**Need:** A 2004 report prepared by the *National Collaborative on Diversity in the Teaching Force* examined the relationship between educational achievement and teacher diversity. Their analysis (available on NEA’s website: *Assessment of Diversity in America’s Teaching Force*) confirmed a direct connection between increasing the percentage of high quality teachers of color in classrooms and closing the achievement gap of students. Washington State’s efforts to intensify recruitment of teachers of color should therefore be viewed as a *critical strategy* central to their education-reform agenda.

Despite years of attention to diversity in hiring, the percentage of teachers of color in Seattle remains low – a reflection of the national trend. The table below shows Seattle Public Schools’ current ethnic/racial balance of teachers and students across district classrooms:

<table>
<thead>
<tr>
<th></th>
<th>SPS Certificated staff</th>
<th>SPS Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaskan Native</td>
<td>1%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>9%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Black</td>
<td>9%</td>
<td>21.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3%</td>
<td>11.4%</td>
</tr>
<tr>
<td>White</td>
<td>78%</td>
<td>42.4%</td>
</tr>
</tbody>
</table>

2005-06 data from OSPI website

Our project provides a new approach to developing a pipeline of diverse teachers in our region. We believe a radically different set of strategies is needed to reverse the status quo.

**Project Summary:** Our project, *Today’s Student ~ Tomorrow’s Teacher: Exploring Issues in Urban Education*, is an eleven-month program designed to serve students entering their junior or senior year of high school. By instilling a strong sense of purpose and power in our diverse student group, we hope to inspire their pursuit of higher education towards a teaching career – and eventually – see them return to work in our local schools.

During a four-week summer institute, students will experience an intense model of high-quality instruction. The curriculum will integrate the study of issues like the achievement gap, cultural competency and the high school drop-out rate with college-readiness skills in math, science, writing and critical thinking. *At the same time*, students will examine the institute’s instructional techniques and explore the effectiveness of quality teaching to not only engage and spark interest, but ultimately, change lives.

During the academic year program, students will extend their summer learning through tutoring partnerships with local schools and the opportunity to attend a regional professional
educators’ conference. Quarterly cohort meetings and monthly academic advising sessions will ensure students stay on track towards high school graduation and access whatever assistance they need to make a successful transition to higher education.

Our project’s design has four key strengths:

1. Working with the Seattle Urban Academy and some of the most successful community-based organizations serving communities of color across our city helps ensure we not only reach but also retain our target student population.

2. Recruiting highly accomplished and culturally diverse educators to develop curriculum and deliver instruction means our team will not just teach about but also embody effective teaching and diversity in education.

3. Introducing students to the new North Seattle Community College (NSCC) /Western Washington University (WWU) math and science teacher preparation partnership helps broaden the pipeline in these critical shortage areas of teaching. The pathway leads to certification as a K-8 teacher with specialization in math and science content and/or a special education endorsement. The partnership leverages key strengths of both institutions (See Attachment B).

4. Partnering with WWU allows us to benefit from their vast expertise in teacher training and directly impact the diversity of their future student population. As the largest teacher preparation program in the state, WWU’s focus on recruiting underrepresented students has the potential for greater regional impact than any other program in our area.

Program Activities and Delivery

Partners and their roles/responsibilities:

Higher Education Institutions

1. North Seattle Community College – fiscal agent, project Advisory Team member and convener, host for summer institute, instruction during summer institute, outreach and student recruitment coordination, curriculum development, academic-year tutoring coordination, academic-year cohort convener, project evaluation coordinator with oversight by the Advisory Team.
2. Western Washington University College of Education – project Advisory Team member, curriculum development, instruction during summer institute, student recruitment/outreach, partnering of summer institute students with WWU pre-service teachers.

Seattle Public Schools

1. Chief Sealth High School, Academic Counselor – project Advisory Team member, academic advising during summer institute and academic-year program, student recruitment and program outreach.
2. Office of Equity and Race Relations, Equity and Race Specialist – project Advisory Team member and curriculum development for summer institute.
3. Instructional Services, High School Literacy Coach – project Advisory Team member, curriculum development and instruction during summer institute.
4. Salmon Bay K-8 School – host students as tutors during academic year program.

Seattle Urban Academy (SUA)

Project Advisory Team member, student recruitment and support services, academic advising and summer academy curriculum development.

Community-based Organizations

1. Seattle MESA (Math, Engineering, Science Achievement) - student recruitment, summer institute guest speaker and field-trip host. www.seattlemesa.org
2. Campana Quetzal- student recruitment, community outreach and student support services. www.campanaquetzal.org
3. YMCA Black Achievers Program – student recruitment, community outreach and student support services. www.seattlemca.org
4. Homewaters Project (Environmental Education non-profit located on NSCC campus) curriculum development and field instruction during summer institute. www.homewatersproject.org

Summer Academy Logistics:

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>20 students will enroll in the summer institute and academic year support program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dates/duration</td>
<td>3 hours per day, 5 days per week, 4 weeks duration.</td>
</tr>
</tbody>
</table>
### Proposed schedule: July 7 – July 31. 9am-12pm.

| Extra curricular activities | Field trip to MESA summer classrooms to observe/participate in math instruction; field trip to Meadowbrook wetlands to host ‘Science Day” for community center summer camp; weekly group lunches; end of institute celebration. |
| Location | NSCC will host the summer institute on their campus. |
| Food | Project-funded lunches once per week for group social time; campus munch-mart vouchers/other gift cards as “prizes” and “effort awards” throughout the institute. |
| Transportation | If requested on their application, students will receive a metro bus pass to commute to campus each day. We will rent a school bus through First Student for field trip transportation. |
| Liability | Summer program participants will be covered under NSCC general liability insurance as students at the college. Partners participating in the institute will be covered under their respective employee policies. |
| Daily Schedule | The daily schedule will vary to include interactive classroom instruction with group work, guest speakers from Seattle education leaders, visits to (or from) various NSCC and WWU college campus offices, and field trips in the community. Students will build their skills to deliver instruction during a hands-on Science Day during the last week of the institute. They will also prepare a position paper or oral presentation on an issue in Urban Education incorporating statistics and citing research to support their views. |

### Program Recruitment:

WWU’s Seattle recruiter from their office of Minority Affairs works full time with area high school counseling offices to recruit students of color to Western. WWU will leverage this existing outreach to recruit students for our program as an early step towards higher education. Our SUA partnership will support outreach and recruitment across their widely diverse student body. Our project academic advisor is the student counselor at SPS Chief Sealth High School. He will facilitate
outreach across SPS high school counseling offices to identify candidates for our program and serve as the point of contact within SPS to answer questions and assist with student applications as needed.

**Information Dissemination:** Beyond dissemination within the SPS High School counseling system and at SUA, our well-connected CBO partners will promote the program and share information about the opportunity with families in the communities they serve. To support this outreach, we will create a brochure or one-page promotional flyer and a program website by mid-March.

**Student Selection Process:** Our top priority will be enrolling students from our project’s target population (those from underrepresented communities in the teaching profession). Given our recruitment plan’s emphasis on CBO partnerships, we expect a high percentage, if not 100%, of our applicants to fit this basic criterion. In addition, a student’s personal statement, recommendation letter and academic track record will be important determinates. The project Advisory Team will approve a formal set of weighted selection criteria during their first meeting in winter 2008.

**Faculty recruitment:** Instructor recruitment has been a key part of our initial planning effort. We intentionally formed a team of educators with complementary strengths. Project faculty comes from our partner educational institutions: WWU, NSCC, SUA and SPS. We have recruited leaders in curriculum, instruction, and cultural competency and those with a strong commitment to serving the target student populations.

**Strategies for recruiting underrepresented population students:** Our CBO partnerships are specifically designed to ensure strong ties with multi-cultural communities across Seattle. We expect the outreach and recruitment done through partner CBOs to be invaluable in ensuring the target populations learn about and embrace this opportunity. We also hope the intentional focus on content that explores issues of equity and diversity will help entice target population students into the program. And finally, our project Advisory Team’s collective track record of trusting relationships with students and communities of color across Seattle sets our project apart. We believe our team to be uniquely positioned to achieve powerful results.
Student Incentives: Thanks to scholarship funding from the NSCC Education Fund, we have strong financial incentives for students to participate in our program. During the summer institute, students will be able to qualify for NSCC scholarships (which would then be held for them until they graduate). WWU will also share information about their significant scholarship funding available to students during their 3rd and 4th years of study. In addition, successful program completers would have preferred acceptance into the NSCC/WWU math and science teacher preparation partnership. High school and/or college credit for the summer institute and academic year tutoring program will provide extra incentive. At a minimum, students will earn high school community service credit for completing the summer institute. We will facilitate the option of earning college credit during the academic year program for students who qualify for Running Start (all students will be walked through the paperwork to qualify during summer institute). Additional perks include weekly group lunches during the summer (take-out, “students’ choice”), periodic small awards like campus coffee-cart-cards, and a closing celebration honoring students’ efforts. We intend to include prominent speakers from the local and national education community to recognize student accomplishments in this program. We want to motivate students, respect their contributions to the community and honor their tremendous potential.

Parent information plan: We will ask parents to co-sign student applications to the program and attend the orientation session in spring 2008 along with admitted students. Parents will be invited to attend a family-day during the summer institute and again during the academic year at a quarterly cohort meeting. We will work with our CBO partners and SUA to address transportation, language or other access issues to ensure all parents can participate. In addition, parents will receive a quarterly letter describing the program’s progress and a schedule of upcoming activities. Our CBO partners have a long record of success involving parents in their education programs. We will draw on their expertise to guide and strengthen our project’s parent engagement activities.

Program Design

Summer Institute: The program will include the following:

- An intimate and integrated learning environment with college-readiness skill development through the exploration of current issues in urban education and an introduction to the field of teaching.
Today’s Student ~ Tomorrow’s Teacher: Exploring Issues in Urban Education
A collaboration of North Seattle Community College, Western Washington University, Seattle Public Schools, Seattle Urban Academy and Community-based Organizations serving diverse populations in our area.

- College readiness assessment using the COMPASS test and a newly developed Transition Math Project (TMP) college readiness tool. Formal assessment results along with student performance on institute assignments and existing high school transcripts will form the basis of individual education plans for each student’s senior year.
- Adapted content from WWU’s “essentials of teaching” course including discussion of the Professional Code of Conduct and a series of self-reflection assignments to explore how each student’s own interests, strengths and experiences could contribute to a successful career in teaching.
- Through a partnership with the Homewaters Project, much of the focused introduction to teaching essentials will be delivered in context to prepare students for a hands-on day of science instruction with children at local summer camps.
- Inspirational guest speakers who are leaders in the education community including our current Seattle Schools Superintendent and nationally acclaimed expert on urban education, Dr. Pedro Noguera, professor in the Steinhardt School of Culture, Education, and Human Development and Executive Director of the Metropolitan Center for Urban Education at New York University.
- Opportunities to hear from a variety of community-based organizations that are successfully serving students from diverse backgrounds with education programs in the Seattle area (Rainier Scholars and Powerful Voices, for example) and a field trip to MESA summer math classrooms.
- Partnering with current NSCC students and WWU pre-service teachers to hear about their journeys in higher education and answer our students’ questions about the process.
- A parent-day on campus to present accomplishments of the summer institute, share plans for the program over students’ senior year, and provide information about entry into the NSCC/WWU math and science teacher preparation partnership after graduation.

**Academic Year support program:** Program students will stay connected as a cohort during their senior year through quarterly group meetings and other activities. The academic year program will include the following:

- Regular contact between students and the program’s academic advisor (or the SUA advisor for SUA students) to ensure students meet the goals of their academic plans. Advisors will be able to refer students to support services as needed, drawing on the project’s CBO
partnerships and services offered through NSCC (such as the math and science learning lab and the LOFT writing resource center).

- Students will participate in a series of classroom observations. All classroom observations will be designed as field-extensions of the themes and content discussed during the *Issues in Urban Education* summer institute. The Project Director and WWU faculty will coordinate the scheduling of classroom observations, pairing students with high-quality teachers from underrepresented populations and/or teachers in shortage-content areas of particular interest to each student.

- Students will participate in project-sponsored tutoring placements in reading, writing and/or math within several Seattle elementary schools. This will provide ongoing practice of the skills and ideas introduced at the summer institute and broaden student exposure to the rewards (and challenges) of the role of the teacher. The Project Director will facilitate and oversee tutoring placements by expanding a program he began with NSCC students and Salmon Bay K-8 School.

- Attend a Seattle area, high quality, professional educators’ conference focusing on issues of cultural competency. Our students will interact with a variety of experts and begin to see teachers as learners too, just like themselves.

- Assistance with college applications, financial aid forms and other college-entry hurdles during cohort quarterly meetings, monthly advising meetings and through services offered by our CBO partners.

**Program Evaluation:** Project students, parents, CBO and education partners will be asked to provide feedback via evaluation forms which the Advisory Team will review. The project Academic Advisors will track each student’s performance during his or her senior year and document student plans regarding higher education after high school. Students’ self-reported level of interest in a career in teaching will be captured at the start of the program and compared to their attitude at the end of the summer institute and again after completion of the academic year program. The number of students we are able to retain and successfully transition into college to pursue a career in education will be the ultimate determinate of program success.

Our project-specific goals are: **100%** of program students will graduate from high school on-time and enter higher education after their senior year. We will consider the project
extremely successful if 80% of students enroll in higher education with the intent of pursuing a career in teaching and the other 20% are able to articulate on their self-report surveys what made them reevaluate their interest in the field.

**Sustainability:** NSCC has expressed interest in adapting the project-proposed summer institute course, “Issues in Urban Education”, as part of their ongoing NSCC/WWU math and science teacher preparation pathway. If, as intended, the course becomes a permanent fixture on campus, the opportunity to sustain summer institutes for high school students is greatly enhanced. We believe demonstrating success under this grant will open multiple opportunities to attract private funding to keep program coordination intact. The NSCC Education Fund, which facilitates private grant requests for campus programs, has pledged to partner with us in this work.

**Budget Narrative**
The *Today’s Student ~ Tomorrow’s Teacher* budget invests heavily in key personnel in order to ensure project success. Our Project Director will commit 1/3 of his full time faculty appointment plus an extended summer contract to oversee and help execute all project activities (total cost of $29,951). Our director is well known as a fierce advocate for underrepresented students and a leader in K-12 and higher education math instruction. His leadership will help ground the project in its central goal of inspiring students from underrepresented communities to embrace a career in teaching in high demand content areas.

We expend considerable funds to contract with partner institutions and organizations so they may significantly contribute to overall program planning, curriculum development and summer institute instruction ($24,590 total for partner expertise contributions). We commit funds to offer students a variety of meaningful and inspiring experiences like the chance to attend a regional professional educators’ conference, meeting and learning from a national leader on urban education, and developing relationships with local educators (total of $11,360 to support guest speakers, transportation, conference fees). The project’s investment in a designated student academic advisor reflects our commitment that each student shall receive individual attention to ensure strong academic and personal growth as a result of program participation (total of $11,340 for advising services). Tangible incentives and perks for students including food and celebration items are budgeted to offer a program that is fun and inviting as well as educational (total of at $4,100).
Project supplies and materials and the administrative support to execute program details are budgeted just below 15 percent of total project costs (total of $13,894). The final $4,765 is designated for fiscal sponsor indirect cost recovery. This supports facility use, IT access and fiscal management services available to the project by its host, NSCC. The five percent indirect rate is extremely low for an institute of higher education where rates commonly exceed 40 percent. For a line item description of the budget refer to Attachment A.

**Management and Structure**
Under the leadership of the Project Director, during the first six months of work, the project Advisory Team (and sub-groups of the team) will collaboratively develop a student recruitment/admissions process, summer institute curriculum, a monitoring system to ensure students access specialized support services as needed and an overall project evaluation instrument to collect data on student progress and project success. The Advisory Team will have at least one representative from each participating organization (4 CBOs and 4 educational institutions). As the fiscal agent, NSCC will be responsible for funds management and day-to-day coordination of the project. Our campus business office will oversee all fiscal transactions, including the drafting of personal service contracts with partner organizations and distributing monthly budget reports for Project Director review.

**Key Project Personnel:** See the following resumes as Attachment C

**Paul Kurose**, NSCC Math Instructor and Director, Seattle Transition Math Project; **Dr. Dina Benedetti** – WWU College of Education Program Director; **Kathleen Vasquez** - SPS High School Literacy Director; **Ray Williams** - SPS Diversity Coach; **Kory Kumasaka** - SPS High School Counselor, Chief Sealth High School. The project’s administrative support position will be hired as temporary hourly staff at NSCC.

**Partner Letters of Commitment:** See Attachment D - Seattle Public Schools (2 letters), WWU (2 letters), NSCC, Seattle Urban Academy, Seattle MESA, YMCA Black Achievers, Campana Quetzal, The Homewaters Project, NSCC Education Fund.