



Case Study: Western Kentucky University

AACTE Network Improvement Community Black and Hispanic/Latino Male Initiative

“After initial meetings with NIC committee members, the team at WKU decided to focus on revamping and enhancing programs that were already in place as opposed to creating all new initiatives. In addition to faculty and staff members of the College of Education & Behavioral Sciences, the team also included representatives from the two local P-12 school districts. For recruitment purposes, the team looked more toward grow-your-own models, so collaboration and buy-in from the school districts was critical.”

REASON FOR JOINING THE NIC

- At the time of submitting the proposal, African American males comprised 2.41% of all full-time enrolled students in WKU’s teacher preparation program, and Hispanic males comprised less than 1%.
- The goal was to enhance and build upon initiatives already in place, such as the Minority Teacher Recruitment Center, established in 1993 through a federal grant and identified goals related to increasing the number of minority students in initial certification programs.

NEW INITIATIVES RESULTING FROM PARTICIPATION IN THE NIC

- The primary focus was placed on the Young Male Leadership Academy (YMLA), a grow-your-own, grant-funded program already in place at WKU to address the shortage of males in teacher education, particularly special education. In the early stage of working with the NIC, policy changes were made with the YMLA that kept students more engaged year-round in the program.
- Praxis Core test preparation options through the College were changed and improved.

DISCOVERIES

- Although the university had programs and an office in place to address minority teacher recruitment and retention, it also bared that the effort does not fall to one office alone.
- Faculty and staff members at institutes of higher education and P-12 institutions must collaborate and make a concerted, intentional effort to diversify the teacher workforce.
- Schools and colleges of education must train faculty and staff to be culturally literate to aid in the recruitment and retention of African American and Hispanic males.

OUTCOMES

- WKU will continue toward the goal of increasing students from these populations in its School of Teacher Education.