. And each program works collaboratively with their migrant regional offices.

So that's the history of our program. And if you could go to Slide Number 2, it talks about - it's basically a pipeline that we have in terms of our program for producing those biliterate, bilingual teachers that - and for those students that want to become future teachers. Our particular program here at Mini-Corps is a - it's unique in the sense that it's not - it's different than most pre-

service teacher programs. Our program basically is one college tutor for every 18 to 20 mini-corps tutors. And as coordinators, program coordinators, those students are provided with feedback, support and advising at these college sites.

We recruit from freshmen to seniors. We have a five-year versus a fifth year pre-service teacher training type program. Meaning our students get placed in the classroom as early as freshman. They don't have to wait to graduate and then get into a classroom as part of a normal credential type program. They get the opportunity to actually work with teachers and actually see teachers in terms of how they teach the curriculum -- the reading, the math, the social science, the writing. They get to observe teachers in terms of how they manage the classrooms. And then our students also they're provided an opportunity to develop their own teaching skills by getting the opportunity to plan and actually teach lessons. And in so doing, they get to actually incorporate strategies that use multiple ways to reinforce content and they actually get to develop their skills as teachers.

Some of our students that have been through our program and entered the credential program already have over 3000 hours in the classroom that they've been into prior to entering the Credential program.

And what's unique about us here at Fresno State is that we actually get to follow our students through their credential process. Our students are enrolled in a three-unit class as part of our Mini-Corps program and it encompasses professional development. We focus on language arts instruction, ELD, math, STEM, Common Core standards, classroom management, lesson design, holistic binders, professional portfolios. There are so many things we cover.

And what we do in our program actually mirrors the university's Credential program. So our students' transition into the Credential program is pretty seamless. All our students always seem to have an easy time going through that.

So that's our pipeline in terms of getting our students prepared as future teachers. And, you know, our students that go through there, we've seen that if they really want to be a teacher and go through our program, those are those students who are well prepared to be in those future teachers.

Slide Number 3.

That's just - our theory of action is twofold in the sense that it's targeted towards the migrant students themselves and the mini-corps tutors. So the migrant students, in terms of receiving direct instruction from our mini-corps tutors and our tutors doing home visits and those students being able to attend migrant summer schools and school year programs, we found out that those students start to perform better in terms of their academics and we've received that from teacher surveys. Those students feel a lot more confident being in school. Our tutors advocate for them and those students learn to do self-advocacy for themselves.

And then in so doing, then those students also become graduates of the high school. They pursue a higher education and become more career focused and focused on our mini-corps tutors once they come into our program. And if they really want to be teachers, then they work as teacher assistants during the school and summer programs. They receive professional development, as I mentioned, from our programs at each of their mini-corps sites.

And in doing so, because they're in the classrooms, they also develop their leadership skills, they learn how to work with students become effective teachers, they're exposed to the teaching profession. So they begin to see if they really want to be a teacher, this is what it's like. And it's a great way for us to keep those students that really want to be teachers. What better way to become a teacher than to be in a classroom and work with a teacher.

And then our students then pursue, you know, graduate level in terms of their education. And we found out that in terms of our students being here at the university level, statewide, 80% of the mini-corps students have received a teaching credential through some form of an educational certificate.

And here at Fresno State, when we did a five-year study, we found out that over 90% of our mini-corps tutors have participated in our Mini-Corps program received teaching credentials and some went into even higher areas of education.

And then Slide 4, I believe, is just the mini-corps structure in terms of how it's structured here in California. The California - under the California Department of Education, which oversees and approves our contract with migrant ed in terms of the funds which then are provided to Butte County Office of Education. That is our LEA, our local educational agency. And then from those funds, it's spread out through the Mini-Corps program which then has 22 university sites and 24 programs with 24 coordinators and over 470 tutors. And with those 22 university sites, they work with the 20 migrant regions here in California and provide those services to over 6000 migrant students statewide.

And then the next slide will show the Mini-Corps program sites that are throughout California and it goes as far north as Chico State and as far down

as the Imperial Valley near the San Diego area. And we were at the college level in terms of community college and then the university. So our students that enter a program, even at a community college and then want to transfer over to a university, they can do that through the Mini-Corps program and then continue their pursuit of a teaching career or a teaching credential.

Beatriz Ceja: Thank you.

At this time, we are ready for Q&A. So, operator, if you can provide guidance to the audience again as to asking their questions.

Coordinator: Okay. Once again, to ask a question, press star followed by 1. You will be prompted to record your name.

To cancel your request, press star 2.

Beatriz Ceja: And while we wait, Jose, if you can just share, again, you mentioned that migrant funds are used for this program. Are there any other funds that you're leveraging to support this program?

Jose Mejia: Well, we have a budget that - I mean it's a fairly funded program. So in terms of our program -- and that's approved by the CDE -- it's a \$7.1 million funding that we get. But it's for all these programs throughout California. And through that funding and being under the LEA of Butte County Office of Education, our students are actually Butte County Office of Education employees and they get compensated and paid for those hours that they're in the classroom.

Beatriz Ceja: Great. And then giving your high percent of mini-corps individuals that have gone on and received their teacher credential, what types of direct support

have you provided or the programs provide these students to ensure that they reach the credential level and then are placed in the districts?

Lilly Lomeli: Hi, I'm Lilly Lomeli. And I think what is essential is that we operate under a cohort. So the advantage that we have is we get to follow them the entire time. So I think that's essential and also supervise them during their Credential program. Our students, we can produce - our districts are hiring them and a lot of them are being offered internships which we want to make sure obviously that they are supported and that they are prepared.

So our program provides that. And I think that's what makes us unique; whereas, other, even like student teaching, they may have 500 hours where ours obviously have a lot more. But I think that support, the fact that the coordinators provide feedback, there is that sense of belonging and community support. So I think that's what makes a big difference for our tutors.

Beatriz Ceja: Thank you. And then in terms of the partnerships that you have with the universities, can you speak to those partnerships and the support that students get when they enter the university given that many of them are first generation?

Lilly Lomeli: I think the fact that we're housed at the universities makes a huge difference because it's like they have a home. We are very much involved with campus events and with, you know, obviously, the professors and/or students and they're able to apply to the different grants. So they're getting support from several opportunities that they have here. But the fact that we're here, that we're housed here and we are part of the curriculum and instruction department, that then I think makes the huge difference.

Beatriz Ceja: Great.

Juana Zamora: Excuse me. This is Juana Zamora, the - if I can add to what Lilly and Jose are sharing, I think if you look - referring to that previous slide that has the mini-corps structure, you can see that this structure is embedded throughout the fabric of California through the institutions of higher education, the school districts, the California Department of Education, our local, you know, our legal - our LDAs, our county and the migrant regions that we serve.

So it's - the coordinator is in a central role to make this - they're like the gel and the glue that bring everybody together because the coordinator, as Lilly mentioned, they provide staff development for the tutors six hours a month. And that's when the tutors have opportunity to come together as a cohort and build that networking peer-to-peer mentoring.

And also then when they go to the school, the coordinators are part of that placement process. Coordinators meet with the school districts and administrators and classroom teachers to share the role of the tutor to bridge back communication.

So the coordinator is present while the tutors are working in the school districts. They're present at the universities. They're doing staff development. And then there's that office on campus that provides the - I don't want to, you know, maybe "sanctuary" is too big of a word but, in essence, it is that place on campus that, as tutors, they know, you know, they have concerns, questions, dilemmas or somebody to talk to, they can go on campus. There's somebody there that's going to be there to help them navigate the system. So that's very critical. So it's this incredible partnership at many different levels with different entities. But at the end of the day, it's about, you know, increasing the educational achievement of migrant children.

Beatriz Ceja: Great. Thank you.

And then just our last question - operator, if there was anyone out from the field that had a question?

Coordinator: Yes. Our first question comes from Mr. (David Peggy).

Mr. (David Peggy), you may now ask a question.

(David Peggy): Yes, hi. Good afternoon. Thank you so much for this opportunity. I want to first congratulate you. I think that the two programs you described are amazing and I wish I could have participated in them.

I do, however, think that they're a buck in the overall bucket of our educational needs right now in the country that continues to increase its population of minorities, including Latinos.

So I guess some of the issues that I wanted to bring up is, first, how are we going to address the professional status of teachers? The kids that I teach in front of me every day are not excited with the prospect of being teachers because they recognize that their teachers are devalued. They're not paid much. So if a kid finally succeeds and gets to college, and particularly I teach science, and again into science or math, they don't want to take a job where professionally is at the bottom of the scale and economically it's not going to be paid I guess as quick as some other profession.

The other thing is I think that it's hard when we have a cycle where teachers are not representing their - they don't look like the students. They don't sound like the students. They don't value the students.

And although I don't think, by any means, that a teacher needs to match the students in order for the student to find success, we do need to find a common ground of value and respect. How do we infuse that into the curriculum? So that rather than just hardcore testing, we also value the humanity in each kid so that when a child sits there and recognizes that this teacher cares for them as a human being and not just for the number, they're more likely to then see themselves as the teacher as well.

And one last point and I probably was just taking this time but that is it's almost impossible for those of us that are Latinos that grow up in this country to get a PhD. And I say that only because most of us have to struggle to go to school to get to college. And now I'm at a point where I'm looking at PhD programs but they all will require me to quit my job in order to get that degree. And so with - there's also a cap as to what we can do with our own individual education.

Beatriz Ceja: Thank you for your comments. If I can maybe have (Jeanette), I know that the Fresno program had a participant. (Jeanette), maybe if you can speak to why you're going into teaching?

(Jeanette Orejer): As I was listening to what the man was saying, I never really thought about how much I was getting paid as when I'm getting off different job offers from different districts, I don't look at their salary. I look at what I really want to do.

And what I really want to do is I want to motivate these students and I want them to see a teacher that they can relate to and see that we come from the same backgrounds, so we're able to connect with each other. And so if they

see me up there, I know that they can have someone to look up to and want to be maybe me standing up - I mean, them wanting to be me up there.

And if you just - as a tutor and as a student teacher, because I am entering my final student teaching, you know, when you're a teacher, you play many different rules. And sometimes these students come from really hard backgrounds. So they look at you and you're overall model to them. So I mean it because I love it. And I want to make sure that teachers get a different type of reputation and not the bad ones but the good ones, so I can make a difference in their lives and make sure that they get the education that they do deserve.

Beatriz Ceja: Thank you so much and I think that just speaks volumes to, you know, to the program, the support that you've received and then also to your will and commitment to be that teacher and that role model for so many of our students.

Again, I want to thank our two models from the field for sharing their programs today.

I'm now going to turn it over to Cynthia Cole, who is the Senior Policy Advisor to the Office of the Undersecretary who will share a few examples, the funding opportunities that can be leveraged to support similar programs like these.

Cynthia?

Cynthia Cole: Thank you, Beatriz.

Good afternoon, everyone. And I'm so glad that you were able to join us today. As we've been discussing in calls prior to this one and as well as on this call, diversity in the teaching force is of critical importance and it takes resources to be able to fund the work that will increase the diversity of our teaching force.

The department has competitive grant funds for which institutions of higher education can apply directly or in conjunction with local educational agency.

Today, I will highlight just two of these grants competition. I am highlighting these competitions because they are targeted for minority-serving institutions or support the academic development of English learners. We are - we would like to increase the number of applicants for this grant competition.

So the first competition I'd like to bring to your attention is housed in the Office of the Postsecondary Education department and it is a minority science and engineering improvement program.

And this is geared at improving the science and engineering programs at minority-serving institutions and as well as at increasing the number of underrepresented groups in the field. And so when I'm speaking to underrepresented groups, I'm talking about ethnic minorities, as well as minority women, so on and so forth.

And so the goal is to increase the number of these groups in information sciences and technology careers. But the way in which it relates to colleges of education is that participants in these programs, if the grant is funded, can receive stipends. Also, it can fund tutoring, for example, teacher education candidates in their content area STEM courses.

We all know that the STEM content area fields are very important and sometimes we have students that struggle with that content. So any kind of support that can be provided to those teacher candidates would be of great benefit.

Also, it can support faculty development for your STEM faculty. I know in some colleges of education, the STEM, for example, the secondary education teaching, so on and so forth, is housed in the college of education and other universities or institutions. They're actually housed in those colleges, the STEM colleges.

But if you have faculty who are, for example, joint appointments with the colleges of education as well as your STEM colleges, as just the case with many accredited institutions, that NKPA case, then this is something that could be used to support their faculty development.

Also, these funds can be used to develop STEM curriculum and also to renovate STEM labs which is something that tends to be very expensive, the renovation or the creation of science labs. So these funds can be used for those purposes.

Applicants can submit more than one application, as well as what you're proposing actually quite to two different projects. And the amount of the award for this competition is \$250,000 per year. And that is if you're applying as an institution, a private education or for special project. And the max amount of award that this grant will cover is three years for a total of \$750,000.

If this is a cooperative project, meaning that you're working in conjunction with a partner, then the amount of the awards increase, \$300,000 for a total of three years for a maximum of \$900,000.

As we think about grant competitions, of course, this is all based on federal budget approval. But in the case that it is approved, this is usually announced in April, this competition, with an application deadline in June.

The second competition that I'd like to share with you is out of the Office of English Language Acquisition and it is the National Professional Development Grant Program.

And this program is offered to provide professional development activities to improve instruction for English language learners for free service as well as in-service teachers, their support staff. So we're talking about the paraprofessionals as well as school leaders. So colleges of education can work with K-12 school personnel to upgrade certifications and skills and those who aren't certified or licensed such as, once again the paraprofessionals, to provide support for developing - as well as provide support for paraprofessionals.

This can also be used to support the skills for those who aren't certified or licensed to provide support to those developing curriculum. And so this can be used as stipends in that way and it also can be used for tuitions, books, enrollment fees and expenses.

So again, when this is funded, typically, the award or the grant is announced in December with the applications deadline of February. So please be - watch for these two grant competitions.

If you look at the slides for the one with minority science and engineering improvement, that program, the contact information, I believe, is listed on that slide.

If you would like further information on the National Professional Development Grant Program, please see the Resources section of the slide with live links. If you select those links, you'd be able to go to those pages and get further information. And this is a Web site that's actually not listed on the slide that you might want to take down. If you want more information about other grants competitions above and beyond the two that I've just shared today, please go to <http://www2.ed.gov/fund/grant-apply>. And that information is now being added to the Webinar slides. You should see it just momentarily.

Thank you.

Beatriz Ceja: Thank you. And as Cynthia - these are just two examples of funding opportunities offered through the Department of Education. These grants are competitive grants. So again, we encourage you to get on our Web site and look at the requirements for both these programs and then other funding opportunities that are offered through the department.

For those of you that are part of Hispanic-serving institutions, you should know that Title V, the Developing Hispanic Institution Program funds do have supporting teacher preparation programs as an authorized allowable activity. And so for those of you again that received Title V funding from Developing Hispanic-Serving Institutions, this is an area that can be supported through those funds.

I just want to go back to the caller who spoke about, you know, the importance of elevating the profession of teaching. I think that is a great segue for all of us to think about changing the narrative and ensuring that in any narrative that we speak to regarding teacher that we speak to the important role that they play in all of our lives.

I want to thank all the speakers that joined us today. I just want to highlight some notes that they mentioned. One, the hands on experience that are - is offered through these programs, the financial incentive, particularly I want to speak to the IGNiTE program and that adds - Brooke Nova mentioned this funding comes from their general fund. So they believe that this is important enough to include this program as part of their general funds.

Also these programs create a sense of belonging for these students that allows them to see themselves not only as college graduates but as teachers in the classroom, the value of these students serving as role models, the importance again of the hands on experience through their role that tutors or interns and then beginning these conversations early with intentionality of creating these pipelines into this very important role.

As I mentioned at the beginning of this Webinar, this is our third and final Webinar in this series but this definitely does not end the conversation. This is only the beginning to what we believe is very important topic that we would like to continue to have as we transition into our next administration.

As such, we are putting out a call for any of you that are interested in participating in a roundtable discussion that - where we will try to get at the various issues in terms of increasing the diversity of teachers in the workforce, what action steps can each of us take to promote and create pathways for students that lead with teacher certification, how can schools of education and

school districts work together to support teacher retention, and beyond funding from the federal government, what are the levers for increasing diversity in the teacher workforce.

These are various areas that we want our work team to continue to work on. And as such, we are placing a call for those of you that are interested in participating in a roundtable discussion. Our space is limited to 40 at this time. So if you are interested in participating, if you could respond to any of these questions and submit your responses to the Web - to [whieeh@ed.gov](mailto:whieeh@ed.gov). The e-mail address will be included in the chat line. Again, if you could submit questions to - responses to these questions, that would be great, as we look at bringing together a group of 40 that will participate in the discussion not only with staff from the White House Initiative, the Office of the Undersecretary, as well as the Hispanic-Serving Institutions Division.

We hope to have Secretary King involved in these discussions where this would take place September 23rd. It would be from 9:00 am to approximately 3:00 pm. Those that get invited would be asked to come in the night - the day before on September 22nd for a meet-and-greet networking. And again, the 23rd is dedicated to be a work session where we hope to conclude the session with those that are interested in submitting a whitepaper on any of these topics that could be used in the - for the next administration as we move into a transition period.

If you have any questions pertaining to any of the items that were discussed today, again, please feel free to submit in your questions on the chat line.

Again, I just want to thank all the speakers. I want to thank staff here who joined us for this Webinar. I want to thank all of you for participating in what

we considered to be a very important discussion and something that we definitely want to continue through the next administration.

So at this time, thank you.

Man: Thank you.

Woman: Thank you.

Beatriz Ceja: And we're signing off.

Woman: Thank you.

Coordinator: That concludes today's conference. Thank you for participating. You may now disconnect.

END