



SHEEO

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs

Project Design Template for States and Institutions

Denise Pearson

June 2017

© 2017 State Higher Education Executive Officers

The State Higher Education Executive Officers (SHEEO) is the national association of the chief executives of statewide governing, policy, and coordinating boards of postsecondary education. Founded in 1954, SHEEO serves its members as an advocate for state policy leadership, as a liaison between states and the federal government, as a vehicle for learning from and collaborating with peers, as a manager of multistate teams to initiate new programs, and as a source of information and analysis on educational and public policy issues. SHEEO seeks to advance public policies and educational practices to achieve more widespread access to and completion of higher education, more discoveries through research, and more applications of knowledge that improve the quality of human lives and enhance the public good.

Acknowledgements

There is no end to the good you can do if you don't care who gets the credit.

~ Multiple sources

Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs (Project Pipeline Repair, PPR, or just “Project”) is possible because of the generous support from the **W.K. Kellogg Foundation**. The W.K. Kellogg Foundation (WKKF), founded in 1930 as an independent, private foundation by breakfast cereal pioneer, Will Keith Kellogg, is among the largest philanthropic foundations in the United States. Guided by the belief that all children should have an equal opportunity to thrive, the WKKF works with communities to create conditions for vulnerable children so they can realize their full potential in school, work, and life. SHEEO deeply appreciates the support that makes this state-based collaborative effort possible.

SHEEO is a membership organization of chief executives of statewide governing and coordinating boards of higher education. Special thanks to SHEEO President **George Pernsteiner** and Vice President **Julie Carnahan** for contributing their deep understanding of higher education policy and practice on behalf of the Project. Sincere thanks are also extended to the state higher education executive officers (SHEEOs) in participating states for their leadership and advocacy on behalf of the Project:

- **Jim Purcell**, Executive Director, Alabama Commission on Higher Education
- **Maria Markham**, Director, Arkansas Department of Higher Education
- **Joseph C. Rallo**, Commissioner of Higher Education, Louisiana Board of Regents
- **Glenn F. Boyce**, Commissioner of Higher Education, Mississippi Board of Trustees of State Institutions of Higher Learning
- **Jeff M. Schilz**, Interim Executive Director and Vice President, South Carolina Commission on Higher Education

Tremendous thanks to **Carlton Morris** (Tuskegee University), **Leonard Lock** and **Paul Mohr** (Alabama Commission on Higher Education), **Luria Young** and **Verjanis Peoples** (Southern University at Baton Rouge), **Jeanne Burns** (Louisiana Board of Regents), **John Lane** (South Carolina Commission on Higher Education), **Nicole Strange-Martin** (Claflin University), **Donzell Lee** and **Robert Carr, Jr.** (Alcorn State University), **Susan Lee** (Mississippi Board of Trustees of State Institutions of Higher Education), and **George Herts** and **Garry Lewis** (University of Arkansas at Pine Bluff). This design template would not have been possible without their contributions during the first convening of Project Pipeline Repair in Boulder, Colorado, and the campus visits that followed.

Finally, I must acknowledge the Project’s dedicated steering committee for its role in the ongoing development and implementation of Project Pipeline Repair. The committee is comprised of **Peggy Valentine** and **Gregory Henderson** (Winston-Salem State University), **Marvin Lynn** (Portland State University), **Lamecko Magee** (Amherst Public Schools), and **Caitlin Dennis** (SHEEO). Thanks also to Project evaluator **Garnett Henley** (Howard University) and Project editor **Gloria Auer** (SHEEO).

Table of Contents

I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed.
~ Booker T. Washington.

Index of Tables	3
Introduction	4
Project Overview	4
Project Goals	9
Project Timeline	10
Leveraging Existing State and Institutional Policies & Practices	11
Alabama	11
Arkansas	11
Louisiana	12
Mississippi	12
South Carolina	13
Project Organization and Implementation	15
Student Recruitment and Selection	15
Common Student Experiences	15
Academic Enrichment	19
Mentoring	19
Budgeting	20
SHEEO-Provided Supplies and Equipment	20
Data Collection and Evaluation	21
Data Collection	21
Narrative Report Preparation	21
Project Summary	22
Summary	23
Appendices	24
Appendix 1. Application and Recommendation Form	25
Appendix 2. IXL and Newsela Overview	28
Appendix 3. Marketing Plan	30
Appendix 4. Budget Form	36
Appendix 5. Reading Materials	
Sent under separate cover and may be found at	
www.sheeo.org/ppr/designtemplate	
• Effective Strategies for Mentoring African American Boys	
• Teachers as Agents of Change and Civic Engagement	
• The Teaching Profession Beyond the Classroom	
• Education for Social Justice	
• The Impact of Poverty on Education	
• Additional Reading	

Index of Tables

Table 1. Percentage of Students Who Indicate Education as Probable Field of Study	5
Table 2. Percentage of Students Enrolled in Public School	6
Table 3. Institutional Profiles	8

Introduction

Without question, when the majority of students in public schools are students of color and only 18 percent of our teachers are teachers of color, we have an urgent need to act. We've got to understand that all students benefit from teacher diversity. We have strong evidence that students of color benefit from having teachers and leaders who look like them as role models and also benefit from the classroom dynamics that diversity creates. But it is also important for our white students to see teachers of color in leadership roles in their classrooms and communities. The question for the nation is how do we address this quickly and thoughtfully?
~ U.S. Education Secretary John B. King, Jr., speaking at Howard University, March 8, 2016

Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs (Project Pipeline Repair) is a SHEEO initiative to increase the representation of minority males in the teaching profession and assist states in their efforts to stem teacher shortages. It is an innovative and comprehensive approach to strengthening the pipeline of educators from communities of color, which has been broken for several decades. The purpose of this document is to provide an implementation framework for state agencies of higher education and historically black colleges and universities (HBCUs) participating in the Project. It is developed to serve as guidance, while recognizing the need for states and HBCUs to preserve a level of autonomy throughout the process of collaboration.

Project Pipeline Repair establishes a framework for education stakeholders to optimize a collective commitment to, as reflected in policies and practices, the importance of minority male teachers in P-12 classrooms. It recognizes the synergistic relationship between policies that enable effective educator preparation practices and evidence-based practices that inform educator preparation policy. The Project was developed to leverage and scale state policies and institutional best practices, in alignment with P-12 systems, to recruit, retain, and graduate minority males into educator preparation programs and, ultimately, the teaching profession.

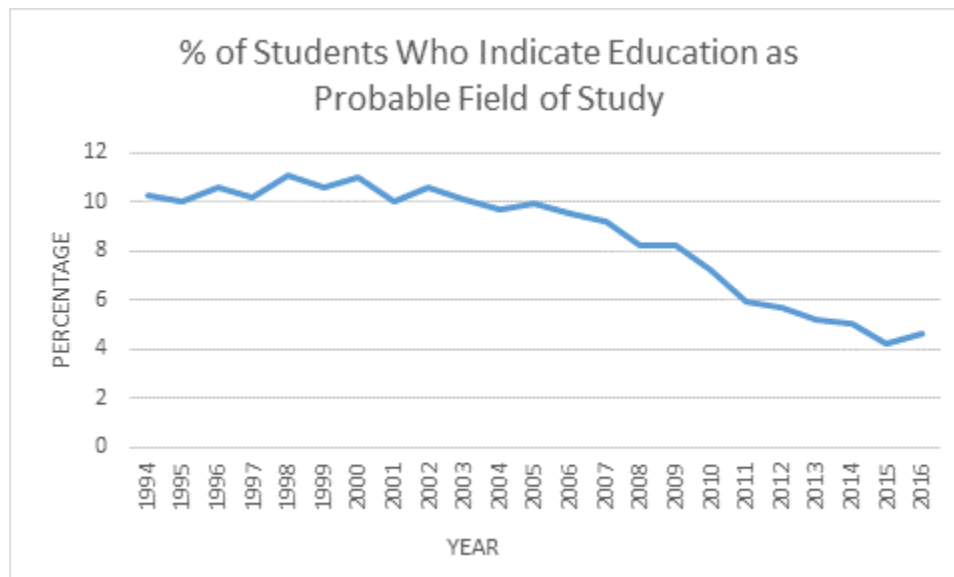
Project Overview

Project Pipeline Repair is a response to a growing national crisis—the absence of a critical mass of African American and Latino males to meet the needs of states' increasingly diverse P-12 classrooms. It is a research-based strategy that also responds to states' needs to address escalating teacher shortages and gaps in student achievement. Researchers and practitioners continue to highlight the critical importance of a racially diverse teaching force in American schools, particularly for minority students confronted with the challenges of growing up amidst poverty and institutional bias. Schools with diverse teachers support the intellectual and social development of African American and Latino students, as well as non-minority students who face an increasingly diverse world.

The downward trend in the number of students choosing education as a major is not a recent phenomenon. According to a 2016 UCLA report, the percentage of freshmen students who indicate education as a probable field of study has been in a steady state of decline since 1994, while policymakers, researchers, and others try to answer the question, "Why?"¹ Table 1 illustrates the "probable field of study" decline trend.

¹ Cooperative Institutional Research Program, Higher Education Research Institute, UCLA. (2016). *Backgrounds and*

Table 1. Percentage of Students Who Indicate Education as Probable Field of Study



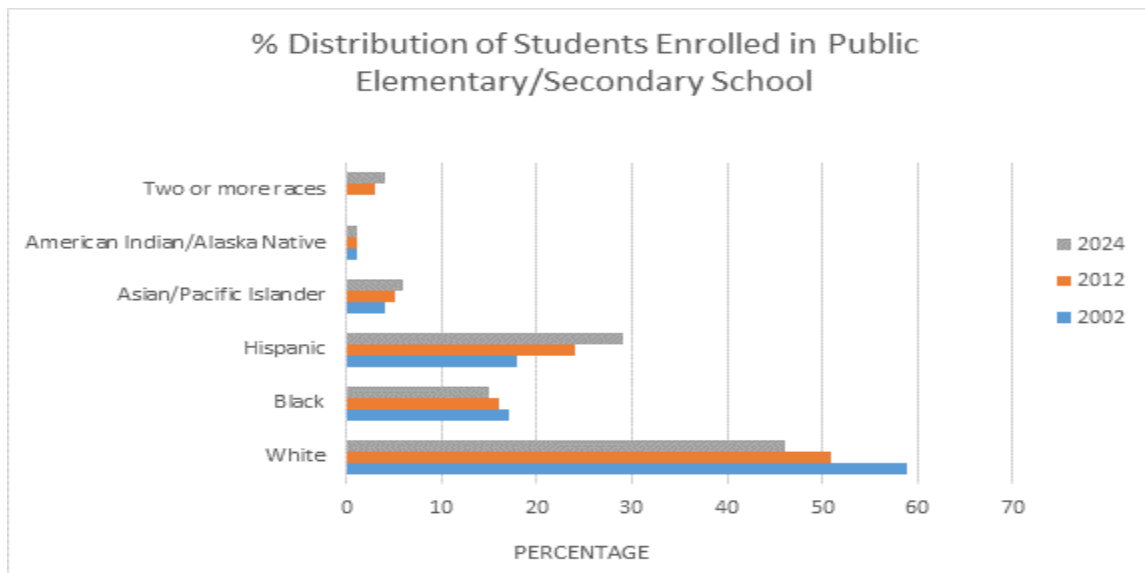
Source: Backgrounds and Beliefs of College Freshmen. *The Chronicle of Higher Education*. May 1, 2017.

There is no shortage of narratives presented as explanations for this problem—low pay, low professional status, the role and volume of assessments, etc.—while teacher vacancies persist across the country and enrollment in teacher preparation programs continues to decline. Declines in the number of students majoring in education are particularly evident in communities of color. According to a 2016 U.S. Department of Education study, during the 2011-2012 school year, 7% of teachers were black and 8% were Hispanic while the student population in 2012 was 16% black and 24% Hispanic.² Table 2 illustrates student diversity trends in U.S. schools.

Beliefs of College Freshmen: Probable Field of Study, cited in *The Chronicle of Higher Education* (May 1, 2017).

² U.S. Department of Education. (2016). *The Racial Diversity in the Educator Workforce*. Office of Planning, Evaluation, and Policy Development. Washington, D.C.

Table 2. Percentage of Students Enrolled in Public School



Source: U.S. Department of Education. (2016). *The State of Racial Diversity in the Educator Workforce*. Washington, D.C.

The 1954 *Brown v. Board of Education* Supreme Court case outlawing school segregation had unanticipated consequences with regard to the representation of African Americans in the teaching profession. Following the Court decision, thousands of African American teachers lost their jobs followed by severe declines in the number of African American students enrolling in educator preparation programs. Also contributing to the decline was the advent of new teacher certification and program admission requirements, compounding declines between 1984 and 1989.³

Project Pipeline Repair aims to prepare participants for success in postsecondary education, ultimately in a postsecondary EPP. The long-term aim of this Project is to increase the supply of highly qualified minority male teachers to serve in low-wealth school districts. The goals and objectives of the Project will be addressed in collaboration with states and HBCUs through targeted and early recruitment of high school minority males and a comprehensive outcomes-based curriculum to affect successful entry into and completion of EPPs. Minority male college students aspiring to join the teaching profession through traditional EPPs are often confronted by formidable program admission and completion barriers, which include unmitigated achievement gaps (oftentimes reflecting lack of opportunity versus lack of ability); insufficient familiarity with standardized testing (pre- and post-program completion); and program costs (testing, student-teaching insurance, background checks, licensing fees, etc.).

HBCUs have a strong historical foundation to build on for 21st century education reform efforts. Many of these institutions began as teachers colleges, and as a whole they continue to graduate the majority of African American students with degrees in the field of education. HBCUs have played a critical role in the American system of higher education since the early 1800s. Today they are part of a diverse landscape of postsecondary institutions, joined by women's colleges, church-affiliated colleges, Hispanic-serving institutions, and tribal colleges. Nearly two centuries since their founding, HBCUs continue to meet a

³Tilman, L.C. (2004). (Un)Intended Consequences? The Impact of *Brown v. Board of Education* Decision on the Employment Status of Black Educators. *Education and Urban Society*, Vol. 36, No. 3, pp. 280-303.

distinctive need for many students who pursue higher education as a means to improve their trajectory in life. Most HBCUs share a similar history and mission although they are diverse in type, size, and classification (4-year institutions, public institutions, land-grant institutions, research institutions, master's universities, baccalaureate colleges, seminaries, and medical schools). The mission statements of HBCUs participating in Project Pipeline Repair are provided below, followed by a table of institutional profiles.

Claflin University is a comprehensive institution of higher education affiliated with the United Methodist Church. A historically black University founded in 1869, Claflin is committed to providing students with access to exemplary educational opportunities in its undergraduate, graduate and continuing education programs. Claflin is dedicated to providing a student-centered, liberal arts education grounded in cutting-edge research, experiential learning, state-of-the art technology, community service, and lifelong personal and professional fulfillment. Claflin is a diverse and inclusive community of students, faculty, staff and administrators who work to cultivate practical wisdom, judgment, knowledge, skills and character needed for globally engaged citizenship and effective leadership. www.claflin.edu

The mission of **Southern University and A&M College**, an Historically Black, 1890 land-grant institution, is to provide opportunities for a diverse student population to achieve a high-quality, global educational experience, to engage in scholarly, research, and creative activities, and to give meaningful public service to the community, the state, the nation, and the world so that Southern University graduates are competent, informed, and productive citizens. www.subr.edu

The University of Arkansas at Pine Bluff is a public comprehensive HBCU 1890 Land-Grant Institution. The University embraces its land-grant mission of providing cutting edge research, teaching, outreach, and service programs that respond to the social and economic needs of the state and region. Its mission is to promote and sustain excellent academic programs that integrate quality instruction, research, and student learning experiences responsive to the needs of a racially, culturally, and economically diverse student population. Ultimately, the University is dedicated to providing access and opportunity to academically deserving students and producing graduates who are equipped to excel through their contributions and leadership in a 21st century national and global community. www.uapb.edu

Tuskegee University is a national, independent, and state-related institution of higher learning that is located in the State of Alabama. The University has distinctive strengths in the sciences, architecture, business, engineering, health, and other professions, all structured on solid foundations in the liberal arts. In addition, the University's programs focus on nurturing the development of high-order intellectual and moral qualities among students and stress the connection between education and the highly trained leadership Americans need in general, especially for the work force of the 21st Century and beyond. The results we seek are students whose technical, scientific, and professional prowess has been not only rigorously honed, but also sensitively oriented in ways that produce public-spirited graduates who are both competent and morally committed to public service with integrity and excellence. www.tuskegee.edu

The University is rooted in a history of successfully educating African Americans to understand themselves and their society against the background of their total cultural heritage and the promise of their individual and collective future. The most important of the people we serve are our students. Our overall purpose is to nurture and challenge them to grow to their fullest potential. Serving their needs is the principal reason for our existence. A major outcome we seek is to prepare them to play effective

professional and leadership roles in society and to become productive citizens in the national and world community. Tuskegee University continues to be dedicated to these broad aims.

Alcorn State University, a Historically Black College and University, is a comprehensive land-grant institution that celebrates a rich heritage with a diverse student and faculty population. The University emphasizes intellectual development and lifelong learning through the integration of diverse pedagogies, applied and basic research, cultural and professional programs, public service and outreach, while providing access to globally competitive academic and research programs. Alcorn strives to prepare graduates to be well-rounded future leaders of high character and to be successful in the global marketplace of the 21st century. www.alcorn.edu

Table 3. Institutional Profiles

Institution	Founded	Type	Student Population
Alcorn State University Mississippi	1871	4-Year Public	3,500 (2,911 undergraduate)
Claflin University South Carolina	1869	4-Year Private	1,925 (1,851 undergraduate)
Southern University–Baton Rouge Louisiana	1880	4-Year Public	6,401 (5,250 undergraduate)
Tuskegee University Alabama	1881	4-Year Private	2,996 (2,486 undergraduate)
University of Arkansas Pine Bluff Arkansas	1873	4-Year Public	2,658 (2,545 undergraduate)

Source: National Center for Education Statistics. <https://nces.ed.gov/collegenavigator>.

Officially defined by the U.S. Department of Education as any historically black college or university established prior to 1964, HBCUs have the principal mission of educating black Americans. These institutions were founded and developed in an environment of legal segregation and, by providing access to higher education, contributed substantially to the progress blacks have made in improving their status. The White House Initiative on Historically Black Colleges and Universities recognizes 105 HBCUs located in 19 states, the District of Columbia, and the U.S. Virgin Islands.⁴ Of the 105 HBCUs, 51 are public institutions and 49 are private nonprofit institutions. Although HBCUs were founded to educate black students, they have historically enrolled students of other races and nationalities, and this diversity continues to increase at many institutions. In 2014, non-black students made up 21 percent of enrollment at HBCUs, compared with 15 percent in 1976. Enrollment at HBCUs in 2014 was 61 percent female, up from 53 percent in 1976. In 2014, some 87 percent of HBCU students attended a 4-year institution, while 13 percent attended a 2-year institution. A higher percentage of HBCU students attended public institutions than private nonprofit institutions (76 vs. 24 percent). Among black students

⁴U.S. Department of Education. White House Initiative on Historically Black Colleges and Universities. <https://sites.ed.gov/whhbcu/one-hundred-and-five-historically-black-colleges-and-universities/>

enrolled in degree-granting institutions, the percentage enrolled at HBCUs has fallen over time, from 18 percent in 1976 to 8 percent in 2014.⁵

Project Pipeline Repair engages stakeholders—state agencies of higher education, HBCUs, and school partners—to develop, implement, and evaluate a culturally-relevant program that utilizes high-impact instructional practices to achieve learning outcomes. In addition to early enrollment of prospective EPP students, other key features of the Project include formative and summative learning assessments, personalized intervention strategies to close achievement gaps, self-paced learning platforms using appropriate instructional technologies, mentoring and academic advising, and completion of college credits prior to enrolling in higher education where allowed by state and institutional policy.

The Project will emphasize skill development in the essential areas of written and oral communication, critical and creative thinking, teamwork and problem solving, and quantitative literacy, which are among the Association of American Colleges & Universities “Essential Learning Outcomes” as described in *College Learning for the New Global Century*.⁶ In addition to activities designed to close academic achievement gaps, the Project will offer participants opportunities to develop the requisite knowledge, skills, and dispositions necessary for becoming highly competent and effective educators. The Project acknowledges the prominent role of assessment in P-16 environments and therefore will intentionally embed discussions on the culture, theory, and practice of assessment throughout.

Project Goals

- Increase the participation and persistence of minority males in educator preparation programs at HBCUs in participating states
- Close academic achievement gaps and increase college readiness for participating males through extensive academic enrichment programming during junior and senior years of high school
- Shift the narrative to reflect education as a viable career option for minority males, emphasizing advocacy for equity and social justice
- Increase the number of highly competent minority male teachers to teach in underserved elementary schools and mitigate teacher shortages in participating states

⁵ NCES. *Digest of Education Statistics*, Fast Facts: Historically Black Colleges and Universities. <https://nces.gov>. Retrieved March 6, 2017

⁶ Association of American Colleges & Universities. *Essential Learning Outcomes*. <https://www.aacu.org/leap/essential-learning-outcomes>. Retrieved February 14, 2017

Proposed Project Timeline
November 1, 2016 – November 31, 2019

Activity	Target Deadline	Responsible Person(s)
Identify participating states and HBCUs	November 2016	George Pernsteiner, Denise Pearson, and state higher education executives
Participate in Kellogg post-award webinar, and develop Project introduction webinar	December 2016	Denise Pearson
Introduction to Project Pipeline Repair webinars for states and participating HBCUs	January 2017	Denise Pearson
Convene planning meeting for Project participants in Boulder	February 2017	Denise Pearson with state and HBCU leadership
Develop Project design template	March 2017	Denise Pearson
Individual state/campus team visits	April 2017	Denise Pearson with state and HBCU teams
State and HBCU EPP planning: participant recruitment, selection, enrollment (Praxis Core pre-testing, Project orientation, course management training [e.g., Black Board]), and mentor assignments	May–July 2017	State and HBCU teams High school juniors
Data gathering and reporting	August 2017	States, HBCUs, and Denise Pearson
Online <u>fall</u> course Student mentoring Academic enrichment	Sept–Dec 2017	High school juniors
Online <u>spring</u> course Student mentoring Academic enrichment	Jan–May 2018	High school juniors
One-week summer residential program on HBCU campuses Student mentoring *SHEEO-developed modules*: <i>Teaching as a Transformational Profession</i> <i>Conflict Management for Career Success</i>	June–July 2018	States, HBCUs, and Denise Pearson High school juniors and their families
Data gathering and reporting	August 2018	States, HBCUs, and Denise Pearson
Online <u>fall</u> course Student mentoring Academic enrichment	Sept–Dec 2018	High school seniors
Student mentoring Academic enrichment Academic advising and planning	Jan–May 2019	High school seniors
Student mentoring, academic enrichment, Praxis Core post-test, academic advising, Commit to HBCU/educator preparation program	June–July 2019	High school seniors
Graduation ceremony End of Program	August 2019	High school seniors and their families
Program evaluation	Sept–Oct 2019	Denise Pearson and Garnett Henley
Project final evaluation	Nov –Dec 2019	Garnett Henley

Leveraging Existing State and Institutional Policies & Practices

And as graduates of this proud university, as young people like those who always stoked the fires of progress, our country is counting on all of you to step forward and help us with the work that remains. We need you.

*~ Former First Lady of the United States Michele Obama
North Carolina Agriculture & Technical State University Commencement Address*

During the initial planning meeting in Boulder (February 13-15, 2017), leaders from state governing and coordinating boards of higher education engaged in small group discussions with leadership from HBCUs that included representation from academic affairs, educator preparation units, and student services divisions. Discussions yielded valuable information about existing state and HBCU policies and practices that may be leveraged to enhance the impact of Project Pipeline Repair. Salient information was extracted from transcripts and is described below. Other initiatives may exist and will be added to this document as they emerge.

Alabama

- The Alabama Commission on Higher Education is a member of the Southern Regional Education Board (SREB) which sponsors the State Doctoral Scholars Program designed to increase the number of minority students who seek careers as faculty on college campuses.
www.sreb.org/doctoral-scholars-program
- Tuskegee University established the Black Belt Region Education Partnership with the support of a five-year grant from the National Science Foundation, to better facilitate science education for middle school students in Alabama's Black Belt region.
www.tuskegee.edu/news/black_belt_region_education_partnership.aspx

Arkansas

- Arkansas Geographical Critical Needs Minority Teacher Scholarship was reauthorized by the 84th General Assembly (Act 1746) to address the shortage of public school teachers in the Delta region, particularly minority teachers. The program awards up to \$1,500 per academic year (fall and spring semesters) for full-time enrollment and up to \$750 per academic year (fall and spring semesters) for part-time enrollment. Also, scholars must agree to teach in the Delta or in a geographical area of the state in which there exists a critical shortage of teachers, as designated by the State Board of Arkansas. <https://uapbnews.wordpress.com/2016/06/23/critical-needs-minority-teacher-scholarships-now-available/>
- The Arkansas Academic Challenge Program provides educational assistance to Arkansas residents in pursuit of a higher education. The "net proceeds come from the Office of the Arkansas Lottery that are used to provide scholarships and grants to Arkansas residents enrolled in public and private nonprofit 2-year and 4-year colleges and universities within the state."
<http://scholarships.adhe.edu/scholarships/detail/academic-challenge-scholarships>
- The Males of Color Initiative at University of Arkansas Pine Bluff was established in the fall of 2014. The purpose of the quality initiative is to increase the persistence (retention), graduation, and career and post-baccalaureate placements of African American male students by engaging them in the types of co-curricular and leadership activities that lead to academic success and timely graduation. Data show that the African American male student is at high risk, in terms of

low retention and graduation rates, as compared to other population groups (*The Journal of Blacks in Higher Education*, 2006). The purpose is closely tied to the overall mission of the University which has a rich history of providing educational opportunities to persons from disadvantaged, cultural, and diverse academic backgrounds.

https://www.uapb.edu/academics/university_college/basic_academic_services/quality_initiative.aspx

Louisiana

- Louisiana has a strong and effective collaboration between its Board of Regents and Department of Education. These boards have a joint biannual meeting. This structure reportedly makes for an easier implementation of projects such as Project Pipeline Repair. The Louisiana Department of Education sponsors the Student Teaching and Reaching Program (STAR), a dual enrollment program for high school students interested in teacher education. The State of Louisiana is currently revamping its dual enrollment program.
<https://www.teachlouisiana.net/prospect.aspx?PageID=31>
- The Teacher Education Assistance for College and Higher Education (TEACH) Grant program is currently run by Southern University's Office of Financial Aid. The federally funded program is thought to be an excellent recruitment opportunity for students to pursue degrees in teacher education. <http://www.osfa.la.gov/SandG.htm>

Mississippi

- Complete 2 Compete (C2C) is a statewide program focused on helping Mississippi adults who have earned some college credit but have not completed their degrees return to college and complete what they started. The Mississippi Institutions of Higher Learning and the Mississippi Community College Board are partnering to enhance adult learner services provided by our state schools and make it easier for adult students to find a program that helps them complete a degree. The anticipated launch date for the campaign is spring 2017. A free-ride program will be available to Mississippi State University and University of Mississippi students enrolled in an educator preparation program who score a 28 or above on the ACT test.
<http://www.mississippi.edu/c2c/>
- Dual Enrollment/Dual Credit: Legislation - A local school board, the Board of Trustees of State Institutions of Higher Learning, and the State Board for Community Colleges shall establish a dual enrollment system under which students in the school district who meet the prescribed criteria of this section may be enrolled in a postsecondary institution in Mississippi while they are still in school. A dual enrolled student is a student who is enrolled in a community/junior college or state institution of higher learning *while enrolled in high school*. Dual enrolled students can earn up to a semester's worth of college credit in high school. A dual credit student is a student who is enrolled in a community/junior college or state institution of higher learning *while enrolled in high school and receiving high school and college credit for postsecondary coursework*. Dual credit students can earn an unlimited number of college credits while in high school. http://www.mississippi.edu/oasa/dual_enrollment.asp
- Louis Stokes Mississippi Alliance for Minority Participation (LSMAMP) at Alcorn State University is a high school to college summer bridge program. Held every summer on the Lorman campus, the program aims to encourage more minority high school graduates to attend institutions of

higher learning in pursuit of careers in the areas of mathematics and science. Students spend four fun-filled weeks on campus participating in enrichment courses and lab experiences in math, chemistry, biology, computer science, and life skills. Other activities include educational trips and peer mentoring.

<http://www.alcorn.edu/news/item/index.aspx?LinkId=5290&ModuleId=75>

- Saturday Science Academy is funded by a federal Title III grant to provide hands-on enrichment activities in math and science to the middle school students in the Jefferson and Claiborne Counties' school districts. Its goal is to address the disparity in the number of African Americans in science, technology, engineering, and mathematics (STEM) related careers.

<http://www.alcorn.edu/news/item/index.aspx?LinkId=4549&ModuleId=31>

- The Upward Bound Program seeks to prepare its participants for college entrance by improving their knowledge in basic academic subjects such as mathematics, English, science, reading, and foreign language (French and/or Spanish). The Upward Bound Program at Alcorn State University is a pre-college preparatory program funded by the U.S. Department of Education. The program is designed to motivate underachieving students by developing their basic skills to enable them to complete high school and make a successful transition into postsecondary education. <http://www.alcorn.edu/academics/university-college/upward-bound/index.aspx>

[South Carolina](#)

- South Carolina Teachers Loan Forgiveness Program: Borrowers who received a SC Teachers Loan or a SC PACE Loan may be eligible to forgive portions of student loan indebtedness by teaching in certain critical geographic and subject areas in the SC public school system. <https://www.scstudentloan.org/students/teacherforgiveness.aspx>
- The Center for Educator Recruitment, Retention, and Advancement (CERRA) offers a variety of programs that serve as a national model for teacher recruitment and leadership initiatives. Offerings are segmented into three areas: Pre-Collegiate, Collegiate, and Service. The Teacher Cadet Program is a Pre-Collegiate offering where students can take a class and get three hours of credit. <https://www.cerra.org/>
- Claflin University's *Call Me MiSTER* program is a collaborative effort between Claflin University and Clemson University to recruit, train, and certify elementary teachers in the public schools of South Carolina. The mission of Call Me MiSTER (Mentors Instructing Students Toward Effective Role Models) Initiative is to increase the pool of available teachers from a broader, more diverse background, particularly among the state's lowest performing elementary schools. https://www.claflin.edu/docs/default-source/school-of-education/partnerships-and-programs/claflin_university_call_me_mister_application.pdf?sfvrsn=2
- Troops to Teachers was established in 1993 to assist transitioning Service members and veterans in beginning new careers as K-12 school teachers in public, charter, and Bureau of Indian Affairs schools. The program provides counseling and referral services for participants to help them meet education and licensing requirements to teach, and subsequently helps them secure a teaching position. Since 1993, more than 20,000 veterans have successfully transitioned to a career in education. <http://www.proudtoserveagain.com/About/Overview>
- The Francis Marion University School of Education's Center of Excellence to Prepare Teachers of Children of Poverty has as its mission to increase the achievement of children of poverty by improving the quality of undergraduate teacher preparation, graduate teacher preparation, and

the professional development of in-service teachers. More than half of all South Carolina's schools have 70% or more of their students living in poverty. Research indicates that 43% of a student's academic performance can be traced to the quality of the teacher in the classroom. The Center works to solve the problems inherent in educating children of poverty by developing expertise in those that work with these children on a daily basis. The Center of Excellence is now recognized as the premier resource for supporting educators seeking strategies for improving the quality of education that all children of poverty receive.

<http://www.fmucenterofexcellence.org/home>

The Project aims to increase the potential of HBCU EPPs becoming the “new normal” in the preparation of highly competent minority male teachers to meet state needs and promote education equity. The tenets of Project Pipeline Repair are research-based and suggest that state systems of higher education and HBCUs should organize collaboratively in response to persistent teacher shortages, rather than working around barriers that might exist between them.

Project Organization and Implementation

Learning is a treasure which accompanies its owner everywhere.
~ Chinese Proverb

Project Pipeline Repair was developed to complement efforts by states and HBCUs and build on existing policies and institutional practices that aim to increase minority male participation and persistence in educator preparation programs. It further seeks to strengthen the linkages between state agencies of higher education, HBCU EPPs, and school partners to achieve project goals. The purpose of this section of the template is to present the organizational structure of Project Pipeline Repair to achieve project goals as presented in the Project Overview.

Project goals will be achieved through the implementation of dynamic and extensive academic enrichment opportunities that emphasize high impact educational practices. The Association of American Colleges and Universities defines these researched-based, culturally sensitive practices as taking a variety of forms, including 1) First-Year Seminars and Experiences, 2) Common Intellectual Experiences, 3) Learning Communities, 4) Writing-Intensive Courses, 5) Collaborative Assignments and Projects, 6) Undergraduate Research, 7) Diversity/Global Learning, 8) Service Learning/Community-Based Learning, 9) Internships, and 10) Capstone Courses and Projects.⁷

To follow is an overview of the major components of Project Pipeline Repair: Student Recruitment and Selection; Common Student Experiences; Academic Enrichment; Mentoring; Budgeting; Data and Evaluation.

Student Recruitment and Selection

Participating HBCU EPPs should engage in consistent recruitment and candidate selection processes. Each institution should enroll between 10 and 12 male participants to participate in the Project beginning in the fall semester of 2017.

A maximum of 60 males will be enrolled in the Project across the five participating HBCUs. Applicants should have a minimum cumulative GPA of 2.75 to participate in the Project. A formal application process should be employed, and templates of application materials along with a sample marketing plan are in the *Appendices* section of the template. It is expected that HBCUs will work with their respective Admissions/Enrollment Management departments to execute recruitment and retention plans.

Common Student Experiences

Academic/Dual Credit Courses with Embedded Writing-Intensive Learning Modules

One of the most fundamental measures of teacher quality is the ability to use language and to communicate effectively in writing. The four modules offered below will provide students with rigorous opportunities to develop critical skills in written communication for the purpose of reinforcing effective and successful transmission of content knowledge as teachers. With an emphasis on the teaching profession and educational equity, students will be exposed to a variety of topics as a basis for

⁷ Association of American Colleges and Universities. *High-Impact Educational Practices*. www.aacu.org/leap/hips. Retrieved March 20, 2017

developing the skill of writing. Students will strengthen their ability to express themselves in writing by reading, critically examining, and responding to a variety of related topics. Newsela® is the learning platform that will be used as the basis for these modules (<https://Newsela.com>). SHEEO will purchase licenses for use and provide instructor training during the summer of 2017.

Participants will enroll in two common academic experiences, ideally for dual credit, in accordance with state and institutional policies and practices. The courses—Foundations of Education and Issues in Multicultural Education—were selected by participating HBCUs to achieve Project objectives including a focus on the development of critical writing skills and shifting the discourse relative to minority males in the teaching profession, as well as support Project evaluation efforts. **Please send your university-adopted course syllabi for these two courses to dpearson@sheeo.org.**

Selected dual credit courses will further provide students with valuable insights into the field of education from social, political, and economic perspectives. To provide authentic common academic experiences aligned with the Project, learning modules were created by Esther Robinson, Assistant Professor at the University of Arkansas Pine Bluff, and Denise Pearson, Principal Policy Analyst at SHEEO, to embed in the two common academic experiences (dual credit courses). The courses were designed to be co-taught by EPP faculty members and school partners, with engagement from currently enrolled EPP undergraduate and graduate students.

Newsela articles referenced below can be found in *Appendix 6*.

Course 1: Foundations of Education (or similar course)

Two learning modules were created to embed in this dual credit course: 1) Teachers as Agents of Change and Civic Engagement and 2) The Teaching Profession: Beyond the Classroom.

Module A) Teachers as Agents of Change and Civic Engagement

Description:

Educator preparation programs (EPPs) have the capacity to help students engage in thought and action toward productive societal change. Through this module, students will explore a variety of formal and informal roles educators occupy in society. They will examine linkages between education and civic engagement.

Learning Outcomes:

Students will explain the formal and informal roles teachers occupy and discuss the role of teachers as advocates for change in society.

- Students will recognize environments that are conducive to teachers as change agents, and be empowered to participate in civic activities.
- Students will describe AAC&U's Written Communication VALUE rubric and explain how it will be used to evaluate their work in this module.

Strategies/Assignments:

- Attend a school board meeting, city council meeting, or another civic activity with mentor and fellow mentees and discuss experience as a group
- In Newsela, students will read and respond to the following suggested nonfictional current events articles that explore topics described in the module:
 - Dream Jobs: Elementary school teacher

- Opinion: Tanzania's bold education investments brighten its future

Evaluation/Evidence of Student Learning:

- Newsela Online Evaluation Tools
- Written Communication VALUE rubric <https://www.aacu.org/value/rubrics/written-communication>

Module B) The Teaching Profession: Beyond the Classroom

Description:

Students will explore the trajectory of the teaching profession including preparation, induction, veteran status, and beyond. They will be exposed to organizations and practices that support successful careers in education.

Learning Outcomes:

- Students will locate professional teaching organizations and describe how they support the professional development of teachers.
- Students will demonstrate familiarity with the language of professional educators including assessment and accreditation.
- Students will articulate the role of networking, professionalism, and career planning as emerging educators.

Strategies/Assignments:

- In Newsela, students will read and respond to the following nonfictional current events articles that explore topics described in the module:
 - Opinion: Spot fake news by learning how to search online information
 - Opinion: In a changing world, role of education must also change
- In 2-3 pages, compare and contrast three different organizations that support the effectiveness of professional educators.

Evaluation: Evidence of Student Learning:

- Newsela Online Evaluation Tools
- Written Communication VALUE rubric <https://www.aacu.org/value/rubrics/written-communication>

Course 2: Multicultural/Diversity/Social Justice (or similar course)

Two learning modules were created to embed in this dual credit course: C) Education for Social Justice and D) The Impact of Poverty on Education.

Module C: Education for Social Justice

Description:

Students will explore the concept of social justice and the variety of ways that racism, sexism, ableism, economic injustice, heterosexism, ageism, and other forms of discrimination impact educational access and student success.

Outcomes:

- Students will define the concept of social justice.
- Students will demonstrate an understanding of how teachers can mitigate social injustices.
- Students will describe AAC&U's Written Communication VALUE rubric and explain how it will be used to evaluate their work in this module.

Strategies/Assignments:

- In Newsela, students will read and respond to the following nonfictional current events articles that explore topics described in the module:
 - U.S. minority students lack teachers who look like them
 - Implicit racial bias often begins as early as preschool, a study finds
 - Schools decide old policies not cool, retool punishment rules
 - Even in preschool, black students more likely to get suspended, report says
- Writing Assignment: 2-3 page paper discussing one of the topics covered in the course

Evaluation: Evidence of Student Learning:

- Newsela Online Evaluation Tools
- Written Communication VALUE rubric <https://www.aacu.org/value/rubrics/written-communication>

Module D: The Impact of Poverty on Education

Description:

Students will explore the impact of poverty on student learning and gain knowledge about policies and practices that aim to ensure all students have equitable educational opportunities.

Outcomes:

- Students will identify the causes of poverty and examine how they impact the educational experience for students.
- Students will report on educational policies and practices that mitigate the effects of poverty on student success.

Instructional Strategies & Assignments:

- Poverty Quiz www.povertyusa.org-resources/quiz - to expand awareness and generate discussion.
- In Newsela, students will read and respond to the following nonfictional current events articles that explore topics described in the module:
 - Income inequality, policy choices led to ongoing school segregation, report says
 - Opinion: Syrian kids need an education – rich countries must pay for it
 - Issue Overview: Should students have to wear uniforms?
 - Miles to go before I read
- 2-3 page personal observation paper on poverty in education, including reaction to poverty quiz

Evaluation/Evidence of Student Learning

- Newsela Online Tools

- Written Communication VALUE rubric <https://www.aacu.org/value/rubrics/written-communication>

Residential Experience and Program Induction

For one week during the summer of 2018, participating HBCUs will develop and host a high caliber campus residential program for Project Pipeline Repair student participants. The program will emphasize knowledge, skills, and dispositions of highly effective educators. Through interactive lectures, guest speakers, cooperative learning activities, field trips, and service learning, students will develop transferable knowledge and skills in the areas of conflict management, teamwork, and educational equity advocacy. Students will be formally inducted into Project Pipeline Repair during the residential experience. Parent/guardian attendance is expected.

Academic Enrichment

IXL will serve a central role in providing supplemental academic enrichment opportunities for participants. IXL is an educational technology company that offers an educational website for K-12 students to independently work on improving academic performance in multiple subject areas. In addition to helping students master key concepts, IXL helps students develop a joy for learning. SHEEO will purchase licenses for use by students, EPP faculty, school partners, and EPP candidates assisting with the Project. Licenses will give access to the subjects of language arts and math. Instructor training will be provided during the summer of 2017. [See Appendices for additional information about IXL.](#)

Mentoring

Mentoring is a key component of Project Pipeline Repair and is a proven strategy to support the academic and social development of young adults. Mentoring for young minority males can mitigate the effects of multi-generational poverty, lagging academic performance, and inadequate employment readiness. “Effective Strategies for Mentoring African American Boys” can serve as a programming guide for the purposes of the Project.⁸ Mentors can be selected from EPP faculty and their work as PPR mentors can be counted toward service requirements. Mentoring should be institution- or school-based with a student/faculty ratio of 5:1.

Mentors would be expected to exhibit interest in their students’ academic work and the process of learning. This would include inquiry into class attendance and participation, homework, and engagement in the Project’s range of activities. Mentors would be further expected to support the development of personal and professional goals, serve as role models, assist their students in taking steps to successfully transfer from high school to postsecondary education, and assist in examining choices that promote positive physical wellness. See *Appendix 5* for “Effective Strategies for Mentoring African American Boys.”

NOTE: SHEEO will host mentor training via webinar in early fall 2017. All selected members will be required to participate in the webinar.

⁸ Jarjoura, R.G. (2013). *Effective Strategies for Mentoring African American Boys*. American Institutes for Research. Washington, D.C.

Budgeting

Each identified university will be awarded a determined amount of financial support to aid in the planning and implementation of Project Pipeline Repair, in accordance with the Memorandum of Understanding. Each state agency of higher education will be awarded a modest \$3,000 each year of the three-year grant to provide administrative advocacy and support. NOTE: These totals may increase if SHEEO secures additional funding. There is an expectation that each institution will participate in providing in-kind services throughout the course of the Project. Funds should not be used to purchase marketing services or equipment. Below is guidance for budgeting.

Total Allocations Per Institution

- Year 1 = \$37,500
- Year 2 = \$40,000
- Year 3 = \$40,000

Personnel

Instructional

(Maximum percentage allowed is 50% of total 3-year budget)

- Student instruction and development
- Student travel
- Faculty travel
- Supplies

Administrative - Project Coordinator

(Maximum percentage allowed is 10% of total 3-year budget)

- Graduate student
- Faculty
- Intern

Student Engagement

(Maximum percentage allowed is 40 % of total 3-year budget)

- Residential experience
- On-campus activities
- Field trips

See *Appendix 4* for Budget Form.

SHEEO-Provided Supplies and Equipment

The items listed below will be distributed across institutions and are not to be included in institutional budgets.

- iPads with case and keyboard for 60 student participants
- “Uniforms” for student participants (polo shirts)
- Licenses to use IXL and Newsela (training and support provided)
- Marketing materials

Data Collection and Evaluation

*You don't have to have all the answers; you just have to be willing to share what you know.
~Unknown*

Data Collection

The following table presents data to be collected, when it will be collected, and who will collect it. All data should be sent to Denise Pearson at projectpr@shee.org at designated times.

Data Set	Collector(s)	Collection Date	Comments
Pre-enrollment focus groups	SHEEO	During April campus visits	Focus groups conducted in collaboration with EPP deans/faculty
PSAT Scores	EPP Unit through partner schools	Program admission date	
Cumulative grade point average	EPP Unit through partner schools	Program admission and each semester of junior or senior years	
Mentor evaluation of mentees	Mentors	Each semester of junior and senior years	Instrument to be developed by Gregory Henderson in consultation with Garnett Henley (evaluator)
IXL and Newsela Reports	EPP Unit	Each semester of junior and senior years	
Teacher Disposition Survey	EPP Unit	End of senior year/end of Project	Each EPP can use their own or the one created by SHEEO
FAFSA and College Application completion	EPP Unit	Mid-senior year	

Garnett Henley, Project evaluator, will provide additional evaluation information throughout the Project.

Narrative Report Preparation

SHEEO's narrative report to the Foundation is an important record of what the Project is achieving and what we are learning in the process. Preparing this report allows us—and the Foundation—to analyze our work and the context in which it is being done.

Reports will address the results of the Project year just completed. The Foundation does not expect the approved activities to unfold exactly as originally planned. Success is often achieved because a project

made changes. The lessons learned in making changes or from not being able to attain certain goals are as important as the successful outcomes.

Project Summary

The goal is to increase the number of highly competent minority male educators to teach in underserved elementary school systems, addressing a problem in the profession which is a concern of state policymakers, education researchers and practitioners. Collaboration with EPPs at local HBCUs and their partner school districts is key, therefore providing program participants with academic enrichment to prepare them for college and successful EPP completion. Knowledge produced will be disseminated to state policy leaders, to HBCUs and to EPPs at predominantly white institutions. The decline in numbers of students majoring in education and the insufficient number of minority males entering the profession are national problems. This Project addresses said problems through a curriculum that builds critical academic skills while exposing participants to issues of social justice, equity, and poverty in education and the responsibility of educators to close achievement gaps. Non-academic skill development will emphasize conflict resolution and problem solving. Instructional methodologies will integrate technology including online platforms.

Qualitative outcomes measured using surveys and focus groups include program satisfaction and program impact (including development of knowledge, skills, and dispositions relative to the entire program's scope). Participants will also use journals for these purposes and as one method of formative assessment. The Praxis Core Academic Skills for Educators (Praxis Core) tests will be administered pre- and post-program completion to measure participants' growth and proficiency in reading, writing, and mathematics. Pre-program Core test results will also be used to develop supplemental individualized instruction. All test results will be communicated to school districts for service continuity. The Praxis Core exam is frequently used in EPP admission decisions. A primary goal is to produce 60 program completers (10-12 students from each state; one high-poverty, high-minority school district per state during the grant cycle of three years).

Project program completion includes dual enrollment in an EPP at an HBCU, including assistance to identify postsecondary scholarships. Participants will also learn about TEACH Grants—a federal financial aid program to support students who are completing or plan to complete course work needed to begin a career in teaching. This and other information will be included in a tool kit designed by the team to support successful completion of an EPP program.

Summary

The best way to find yourself is to lose yourself in the service to others.
~ Mahatma Gandhi

The information presented in this Project Design Template is the culmination of months of meetings, discussions, and research that included key stakeholders—state agencies of higher education, HBCUs, and SHEEO. As prescriptive as this “playbook” may be in some instances, it allows for states and institutions to collaborate and create experiences that reflect their uniqueness. It assumes a commitment to leveraging HBCUs to address growing teacher shortages across the southern region.

Each participating state has degree attainment goals that rely on the preparation, placement, and retention of a diverse and highly qualified teaching force. Each participating HBCU has a legacy of preparing teachers to serve state education systems, and their institutional mottos provide insight into their guiding vision.

Institutional Mottos

Alcorn State University: *Where Knowledge and Character Matter*

Clayton University: *Inspiring Visionary Leaders*

Southern University Baton Rouge: *Serving the State, the Nation, and the World*

Tuskegee University: *Scientia Principitas Opera (Knowledge, Leadership, Service)*

University of Arkansas Pine Bluff: *Student Focused. Student Driven. Mission Based.*

SHEEO serves its members as an advocate for state policy leadership, as a liaison between states and the federal government, as a vehicle for learning from and collaborating with peers, as a manager of multistate teams to initiate new programs, and as a source of information and analysis on educational and policy issues. As a multistate, cross-sector collaboration, Project Pipeline Repair is an initiative that has the potential to address one of today’s most urgent issues—how states can prepare, recruit, and retain highly competent teachers to prepare all students for academic success in a knowledge-based economy.

SHEEO applauds the states of Alabama, Arkansas, Louisiana, Mississippi, and South Carolina for embracing this challenge and opportunity.

Appendices

The country's future depends on our doing a good job of ensuring educational opportunity for all students regardless of race, regardless of zip code.
~John B. King, Jr., former Secretary of Education

Appendix 1.....Application Materials

Appendix 2.....IXL and Newsela Information

Appendix 3.....Sample Marketing Plan

Appendix 4.....Budget Form

Appendix 5.....Effective Strategies for Mentoring African American Boys

Appendix 6. Suggested Newsela Articles

APPENDIX 1 – APPLICATION AND RECOMMENDATION FORM**SHEEO Project Pipeline Repair: [HBCU NAME]
Student Application Form****Application Deadline is XXXX**

Please complete the application for enrollment into *Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs*. A complete application includes the Student Application Form, a Reflective Essay, and two Letters of Recommendation.

Submit completed application to: _____

Student Information

First Name _____ Last Name _____ Middle Initial _____

Address _____

Email _____ Cell Phone _____

Home Phone _____ Social Media (optional) _____

Academic Information

Name of High School _____ City _____

Grade _____ Cumulative GPA _____ Expected school graduation date (month/year) _____

Absences last year _____ Suspensions last year _____ Do you have a job? _____

Parent/Guardian Information

Parent/Guardian Name(s) _____

Relationship(s) _____

Home Phone _____ Cell Phone _____

Email _____

Parent/Guardian Name(s) _____

Relationship(s) _____

Home Phone _____ Cell Phone _____

Email _____

References

List two (2) people to whom you gave reference forms. One must be a teacher who taught you in high school. Include contact information (email and phone number).

1. _____
2. _____

Release and Signatures

_____ My initials signify that I give permission for my images (photos and videos) related to Project Pipeline Repair activities to be used for marketing, advertisement, or recruitment purposes by Project Pipeline Repair, the host university, and SHEEO affiliates.

My signature signifies that this application is accurate and true.

Student Signature _____ Date _____

If under 18 years old:

Parent/Guardian Signature _____ Date _____

School Guidance Counselor _____ Date _____

Applicant Reflective Essay

Choose one of the following questions and respond in essay form. The essay should range from 500-750 words. The essay should be typed, double-spaced, and typed in 12-point Times New Roman font. Please attach essay to application.

1. What is your reaction to the following quote by former President Barack Obama: "If you want to make a difference in the life of our nation; if you want to make a difference in the life of a child - become a teacher. Your country needs you."
2. Why are you interested in participating in Project Pipeline Repair and how might it help you attain your career goals?
3. What strengths do you want to develop further and what weaknesses do you want to lessen

through your participation in Project Pipeline Repair?

Project Pipeline Repair Applicant Confidential Recommendation

PLEASE DO NOT RETURN FORM TO APPLICANT

Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs is an initiative developed to support the increase of minority males in the teaching profession. Your input will assist in the selection of participants for this innovative collaboration between states, historically black colleges and universities, and partner schools.

Applicant Name _____

Using a scale of 1 (weakest) to 5 (strongest), please rate the applicant in the following areas. You may select N/O if you have not observed a criterion.

	1	2	3	4	5	N/O
Positive Attitude						
Ability to Receive Constructive Criticism						
Strong Work Ethic						
Verbal Communication Skills						
Written Communication Skills						
Respect for Different Opinions						
Leadership						
Team Player						
Other (specify):						

Comments: _____

Signature: _____ Date: _____

Nature of relationship to applicant: _____ # Years: _____

For Teachers: Subject(s)/Year(s) Taught applicant _____

RETURN COMPLETED FORM TO:

THANK YOU!

APPENDIX 2: IXL AND NEWSELA OVERVIEW

IXL

IXL is an interactive online program designed to improve student performance in math and language arts with skill development from grades K-12. IXL is designed to differentiate the needs of the student to ensure that it is at the right level of rigor for each individual student. Within each skill practice, questions are adaptive and progressive in order to challenge students to move towards mastery. For students, IXL gives immediate feedback during skill practice and step-by-step explanations in order for them to build knowledge within the skill. For teachers and teacher candidates, IXL allows for the evaluation of student progress in real time. Teachers can see which students are struggling with which skills and then target their instruction to specific students. IXL is also closely aligned to the Common Core and state standards allowing teachers to use IXL as a supplement to their current curriculum.

For the purpose of Project Pipeline Repair, the use of IXL is twofold. The first objective is to close the achievement gap for project students. IXL allows for the practice and mastery of skills that students are tested on during the ACT, SAT and Praxis Core. The ACT English exam is approximately 50 percent skills that are directly practiced in IXL such as punctuation, grammar and usage, and sentence structure. Similar topics are tested in the Praxis Core writing exam. In terms of math, both ACT and Praxis cover areas of algebra, geometry, and more that can be mastered using IXL. In addition to closing the achievement gap for the high school students in Project Pipeline Repair, IXL will be used to enrich the experience of teacher candidates in each educator preparation program. The use of IXL allows EPP students the chance to experience technology in the classroom with a widely used learning technology tool. IXL also presents the opportunity to practice using data to inform instruction, a key skill for all teachers, with the ability to easily analyze student progress quickly and efficiently. Not only will the use of IXL benefit the high school students in Project Pipeline Repair, it will also allow EPP students to build skills in their teaching portfolios.

Newsela® Pro

Newsela is an online nonfiction literary resource that adapts pieces of nonfiction (news articles, speeches, biographies, etc.) to multiple reading levels. Each piece is modified to five different reading levels (and occasionally translated to Spanish as well) to allow students to read the same content at a level that is appropriate for their skill level. The reading levels range from grades 2-12 with the max reading level being the piece of nonfiction as it occurs unedited. Newsela offers texts that range in topic from sports to opinion. The website also includes the ability to search for texts based on subject areas such as arts and culture, science and math, religion and philosophy, government and economics, geography, world history, and U.S. history. With a wide range of topics, Newsela presents the opportunity to find pieces of text that work with any subject area and will appeal to the interests of students. Another important feature that Newsela provides is quizzes for each text that are designed to help students build mastery in reading skills that are standards based.

Project Pipeline Repair will be purchasing a Newsela Pro license which includes more features than those listed above. Some key features of the pro version of Newsela are the advanced search options, the writing tool, annotations, and the teacher's binder. The advanced search options allow teachers search for texts that help practice certain reading skills in addition to topic. The writing tool allows teachers to supplement the reading activity with writing prompts that help students build on this vital skill. Teachers can chose to use the default prompt, from the Lucy Caulkins and Teachers College team,

or customize their own prompt. Annotations allow teachers to interact with their students' reading assignment on a couple of different levels. Annotations can be used to differentiate instruction by providing supports such as vocabulary assistance, asking guided questions, or reading comprehension checks. Annotations can also be used to make student thinking visible to the teacher. Teachers can make their own annotations for articles or use the recommended annotations. The recommended annotations are differentiated for each level of the article so that they are appropriately rigorous. Finally, Newsela Pro also offers what is called the teacher binder. This allows teachers to curate sets of texts, assignments, etc. as well as monitor student progress. The monitoring of student progress can be done on an individual level where factors like reading level and quiz scores for a particular student can be seen or for overall class instruction as well.

Like IXL, the use of Newsela Pro for Project Pipeline Repair is intended to serve two purposes. Newsela will serve as a vital tool in skill development that is necessary for success on both the ACT/SAT and the Praxis Core. Many of the reading passages on either type of test are frequently nonfiction and the practice of reading nonfiction texts and then being asked comprehension questions based on the text is great preparation for said tests. For example, the reading portion of the ACT test includes reading from all core subject areas (Social Studies, Natural Sciences, Prose Fiction and Humanities) so practice in nonfiction reading comprehension is significant. Newsela Pro also offers the ability to incorporate writing practice with reading. Newsela Pro can help students prepare for each test's writing section. The inclusion of Newsela Pro in Project Pipeline Repair also provides the opportunity for educator preparation program students to continue to build their skills with technology. Like IXL, Newsela offers the opportunity for EPP candidates to use data to inform instruction all while learning how to integrate technology in the 21st century classroom.

Project Pipeline Repair: Restoring Minority Male Participation and Persistence in Educator Preparation Programs

Marketing Plan

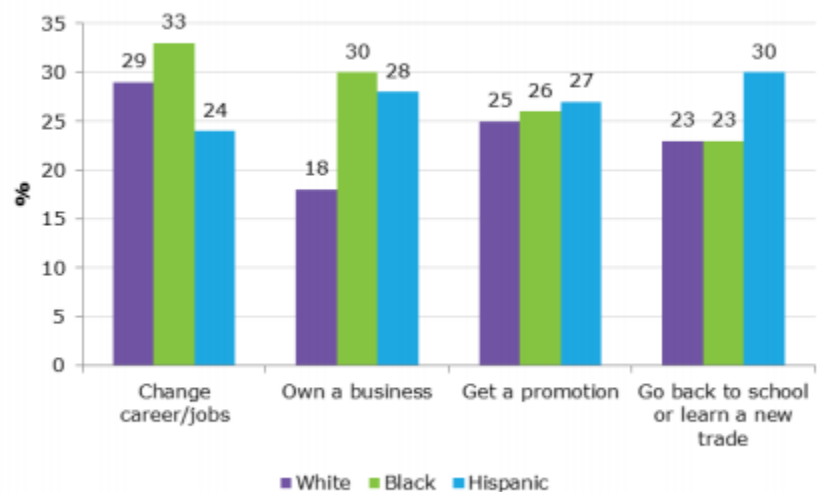
Objective

The fundamental aim of this marketing plan is to entice a target market of young African American males to consider and explore the teaching profession while career planning. In order to provoke our target demographic of individuals age 16-19 to consider, they must first adopt a new view of the industry, then become aware of the teaching profession value proposition. Executing a carefully crafted marketing plan catered to their preferences could reposition the teaching profession as the relevant, opportunity-creating career, ideal for post-college or early professional life that said individuals are looking for. Such a plan would capitalize on the positive impact teachers can have on communities, the entrepreneurial path it could open, and the change-agent status teachers encompass.

Target Market

The target market Project Pipeline Repair should focus on is late African American Millennial males, between the ages of 16-19. Millennial African American males are an individualistic and passionate group, and their careers must be a representation of that. Additionally, African American Millennials tend to be very brand conscious, socially active, and remain well informed of the latest news and trends (Mintel, February 2015). The previous facts create several opportunities to achieve success marketing to this group via social media outlets, utilizing influencer marketing, and creating partnerships. In terms of future goals, surveys show African American Millennials are more unhappy with their jobs/careers than whites or Hispanics (see graph), they aspire to own a business someday, have a stable career, get married, and have children (Mintel, February 2015). These facts will allow this plan to leverage the teaching profession as an opportunity to mitigate, resolve, and create these desired opportunities. African American Millennials are most proud of advancements in technology during their generation, and personal achievements/accomplishments by other African Americans. Showing this group that the accomplishments of other successful African American males were made possible by special teachers and mentors can assist with engagement and appeal to the target market.

Base: internet users aged 20-37 [487 Whites, 501 Blacks, 703 Hispanics]



SOURCE: LIGHTSPEED GM/MINTEL

To attract young African American males, Project Pipeline Repair must break the mold of conventional marketing with succinct mobile and social marketing tactics. This market does not want to be advertised to or told what to do; however, they are extremely aware of the social and political issues African Americans struggle with and are eager to assist with change. In order to attract them to consider the teaching profession, Project Pipeline Repair must allow them to see and experience other

African American teachers being celebrated and appreciated. They must hear testimonials from people they look up to, explaining the importance teachers had in their lives, and will have in the lives of future students. This is a group that needs to feel involved and engaged; therefore, a black male teacher appreciation event, which honors and celebrates teachers at local K-12 schools, should be hosted and filmed on the campuses of participating HBCUs.

The “TrueHero” Event

In order to draw in the target market and create excitement about this new venture, young black males need to see and hear the impact teachers have on communities and individual student’s lives. We recommend hosting an event geared towards celebrating and honoring K-12 black male teachers, within the counties and states of the participating HBCUs. The “TrueHero” event will serve as a launch party to the campaign, and the theme should remain consistent amongst all participating universities in to increase brand awareness. This event would not only show appreciation to teaching professionals, it will also provide an opportunity to film testimonials from both teachers, students and families—explaining the joys experienced from changing lives, and the impact teachers have on theirs. The event must also include involvement from young black males, which is why it is encouraged to have the students anonymously vote on top teaching awards, which will be presented and shared during the event. The “TrueHero” event will encompass the fundamental goal of this marketing plan, which is to get our newly identified target market to consider becoming a teacher/mentor, and allow our target market to engage with the process of honoring the teachers who decided to go down this path before them.

Execution

After collecting and developing a detailed database of local black male K-12 teachers, invites should be sent out directly from the universities (hosted on HBCU campuses). The event should also be announced through the several social media platforms that will be discussed throughout. The social media announcements will not only increase exposure, but will also create opportunities for the target market of black males to share their favorite teacher story, anonymously tell us about their favorite black male teachers and how they changed their lives, and start hashtag campaigns (i.e. #truehero). The overall message of this event is geared around rebranding the teaching profession as a realistic change agent, capable of creating concrete advancements for the African American community, so it will be critical to obtain video testimonials and capture the excitement.

Campaign Awareness

The campaign launch event will play a crucial role in the consistent branding amongst participating universities, and allow for the video capturing of excitement around the Project. The next phase should be focused on sharing content that intentionally shapes the narrative about the teaching profession. This content should present teachers as change agents, role models, scholars and pillars of communities. Phase three will need to be geared towards sharing and creating engaging content around the value proposition the teaching profession has to offer. Examples of these messages would include: job stability, opportunities for free travel, coaching possibilities, the path it creates to other educational opportunities, and the potential for entrepreneurial freedom when school is out of session. All of these phases should be presented through: the main social media platforms this target market frequents, partnerships created with alumni (both teachers and non-teachers) and other social media influencers who already have a strong following of the target group. Excitement and awareness will continue to gain momentum around the launching of this initiative (as seen

below). This excitement needs to transition into the execution of the marketing plan for the target group.

HBCU's Launch \$1.5 Million Black Male Teacher Training Initiative to Increase Representation in Underserved Communities

@balleralert



Several public and looking to increase a few underprovided across the country

According to #HBCU's in particular University, Alcorn! Tuskegee University organize a Black Male Initiative, a mass recruitment of black men to increase teaching in underserved

Social Media Campaign Strategies

The focal goal of this marketing plan is increase the number of black males participation in the teaching profession. A key component of this plan's success will stem from creating and sharing Project Pipeline Repair content through social media. This will be done by utilizing existing university Facebook, Instagram, YouTube and Snapchat accounts, or creating proxy accounts solely for the Project promotion. After these accounts are created, it will be essential to build on the large followings, but post content that is specifically engaging to our previously mentioned target market. Each social media platform will be utilized uniquely due to different uses of each platform.

Facebook

Utilizing this platform to reach the target market will be extremely important, solely because it has the largest user population. This platform will allow Project Pipeline Repair to humanize the teaching profession, because of Facebook's personal foundation. The majority of Facebook users are still on the platform to communicate with friends and family. I recommend using Facebook to build and strengthen personal connections with followers. When using this platform for engagement, one must remember that sometimes posting less and commenting more might be the best way to promote meaningful conversations, strengthen relations, and encourage interactions. The approach suggested would be to tell a story of the importance of African American teachers through pictures and captions, then sharing content about the value propositions the profession has to offer.

Instagram

Instagram should be used in two ways. The first way is to engage with the new target market by posting intriguing historical/new age photos of African American male teachers, with captions containing their brief bio and how they have changed lives, then sharing photos of current teachers who have leveraged their careers to achieve other goals. Captions on both phase images should be filled with highly searched hashtags such as #. The next way Instagram should be used is to reach out to social media influences, which have large followings of our target market. Project Pipeline Repair can

simply ask these influencers to share some of the universities' content, since it will only enhance their brand and not be filled with advertisements.

YouTube

This platform will be the most important for the success of the social media campaign, due to the high percentage of video content preferred by users. Project Pipeline Repair needs to create, post, and optimize high quality videos of African American male teacher testimonials, current student and student athlete stories of the impact teachers had on their lives, and share popular teacher content. This platform will not only serve as the host of the created videos Project Pipeline Repair develops, but also as a social media interaction tool geared to start and engage in conversations.

Snapchat /Geofilter (pre-event)

Project Pipeline Repair should consider using Snapchat to show behind-the-scenes footage of teachers preparing to address a class or creating lesson plans, while making it fun. For instance, teachers simulating a professional athlete preparing to enter a playoff game, before walking into their classrooms. A large reason the teaching profession has been written off and forgotten is because society forgets about the importance of the K-12 teachers. These Snapchat reenactments can be used as fun way to emphasize the important role African American teachers play, and the way they influence and change lives. Another way to utilize Snapchat is by creating "TrueHero" Geofilters before the launch events. By purchasing the Snapchat Geofilter feature, this Project would be able to virtually create specific geographical fences, which will present Snapchat users with a "TrueHero" filter to take a picture with. These geofences should be created around the high schools and middle schools where the celebrated teachers work, to encourage participation from their students. Out of all the Snapchat users, 71% are under the age of 34 and 30% of U.S. Millennial internet users use Snapchat regularly (Omnicores Agency, October 2015). The previous fact shows how relevant this platform is within our target demographic.

Tumblr

This platform should be used solely to reach out and share the campaign message with existing bloggers who are attempting to spread similar messages as Project Pipeline Repair. An example of a popular page is "Black.Man.Teach." This Tumblr page shares a compilation of blogs from African American male teachers who share their personal stories of how they started teaching and what keeps them going.

Event Competition

A "TrueHero" competition should be created and announced on Facebook and Instagram. This competition will ask social media users to post and share content about their favorite teacher, how a teacher has changed their lives, or photos of their favorite teacher, using the hashtag #truehero. The most engaging original content will then be voted on by the marketing teams, and shared on universities' websites. The marketing teams should also collect and share all of the other hashtag posts, and present them at the events and through their social media platforms.

Partnerships

This Project will also benefit from partnering with known influencers. It is encouraged to ask local churches, school alumni, and all teachers in the networks of participating schools to share tailored messages and communications about this venture.

If executed properly, this marketing plan will continue to build on the excitement already created around the Project Pipeline Repair initiative. The plan will assist with showing young African American males that there is a realistic way to cultivate change within their communities. It will also show them how the teaching profession can provide them with a career that fits within their future goals and needs. Because this venture revolves around improving lives and is being launched primarily through social media channels, it should go viral quickly, especially amongst our young target market.

Developed by Alexander Robinson
University of Denver MBA 2017
alexander.robinson@du.edu



3035 Center Green Drive • Suite 100
Boulder, Colorado 80301-2205
303.541.1600 • FAX 303.541.1639
sheeo@sheeo.org

STATE HIGHER EDUCATION EXECUTIVE OFFICERS ASSOCIATION

www.sheeo.org

**Project Pipeline Repair Budget
Institutional Form**

Institution Name: _____

Budget for Period: **1**

Start Date: May 1, 2017

End Date: November 30, 2017

<i>Personnel</i>	
Instructional:	
Administrative:	
Supplies:	
<i>Total Personnel</i>	\$
<i>Student Engagement</i>	
Residential Experience:	
Field Trips:	
Supplies:	
<i>Total Student Engagement</i>	\$
Total Project Costs	\$37,500.00

Print Name: _____

Signature: _____

Date: _____

STATE HIGHER EDUCATION EXECUTIVE OFFICERS

3035 Center Green Dr Ste 100 Boulder CO 80301

303.541.1600

SHEEO.org