

MEMORANDUM

To: Board of Regents
From: Board Office
Subject: The George Washington Carver Teacher Education Program: A Partnership for Minority Teacher Preparation, Iowa State University
Date: October 7, 2002

Recommended Action:

Receive the report on the George Washington Carver Teacher Education Program.

Executive Summary:

ISU, DMACC and Simpson Consortium
Iowa, like the rest of the nation, is experiencing a shortage of qualified teachers and especially teachers of color. The proportion of minority students in the state has grown steadily within the last 10 years while the teacher population has remained virtually unchanged. To meet the need for a more diverse group of teachers in Central Iowa, Iowa State University, Simpson College, and Des Moines Area Community College (DMACC) have formed a consortium. The goal of this collaborative effort is to increase the number of certified teachers of color in Central Iowa. Other institutions may become involved in this effort at a later date.

Partnership
The partnering institutions will share in the education of the students who participate in the program. DMACC will provide the courses for the completion of an Associate of Arts degree, and Simpson College and ISU will provide courses leading to the Bachelor of Arts degree.

Each institution has committed personnel, funding, and time to ensure that the program will be successful. ISU has committed a half-time administrator to organize and direct the program.

Economically Disadvantaged Students
Because the target population for this program is among the most economically disadvantaged in Central Iowa, the goal is for the students to acquire their teacher degrees with minimal personal financial obligation. Therefore, grant monies—state, federal, and private—will be needed to ensure no cost to the students.

If this program is successful, the end result will be a more heterogeneous teacher population that will more closely mirror the student population in Central Iowa.

Additional information on this program is attached to this memorandum, pages 2-4


Robert J. Barak

Approved: 
Gregory S. Nichols

GEORGE WASHINGTON CARVER TEACHER EDUCATION PROGRAM A PARTNERSHIP FOR MINORITY TEACHER PREPARATION

Call for Action

Iowa, like most states, faces an impending shortage of qualified teachers for its schools. By 2008, American schools will need to hire more than 2 million teachers to serve growing student enrollments and to replace the considerable number of teachers expected to retire in coming years. According to the *2001 Iowa Conditions of Education Report*, the state's teaching force is aging and quickly heading toward retirement. Currently, there are more teachers in their early 50s than any other age group. Among those who have begun teaching more recently, typically 17 percent leave after one year, and 28 percent more exit the classroom after three years.

Making matters more difficult, the state's student population at all levels is growing increasingly diverse while the teaching force remains remarkably homogeneous. According to *The Chronicle of Higher Education*, 186,780 students were enrolled in Iowa's higher education institutions during the 2000-2001 academic year. Of that number, minority student enrollment constituted only 7.2 percent (13,464) of the total.

According to Iowa's *Annual 2001 Condition of Education Report*, the proportion of students of color in Iowa's elementary and secondary schools has more than doubled over the past 15 years. In 1985-86, students of color represented only 4.6 percent of Iowa's Pre K-12 students; they accounted for 9.8 percent in 2000-2001. The largest increase, over 333 percent, was reported for Hispanic student enrollments. Majority student enrollments over the period decreased by 3.4 percent.

Clearly Iowa must find ways to satisfy its need for employing good teachers. As part of this effort, the state must recruit, prepare, retain, and graduate teachers of color for its increasingly diverse population. Only 1.8 percent of all Iowa teachers are persons of color. Further exacerbating the problem is the fact that fewer minorities are entering teacher preparation programs.

In response to this escalating need for qualified teachers of color, a community college (DMACC), a private college (Simpson College), and a public university (Iowa State University) initiated a partnership in 2001, and the result is the George Washington Carver Teacher Education Program (GWCTEP). Under the umbrella of the Des Moines Higher Education Collaborative (DMHEC), the three institutions entered into a mutually beneficial partnership to prepare persons from underrepresented groups for careers in teaching. This diverse institutional partnership is formed on the criteria of shared goals, mutual commitment, collaborative contribution of resources, long-term sustainability, and enduring trust among the partner institutions. Grand View College and Northern Iowa University also have strong interest in joining the consortium in the future, and their representatives have participated in the planning process.

The goal of this consortium is to recruit people of color into teacher education, retain them by providing a myriad of services to aid them in their quest, and thus produce teachers of color for employment in the Central Iowa school systems. To this end, each of the partnering institutions has committed personnel, funding, and an abundance of time to ensure that the groundwork is well laid for the success of this program. Iowa State University's College of Education has committed a half-time administrator to organize and direct the program. These institutions will share in the education of the students who participate in this program. DMACC will provide the courses for the completion of an Associate of Arts degree, and Simpson College and ISU will provide courses leading to the Bachelor of Arts degree.

Objectives

To fulfill its mission, the George Washington Carver Teacher Education Program has adopted the following objectives:

1. In collaboration with the Des Moines Higher Education Collaborative, design and implement a teacher preparation program for an initial cohort of 30 persons of color and enable them to become mentors for subsequent participants.
2. Facilitate the achievement of Associate of Arts and Bachelor of Arts degrees for an initial cohort of 30 prospective educators of color who will lead in improving teaching and learning.
3. Continually improve and disseminate the effective recruitment, selection, and retention procedures designed and implemented for the GWCTEP.
4. Refine the teacher education program to better meet the needs of teachers of color.
5. Improve collaboration and professional working relationships between the administration and faculty of the partnering institutions.
6. Identify additional funding sources to sustain and disseminate the GWCTEP model.

To achieve the objectives of the program, an administrative structure and academic staffing will include the following:

1. A director to take responsibility for the organization and implementation of the program.
2. Academic staff to recruit, admit, advise, and support students.
3. Faculty to teach and guide field experiences.

Organization and Collaboration

An advisory council will be established to address policy, resources, constituency, and articulation issues within the partnership, the community, and DMHEC. Membership of the advisory council will consist of representatives from the following groups:

- a. DMHEC
- b. each of the partner institutions
- c. the local community schools
- d. Heartland AEA
- e. the Iowa Department of Education
- f. the student population

The advisory council will help to establish operating principles for the partnership. The following operating principles have been suggested and will represent the initial agreement among the three institutions:

- A single, standard tuition should be charged regardless of the institutions providing the service.
- The degree will be granted from DMACC for the Associate of Arts degree and the Bachelor of Arts degree jointly by Simpson College and Iowa State University.
- Initial external resources will be sought to support the program, but it should be sustainable over time.
- The program will be designed based on the latest research on professional preparation.
- The program will have an evaluation and research component to assess candidate persistence, success rate, retention, and related programmatic issues.
- The initial partners welcome other institutions from DMHEC to become partners.
- As other institutions become part of this partnership, steps should be taken to ensure that they add value to the existing program.

Recruitment

Cohorts of around 30 students from underrepresented groups will be recruited initially from school districts in the Des Moines metropolitan area. Teachers, principals, and other administrators will recommend program participants, including high school students with an interest in teaching, and school paraprofessional employees who might wish to enter classroom teaching. Once selected, students will have access to assistance with

financial support, academic plans, and other areas where they may have special needs. The first cohort of students soon will be recruited to begin classes in the summer of 2003.

Curriculum

The curriculum will be divided into two main components. Cohort group members will complete an elementary education major and a liberal arts major that includes in-depth study in two additional education areas (early childhood and reading). The majority of the elementary education courses will be offered through ISU and DMACC, with ISU responsible for scheduling the courses, issuing contracts, etc. The bulk of the liberal arts and endorsement courses will be taught by Simpson and DMACC, with Simpson carrying the primary administrative responsibility for this portion of the program. Students may elect to earn an associate of arts degree through DMACC in addition to the joint baccalaureate degree from ISU and Simpson. As other institutions join this program, they may offer additional endorsement programs.

To assist cohort members who may hold full-time jobs in school districts, much program coursework will follow a fast-track model. Fast-track scheduling allows students to take two evening courses per ten-week term, a system that helps students focus on their coursework while building credits quickly. In general, the cooperating institutions will endeavor to meet the needs of students who have other major responsibilities while they complete their studies.

Financial

Finances, or a lack thereof, should not be a barrier to participation. The goal is for the students to always receive a statement of "Zero balance." This goal will be met by applying all state and federal grant aid and using funds from sponsored grants in the form of scholarships to cover the remaining balance.

Our goal is to graduate effective teachers. To achieve this goal, we must provide every possible support to the student to encourage persistence.

Revised July 18, 2002