



WELCOME

Diverse Pipeline Pilot

Kick Off Meeting

September 23rd, 2021

Equity • Quality • Collaboration • Community

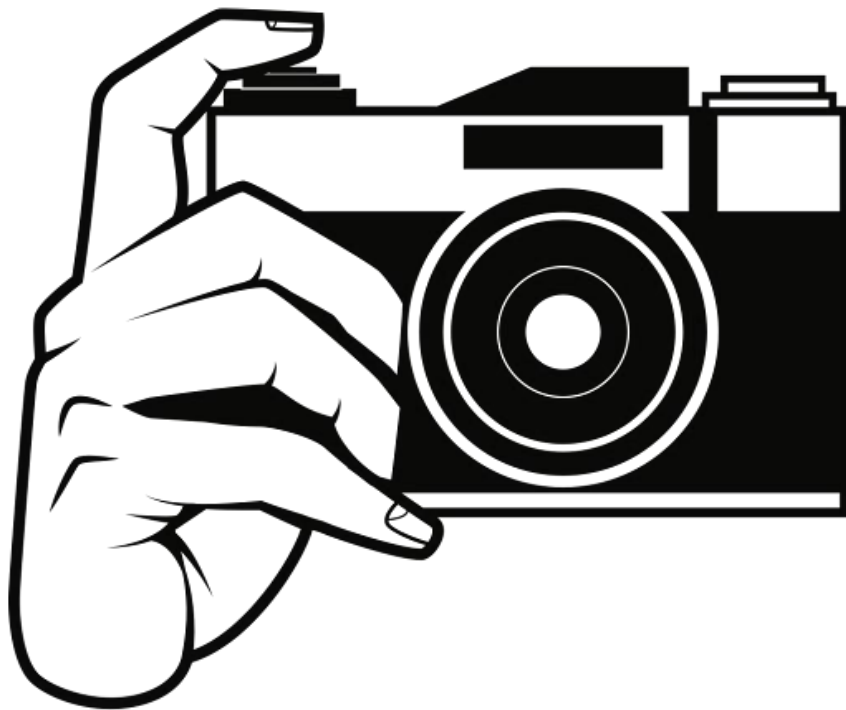


Agenda

- Introduction, Goals, and Framing (9:00-9:10)
- Teach Plus (9:10-9:30)
- The Pilot Process (9:30-9:40)
- Creating Your Recruitment and Retention Plans (9:40-10:10)
 - Educator Preparation Provider Enrollment Diversification Guidebook Overview
 - Q&A
- Small Group Discussion (10:10-10:40)
- Closing/Next Steps (10:40-10:45)



Turn Your Camera On!



- ISBE would like a photo of pilot participants to post on social media.
- If you feel comfortable, please share your camera for a quick photo.



INTRODUCTION, GOALS, AND FRAMING



Pilot Participants

Augustana
College

Benedictine
University

Blackburn College

Chicago State
University

De Paul
University

Dominican
University

Eastern Illinois
University

Eureka College

Governors State
University

Greenville
University

Illinois College

Illinois State
University

Lewis University

National Louis
University

Northeastern
Illinois University

Northern Illinois
University

Rockford
University

Southern Illinois
University at
Edwardsville

Trinity
International
University

University of
Illinois at Urbana-
Champaign

University of
Illinois at Chicago

University of St
Francis

VanderCook
College of Music

Western Illinois
University



ISBE 2020-2023 Strategic Plan: Elevating Educators

(Goal 3) Illinois’ diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their effectiveness in providing each and every child a high-quality education that meets their needs.

<p>3.1 Leverage and align partnerships that lead to the recruitment of a diverse teaching corps. (increase enrollment of students of color in education preparation programs from 30% to 45% over 3 years)</p>	<p>3.2 Establish a school/district leadership department that will support the recruitment of a diverse leadership pipeline with a focus on race and culturally responsive leadership.</p>
<p>3.3 Improve incentives, training, and partnerships for districts to attract and support teachers in early childhood, special education, and bilingual programs.</p>	<p>3.4 Support educator retention by leveraging partnerships that will provide access to coaching, mentoring, and teacher leadership opportunities, which include remote and blended pedagogy, as well as culturally responsive teaching practices.</p>

Equity • Quality • Collaboration • Community



Framing

- Teach Plus will present findings and recommendations from its recent report, “Strengthening the Pipeline: Recommendations from Teach Plus Illinois Policy Fellows on Supporting Educators of Color in Teacher Preparation Programs”
- Will provide additional context to support the goals of diverse educator recruitment and retention plans



Strengthening the Diversity Pipeline of Pre-Service Teachers of Color in Higher Education

September 23, 2021

Erica Abangan, Jeanette Delgado, Daniel Jackson, Jay Mehta, Irene Post, Shawnita Tyus, Lisset Rosales

Teach Plus Illinois



Research Questions

Our research was driven by the following two questions:

- How can undergraduate teacher preparation programs more effectively retain pre-service candidates of color?
- How can undergraduate teacher preparation programs more effectively create an engaging and supportive program of study for pre-service candidates of color?



Methodology

- Teach Plus Illinois Policy Fellows and Golden Apple formed a partnership to better understand the needs of pre-service teachers of color in undergraduate teacher preparation programs.
- Teach Plus policy fellows created a focus group protocol designed to collect both quantitative and qualitative data on the experiences and perspectives of pre-service teachers of color in their teacher preparation program.
- Teach Plus fellows trained Golden Apple Scholars on how to lead a focus group and facilitate questionnaire completion. Forty-eight undergraduate students from over 10 different public and private schools of Education across Illinois participated in the study.



Finding 1

Students of color believe faculty should be diverse and represent the student body.

“As of right now, I've had only one teacher of color, and that [does not] sit right with me, especially when I'm taking classes about people of color.”

Finding 2

Students of color report that many of their professors lack cultural competence.

“Curriculum needs to be created that evokes change (problem, cause, solution format), does not require preservice teachers of color to educate white students, and that is not anti-white.”



Finding 3

Students of color want better mentoring, particularly from other people of

Finding 4

Students of color identified cost as a barrier to completing their teacher preparation program.

"I feel like representation is super important in all aspects of life, and to have someone that looks like you, a mentor who has already gone through it all is something truly inspiring and motivating. As a student of color, it is really difficult to feel validated and motivated in a space where you see no one else that looks like you, so having opportunities such as these would be very beneficial."



Recommendations

1. Illinois institutions of higher education need to commit to hiring practices, supportive cultures, and financial incentives that prioritize faculty diversity.
2. Educator Preparation Programs should provide cultural competence training for faculty and staff in order to ensure affirming spaces for people of color.
3. Educator preparation programs should establish mentoring programs that connect students of color with peers, faculty, working educators, and faculty of color.
4. Illinois legislators should address the cost of becoming a teacher by expanding the state's Minority Teacher of Illinois program and university leaders should create emergency relief funds for students of color in their EPPs.



Next Steps

1. Examine the recommendations to see which may be most relevant to your institution, and which you could start this year
2. Reach out to our team through Josh or Lisset (jkaufmann@teachplus.org or lrosales@teachplus.org) if you would like any help as you bring these ideas back to your institution
3. Put us in touch with any faculty of color in your program; we would like to do a followup with those individuals to understand the barriers they faced in their journey and how they may be ameliorated



Q & A

Any comments or feedback?



THE PILOT PROCESS



Pilot Benefits

- Structured collaborative time with peer EPPs
- Support and Feedback from the Peer Review
- Early access to resources
- Ability to influence initiative
- Public recognition
- Advise ISBE





Pilot Objectives

Lay the Groundwork

- Identify a representative to coordinate the enrollment diversification initiative
- Assemble an advisory council to support the initiative
- Complete an internal review of current retention, enrollment, and recruitment practices

Set goals and select strategies

- Set targets for recruitment and retention of candidates of color
- Select recruitment and retention strategies that will support diversity targets
- Develop a 3-year plan to implement enrollment strategies

Continuous Improvement

- Share commitments and invest IHE staff in the enrollment diversification plan
- Implement the plan
- Monitor the success of strategies and adjust strategies as needed



Draft Plans

- EPPs will have the opportunity to submit two versions of their draft plans for peer review
- EPPs will upload draft plans into their unique Office 365 OneDrive folder
- EPPs will upload their final plans into the Annual Program Report (APR) system



The Role of Peer Review Teams

- Include members of the DLRT Network
- Four teams of at least four individuals: practicing educators, IHEs, district, advocacy group representatives
- Will offer feedback on draft plans
- Structured in a similar way as peer review teams for preparation program reviews (middle grade, elementary, etc.)
- ISBE will serve as liaison and will provide peer review feedback within several days of receipt





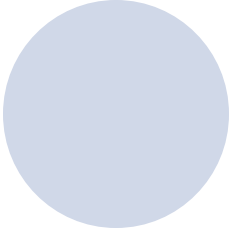
Your O365 One Drive Folder

- Will be used for submission of draft plans
- Contains a copy of the Guidebook (including the template you should use for your plan) and your institution's campus/EPP diversity data
- Your draft plan feedback will be uploaded here by ISBE after peer review team review

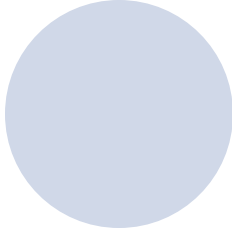


CREATING YOUR RECRUITMENT AND RETENTION PLANS

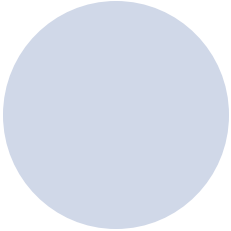
Education Preparation Provider Enrollment Diversification Guidebook



Introduction:
Provides research, statistics,
and purpose



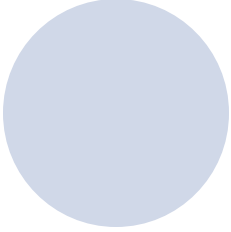
Step 1:
Know the WHY



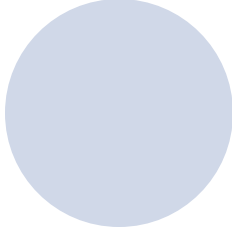
Step 2:
Audit Practices



Step 3:
Set Goals and Develop Plan



Step 4:
Create Diversification
Strategy for the Long Term



Appendix:
Definition of Terms,
Resources, and Template



Page 1 : Educator Preparation Provider Enrollment Diversification Guide



Introduction:

Provides research, statistics,
and purpose

- Over 50 percent of the state's public school students are students of color, while only 17 percent of teachers identify as people of color, according to the [Illinois Report Card](#).
- In 2019, 27 % of newly enrolled undergraduate teacher candidates across Illinois identified as people of color.
- In the same year, only 18 percent of undergraduate education program completers identified as people of color, indicating an opportunity to improve enrollment and retention rates for candidates of color, according to the [Illinois Educator Preparation Profile](#).
- The purpose of this guidebook is to support educator preparation programs and their institutions to design and implement an enrollment diversification strategy to substantially increase the number of teacher candidates of color graduating each year.
- This guidebook has been designed as a process guide for EPP leadership teams. Determining who should be at the table to both assess current practices and lead decision-making pertaining to changes in practice is a key first step in this work.



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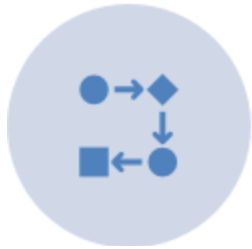
The Process

ISBE proposes four key steps to building and implementing an enrollment diversification strategy:

- 1 Know why having more racially and ethnically diverse candidates is important to your program and assemble an advisory council.** Naming your “why” and aligning commitments, communications, practices, and policies to reflect that “why” is key to building a coherent approach to diversifying enrollment. Recruit an advisory council of diverse stakeholders to inform your “why,” support strategic decision-making, and plan for continuous improvement.
- 2 Audit your current recruitment and retention practices and understand the experiences of your candidates.** Investing in a data-driven review of the current enrollment practices across recruitment, admissions, persistence, and completion will support both the understanding of gaps and barriers in the current practices and inform strategic short- and long-term next steps.
- 3 Set goals and develop a plan to adjust your recruitment and retention practices.** Armed with a clear understanding of the barriers and opportunities for improving candidate diversity, set measurable targets for diversifying enrollment and select aligned strategies to meet those targets.
- 4 Create a long-term diversification strategy.** Share your commitments with program stakeholders, invest faculty and admissions staff in their role in these commitments, and plan to implement and adjust short- and long-term efforts through continuous improvement.



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Step 1:

Know the WHY

Step 1: Know why having more racially and ethnically diverse candidates is important to your program and assemble an advisory council

In this section, your program will:

1. Understand the research behind why teacher racial and ethnic diversity is important for students and the barriers candidates of color face enrolling in educator preparation programs.
2. Engage in ongoing cultural proficiency work, exploring how identity and bias are influencing the perceptions of experiences across your program and institution.
3. Assemble an advisory council to inform your program's strategy for recruiting and retaining more candidates of color.
4. Define why more candidate diversity is important to *your* program and the candidates participating in your program.



Step 2: Audit Practices

Step 2: Audit your current recruitment and retention practices and understand the experiences of your candidates.

In this section, your program will:

1. Work with your advisory council to determine priorities for the internal review.
2. Collect data to answer the guiding questions Assemble an advisory council to inform your program's strategy for recruiting and retaining more candidates of color.
3. Review the findings from the guiding questions with a diverse set of stakeholders, using the Data for Equity Protocol.
4. Complete the Internal Review Questionnaire.



Step 3:

Set Goals and Develop Plan

In this section, your program will:

1. Set goals for recruiting and retaining candidates of color over a three-year period.
2. Review and select enrollment strategies to help you meet your goals.
3. Complete the Enrollment Diversification Planning Template
4. Determine the scope and outcomes for each strategy so you can track toward success and adjust your approach along the way.



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Goal Template	Completed Goal Example
<p>Diversity Recruitment Goal: Over the next three years (by 2023-24), our program will have increased the percentage of candidates of color who enroll in our program by X percentage points, from X% (current percent of enrollees of color) to X% (target percent of enrollees of color).</p> <ul style="list-style-type: none"> By the first year, 2021-22, our program will have increased the percentage of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 1). By the second year, 2022-23, our program will have increased the % of candidates of color who enroll in our program by X points to X% (target percent of enrollees of color by Year 2). <p>Diversity Retention Goal: Over the next three years, our program will have increased the percentage of candidates of color who complete our program by X percentage points, from X% (current percent of graduates of color) to X% (target percent of graduates of color).</p> <ul style="list-style-type: none"> By the first year, 2021-22, our program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 1). By the second year, 2022-23, our program will have increased the percentage of graduates of color who complete our program by X points to X% (target percent of graduates of color by Year 2). 	<p>Diversity Recruitment Goal: Over the next three years (by 2023-24), our program will have increased the percentage of candidates of color who enroll in our program by 12 percentage points, from 18% (current percent of enrollees of color) to 30% (target percent of enrollees of color).</p> <ul style="list-style-type: none"> By the first year, 2021-22, our program will have increased the percentage of candidates of color who enroll in our program by 4 points to 22% (target percent of enrollees of color by Year 1). By the second year, 2022-23, our program will have increased the percentage of candidates of color who enroll in our program by 4 points to 26% (target percent of enrollees of color by Year 2). <p>Diversity Retention Goal: Over the next three years, our program will have increased the percentage of candidates of color who complete our program by 11 percentage points, from 14% (current percent of graduates of color) to 25% (target percent of graduates of color).</p> <ul style="list-style-type: none"> By the first year, 2021-22, our program will have increased the percentage of graduates of color who complete our program by 3 points to 17% (target percent of graduates of color by Year 1). By the second year, 2022-23, our program will have increased the percentage of graduates of color who complete our program by 4 points to 21% (target percent of graduates of color by Year 2).



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Strategies are organized by the sequence through which candidates move through the EPP enrollment pipeline:

- (1) Recruitment
- (2) Admissions
- (3) Retention/ Persistence
- (4) Student Teaching and Licensure Tests



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3. Complete the Enrollment Diversification Planning Template.

Now that you've reviewed local and national recruitment and retention best practices, we recommend engaging your advisory council to complete the Enrollment Diversification Planning Template on page 39. Schedule a half-day or full-day retreat with the advisory council to workshop each of the steps in the planning template or schedule a series of meetings to progress through each step. Send the planning template to advisory council members at least two weeks in advance of the retreat and ask them to complete portions of the plan independently for prework. Structure the retreat so that all members of the council get to share their perspectives and build on each other's ideas. By the end of the retreat, you should have several recommendations for the strategies you will pursue to meet enrollment diversification targets.

4. Define the scope and outcomes for each strategy so you can track toward success and adjust your approach along the way.

Now that you've prioritized strategies to help you meet your two enrollment diversification goals, think about what it will look like to implement these strategies successfully by creating inputs and outputs. Inputs hold you accountable for executing the strategy and may be action steps, big milestones, or quantitative targets to help define the scope of the strategy. Outputs let you know whether strategies are on track and having the desired outcomes, and may be based on perception survey items, number of contacts or applications submitted, or number of people participating in a training. They should show impact from the strategy. Creating inputs and outputs lets you know what data systems you need to create upfront so you can track the efficacy of your strategies and adjust as needed along the way. Here are a few examples of inputs and outputs for enrollment strategies:

STRATEGY	INPUT	OUTPUT
Increase recruitment in communities of color	Add 10 new high schools with more than 50% students of color to our high school outreach list.	Receive 20 applications from outreach to these new high schools.
Build cultural competence among faculty	Host four trainings over the course of the academic year to help faculty internalize the new CRTL Standards.	80% of faculty agree they've adjusted their coursework to align to the CRTL Standards as a result of the trainings.
Offer emergency financial assistance to candidates	Create a microloan fund of \$10,000.	20 students receive microloans in the first year of the program.



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Step 4:

Create Diversification Strategy for the Long Term

In this section, your program will:

1. Plan to implement the enrollment strategies you've prioritized.
2. Share your commitments with the EPP community and invest key stakeholders in your plan.
3. Develop structures for continuous improvement.



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- Definition of Terms (p. 27)
- Cultural Proficiency Resources (p. 28-29)
- Enrollment Diversification Resources for EPPS (p. 30-32)
- Data for Equity Protocol (p. 33-36)
- Internal Review Questionnaire (p. 37-39)
- Enrollment Diversification Planning Template (p. 40-45)



Q&A

- Questions regarding plan creation and submission



SMALL GROUP BRAINSTORMING AND DISCUSSION



Break Out Groups

- Each group will meet for 30 Minutes
- Discussion Questions:
 - What is your starting point? Share your EPP and campus diversity numbers
 - Discuss possible explanations for your data- e.g. why are EPP diversity percentages lower than the campus as a whole? Or why are they equal or higher?
 - What initiatives related to recruitment and retention of diverse educators does your EPP currently lead? Are these initiatives successful?
 - What new or improved strategies could be implemented within your EPP to increase diversity?



Break Out Groups

BREAK OUT ROOM 1

DePaul University
Eastern Illinois University
National Louis University
Rockford University
Vandercook College of Music

BREAK OUT ROOM 2

Governors State University
Illinois State University
Lewis University
Northeastern Illinois University
University of St. Francis

BREAK OUT ROOM 3

Augustana College
Blackburn College
Chicago State University
Dominican University
Elmhurst University

BREAK OUT ROOM 4

Greenville University
Illinois College
Northern Illinois University
Southern Illinois University - Edwardsville
Western Illinois University

BREAK OUT ROOM 5

Benedictine University
Eureka College
Trinity International University
University of Illinois - Chicago
University of Illinois - Urbana-Champaign



Next Steps

1. Review the guidebook with your faculty
2. Access your One Drive IHE Folder
3. Complete Steps 1 and 2 before the next meeting, upload pertinent documents related to these steps in your One Drive IHE Folder
4. October 15: First Peer Collaborative Meeting

Reach out to me via email with questions.

lojohnso@isbe.net