Case Study: California State University, Fullerton
AACTE Network Improvement Community Black and Hispanic/Latino Male Initiative

“The pathway to the teaching profession in California is more complex, thus this work cannot be done without support from across campus (undergraduate programs), within the PK-12 school districts and local communities. Teacher preparation programs need to develop early outreach campaigns to share the benefits and rewards of the teaching profession. Marketing materials should also reflect the student population it intends to recruit.”

REASON FOR JOINING THE NIC

- CSUF is a richly diverse campus in an even more diverse county, yet diversity is not reflected in the students entering teaching credential programs at CSUF.
- The demographics of the students in the CSUF teacher preparation programs are not reflective of the demographics of the PK-12 students in Orange County, not accounting for gender (49% of the students in school districts are African American or Hispanic while only 31% of the students in teacher preparation programs at CSUF are African American or Hispanic).

NEW INITIATIVES RESULTING FROM PARTICIPATION IN THE NIC

- The College of Education partnered with the Division of Information Technology and created a “button” as a campus-wide advisement tool, which identified undergraduate students who expressed an interest in teaching and who were also African American or Hispanic men.
- Future teachers (undergraduate students), current teacher preparation program students, and current teachers and administrators who previously completed a CSUF program completed a brief survey to determine challenges and areas for support.
- Growing Future Teachers-phase two (GiFT2) was established in response to the challenges that were identified.
GiFT2 combines early exposure to teacher preparation curriculum, fieldwork experiences in public PK-12 schools, and mentorship from experienced teachers.

GiFT2 students were provided monthly workshop sessions that focused on the unique challenges encountered by African American and Hispanic male teachers.

Student were provided mentorship from experienced teachers who are also African American or Hispanic men.

This project was coordinated by the Student Success Team in the College of Education.

Campus partners included Information Technology, the Career Center, staff and faculty from various departments, the Male Success Initiative, campus advising centers, and campus cultural centers.

**DISCOVERIES**

- **Recruitment** – Teacher preparation programs need to develop early outreach campaigns to share the benefits and rewards of the teaching profession. Marketing materials should also reflect the student population it intends to recruit.

- **Support** – While support systems may exist, students do not always take advantage of them, with the exception of financial assistance. Sixty potential students were identified to participate in the program but only 12 agreed to participate. Several GiFT2 participants were given scholarships and/or a laptop for use during the academic year.

- **Alumni** – Support and involvement from program alumni, as well as current teacher preparation program students, is crucial to any program.

- **Institution** – The pathway to the teaching profession in California is more complex, thus this work cannot be done without support from across campus (undergraduate programs), within the PK-12 school districts and local communities.

- **Colleagues (conversations shared among NIC group)** – The challenges associated with diversifying the teaching workforce are not unique to CSUF.

**OUTCOMES**

- Twelve students participated in the inaugural cohort of the GiFT2 program and all but one student planned to continue on the pathway to teaching.