

Peabody College

VANDERBILT UNIVERSITY

NASHVILLE, TENNESSEE 37203



The Alliance Project

Headquarters
Peabody College, Box 160
Hill Student Center, Rm. 101
(615) 343-5610
1-800-831-6134
Fax (615) 343-5611
alliance@vanderbilt.edu

Washington, DC Metropolitan Office
10860 Hampton Road
Fairfax Station, VA 22039
(703) 239-1557
Fax (703) 503-8627
Email: judysd@gte.net

January 1996

Recruiting Trainees Into Higher Education and Preservice Programs

A Never-Ending Paper

The purpose of this open-ended paper is to summarize reports, programs, and practices concerning the recruitment of college-aged and adult students into higher education and into preservice preparation programs in general education, special education, and related services. As this paper expands, we hope that readers may use it: (a) to acquire ideas for initiating or improving their own practices; (b) to review cited literature in its entirety; and/or (c) to contact individuals who have developed programs or practices that are of interest. Where evidence of effectiveness is available, this is included in the summaries; otherwise, readers should inquire about the results of programs and otherwise determine their usefulness to their own contexts.

This paper will be continually updated and expanded by Alliance 2000 staff members and their partners, and by personnel in college and university programs who work with the Alliance 2000 Project.

Table of Contents: Recruiting Trainees

Issues and General Recommendations	3
* Racial Issues in Recruitment: Mixed Population Campuses	3
* Graduate Recruitment: Issues and Techniques	4
* Recruiting Minority Teachers: Promising Practices and Attractive Detours	5
Incentives and Disincentives	7
* Disincentives to Entering Teacher Preparation and Teaching	7
* Phi Delta Kappa/Gallup Poll, 1993	9
* Recruiting and Training Para-Educators to Become Teachers: Obstacles and Solutions	10
Cooperation Between Two-Year and Four-Year Institutions	12
* Transfer Paths Between Two-Year and Four-Year Institutions	12
* Black Faculty Development Program: Santa Fe Community College and University of Florida	13
School District/Higher Education Partnerships	14
* Project RETOOL: Coppin State College	14
* Fontana Unified School District and California State University, San Bernadino	15
* Urban Teacher Education Program: University of Houston-Downtown ...	16
* Northern Arizona University and Flagstaff School District	17
* The Teacher Opportunity Program (Recruitment into Early Elementary Education): University of Kentucky and Fayette County Public Schools ..	18
Paraprofessionals as Candidates for Teacher Education	19
* The Pathway Scholars Program: Auburn University-Montgomery	19
* Collaborative Program for Preparing Paraprofessionals to Become Teachers: University of South Florida and Polk County Public Schools ...	20
* Also see: Project RETOOL (above)	
Deployment of Recruiters	22
* Minority Students as Community Recruiters: San Francisco State University	22
Former Service Members as Trainees	23
* Military Cutbacks and the Expanding Role of Education	23
* The U.S. Army's Concurrent Admissions Program (ConAP) and the U.S. Navy's Concurrent Admissions Program (SOCNAV), and Servicemembers Opportunity Colleges	23
* PACE: The U.S. Navy's College-at-Sea Program	24
* MATCH: Military Alternative Teacher Certification and Hiring Program	26
Recruitment Through Telecommunications Media	26
* "Consider College" Teleconferences	26
Packaged Recruitment Materials	27
* The Community Assessment Program (CAP)	27

Recruiting Trainees Into Higher Education And Preservice Programs

A Never-Ending Paper

Issues and General Recommendations

Racial Issues in Recruitment: Mixed Population Campuses

The Southern Regional Education Board (SERB) conducted a study of perceptions of African American students' and white students' perceptions of their campus climate. Among the various issues identified by this study were several that concern recruitment practices of colleges and universities. "Only in the area of recruiting did there appear to be a strong divergence of opinion along racial lines. Black students place more 'value' or importance on information they receive from recruiters than do white students . . . If the information provided by recruiters is a major factor in the typical minority student's decision to select a college, institutions might be more effective if they increased the number of minority recruiters in their admissions offices" (p. 14).

The findings of this survey suggest that colleges and universities should attend to the ways that recruiters and admissions counselors describe institutions.

- "Minority students, blacks in particular, were quite clear on this point. They felt that they were not adequately advised about the kinds of experiences and problems they would face as minority students. One tactic about which colleges should be concerned is the practice of sending out separate recruiting materials and brochures that give fundamentally different impressions of the campus to potential black and white students" (p. 15).
- "Once on campus, minority group students in particular did not perceive that counseling and advising services were always sensitive to their needs. One solution that has been tried on several campuses is to have special orientation programs for minority students. Obviously, this type of strategy has a 'double edged' effect. While it may benefit some students, it can also isolate students. At the very best, institutions should regularly evaluate the effectiveness of these orientation programs and make an effort to determine whether prejudicial conditions on campus are forcing students to seek special counseling and advice" (p. 15).
- "Many students expressed concern about the sincerity of their institution's efforts to recruit minority students, faculty, and administrators" (p. 15).
- "As might be expected, minority students expressed a higher level of concern than majority students. More concern was expressed on predominantly white college campuses than on historically black. . . . These perceptions may or may not be true, but students believe them to be true. Students may not be fully aware of the difficulty institutions encounter in efforts to recruit minority students, faculty, and administrators (p. 15). This lack of knowledge may be indicative of institutions' failure to inform students about the issues and problems colleges face in the recruiting process. Institutions might address this problem in part by involving students in the recruiting process" (p. 16).

- "Black students feel strongly that colleges will be more effective if they involve black faculty and students in recruiting. Indeed, black students on predominantly white campuses now feel even more strongly about this point than they did in 1978. Minority students who are on campus may be able to help in the short term with new ideas and a different perspective on how to improve recruiting efforts. For example, a well organized and informed minority student group could influence a candidate's decision in favor of a particular college. Today's students will be tomorrow's college faculty, administrators, alumni and trustees; learning about the college hiring process may be very informative and enlightening" (p. 16).

Contact: Southern Regional Education Board, 592 Tenth Street, NW, Atlanta, GA 30318-5790. The report is available for \$12.50 prepaid.

Abraham, A. A. (1990). *Racial issues on campus: How students view them*. Atlanta, GA: Southern Regional Education Board.

Graduate Recruitment: Issues and Techniques

A 1992 conference in Philadelphia, sponsored by Temple University and *Peterson's Guides*, explored methods for recruiting graduate students from historically under-represented groups. Many participants reported looking for students in such nontraditional arenas as workplaces where mature workers might be interested in career changes. Mentoring was mentioned as the most important strategy for student success and retention. Participants also noted that foreign students often displace, or are preferred to, American minorities in graduate programs. Regional Wilson, senior scholar at the American Council for Education, said that "the group that had the highest increase has been non-American citizens. They have increased by 48 percent . . . four times greater than all minorities combined. These numbers distort the picture because -- while Hispanics increased (in graduate schools) by 42 percent, Asians by 26 percent, and Native Americans by 21 percent -- whites declined by 2 percent and African Americans by 20 percent" (p. 14). The article also quotes the components of a successful minority recruitment program, as expressed by the American Council on Education:

- "Aggressive and personalized recruitment;
- Full fellowships to cover financial needs so students may focus on their academic work;
- Academic and social support -- creation of an Office of Minority Graduate Programs;
- An atmosphere of expected success;
- Support groups that allow students to share success;
- A culture that supports mentoring by faculty; and
- Curricula that reflect diverse ethnicity' (p. 14).

Morgan, J. (1992, July 16). Innovative minority graduate recruitment techniques shared at strategy workshop. *Black Issues in Higher Education*, 9(10), 13-15.

Recruiting Minority Teachers: Promising Practices and Attractive Detours

A paper by Martin Haberman (1988) discusses the shortage of qualified teachers from historically under-represented groups as "only one manifestation of the enormous systemic failure of urban schools; minority children and youth are receiving an inferior education in inadequate elementary and secondary schools" (p. 4). Among new efforts that Haberman recommends are the following:

- Teaching versus screening as a strategy for recruiting more minorities into teaching. "Minority students (as well as women) can be taught and coached to do better on norm-referenced standardized tests, but even more important is the need to stop such tests from being used to determine achievement, potential or merit" (p. 11). . . . "Whenever possible, competencies and demonstrated behaviors must replace predictive testing" (p. 13). Haberman justifies this argument by saying:
- "The foundation of equitable treatment is that not everyone receive the same treatment. We all would agree that an able elementary teacher provides equitable treatment by individualizing her instruction so that gives different content and assignments to different students and spends varying amounts of time with each. We can readily recognize these distinctions in treatment as equitable behavior in the actions of the first-grade teacher. Indeed, we reject the teacher who aims at the average and treats all individuals alike. But when we try to translate this principle that equitable treatment is different treatment into the realm of higher education, many people protest that individual, cultural, and socioeconomic differences at this level must now be neglected in the name of standards at high quality education. But it is precisely our concern for quality that should require us to differentiate how we treat university students. Finally, instead of using norm-referenced tests to judge minorities, we ought to reverse the process; we should evaluate and judge norm-referenced tests on the basis of whether they show bias in their results with various minority constituencies. This brings me full circle: minorities can be trained to do better on existing tests at the same time we can work on more equitable and alternative measures. Most of all, if universities were as willing to teach as they are to screen, the problem would be largely solved. Universities are not courts; they need to operate on a concept of equity that emphasizes teaching and learning, and not merely judging" (pp. 14-15).
- Partnerships between two-year and four-year institutions as an approach for recruiting and training more minority teachers. Here, Haberman states that:
- "The most effective way to recruit more minority teachers is for universities to form working partnerships with two-year colleges. Such partnerships will require structural changes in what universities do, how they do it, who is involved, and the processes of awarding state certification and licensure. . . . Minorities have found that two-year institutions are cheaper, close to home, and provide a more personal, supportive environment. Minorities perceive they are being given an opportunity in these environments. This is not simply a rap at universities but a genuine recognition of two-year institutions; four-year colleges and universities can be more successful in attracting adult students who have already had a positive two-year college experience than they have proven to be with under-educated minority youth directly from high school" (pp. 15-16).
- New forms of post-baccalaureate teacher training programs aimed specifically at minorities.

- "The distinct advantage in recruiting post-baccalaureate minorities is that there is little need to be concerned about the issues of helping them through the university or demonstrating their ability to pass minimum standards. . . . Edelfelt (1986) has outlined sixteen procedures for attracting more people representing non-traditional constituencies into teaching. Many of these recommendations are quite relevant to attracting more minorities. For example, some updated version of the National Teacher Corps which could provide stipends and on-the-job internships would be quite helpful. . . . A second approach for attracting the minority college population is to upgrade teacher aides" (pp. 18-19).
- New forms of teaching training, not controlled by universities.
- "Alternative certification programs offered in California, Texas, New Jersey, and elsewhere are aimed at college graduates who are employed directly by school districts, and, after a period of supervised employment (and training), are recommended to the state for certification by the employing school district" (p. 21).

Haberman's final recommendation is "to urge that every state university system declare a full tuition scholarship for every minority high school or minority college graduate with a 2.5 GPA who declare a desire to become a teacher" (p. 21).

Edelfelt, R. (1986, Summer). Managing teacher supply and demand. *Action in Teacher Education*, 5(8), 2.

Haberman, J. (1988). *Proposals for recruiting minority teachers: Promising practices and attractive detours*. ERIC ED 292 760

Incentives and Disincentives

Disincentives to Entering Teacher Preparation and Teaching

A fall 1988 study by the American Association of Colleges for Teacher Education surveyed 453 students at 30 institutions of higher education in the United States, in order to learn their perception of college life, particularly their views on teacher education. "Higher proportions of minority teacher education students said low salaries kept minority students from teaching -- 74.1 percent of Blacks surveyed, 62.2 percent of Hispanics, and 52.9 percent of Asians/Pacific Islanders. Among white teacher education students, 43.5 percent agreed" (p. 4). Elevated percentages of students from historically under-represented groups also identified other disincentives that deter preparation for teaching careers, as follows (pp. 4-5):

- "Discipline problems in the schools -- Blacks, 53.5 percent; Hispanics, 43.2 percent; Asians/Pacific Islanders, 41.2 percent (compared with 23.2 percent among whites).
- "Frustration at being unable to achieve one's ideals as a teacher -- Asians/Pacific Islanders 47.1 percent; Blacks, 41.5 percent; Hispanics, 32.4 percent (whites, 27.2 percent).
- "A feeling of exhaustion -- Asians/Pacific Islanders, 41.2 percent; Hispanics, 29.7 percent; Blacks, 28.9 percent (whites, 11.6 percent).

- "Low standing of teaching as a profession -- Blacks, 57.8 percent; Hispanics, 56.8 percent; Asians/Pacific Islanders, 47.1 percent (whites, 42.4 percent)."

Among the other findings of this study were the following (p. 5):

- "41.2 percent of Asian/Pacific Islander students (who were U.S. citizens) were studying more than 2,000 miles from home, while 88.5 percent of Hispanics and 48.5 percent of Blacks were at colleges within 50 miles of home.
- "Disproportionately larger percentages of Black students had guaranteed student loans covering more than 80 percent of their educational costs, while 17.4 percent relied on scholarships for 95 to 100 percent of their financial aid.
- "More than 70 percent of Black students were in teacher education programs filled mostly with minorities, while 92 percent of whites and 53 percent of Asians/Pacific Islanders were in mostly white programs. The largest proportion of Hispanics were in programs which were half minority, half white.
- "English was a second language for 51 percent of Hispanics and 61 percent of Asians/Pacific Islanders, but only 5.6 percent of Hispanics and a negligible proportion of Asians/Pacific Islanders were bilingual education majors.
- "Disproportionate percentages of Asian/Pacific Islanders said they probably could not "identify solutions to problems that might arise as a result of cultural diversity," yet almost all thought they were prepared to work with children from cultural backgrounds different from their own. More Blacks and Hispanics saw themselves as 'able' to 'very able' to identify such solutions than did whites and Asians/Pacific Islanders.
- "Most students surveyed said standardized testing was a necessary rite of passage. However, higher proportions of Blacks (68.9 percent), Hispanics (56.7 percent), and Asians/Pacific Islanders (50 percent) than white (36.2 percent) thought that current test instruments discriminate against minorities.
- "Asked about the desirability of teaching different types of children, whites indicated preferences for non-emotionally-disturbed, white, high-income, rural or suburban, English-speaking children. Blacks preferred non-emotionally-disturbed, English-speaking children. Hispanics preferred non-emotionally-disturbed, non-English-speaking children. Asians/Pacific Islanders indicated no preference."

Contact: American Association of Colleges for Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-2412.

Editor. (1989, December 21). AACTE survey highlights findings on minority teacher education students. *Teacher Education Reports*, 5.

Phi Delta Kappa/Gallup Poll, 1993

Published in October 1993, the results of this Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools cover a variety of issues concerning education. Although the results suggested that the popularity of a teaching career may have improved somewhat, as compared with public attitudes in the 1980s, there is a growing disparity between the proportion of public school pupils and teachers from historically under-represented racial/ethnic groups. In a question asked during the poll, the public was invited to respond to five plausible explanations for the declining numbers of minority personnel in the teaching force. Results were as follows (pp. 148-150):

- "Respondents felt that not being able to afford the college preparation required for teachers was the most important factor; 73 percent identified this factor as 'very important' or 'quite important.' Minorities themselves confirmed this impression: 80 percent of non-whites judged inability to pay for college 'very important' or 'quite important.'
- Little chance for advancement was very important to 27 percent of whites; to 54 percent of non-whites; to 38 percent of Hispanics; and to 60 percent of African American respondents.
- Belief that they will face discrimination in the profession was very important to 23 percent of whites; to 56 percent of non-whites; to 48 percent of Hispanics; and to 61 percent of African American respondents.
- Low prestige or status of teaching was very important to 24 percent of whites; to 34 percent of non-whites; to 43 percent of Hispanics; and to 34 percent of Black respondents."

Contact: Phi Delta Kappa, P.O. Box 789, Bloomington, IN 47402.

Elam, S. M., Rose, L. C., & Gallup, A. M. (1993, October). *The 25th annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools*. Phi Delta Kappan, 75(2), 137-152.

Recruiting and Training Para-Educators to Become Teachers: Obstacles and Solutions

The shortage of teachers for language-minority students is growing. In California alone, in 1992 there were approximately 9,000 qualified bilingual teachers and more than 20,000 more were needed. One effective solution to such shortages is to assist the large and growing numbers of bilingual teaching assistants to become credentialed teachers. Types of assistance for this preparation are suggested by the following obstacles experienced by many para-educators seeking further training, as derived from a review of literature:

1. Financial. Para-educators do not receive high salaries; their mean wage averages only slightly higher than the wage of cafeteria workers and often less than the wages of bus drivers and school custodians. Thus, para-educators can use financial support for teacher preparation.
2. Social. Most para-educators are females, are members of the racial/ethnic groups represented in their communities, and have family responsibilities. Among these individuals, many are the first from their families to enter higher education, and they have few role models for their career pursuits in their own circles. Preservice teacher education programs should take into account these needs for support and for time to fulfill family responsibilities.

3. Academic. African American, Hispanic, and American Indian groups have lower pass rates than do Whites on teacher education admissions tests, teacher competency tests, and teacher certification examinations. The traditional response has been to provide counseling and training in study skills. "There are, however, problems with these traditional approaches. First study skills classes may simply be providing students with strategies of succeeding in traditional study-and-memorize classes -- methods that may be in conflict with the philosophy of education that students are learning in their educational theory and practice courses. Second, traditional approaches may not be attacking the real problem. Like other working class students, para-educators do not lack intelligence but may need further development of . . . academic language. . . . A powerful means of developing this kind of language is reading, free reading in both the first and second language. . . . Free reading in either language will supply some of the knowledge base, as well as the advanced literacy competence that will help contribute to university success. . . . The advanced competence gained through reading in two languages will also improve the para-educator's instructional delivery capabilities" (p. 217).
4. School site personnel and school district bureaucracy. Although surveyed para-educator report that school personnel support their efforts to obtain teacher training, they also report mixed messages. Because they are such important linguistic and cultural links with parents and the community, they are also encouraged not to be absent from their school assignments for training. This situation underscores the need for school-based training at convenient scheduling.
5. Another barrier is composed of the combination of low salaries, poor health benefits and other fringe benefits, lack of job security, and lack of career advancement which create among para-educators feelings of exploitation, lowered self-esteem, and lowered levels of confidence about advanced training for a teaching career.

The authors of this review conclude that teacher education programs must be designed specifically for the para-educator trainee population who "have not, will not, and often cannot take the traditional programs that were designed for typical younger college bound students" (p. 218), and recommend that the following issues be addressed by preservice programs:

- Financial: Grants, scholarships, financial aid, wages, and benefits;
- Social: Provision of special programs and events for sensitizing the para-educators' support groups to academic and social pressures that they may be encountering; this includes family, university faculty, school site personnel, and community;
- Academic: The role of counseling, adjunct courses, and other means of increasing academic language proficiency; and
- School site: Improved working conditions (salary, benefits, job security, etc), a nurturing, supportive environment while following career pathways into teaching" (p. 218).

Gensuk, M., Lavadenz, M., & Krashen, S. (1994, Winter). Para-educators: A source for remedying the shortage of teachers for limited-English-proficient students. *The Journal of Educational Issues of Language Minority Students*, 14, 211-219.

Cooperation Between Two-Year and Four-Year Institutions

Transfer Paths Between Two-Year and Four-Year Institutions

Since two-year colleges enroll large proportion of students from historically under-represented racial/ethnic groups, and because existing barriers often inhibit these students from transferring to four-year institutions, the American Council on Education's 1994 book on minorities in higher education offers the following recommendations:

- The "middle college" concept: Alternative high schools for at-risk students, which flow in community college programs as a unified process. The program at LaGuardia High school in New York is cited as an example.
- Grants and scholarships for minority transfer students.
- State transfer student monitoring systems. The Texas system is cited as an example.
- Institutional incentives, such as state incentives to community college that are particularly successful in minority student retention and successful transfer. The State of New Jersey's program is cited as an example.
- Academic partnership programs that join the K-12 system, community colleges, and four-year institutions. The California Academic Partnership Program is cited as an example.
- Research on students, with desegregated data by gender and ethnicity to determine retention rates, transfer rates, and student achievement.
- Annual state assessments of school reform initiatives on such factors as high school graduation, college admissions, and testing policies.
- Transfer centers, providing central sources of information about transferring from two-year to four-year institutions. California's Transfer Centers are cited as an example.
- Academic alliances, enabling faculty from each tier to develop a coherent sequence of coursework in specific disciplines.
- A special transfer catalog with guidelines on transferring, explanations of programs of study, sources of financial aid, and related information.
- Financial aid and college awareness information.
- Visits to four-year campuses by students from two-year institutions.
- Freshman year experiences, including: (a) student orientation specifically for transfer students; (b) cluster programs in major fields, wherein freshmen in selective majors take several courses together each semester, with a mentor to assist them (e.g., business cluster teaching clusters); (c) faculty transfer mentors to orient students and follow their academic progress; and (d) extracurricular activities that integrate transfer students, as well as group them for self-contained activities.

- Faculty involvement, including: (a) funds for faculty development and involvement in transfer activities; (b) two-year faculty participation on articulation committees and to develop core curriculum in selective programs with faculty in four-year institutions; (c) support for improved assessment of classroom practices and student performance; (d) faculty incentives for participation in transfer activities.
- Cooperative research internship programs to connect community college students with graduate students from nearby universities.
- Evaluation of transfer centers, remedial studies programs, mentoring, and other strategies used in transfer activities.

Rendon, L. I., & Nora, A. (1994). Clearing the pathway: Improving opportunities for minority students to transfer. In M. Justiz, R. Wilson, & L. G. Bjork. (Eds.). *Minorities in higher education*. Phoenix, AZ: Oryx Press. (Part of the American Council on Education's Series on Higher Education).

Black Faculty Development Program: Santa Fe Community College and University of Florida

This joint program is designed to increase the number of African American faculty members at Santa Fe Community College in Florida, while increasing the number of African American doctoral students at the University of Florida. Participants are required to teach three courses per year at the community college and to assist the community college in the recruitment and retention of students from historically under-represented groups. They receive a stipend for ten months, as well as full tuition and fees. The award may be funded for a maximum of four years.

Contact: Office of Graduate Minority Programs, University of Florida, 235 Grinter Hall, Gainesville, FL 32611-2037.

School District/Higher Education Partnerships

Project RETOOL: Coppin State College

Project RETOOL is preparing an annual cohort of certified special education teachers to work in the Baltimore City Schools. Trainees prepare for a generic degree and certification for teaching pupils who have mild intellectual limitations, including learning disabilities. Individuals recruited for this training program are personnel already employed in Baltimore as paraprofessionals, education assistants, and long-term substitutes. (In Baltimore, people become paraprofessionals after specialized training and experience in the classroom as education assistants. Long-term substitutes must have two years of college or an Associate degree. Some of these individuals have done extensive undergraduate work.) Thirty Baltimore City employees from these groups have been involved in training to become certified special education teachers. Responses to newsletter advertising were massive; 250 individuals applied for thirty undergraduate training openings. In addition, RETOOL includes several trainees for graduate-level preparation in special education. These are "surplus personnel" (i.e., physical education, art, home economics, shop, and other teachers in roles where positions have been reduced). All of the graduate students had already been certified in some discipline.

The content and delivery of coursework is tailored to the graduate and undergraduate trainees who are participating in this project, although trainees must meet the regular college admission requirements. Training is conducted three days per week, for at least 2-1/2 hours per day. Courses are offered on the college campus and also at school sites. Most courses are offered after 4:30 p.m., and release time is provided for participation during school hours. Undergraduate trainees continue to work in their public school positions during the program.

RETOOL has 43 mentors who work with trainees; 36 are graduates of Coppin State College who are working in Baltimore City Schools, and six are retired individuals who have agreed to serve as mentors. Trainees receive free tuition and fees, but pay for their own transportation to campus courses and for their books. The College pays 80 percent of the expenses for the project (from a federal grant), while the Baltimore City Schools system pays 10 percent.

Contact: George Taylor or Lavania Fitzpatrick, Department of Education, Coppin State College, 250 West North Avenue, Baltimore, MD 21216-3698; 410/383-5665.

Fontana Unified School District and California State University-San Bernadino

California's Fontana Unified School District has developed a master plan to meet its short-term and long-term needs for bilingual education personnel which includes the following components:

1. Staffing policies and procedures designed to meet the needs of students with limited English proficiency in grades K-12. The district has created "four distinct types of bilingual programs, each with its individual staffing policy: (a) a full bilingual program (the school has a bilingual teacher in every grade level); (b) a modified bilingual program (three to four bilingual teachers in a team to meet the needs of bilingual students in the school); (c) a magnet bilingual program (a bilingual teacher draws in students from several classes on a pull-out basis); and (d) a district bilingual resource program (a bilingual teacher serves students in several schools)" (p. 262).
2. A Career Ladder program of training for bilingual teacher aides in partnership with the School of Education (at California State University-San Bernadino), with advisement and counseling personnel at feeder community colleges. "The Career Ladder Program pays tuition and other expenses (registration fees, books, and parking) for bilingual teacher assistants or other school district personnel at a local community college for the first two years of postsecondary education and then pays tuition at California State University-San Bernadino for the junior and senior year. Participants must sign a contract agreeing to teach in the district for a minimum of one year for every year the district supports them while they earn the degree and credential" (p. 263). In addition, Fontana High School has set up a Future Bilingual Teachers of America club, and provides a career ladder for bus drivers and clerks to become teacher aides.
3. Knowledgeable district credential support for prospective teachers. This includes support for negotiating the requirements of the California Commission on Teacher Credentialing, helping out-of-state teachers who do not meet bilingual credential requirements, and providing funds for the bilingual qualifying tests.

4. A comprehensive package of recruitment and networking activities designed that promote the Fontana district as a good living and working environment. Both district hiring personnel and bilingual teachers are brought to meet with prospective candidates at state, out-of-state, and national conferences and local college recruiting fairs. Close contacts are maintained with local college and university placement offices. "Part of the networking involves professors who teach bilingual teachers at the local universities and who are familiar with the Fontana Unified School District's program or who supervise intern teachers in the district. The participation of the bilingual coordinator on the adjunct faculty of California State University-San Bernardino develops professional collegiality and ensures that the school district and the university faculty are in philosophical agreement with the tenets of bilingual theory and practice" (p. 264).
5. A full range of staff development activities for current teachers and teaching assistants. "The bilingual teachers are invited to meet with visiting professors from Mexico and experts in bilingual education; frequent workshops prepare candidates for the Bilingual Certificate of Competency examination; and teachers may enroll in 'Spanish for Teachers' classes to upgrade their language skills. Teachers are frequently paid stipends to attend these activities" (p. 265).
6. A close professional relationship among the bilingual education coordinating staff and professional and community organizations. "The Hispanic Chamber of Commerce has cooperated in raising scholarship funds for future bilingual teachers. An active California Association for Bilingual Education chapter has begun. . . . Parents of bilingual children are close to the classroom and have been asked to serve on advisory boards and parent councils" (p. 265).

These components are united by philosophical elements that lend a coherent focus to efforts to recruit and retain personnel, including: (a) "personalizing the student-university interface; (b) a shared knowledge base among experts in bilingual education; (c) making teachers feel valued; direct response to concerns; (d) orchestration of community support for bilingual education" (p. 261).

Contact: Lunne T. Diaz-Rico, School of Education, California State University-San Bernardino, 5500 State University Parkway, San Bernardino, CA 92407-2397.

Diaz-Rico, L. T., & Smith, J. (1994, Winter). Recruiting and retaining bilingual teachers: A cooperative school-community-university model. *The Journal of Educational Issues of Language Minority Students*, 14, 255-268.

Urban Teacher Education Program: University of Houston-Downtown

Each year, the Houston Independent School District has been opening with approximately 500 unfilled teaching positions, and the greatest need has been for teachers certified in bilingual education/English as a second language education. When the 1994-95 school year began, the district was short 277 teachers for these positions. Therefore, the University of Houston-Downtown has initiated its new field-based Urban Teacher Education Program, with a current enrollment of 313 trainees, and approval to certify teachers through the Texas Education Agency's Commission on Standards for the Teaching Profession. Six specialized university faculty members (including two bilingual specialists) compose the new department for this program, and faculty from other academic programs also teach core and field courses.

The university program places students at participating elementary, middle and high schools in the school district, where mentor teachers (employed by the district) act as clinical faculty members in each participating school. There are transfer programs, with incentives, between the university and two-year colleges in the area, and a Weekend College initiated in 1994-95 provides students more flexibility in completing their degree programs on the campus.

Contact: Urban Teacher Education Program, School of Education, University of Houston-Downtown
One Main Street, Houston, TX 77002.

Marin, D. (1995, September/October). Easing urban teacher shortage goal of UH-Downtown program. *HACU: The Voice of Hispanic Higher Education*, 3(5), 5.

Northern Arizona University and Flagstaff School District

Northern Arizona University and two large, ethnically diverse elementary schools in the Flagstaff district have joined to prepare preservice teachers. Through a field-initiated studies grant, the existing two-semester, school-based program is being revised to include content and experiences that promote fair and equitable treatment of all learners, regardless of race or ethnicity. The new program will also include experiences in urban and rural schools, reservation schools, and bilingual education programs; seminars and workshops on equity issues related to sex and ethnicity; study of American Indian and Hispanic cultures; examination of educational stereotypes that affect equity; and study of children's literature that can promote equity. The program recruits, supports and trains well qualified individuals from historically under-represented groups. In turn, these graduates help to recruit new applicants through personal contacts, newsletters, flyers, and letters.

Through the field-initiated study grant, the program is being field tested and assessed to determine its effectiveness in helping preservice teachers to make decisions about management, discipline, and communication, and to select strategies and materials appropriate for diverse learners. The 50 preservice trainees in the program are evaluated through observation, analysis of videotapes lessons, questionnaires, and interviews. The final report of the field-initiated project is expected to be under development in the spring of 1995.

Contact: Peggy Ver Velde and Ward Cockrum, Center for Excellence in Education, Northern Arizona University, Flagstaff, AZ 86011; 602/523-2198.

Office of Educational Research and Improvement. (1994, Spring). *Field-initiated studies program*. Washington, DC: U.S. Department of Education.

The Teacher Opportunity Program (Recruitment into Early Elementary Education): University of Kentucky and Fayette County Public Schools

The Teacher Opportunity Program is an experimental program that identifies and trains individuals from historically under-represented racial/ethnic groups who already hold bachelor's degrees and who are interested in teaching in early elementary education. These participants are among the nontraditional trainees known as career changers.

The program came about after "the Fayette County public schools reported that 24.5 percent of its student population and 10.6 percent of its teachers were from minority groups during the 1990-91 school year. At the end of that same academic year, only six minority teachers graduated from the teacher education program at the University of Kentucky" (p. 3).

As of winter 1993, TOP was in its first year with an initial cohort of 10 candidates, who had to meet all admission requirements for the university's teacher education program and have had at least a 2.0 grade point average in their undergraduate work. Their program of study occurs in three phases during one year (June through May).

- Phase I: Background courses in human development, literacy learning, and children's literature.
- Phase II: Intensive subject-specific and generic teacher training. Each trainee spends two days per week on campus courses and three days per week in a public school.
- Phase III: Each trainee works full-time with a classroom teacher in a public school and also participates in after-school seminars each week. The seminars help trainees to integrate their learning, discuss professional issues, and reflect on their experiences in the public schools.

"In phases II and III, candidates serve as Teacher Associates (TAs) with modest remuneration from the district in the classrooms designated for participation. These classrooms, selected on the basis of reform initiative implementation and demographic and cultural diversity, serve as laboratory settings to enable candidates to fulfill their field assignments. Each candidate works under the tutelage of a classroom teacher, a school principal, and a university faculty member who serve as mentors and supervisors. The teachers participate in professional development activities throughout the school year, which provide training in supervision, reflection, and program evaluation" (p. 3).

Trainees who complete the program successfully and pass the National Teacher Examination are then recommended for a teaching certificate in Kentucky. The Fayette County school district is committed to hiring TOP graduates for the year following their completion of training.

Contact: Sharon Brennan or Loretta Clark, Office of Field Experience and School Collaboration Programs, 104 Taylor Education Building, University of Kentucky, Lexington, KY 40506-0001; 606/257-1229.

Appalachia Educational Laboratory. (1993, Winter). The Teacher Opportunity Program: A collaborative initiative to recruit minority teachers in Kentucky. *Dialogue: News from AEL's College and Schools Program: Supplement to The Link*, 12(4), 3-4.

Paraprofessionals As Candidates for Teacher Education

The Pathway Scholars Program: Auburn University-Montgomery

The College of Education at Auburn University-Montgomery received a DeWitt Wallace-Reader's Digest grant to develop a scholarship program for preparing teachers' aides and substitute teachers in Montgomery County (Alabama) to become certified teachers. The Pathway Scholars Program has been conducted in cooperation with Alabama State University. Trainees from Montgomery County

schools who meet regular university admission standards were screened by a committee of district and university representatives to evaluate their eligibility for scholarships.

The program used the experiences of these students to assist them in becoming highly qualified teachers of urban children. These Pathway Scholars formed two cohorts that moved together through the program. During the first quarter, all students participated in a seminar where they got to know each other and had lessons on group skills, multiculturalism, problem solving, consensus building, and similar topics, and direct contact with a successful principal and teacher. During this credit course, the diversity and experiences of the group were used and discussed so that participants understood that diversity can be a real strength, rather than a problem, if approached effectively. Real problems involving racial friction were used to bring the groups together in a problem-solving situation. Trainees saw that decisions made on a racial basis are flawed, and that decisions involving students without regard to race are much more likely to bring solutions to problems.

The retention component of the program focused on : (a) the cohort model and cohort seminar; (b) conferences with trainees; (c) early review of progress; (d) identification of support services; and (e) tracking of students. For students who had no previous coursework in education, a course called "Introduction to Professional Education" was required to introduce them to their new roles as prospective teachers. Further, the Director of Laboratory Programs and Certification worked with each cohort group of students as they were admitted to acquaint them with the advisory system, academic and professional assistance, requirements for completing professional education program publications that describe program requirements, institutional policies, and student advocacy. The Certification Office served as the designated student advocacy resource for Pathways majors who needed help or who had complaints or problems that advisors were unable to resolve. Trainees who had been out of school for some time received support through the Returning Students Organization and its special orientations and services to help these students adjust.

Students completed an internship during their training programs. The program uses an Intern Progress Report to place a numerical value on key competencies expected for teaching success. Pathways Scholars have ranked very high on these indicators.

Between the program's inception in the spring of 1993 and the spring quarter of 1995, 105 students had received Pathways scholarships to participate in this program: 34 African Americans, 2 Laotian Americans, 1 Eurasian, 1 Black / Asian, and 67 Caucasians. Fifty-four enrolled in early childhood education training; 29 in special education; 16 in secondary education (math, science, social studies, English, biology, etc); 2 in reading instruction; and 4 in physical education). As of the summer quarter of 1995, a total of 34 Pathways Scholars had graduated from Auburn University with degree and certification in Education. Twenty-four graduates have been employed in the teaching field for which they trained in this program and are currently teaching. One of the students not employed majored in high school social studies, which is an overcrowded field. The remaining graduates were expected to begin full-time employment in the fall of 1995.

Contact: Larry L. Martin, Director, DeWitt Wallace-Reader's Digest Grant Program, College of Education, Auburn University at Montgomery, 7300 University Drive, Montgomery, AL 36117; 334/224-3121; Fax: 334/244-3835.

Collaborative Program for Preparing Paraprofessionals to Become Teachers: University of South Florida and Polk County Public Schools

As of 1991-92, Florida's Polk County enrolled 68,000 public school students, approximately 30 percent of whom were from historically under-represented racial/ethnic groups, primarily African American and Hispanic. Reflecting disadvantage, nearly 40 percent of the county's students received free or reduced-price lunches. At the same time, the county had 524 teachers of exceptional students, an 126 of these were not fully licensed for special education. Further, 11 percent of special education teachers were first-year teachers. Polk County had experienced problems in retaining special education teachers, and also needed to increase the proportion of teachers from under-represented groups to exceed the 7 percent of special education teachers present in the system in 1991-92.

In response to these needs, the Collaborative Program for Preparing Paraprofessionals to Become Teachers began as a federally funded personnel preparation project awarded to the Lakeland Campus of the University of South Florida. "The project is an experimental effort to produce 'homegrown' special education teachers in an area of rural Florida where there are acute teacher shortages. The project has a three-pronged approach: implementation and evaluation of an experimental teacher education curriculum, restructuring in two of the Polk County Schools so that students have an opportunity to observe and work in schools where teachers are involved in decision-making, and intensive education for program participants so they can step up from paraprofessional status to successful special education teaching" (p. 115).

The essential features of the project are: "(a) recruitment of paraprofessionals and secretaries (and other nontraditional trainees), especially persons from minority cultures, who currently live in rural Florida and therefore are likely to stay in the area; (b) the development of two professional development schools in Polk County that will provide a variety of learning environments for students as active learners and a work environment for teachers and administrators that is rich in continuous inquiry, peer discussion and opportunities for adult learning; (c) delivery of university courses in Polk County Schools to make educational opportunity more accessible to trainees; (d) experimentation with alternative instructional approaches, including the infusion of computer technology and demonstration teaching approaches; and (e) focused, individualized efforts to help trainees acquire survival skills needed to thrive in rural schools serving at-risk students" (p. 115).

An Admissions Committee reviewed applications for bringing two cohorts of approximately 30 trainees into the program. Special arrangements were organized for applicants who did not meet admission requirements but were strongly supported by the district (including preparation for standardized tests, and additional courses to raise applicants' GPAs or meet admission criteria).

The cohort structure has led to mutual support and study groups among participants. The six-semester course of study grouped courses by semester, as blocks, so that "content would be complementary and courses could be taught in integrated units of study" (p. 116), with flexibility in the scheduling of courses. Computer-based instructional modules are used to deliver some of the coursework. The coursework also covers various activities designed to help paraprofessionals grow into professional status. At least one master teacher from the school district works as an adjunct professor in the program each semester.

Trainees' assignments in the schools place them into interaction with children in both general and special education. Practica take place at two Professional Development Schools in the district, and field supervision is done by local mentor teachers.

Contact: Betty C. Epanchin, Coordinator of Teacher Education, Department of Special Education, University of South Florida, Tampa, FL 33620.

Epanchin, B. C., & Wooley-Brown, C. (1993). A university-school district collaborative project for preparing professionals to become special educators. *Teacher Education and Special Education*, 16(2), 110-123.

Deployment of Recruiters

Minority Students as Community Recruiters

A federally funded project at San Francisco State University has been training students for teacher certification in severe disabilities. Given the diverse demographics of Northern California and the large public school populations of pupils from under-represented racial/ethnic groups, it is essential that programs such as this one reach out to minority communities for student recruitment. As part of this effort, a currently enrolled student from each of four target communities (Asian American, African American, Latin American, and the Paraprofessional Career Ladder Program of the San Francisco Unified School District) acts as a liaison to his or her community to identify potential students for the training program. In order to maintain high retention rates, these liaisons also serve as mentors for newly enrolled students from these target communities.

Contact: Lou Goetz, Area Programs in Severe Disabilities, Department of Special Education, San Francisco State University, San Francisco, CA 94132.

Former Service Members as Trainees

Retiring military personnel are a continuing source of employees in professions and vocations across the United States. In recent years, increasing numbers of individuals from historically under-represented groups have been entering the armed forces, particularly young African American men. One strategy for attracting service members into teaching careers is to provide training for them prior to their separation from the service.

Military Cutbacks and the Expanding Role of Education

In 1990, the U.S. Department of Defense announced plans for a 20 percent reduction in its work force. Over four years, some 400,000 people who would have entered or continued in the armed forces are instead looking for jobs in the civilian sector. The U.S. Department of Education's Office of Educational Research and Improvement convened a conference to examine the role of education in the workplace as it relates to these military reductions, and the papers from that conference were published in a December 1992 report called *Military Cutbacks and the Expanding Role of Education*, which is available for \$13 prepaid.

Contact: Superintendent of Documents, P.O. Box 371594, Pittsburgh, PA 15250-7954. The report is stock number 065-000-005450; \$13 prepaid.

Office of Educational Research and Improvement. (1992). *Military cutbacks and the expanding role of education*. Washington, DC: U.S. Department of Education.

The U.S. Army's Concurrent Admissions Program (ConAP), the U.S. Navy's Concurrent Admissions Program (SOCNAV), and Servicemembers Opportunity Colleges

ConAP is a cooperative agreement between higher education institutions and the Army, Army Reserve, and Army National Guard that enables new U.S. Army personnel to apply for and gain conditional acceptance to a college or university at the same time they enlist in the service. The goal of the ConAP are to: increase public acceptance of the military as a path to higher education; overcome obstacles to attainment of educational objectives for individuals in the armed services; encourage the enrollment of veterans; and encourage members of the armed services to complete their education. The program involves only those institutions that are members of the Service members Opportunity Colleges (SOC), which serve as the contract agent for ConAP and will recruit as many colleges and universities as possible to participate. There is no fee for becoming a Service members Opportunity College.

New soldiers have high potential to be successful college students. Almost all are high school diploma graduates and more than 94 percent enroll in the Montgomery GI Bill for education benefit ranging from \$6,120 to \$25,000. Most active duty soldiers leave the Army and return home after serving one enlistment. The key to enrolling large numbers of these soldiers in college is to admit and bond them to a college at the time of enlistment. ConAP becomes the first step by creating the plan to go to college.

SOCNAV is the Service members Opportunity Colleges' degree program for the U.S. Navy. SOCNAV-2 consists of accredited colleges that offer associate degree programs on or accessible to Navy installations worldwide. The bachelor's degree equivalent is SOCNAV-4. The Service members Opportunity Colleges have joined together to form networks in which each college accepts credits from all the others. This guarantees servicemen that they continue toward their degrees even though they may be transferred several times during the process.

The Service members Opportunity College program is sponsored by the American Association of State Colleges and Universities and the American Association of Community Colleges.

Contact: Service members Opportunity Colleges, One Dupont Circle, NW,
Suite 680, Washington, DC 20036-1117; 202/667-007 or 1-800-368-5622;
Fax: 202/667-0622.

PACE: The U.S. Navy's College-at-Sea Program

The PACE Program of the United States Navy uses contracted civilian instructors to teach college courses to Navy personnel. Approximately 20,000 sailors aboard more than 200 ships participate annually. Although most instruction is provided by on-board instructors, the Navy now provides programming via distance education, including (a) video telecourses with tests and study guides; (b) computer-assisted instruction; and (c) interactive video. PACE I, the pilot project, was conducted between 1981 and 1987. The PACE II demonstration program began in 1988; as of 1994, more than 10,000 sailors had participated and 30 different courses had been offered. At any given time, as many as 45 ships are at sea with the PACE II Program aboard. Administrative software has also been developed for the program to register students in courses; establish student records; provide students with on-screen assignments, lesson status, and text references; administer quizzes and exercises, with feedback; and provide reports on each student's status to the ship's education officer, the course sponsor (The George Washington University), and the Navy project monitor.

PACE II has demonstrated that high quality college programs can be delivered by colleges and universities through technology, rather than onboard instructors. Further, the cost to the Navy has been less than the cost of providing the same courses from The George Washington University using tuition assistance programs. In addition to George Washington, the University of Oklahoma, Coastline Community College, and the Dallas Community College District offer accredited courses for the PACE II Program. Specifically, the results to date show that:

- Major hardware and/or software failures are rare;
- A single hardware system can serve up to 25 students at a time on a three to six month deployment;
- No minimum class size is required to deliver a particular course on a specific ship;
- A uniform quality of course delivery is possible, since all of the course content is contained in textbooks, workbooks, videotapes, and computer software;
- The delivery method is self-paced, enabling students to proceed at their own pace without being tied to the group learning rate associated with traditional classroom methods;
- Course delivery is not restricted by student mobility, since students who are reassigned could take their course materials from a shipboard system to a land-based system or to another shipboard system; and
- In surveys conducted at the end of each deployment, a majority of participating students responded enthusiastically to the PACE II system; more than 70 percent indicated that they would be interested in taking more courses offered in a technology-based delivery mode.

Contact: PACE II Program, Office of Off-Campus Programs, The George Washington University, 2029 K Street, NW, Suite 600, Washington, DC 20006.

Kelly, F., & Wilson, B. A. (1991, March). PACE: The Navy's program for afloat college education. *Technological Horizons in Education (T.H.E.) Journal*, 18(8), 75-77.

Middlesex Research Center, Inc. (1994). *Technology-based educational projects*. Bethesda, MD: Author.

MATCH: Military Alternative Teacher Certification and Hiring Program

MATCH is an intern program sponsored by the County of Sacramento to provide an alternative route to teacher certification for displaced military personnel being discharged as the result of downsizing of the armed forces. MATCH candidates have an opportunity to earn full-time salaries in one of the sixteen public school districts in Sacramento County while pursuing a consortium-sponsored 30-month professional development plan. The program provides:

- A six-month intensive preservice preparation sequence;
- Tuition costs for classes;
- Salary credit;
- Paid teaching assignment;
- Qualified instructors;

- A support system at the training site; and
- A California Clear Multiple Subject or Single Subject Credential.

An applicant must have a baccalaureate degree from an accredited college or university, a minimum of 20 semester units in an academic area, pass the California Basic Education Skills Test, pass the Multiple Subjects Assessment for Teaching, and provide verification of personal identification and character.

Contact: Mike Carlson, Sacramento County Office of Education at 916/228-2328.

McKibbin, M. (1993, Spring). Military alternative teacher certification and hiring program. *California Teacher Credentialing Newsletter*, 8(1), 3. *Commission on*

Recruitment Through Telecommunications Media

"Consider College" Teleconferences

California State University-Chico has conducted an annual series of "Consider College" Teleconferences which are broadcast live, via satellite, in the fall. The content of the teleconferences directed at California high school students and their parents, as well as to counseling and career center personnel. Topics covered include: the college choice process, financial aid availability and processing, admissions requirements, college residential life, and career choices. Call-in questions are accepted during the broadcast. The program is free of charge to all receiving sites, and nonprofit video duplication and distribution are encouraged.

Contact: University Outreach Programs, California State University-Chico, Chico, CA 95929-0722; 916/895-6835.

Packaged Recruitment Materials

The Community Assessment Program (CAP)

The Community Assessment Program is a five-part, in-depth survey and market analysis tailored to consumer colleges and aimed at expanding enrollments among returning adults. CAP has also been adapted to examine the market among place-bound high school students, currently enrolled college students, and recent "leavers." It can determine the demand for learning in a community; knowledge of actual demand is a marketing tool of greater precision than surveys of need or interest. CAP also surveys the supply of educational resources in the region, including competitors and your own institution. Data and recommendations from this program help colleges to (a) target recruitment of adult groups and other special populations; (b) determine the right schedule of courses and services (c) identify high-demand programs and courses; (d) design effective promotional materials; (e) locate satellite facilities; and (f) increase revenues from contract training.

Contact: Carol Aslanian, Director, Office of Adult Learning Services, The College Board, Box 886, New York, NY 10101-0886; 212/713-8101.

The Alliance Project (#8029K4085) is supported by the U.S. Department of Education, Office of Special Education Programs (OSEP). Opinions expressed herein are those of the sources and do not necessarily represent the position of the U.S. Department of Education.

The Alliance Project of Peabody College/Vanderbilt University
Formerly the Alliance 2000 Project, University of New Mexico

NEVER-Recruitment
January 1996