

Contact: Diana Gonzalez

**REPORT ON A STUDY OF THE OPPORTUNITIES FOR RECRUITING
RACIAL AND ETHNIC MINORITY TEACHERS**

Action Requested: (1) Consider approval of the report to the Iowa General Assembly regarding the study of opportunities for recruiting racial and ethnic minority teachers. (2) Direct the Board Office to submit the final report to the General Assembly by January 10, 2011.

Executive Summary: As a result of legislation in 2010, HF 2432 (Attachment A), a statewide study was conducted in Fall 2010 to examine the opportunities for recruiting racial and ethnic minority teachers in Iowa. The legislation specified that the study needed to examine (1) strategies to encourage racial and ethnic minority high school students to enter the teaching profession; (2) how to recruit racial and ethnic minority students interested in post-secondary teacher preparation programs into attending an Iowa college or university teacher preparatory program; and (3) strategies to recruit racial and ethnic minority teachers to continue their careers as school administrators in Iowa.

The recruitment of ethnic and racial minority students interested in Iowa's post-secondary teacher preparation programs is critical to maintaining a representative teaching force in the state. As reported in the *Annual Condition of Education for 2009*, in the 10 largest public school districts in 2008-09, only 4.4% of the beginning full-time teachers were minorities. None of the beginning teachers in the 10 smallest districts in the state were minorities. The overall percent of minority public school teachers in Iowa was 2.0% during that time. Yet, the overall minority population in Iowa is 17.6%. The report also shows the overall percentage of minority students continue to increase throughout the state in public and nonpublic K-12 enrollments.

This critical disparity necessitates innovative and successful recruitment strategies for minority students into post-secondary teacher education programs, the retention of these students through graduation from post-secondary institutions, and novice teacher support that would lead to the possibilities of leadership as principals and superintendents.

The HF 2432 Study Committee, comprised of representatives from the Iowa Department of Education, Board of Regents Office, community colleges, Area Education Agencies, and public and private colleges and universities, investigated the actions identified in HF 2432 through (1) teleconference meetings; (2) surveys of multiple constituents, including human resource directors (K-12), school leaders (K-12), experienced minority teachers, and faculty in post-secondary teacher education programs; and (3) focus group discussion at the Iowa Association of Colleges of Teacher Education (IACTE) Conference.

The results of the data collection are included in Attachments D and E (pages 9-24) in a data chart summary and Power Point illustration. The multiple constituencies that provided commentary indicated a series of strategies and suggestions on how best to approach the concern of the decreased numbers of minority teachers in Iowa classrooms. Those strategies and suggestions around pipeline programs, recruitment and retention initiatives, novice teacher support, and leadership development are included on the following pages.

To improve the lack of diversity in teacher preparation programs, colleges and universities in Iowa will need to work expeditiously and strategically to recruit more students of color into teacher preparation programs. Also related, through not a part of this study, the state also needs to address high school graduation rates for minority students.

Background:

Strategies to Encourage Racial and Ethnic Minority High School Students to Enter the Teaching Profession

According to data collected through surveys of human resource directors (K-12), school leaders (K-12), experienced minority teachers, and faculty in post-secondary teacher education programs, as well as a focus group of teacher educators that was convened at the Iowa Association of Teacher Education, several strategies were identified to encourage racial and ethnic minority high school students to enter the teaching profession. The overall perception was that teachers should do a better job of encouraging future teachers. All too often, high performing minority students are coached into other fields and inadvertently teaching is viewed as a profession that is not worthy of their academic talents.

To combat this redirection of minority students from the teaching profession, programmatic suggestions were indicated.

- ◆ These included teacher mentoring/shadowing approaches in which minority high school students are intentionally assigned to a teacher who would showcase the assets of the profession.
- ◆ Another program suggested was a Future Teachers of America student association which would be paired with a college-based teacher education service organization, such as Kappa Delta Pi, Student Education Association, Student Reading Association, or Student Association of Middle Level Educators.
- ◆ Others suggested that minority students should receive intensive support pertaining to the application process and financial aid opportunities specifically related to teacher education such as the federal TEACH grant and other federal loan forgiveness programs that encourage teaching in rural and urban areas.
- ◆ The data emphasized that it was important to provide programs that were nestled in the high schools in the larger urban areas in order to generate homegrown teachers who would most likely stay in Iowa to teach. These minority high school students should then be recruited by proximity institutions so that students could have continuous access to role models, community leaders, and family support.

Strategies to Recruit Racial and Ethnic Minority Students Interested in Post-Secondary Teacher Preparation Programs to Attend an Iowa College or University Teacher Preparation Program

Through a variety of sources, including a University of Iowa survey of human resource directors (K-12), school leaders (K-12), experienced minority teachers, and faculty in post-secondary teacher education programs, the respondents indicated that success in minority student recruitment would necessitate undertaking the following initiatives:

- ◆ The establishment of a “sense of community and belonging.” Critical to this is the existence of collaborative and supportive cohorts and collegial relationships. This also implies sufficient numbers of racially and ethnically similar student enrollments.
- ◆ The availability of role models.
- ◆ Financial incentives such as scholarships and forgivable loans.
- ◆ Flexibility in coursework and clinical experience programming which would create the opportunity for students to continue working.

Specific strategies to address the recruitment of racial and ethnic minority students into teacher education programs should utilize culturally relevant social marketing and recruitment initiatives. These must reflect a commitment to diversity education and awareness of the importance of teaching as a career and may include:

- ◆ Establishing learning communities focused on education for minority students. These cohorts create a sense of community and collegiality. Similarly, the creation of minority cultural centers would serve as a foundation for cultural identity and understanding between diverse communities.
- ◆ Mentoring of minority students with PK-12 school role models. Also mentoring of recently admitted students by those minority students who have experienced success in the education programs.
- ◆ Developing a minority student tutoring program. The survey findings reported that faculty felt feelings of academic success needed to be bolstered with some minority students in the areas of testing assistance and coursework success.
- ◆ Creating an emergency loan program to address extenuating financial situations that may likely affect a student’s educational goals.
- ◆ Supporting minority student organizations which may include providing undergraduate conference travel reimbursements and funding for speakers and other programs.
- ◆ Providing opportunities for part-time student employment through unique work-study positions in teacher education programs.

Strategies for Retaining Minority Teachers in the Teaching Profession

While the percent of minority teachers in public schools increased from 1.6 percent to 2.0 percent, between 1997-1998 and 2009-2010, according to the *Annual Condition of Education Report for 2009-2010*, it is evident from the survey responses that not enough is being done to support racial and ethnic minority students in an effort to attract and retain them in the teaching profession.

Strategies that would attract racial and ethnic minority students to enroll in teacher preparation programs in Iowa include the following:

- ◆ Creating a climate where minority students would have a sense of community and belonging to reduce isolation.
- ◆ Job placement support.
- ◆ Availability of role models and mentors.

- ◇ Lower fees for minority students who typically cannot afford to attend college as well as higher teacher pay for all teachers.

Strategies to help racial and ethnic minority teachers stay in the teaching profession include the following:

- ◇ Increased salary and compensation.
- ◇ Cultural and social support.
- ◇ Working conditions addressing work load or work environment.
- ◇ More effective professional development in the area of cultural awareness and competence for current K-12 administrators and teaching staff.

Workplace characteristics associated with an environment that is highly supportive of racial and ethnic minority teacher recruitment and retention suggest the following strategies:

- ◇ Administrative and community support of minorities.
- ◇ A diverse teaching and learning environment that is inclusive, accepting, open to difference, and supports high expectations.
- ◇ Collegiality and advancement opportunities.
- ◇ Relevant programming and coursework.
- ◇ Establishing cohort programs in administration for support of minority students.
- ◇ Job placement support that is accessible and relevant.

There are few opportunities for minority students in Iowa to participate in a teacher preparation program and work in K-12 schools that encourage and support them to enter and stay in the teaching profession in the state.

Strategies for Increase and Promotion of Ethnic and Racial Minority Representation in Educational Leadership and Administration

The current snapshot of ethnic and racial minorities in educational leadership positions in Iowa, as reported in the Iowa Annual Condition of Education Report for 2010, states, "The percent of minority principals decreased from 3.3 percent to 2.9 percent between 1997-1998 and 2009-2010." These decreases in percentage, though appearing to be small, represent a significant loss of leadership to students, their communities, and the state.

Universities and organizations have training programs designed to improve access to administrative positions for racial and ethnic minorities. These programs provide academic training and, often, internships or other placements for supervised experience within the school systems. Guidelines to help the aspiring administrator become successful cover three primary areas of responsibilities: (1) administrative tasks; (2) administrative processes; and (3) administrative traits.

Minorities in the educational administrative workforce are greatly underrepresented and are the focus of many studies conducted internationally. This body of research similarly proposes three major strategies to reduce internal barriers for minorities; reduce external barriers; and develop opportunities to equip minority candidates with the specific expertise required for administrative management positions.

HF 2432 focused on an examination of current strategies to recruit minority teachers to continue their careers as school administrators in Iowa. The study results revealed the following strategies:

- ◆ Integrate current, appropriate career development material for potential minority candidates into the curriculum.
- ◆ Bring educational role models and teachers together.
- ◆ Make hiring of minority administrators a priority through affirmative action policies.
- ◆ Eliminate all forms of discriminatory policies and practices.
- ◆ Establish a policy which addresses active recruiting procedures for minority administrators.
- ◆ Encourage schools of education at colleges and universities to train more minorities for administrative jobs.
- ◆ Develop potential administrator internship programs.
- ◆ Recognize the concerns of minority groups and provide opportunities and avenues to have input into local schools governments.
- ◆ Educate the total community to the advantage of diverse representation in school districts.

It is important to stress that many strategies described in this study are currently in place at a number of Iowa colleges and universities. However, there is a need for additional resources to continue and expand existing programs as well as to initiate new programs. Furthermore, the state also needs to address high school graduation rates for minority students in order for them to be prepared to enter teacher preparation program.

HOUSE FILE 2432

AN ACT RELATING TO A STUDY OF THE OPORTUNITIES FOR RECRUITING RACIAL AND ETHNIC MINORITY TEACHERS.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. RACIAL AND ETHNIC MINORITY TEACHER RECRUITMENT STUDY.

Representatives of the department of education, the area education agencies, and public and private colleges and universities shall study the opportunities for the recruitment and retention of racial and ethnic minority teachers. Specifically, the representatives shall examine the following issues:

1. Examine strategies to encourage racial and ethnic minority high school students to enter the teaching profession.
2. Examine how to recruit racial and ethnic minority students interested in post-secondary teacher preparatory programs into attending an Iowa college or university teacher preparatory program.
3. Examine strategies to recruit racial and ethnic minority teachers to continue their careers as school administrators in Iowa.

For the purposes of this study, "racial and ethnic minority" includes individuals who are African American, Latinos, Asians or Pacific Islanders, American Indians, and Alaskan Native Americans.

The state board of regents shall be responsible for providing staffing assistance to the study group.

The representative shall report their findings to the general assembly by January 10, 2011.

STUDY TEAM MEMBERSHIP

Gloria Gibson	Executive Vice-President and Provost, University of Northern Iowa (Chair)
Larie Godinez	Superintendent, Dubuque Community School District
Diana Gonzalez	Chief Academic Officer, Board of Regents, State of Iowa
Steve Griffith	Academic Dean, Simpson College
Lorenzo Jasso	Principal, Des Moines McKinley Elementary School, (Retired July 2010)
Susan Lagos-Lavenz	Associate Dean for Teacher Education, University of Iowa
Ferol Menzel	Vice President for Academic Affairs & Dean of the Faculty, Wartburg College
John Shaffner	Community Representative
Mary Beth Schroeder-Fracek	Administrative Consultant, Iowa Department of Education
Dwight Watson	Dean, College of Education, University of Northern Iowa
David Whaley	Associate Dean, College of Human Sciences, Iowa State University

SURVEY CONTACTS

- All superintendents in Iowa
- All school principals in Iowa
- Members of the Iowa Association of Colleges of Teacher Education (IACTE) – all college faculty in teacher preparation in Iowa
- Members of the Iowa Council of Professors in Educational Administration (ICPEA)
- Nine AEA Directors and Agency leaders
- School Human Resource Directors in Iowa
- Members of the Iowa State Education Association (ISEA)

Summary on data collected for House File 2432: The Recruitment of Racial and Ethnic Minority Teachers, 2010.

A committee was appointed and charged to analyze efforts in Iowa to recruit underrepresented populations into education. The University of Iowa was asked to collect data from multiple constituents and this data is summarized below. Results of this analysis will be shared with the General Assembly of the State of Iowa in 2011. A total of 393 individuals responded to the surveys. Human resource director responses (N=15) are compared to those of school leaders (N=226), experienced minority teachers (N=76), and faculty in teacher preparation programs (N=76). Top five responses listed for each question (note instances of equal scores). Faculty in teacher education programs completed a different survey on the same topic to address the unique requirements of admission into teacher and school leadership preparation and licensure programs. The results of the faculty survey are summarized in a similar fashion for ease of interpretation.

#1 What do you feel would attract racial and ethnic minorities to enroll in teacher preparation programs in the State of Iowa?			Attracting minority candidates to teaching in Iowa
Human Resource Directors, K-12	School Leaders, K-12	Experienced Minority Teachers	Faculty, Teacher Prep Programs
<ol style="list-style-type: none"> 1. Sense of community and belonging 2. Proximity to family 3. Unobligated financial support 4. Job placement support 5. Access to part-time work/flexible work arrangements Collaborative and supportive cohort Critical mass of racially/ethnically similar students 	<ol style="list-style-type: none"> 1. Proximity to family 2. Sense of community and belonging 3. Availability of role models 4. Critical mass of racially/ethnically similar students 5. Unobligated financial support 	<ol style="list-style-type: none"> 1. Sense of community and belonging 2. Job placement support 3. Availability of role models 4. Proximity to family 5. Collaborative and supportive cohort 	<ol style="list-style-type: none"> 1. Sense of community and belonging 2. Availability of role models 3. Critical mass of racially/ethnically similar students 4. Collaborative and supportive cohort 5. Proximity to family
#2 Identify issues that may affect racial and ethnic minority teachers from staying in the profession.			Barriers to entering a teacher prep program
Human Resource Directors, K-12	School Leaders, K-12	Experienced Minority Teachers	Faculty, Teacher Prep Programs
<ol style="list-style-type: none"> 1. Collegial relationships Lack of cultural and social groups/networks 2. Lack of critical mass of racially and ethnically similar colleagues/students 3. Community/parent or family support 4. Effective school leadership Working conditions 5. Student attitudes and motivation to learn 	<ol style="list-style-type: none"> 1. Lack of cultural and social support groups/networks 2. Lack of critical mass of racially and ethnically similar colleagues/students 3. Community/parent or family support 4. Salary/compensation 5. Collegial relationships 	<ol style="list-style-type: none"> 1. Salary/compensation 2. Working conditions Lack of cultural and social support groups/networks 3. Community/parent or family supports Student attitudes and motivation 4. Lack of critical mass of racially and ethnically similar colleagues/students 5. Administrative support Collegial relationships 	<ol style="list-style-type: none"> 1. Lack of cultural and social support groups/networks 2. Lack of critical mass of racially and ethnically similar colleagues/students 3. Apprehension of teacher testing/certification process 4. Perception of low professional status 5. Intimidated by application process/fear of rejection Lack of family support to consider teaching as a career
#3 Identify the characteristics of a school leadership recruitment program that would cater to racial and ethnic minority individuals working as teachers in the State of Iowa.			To encourage and support enrollment in TEP and School Leadership programs, we must:
Human Resource Directors, K-12	School Leaders, K-12	Experienced Minority Teachers	Faculty, Teacher Prep Programs
<ol style="list-style-type: none"> 1. Post-graduation job placement assistance 2. Cohort programs with individuals from same school/area 3. The ability to continue working Flexible course delivery Direct recruitment conducted by faculty 4. Proximity to degree granting institution 5. Hiring bonus/incentive pay 	<ol style="list-style-type: none"> 1. Direct recruitment conducted by faculty 2. Cohort programs with individuals from same school/area 3. Ability to continue working Flexible course delivery 4. Relevant programming and coursework 5. Post-graduation job placement support 	<ol style="list-style-type: none"> 1. Relevant programming and coursework 2. Post-graduation job placement assistance 3. Cohort programs with individuals from same school/area The ability to continue working 4. Direct recruitment conducted by faculty 5. Flexible course delivery 	<p>Frequently cited responses:</p> <ol style="list-style-type: none"> 1. Financial incentives: scholarships, forgivable loans 2. Provide mentoring/advising/cohort programming suited to the population 3. Utilize culturally relevant and social marketing and recruitment strategies 4. Provide testing assistance (Praxis, college entrance) 5. Develop K-12 school & college/university partnerships

Anthony & Coghill-Behrends, on behalf of the committee to examine the recruitment of racial and ethnic minority teachers and school leaders, (House File 2432)

Recruiting Racial & Ethnic Minorities to Teaching and Administrative Positions in Iowa Schools

In response to House File 2432

HF 2432

The General Assembly of the State of Iowa

- *House File 2432*: “An Act Relating to a Study of the Opportunities for Recruiting Racial and Ethnic Minority Teachers.”
- *Action*: 4 surveys developed to assist in understanding current practices for recruiting
 - minorities into teaching;
 - minorities to Iowa universities/colleges;
 - minorities into careers as school leaders.

Surveys

Recruiting Racial and Ethnic Minority Teachers

#1: School Leaders

N = 225

#2: Experienced Teacher Survey

N = 75

#3: Teacher Preparation Programs

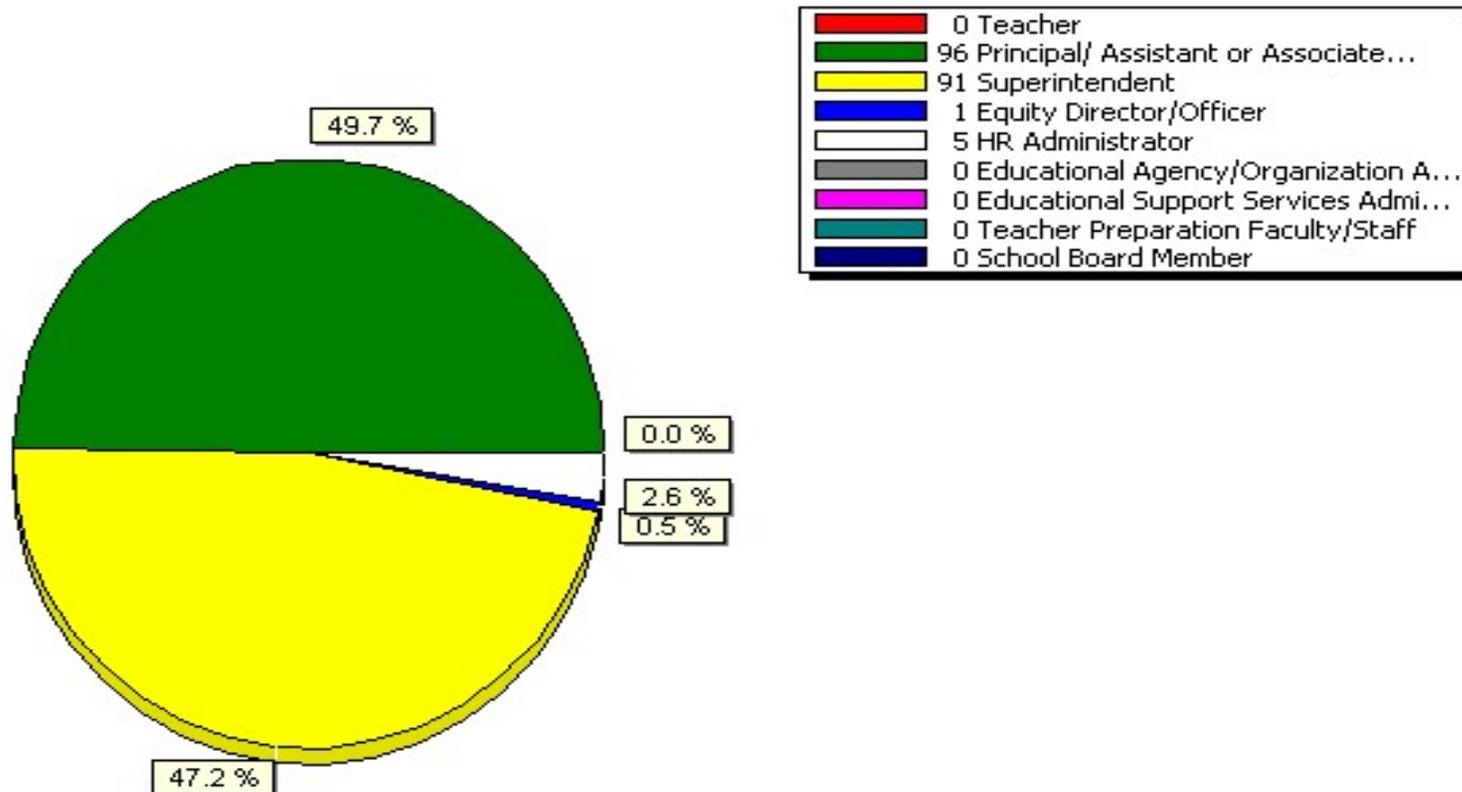
N = 35

#4. Agencies and Associations

N = 4

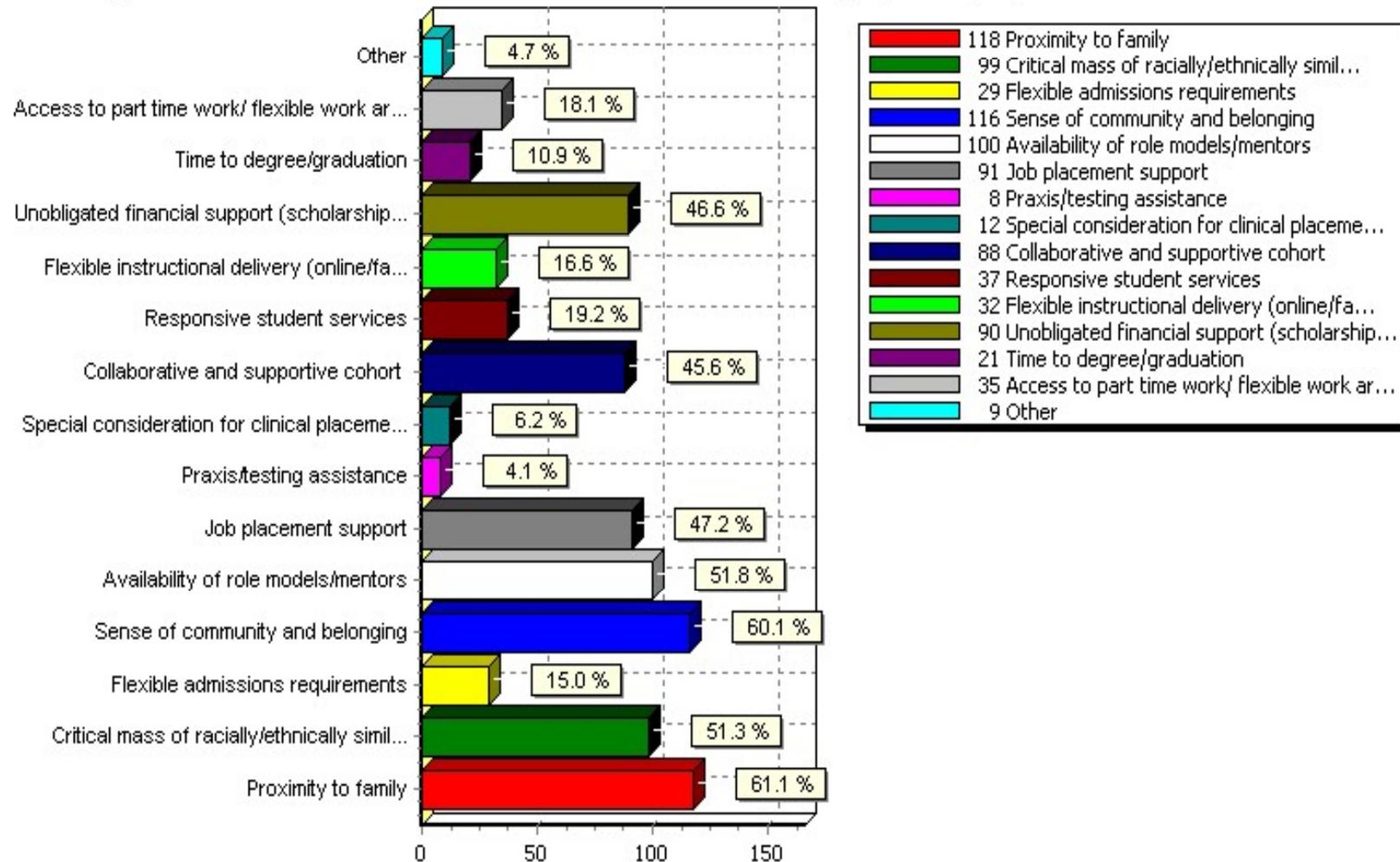
School Leaders $n = 225$

Please select the position that most closely matches your present employment status.



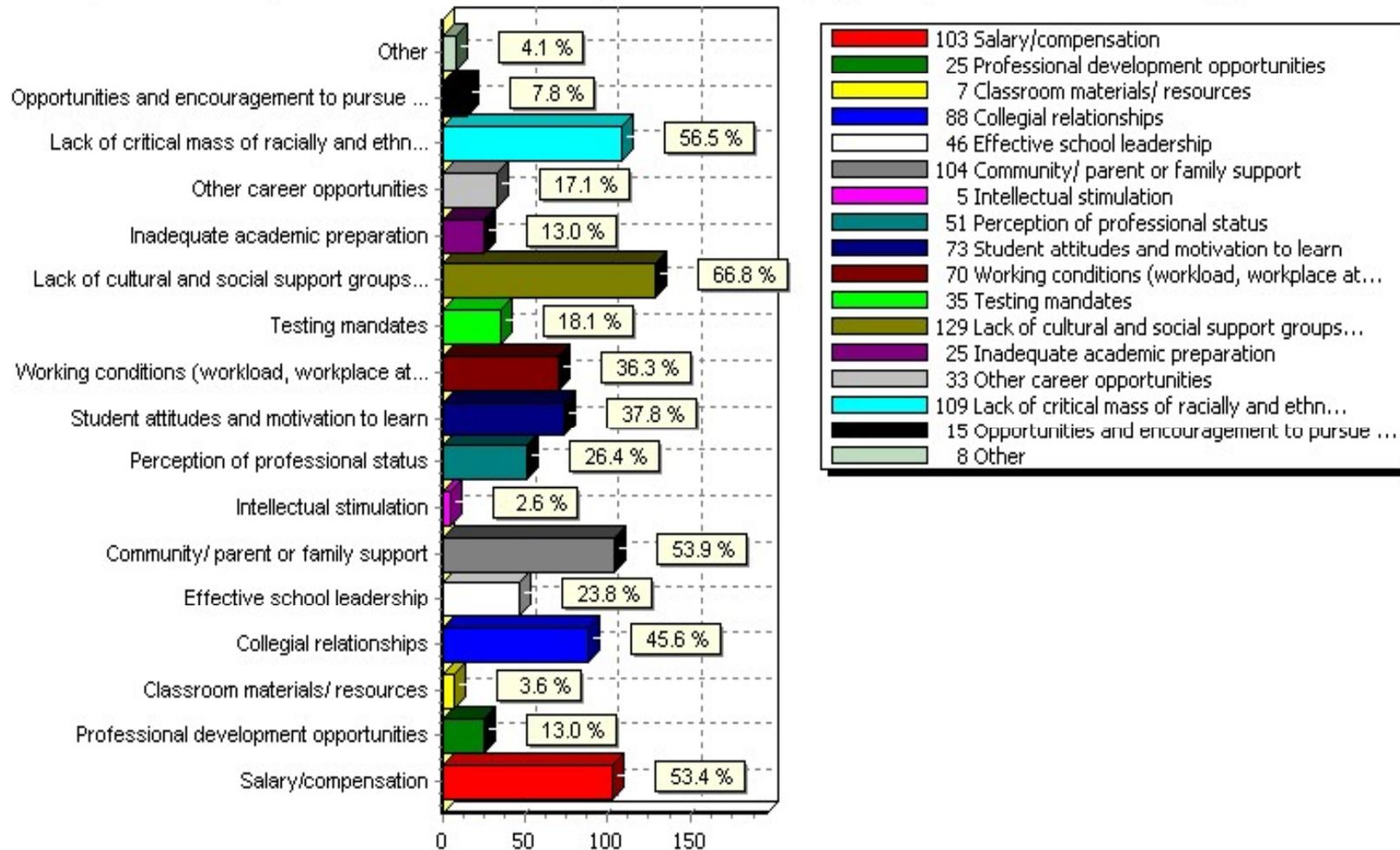
School Leaders n = 225

What do you feel would attract racial and ethnic minorities to enroll in teacher preparation programs in the State of Iowa? Select all...



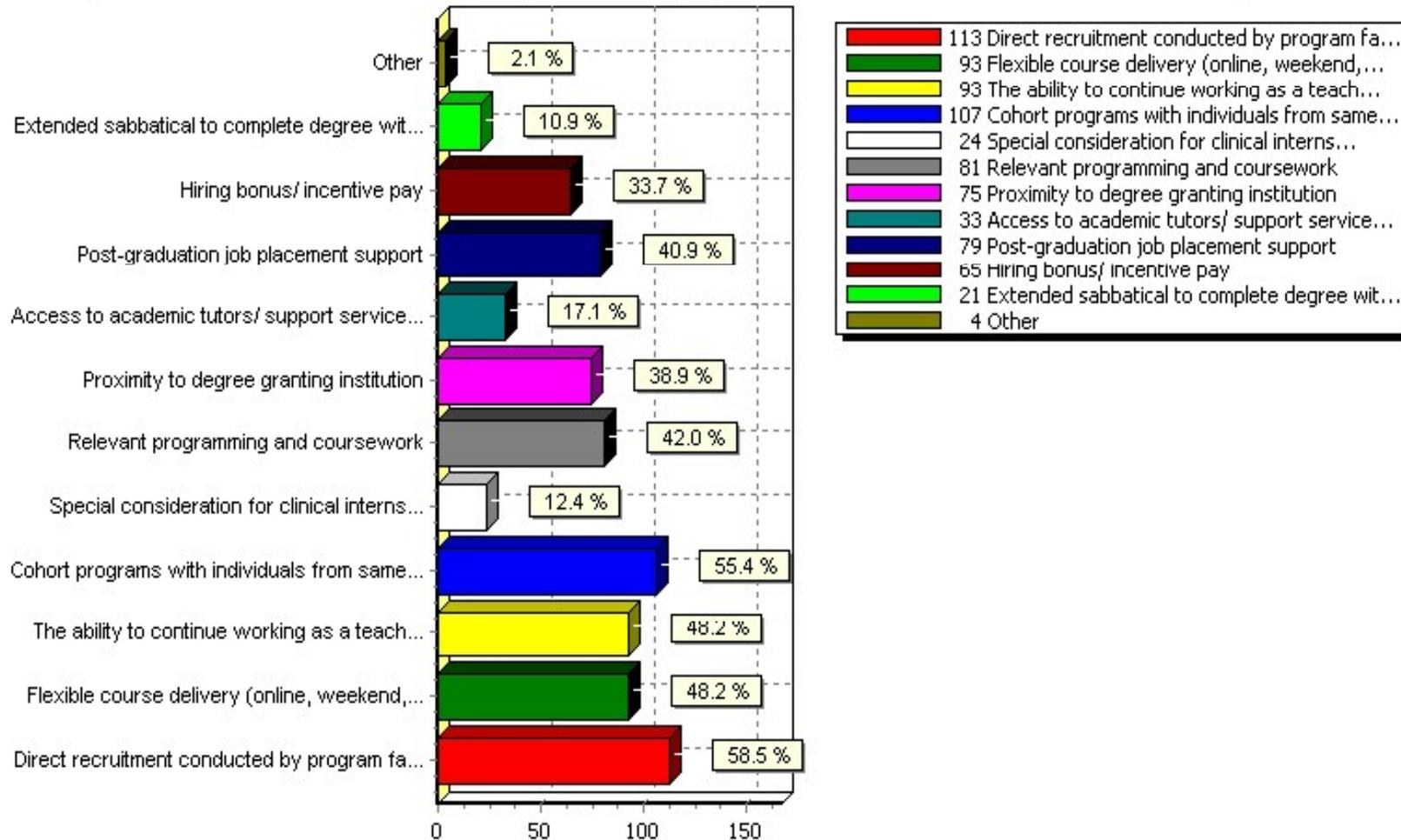
School Leaders n = 225

Identify issues that may affect racial and ethnic minority teachers from staying in the profession. Select all that apply.



School Leaders n = 225

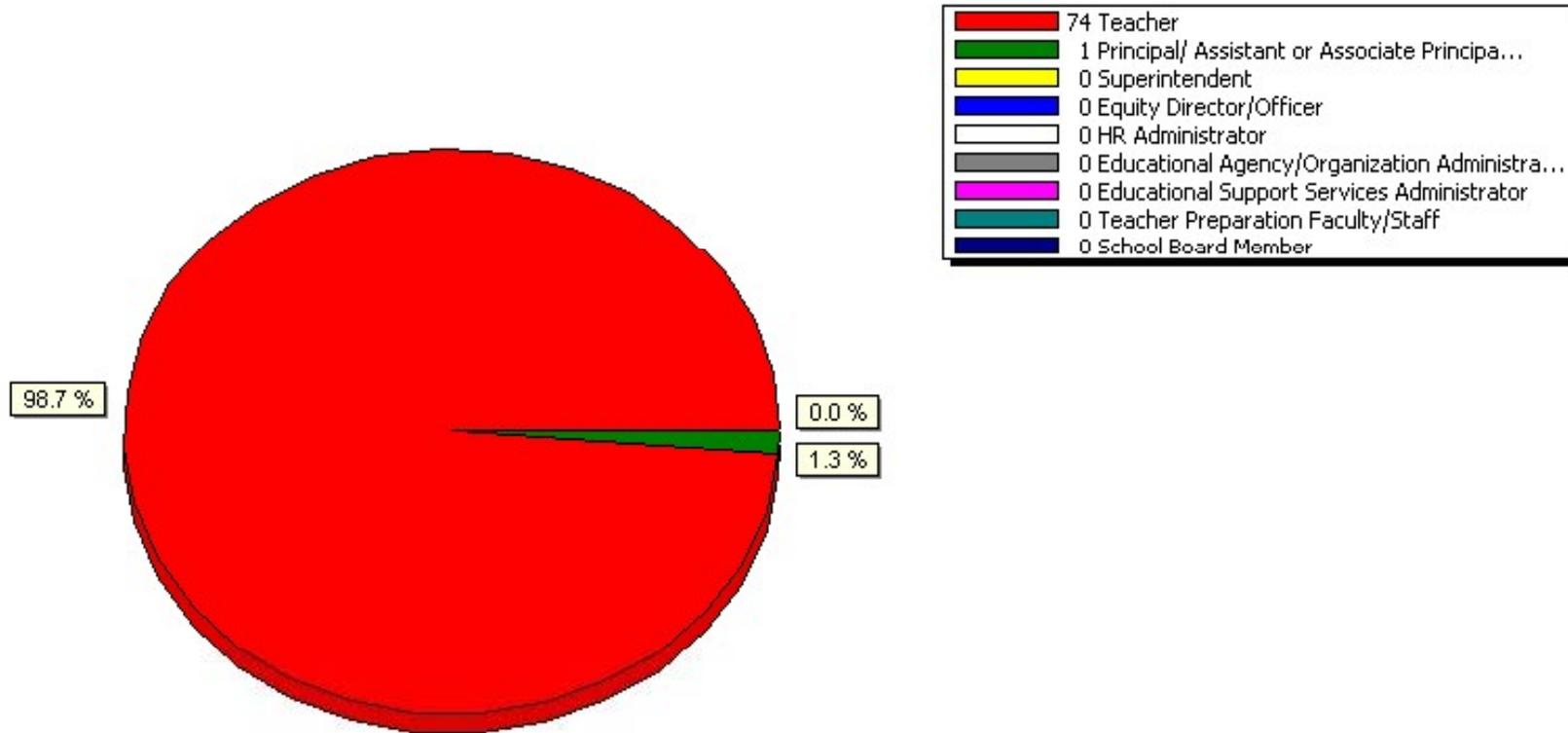
Identify the characteristics of a school leadership recruitment program that would cater to racial and ethnic minority individuals wo...



Experienced Teachers

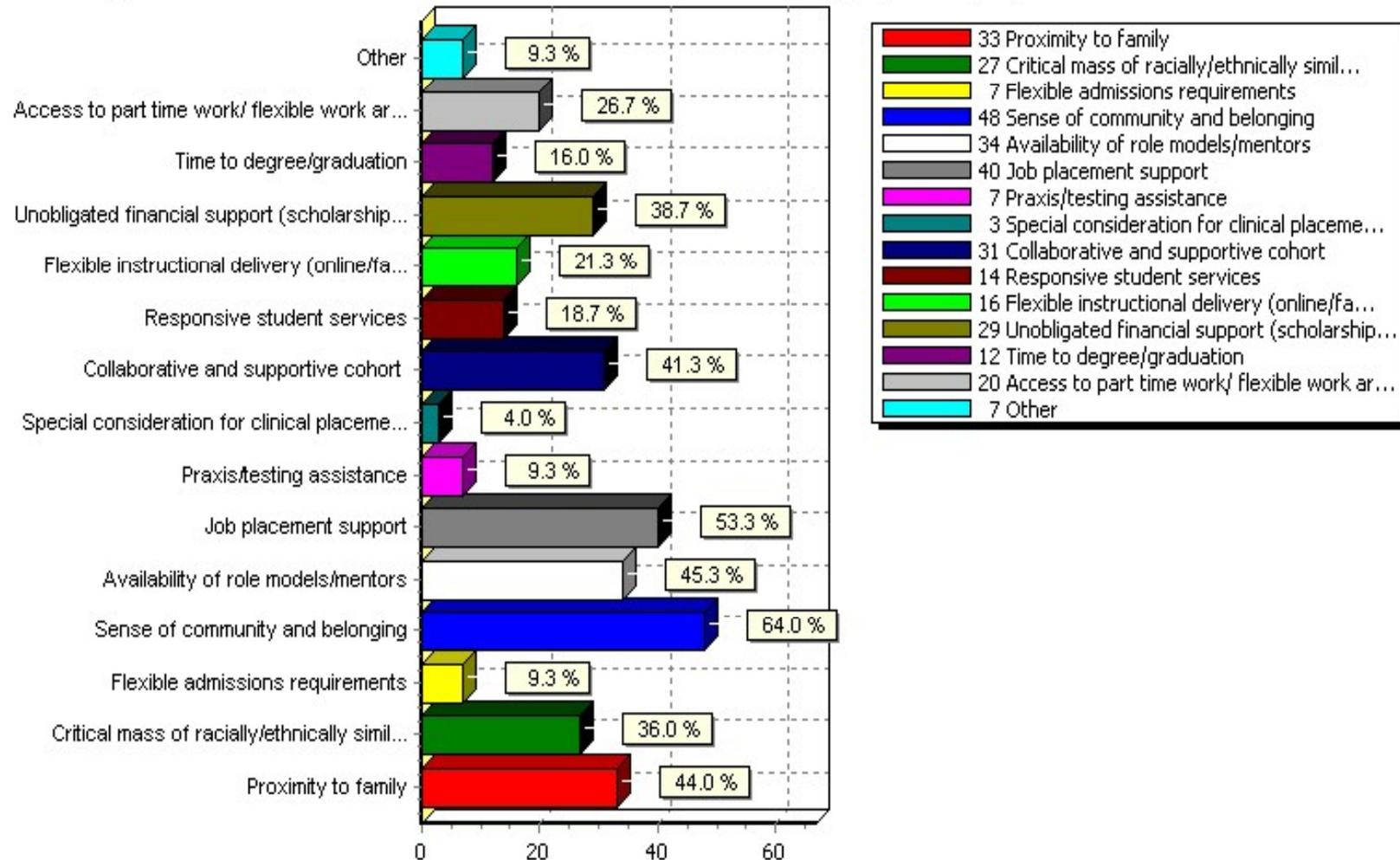
n = 75

Please select the position that most closely matches your present employment status.



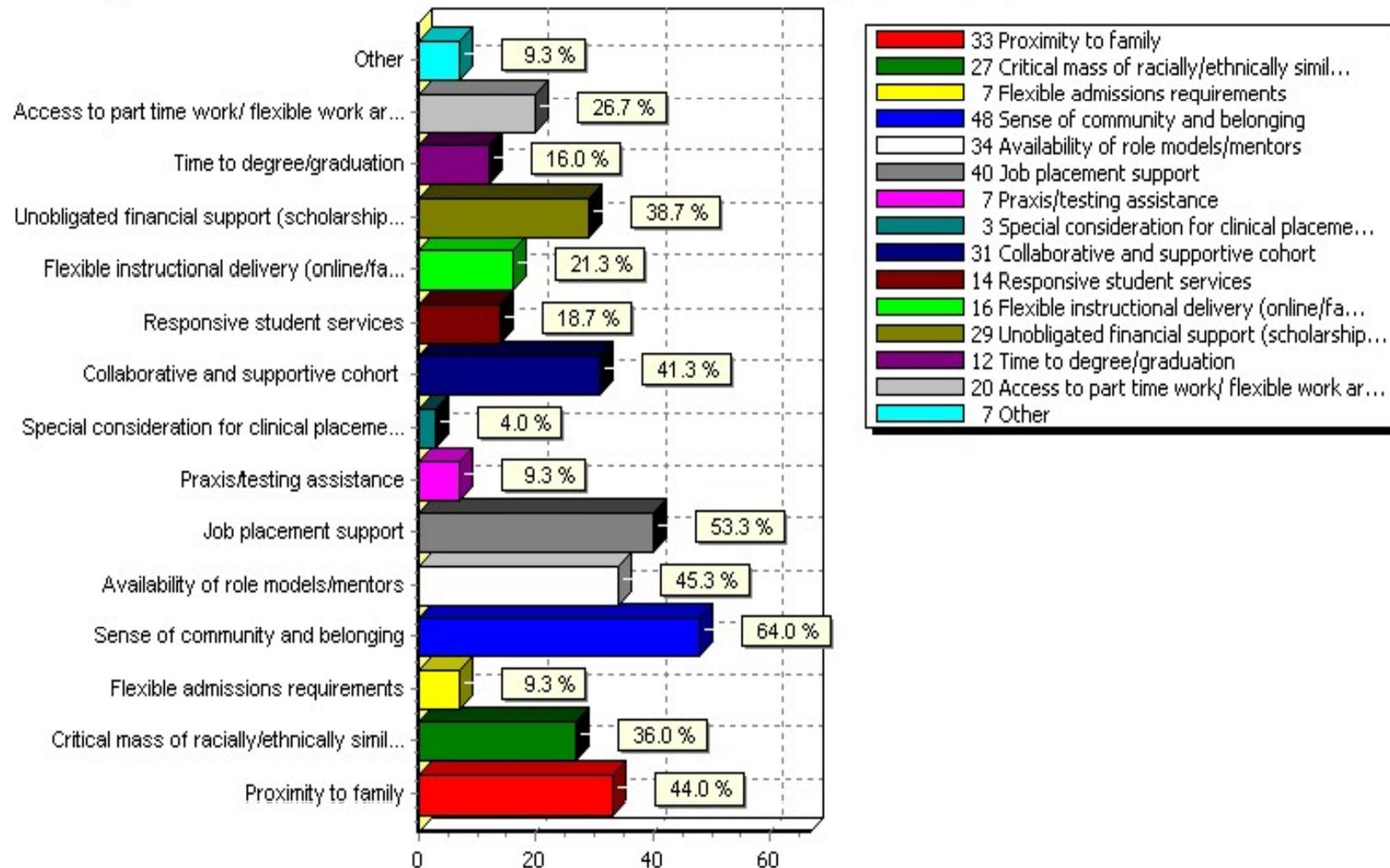
Experienced Teachers n = 75

What do you feel would attract racial and ethnic minorities to enroll in teacher preparation programs in the State of Iowa?



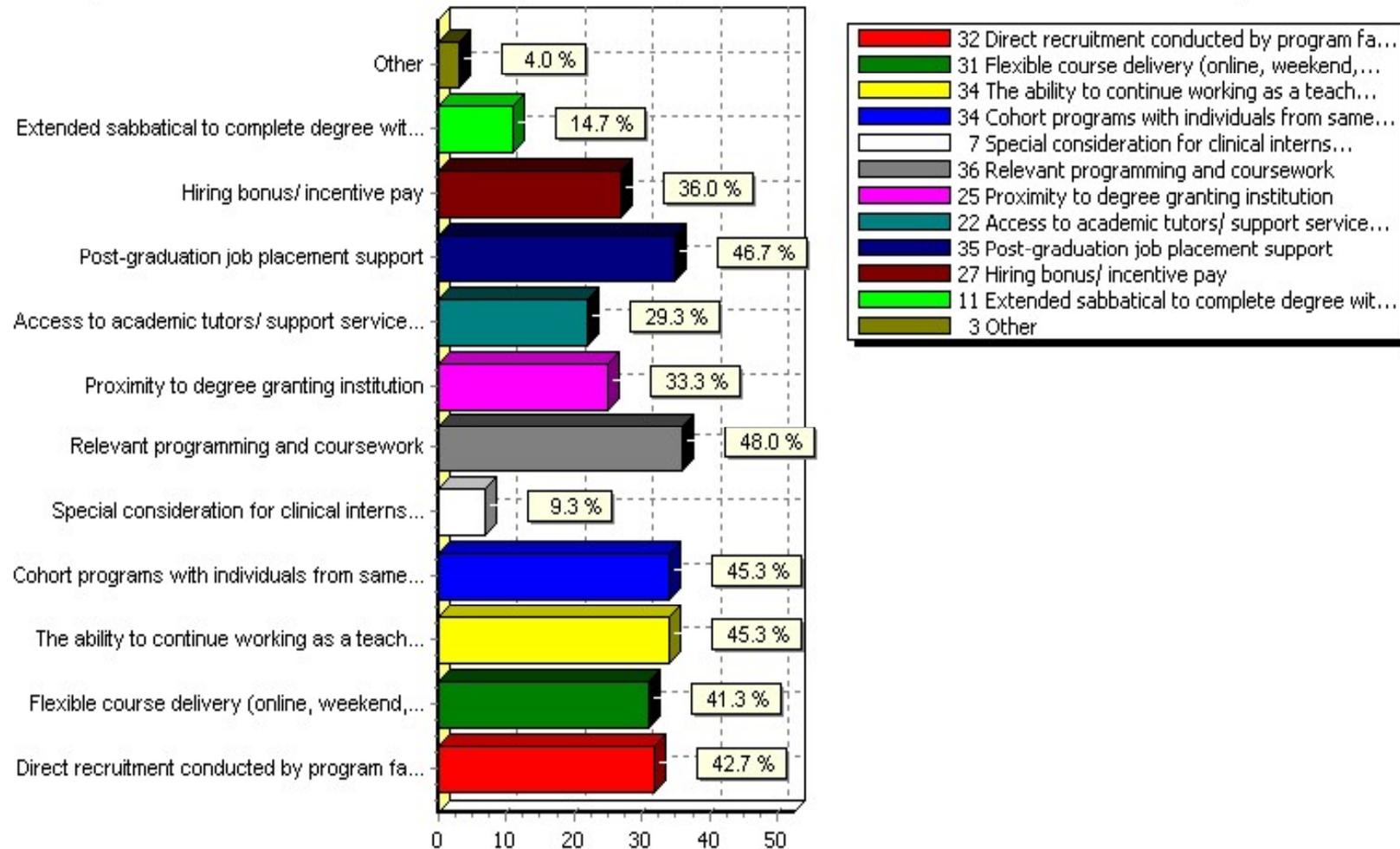
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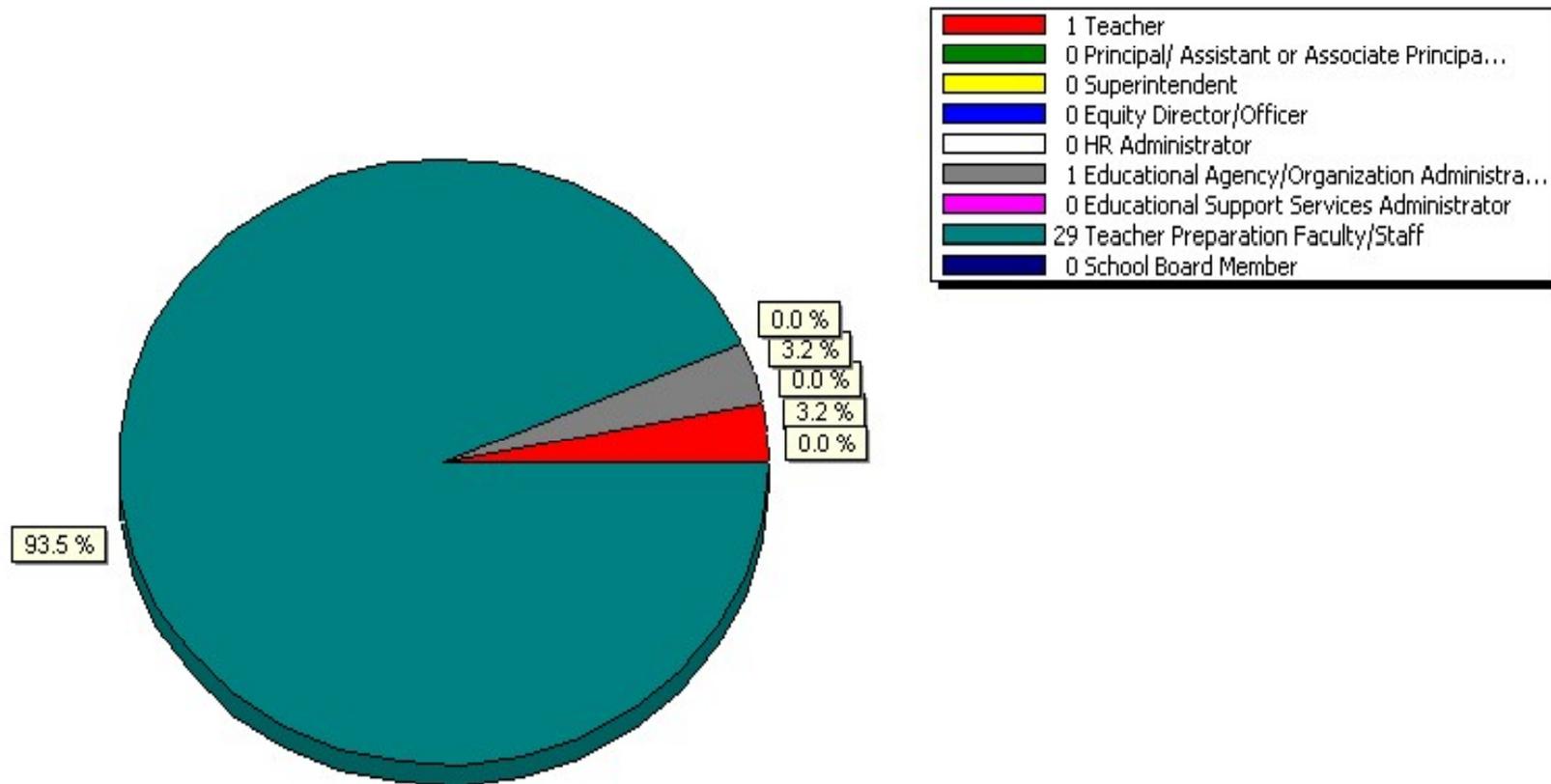
Experienced Teachers n = 75

Identify the characteristics of a school leadership recruitment program that would cater to racial and ethnic minority individuals wo...



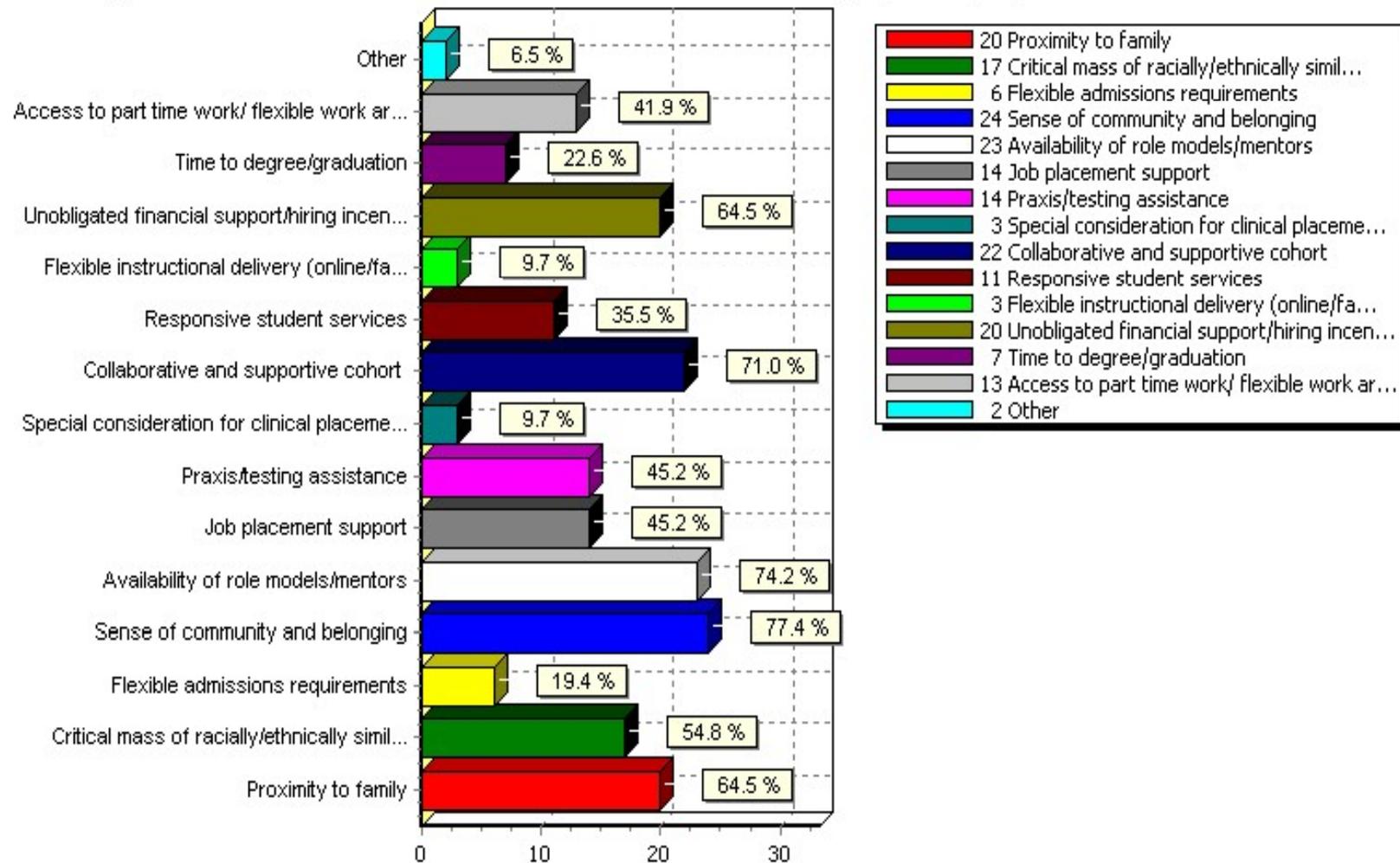
Teacher Prep Programs n = 35

Please select the position that most closely matches your present employment status.



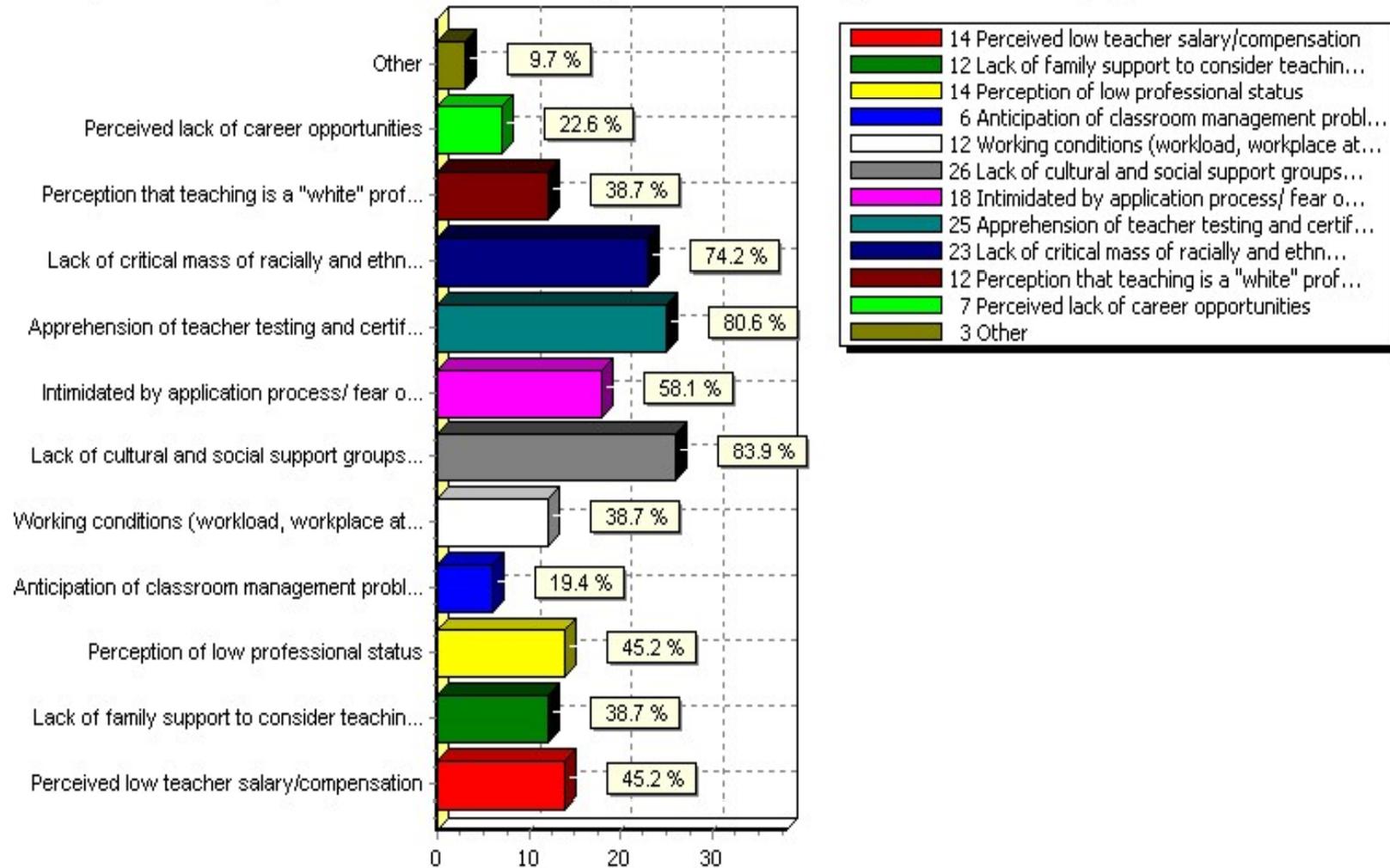
Teacher Prep Programs n = 35

What do you feel would attract racial and ethnic minorities to enroll in teacher preparation programs in the State of Iowa? Select all...



Teacher Prep Programs n = 35

Identify issues that may affect racial and ethnic minority students from entering a teacher education program.



Definition

- Racial and ethnic minorities include individuals who are:
 - African American, Latinos, Asians or Pacific Islanders, American Indians, and Alaska Native Americans.