The Importance of Diversity:
Recruiting Men of Color into the Teacher Pipeline

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1) Setting the Context: What’s the Problem?

2) Table Talk Questions

3) CUNY NYC Men Teach
   a) Goals & Objectives, Targets, & Timeline
   b) Partners & Roles

4) Partnership – Who’s in the mix?

5) CUNY NYC Men Teach Program Model
   a) Program Structure
   b) Recruitment – Examples, Application, Selection
   c) Support, Assistance, Resources, and Services for Participants

6) Recruitment Numbers

7) Implementation & Partnership Challenges

8) Recommendations

9) Table Talk Share Out
Setting the Context

- Problem: Significant demographic mismatch between teachers of color and students of color enrolled in public schools – it’s largely a white, female teaching profession and an increasingly diverse student population – nationally, statewide, and in NYC
  - “Diversity” in terms of what?
    - Many forms of diversity (race/ethnicity, socioeconomic background, gender, language, disability status, religion, sexual orientation, etc.)

Sources:
- *Teacher Diversity Revisited*, Ulrich Boser, May 2014, Center for American Progress
2011-2012 Percentage Distribution of Teachers and Students in Public Elementary and Secondary Schools in the US, by Race/Ethnicity & Sex


www.cuny.edu/teachered
2011-2012 Percentage Distribution of Teachers and Students in Public Elementary and Secondary Schools in NY, by Race/Ethnicity & Sex


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2015-2016 Student and Teacher Diversity in NYC Public Schools

Student Racial Demographics
- 0-100000 White
- 100000-200000 Black
- 200000-300000 Hispanic
- 300000-400000 Asian
- 400000-500000 Other

Teacher Racial Demographics
- 0-100000 White
- 100000-200000 Black
- 200000-300000 Hispanic
- 300000-400000 Asian

% of Students by biological sex:
- 48.6% Female
- 51.4% Male

% of Teachers by biological sex:
- 75.9% Female
- 24.1% Male

Source: NYCDOE, 2015
CUNY Context

- CUNY is the largest public, urban University in the U.S.
- 24 campuses across NYC; nine senior colleges and six community colleges with Teacher Education programs (Associate, Bachelor’s, or Master’s)
- 275,000+ students enrolled; 16,000+ are Teacher Education students
- Approximately 300 full time and 800 adjunct Teacher Education faculty
CUNY Total Enrollment by Race/Ethnicity & Sex: Percentages, Fall 2015

- 186 languages spoken (undergraduates)
- 44.5% of undergraduates (N=245,279) have a native language other than English

Source: CUNY Office of Institutional Research and Assessment (OIRA), Fall 2015
Teacher Ed enrollments are down across the state

1) How does this make diversity recruitment more challenging?
2) How does diversity recruitment fit as part of a strategy?
3) What does this issue look like at your district/college?
4) Is this a topic that you discuss locally?
5) What kind of incentives would make a difference?
CUNY NYC Men Teach: Recruitment Goals by 2018

Senior colleges 430

Community Colleges 170

Teacher Candidates in Pipeline 600
CUNY NYC Men Teach: Partners and Roles

NYC | YOUNG MEN’S INITIATIVE

NYC Teaching Fellows

NYC Teaching Collaborative

Teach for America

The City University of New York

Carmen Fariña, Chancellor

www.cuny.edu/teachered
CUNY NYC Men Teach: Central Partners and Roles

- Large public bureaucracies with many points of contact
- Weekly meetings of core leadership team
CUNY NYC Men Teach: Program Structure

Central Office
- University Dean for Education
- Associate Director

Campus Counselors
- 15 College Counselors

Students
- Program Students
- Pipeline Students
CUNY NYC MEN TEACH Program Model: Recruitment

- Campus counselors develop strategic recruitment activities:
  1) Info Sessions, Orientations and Fairs
  2) Visiting classrooms
  3) Promoting to key campus personnel
  4) Engaging current NYCMT students

- Outreach activities
  1) Web (Mayor’s Office, CUNY Teacher Ed website, DOE, etc.)
  2) Social Media
  3) Subway Ads, radio campaign, networking events

www.cuny.edu/teachered
## CUNY NYC MEN TEACH Program Model: Support, Resources, and Services for Participants

<table>
<thead>
<tr>
<th>All Students</th>
<th>Program Students</th>
<th>Pipeline Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitoring progress toward course /degree completion</td>
<td>• Providing monthly metro cards</td>
<td>• Determining pathway toward certification</td>
</tr>
<tr>
<td>• Providing students with information on financial aid, academic supports, other eligible services</td>
<td>• Monitoring progress toward certification</td>
<td>• Referring to certification supports (i.e. workshops, tutoring, online resources, etc.)</td>
</tr>
<tr>
<td>• Seeking out campus-specific supports</td>
<td>• Senior Colleges: providing ALST and EAS practice tests</td>
<td>• Pipeline students who meet Program criteria may be invited to re-apply</td>
</tr>
<tr>
<td>• Community Colleges: providing support for timely transfer</td>
<td>• Senior Colleges: providing EAS exam fee vouchers</td>
<td></td>
</tr>
<tr>
<td>• Providing education-specific work/internship opportunities</td>
<td></td>
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</tbody>
</table>

[www.cuny.edu/teachered](http://www.cuny.edu/teachered)
# Recruitment Numbers

<table>
<thead>
<tr>
<th></th>
<th>AY 2015-2016</th>
<th>AY 2016-2017</th>
<th>AY 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target Number of Students</strong></td>
<td>75</td>
<td>325</td>
<td>200</td>
</tr>
<tr>
<td><strong>Applications Received</strong></td>
<td>165</td>
<td>366</td>
<td>-</td>
</tr>
<tr>
<td><strong>Accepted</strong></td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Program Students</strong></td>
<td>80</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Pipeline Students</strong></td>
<td>24</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total number of students in the program</strong></td>
<td>104</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Number of colleges participating: 9 senior colleges and 6 community colleges

Number of counselors: 15
Challenges

• Program challenges
  1) Lack of tuition/“real” incentives
  2) Availability of funding
  3) Demographic differences across colleges

• Partnership challenges
  1) Distinct leadership, philosophies, priorities, stakeholders, expertise
  2) Lack of knowledge or understanding
     • Process for becoming a teacher
     • Faculty governance process/influencing curriculum
  3) Independent vs. Interdependent
  4) Levers of change vs. Status Quo
Recommendations

• Consideration: *What does “diversity” mean at your college?*
• Anchor policy goals with careful planning and implementation strategies
• Hiring/personnel considerations
• Establish clear lines of communication
• Optimize economies of scale
• Develop data capture mechanisms
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Thank You

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