

EDUCATIONAL IMPACTS 14:
An Ongoing Educational Program of Instructional Assistance for Future Teaching
Prospects

A Grant Proposal Submitted to:
Oklahoma State Regents for Higher Education
Minority Teacher Recruitment Center

Submitted on Behalf of
College of Education
Oral Roberts University

By

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MTRC SPECIAL PROJECT GRANT APPLICATION
EDUCATIONAL IMPACTS 14
(Revised Application Proposal)

Oral Roberts University

EDUCATIONAL IMPACTS 14: An Ongoing Educational
Program of Instructional Assistance for Future Teaching Prospects

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This proposal is submitted under COLLEGE CONNECTION GRANTS - PROJECT 2-TEACHER RECRUITMENT - to provide teacher recruitment activities to middle and high school students through structured activities, school partnerships and other innovative methods.

I. STATEMENT OF NEED

It is the goal of the elementary and secondary public school system in the United States to provide a high-quality education to every student. To do so requires an adequate supply of competent individuals who are willing and able to serve as teachers. Districts and schools are constantly engaged in activities related to the recruitment and retention of their instructional staff. In the face of a growing school-aged population, schools and districts must struggle to maintain standards for teaching quality while continuously recruiting bright new teachers and seeking to retain their most effective existing teachers. (Guarino, Santibañez and Glenn A. Daley, 2006)

Since the publication of *A Nation at Risk* in 1983, there has been widespread recognition by policymakers, educators and the American public that all children do not have the top-notch teachers they need to realize their full potential as learners. While even children who attend the highest-performing schools have, from time to time, teachers who simply don't measure up, the situation for children from low-income families is often reprehensible. High-poverty, low performing schools suffer from severe teacher turnover, which increases the atmosphere of failure; they have far fewer accomplished, veteran teachers; and the qualifications of their faculty, especially in science and mathematics, are often marginal at best. Addressing these problems requires (1) a thorough and accurate understanding of the characteristics of the teacher workforce and the impact those characteristics have on teachers' decisions to enter and remain in teaching and their success in the classroom; and (2) a repertoire of effective strategies for recruiting, supporting and retaining an adequate supply of good teachers and deploying them to every classroom in the nation. (Allen, 2005)

Researchers have asked the following: What is the efficacy of particular recruitment strategies and policies in bringing new teachers into the profession, including specifically targeted populations? Are programs that seek to recruit middle school, high school or community college students into teaching effective in increasing the number of students who enter teaching or the subsequent success of these teachers and their rate of retention in the profession? How effective are programs that offer scholarships or forgivable loans to college students who commit to going into teaching? What kinds of recruitment policies and programs are particularly successful in recruiting minority teachers and have found that there are simply no adequate studies available on the great majority of specific recruitment strategies that have been employed by states and districts. Thus, the research provides no conclusive answers to any of the questions asked above. This is unfortunate given the importance of finding effective strategies for recruiting well-qualified individuals into the teaching profession and the significant resources that states and districts currently spend on recruitment efforts. (Allen, 2005)

The study further concludes that there is a need to undertake and support more research on, and more rigorous evaluation of, early recruitment efforts, loan-forgiveness programs and the many other specific kinds of strategies that have been employed. Such research should enable policymakers and educators to determine, with confidence, (1) whether less of the target population would have gone into teaching had the programs and

strategies in question not been in place and (2) whether any other specific program goals, such as recruitment into underserved schools or a minimum length of stay in the teaching profession, have been met. However, given the significant expense and complexity involved in conducting an adequate impact study, it may be advisable to pursue certain low-cost strategies even in the absence of a full-blown study – as long as there is some evidence of a positive impact and no evidence of a negative impact. (Allen 2005)

Goal: Provide teacher recruitment activities for select students from middle schools and high schools in the Tulsa area.

Objectives: Increase the percentage of middle and high school students who select a career in education by providing recruiting activities at a local university.

Activities: Will consist of bringing area middle and high school students, administrators, and counselors to the Oral Roberts University campus for meetings with teacher candidates and local and state officials to learn about the viability of going to college. Additionally, upon request arrangements can be made so that middle and high schools or their students will have opportunities to participate in mentoring programs for the purpose of maintaining an ongoing relationship with college students, professors, and other college officials, for the sake of ongoing assistance.

Target Audience: The target audience consists of middle and high school students who might be interested in a future career in the field of education (teaching).

Research Based Need: Answering the pressing questions regarding the recruitment and retention of effective teachers will require new quantitative and qualitative research efforts based on improved data collection at the state and local levels. In addition, a commitment on the part of policymakers is necessary at all levels to provide support for useful evaluation research when new policies are implemented. Further evidence is also needed regarding issues of teacher recruitment and retention and the impact of specific policies. This grant will provide the opportunity to continue a **longitudinal study** related to the early recruitment of teachers. Certain efforts have been made to assist such a study.

Potential Impact of the Project: This project will potentially increase the number of students who decide to attend college and major in the field of education by providing the *how* and *why* of obtaining a college degree.

II. PROJECT DESIGN

Ongoing and/or potential partnerships with Local Education Associations (LEA's)

A preliminary meeting(s) may be held to discuss with the groups of individuals from each proposed collaborative school as well as the IMPACTS 14 representatives from ORU. From each school, the principal, a designated counselor and/or assigned teacher will be informed as to the process and the assigned Team Participant from ORU.

At these meetings, the basic structural outline will be presented, task and personnel assignments will be made, and opportunities for discussion and communications will be afforded, as well as the understanding of the purposes of IMPACTS 14 (Instructional Mentoring Providing Adolescents Classroom Teaching Scenarios) will be introduced. A step-by-step progression for the explanation of this project is as follows:

1. Explain in detail the concept and implementation strategies of the IMPACTS 14 program
2. Explain the concept of the creation and prospect of the continuing program idea
3. Explain unique features of this program's conceptual nature such as:
 - a. Recurring engagement features (from one year to the next)
 - b. Varied and sundry methods of engagement to be employed
 - c. Type of theoretical basis to be used to create linkage and a basic understanding (The Effective Schools Correlates)
 - d. Creation of a component for longitudinal research of the program efforts
 - e. Providing information and instruction related to the opportunities and insights which will be advantageous for future professional educators (students) (such as college student life, ORU visit/conference, questions, recruitment and financial aid (scholarship, OHLAP opportunities & Oklahoma Promise Program).
 - f. Defining how the evaluation/assessment response loop will be employed to insure the process being used is viable and accomplishes the desired outcomes

All these issues, as well as the informal aspect of communication and networking will be presented as a part of this initial meeting.

4. Visitation schedules (if requested) should be discussed and the needed approvals and requirements completed. This done, a preliminary discussion will be held with the respective school individuals and a inaugural session set with interested students, as well as any other recruiting steps which might be deemed as appropriate at this time of year. A true cooperative effort should exist at these meetings for the benefit of all shareholders.
5. As the year progresses additional instances of engagement will be discussed, developed and pursued if requested. Most importantly the idea and concept of the IMPACTS program will be reinforced and used to the benefit of all and continually reiterated to the various shareholders at all sites. A multitude of methods, means and insights should be a result of the communications established and maintained by these interpersonal ongoing relationships..
6. Contact will vary, due to a multitude of variables. The intent will be to establish a strong and continuing network of students (future educators) receiving information, designed assistance, educational insights, communication of opportunities and ongoing contacts from the IMPACTS 14 team members.

Key Project Personnel and Responsibilities

The Principal Investigator (PI), Dwight Davidson, will act to coordinate and direct the projects multi-faceted approach. A key component will be the building of a rapport of trust and cooperation among the various participating entities. Since this has previously been established, participants are already willing and enthusiastic about starting the program again. Also, the choice and placement of key personnel will fall under the purview of this position as well as the supervision of all aspects of this endeavor. This educational expert will also serve as the initiator of additional training sessions, directed information source and other offerings to be afforded to the participants.

The Assistant Principal Investigator (API), Pat Otto, will arrange and organize all training sessions, assign mentors (requested), develop determined communications avenues and serve as a monitor/evaluator to the overall nature of these activities and functions. The API will also serve as the education specialist related to the various types of information to be engaged by this activity for the sake of all the shareholders.

Participant Team Members (from ORU), will be trained and assigned to the tasks of professional educational engagement as well as the creation of communication avenues for the sake of listening and assisting in developing a system of open discussion, question/answers, informational impartment, and individual engagement for all levels and involved entities. These specialists will know, recognize and limit their respective assistance so as not to, in any fashion, minimize or compromise the relationships (formal or informal) existing between the various facets of a school setting and the individuals involved.

Select “expert(s)”, will be engaged to explain and address the concepts related to the wide array of needs experienced by students that are considering becoming future candidates for teaching. Information sourcing from such an expert will serve to inform all shareholders in this endeavor and consequently aid in associated areas of students instruction by involved educators (e.g. an OHLAP specialist, etc.).

Site Principals and school coordinators will be engaged to be on-site coordinators and agents of involvement. This essential task will assure that the contacts made will be afforded in a manner which will be least intrusive for the students and site instructors which might be engaged in these activities. This position will also serve as a school liaison for the purpose of awareness of the activity formats, processes and functions.

Independent Evaluator/Assessor, Advent Group, will be charged with the tasks of ascertaining the impact on students as well as the manner used to positively affect the impressions of students which have potential as future teachers (Note: The key principal of this group is Dr. Otto’s wife, Darla. She serves as the evaluator. ORU has implemented a conflict of interest management plan to ensure objectivity of research.) This will be conducted with a systematic approach to each of the shareholder groups to determine the quality of engagement, potential for sustaining impact and actual adherence

to the stated intent of this project. Varied survey information will serve as a basis for this endeavor.

Ongoing and/or potential partnerships with Local Education Associations (i.e. school districts and school sites)

This should be accomplished by the establishment of a working relationship between all shareholders within this project. Preliminary contacts have been made and an understanding of participation (between IMPACTS project team and select schools) agreed upon pending the funding of this project. These contacts will be maintained after the culmination of this project with the express intent of providing on-going assistance and consultation to these schools in future endeavors. A preliminary list of potential schools to participate are: East Central High School, Kellyville High School, Depew High School, East Central Middle School (formerly Foster MS), Kellyville Middle School, Depew Middle School, Pretty Water School, Lone Star School and Allen-Bowden School.

Timeline with Follow-up Activities

In that the funding cycle associated with this grant is not necessarily in total alignment with a typical school year, certain accommodations must be made to maximize the available time and resources for the benefit of the project and all shareholders. All planning is efficiently organized in order to achieve a quick start date following the official notification of being named a grant recipient. The following is a tentative, progressive timetable reflecting our best suggested outline at this time:

September

- Receipt of notification of project funding
- Notification to shareholders; set a preliminary date for initial discussions
- PI and/or API with participant team members, select specialists, and define roles and functions of each
- Develop/exchange project potential and network info between all groups
- Determine an approximate conference date, timelines and notify participants

October

- Choose date and place to have the “kick-off” meeting (if requested) for the project. Explanation provided regarding all aspects of the project including intent, design, manner, limitations and safeguard issues as well as potential research.

October-March

- Implementation (including potential visitations, contacts and classes) to include suggested monthly targeted meetings goals for discussion of:
- October - Roles of a teacher
- November - What it takes to become a teacher
- January - How to plan for a future in education
- February - How to become a college student

Evaluation Plan

Participant Feedback

Due to the nature of this particular project, an independent evaluator will be engaged to review, assess and evaluate all phases and steps associated with this project. This evaluation will be unique in that immediate response will be requested for planning and preparation purposes. Furthermore, by using the ongoing assessment/evaluation approach, all shareholders will have opportunities to be aware of the actual direction and successes of the project in a “real time” manner. Hence, they will be able make immediate adjustments to modify or improve components of the project delivery. The end result should be that all shareholders are better engaged, involved and directed in their respective efforts to attract and retain committed students looking to follow careers into the realm of teaching.

This projects evaluator will have at their disposal a developed and targeted survey instrument which will obtain qualitative and quantitative data related to the various impacts, weighted value of efforts and perceived advantages being provided by the projects effort. As previously noted, rapid response to certain derived information may afford the PI, API, principals or mentors the information to make immediate modifications to better direct the efforts of each participant or shareholder. Used properly by the appropriate persons, these evaluation efforts will have an impact of allowing quality information to be used to best address and serve the needs as determined by the participating students.

Data analysis

Conclusion to this project will include:

1. A final evaluation and assessment of the projects results in both the summary surveyed information and interactive discussions at a culminating meeting designed for such feedback activities.
2. Discussions leading to potential future activities or efforts in such fields of endeavor as related to such shareholders stated desired future hope

A terminal questionnaire will be developed and distributed to all shareholders and participants seeking anonymous assessment of the projects design, impact and on-going potential. This evaluation will be scored, analysis generated, suggestions determined and results sent to the Oklahoma State Regents for Higher Education Minority Recruitment Center (MTRC). A report, jointly gathered from all facets of the program, will be submitted by the PI and API for further consideration by the MTRC staff.

Innovative Features of the Project

Educators recognize that the earlier they can obtain access to the students developing thought processes, the more impact they can potentially have with any given individual. Of a similar fashion this will be the key component to this project. But, plans will not be

to just make a “one and done” approach. On the contrary, the design for this project will be to establish an early rapport with potential student candidates and then create an opportunity for ongoing contact and dialog between them during the school year, but with the intent of contact for literally, years to come.

Creation of this continuum of communication is, without a doubt, the most innovative of the projects features. But it should be noted a few other aspects are worth mentioning and merit further elaboration. The mentoring process will be done in a safe and carefully monitored manner based on initial personal contact, and then maintained through a technology based mentoring component. This will serve to keep the student candidate’s engaged in their considerations of “what is” a teacher, “how do” teachers develop and “why” would I want to pursue such a career. The role modeling available through the continued contact should be an invaluable tool for the individuals considering their future as an educator. These efforts should be strong inducements to assist a student better understand career possibilities.

Through the creation of the IMPACTS 14 program, student candidates will also have a way of knowing and recognizing the number and type of fellow students which are directing their lives toward such a noble profession. This of course will be reinforced in a number of ways and through the various activities made available and as a yearly recurring activity. This, coupled with the recurring methods of engagement, should act as a catalyst in the efforts to keep such potential educators “in the loop” to be ready and willing participants in the embedded aspect of providing further insights and learning opportunities for the sake of better informing them about the positive nature of the life and skills of educators.

Yet another unique aspect of this project will be the intended necessity of an available and engaged evaluation/assessment component. It will be imperative that this be an integral part of the process lest the project move away from the intended nature to a degree that the engagement efforts planned are not being effective or unsuccessful.

Finally, as part of the continuing **longitudinal study**, long term review and consideration will be given regarding the opinions of the IMPACT school’s administrators. Those schools with multiple years engagement will be asked (indirectly), through the school sources, to seek opinions from past student attendees as to their perceived value of the program. The results of the longitudinal research will be forwarded to the Oklahoma State Regents and used to better understand and plan for future IMPACTS efforts.

III. BUDGET

Proposed Budget for Educational IMPACTS 14 Program

Function	Unit Cost	Total
Project Management Costs:		
Principal Investigator (PI)	\$500*	\$500
Assistant PI (API)	\$500	\$500
Evaluator	\$500	\$500
Admin Assistant/Liaison	\$500	\$500
Subtotal		\$2,000.
Student Services Costs:		
ORU Site Team Leaders (8)	\$100	\$800
Guest speaker (4)	\$100	\$400
Email or phone access	\$0	\$0
Transportation Allowance (6)	\$200	\$1,200
School Site Coordinator (6)	\$200	\$1,200
Subtotal		\$3,600.
Material Costs:		
Booklets (150)	150 @ \$10.00	\$1,500
Assorted items (prep & use)	various	\$ 200
Conference food (170)	170 meals @ \$10.00/	\$1,700
Subtotal		\$3,400.
PROJECT TOTAL		\$9,000.

Budget narrative

IMPACTS 14 will be expanding to include additional schools. Additional school site coordinators and transportation will be needed. *The remuneration amount for ORU project faculty, staff and site team leaders is inclusive of all employer/employee payroll taxes. Assorted items include creation of surveys, handouts and other supplies needed to provide information to student participants.

Each of the unit or cumulative costs were chosen and designated to provide for specific use in the process of meeting the stated goals of the project as proposed. Unit costs for each of the individuals will be re-numerated after the services for the project has been completed within the time frame of the project cycle. Material costs will be reimbursed immediately following expenditures with the proper filing of the documentation invoices.

TIMELINE & EVALUATION CHARTS

PROJECT GOAL

The plan of this project will be to arrange for the determined populations of pre-selected students considering teaching as a profession to be invited and attend an **Impact 14: Educational Conference for the Future at Oral Roberts University**. These students will be invited from middle schools and high schools from within the Tulsa area. This conference will be hosted in May and will include day long activities and a hosted meal for the participants.

The goal of this endeavor will be to inform, attract and engage the select audience in the various aspects of targeting and obtaining a degree for the sake of becoming an educator in the future. This goal will incorporate a wide array of ideas, activities and opportunities by the students to better understand and discuss such ideas as may be of value to their decision making and future goal setting.

The targeted schools are high percent schools in free/reduced lunch students and also have a fairly high minority demographic status. The schools are also targeted because each has a chosen group of future educators as a present part of their schools system.

PROJECT TIMELINE

As noted, the primary objective will be to inform and attract students to the process of becoming a teacher/professional educator in the future. This will be enhanced by the conference at ORU. At which time information will be distributed and shared and the communications networks made available to all participants as to “how to” get further information in such diverse areas as enrollment, requirements, financing sources and future potentials.

The timeline will consist of:

September

- informed of grant approval
- informing schools of grant approval and setting initial date(s)

October

- confer with school representative(s) to formalize tasks and dates

March

- confer with schools to explain and outline process/procedures of conference

May

- host conference on date best determined jointly by all shareholders
- detailed evaluation/assessment plan will be finalized and submitted to MTRC

The Conference activities will consist of:

1. Greet & welcome
2. Presentation and obtaining a pre-survey instrument for assessment purposes

3. Outlining of the day's activities
4. Presentation of pertinent information by:
5. OHLAP representative/Oklahoma Promise Program
 - a. college representative
 - b. teaching representative
 - c. student representative
 - d. evaluation/assessment forms and instructions provided
6. Lunch provided
7. Walking tour of select campus areas providing pertinent information
8. Re-united group to finalize assessment component
9. Question and Answer Session
10. Final thoughts and closure

PROJECT EVALUATION

A pre-conference survey form will be given to each participant seeking information as to the knowledge base which initially exists. A post-conference survey will be presented prior to departure to determine the direct impact of the conference. Interviews will be conducted during the conference and a follow-up interview will be requested of each school coordinator for additional post-conference information.

This information will be accumulated by the evaluator/assessor (E/A) and the report will be jointly developed by the PI, API and E/A for presentation to MTRC in May.

This report will include how the goals have been met or exceeded, the numbers of participants, budgetary considerations, as well as other information and observations pertinent to this endeavor.

References

- Allen, M. (2005). *Eight questions on teacher recruitment and retention: What does the research say*. Education Commission of the States. Initially obtained June 30, 2010, from <http://eprints.ecs.org/html/educationissues/teachingquality/trrreport/home/TeacherRecruitmentRetention.pdf>.
- Guarino, C., Santibañez, L., & Daley, G. (2006). Teacher recruitment and retention: A review of the recent empirical literature. [Electronic Version] *Educational Research*, 76(2), 173-208. Retrieved June 30, 2010, from <http://rer.sagepub.com/content/76/2/173.full.pdf>