

PENNSYLVANIA

PEDC

EDUCATOR DIVERSITY
CONSORTIUM



— DIVERSIFYING THE TEACHER PIPELINE

A TOOLKIT FOR RECRUITING MORE HIGH SCHOOL STUDENTS OF COLOR
INTO PENNSYLVANIA TEACHER PREP PROGRAMS AND SCHOOLS



www.paeddiversity.org

EXECUTIVE SUMMARY

The research is increasingly clear on the benefits of teachers of color for all students, and particularly for students of color. However, only 6% of Pennsylvania's teachers are people of color, compared to 36% of students, one of the largest diversity gaps in the country. In response, the Pennsylvania Department of Education launched the Aspiring to Educate (A2E) initiative to diversify the educator pipeline in Pennsylvania by attracting and retaining people of color into the teaching profession. The Pennsylvania Educator Diversity Consortium (PEDC) grew out of the initial A2E pilot and consists of original A2E partners as well as additional educator preparation programs, nonprofit organizations, schools and school districts, and public sector leaders committed to increasing educator diversity.



Photo by Allison Shelley for EDUimages

This toolkit focuses on the efforts of PEDC partners in the Philadelphia region to recruit more high school students of color¹ into local teacher preparation programs and ultimately back to teach in Philadelphia classrooms. The toolkit is meant to inform and support others who wish to establish similar pipelines or Grow Your Own (GYO) programs across Pennsylvania.

The toolkit identifies five key strategies for recruiting more high school students to enter teacher preparation programs in Pennsylvania:

- **Cultivating early interest in teaching**, which refers to efforts to communicate and connect with students early in their middle and high school careers about the value and rewards of teaching as a career.
- **Mentorship and cohorting**, which leverage the power of relationships with older mentors and/or like-minded peers to create supports and a sense of belonging for aspiring educators.
- **Dual enrollment opportunities**, which allow students to save time and money and get a headstart on their teacher education by earning college credit while still in high school.
- **Apprenticeship and field experiences**, which give students opportunities to learn and practice teaching in an authentic environment with feedback and support.
- **Scholarship assistance and college admissions support**, which help students overcome financial and other barriers to entering and persisting in teacher preparation programs.

Each strategy is outlined in detail, including case studies of initiatives led by PEDC member institutions and sample resources. For each strategy, we also include recommendations for school and district leaders, teacher preparation programs, and other partners interested in implementing similar initiatives. We close with a case study of a high school in Philadelphia that layers all five strategies to support its students in their journey to become educators.

¹ While the efforts described in this toolkit focused on high school students in the first phase of work, the Pennsylvania Educator Diversity Consortium aims to develop pathways not only for youth but also for adult aspiring educators, including paraprofessionals, adults with some or no college credit, and non-education bachelor's degree holders.

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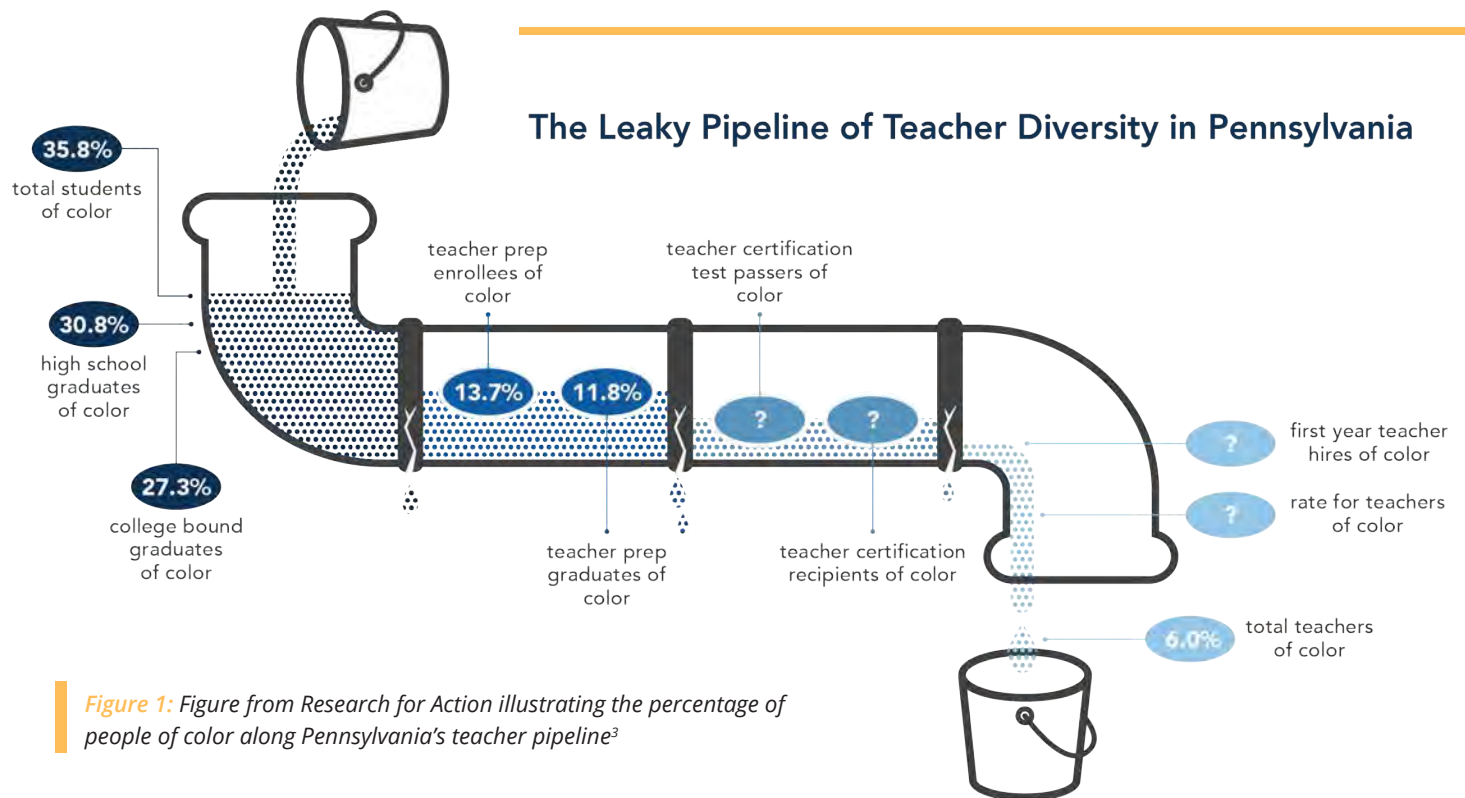
INTRODUCTION

The Pennsylvania Educator Diversity Consortium

The Pennsylvania Educator Diversity Consortium (PEDC) grew out of the Aspiring to Educate (A2E) program, an initiative of the Pennsylvania Department of Education. A2E, which was funded from 2019 to 2020, aimed to diversify the educator pipeline in Pennsylvania by attracting and retaining people of color into the teaching profession. The initial pilot funded six Philadelphia-area university educator preparation programs and the Center for Black Educator Development for one year to create pathways into teaching for youth from the School District of Philadelphia.²

PEDC is an outgrowth of the A2E program and includes not only original A2E members but over 40 organizations representing school districts, charter school operators, teacher preparation programs, institutions of higher education, nonprofits, educational organizations, and government entities across Pennsylvania. The Consortium aims to increase the diversity of the teacher workforce in Pennsylvania as well as the cultural competence of prospective and current educators of all races. PEDC member institutions work individually and collectively to further these goals, and the Consortium meets monthly to collaborate, share best practices, and strategize about scaling the work.

A comprehensive, multipronged effort to diversify the teaching profession will eventually include multiple entry points for candidates with no college experience, those with associate's degrees or some college credit, those with bachelor's degrees in fields other than education, and paraprofessionals and other educators. However, the specific focus of this toolkit, and where many Consortium member institutions chose to start, is recruitment of high school students into teaching. The efforts described in this toolkit were all implemented by PEDC member institutions and partners in the Philadelphia region with the aim of bringing more Black and Latinx high school students from Philadelphia into teacher preparation programs and ultimately into the teaching workforce. Some of the efforts noted here were partially funded through A2E, while others predate the A2E program or operate independently. This toolkit will be used to inform others who wish to establish similar pipeline programs that align with the vision and work of the Consortium.



2. Pennsylvania Department of Education (2019). *Aspiring to Educate*. bit.ly/A2EOverview.

3. Originally published in *Patching the Leaky Pipeline* by Research for Action, 2018. Updated by RFA in 2021. SOURCES: Research for Action, "Teacher Diversity in Pennsylvania from 2013-14 to 2019-20", 2019-20; Pennsylvania Department of Education, Division for Data Quality, Graduates Data, 2019-20; US Department of Education, Office of Postsecondary Education, Higher Education Act Title II reporting system, 2018-19.



Photo by Allison Shelley for EDUimages

The Need for Educator Diversity

A growing body of research clearly demonstrates the benefits of teachers of color for all students, and particularly for students of color. While a detailed review of the literature is beyond the scope of this toolkit, the Learning Policy Institute summarizes the following benefits of teachers of color:

- Teachers of color boost the academic performance of students of color, including reading and math test scores, graduation rates, and college aspirations.
- Teachers of color improve non-academic outcomes for students of color, including school attendance and suspension rates.
- Students of all races report more positive perceptions of teachers of color, including feeling cared for and academically challenged.
- Teachers of color play an important role in staffing hard-to-staff schools in low-income communities.⁴

Recognizing the urgent need and benefit of a racially diverse educator workforce, Pennsylvania was one of six states to codify its commitment to educator diversity as part of the Pennsylvania Department of Education's (PDE) consolidated state Every Student Succeeds Act (ESSA) plan. With data revealing a 71% decrease of African American graduates in education since 2000, Pennsylvania's ESSA plan states, "Given the current reality in the supply of new and diverse educators in Pennsylvania, it is vital for PDE to develop and promote teacher preparation pipelines that ensure that the most talented and diverse students enter the teaching profession."⁵

As of 2019-20, only 6% of Pennsylvania's teachers were people of color, while 36% of students were people of color. According to Research for Action (RFA), Pennsylvania's gap between students of color and teachers of color is more than twice the national average. In fact, 50% of Pennsylvania public schools and 37% of all school districts did not employ a single teacher of color in 2019-20.⁶

4. Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. [bit.ly/LPIDiversify](https://www.lpi.org/publications/diversifying-the-teaching-profession).

5. Pennsylvania ESSA Consolidated State Plan (2019), p. 68. [bit.ly/PAESSAPlan](https://www.pde.pa.gov/ESSA/ESSA-Plan/Pages/ESSA-Plan.aspx).

6. Shaw-Amoah, A.; Lapp, D.; & Kim, D.Y. (2018). *Teacher Diversity in Pennsylvania from 2013-14 to 2019-20*. [bit.ly/RFATeacherDiversity](https://www.rfa.org/publications/teacher-diversity).

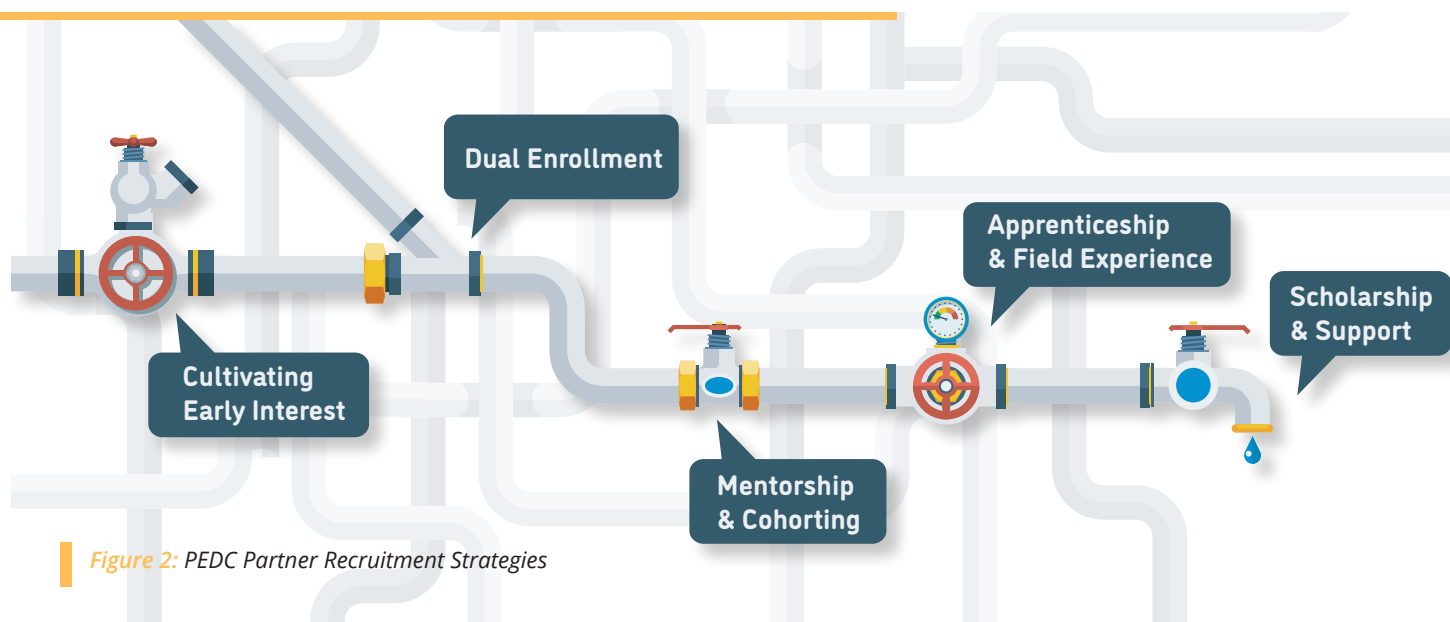


Figure 2: PEDC Partner Recruitment Strategies

This problem appears to be worsening. The number of Black college students majoring in education has fallen by 60% since 1996, while the number of Black graduates in education has decreased by 71% since 2000. In 2014, only 29 Black male teachers and 20 Latino male teachers graduated from the state's colleges and universities.⁷ This decreasing pool of new teachers of color means that Pennsylvania schools and districts will continue to struggle to diversify their workforces unless attention is paid to increasing the pipeline of future teachers of color entering the state's teacher preparation programs.

According to RFA's research, demonstrated in Figure 1, large numbers of potential teachers of color are lost from Pennsylvania's teacher pipeline before college. While 36% of all Pennsylvania students are students of color, only 31% of high school graduates, 27% of college-bound high school graduates, and 14% of teacher prep enrollees are students of color. Therefore, any attempt to diversify the pipeline of teachers in the state must include efforts focused on the pre-college space.

The first phase of PEDC's Recruitment Working Group focuses on this pre-college space, with a particular emphasis on high school students in Philadelphia. Our efforts were intended to encourage more high school students of color to consider teaching as a career and to take steps toward enrolling in teacher prep programs in the region.

Purpose and Audience of the Recruitment Toolkit

The purpose of the PEDC Recruitment Toolkit is to provide tools, resources, and best practices for individuals and institutions hoping to improve the diversity of their teacher preparation programs and incoming teacher workforces. Specifically, this

toolkit can be used by leaders across Pennsylvania who hope to develop a Grow Your Own (GYO) pipeline of future teachers from within the existing pool of high school students of color in their regions. The primary audience for this toolkit is likely to be K-12 district leaders, institutions of higher education (IHEs) and teacher preparation programs, and community-based youth development organizations. However, this toolkit may also be of interest to K-12 teachers, education school professors, local and state policymakers, parents, and students.

Toolkit Organization

In this toolkit, we focus on five key strategies for recruiting more high school students to enter teacher preparation programs in Pennsylvania, as shown in Figure 2:

- Cultivating early interest in teaching
- Mentorship and cohorting
- Dual enrollment opportunities
- Apprenticeship and field experiences
- Scholarship assistance and college admissions support

Each strategy targets high school and incoming college students at different points in their educational journeys, with the goal of increasing their likelihood of entering and persisting in the teaching profession. This toolkit lays out each strategy in detail, including case studies of partner efforts around this strategy, sample resources and tools used by partners to implement the strategy, and recommendations for pursuing this strategy within your region and role.

7. Stohr, A., Fontana, J., and Lapp, D. (2018). Patching the leaky pipeline: Recruiting and retaining teachers of color in Pennsylvania. Research for Action. bit.ly/RFALeakyPipeline.

Connections to the Culturally Relevant & Sustaining Education (CR-SE) Competencies

PEDC developed the Culturally Relevant & Sustaining Education (CR-SE) Competencies to describe the characteristics, habits, and actions of culturally relevant and sustaining educators. The competencies shown in Figure 3 are intended to guide the pre-service and ongoing training of Pennsylvania educators of all backgrounds. They complement the work of recruiting and retaining a diverse educator workforce because their implementation within all Pennsylvania schools and teacher preparation programs will improve the experiences of all students and teachers, but particularly students and teachers of color, all along the pipeline. Improving the experiences of students and teachers of color will make students more likely to consider education as a career and teachers more likely to remain in the profession.

The strategies in this toolkit touch on many CR-SE competencies. We will call attention to these connections with orange highlighting. To learn more about the CR-SE competencies, www.paeddiversity.org/resources.

Connections to the COVID-19 Pandemic and Other Crisis Events

Much of the work described in this toolkit took place during the COVID-19 pandemic. Furthermore, due to the disproportionate impact of the pandemic—and often, other economic and health-related crisis events—on communities of color, we see the work of building a more diverse and culturally proficient teacher workforce as particularly critical during this time, and an important part of Pennsylvania’s recovery from the pandemic and long-term disruptions to the education system.

Funding Sources

As state and local education agencies, educator preparation programs, and other partners look to identify funding sources for the strategies in this toolkit, there are several types of pandemic-related stimulus funds that may be called upon. Specifically, many of the activities described here qualify as allowable uses of funds under the Elementary and Secondary School Emergency Relief (ESSER), Governor’s Emergency Education Relief (GEER), and Higher Education Emergency Relief Fund (HEERF) funds from the Coronavirus Aid, Relief and Economic Security (CARES) Act; Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and American Rescue Plan (ARP). As growing, diversifying, and retaining an effective teacher workforce is critical to the long-term stability and success of the education sector as a whole, institutions should seriously consider devoting a significant portion of their stimulus funds toward investments in educator diversity and teacher pipeline development.

Outside of stimulus funds, there are other public and private funding sources that should be explored. Other federal Title funds can be used for many of these activities, as well as state and local public funds. Private funds and philanthropy should also be leveraged if possible to support these strategies, particularly in the early stages to demonstrate impact and generate interest from state policymakers.

While a detailed accounting of funding sources is beyond the scope of this toolkit, we will point out relevant funding sources to explore in certain sections, and we encourage institutions to have internal and external conversations about ways to fund this important work.

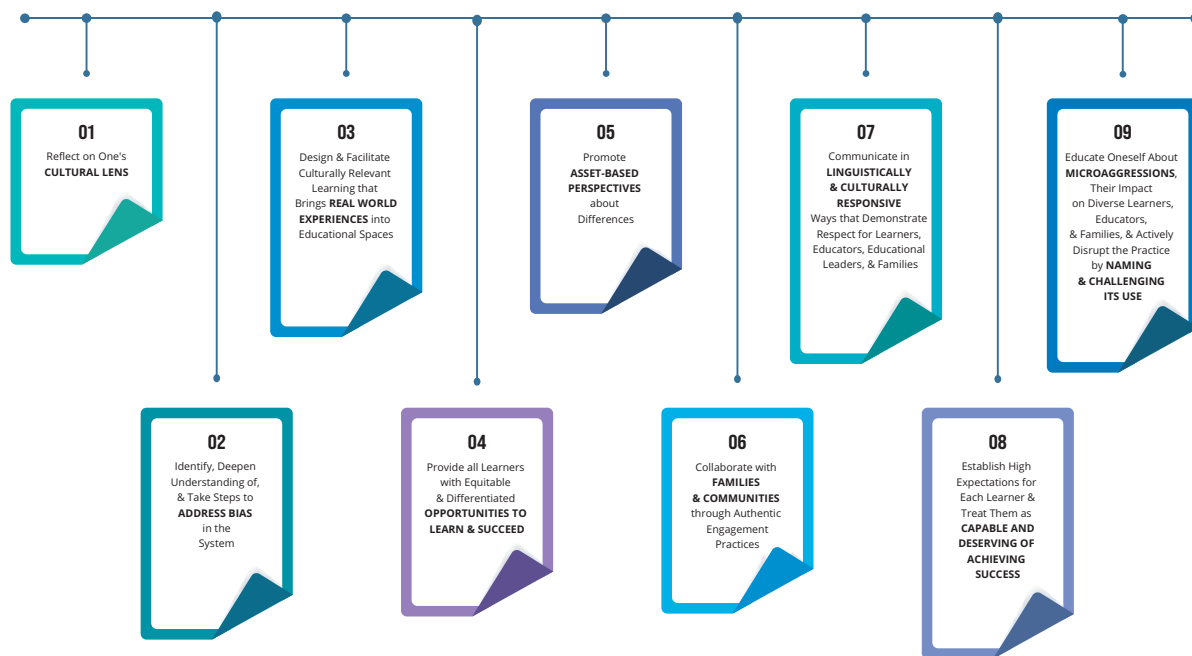


Figure 3: Culturally Relevant & Sustaining Education (CR-SE) Competencies were developed to help improve the experiences of all students and teachers, but particularly students and teachers of color.

CULTIVATING EARLY INTEREST IN TEACHING

Background

A dramatic nationwide decline in teacher preparation candidates suggests that fewer high school and college students are choosing teaching as a profession; enrollment in teacher preparation programs dropped by a third between 2010 and 2018. While enrollment for teacher candidates of color declined slightly less, by a quarter, this negative trend is particularly concerning given that teachers of color are already underrepresented in the teaching force.⁸

While there are many reasons that students of color enter teacher preparation programs at lower rates than white students, both research and anecdotal evidence suggest that students of color are less likely to aspire to become teachers while in high school. A 2010 study of over 22,000 students in 8th and 10th grade found major effects of gender, socio-economic status, and race/ethnicity on high school students' career aspirations. Specifically, African American and Latinx female students were less likely to aspire to become teachers than white and Asian/Pacific islander students, while very few male students of any race aspired to become teachers.⁹

There has not been extensive research into these differences in career aspirations and the reasons that contribute to them, but experts point to many theoretical reasons that students of color, and boys in particular, may not aspire to become teachers:

- Negative experiences, including experiences of racism, during their own K-12 experience
- Lack of exposure to teachers of color (particularly male teachers of color) during their own K-12 experience, preventing students from imagining themselves in the profession
- Lack of encouragement to consider education as a profession¹⁰

- Cost of college and other barriers to postsecondary education
- Financial pressure to choose a higher-paying profession
- Family or internal pressure to choose a more prestigious profession

To counter these barriers, schools and teacher prep programs need to be intentional and purposeful in targeting underrepresented groups early to cultivate an interest in teaching. While students of color may have received messages from their communities, families, and peer groups that teaching is not a profession they should consider, PEDC members have found that they are receptive to alternative messaging about the value and rewards of teaching as a career. To implement this strategy, PEDC members created touchpoints with middle and high school students, often in conjunction with other strategies outlined later in the toolkit, to plant the seed of considering a career in teaching. The goal is to reach these students early, before their career aspirations have solidified, and encourage them to imagine teaching as a possibility for their future, thereby encouraging them to take advantage of other opportunities (outlined in other sections of this toolkit) to continue to explore the profession.

In many ways, this strategy might be considered a marketing or communications strategy that can be employed by schools (including teachers, counselors, and administrators), districts/CMOs, institutes of higher education, and other nonprofit organizations interested in increasing teacher diversity.¹¹

Specifically, PEDC partners have used culturally responsive messaging in their communications with middle and high school students that communicates several key ideas, as shown in Figure 4 on the following page.

CR-SE COMPETENCY 7:

Communicate in Linguistically & Culturally Responsive Ways that Demonstrate Respect for Learners, Educators, Educational Leaders, & Families

8. Will, W. (2019). Enrollment in teacher-preparation programs is declining fast. Here's what the data show. Education Week. [bit.ly/EdWeekStats](https://www.edweek.org/education/story/enrollment-in-teacher-preparation-programs-is-declining-fast-heres-what-the-data-show/2019/07/22).

9. Howard, K.A.S. et al (2011). Career aspirations of youth: Untangling race/ethnicity, SES, and gender. *Journal of Vocational Behavior* 79, 98-109.

10. For example, in an informal survey, Sharif El-Mekki found that on average, white female teachers report having been encouraged to consider teaching by 3rd grade, while most Black male educators were never encouraged to become teachers until after graduating college, if at all. Similarly, PEDC member Holy Family University found, in an informal poll of their current education students, that 29 of 30 were actively discouraged from pursuing teaching by a family member or other adult.

11. It is also important to note that this strategy cannot be successful long-term in isolation, because students of color will also need supports to complete their teacher preparation programs and to persist within a profession that has historically been unwelcoming to teachers of color. This strategy should be thought of as a complement to other strategies in this toolkit and other concrete investments to dismantle barriers to teachers of color entering and staying in teaching.

- **“People like me can become a teacher”**

- *most effectively delivered by older role models who look like them, such as current teachers or college students pursuing education*

- **“Students need a teacher like me”**

- *emphasizing the importance of teachers of color for students of color, which may resonate with students’ own experiences*

- **“Teaching is a form of social justice and community liberation”**

- *connecting education to historical movements for liberation and communal progress*

- **“I know what it takes to become a teacher and feel supported to achieve it”**

- *demystifying the process of becoming a teacher and connecting students with supports, incentives, and career pathways*

- **“Teaching is a stable, respectable profession”**

- *emphasizing the practical and tangible benefits of the profession*

Figure 4: Culturally Responsive Messages to Attract BIPOC Students into Teaching



CASE STUDIES

► WEST CHESTER UNIVERSITY

West Chester University's College of Education and Social Work has undertaken several different efforts to cultivate early interest in teaching in high school students. In 2019, the College hosted a [“Why Teach?” Symposium](#) on its campus for 11th grade students from the School District of Philadelphia's Parkway West High School.¹² Approximately 50 students attended the event, which included a full day of campus seminars, workshops, and activities. The students attended workshops on admissions, financial aid, and teacher education programs. Students also had an opportunity to hear directly from current teacher candidates of color as they explained their experiences in their teacher education programs. The symposium ended with a Black male educators (BMEs) panel, during which high school students heard firsthand from BMEs about the successes and challenges of teaching.

Since the initial symposium, West Chester has expanded partnerships with regional high schools in an effort to build BIPOC students' interest in teacher education. Schools have partnered with West Chester to plan teacher education days, campus visits, and mentoring sessions with current teacher education majors. Students who engage in the diversity teacher education programs are encouraged to apply for acceptance into the multicultural teacher education dual enrollment program.



Figure 5: “Why Teach?” Symposium participants

Resource: [CBS3 coverage of “Why Teach?” Symposium](#), bit.ly/WhyTeachCBS3

► HOLY FAMILY UNIVERSITY

Holy Family's Future Teachers of Philadelphia program aims to identify high school students from diverse socio-cultural backgrounds who have some interest in teaching as early as possible. After identifying these prospective future teachers, Future Teachers of Philadelphia works to nurture and support their emerging aspirations, with the goal of ensuring that upon high school graduation, they will possess a strong desire to attend college to pursue teacher certification and will have some knowledge of college and university-based teacher preparation programs.

The program partners with George Washington, Ben Franklin, and Frankford high schools in the School District of Philadelphia. Current Holy Family education students and faculty members visited each school to talk with high school students about why they should consider education as a career. After identifying a cohort of interested students, the Holy Family students have met regularly with the cohort—both in-person and virtually—to share more about the teaching profession and their own experiences pursuing education. The high school students will have the opportunity to visit Holy Family's campus in the future, and efforts are being made to develop a scholarship program to support their future matriculation at Holy Family.

12. Parkway West is a citywide admission high school in the district that includes an “Academy” focused on early childhood education; it is the only high school in Philadelphia that currently offers a curriculum, including practical experiences, focused on a pathway to teaching. At Parkway West, students complete the requirements, through their coursework and internships, that lead them to earn a Child Development Associate (CDA) credential.

CASE STUDIES (CONTINUED)

► THE CENTER FOR BLACK EDUCATOR DEVELOPMENT

The Center for Black Educator Development (CBED) operates several programs for aspiring teachers of color, including Freedom Schools and Liberation Academy (which will be discussed in more detail later in the toolkit). Throughout CBED's recruitment materials and efforts, there is a strong emphasis on Black identity and pride, social justice, and education as liberation. Marketing materials and in-person messaging focus on the rich history and heritage of Black educators, the joy in Black community, and the value in cross-generational mentorship and investment. The Center's founder, Sharif El-Mekki, is a pivotal figure in the movement to recruit more teachers of color, particularly Black educators, and frequently reminds audiences that "teaching Black children well is a revolutionary act."¹³

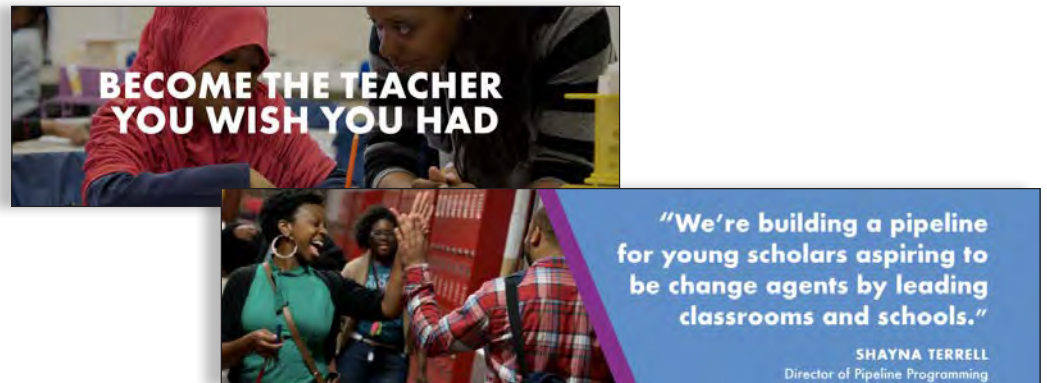


Figure 6: Examples of effective messaging from the Center for Black Educator Development's marketing materials

Resource: ["Welcome to the Revolution" video](https://bit.ly/CBEDRevolution) with Sharif El-Mekki, bit.ly/CBEDRevolution

13. El-Mekki, S. (2020). Guest commentary: Teaching Black children is a revolutionary act. *The Philadelphia Citizen*. <https://bit.ly/TeachingRevolutionary>.

IMPLEMENTATION RECOMMENDATIONS

FOR SCHOOLS, DISTRICTS, CMOS, AND STUDENT-SERVING NONPROFITS

► Explicitly encourage students to consider teaching.

Work with school counselors, teachers, and other staff to intentionally build in opportunities for students to learn about the teaching profession, including during career days and career fairs. Train school staff on the importance of cultivating early interest in teaching among students through the creation of formal and informal opportunities to plant the seed among middle and high school students. Consider developing materials such as posters, brochures, and digital materials with a “Why Teach?” message for use in classrooms, hallways, counselors’ offices, and online.

► Connect with local teacher preparation programs.

Reach out to local schools of education to create opportunities for your middle and high school students to get exposure to teacher preparation early on. Invite these partners to existing school events such as college fairs and consider developing new events and initiatives together. If possible, identify teacher preparation programs with a track record of supporting and retaining aspiring teachers of color.

FOR TEACHER PREPARATION PROGRAMS

► Connect with local schools, districts, CMOs, and student-serving nonprofits.

Reach out to local K-12 educational organizations to begin building partnerships. Be very clear with leaders about the purpose of the partnership and what you will be able to offer their students; also be clear with what you require in terms of access to students, communication with parents, and instructional time. The more concrete incentives and benefits you can offer to the schools and/or students, and the lighter a lift you can make the partnership for busy school leaders, the more likely they will be to say yes.

► Build sustained relationships.

An initial relationship with a school or other partner organization might be a one-off event such as an assembly or informational session on teaching and your program. As you build trust, however, push for sustained relationships with partners that allow you to cultivate interest in teaching over time. The institutions featured in the case studies above recommend building intentional connections with principals, teachers, and families, which may involve bringing in food and “swag,” thoughtfully communicating your long-term vision for a partnership, and building deep trust and communication over time. This will allow you to continue to work with cohorts of students and layer in additional supports described in the other sections of this toolkit.

FOR ALL PARTNERS

► Be thoughtful about messaging.

Students of color need to be given compelling reasons to consider teaching despite the barriers, and they need to hear these reasons from people they respect and who share their backgrounds. Be strategic in using some of the marketing messages recommended above, and include people of color in the crafting of messaging and materials as well as in the delivery of the messaging.

► Invest in supports and incentives for aspiring teachers.

Even with strong marketing, there are many barriers preventing students of color from becoming teachers. Advocate for resources to support these students in high school, including tutoring, college application support, and other supports laid out in this toolkit, such as mentorship, dual enrollment opportunities, and financial support.

MENTORSHIP & COHORTING

Background

Because of the scarcity of teachers of color in the education profession, both aspiring educators and current classroom teachers often report feelings of isolation and the weight of being the “only one” in their teacher preparation programs or schools.¹⁴ The experience of being “in it alone” likely contributes to the high attrition rates for people of color within teacher preparation programs as well as in the classroom.¹⁵ As a result, one strategy PEDC partners have found effective in attracting more Black and Latinx high school students into the education profession is using mentorship and cohorting to develop culturally affirming relationships and support systems for these students.

PEDC defines mentorship as “the process of encouraging and assisting others to develop their potential as a person of character in all areas including building confidence, encouraging self-development and leadership, inspiring excellence, expanding

growth and learning, and promoting an environment of trust, mutual respect and friendship.”¹⁶ For a more detailed examination of mentorship across multiple stages of the teacher preparation pipeline, see the PEDC Mentorship Toolkit; this toolkit focuses only on mentorship in the pre-college space. Specifically, in the context of recruitment of high school students of color into the teaching profession, mentorship has consisted of **older current or aspiring educators**, ideally people of color themselves, **working with middle or high school students of color** who aspire to become educators, over a **sustained period of time**. In some cases, mentors are college students or teacher candidates at partner institutions, while in other cases, mentors may be current teachers. Although the exact duration and model for mentorship varies from program to program, all mentors served as role models and trusted advisors to aspiring young educators, demonstrating a belief in their potential as future educators, an understanding of their lived experiences and challenges, and support for their continued development.

While mentorship is defined by the relationship between mentor and mentee, cohorting is a strategy built on the benefits of peer relationships. In the PEDC cohort model, **a group of secondary students** is recruited or selected to move through a pre-college educator preparation experience **together**, allowing them to **build connections, support each other**, and **gain social-emotional benefits and a sense of belonging** from being part of a group. Programs built on cohorting models, such as the Posse program, have been shown to dramatically increase graduation rates and college success for students of color, low-income students, and first-generation college students.¹⁷

As is evident in the case studies, mentorship and cohorting are often used together to create strong “pods” of high school students with one or more trusted mentors. This strategy is also often combined with other strategies in this toolkit, such as Dual Enrollment and Apprenticeships.

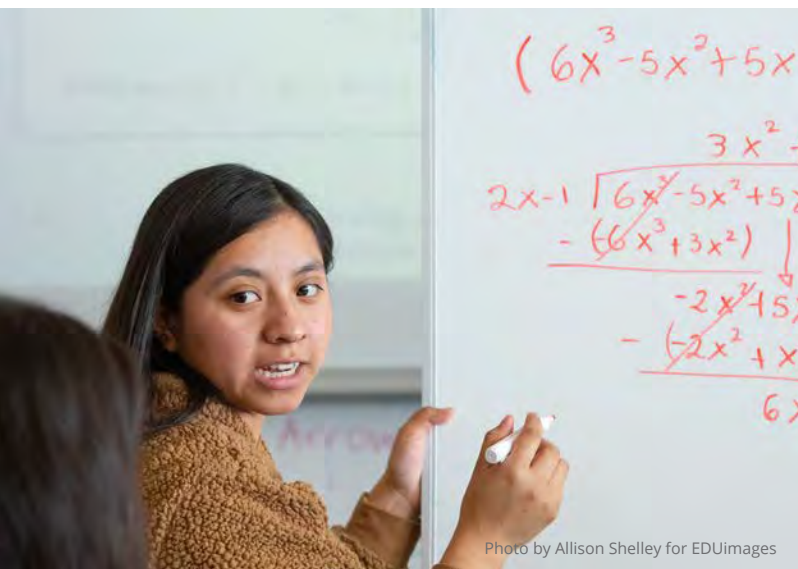


Photo by Allison Shelley for EDUimages

CR-SE COMPETENCY 5:

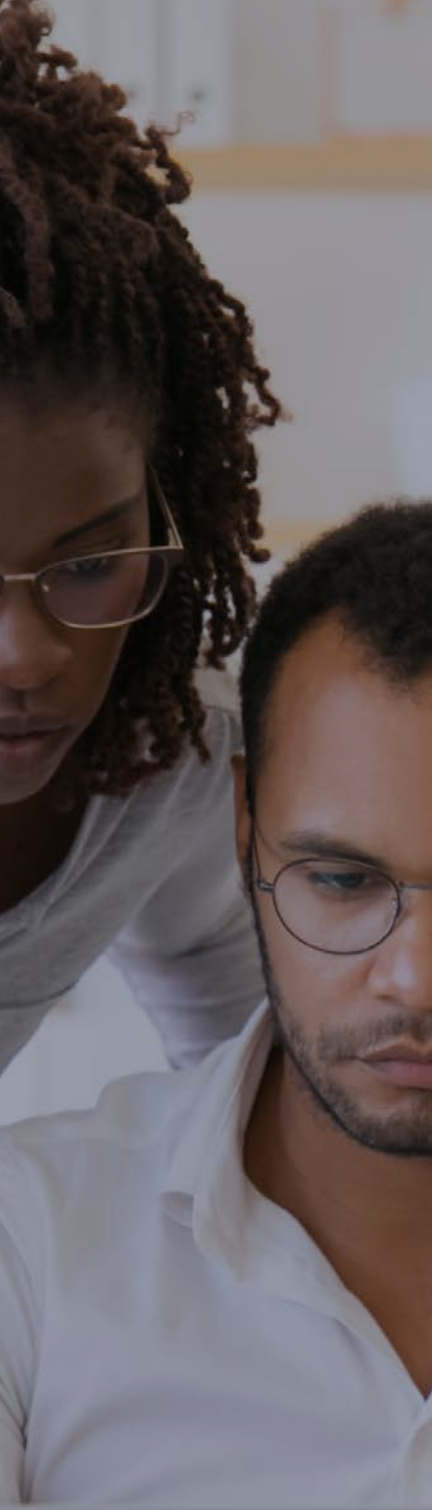
Promote Asset-Based Perspectives about Differences

14. Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. [bit.ly/LPIDiversify](https://lp.institute.org/diversify/).

15. Dixon, D., Griffin, A., Teoh, M., Education Trust and Teach Plus (2019). *If you listen, we will stay: Why teachers of color leave and how to disrupt teacher turnover*. bit.ly/IfYouListen.

16. PEDC Mentorship. www.paeddiversity.org/resources.

17. Posse Foundation (2020). *Posse facts & figures*. bit.ly/PosseFacts.



CASE STUDIES

► MILLERSVILLE UNIVERSITY

Millersville University's [Color of Teaching \(COT\)](#)—one component of Millersville's Project Teacher Development—is a mentoring program that matches students of color in grades 7-12 who are interested in pursuing a career in education with a trained Millersville student mentor. The program, grounded in Culturally Relevant Teaching¹⁸ and Self-Determination Theory,¹⁹ is intentionally designed to foster a familial culture. Mentor-mentee pairs communicate to set goals, provide encouragement, explore cultural diversity, and discuss routes for college success. The program includes events held on the university campus such as public lectures, athletic contests, and participation in low-ropes team-building activities. Importantly, Millersville views this program as beneficial not only for mentee students, but also for the mentor students, who receive leadership experience, professional development, a support group network, and a faculty mentor.

Being in the [COT] program helped motivate me for college in many ways. It gave me an insight on how tough college can be if you are not organized. My mentor motivated me because he would check up on me from time to time to make sure I was doing what I had to do to succeed. [COT] gave me the support that I needed through high school because I was not always the best at school. The people there guided me into the right direction by working with me individually.

-12th grade Latinx male participant for four years

I was in [COT] for three years...I always felt important because someone was there to help me or to hear me. I feel as a growing young woman I need that; in this society to not get caught up in my stress and just talk to someone about it. Color of Teaching helped me realize I wanted to help adolescents just like teachers, counselors, principals, etc.

-12th grade Black female participant

[COT] was one of my biggest support systems during my high school years. I always wanted to go to college, but I was very confused how to get there.

-12th grade Black female participant

The Color of Teaching Mentoring Program is one component of Project Teacher Development (see resource link below).

Resource 1: [Millersville Project Teacher Development Description, bit.ly/ProjectTeacherDevelopment](#)

Resource 2: [Color of Teaching Brochure, bit.ly/ColorofTeaching](#)

► WEST CHESTER UNIVERSITY

West Chester University's Power Start program, housed in the College of Education and Social Work, was a WCU-funded pilot program launched during the 2019-2020 school year. The program was created to increase interest in teaching among students in Chester County. Through Power Start, students received mentoring, academic support, and tutoring in English and Spanish from West Chester University faculty and staff. Mentors encouraged students to consider teaching as a profession, and served as role models and resources for students.

The program served a cohort of 28 students at Phoenixville Area High School. Programming began with visits to ninth grade classrooms, as well as family workshops to inform families of the need for diversity in the PA teaching force. While the pilot program is no longer operating, the goal is that some of the pilot cohort will ultimately choose to enroll in one of West Chester University's Teacher Education programs.

Resource: [Power Start program description and resources, bit.ly/WCUPowerStart](#)

18. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: a.k.a. the remix. *Harvard Educational Review* 84(1): 74-84.

19. Deci, E., Ryan, R., & Guay, F. (2013). Self-determination theory and actualization of human potential. In McInerney et al. (Eds.), *Theory driving research: New wave perspectives on self processes and human development* (pp. 109-133). Charlotte, NC: Information Age Press.

CASE STUDIES (CONTINUED)

► CHEYNEY UNIVERSITY

Cheyney University's Future Educators Bootcamp was designed to encourage juniors and seniors in high school to aspire to become educators. Initially designed to be a five-week residential experience, the program was converted to a virtual experience as a result of the pandemic.

The program was modeled after the university's successful summer bridge program utilizing early college transition concepts under a culturally relevant and sustaining framework. Students experienced the program as part of a cohort, allowing them to develop a sense of community with peers and foster life-long friendships and connections. They also received mentoring from Peer Mentors, current Cheyney junior and senior education majors.

Students engaged in meaningful projects that introduced the cultural significance of Cheyney University, historically Black colleges and universities (HBCUs) and minority-serving institutions (MSIs); addressed the value of diversity in teacher education; and taught leadership skills, teamwork, and civic responsibility. Students also completed two three-credit college-level education foundation courses: ECE121, Early Childhood Component I and EDU110, Introduction Interpretation and Analysis.



Youth Pathway for Aspiring Educators
Cheyney University A2E students will begin Aspiring to Educate during their junior or senior year of high school with Cheyney University of Pennsylvania.

The goal of the Aspiring to Educate program is to address both the shortage of teachers in Pennsylvania and the lack of diversity in the educator pipeline. It is also the intent of the program to equip those teachers in the pipeline, and current in-service teachers, with the knowledge, tools, and supports needed to be culturally responsive educators. With the support of private, federal, state, and institutional resources, it is also the goal of the program to alleviate the financial burden of participants.

Ultimately, Aspiring to Educate will work with school districts in Pennsylvania to ensure participants are hired upon the completion of the program.

Summer Program
During summer 2020, Cheyney University will host a select group of interested students on its 275 acre campus for the Aspiring to Educate (A2E) residential program.

These students will take part in a five-week exploratory program that aims to inspire the next generation of Educators. Applications are online and are on a first-come, first-served basis.

For more information, students should call the office of Admissions at 610 - 399 - 275

Resource: [Cheyney A2E website, bit.ly/CheyneyA2E](https://bit.ly/CheyneyA2E)

IMPLEMENTATION RECOMMENDATIONS

FOR SCHOOLS, DISTRICTS, CMOS, AND STUDENT-SERVING NONPROFITS

► Identify mentors within your organization.

While cross-organization partnerships are beneficial, there may be untapped role models within your own building or network. Are there respected teachers of color who would be willing to identify and mentor students of color who would make great future teachers? Is there an affinity group for teachers of color in your district or network that may be interested in supporting the next generation of teachers? Could you pair older students, such as high school juniors and seniors, with younger students with shared teaching aspirations? Take advantage of the talent within your organization—but also be sure to compensate these mentors in some way for their time rather than adding to the invisible tax many educators of color already are saddled with when they are asked to serve as disciplinarians, mentors, or problem-solvers for students of color in their schools.

► Find students interested in teaching and bring them together.

Even if you're only starting with a lunch bunch or after-school club, there is benefit in building a cohort of students with shared interests to support each other. Survey students on their career aspirations or ask teachers to identify students who would excel as teachers to create your first cohort of aspiring educators. Then you can begin looking for teacher preparation programs or other partners who may be able to offer additional support and opportunities for these students.

FOR TEACHER PREPARATION PROGRAMS

► Leverage your current students.

High school students are often very eager to talk to college-aged students, and education majors and other teacher candidates are often eager to form relationships with K-12 students. Consider involving teacher preparation students from your campus, particularly students of color, into mentorship and cohort-based programs—while also thinking about supports and incentives for the mentors as well as the mentees.

FOR ALL PARTNERS

► Support your mentors.

While many educators and future educators of color may be eager to support aspiring educators, mentoring is a skill that must be taught like any other. If you want your mentorship or cohort-based program to have an impact on mentees, make sure you're clear on your project goals and develop a plan for how you will support mentors with training, mentors of their own, and compensation of some kind.

DUAL ENROLLMENT OPPORTUNITIES

Background

One frequently cited barrier to increasing the number of teachers of color in Pennsylvania and nationwide is the high and rising cost of college.²⁰ Given the well-documented wealth gap between white families and families of color, postsecondary education is out of reach for many high school graduates of color, while many others make the cost-benefit calculation to pursue a higher-paying profession given the large investment of resources a college degree requires.

Offering high school students the opportunity to begin their undergraduate course requirements, including education-specific courses, while still in high school through dual enrollment opportunities is one way to change that cost-benefit analysis for high school students and make teaching a more affordable and attractive career pathway. Dual enrollment refers to high school students taking college-level courses for both high school and college credit, often at no cost to them.²¹ This allows students to graduate from high school with college credit, thereby giving them a headstart on the teacher preparation process and reducing the time and financial cost associated with college. Research shows that dual enrollment opportunities increase college enrollment and persistence, credit accumulation, and college GPAs for high school students who participate, particularly for groups that struggle in college, including low-income, lower achieving, and male students.²²

The School District of Philadelphia (SDP) has offered dual enrollment opportunities to its high school students for years, most prominently through the Community College of Philadelphia. In 2019, the Board of Education allocated \$767,161 from the district's operating budget to go toward dual enrollment opportunities and issued a request for proposals (RFP) to IHEs to propose dual enrollment agreements. SDP currently contracts with six IHEs for dual enrollment and pays a certain amount

per student per credit or course to each partner. However, this amount—approximately \$300 per course per credit—covers only a fraction of the full cost of dual enrollment for many of the IHEs.

As part of the A2E initiative, several of SDP's partner IHEs created or expanded education dual enrollment offerings for SDP students, as described in the case studies that follow. In addition to a portion of the funds from SDP (which supports dual enrollment of district students in courses within various disciplines), some IHEs have used A2E funds (if available) and funds from their college or school of education's operating budget to subsidize the costs of dual enrollment for SDP students. Identifying additional funding sources to support dual enrollment is a key priority for both IHEs and districts; this may be an area where funders interested in increasing teacher diversity within the teacher pipeline could play a key role.

Investing in dual enrollment opportunities is an allowable use of ESSER I, II, and III funds from the three federal pandemic-related stimulus packages. Additionally, under the Every Student Succeeds Act (ESSA), there are conditions under which federal funds—specifically, Title I, II, III, and IV—can be used toward dual or concurrent enrollment programs,²³ which may be another funding mechanism for expanding dual enrollment opportunities for aspiring educators.

CR-SE COMPETENCY 2:

Identify, Deepen Understanding of, and Take Steps to Address Bias in the System

20. Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. bit.ly/LPIDiversify.

21. U.S. Department of Education. *Dual enrollment: Accelerating the transition to college*. <https://bit.ly/USDOEDualEnrollment>.

22. Teachers College, Columbia University (2012). *What we know about dual enrollment*. <https://bit.ly/TCDualEnrollment>.

23. College in High School Alliance. *The Every Student Succeeds Act: Provisions concerning dual and concurrent enrollment*. <https://bit.ly/ESSADualEnrollment>.



CASE STUDIES

► TEMPLE UNIVERSITY

The [Temple Education Scholars \(TES\)](#) Dual Enrollment Program is a year-long program designed for college-bound Philadelphia high school seniors interested in pursuing education and becoming future teachers with the School District of Philadelphia. Students engage deeply in coursework to earn college credit, taking five college education courses worth 15 college credits, the equivalent of one full college semester. The courses, offered within Temple's College of Education, count toward program requirements for majors in Early Childhood Education, Middle Grades Education, Secondary Education, and Human Development/Community Engagement. Students participate as part of a cohort and also receive tutoring, mentoring, and programming focused on time management, organization, study skills, and the college application process from TES program staff and College of Education undergraduate and graduate students.

Temple University offers a discounted tuition rate of \$325 per credit (with no fees) to high school students who enroll in Temple coursework. The School District of Philadelphia covers the costs of about a dozen students' tuition and books per year. The college currently subsidizes the cost of the program's operation (staffing, supplies, food, promotional items, incentives and celebrations). Some A2E funds awarded by PDE supported the inclusion of additional SDP students in the TES program.

More than 90% of the 25 students who comprised the first two cohorts of the Temple Education Scholars program self-report as students of color. In both years, the average cumulative student GPA of the credits Scholars earned in their Temple coursework was 3.5 or higher and 100% matriculated into college in the fall semester following high school graduation. Ten of the Scholars have matriculated to Temple for college, six matriculated into the College of Education and Human Development at Temple as education majors, and two entered college as education majors elsewhere. Temple is engaging in a multi-year longitudinal project to study the long-term impact of TES on college access and success, recruitment of students of color into teacher education programs, and identity and motivation.

Resource: [Temple Education Scholars recruitment video](#)
bit.ly/TempleEdVideo

Resource: [TES recruitment flyer](#), bit.ly/TESRecruitment

► WEST CHESTER UNIVERSITY

West Chester University's Aspiring to Educate: Teacher Educators Scholars Dual Enrollment Program is designed for college-bound high school students of color interested in the teacher education profession. Rising high school seniors enroll in the dual enrollment course over the summer and continue with the program—which also offers students basic skills review, SAT preparation, and college application support—through the end of senior year.

During the first year of the program, in summer 2020, a cohort of eight students from four Philadelphia high schools (Parkway West, Girls' High, SLA@Beeber, and Mastery Charter) took the initial three-credit child development course, Early Grades Preparation: 209 Infant and Child Development. The child development course can count toward their Early Grades Preparation major at WCU or be transferred to another four-year college. Seven students successfully passed the course and earned college credit (one student withdrew due to a scheduling conflict). After successfully completing the college course, the students are continuing with the program, participating in SAT prep, WCU campus visits, college application support, and mentoring from current WCU students. Through the program, they also had the opportunity to take the Basic Skills Praxis Exam prior to matriculation at the undergraduate level. The A2E Teacher Educators Scholars Program is funded jointly by WCU College of Education and Social Work funds, donor support, and A2E funds.



CASE STUDIES (CONTINUED)

► WEST CHESTER UNIVERSITY (CONTINUED)

During the second year of the program, beginning in 2021, the dual enrollment offering will be an education technology course, which is a required education course across varying teacher preparation programs (early, middle, high school, and special education) and does not limit students to early childhood education like the Early Grades Preparation course. The students enrolled in the dual education program will have access to West Chester University resources and will get first-hand experience at the college level while earning college credits.

Resource: [West Chester Dual Enrollment Flyer, bit.ly/WestChesterDE](https://bit.ly/WestChesterDE)

► THE CENTER FOR BLACK EDUCATOR DEVELOPMENT AND ARCADIA UNIVERSITY

CBED's Liberation Academy is designed to attract, cultivate, and support future educators dedicated to intellectual development, committed to social change, civically aware, and conscious of their role as servant leaders. The program seeks to cultivate an intellectually rigorous, collaborative environment designed to foster a love for acquiring and sharing knowledge, personal and professional character development, and a strong foundation for pursuing long-term careers in education.

Liberation Academy workshops invite high school students to engage with and establish an educational philosophy grounded in creating an ideal social, cultural, and academic environment for Black children. Students explore the socialization processes inherent in the education system, become familiar with the cultural foundations that motivate curricular construction, and begin to establish their own grounding pedagogical approaches. Students regularly engage in collaborative work, rigorous scholarship, and research in order to critically engage with and learn from each other. Workshops are structured around an intergenerational mentorship model, with college students and current educators mentoring high school students and supporting their learning. Eventually, the high school students will also have opportunities to mentor and instruct younger students as well.

In spring 2019, CBED and Arcadia University partnered to pilot the incorporation of Liberation Academy into Arcadia's Social Action and Justice Education (SAJE) Dual Enrollment Program. Eleven juniors from Mastery Charter Schools Shoemaker Campus participated in the SAJE Liberation Academy pilot, earning college credit for their engagement with the program and stipends for consistent engagement in the program and after-school workshops. Many of these students continued their experience with CBED by participating in its Freedom Schools Literacy Academy program during the summer, allowing them to receive year-round coaching, mentoring, and training. In fall 2020, CBED and Arcadia continued the SAJE/Liberation Academy partnership, serving 11 students across four school districts. Students enrolled in SAJE Liberation Academy participate in weekly workshops facilitated by CBED. SAJE fellows (high school juniors/seniors) will participate in several introductory education courses for a total of 16 credits, university seminars focusing on social justice and activism, and college preparatory workshops, along with other school-community university events.

Arcadia's SAJE Dual Enrollment Program is also a pathway into Arcadia's new [SAJE Fellowship Program](#) for aspiring educators of color. The program, which offers fellows scholarships, additional funding opportunities, and other supports during and after college, aims to provide students of color access to high-quality teacher education at Arcadia University.

Resource: [Liberation Academy Flyer #1, bit.ly/LiberationAcad1](#) and [#2, bit.ly/LiberationAcad2](#)



CASE STUDIES (CONTINUED)

► MILLERSVILLE UNIVERSITY

Millersville's Project Teacher Development includes a three-credit dual enrollment course, "Foundations for Success: Preparing for Your Future," offered free to high school juniors and seniors. Tuition for this college preparation course is funded by the School District of Lancaster. The course covers "college knowledge," time management, academic and social skills, personal and professional development, and exploration of teaching and coaching as careers. Students interview teachers, research issues related to teaching and coaching, and hear from admissions and financial aid officers and college student mentors from the Color of Teaching Program. The course was offered for the first time in fall 2020 and four high school seniors successfully completed the course, earning an A- to B+ average.

Resource: [Millersville Project Teacher Development Description, bit.ly/ProjectTeacherDevelopment](https://bit.ly/ProjectTeacherDevelopment)

IMPLEMENTATION RECOMMENDATIONS

FOR SCHOOLS, DISTRICTS, CMOS, AND STUDENT-SERVING NONPROFITS

► Allocate resources for dual enrollment.

Set aside money in your general operating budget to invest in dual enrollment opportunities for high school students. Explore sources of funding, including federal Title dollars, that can be dedicated to expanding dual enrollment opportunities across all schools (not just special admissions or top-performing schools).

► Seek out education coursework for students.

Beyond developing general dual enrollment partnerships with local colleges and universities, work specifically with schools of education and teacher preparation programs to create dual enrollment opportunities that fulfill education requirements, and set aside a significant number of your dual enrollment slots for students who aspire to become educators.

FOR TEACHER PREPARATION PROGRAMS

► Identify dual enrollment courses strategically.

Offer courses that satisfy requirements for education majors and are likely to get students excited about teaching as a profession. If you only offer remedial or elective courses, these will be less helpful for students hoping to save on college time and costs.

► Layer on support.

Think about what additional supports you can offer high school students enrolling in their first college-level courses, such as additional tutoring or office hours, a cohort model, or workshops on study habits. The more successful students feel in your courses, the more likely they are to want to matriculate at your IHE.

FOR ALL PARTNERS

► Develop win-win partnerships between IHEs and local education agencies.

IHEs and local education agencies (LEAs) both stand to gain from strong dual enrollment agreements. For IHEs, dual enrollment is a great way to connect with their local community and a recruitment opportunity to attract local students to eventually enroll in their undergraduate programs. For LEAs, dual enrollment allows them to extend their offerings to students and families, improve student outcomes, and create a supply of future educators. LEAs can entice IHEs to form dual enrollment agreements by offering a pool of potential future students with a portion of their tuition guaranteed, while IHEs can entice LEAs by offering a discounted tuition price for high school students.

► Be thoughtful about recruitment.

Dual enrollment dollars sometimes go unspent because IHEs do not have a direct pathway to recruit students for their dual enrollment courses. LEAs should provide IHEs with opportunities to share information about dual enrollment courses with students and families, and also connect them with principals, teachers, and counselors who can assist with recruitment. IHEs should be specific about the support they need from their secondary partners in recruiting high school students, as well as emphasize the benefits of their programming to students and families.

► Seek out sources of additional funding.

If additional funding is needed to make dual enrollment partnerships viable, approach local foundations and corporations about supporting your efforts. If you can tell a clear story about how this opportunity will support the expansion and diversification of the teacher workforce, many funders may be eager to invest.

APPRENTICESHIP & FIELD EXPERIENCES

Background

While dual enrollment opportunities give high school students an early experience with education coursework and theory, students also need experiences that allow them to practice the skills of teaching and experience the rewards of being an educator. In the context of recruiting high school students of color into the teaching profession, we consider apprenticeship experiences to be opportunities that allow high school students to learn and practice instructing other students in an authentic field experience analogous to a student teaching or practicum experience in a teacher preparation program, with feedback and support provided by experienced mentor educators.²⁴

Apprenticeship experiences may take place in a variety of forms:

- Within high schools, with students serving as teaching assistants or trained tutors for younger peers
- Across schools, with high school students serving as tutors, mentors, or teaching assistants for elementary or middle school students
- Within standalone programs, such as summer enrichment programs and after-school programs

The goals of apprenticeship programs include:

- Building students' practical and pedagogical skills as educators
- Building students' excitement and confidence about teaching as a profession
- Allowing students to view themselves as teachers and role models; building an educator identity
- Providing additional support and capacity to cooperating or mentor teachers
- Boosting the achievement of the students being tutored or taught by the apprentices

Depending on how these programs are structured, they can be time- and resource-intensive because it is important that students receive adequate support and compensation to become apprentice teachers. In some programs, apprentice teachers are "compensated" with academic credit, while in others (typically those happening outside the regular school day), apprentice teachers receive stipends or hourly pay for their time in the apprenticeship. Some programs also contain multiple layers of apprenticeship and support, with high school apprentices receiving coaching and mentorship from college student apprentices, who are in turn coached and supported by veteran educators. In all cases, it is vital that high school apprentices receive coaching, feedback, clear guidance and instruction, and space to process and reflect on their experiences.

Photo by Allison Shelley/The Verbatim Agency for EDUImages



CR-SE COMPETENCY 3:

Design and Facilitate Culturally Relevant Learning that Brings Real World Experiences into Educational Spaces

²⁴. It is important to note that we are not referring to apprenticeships as defined by the U.S. Department of Labor and that these experiences do not meet the requirements of the federal apprenticeship program, which does not currently include education as an industry. We are referring to apprenticeships in the more historical sense of an apprentice or trainee learning on-the-job skills from an expert in the trade.



CASE STUDIES

► MILLERSVILLE UNIVERSITY

Millersville's **Side-by-Side** program works with a cohort of high school students who have been nominated by their schools and have shown interest in teaching as a career. University faculty and college student mentors work with students monthly in a series of seminar-style workshops, offered during the school day, that introduce them to the art of teaching through microteaching. Students have the opportunity to practice teaching in a safe environment with supportive peers and mentors.

Hands down my favorite memory was the activity where I became the teacher and taught others how to play Hangman. That really showed me how difficult it was to teach simple things like games...
-12th grade Latinx male participant

► THE CENTER FOR BLACK EDUCATOR DEVELOPMENT

The Center for Black Educator Development (CBED) operates Freedom Schools Literacy Academy (FSLA), a dynamic eight-week summer program for Black elementary students entering first through third grades. Based on the Children's Defense Fund's 25-year-old model and the Philadelphia Freedom Schools, FSLA develops early literacy skills with an evidence-based instructional program in a culturally affirming environment. Students' days begin with Harambee, a communal experience to build unity, and then progress into morning classroom instruction using an evidence-based literacy curriculum.

CBED recruits high school apprentices (Junior Servant Leaders) and college-level apprentices (Servant Leader Apprentices) for FSLA. High school and college apprentices work in pairs to lead daily literacy instruction for classes of 10-12 students. To prepare to teach effectively, high school and college apprentices participate in an intensive training before the summer program (two weeks for college apprentices and 1.5 weeks for high school apprentices). Once the program begins, they attend daily afternoon workshops led by a Literacy Coach to develop their facilitation and instructional skills and increase their familiarity with the curriculum. Training topics include the latest on child development as well as workshops on lesson planning, team teaching, team building, and positive conflict resolution. The Center also aims to provide pedagogical understandings and tools that extend beyond traditionally Eurocentric models and apply educational philosophies of Black communities that address the comprehensive intellectual, emotional and social development of their students.

FSLA has operated under CBED's leadership for two summers. In summer 2019, CBED operated two sites at Mastery Prep Elementary and Mastery Cleveland Elementary; in summer 2020, FSLA was offered virtually to 105 rising first through third graders, 94% of whom identify primarily as Black, with 27 Junior Servant Leaders and 24 Servant Leader Interns, 100% of whom identify as Black. In 2020, FSLA achieved the following outcomes:

- FSLA scholars reported improved views of themselves, their communities, and race/ethnicity
- FSLA scholars made significant gains in targeted vocabulary, reading comprehension, word reading, and fluency
- 100% of apprentices reported increased knowledge of Black history and pedagogy
- 96% of apprentices reported an increased interest in teaching
- 100% of apprentices reported an increased interest in teaching Black children

High school and college apprentices are paid an hourly rate for their time at FSLA. This compensation is paid through Philadelphia Youth Network's WorkReady program, which received support through A2E to support CBED. CBED also received support through A2E to support FSLA, and the remainder of costs were paid for through private dollars.

Resource: FSLA Scorecard, bit.ly/FSLAScorecard

Resource: CBED Youtube page, bit.ly/CBEDYoutube

Resource: FSLA Junior Servant Leader Job Description, bit.ly/JSLVirtualJD

IMPLEMENTATION RECOMMENDATIONS

FOR ALL PARTNERS

► Look for opportunities within schools.

Schools are natural sites for teaching apprenticeships because they already have teachers to serve as mentors and students to serve as both apprentices and teaching subjects. Look for opportunities for older students to serve as apprentice teachers while working with younger students; for educational and liability reasons, this should always be in the presence of a certified teacher and in an enrichment capacity (such as an after-school program or supplemental tutoring) rather than as a replacement for core instruction.

► Plan for training and supports.

Some high schools with student apprenticeship programs have found that apprentices were underutilized or placed in charge of non-educational duties like making copies because there was not a comprehensive plan for training and supporting both the apprentices and their cooperating teachers. Identify a faculty sponsor to design a series of trainings or an entire course to support the student apprentices, and ensure that all mentor teachers receive clear guidance around the expectations for their apprentices and how they can support them. Apprentices should also receive regular feedback on their instruction from their faculty sponsor or mentor teacher.

► Choose a focus.

Since this will be most students' first experience with teaching, it's not practical to try to prepare them to instruct in all subjects, grade levels, and settings. Instead, set clear goals for what skills you want students to gain and what kind of experience you want them to have, and design your program accordingly. It's best to identify a specific instructional plan or model for apprentices to follow, whether it's high-dosage tutoring, small group instruction, mentoring, or a specific scripted curriculum or intervention. The more targeted your focus, the more likely you can set your students up for success and that they will have a positive experience that makes them hungry for more opportunities to teach.

► Be strategic about incentives.

It's unrealistic to expect students to sign up for apprenticeship opportunities without some form of compensation. You may be able to offer academic credit (high school and/or college) for your apprenticeship program if it is structured and includes a class or reading component. You should also explore whether you have funds that could go toward compensation for apprentices, or whether you can partner with an organization that has access to funds for work-study or work-ready programs.

SCHOLARSHIP ASSISTANCE & COLLEGE ADMISSIONS SUPPORT

Background

Even if high school students of color can be encouraged to continue teaching as a profession and get early experiences with education through dual enrollment and field experiences, the cost of college is still prohibitive for many students, particularly those from low-income backgrounds. Navigating the college application process can also be daunting, particularly for first-generation college students and their families.

To overcome these barriers, many IHEs and other PEDC members have incorporated scholarship assistance and college admissions support to help students who have participated in their high school programming apply and matriculate to their programs. Scholarship assistance includes funds from the institutions or other sources that cover some or all of the cost of tuition and fees for some or all of the program's duration (and that do not need to be repaid by the student). Targeted scholarships have been recommended by experts as an effective strategy for increasing the diversity of the teaching workforce by underwriting some of the costs of entering the profession.²⁵

College admissions supports include assistance with one or more steps in the admissions process including:

- SAT or ACT preparation classes or tutoring
- Support with completing college applications, including essays
- Assistance with applying for financial aid, including FAFSA completion
- Technology assistance, including providing access to computers and/or internet and support with navigating online portals

While these supports are costly, they are also important in ensuring that partners' prior investments in high school aspiring educators bear fruit. They also provide an important incentive in attracting students into other recruitment programs such as mentoring and apprenticeship programs.

Notably, 50% of HEERF I and III grants must be spent by higher education institutions on student grants. While these are one-time, short-term grants, they offer important opportunities to target support to aspiring educators facing barriers to entering or persisting in college.



Photo by Allison Shelley for EDUImages

CR-SE COMPETENCY 8:

Establish High Expectations for Each Learner and Treat Them as Capable and Deserving of Achieving Success

25. Carver-Thomas, D. (2018). *Diversifying the teaching profession: How to recruit and retain teachers of color*. Learning Policy Institute. bit.ly/LPIDiversify.



CASE STUDIES

► COMMUNITY COLLEGE OF PHILADELPHIA

In 2020, the City of Philadelphia established the Octavius Catto Scholarship in partnership with the Community College of Philadelphia. For up to three years, the scholarship will provide students with last-dollar funding to cover the cost of tuition as well as offer financial support for other costs such as food, transportation and textbooks. In addition to addressing financial barriers, the scholarship also offers social supports including career counseling, advising, tutoring and childcare resources and affordable housing. Starting in spring 2021, the scholarship is available to incoming full-time, first-time college students who are graduates of Philadelphia high schools.²⁶

The program aims to serve 4,500 students over the next five years, with a goal of including 1,000 aspiring educators. As part of the A2E initiative, CCP committed to work with local four-year colleges and universities to develop matriculation agreements to ensure that aspiring educators who graduate from CCP with an associate's degree are able to receive two years of transfer credit when enrolling at a four-year institution. If these matriculation agreements are solidified, the Catto scholarship at CCP could be a way of dramatically increasing the number of aspiring educators of color from Philadelphia high schools in a cost-effective manner.

► TEMPLE UNIVERSITY

As a part of the Temple Education Scholars (TES) Dual Enrollment program, Scholars receive college admissions supports in the forms of college application counseling, college essay workshops, one-on-one advising sessions, scholarship application support, and financial aid counseling. Scholars have direct access to Temple education, admissions, and community relations staff throughout the application and decision processes. Additionally, Temple's Office of Student Financial Services provides support for Scholars' completion of their FAFSA and PHEAA applications. Upon completion of TES, Scholars receive alumni support to ensure Scholars' persistence toward earning their bachelor's degrees, including a summer bridge program before college matriculation and continued check-ins throughout their collegiate years.

The dean of the College of Education and Human Development at Temple has committed scholarship dollars to support the matriculation and degree completion of incoming first-year and transfer students to the college who are, respectively, graduates of Philadelphia public schools or recent Community College of Philadelphia students. The participants of the Temple Education Scholars Dual Enrollment Program qualify for this scholarship support. For qualified students entering the college in fall 2020, the scholarship amounted to \$3,500 per semester (or \$7,000 per academic year), which was added to students' financial aid packages after federal, state, and other institutional aid was included. The students are eligible to retain the scholarship each year for up to eight semesters or four years of undergraduate coursework.

► WEST CHESTER UNIVERSITY

For the Teacher Educators Scholars Dual Enrollment Program, cohort 1 students received a scholarship to enroll in the three-credit college course in summer 2020. The cost of the course, the textbook, and technology software, along with service fees, were paid for each student. Students from cohort 1 who completed West Chester University's A2E Teacher Educator Scholars Dual Enrollment Program, upon acceptance into WCU's teacher education program, will receive partial tuition scholarship funds and/or book awards based upon financial need.

26. Community College of Philadelphia (2020). The Octavius Catto scholarship. ccp.edu/catto

CASE STUDIES (CONTINUED)

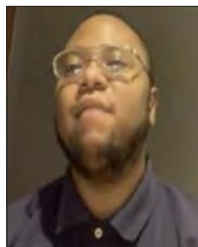
► MILLERSVILLE UNIVERSITY

Millersville's College Readiness Summer Academy provides aspiring educators in grades 11-12 with opportunities to reside on campus for a week, eat in the dining halls, attend lectures taught by college professors, participate in field trips, and learn about college from the admissions, library, and financial aid office staff. Summer Academy gives participants and their families a peek into college-style living. Students in Summer Academy also function as teachers' aides for younger children attending summer camp—an apprenticeship experience that supports their desire to pursue education.

► CHEYNEY UNIVERSITY

Cheyney University intentionally recruits not only students but entire families, engaging them in support of student success. Recruitment begins prior to students' senior year in high school through various opportunities for engagement established through dual enrollment agreements, campus visits and tours, invitations to cultural campus events and early college transition experiences. These recruitment activities promote teacher diversity through the three education preparation programs, and Spanish language translations are also provided.

Once students matriculate into Cheyney's education preparation programs, they receive support from A2E peer mentors. Modeled after Cheyney's successful Campus Influencer program, A2E peer mentors are upperclassmen who serve as peer mentors and role models to students in the program. A2E peer mentors help students foster their love for teaching and education, develop lasting relationships, learn how to navigate college, and empower students with important tools for their personal and professional success. A2E peer mentors were trained on core culturally responsive mentoring principles and matched with mentees based on similar interests to allow for prompt connecting.



KEENAN DORSEY

Future Black Male Educator, Early Childhood Education PreK-4, A2E Peer Mentor

The opportunities that I was provided in the education program really helped me realize that I can influence others to realize their potential. As an A2E Peer Mentor, I experienced that firsthand with my cohort of students and enjoyed exposing them to possibilities of teaching as a career.



FEDMEAN CHARLES

Future Black Female Educator, A2E Student, Early Childhood Education PreK-4

The A2E program helped me realize the need and importance for teachers of color within Pennsylvania. I am choosing to matriculate in the teacher preparation program at Cheyney because I want to make a difference with my career.

Cheyney education majors also receive financial assistance. Based on the high academic excellence expectations of the education programs at Cheyney University, education majors qualify to be part of the Honors Academy and may subsequently receive a Keystone scholarship, which covers their full tuition, room, board, and associated fees (including books and course materials). Based on the GPA and other requirements, A2E students were eligible for the Keystone scholarship if they matriculated at Cheyney University and maintained a 3.25 GPA in the education program. Pre-service teachers who are in the Honors Academy can also apply to use the Bond-Hill scholarship for advanced and doctoral level degrees if they choose to attend any of the Pennsylvania State System of Higher Education institutions, Lincoln University, Temple University, Penn State University, or the University of Pittsburgh.

IMPLEMENTATION RECOMMENDATIONS

FOR SCHOOLS, DISTRICTS, CMOS, AND STUDENT-SERVING NONPROFITS

► Utilize counselors and teachers.

Empower and challenge your high school counselors and teachers to support students with the college application process beginning in 11th grade or earlier. Consider offering workshops and sessions aimed specifically at aspiring educators. Build support for the college application process into the school day and into students' existing classes, such as by building a unit on college essay writing into junior and senior English classes.

► Leverage IHE partners.

Reach out to your local IHEs to ask them to come to your school or district to share information about their programs as well as resources for navigating their admissions processes. When establishing partnerships with them to provide other types of support to your high school students, ask them whether they will dedicate scholarship dollars to support your students who are accepted to their institution.

FOR TEACHER PREPARATION PROGRAMS

► Fundraise to support scholarship assistance.

Make scholarship assistance for aspiring educators of color an explicit priority of your program, and engage trustees and alumni in the effort through giving campaigns. Consider approaching individuals to ask for support in creating an endowed scholarship. Advocate for allocating a portion of your operating budget toward scholarship assistance for aspiring educators who participate in your high school programming, and advertise this scholarship assistance to students when recruiting.

► Develop matriculation agreements with community colleges.

As demonstrated by the Catto scholarship at CCP, there is great promise of reducing costs for training future teachers of color by partnering with local community colleges to support the first two years of students' college education and teacher preparation. Four-year institutions should work with community colleges to develop matriculation agreements that ensure alignment and pathways for community college transfers to receive credit for their previous coursework.

FOR ALL PARTNERS

► Educate about loan forgiveness programs.

Forgiveness of federal Stafford and Perkins loans is available to educators who meet certain requirements, including five years of full-time teaching in an underserved school or subject area. While this option still requires students to potentially take on significant debt to attend college, it is an option they should know about that might make teaching a financially viable option. Ensure students and families are educated about loan forgiveness programs, including the details of eligibility requirements.

► Seek additional sources of scholarship funding.

Pennsylvania does not invest in scholarships and/or loan forgiveness programs to attract students of color into teacher preparation programs. Advocate for Pennsylvania policymakers to invest state resources in such programs (Florida's Minority Teacher Education Scholars Program is an example).²⁷ Additionally, reach out to local foundations, philanthropists, associations, and nonprofits with an interest in educator diversity and ask for their help in funding scholarships specifically to support aspiring educators of color in your region.

²⁷ <https://edtrust.org/educator-diversity/#PA>

— PUTTING IT ALL TOGETHER: SLA@BEEBER CASE STUDY

Science Leadership Academy (SLA) @ Beeber is a School District of Philadelphia school working to bring together multiple recruitment strategies described in this toolkit into a comprehensive pathway to recruit high school students of color to become future teachers. SLA@Beeber is a second campus of The Science Leadership Academy, an inquiry-driven, project-based public school serving students in grades 5-12 and focusing on 21st-century learning. The school's Teaching Pathway aims to create a pathway for Philadelphia youth to enter teaching, in partnership with multiple PEDC partners including Temple, Drexel, Bryn Mawr, and the Center for Black Educator Development. The school continues to layer in supports and additional programming to create a comprehensive pathway to support aspiring educators from ninth-grade through college graduation.



Photo by Allison Shelley/The Verbatim Agency for EDUimages

THE TEACHING PATHWAY CONTAINS OR WILL CONTAIN THE FOLLOWING ELEMENTS:

► Cultivating Early Interest:

Beginning in 2021-22, all ninth-grade Beeber students will engage in a graded, credit-bearing mini-course on teaching for two hours weekly for one school quarter. The mini-course, taught in partnership with the Center for Black Educator Development, will focus on issues in schools and schooling and the opportunities within the teaching career path. The mini-course serves as a recruitment strategy for the Teaching Pathway and frames teaching as a social justice challenge with its tagline, "Seeking high school students bold enough to fight racism and social oppression from the blackboard."

► Cohorting and Mentoring:

After the ninth-grade mini-course, a cohort of students from each class joins the Teaching Pathway for the rest of their high school career. By staying together for four years through

shared experiences with teaching, students develop strong relationships with each other. The first cohort is currently underway with 11th- and 12th-grade students. Students receive both adult mentoring from their placement teachers and mentoring through the Center for Black Educator Development. Students also receive coaching and support from college students, including Beeber alumni, who are also interested in education, college-age mentors, and the broader teacher education community throughout the city. Participation in Liberation Academy and the broader CBED community further heightens student interconnectedness with similarly engaged students throughout the city.

► Dual Enrollment and Other Coursework:

Students in the Teaching Pathway cohort currently take a Sociology of Education course through Temple University; the

course is offered on Beeber's campus and taught by Beeber faculty, but gives students three credits through Temple. The school intends to work with Temple to place students in the Temple Education Scholars program their 12th grade year to complete five dual enrollment education courses over one summer and in the afternoons during the school year for a full semester of college credits. In addition to credit-bearing courses, the program offers students access to CBED's Liberation Academy, offering character development and leadership workshops, and Mbongi, a community-building educational space dedicated to text-based discussion and collective learning with Dr. Gregory Carr of Howard University. In addition to general education courses, Beeber is adding in subject-specific coursework: each cohort of students will concentrate in a subject area (humanities or math) and be grouped in their traditional, core high school humanities and math classes. These classes will implement SLA's project-based model themed around pedagogy and content area classroom practice.

► **Apprenticeship and Field Experiences:**

The Teacher Apprentice (TA) Program is a chance for 11th- and 12th-grade Beeber students to work with middle school and 9th- and 10th-grade students in Beeber classrooms. Beeber teachers serve as cooperating teachers and mentors to the

TAs, and two teachers lead a practicum class for TAs for high school credit. Additionally, TAs have the opportunity to tutor students both after school and over the summer. Drexel's Math Corps program trains and pays TAs to tutor Beeber middle school students, while also training and paying Drexel students (including Beeber alumni) to support the TAs both in the summer and during the school years. Additionally, Beeber TAs will have the opportunity to lead literacy instruction through CBED's Liberation Academy and Freedom Schools Literacy Academy in the future.

► **Scholarships and Admissions Supports:**

Beeber is working with its IHE partners to provide opportunities for scholarships in teacher education programs similar to the supports being provided by local IHEs.

Ultimately, SLA@Beeber aims to establish a formal Career and Technical Education (CTE) program in Primary and Secondary Education, with subject area specialization available and support for passing the Praxis Core Assessment. This will allow Beeber to access federal and state funds to support its Teacher Pathway and provide a to-be-determined industry standard certification upon graduation.

SLA BEEBER TEACHING PATHWAYS AT-A-GLANCE

Year in School	Academic Year Engagement	Summer Engagement
9th grade	During School: Mini-course (125-130 students per year) After School: After-School Pre-Apprenticeships, Mbongi	Freedom Schools Literacy Academy, Math Corps
10th grade	During School: Liberation Academy, ILP (approx. 30 students) After School: After-School Pre-Apprenticeships, Mbongi	Freedom Schools Literacy Academy, Math Corps
11th grade	During School: TA Program, Dual Enrollment with fieldwork After School: TA Program Tutoring, After-School Pre-Apprenticeships, Mbongi	Freedom Schools Literacy Academy, Math Corps
12th grade	During School: TA Program, TES with apprenticeship After School: TA Program Tutoring, After-School Pre-Apprenticeships, Mbongi	Freedom Schools Literacy Academy, Math Corps
Freshman through Senior Year of College	Mbongi, Mentorship, Coaching, Internships, Work-Study	Freedom Schools Literacy Academy, Math Corps

CONCLUSION

The five strategies outlined in this toolkit are not an exhaustive list of all potential ways to recruit more high school students of color into the teaching profession. In particular, we have not fully explored in Philadelphia the potential of leveraging Career and Technical Education programs, supports, and funding streams to develop Teacher Academies within multiple Philadelphia high schools, and this is a priority for future efforts for several PEDC partners. In addition, many of the initiatives described in the case studies are only in the early stages of evaluation, so further study and research are needed to determine the relative effectiveness of each strategy and initiative, particularly in a landscape of limited resources.

Furthermore, recruiting more high school students of color is only one of many under-tapped strategies for increasing the diversity of Pennsylvania's students. Additional work is needed in Philadelphia to create pathways into teaching for Black and Latinx paraprofessionals, aspiring teachers with unfinished

degrees, college students not majoring in education, and career changers. And the other toolkits in this series present needed strategies and resources in the areas of mentoring, retention, and culturally relevant and sustaining education, all of which are vital components for diversifying the profession and better serving students of color in Pennsylvania.

However, if you are a leader in Pennsylvania who recognizes the value of increasing the number of teachers of color in your region and wants to develop a Grow Your Own pipeline to recruit local high school students into the profession, we hope this toolkit provides clear strategies, concrete models, and specific next steps that will help you achieve your goals. The PEDC toolkit contributors are ready and willing to provide guidance, advice, and additional resources; your success is our success. Together, we can work toward a Pennsylvania where all children have teachers who reflect, affirm, and support their identity.

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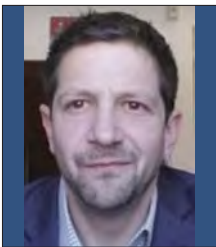
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Mrs. Terrell has over 20 years of experience in education and working with vulnerable student populations, including 10 years of Freedom School experience. She has led participatory, achievement-focused, outcomes-driven school culture. She is currently working to diversify the educator pipeline by designing and implementing programs that recruit, train and retain aspiring educators.



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