

NDPS Certification Program Field Project Report

College Pals Mentoring Program

Mounds View School District
Shoreview, MN

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Key words: mentoring program

College Pals Mentoring Program

Funding Sources

Hamline School of Education/Bush Foundation Grant

Project Cost and Budget Narrative

\$15,000 Annually

Funding includes a portion of the program director's salary and incentives for student participants. Multiyear funding is in place with the opportunity to grow the project to include future scholarship funding for participants.

Scope and Setting

College Pals Mentoring Program is a collaborative effort between Hamline University School of Education and the Mounds View School District to increase students of color enrolling in the education program at Hamline University. Program includes students at Mounds View High School, Irondale High School, and Hamline University. Hamline University students majoring in education will serve as mentors for students within the school district interested in the field of education. Program Coordinators at both the high school and collegiate level will supervise students' programs. As part of the program, high school students will shadow education majors at Hamline and then subsequently will collaboratively design and teach an after-school program at an elementary school within the district. Program design will benefit both university and secondary level students.

Staffing Pattern

This program requires staff at each participating location (each high school and at Hamline University) to oversee the program.

Population Served

- Number of students, subjects, or participants: Thirty students
- Description of project participants (ages, grades, demographics, etc.):
 - Hamline University students majoring in education
 - Mounds View HS and Irondale HS students from an underserved population in their junior or senior year (16-18 years)
- Participant selection criteria:
 - Participating high school students must be on track for graduation and considering seeking a degree in the field of education. Hamline students must be in good academic standing and enrolled in education curriculum.

Project Origination

As part of a grant awarded to the Hamline University School of Education (HSE) by the Bush Foundation, HSE is seeking to increase the number of teachers of color in the state of Minnesota. Currently, less than 10% of the teachers in the state represent a minority population. The project seeks to encourage students of color to go into the field of education, and subsequently return to their home districts to teach. Students graduating from Hamline with a certification in education are given incentive to return to the Mounds View District to teach. Collaborative efforts between the Mounds View District and HSE have designed and are implementing the project.

Issues Addressed

Low ratio of teachers of color in Minnesota

Desired Outcomes and Measurable Objective

Increase enrollment of students of color in the Hamline School of Education Teacher Education programs.

Strategies and/or Interventions

Engaging students of color during high school and pairing them with college students in education to increase their desire to go into the field of education.

Project Timeline

Project is currently in the early phases during AY 2015-16. Partnership between Hamline University and Mounds View School District has been established. Key staff at institutions has been identified. Focus group meetings have been held in the Mounds View District to assess interest level of student population (Fall 2015). Planning meetings are underway to implement project for fall 2016 mentor/mentee engagement.

Special Conditions and/or Expertise Required to Carry Out the Project

A partnership between Hamline University and the Mounds View School District was required to begin this project. Expertise in teacher education programs is required to facilitate the ongoing work for the project.

Outcomes and Achievements

Thirty-two students from Mounds View District participated in the focus group study. College Pals is in early phase, so no other data is available at this time.

Outcomes Related to School Completion and Graduation Rates

Students participating in the project will be required to graduate high school and enroll in a postsecondary four-year teacher education program.

Current Status of Project

We are currently in year one of the project and still planning based on data collected from the focus groups.

Role in Project as a NDPS Certification Program Participant

I serve on the planning committee for the project and will act as the program coordinator for the College Pals Mentoring Program.

Lessons Learned

Students of color enrolled in the Mounds View School District have very few/or no teachers of color to serve as role models in education. Students of color within this district have a very low opinion of the field of education as a career choice. Of the 32 students participating in the focus groups, less than five students expressed a desire to go into the field of education.

Advice for Dropout Prevention Practitioners About the Project

It is critical to address the need for a district representative to be part of the planning process. The district must also be willing to recognize if there are any deficits in their hiring practices regarding candidates from underserved populations. Program would work to increase student desire to enter field of education, it does not have to be specific to a certain population.