CALIFORNIA COMMUNITY COLLEGES
AND
YUBA
COMMUNITY COLLEGE DISTRICT

#90-0035
Recruiting Ethnic Minorities for Teacher Education: the Field Experience

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<th>PROJECT DIRECTOR</th>
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<td>James Prager, Academic Skills Coordinator</td>
<td>George Shaw, Language Arts Division Dean</td>
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This project is a 2nd year project. Its major goal is to provide students recruited in the 1st year with field experiences in teaching that will further stimulate their interest in a teaching career. Students will participate in a tutoring program involving pupils from elementary and intermediate schools neighboring the campus. Teams will be responsible for planning and providing academic enrichment for elementary school students.
This project will extend the 1989-90 FII Grant #89-0030 (Recruiting Ethnic Minorities for Teacher Education.) The goal of the second year is to provide the recruited students from last year teaching experience that will further stimulate their interest in a teaching career. During the first year, the project directors recruited nearly fifty high school students from feeder campuses. Over seventy percent of these students were minority students. These students were enrolled in a tutoring training program and were assigned to selected mentor faculty who explained the various career options in teaching.

This year these recruited students will participate in a tutoring program involving selected 70-80 pupils from elementary and intermediate schools neighboring the campus. The program will borrow largely from the Future Teacher Institute (FTI) model developed by Cal State, Dominguez Hills. Eight teaching teams of five future teachers will be responsible for planning and providing academic enrichment for five to ten elementary school students. The future teachers will be given a weekly stipend for their participation in the program. The tutoring program will be held on Saturdays for two hours for a total of ten weeks and will be offered twice during the academic year. As with the FTI model, a flyer addresses to the parents of “college bound students” will be used to assist in the identification of prospective pupils for the future teachers.

In addition to this second phases of the project, the project team will continue to recruit new juniors and seniors at the local high school and provide them with a tutoring seminar course during the fall semester. These students would then receive their field experience as future teachers during the spring semester.

This program will continue to be a working consortium of high school, community college, and university personnel. Principals of Live Oak High, Yuba City High, and Lindhurst have provided enormous support for the initial stage of this project. Also, the project has full cooperation from CSU, Chico, specifically from the department of education, teachers credentials department, and the Upward Bound program.
Recruiting Ethnic Minorities for Teacher Education: The Field Experience

1. Specific Educational Program Being Addressed

Educational Program Addressed

The Academic Skills Center and the Education Department of Yuba College propose to offer the second stage of development of their 1989-90 F.I.I. grant which was designed to recruit ethnic minorities for teacher education. The goal of the second year is to provide promising high school and Yuba College students--many of whom are of ethnic groups considered to be underrepresentative minorities on college campuses and in the teaching profession--a teaching/learning experience that will further stimulate their interest in a teaching career. The second year’s activities are largely borrowed from the Future Teacher Institute model developed by the staff of the School of Education at the California State University, Dominguez Hills.

Unless a student receives adequate support services from family and school Personnel, the road between high school and securing a teaching credential in California is rigorous one. For many ethnic students who are often first generational college students, this road is virtually impossible without sufficient support or guidance from a faculty advisor. This grant proposal provides for faculty mentoring for last year’s group of recruited high school students who are now Yuba College students. The Yuba College faculty mentors will monitor these students progress and assist them with applying for any needed financial aid, Possible grants and scholarships, and with transferring to a four-year institution to pursue their career in teacher education.

Also, traditionally, teacher preparation has begun in graduate school. However, it is the strong belief of all Parties involved in this project that some areas of teacher development must be offered at the undergraduate levels. In athletics, students are trained for years to become talented college or professional athletes. There are multiple sports academies at major universities for students in nearly all grades. Ironically, for the most important profession--teaching--there is no systematic training for interested Parties prior to graduate
education.

The second year activities, therefore, will include field experience for the recruited high school students and current Yuba College students. The 70-80 pupils for our "future teachers" will be selected from elementary and intermediate schools neighboring the college campus. Our "future teachers" will be divided into eight or nine teaching teams of five who will be responsible for the planning and providing of academic enrichment for the selected pupils. The future teachers will be given a weekly stipend for their participation in the program which will be held on Saturdays at Yuba College for three hours for a period of ten weeks. The Program will be offered twice during the academic year. As with the FII model, a flyer addressed to the Parents of "college bound students" will be used to assist in the identification of prospective pupils for the future teachers.

In addition to the field experience, the project team will continue to recruit new juniors and seniors at the local high schools and incoming freshmen students and provide them with a tutor training course during the fall semester. This group of students would receive their field experience as "future teachers" during the spring semester. Also, this year's recruited high school seniors who enroll at Yuba College will be strongly encouraged to enroll in Education 1, which is designed to give students volunteer experience in the public schools. The course will strongly stress analytical reading and writing skills. The instructor, who is currently the California director for the College Reading and Learning Assistance (CRLA) and has worked extensively at Educational Testing Services (ETS) in evaluating the current CBEST essays written by prospective teachers, will teach analytical reading and writing strategies and use the essay exam as the primary means of evaluating students enrolled in the class.

The program will continue to be a working consortium of high school, community college, and university personnel. Principals of Live Oak High, Yuba City High, and Lindhurst High have provided enormous support for the first year of this project and will continue to support the project if funded next year. Also, the project has full cooperation from CSU, Chico--specifically from the department of education, teacher credentials office, and the Upward Bound Program.
2. Specific Problems Being Addressed

Specific Problems

As reported in the first phase of this project (89-90), K-12 and community college districts will be confronted with widespread faculty retirement, increased student enrollment, and a mandate for more ethnic instructors. In Unfinished Business: Fulfilling Our Children's Promise, a report from The Achievement Council, a non-Profit organization aimed at increasing academic achievement among minority and low-income students in California, it was revealed that ethnic minorities represented only 17.9 percent of the teachers in public schools. Furthermore, ethnic minorities represented 19 percent of those who Passed the California Basic Educational Skills Test (CBEST) during 1986-87. Finally, ethnic minorities represented only 22 percent of multiple and single subject teaching credentials candidates in California colleges.

The project goals for the first wear was to identify talented students who expressed an interest in a teaching career, provide tutoring training for them, assign mentor faculty members to them, and introduce them to several members of the Department of Education at CSU, Chico. In addition, efforts were made to involve the Parents of these students through publicity, home visits, and a college-sponsored awards ceremony. Special emphasis, of course, was placed on recruiting ethnic minorities. To further motivate these students in selecting teaching as their career, a direct successful involvement in teaching during their pre-college and community college years is necessary. As in the FTI model, this project presents a futuristic look at teaching where future teachers work in cooperative teams and learn to work with a diverse student population from the neighboring elementary and intermediate schools.

The project directors will invite many community teachers to serve as supervisors of the Saturday sessions so the "future teachers" will be able to meet some of the most dynamic teachers in the community. Many will be minority teachers in the community who will observe and assist the "future teachers" during their field experience and serve as role models. At the end of the wear, Yuba College will sponsor an awards ceremony for students who have completed their field experience.

The field experience also addresses the issues of "quality" and "excellence" that are often overlooked in preparing students for a teaching career. Certainly, recruiting a specified number of students and assisting them until they complete their college education is worthy of some commendation. However, any project that is designed to prepare students for a career in teaching must focus largely on the development of the students' academic skills. These students will need caring faculty mentors who encourage students and help them develop strong writing, reading, and reasoning skills needed for this profession. Also, these "future teachers" will need to understand some basic learning theories and practice teaching small groups of students so they can have a solid foundation in pedagogy before they begin their important student teaching career in graduate school.
Often successful people will attribute their success to an individual or individuals who believed in them and provided the necessary encouragement and guidance for them to pursue their academic careers. This project, through the high school personnel, community college mentors, community teachers, and the CSU personnel will provide that assistance. Another cause for low representation among low-income and minority students in college is that Parents of these students are often overwhelmed with other economic priorities and are less educated than high-income and Caucasian students As a result, these parents may express their aspirations for their children, but they often do not monitor their children's progress closely. Initially, high school Personnel and community college mentors will work closely with the selected high school students.
3. Population To Be Served

Population Served

This Program involves several groups of students. The first group is the nearly fifty high school juniors and seniors who were recruited the first wear of the project. Approximately 85% of the students represent ethnic minorities (See attached lists). These students expressed an interest in the program and—with the exception of four of them—had maintained a 3.0 gpa or better. The second group included current Yuba College students into the program, however, the Percentage of ethnic minorities in this group was quite small (4 of 25). Obviously, the recruitment of students into a specific program must begin long before they register for college. The third group will be the continued recruitment of new juniors and seniors during 1990-91 so the cycle of teacher recruitment can begin again. We anticipate sufficient numbers of students in subsequent years as familiarity and acceptance develop.

Also, many of the elementary and intermediate pupils of our "future teachers" are from groups underrepresented in the teaching profession. It is conceivable that many of these pupils could become "future teachers" in our community when they become juniors and seniors in high school.
4. Objectives

[CONSULT PRINT DOCUMENT FOR DETAILS.]
5. Workplan Narrative

[CONSULT PRINT DOCUMENT FOR DETAILS.]
6. Expected Outcomes

Expected Outcomes
a. Objectives

This project, through its recruitment activities and print components will increase the number of students who have identified teaching as their career choice. In addition there should be an increase in ethnic minorities enrolled in this education program due to the particular recruitment emphasis on these groups.

b. Probable or eventual impact of the project

The project, although developed specifically for Yuba College District, will function as a model for recruiting students for the teaching profession and providing them with early field experience. The college should see an increase of minority transfer students interested in a teaching profession.

c. Potential for continued support after the expiration of the grant

Since local school administrators have expressed an interest in this program, the project instructors anticipate increased use in subsequent semesters as familiarity and acceptance develop. Also, the project could be somewhat self-sustaining through a fee charged to the Parents of the pupils who attend the Saturday tutoring program. A small fee could cover the cost of hiring the site-supervisors and the honorarium for the tutors. The Program could be offered through community services.

d. Potential for adaptation to other institutions or programs

Recent studies have shown the need for attracting a diverse population to the teaching profession. Certainly, other community colleges in California will find the videotapes and the program report a practical approach in recruiting students for education careers.
7. Evaluation Plan

Evaluation Plan

a. Transfer rates among ethnic minorities in teaching credential programs will be compared between project participants and Previous students.

b. Pre- and post-test scores on practice CBEST writing and reading sections will be compared.

c. GPA’s and unit completion of Yuba College project participants will compared be with other education majors not in program.

d. The project instructor will review and critique all products. A final evaluation will be performed by the Project instructors after the masters of the components are available and Prior to duplication.

e. The project instructors will present the components to interested faculty or administrative personnel in an attempt to gather further evaluations.
8. Dissemination Plan

Dissemination Plan

The materials to be provided by the state for dissemination purposes include

1. A concise summary of the program
2. Results of the program
3. Videotape
4. Submit a presentation proposal to the 1991 CACC conference
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]