Further Development of Strategies  
for the Recruitment, Retention, and Graduation  
of Diverse Future Teachers from Eastern CSU  

Proposal developed by Dr. Theresa Bouley and members of  
the Education Dept.’s Committee on Excellence and Diversity in Education  

The Education Unit (the faculty members and administrators in the Education and Health and Physical Education Departments and other departmental faculty liaisons at Eastern Connecticut State University) have developed strategies for the recruitment, retention, and graduation of diverse future teachers. Among these strategies have included:  

1) organizing group advisement sessions each semester,  
2) presenting at Summer Orientation, Advisement, and Registration sessions and other registration sessions throughout the year,  
3) developing and implementing an assigned time Admissions Advisor position,  
4) advising support for the Advising Center and the Academic Services Center,  
5) hosting the annual Summer Institutes for Future Teachers and Future Teachers Conferences for high school students,  
6) supervising recruitment sessions by the Education Club and the Social Justice in Education Club, and  
7) preparing accessible online and paper advising information.  

Still, faculty members in the Education Unit are not satisfied with the low number of students from diverse backgrounds enrolled as teacher candidates in our programs.  

With the support of funds from the Title III grant and the VP-AA’s office, members from the Education Department’s Committee for Diversity and Excellence in Education (CEDE) will seek to  

1) develop, in conjunction with Project Compass Community of Practice members and the Student Development Specialists in the Advising Center, a cohort of diverse future teachers who will be carefully advised and guided in the first years of their undergraduate education onto the pathway to becoming a teacher candidate and certified teacher,  
2) assign individual students in the cohort to members of the CEDE committee for individual mentoring,  
3) organize university resources – including available scholarships and other funding – into a clear system of support for students with limited resources administered by financial aid officers,
4) collaborate with faculty members in the Academic Services Center to develop specific support materials for students to increase future teachers' passing rate on the PRAXIS I, the State Department of Education-identified admissions exam for all teacher education program,

5) host well-attended cohort advising and achievement celebration sessions at least twice each semester,

6) encourage cohort members to become active participants in the Education clubs and other campus activities, and

7) encourage cohort members to become effective peer mentors on Education Department requirements for newer students at Eastern.

Anticipated Costs

<table>
<thead>
<tr>
<th>Annual costs</th>
<th>Estimated costs</th>
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<tbody>
<tr>
<td>1 FLC to be shared by members of the CEDE committee</td>
<td>$1,500</td>
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<tr>
<td>Refreshments at cohort meetings</td>
<td>$500</td>
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<tr>
<td>Total</td>
<td>$2,000</td>
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Assessment Strategies

Faculty members, with the support of the Student Development Specialists, will invite at least 125 students to participate annually in the cohort. The academic and professional progress of this group will be analyzed in this initiative’s annual report. Additionally, the results of an online survey and focus groups on the effectiveness of these strategies will be analyzed for potential adjustments of strategies.