

***Recruiting Teachers of Color:
A 50-State Survey of State Policies***

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Acknowledgements

The Education Commission of the States (ECS) Teaching Quality Policy Center produced this report for the Community Teachers Institute. Susie Bachler, researcher and Twanna LaTrice Hill, policy analyst prepared the report with the assistance of Michael Allen, program director and Charles Coble, executive director.

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Introduction

The need for an insurgence of new teachers to counteract the effects of the teacher shortage is well-documented. Numerous articles, reports, and studies cite figures from the National Center for Education Statistics that two million new teachers will be needed by 2010 due to increased growth in the student population, the graying of the current teacher workforce and attrition of teachers.¹ Some 29% of teachers leave the profession after their first three years, and 39% leave after five years.² These reports and studies also highlight the fields and subject areas of greatest shortage – special education, bilingual education, mathematics and science. The situation is even more dire for hard-to-staff schools, particularly those in inner city urban and isolated rural. Nowhere, however, is the shortage more keenly felt than in the dearth of teachers of color in our nation’s classrooms. While 40% of students are of color, only 13% of teachers are. Some 40% of schools have no teachers of color on staff.³ The percentage of students of color in public schools is expected to increase; the percentage of teachers of color is not.

While there is some limited research that suggests educator diversity is of great benefit to all students, it certainly makes common sense. It is important for students of color to have role models they can look up to, role models who look like them, who have come from similar backgrounds, and who are important and influential in their lives. In an article published by *The Record Online*, Ana Maria Villegas, a professor at Montclair State University who has published reports and literature reviews about teachers of color, succinctly identifies one of the key reasons all students need teachers of color. She maintains:

“Teachers tend to be the one person and authority figure outside of the home that have a lot of influence on children. When they see only white people as teachers, that can reinforce the negative stereotype – in white students and students of color – that people of color are not capable of holding positions of authority. To students of color, it’s even more damaging because it sends a message they shouldn’t even bother.”⁴

Teachers of color can also serve as cultural brokers, able to not only help students navigate their school environment and culture, but also to increase the involvement of their students’ parents. When there is a lack of teachers of color in a school, higher rates of absenteeism among students of color have been observed and more of them end up placed in special education. White students benefit from exposure to people of color in positions of authority and influence. This will better equip them to thrive in an increasingly diverse United States.

Many states have enacted policies to recruit teachers. This report, however, reviews only those state-funded policies which explicitly establish the recruitment of teachers of color as a goal. So, for example, while some 47 states have passed enabling legislation to create alternative routes to teacher certification, this report will address only those 3 states that specifically target the recruitment of teachers of color. A companion report entitled

Recruiting Teachers of Color: A Program Review explores programs that exist to recruit teachers of color but that are not state funded.

Avenues Used by States to Recruit Teachers of Color

There are a variety of avenues through which states operate to recruit teachers of color. This section describes these avenues, which are also used to organize the table below. A following section provides a state-by-state overview of specific policies to recruit teachers of color.

Alternative Programs

Alternative programs are those in which teacher candidates are appointed as the teacher-of-record in a classroom after an initial training period of six months or less or are appointed as the teacher-of-record without initial training while enrolled in a collateral teacher preparation program. Alternatively trained teachers usually complete their preparation program while employed as teachers—often through an induction and mentoring program with additional coursework—and usually do not receive a standard beginning teaching credential until they have completed the preparation program.

Community Colleges

Community Colleges can be distinguished from 4-year institutions by the fact that they exist to serve the communities in which they are based. As a result, they have an open door admissions policy. They generally offer 2-year programs resulting in an associate's degree, however, a few community colleges are permitted to offer 4-year teacher preparation programs leading to a bachelor's degree. Community colleges already help prepare new teachers and some 20% of the current teacher workforce began their education in community colleges⁵.

Early Outreach/Precollegiate Programs

Programs have been developed to expose students to teaching as a profession while they are still in middle and high school. These programs try to have an influence on a student's career decisions before they enter college and communicate the message that teaching is a viable, important, and long-term career opportunity. Such programs also, in some instances, provide guidance and support to potential first generation college students.

Scholarships, Grants and Fellowships

Providing financial incentives is one of the most popular strategies to recruit teachers. Scholarships, grants and fellowships represent funding sources that pay for part or all of a student's education. They generally do not have to be repaid, but recipients may be

required to work in the state or designated school districts for a specified period of time as a condition of the award.

Loans/Loan Forgiveness

Several states offer loans to prospective teachers to help them defray the cost of their education. These funds generally have to be repaid and the interest rates on these loans vary widely. In some cases, loans are forgiven if the recipient teaches for a specific period of time in the state or in designated schools or school districts.

Paraeducators

Paraeducators (often referred to as paraprofessionals or teachers' aides) are school employees who assist in the classroom and perform both administrative and instructional services under the supervision of the teacher. Programs have been developed to help paraeducators become fully licensed teachers.

Recruitment Program

Recruitment programs are designed to attract individuals who may not have considered a career in teaching. They target a variety of populations including precollegiate students, college graduates, and career changers.

Teacher Preparation Programs/Institutions

- **Grants Awarded to Institutions:** In some cases, states have awarded funds to institutions of higher education and teacher preparation programs to support their teacher recruitment efforts.
- **Program Approval Requirements:** In order to receive state approval for their teacher preparation programs, institutions are often required to explicitly articulate their teacher recruitment efforts.
- **Preparation Partnerships or Consortiums:** States use grants and other incentives to encourage institutions of higher education and teacher preparation programs to establish collaborative efforts among state agencies, school districts or schools. An example would be policies that call for joint efforts at teacher recruitment and continued assistance by districts or schools (e.g. by providing mentors, advising and assistance with licensure tests).
- **Preparation for Teacher Licensure Assessments:** More and more states are holding teacher preparation programs accountable for the performance of their graduates on assessments required for certification. Many teacher preparation programs provide coaching and remediation services to prepare their students for these assessments.

- **Recruitment Plans:** Teacher preparation programs are generally required to develop plans detailing their teacher recruitment efforts.

Other Relevant Areas

- **Centers/Institutes:** Centers or "institutes" as they are called in some states provide a variety of services to schools, school districts and even colleges of education. Such assistance may include, but is not limited to:
 - Assisting in formulating minority recruitment plans that are required by state policy.
 - Coordinating support services among various state agencies (e.g., local educational agencies, institutions of higher education including community colleges).
 - Hosting workshops or conferences relative to the issues surrounding minority teacher recruitment.
- **Reports/Data:** Many states require governing entities to collect data on teacher demographics; some states require this information to be published in formal reports.
- **District Recruitment Plans:** Some states require school districts or educational governing bodies to develop and, in some cases, implement plans to recruit teachers from underrepresented populations.
- **Administrator Recruitment:** It has been maintained that the performance of schools can often be tied directly to the effectiveness of the school's leadership. Some states have begun to focus their recruitment efforts on identifying, training, hiring, and placing high quality, effective administrators in their schools.
- **Grants to School Districts:** School districts are able to use state grants to enhance their teacher recruitment efforts.
- **Governance:** In some states, the governing body of state educational agencies are charged with the responsibility for coordinating the teacher recruitment efforts in the state.

States Policies to Recruit Teachers of Color

Alternative Route Programs	AK, NY, VA
Community College	CA, CT
Early Outreach/Precollegiate Programs	FL, KY, SC
Scholarships, Grants, and Fellowships	AR, CA (as part of the New Careers Program), CT, FL (2), IL (3), IN, KS (2), KY (2), MN, NC, OK, TN (2), VA, WA, WV
Loans/Loan Forgiveness	AK, CA (as part of the New Careers Program), KY, MA, MN, NM, WI
Paraeducators	CA (2), IL
Recruitment Program	WA
Teacher Preparation Programs/Institutions	<p>Grants Awarded to Institutions FL, IA, KY</p> <p>Program-Approval Requirements CT, OK</p> <p>Preparation for Teacher Licensure Assessments AL</p> <p>Partnerships MN</p> <p>Recruitment Plans MN, OR</p>
Other	<p>Centers/Institutes AK, AR, OK, SC</p> <p>District Recruitment Plans AR, CT, IL, KY (2), MA, SC, SD, TN, WA</p> <p>Reports/Data Collection AR, CT, MO, TN</p> <p>Minority Administrator Recruitment IL (scholarship)</p> <p>Grants to School Districts MN (2), WI</p> <p>Incentives RI</p> <p>Governance DE, GA</p>
States with no policies specific to minority recruitment	AZ, CO, HI, ID, LA, ME, MD, MI, MS, MT, NE, NV, NH, NJ, ND, OH, PA, TX, UT, VT, WY

Note: Numbers in parenthesis by the state abbreviations indicate the number of “different” policies in that specific category.

State-by-State Policy Overview

ALABAMA

Teacher Preparation (Preparation for Teacher Licensure Assessments)

If the administration of Alabama's pre-certification examination results in fewer minorities being licensed to teach in Alabama, the commission shall develop a remedial plan to be implemented by teacher preparation institutions.

Ala. Code § 16-23-16.1 <http://www.legislature.state.al.us/CodeofAlabama/1975/16-23-16.1.htm>

ALASKA

Alternative Route Programs

A **limited teacher certificate** may be issued to a candidate to teach Alaska Native language or culture. A candidate must demonstrate instructional skills and subject-matter expertise sufficient to ensure competency as a teacher.

The state board may require a person that is issued a limited certificate to undertake academic training; however, coursework or hours required is not prescribed.

A limited teacher certificate may also be issued to a teacher candidate that:

- Has at least three years of successful employment as an instructional aide
- Demonstrates expertise in the local Alaska Native culture
- Is currently enrolled in an approved baccalaureate-degree teacher education program at a regionally accredited institution.

Mentor teachers provide supervision and assistance to candidates with the application of teaching theory and methodology in the classroom.

AS 14.20.025

http://old-www.legis.state.ak.us/cgi-bin/folioisa.dll/stattx01/query=as+14!2E20!2E025/doc/{@5238}/hit_headings

4 AAC 12.044

[http://old-www.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=\[jump!3A!27title4chap12!27\]/doc/{t11782}/pageitems={body](http://old-www.legis.state.ak.us/cgi-bin/folioisa.dll/aac/query=[jump!3A!27title4chap12!27]/doc/{t11782}/pageitems={body)

Other (Centers/Institutes)

The **Alaska Native Language Center** at the University of Alaska trains Alaska's native-language speakers to work as teachers and aides in bilingual classrooms.

AS § 14.40.117 http://old-www.legis.state.ak.us/cgi-bin/folioisa.dll/stattx01/query=*/doc/{t5005

The Alaska Native Language Center, <http://www.uaf.edu/anlc/>

Loans/Loan Forgiveness

Alaska's **Teacher Education Loan Program** provides incentives to rural high school graduates to pursue teaching careers in rural elementary and secondary schools in the state.

§14.43.610 and § 14.43.600

http://old-www.legis.state.ak.us/cgi-bin/folioisa.dll/stattx01/query=*doc/{t5787}/pageitems={body
http://old-www.legis.state.ak.us/cgi-bin/folioisa.dll/stattx01/query=*doc/{t5787}/pageitems={body

ARKANSAS

Other (Recruitment Plans)

The **Arkansas Minority Teacher and Administrator Recruitment Plan** requires school districts with more than 5% African-American or other minority students to establish recruitment plans that emphasize minority teacher and administrator recruitment and encourage minority students to pursue a career in education.

Plans must be filed with the state department of education's Equity Assistance Center.

Note: Ends in 2003.

A.C.A. § 6-17-1901 and § 6-17-1902

<http://170.94.58.99/sdcodejul2002/lpext.dll/Infobase/4866/49ba/4f20/517d/517e?f=templates&fn=document-frame.htm&2.0>

<http://170.94.58.99/sdcodejul2002/lpext.dll/Infobase/4866/49ba/4f20/517d/5181?f=templates&fn=document-frame.htm&2.0>

Other (Centers/Institutes)

The **Equity Assistance Center** provides technical assistance to school districts in developing recruitment plans and designated equity assistance coordinators to serve in each school district.

Districts are required to establish a minority teacher/administrator recruitment goal that is reflective of its percentage of minority students.

A.C.A. § 6-17-1902

<http://170.94.58.99/sdcodejul2002/lpext.dll/Infobase/4866/49ba/4f20/517d/5181?f=templates&fn=document-frame.htm&2.0>

Other (Reports/Data Collection)

As soon as possible after each semester, all state institutions must file a report with the department of education regarding its minority students (African American, Hispanic American, Asian American and Native American). This report must list each minority student who has:

- Completed college/university requirements to receive a recommendation for licensure as a public school teacher administrator, counselor or other endorsed areas
- Signed a consent form authorizing the college or university to report such information to the department.

A.C.A. § 6-61-124

<http://170.94.58.99/sdcodejul2002/lpext.dll/Infobase/4866/5e70/5ed7/5f69/5faf?f=templates&fn=document-frame.htm&q=reporting%20minority%20enrollment&x=Simple&2.0#LPHit1>

Scholarships, Grants, and Fellowships

The **Critical Needs Minority Teacher Scholarship Program** provides scholarships to minority teachers who teach in the Delta or other geographical areas of the state where a critical teacher shortage exists.

A.C.A. § 6-81-131, A.C.A. § 6-82-1501

<http://170.94.58.99/sdcodejul2002/lpext.dll/Infobase/4866/6715/672b/6798/67ef?f=templates&fn=document-frame.htm&q=Administration%20of%20existing%20programs.&x=Simple&2.0#LPHit1>

<http://170.94.58.99/sdcodejul2002/lpext.dll/Infobase/4866/6715/68b4/69e7/69e8?f=templates&fn=document-frame.htm&2.0>

CALIFORNIA

Community College/Paraeducators

The **New Careers Program**, beginning with the 2004-05 academic year, will establish model teacher preparation curriculum at the community college level, provide financial incentives (grants, loans, loan forgiveness) and guarantee the transfer of students who successfully complete the community college teacher preparation curriculum to appropriate status in teacher preparation programs at the California State University.

§ 44380, 44520 and 44524

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=44001-45000&file=44520-44534>

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=44001-45000&file=44380-44386>

5 CCR s 13001, 5 CCR s 13007

http://ccr.oal.ca.gov/cgi-bin/om_isapi.dll?clientID=133282&advquery=5%20CCR%20s%2013001&hitsperheading=on&info=ccrsal&record={61}&softpage=Document42&x=24&y=9&zz

§ 78275.

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=78001-79000&file=78275-78275.5>

Paraeducators

The **California School Paraprofessional Teacher Training Program** provides financial assistance to paraprofessionals for books, fees and tuition while they attend an approved teacher preparation program.

Participants must:

- Graduate with a bachelor's degree from an institution of higher education
- Complete all certification requirements
- Complete one school year of classroom instruction in the district/county office of education for each year that assistance was received.

CA EDUC § 44393

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=44001-45000&file=44390-44393>

CONNECTICUT

Other (Recruitment Plans)

The state board of education and local boards are required to develop five-year implementation plans that emphasize minority staff recruitment and compare the racial diversity of school staffs to racial diversity of the region where the school is located.

Plans must include proposals for minority staff recruitment, including, but not limited to:

- Alternative certification
- Mentoring programs
- Involvement of the community-technical colleges
- Efforts by regional educational service centers.

C.G.S.A § 10-4p <http://www.cga.state.ct.us/2001/pub/Title10.htm>

CT ST § 10-220 <http://www.cga.state.ct.us/2001/pub/Title10.htm>

Scholarships, Grants, and Fellowships & Community Colleges

The **CT Minority Teacher Incentive Program**, administered by the Department of Higher Education, provides grants for up to 50 minority students entering teacher preparation programs in their junior or senior year at any four-year institution of higher education or are enrolled in the alternative route to certification program.

Grants may not exceed \$5,000 per year for up to two years. In addition, upon graduation, a grant recipient teaching in a state public school is eligible for reimbursement of federal/state loans up to a maximum of \$2,500 per year for up to four years of teaching. At least 10% of grant recipients must be minority students transferring from a state regional community-technical college.

§ 10a-186. *Scholarship aid for teachers of children requiring special education*

<http://www.cga.state.ct.us/2001/pub/Title10a.htm>

§ 10a-186a. *Minority Teacher Incentive Program*

<http://www.cga.state.ct.us/2001/pub/Title10a.htm>

Other (Reports/Data Collection)

The Connecticut State Board of Education must compile information about minority and female teachers, including employment applications and résumés.

Conn. Agencies Regs. § 10-4-9 (Not available online.)

Local and regional boards of education must provide annual reports to the state board about the number of minority teachers employed.

§ 10-226a *(Not available online.)*

Teacher Preparation (Program-Approval Requirements)

Connecticut teacher preparation approval standards require institutions to evaluate efforts to recruit underrepresented minority faculty and students to their teacher preparation programs and to establish affirmative action plans to recruit minority faculty and students.

Conn. Agencies Regs. § 10-145d-10 (Not available online.)

DELAWARE

Other (Governance)

The Delaware Department of Education coordinates and facilitates efforts among the department, districts and agencies, including postsecondary institutions and professional associations, to recruit, prepare and retain qualified personnel, including minorities and persons with disabilities.

Code Del. Regs. 14 900 - 23.8.5

<http://www.state.de.us/research/AdminCode/Education/Frame.htm>

FLORIDA

Scholarships, Grants, and Fellowships

The "**Chappie**" **James Most Promising Teacher Scholarship** provides \$1,500 scholarships to a top graduating senior from each public secondary and from each nonpublic secondary school in the state.

At least 15% of the scholarships awarded must be to minority students.

Scholarships may be renewed contingent upon a recipient earning a 2.5 cumulative grade point average and 12 credit hours per term.

6A-20.039

<http://fac.dos.state.fl.us/faconline/chapter06.pdf>

The **Florida Fund for Minority Teachers, Inc.** is a not-for-profit statutory corporation housed in the College of Education at the University of Florida.

Florida's Minority Teacher Education Scholars Program is a collaborative, performance-based scholarship program for African-American, Hispanic-American, Asian-American and Native-American students.

Program participants include community colleges and both public and private universities that have teacher preparation programs. Funds are available to institutions to assist in the recruitment and retention of minority teacher scholars and in the administration of the Florida Fund for Minority Teachers, Inc.

Annual scholarships of \$4,000 are available to minority education scholars enrolled in a state public/private institution and admitted into a teacher preparation program. Students may receive a scholarship for three consecutive years if they remain enrolled full time and make satisfactory progress toward a bachelor's degree. Scholars may repay the entire scholarship amount by remaining employed in a Florida public school for one year for each year the scholarship was

received.

FSA § 240.4128 Minority Teacher Education Scholars Program
§ 1009.60 Minority Teacher Education Scholars Program
1009.70. Florida Education Fund
FSA § 240.4129 Florida Fund for Minority Teachers, Inc.

http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Index&Title_Request=XVI#TitleXVI

<http://fac.dos.state.fl.us/code.html>

Teacher Preparation Programs (Grants Awarded to Institutions)

Public and private institutions with approved teacher preparation programs, in collaboration with school districts and community colleges may submit proposals for a **teaching profession enhancement grant** to the commissioner of education. Proposals must include, among other things, innovative programs designed to achieve recruitment of individuals into the teaching profession with priority given to proposals that emphasize minority recruitment and the recruitment of men.

§ 240.529 and § 240.5291

http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Index&Title_Request=XVI#TitleXVI

Early Outreach/Precollegiate

Universities and community colleges may establish preteacher education and teacher education pilot programs to encourage promising minority students to prepare for careers in education. Pilot programs must be designed to recruit and provide additional academic, clinical and counseling support for students that have the potential to be successful teachers, but may not meet teacher education program admission standards.

Priority consideration is given to pilot programs jointly submitted by community colleges and universities.

§ 240.529 and § 1004.04

http://www.flsenate.gov/Statutes/index.cfm?App_mode=Display_Index&Title_Request=XVI#TitleXVI

GEORGIA

Other (Governance)

The **Georgia Professional Standards Commission** is authorized to create innovative programs designed to increase the number of minority teachers entering the profession.

Code 20-2-984 (Not available online).

ILLINOIS

Other (Recruitment Plans) & Paraeducators

The state board of education must develop and implement the **Illinois Minority Recruitment Policy** aimed at recruiting and hiring minority teachers, other certified employees and noncertified employees, including teacher aides.

ILCS 105 § 5/10-20.7a, ILCS 105 § 5/34-18.10
<http://www.legis.state.il.us/legislation/ilcs/ch105/ch105actstoc.htm>

Scholarships, Grants, and Fellowships (3)

The **Illinois Minority Teacher Incentive (MTI) Program** provides \$5,000 scholarships to minority students who are pursuing teaching careers and are enrolled at least half time in an institution of higher education and students who are seeking graduate degrees in teaching. Recipients must begin teaching within one year after graduation, or all scholarship money must be repaid. At least 30% of the funds appropriated for minority scholarships must be reserved for qualified male minority applicants.

23 IL ADC 2763.10 *Minority Teachers of Illinois (MTI) Scholarship Program*
<http://www.legis.state.il.us/legislation/ilcs/ch110/ch110actstoc.htm>

The **ITEACH Teacher Shortage Scholarship**, formerly the David A. Debolt Scholarship, provides annual maximum scholarship awards of up to \$5,000 to academically talented students, especially minority students, pursuing teaching careers in teacher shortage disciplines. Recipients are selected based on:

- Academic excellence
- Status as a minority student
- Financial need.

Repayment may be made by teaching one year for each year that scholarship assistance was awarded or through monetary repayment plus interest.

110 § 947/52 <http://www.legis.state.il.us/legislation/ilcs/ch110/ch110actstoc.htm>
23 IL ADC 2762.10, 2762.20, 2762.30 and 2762.40 (Administrative Code not available online.)

The **Paul Douglas Teacher Scholarship Program (PDTs)** offers scholarship awards of \$5,000 annually if the student is enrolled for the full academic year. Applicants can meet one of several criteria. One of the criteria is that applicants are from disadvantaged backgrounds (low-income families, racial and ethnic minorities).

110 § 947/52 <http://www.legis.state.il.us/legislation/ilcs/ch110/ch110actstoc.htm>

23 IL ADC 2762.10 , 2762.20 , 2762.30 and 2762.40 (Administrative Code not available online.)

Other (Minority Administrator Recruitment)

The **Illinois Consortium for Educational Opportunity Program (ICEOP)** and the **Equal Opportunity Scholarship Program** provides scholarships to female and minority applicants who

agree to take courses at recognized Illinois institutions of higher education to prepare as education administrators.

23 Ill. Adm. Code 2400.30, § 2772.500 and § 2772.510 (Administrative Code not available online.)

INDIANA

Scholarships, Grants, and Fellowships

The **Minority Teacher/Special Education Scholarship** helps Indiana minority students seeking teacher certification, who have already been admitted to an eligible institution as a full-time student, participate in the Minority Teacher/Special Education Scholarship program. The maximum annual scholarship is \$1,000, however, students demonstrating financial need may be eligible for \$4,000 per year. Scholarship candidates must:

- Maintain a 2.0 grade point average throughout their academic career
- Agree to teach at least three of the five years following certification.

IC 20-12-21.7-1, 20-12-21.7-5, 20-12-21.7-6, 20-12-21.7-7, 20-12-21.7-8, 20-12-21.7-9, 20-12-21.7-9.1, 20-12-21.7-10, 20-12-21.7-11, 20-12-21.7-12
<http://www.in.gov/legislative/ic/code/title20/ar12/>

IOWA

Teacher Preparation Programs (Grants)

Iowa's Math and Science Grant Program provides for the allocation of grant money to public school corporations and to contract for the development of statewide program models and recommendations relative to math and science education.

One program goal is to develop and implement strategies for the recruitment and retention of females and minorities in math and science education.

I.C.A. § 256.36 Math and Science Grant Program
<http://www.legis.state.ia.us/IACODE/2001SUPPLEMENT/256/36.html>

KANSAS

Scholarships, Grants, and Fellowships

The **Teacher Service Scholarship Program** provides up to 50 scholarships per year with special consideration given to minority applicants based on:

- ACT/SAT score(s)
- Rank in high school graduation class
- Cumulative high school or college grade point average
- Other indicators of scholastic ability as determined by the state board of regents.

K.S.A. § 74-32, 102 <http://www.kslegislature.org/cgi-bin/statutes/index.cgi>

K.A.R. 88-22-1 and 88-22-2 (Not available online)

The Kansas Ethnic Minority Fellowship Program enables the state, in cooperation with state institutions of higher education, to grant financial assistance in the form of fellowships to qualified ethnic minority graduate students as a means of recruiting and retaining minority students in the graduate programs and to enhance the diversity of the student population.

Qualified ethnic minority graduate students shall:

- Complete the requirements of the graduate program in which enrolled
- Enter into the full-time employment in Kansas at an accredited elementary or secondary school or an accredited institution of postsecondary education and continue in such employment for a period of time not less than the period for which financial assistance was provided under the program or enter into the part-time employment in Kansas of an accredited elementary or secondary school or an accredited institution of postsecondary education and continue in such employment for a period of time that is equivalent to full time, as determined by the state board of regents, multiplied by the period for which financial assistance was provided under the program
- Enter into the full- or part-time employment in Kansas of an accredited elementary or secondary school or an accredited institution of postsecondary education within six months following completion of the graduate program requirements or within six months after completion of the requirements of such program and certification to teach if necessary, whichever is later, and continue such employment for the period of time required by the agreement
- Maintain records and make reports to the executive officer as required by the executive officer to document the satisfaction of the obligations under this act and the agreement
- Failure to satisfy obligations results in repayment of grant.

K.S.A. 74-32,112, 74-32,115 and 74-32,117
<http://www.kslegislature.org/cgi-bin/statutes/index.cgi>

KENTUCKY

Other (Recruitment Plans)

Any time that a vacancy occurs in the district the superintendent is required to conduct a search to locate minority teachers to be considered for the position. In addition, annual reports must document the district's recruitment process and activities used to increase the number of minority teachers in the district.

KRS § 160.380 <http://www.lrc.state.ky.us/KRS/160-00/380.PDF>
704 KAR 7:130 <http://www.lrc.state.ky.us/kar/TITLE704.HTM>

Other (Recruitment Plans - statewide) & Early Recruitment

The Kentucky Department of Education in cooperation with the Education Professional Standards Board, the Kentucky Board of Education, local school districts, institutions of higher education and the Council on Postsecondary Education shall review and revise, as needed, the strategic plan for increasing the number of minority teachers and administrators in the Commonwealth. The plan shall include, but not be limited to, recommendations on ways to:

- Identify methods for increasing the percentage of minority educators in proportion to the number of minority students

- Establish programs to identify, recruit and prepare as teachers minority persons with earned college degrees in other job fields
- Create awareness among secondary school guidance counselors of the need for minority teachers
- Have the department of education and the standards board promote programs that increase the percentage of minorities who enter and successfully complete a four-year teacher preparation program and provide support to minority students in meeting qualifying requirements for entrance into a teacher preparation program at institutions of higher education.

KRS § 161.165 Recruitment of Minority Teachers
<http://www.lrc.state.ky.us/KRS/161-00/CHAPTER.HTM>

Teacher Preparation Programs (Grants Awarded to Institutions)

Institutions of higher education are not eligible to receive funds from the Council on Postsecondary Education for the purposes of teacher education or model programs of teaching and learning unless an active recruitment plan for attracting and retaining minority faculty and students has been established, particularly in the department, school or college of education.

KRS § 164.097 <http://www.lrc.state.ky.us/KRS/164-00/097.PDF>

Loans/Loan Forgiveness

Math and Science Incentive Loans are awarded to students enrolled or accepted for enrollment in an approved teacher education program full time and who declare the intent to teach in critical shortage fields in a state public school or currently certified teachers. As a condition of the loan, recipients agree to repay the loan or render qualified teaching service (within six months following program completion.)

The NTE or GRE scores of minority applicants are measured relative to the average scores for such minority population groups, when available.

Loan information must be disseminated to high school counselors/school superintendents and to freshmen and sophomores enrolled at institutions of higher education. In addition, participating institutions must actively recruit minority students.

11 KAR 7:010 <http://www.lrc.state.ky.us/kar/TITLE011.HTM>

Scholarships, Grants, and Fellowships

The ***Teacher Scholarship Loan Program*** is a general teacher/scholarship loan program open to all teacher candidates who are enrolled on a full-time basis at participating institutions and who meet pre-established criteria. Maximum loan awards are not to exceed \$20,000 per individual and may be cancelled (loans and interest accrued) if scholarship recipients render qualified teaching service in a state public school.

Test scores of minority applicants will be measured relative to the scores of such minority population groups.

11 KY ADC 8:010, 8:020, 8:030 and 8:040 <http://www.lrc.state.ky.us/kar/TITLE011.HTM>

The Congressional Teacher Scholarship Program/Paul Douglas Teacher Scholarship Program provides maximum awards of \$20,000 to full-time undergraduate students in programs leading to initial teacher certification at the pre-kindergarden, elementary or secondary school level. Although this scholarship is not specific to minority candidates, students from low income, economically disadvantaged and minority population groups are actively recruited.

11 KAR 10:010 and 10:020 <http://www.lrc.state.ky.us/kar/TITLE011.HTM>

MASSACHUSETTS

Other (Recruitment Plans)

The Massachusetts Board of Education provides technical and other assistance in the formulation of **mandatory school/regional district plans** to reduce or eliminate racial imbalance in schools or regional school districts. Plans must include minority teacher/administrator recruitment strategies.

M.G.L.A. 15 § 1I <http://www.state.ma.us/legis/laws/mgl/gl-15-toc.htm>

Loans/Loan Forgiveness

The **Attracting Excellence to Teaching Program**, a student loan repayment program, encourages outstanding students to teach in the state's public schools by providing financial assistance for the repayment of qualified education loans. Affirmative action policies and specific affirmative action goals have been established for this program.

MA ST 15A § 19A <http://www.state.ma.us/legis/laws/mgl/15A-19A.htm>

MINNESOTA

Teacher Preparation Programs/Institutions (Recruitment Plans)

Institutions offering teacher preparation programs are required to actively recruit and have plans, policies and practices for admission and retention of a diverse candidate population.

Minnesota Rule 8700.7600 Subp. 5, D <http://www.revisor.leg.state.mn.us/arule/8700/7600.html>

Other (Grants to School Districts)

The **Minnesota Teacher of Color Program** grants awards for professional development programs to recruit and educate people of color in the field of education, including early childhood and parent education. Grant applicants must be a school district with a growing minority population working collaboratively with a state institution of higher education with an approved teacher licensure program or an approved early childhood or parent education licensure program.

Grant recipients must:

- Recruit persons of color to be teachers (elementary, secondary, early childhood or parent education)
- Provide support in linking program participants with jobs in the recipient's school district

- Establish an advisory council that reflects the diversity of the community
- Recruit high school and other persons, including educational paraprofessionals, support them through the higher education application and admission process, advise them while enrolled and link them with support resources in the college or university and the community
- Award a stipend to students of color enrolled in an approved licensure program to help cover the costs of tuition, student fees, supplies and books (based on a student's financial need)
 - ⇒ Students must agree to teach in the grantee school district for at least two years following licensure
 - ⇒ If the district has no licensed positions open, the student may teach in another Minnesota school district.

The following criteria are considered in awarding grants:

- Whether the program is likely to increase the recruitment and retention of minority teacher candidates
- Whether grant recipients will recruit paraprofessionals from the district to work in its schools
- Whether grant recipients will establish or have mentoring programs for students of color.

M.S.A. § 122A.64 <http://www.revisor.leg.state.mn.us/st02/122A/64.html>

The **Minority Teacher Incentives** program provides reimbursements to school districts that have a minority enrollment of more than 10% or have a desegregation/integration plan approved by the state's commissioner. Districts are eligible for reimbursement for each year a minority teacher, aide or education assistant is employed. Employee reimbursements must equal one-half of the salary and fringe benefits, but may not exceed \$20,000. Employees eligible for reimbursement include:

- Minority teachers that have not taught in a Minnesota school district during the school year prior to being employed
- Minority aides or education assistants not employed in a Minnesota school district during the school year prior to being employed.

M.S.A. § 122A.65 <http://www.revisor.leg.state.mn.us/st02/122A/65.html>

Teacher Preparation Programs/Institutions (Partnerships) & Scholarship, Grants, Fellowships & Loans/Loan Forgiveness

Minnesota's **Grants to Prepare Indian Teachers** program was established to encourage American Indians to pursue teaching careers. Joint applications must be submitted to the Commissioner of Children, Families and Learning and must be developed in collaboration with the Parent Advisory Committee and the Indian Advisory Committee at the postsecondary institution. Joint grants may be awarded to select postsecondary institutions and K-12 district partners. Grant amounts (decided by the commissioner) include money for several activities, including the provision on student scholarships and loans.

Students eligible for scholarships/loans include:

- Students and teacher aides employed by a district receiving a joint grant, who intends to become teachers and are enrolled in a postsecondary institution receiving a joint grant
- Licensed employees of a district receiving a joint grant, enrolled in a master of education program
- Students that have applied for federal/state financial aid and an Indian Scholarship, but still have unmet financial needs (including actual living expenses).

Loan forgiveness:

- One-fourth of the principal of the outstanding loan amount shall be forgiven for each year of eligible employment or a pro rata amount for eligible employment during part of a school year, part-time employment as a substitute teacher or other eligible part-time teaching.
- Loans for \$2,500 or less may be forgiven at the rate of up to \$1,250 per year.

Several categories of schools and programs are eligible for loan forgiveness, including a tribal contract school eligible to receive aid and a program providing educational services to K-12 American Indian students.

M.S.A. § 122A.63 <http://www.revisor.leg.state.mn.us/st02/122A/63.html>

MISSOURI

Other (Reports/Data Collection)

The state board is required by the general assembly to report on the recruitment and retention of teachers in the state's schools.

The report includes, but is not limited to:

- Numbers of teachers entering and leaving employment in the state's public schools
- Analysis of the issues affecting teacher recruitment, including the need to identify specific segments of society that show interest in becoming teachers such as:
 - ⇒ African Americans
 - ⇒ Other minority students
 - ⇒ Males
- Ways to recruit such students as prospective teachers
- Methods for providing financial aid to such students
- Suggestions for meeting predicted needs of numbers of teachers and in areas of certification.

V.A.M.S. 161.098. <http://www.moga.state.mo.us/statutes/c161.htm>

NEW MEXICO

Loans/Loan Forgiveness

The state provides a loan-for-service program to teacher candidate's that declare an intent to teach in specifically designated counties (Lea, Chaves, Otero, Eddy and Roosevelt).

Loan recipients must be a member of an underrepresented ethnic group or physically challenged.

Loan amounts may not exceed \$4,000 per year, up to five consecutive years.

N.M. Admin. Code 5.7.17

<http://198.187.128.12/newmexico/lpext.dll?f=templates&fn=fs-main.htm&2.0>

NEW YORK

Alternative Route Programs

The **Teacher Opportunity Corp** recruits teacher candidates, including minorities, from four-year institutions that have state-approved public or independent degree-granting programs, approved by the Board of Regents and trains them to teach high-risk students.

The program also recruits from graduate programs and provides support services, including counseling, academic advising and summer research experiences.

8 NYCRR 55.2 (Not available online).

NORTH CAROLINA

Scholarships, Grants, and Fellowships

The **Teaching Fellows Program** provides four-year scholarship loans of up to \$6,500 per year to high school seniors preparing to teach in the state's public schools and, whenever possible, every effort is made to identify and encourage minority students to participate in the program.

N.C.G.S.A. § 115C-363.23A

<http://www.ncga.state.nc.us/statutes/generalstatutes2001/html/bychapter/chapter%5F115c.html>

OKLAHOMA

Other (Centers/Institutes)

The **Minority Teacher Recruitment Center** provides several services, including:

- Coordinating support services to teacher training programs in state institutions, including the funding of grants for campus-based recruitment, retention and placement programs that assist minority students interested in the teaching profession
- Establishing and developing recruitment programs for potential minority teachers, including pre-collegiate curricular courses that emphasize school success and the opportunity to investigate teaching as a career choice, future teacher clubs and collegiate programs designed to recruit students making transitions from other careers and other areas of study
- Hosting conferences dealing with issues that effect minority teacher recruitment, retention and placement
- Creating activities in the public and private schools of Oklahoma that enhance the image of the teaching profession
- Creating and developing placement services that provide assistance to both minority educators and school districts seeking to hire qualified minority teachers.

70 Okl.St. Ann. § 6-129.1 and § 6-130 (effective until July 2004)

<http://oklegal.onenet.net/oklegal-cgi/isearch>

Scholarships, Grants, and Fellowships

The **Oklahoma Incentive Scholarship Program** provides scholarships of \$1,500 per year to prospective teachers, including minorities, who agree to pursue an undergraduate degree or become qualified to teach after earning a bachelor's degree in a critical shortage area and agree to teach for a minimum of three years upon graduation and licensure.

70 Okl.St. Ann § 698.1 and § 4704

http://www.lsb.state.ok.us/senate/Legis_Brief_2001/higher_ed_tuition/fts.rtf

Teacher Preparation Programs/Institutions (Program-Approval Requirements)

Teacher preparation program-approval standards require institutions to report the number and percent of minority faculty and students.

Okla. Admin. Code 712:10-5-4 (Not available online).

OREGON

Teacher Recruitment Programs (Recruitment Plans)

All public state institutions of higher education offering teacher preparation programs are required to prepare plans with specific goals, strategies and deadlines for the recruitment, admission, retention and graduation of minority teachers.

O.R.S. § 342.447 and O.R.S. § 351.077
<http://www.leg.state.or.us/ors/orschs-6.html>

RHODE ISLAND

Other (Incentives)

Rhode Island's **Teacher Reward Program** encourages eligible persons (bachelor's degree holders, certified teachers, current teachers) to teach full time in an accredited public or nonprofit state school. Eligible persons who teacher certain subject full time in an accredited public or nonprofit school in the state will receive an interest benefit on their Stafford student loans.

Special consideration is given to minority candidates that apply.

RI Code R. 96 220 003 (Not available online).

SOUTH CAROLINA

Other (Recruitment Plans)

The **South Carolina Education Improvement Act of 1984** ensures that minority educators and minority school districts receive equal and fair treatment.

§ 59-1-510 <http://www.lpittr.state.sc.us/code/statmast.htm>

Early Outreach/Precollegiate & Other (Centers/Institutes)

The **South Carolina Center for Teacher Recruitment**, in cooperation with the Commission on Higher Education, has implemented a program to expand the number of high-achieving minority students entering teacher education programs through various routes.

Programs include, but are not limited to:

- Identification of minority high school students interested in teaching

- Recruitment of such students into the teacher cadet program
- Personal counseling of minority students in teacher cadet programs regarding high-demand certification areas and college opportunities.

§ 59-25-55 <http://www.lpittr.state.sc.us/code/statmast.htm>

SOUTH DAKOTA

Other (Recruitment Plans)

The state will recruit, prepare and retain qualified personnel, including personnel with disabilities and personnel from groups that are underrepresented in the fields of regular education, special education and related services.

ARSD 24:05:16:01.03 <http://legis.state.sd.us/rules/rules/2405.htm#24:05:16:01.03>

TENNESSEE

Other (Recruitment Plans)

The commissioner of education shall recommend, and the board shall adopt, rules urging each local board of education to establish reasonable, incremental goals for recruitment, employment and retention of African-American teachers in numbers reflective of the percentage of African Americans within the community served by the local educational agency.

T.C.A. § 49-1-302 (Not available online.)

Other (Reports/Data Collection)

Local school boards are required to file periodic progress reports with the commissioner of education regarding their success in minority recruitment.

Tenn. Comp. R. & Regs 0520-1-2-.14 <http://www.state.tn.us/sos/rules/>

Scholarships, Grants, and Fellowships

Tennessee's **Teacher Loan/Scholarship Program** encourages outstanding students to pursue careers in teaching. The loan/scholarships are designated for persons planning to teach math or science in Tennessee's public schools. Scholarships may also be awarded to currently employed teachers of subjects other than math or science.

First priority for receiving a loan/scholarship is first given to renewal applicants making satisfactory progress toward certification/endorsement.

Second priority is given to minority students previously awarded the Community College Education Recruitment Scholarship for Minorities.

Loans may not exceed the cost of tuition and other mandatory fees.

Tenn. Comp. R. & Regs. 1640-1-15-.01 , 1640-1-15-.02 , 1640-1-15-.03 and 1640-1-15-.04.

<http://www.state.tn.us/sos/rules/1640/1640-01-08.pdf>

The **Community College Education Recruitment Scholarship for Minorities** provides \$2,000 scholarships to minority students enrolled in teacher preparation programs at state-funded community colleges.

Scholarship recipients pursue an associate-degree program, which will enable them to enter a baccalaureate-degree program leading to licensure as a teacher.

Tenn. Comp. R. & Regs. 1640-1-15-.01 , 1640-1-15-.02 , 1640-1-15-.03 and 1640-1-15-.04.
<http://www.state.tn.us/sos/rules/1640/1640-01-15.pdf>

VIRGINIA

Alternative Route Programs

Virginia offers a traineeship program in the area of special education with the goal of increasing diversity in the classroom. The amount of each traineeship shall be \$450 for a minimum of six semester hours of coursework in areas relating to special education to be taken by the applicant during a single semester or summer session. Candidates must be graduates of a recognized college or university and completed field-based training.

Va. Code Ann. § 23-38.10:1 <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+23-38.10C1>

Scholarships, Grants, and Fellowships

The **Diversity in Teaching Initiative**, established within the **Virginia Teaching Scholarship Loan Program**, focuses solely on increasing diversity among teachers by providing incentives for students of diverse backgrounds to pursue careers in teaching. Scholarships are provided to students of diverse background enrolled in approved undergraduate and graduate teacher education programs.

Va. Code Ann § 22.1-290.01 <http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+22.1-290.01>

WASHINGTON

Recruitment Program

The **Minority Teacher Recruitment Program** is designed to recruit future teachers from targeted groups, including students in grades 9-12 and adults in other occupations interested in a career change. Goals of the programs include:

- Providing a teaching force that reflects the rich diversity of the students served in the public schools, as certain groups (characterized by ethnic background) are traditionally underrepresented in the teaching profession
- Increasing the number of people from underrepresented groups entering the teacher workforce.

RCW 28A.415.200, 28A.415.205 and 28A.415.250

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28A.415.200>

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28A.415.205>

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28A.415.250>

WAC 250-65-010 to 250-65-060

<http://www.leg.wa.gov/wac/index.cfm?fuseaction=chapterdigest&chapter=250-65>

Scholarships, Grants, and Fellowships

The **Future Teachers Conditional Scholarship Program** encourages outstanding students to enter the teaching profession, including those from targeted ethnic minorities. The loan is forgiven in whole or in part if the recipient renders services as a teacher in a state-approved school.

RCWA 28B.102.010, 28B.102.020 and 28B.102.040

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28B.102.010>

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28B.102.020>

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28B.102.040>

WAC 250-65-020 and 250-65-040

<http://www.leg.wa.gov/wac/index.cfm?fuseaction=chapterdigest&chapter=250-65>

Other (Recruitment Plans)

Washington's **Mathematics, Engineering and Science Achievement Program** seeks improvement in the number of minorities working and teaching in these fields. The program is administered through the University of Washington and is designed to, among other things, promote the awareness of career opportunities of teaching and the skills necessary to teach in the fields of science and mathematics.

RCWA 28A.625.200 and 28A.625.210

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28A.625.200>

<http://www.leg.wa.gov/RCW/index.cfm?fuseaction=section§ion=28A.625.210>

WEST VIRGINIA

Scholarships, Grants, and Fellowships

The **Underwood-Smith Teacher Scholarships** provides scholarships of up to \$5,000 for each academic year of higher education in preparation for becoming a preschool, elementary, middle or secondary teacher in the state. Scholarships are available to candidates that have expressed interest in teaching mathematics and science and are underrepresented in those fields.

W. VA. Code § 18C-4-2 and § 18C-4-5

http://www.legis.state.wv.us/scripts/as_web5.exe?command=search&file=codesec&NumRows=10&request=Underwood-Smith+Teacher+Scholarships+ (copy and paste this link into URL box)

West Virginia Higher Education Policy Commission, Underwood-Smith Teacher Scholarship Program

<http://www.hepc.wvnet.edu/students/index.html?../menu.html&title.html&underwood.html>

WISCONSIN

Other (Grants to School Districts)

Wisconsin's Minority Student Participation and Retention Grants are available to district boards of education for the purpose of creating or expanding programs that:

- Provide counseling and tutoring services for minority students
- Demonstrate innovative approaches to increasing minority student placement and retention in technical education programs
- Provide internships to minority students enrolled in programs that prepare their graduates for admission to a teacher education program within the university of Wisconsin system
- Combine basic skills and occupational training as a means of expediting basic skills remediation and increasing retention of minority students
- Use community-based organizations to assist in the recruitment, training and retention of minority students.

WI ST 38.26

http://folio.legis.state.wi.us/cgi-bin/om_isapi.dll?clientID=91996&infobase=stats.nfo&softpage=Browse_Frame_Pg

Loans/Loan Forgiveness

The **Minority Teacher Loan Program** provides financial resources of up to \$2,500 per year to minority college juniors or seniors or candidates already holding a bachelor's degree and enrolled in a program of study leading to teacher licensure.

Loans are forgiven when the borrower is employed in an eligible Wisconsin school district.

W.S.A. 39.40

http://folio.legis.state.wi.us/cgi-bin/om_isapi.dll?clientID=103026&infobase=stats.nfo&jump=39.40&softpage=Document#JUMPD_EST_39.40

Wis. Admin. Code s HEA 11.01, 11.02, 11.03, 11.04, 11.05, 11.06, 11.07 and 11.08

http://folio.legis.state.wi.us/cgi-bin/om_isapi.dll?clientID=191005&advquery=teacher&headingswithhits=on&hitsperheading=on&infobase=code.nfo&record={2147E}&recordswithhits=on&softpage=Document&zz=

¹ Henke, Robin R., et al. (1997). *America's Teachers: Profile of a Profession*. Washington, DC: National Center for Education Statistics.

² National Teacher Recruitment Clearinghouse Web site (2002, December 7, accessed online). Available from <http://www.recruitingteachers.org/news/FactSheet.html>.

³ Eubanks, Segun (2002, November 17, accessed online). "African American Teacher Recruitment: An Urgent Issue," *The Black Collegian Online*. Available from <http://www.black-collegian.com/issues/2ndsem01/seubanks2001-2nd.shtml>.

⁴ Rimbach, Jean and Gebeloff, Robert (2002, December 12, accessed online). "Wanted: Minority Teachers," *The Record Online*, July 2, 2000. Available from <http://www.therecordonline.com/news/divjr200007021.htm>.

⁵ *National Teacher Recruitment Clearinghouse website* [available online] (accessed 11 November 2002) available from <http://www.recruitingteachers.org/news/FactSheet.html>