

**Departments or Office** TED, SPED, Pathways, and PBE

<p><b>Goal 1.</b> Enact viable and effective programs in an inclusive and equitable community of practice.</p>
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<p><b>Benchmark 2.</b> Increase minority enrollment in ways that build inclusive and equitable engagement of all students in our programs or courses</p>
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**Objective**

1. Increase the numbers of minority students in EMU's undergraduate teacher preparation programs overall by 3% a year.

**Strategies**

- a. Actively recruit and personally engage with minority students from their initial college exploration to admission, enrollment, retention, and graduation.
  - i. **Development efforts**
    1. **FY20-FY24**
      - a. Obtain specific scholarship funds for students entering an EMU teacher preparation program
        - i. Coming from and in collaboration with Pathways and PBE schools and EMU faculty and staff
        - ii. Coming from EMU Charter Schools in collaboration with the EMU Charter Schools staff and EMU Charter schools, especially those involved in the annual Math Challenge
    - ii. **Urban and rural Pathways activities in schools**
      1. **FY20**
        - a. Visits by our current Pathways students to partner schools to talk about being a teacher
        - b. Visits by our current Pathways students to other schools to talk about being a teacher
        - c. Possibly: Creating new partnerships
        - d. Work with YCS Robotics club to recruit individuals who may not want to be engineers, but liked working with elementary students
      2. **FY21-FY24**
        - a. Visits by our current Pathways students to all kinds of high and middle schools
        - b. Create opportunities to bring potential future teachers to campus for some activity or event

**iii. Place-based Education programs****1. FY20**

- a. Make concrete efforts among high school classrooms where SEMIS or the place-based versions of our courses are being taught to talk about becoming a teacher
- b. Bringing potential students from these efforts to campus for some activities and further encouragement to become teachers
- c. Work with Kevin to create and then distribute a code for students so recruited that would also waive their admissions fee (this was done for Pathways)

**2. FY21**

- a. Expand the efforts to encouraging middle-school students in PBE or SEMIS classrooms to think about teaching as a career

**3. FY22-FY24**

- a. Expand the efforts to encouraging elementary students in PBE or SEMIS classrooms to think about teaching as a career

**iv. EMU Charter Schools****1. FY20**

- a. Create a plan to recruit EMU charter school students to EMU's teacher preparation programs. Do this in collaboration with EMU Charter Schools staff and schools, especially those involved in the annual Math Challenge
- b. Begin implementation of the plan

**2. FY20-FY24**

- a. Do some "you could be a teacher too" activity during the Math Challenge day on campus.
- b. Do some "you could be a teacher too" activities in the EMU Charter Schools

- b. Facilitate the creation of or co-creation of future teacher clubs in K-12 schools.

**i. FY20-FY24**

1. Create YES clubs in all Pathways partner schools
2. COE will cost share half of first year registration for new YES clubs
3. Explore how to encourage other kinds of future teacher clubs across Michigan and the region (e.g., Cadets)

4. Actively work to create and support other kinds of future teacher clubs
5. Incentivise visits by club members to the campus and to visit the College, its courses, its faculty, and its students

**ii. FY21-FY24**

1. Create and run a competition for future teachers probably around planning a lesson with local contests and a final competition at EMU
- c. Provide additional support to Pathways, Place-based students, and EMU Charter students who enter teacher education at EMU.

**i. FY20-FY24**

1. Engage students in the extra supports available
  - a. Pathways program and all its on-campus support
  - b. NEXT - Place-based education office and services
2. Seek new scholarship funds to support for all of these students (see a.i Development activities above).
3. Reach out to and align with minority oriented campus groups to promote teaching as a career

**Measurable Outcomes**

- a. Development Efforts
- b. **Urban and rural Pathways activities in schools**
  - a. **FY20-FY24:**
    - i. Number and names of students and which Pathways School they graduated from who come to EMU teacher prep programs annually
    - ii. Data on visits
      1. Numbers of visits undertaken annually
      2. Listing of which students or student groups were visited
      3. Kind of visit (categories?? speaking to a group about being a teacher, college-orientation...)
      4. number of HS students engaged
      5. Number of students who attend one of these events that enter any teacher education program at EMU that year. Need to get information on who attended the program, activities,... during the visit so this linkage can be made.

**d. Place-Based Education (NEXT and SEMIS) in schools****a. FY20-FY24:**

- i. Number and names of students who had contact with PBE and/or SEMIS and the high school they graduated from who come to EMU teacher prep programs annually
  - 1. Directly from high school
  - 2. Who participated in PBE/SEMIS activities and enrolled at EMU but not initially as teacher prep candidates

**e. YES or similar future-teacher clubs****a. FY20-FY24:**

- i. Number of started and number of clubs continuing.
- ii. Number of students involved.
- iii. Summaries of club activities for the past year.
- iv. Names of students and the schools from which they graduated who participated in one of these clubs that enter the teacher education program at EMU annually.

**f. EMU Charter Schools****a. FY20-FY24:**

- i. Names of students and the schools from which they graduated that enter the teacher education program at EMU that year.
  - 1. Also record any who were participants in the Math Challenge competition

**g. Support provided while at EMU in teacher education programs**

- a. Document the support and efforts from Pathways Office
- b. Document the support and efforts from NEXT Place-based Education Office
- c. Document the support and efforts from the EMU Charter Schools Office
- d. Document the efforts of COE Persistence Team
- e. Annually: Amounts, sources, and purposes of external funding obtained to help with these efforts

**\$ needed****a. YES or similar future-teacher clubs**

- a. **FY20-FY24:** \$500 annually

**b. All initiatives/strategies**

- a. New scholarship funds acquired

- b. Scholarship funds made available to individuals entering teacher education through the channels in this strategy set

#### **Data Sources**

- a. **Pathways and NEXT** reports of activities
- b. **Admission** = BOE report
- c. **Enrollment** = ??
- d. **Retention** = Tableau report > Student Outcomes > Retention and Graduation Matrices > Retention & Graduation Matrices
- e. **Graduation** = Tableau report > Student Outcomes > Retention and Graduation Matrices > Retention & Graduation Matrices
- f. **YES or Future Teacher clubs** = Reports from schools with clubs.

#### **Person responsible for Data**

- a. Beth
- b. Rich
- c. Regina
- d. Malverne

#### **Parked strategies and notes for later-year consideration**