Johnson &Wales University
Providence, Rhode Island

Doctoral Program in Educational Leadership
John Hazen White Colleges of Arts and Sciences

Effective Strategies for Recruiting African American Males into Undergraduate Teacher-Education Programs

A Dissertation Proposal Submitted in
Partial Fulfillment of the
Requirements for the Degree of Doctor of Education

Dariel "D.T." Henry

March 2017

Dariel "DT" Henry

Dissertation Committee

Major Advisor

Cynthia V. L. Ward, Ed.D

Educational Leadership Doctoral Program
John Hazen White College of Arts & Sciences
Johnson & Wales University

Associate Advisor

Robert K. Gable, Ed.D

Educational Leadership Doctoral Program
John Hazen White College of Arts & Sciences
Johnson & Wales University

Associate Advisor

Thomas D, DiPaola, Ed.D

Educational Leadership Doctoral Program
John Hazen White College of Arts & Sciences
Johnson & Wales University

Acknowledgements

I would like to give my deepest thanks to my major advisor Dr. Cynthia Ward for all of your guidance and patience with me on this journey. Thank you to my associate advisors Dr. Robert Gable and Dr. Thomas DiPaola for your insightful feedback. Thank you to my mentor Dr. Earl Wright II for all of your reviews and words of encouragement.

Thank you to my amazing cohort members Alyssa, Anthony, Ed, Irene, Jennifer, Kara, and Patricio. I enjoyed our journey together.

Thank you to all of local libraries that provided space for me to work away from home. Finally, thank you to my family for your unconditional love and support. I pray that I have made you proud.

TABLE OF CONTENTS

APPENDICES

LIST OF TABLES

Table 1 Description of Statistical Analyses Conducted for Research Question 2

Table 2 Characteristics of Sampled Colleges and Universities with Teacher-Education Programs

Table 3 Use of Websites and Online Materials to Recruit Males and African American Males into Teacher-Education Programs

Table 4 Comparison between Traditional and Historical Black Institutions of Strategies for Recruiting African American Males into Undergraduate Teacher-Education Programs

Table 5 Comparison between Geographic Regions of Strategies for Recruiting Males into Undergraduate Teacher-Education Programs at Traditional Colleges and Universities

Table 6 Traditional Colleges and Universities with African American Male Recruiting Strategies for Teacher-Education Programs by Geographic Region

Table 7 Historical Black Colleges and Universities with African American Male Recruiting Strategies for Teacher-Education Programs by Geographic Region

ABSTRACT

In 2011, the U.S. Secretary of Education launched a national campaign urging black males to choose teaching as a career with the ambitious goal of adding 80,000 black male public school teachers by 2015 (Teach Campaign, 2011). This campaign, coupled with recent reports, suggests students should encounter a wide diversity of teachers (Boser, 2011; Byrd et al., 2011). Arguments have been made that teacher diversity should include gender, race, and socio-economic status (Angus & Oliveira, 2012). This study focused on an important aspect of this problem: African American males.

This mixed-methods sequential descriptive study inquired about effective strategies for recruiting African American males into undergraduate teacher-education programs. The study employed multiple data collection methods: reviewing the literature, accessing institutional websites and other online recruitment materials; sending an inquiry letter, and interviewing those responsible for recruiting prospective teacher-education undergraduates. Four research questions guided the study.

1. What strategies are presented in the literature as *best practices* for recruiting males and African American males, in particular, as undergraduates into teacher-education programs?

2. What strategies do institutions use to recruit males and African American males, in particular, into undergraduate teacher-education programs?

3. What do program leaders perceive as effective strategies, and barriers to those strategies, for recruiting males and African American males into undergraduate teacher-education programs?

4. Based on the research results, what effective strategies and barriers to those strategies are identified for attracting African American males into undergraduate teacher-education programs?

The literature review disclosed that the Call Me Mister programs were the most active and successful in attracting African American males into teacher-education. The websites of a random sample of undergraduate teacher-education programs ($N = 1,500$) revealed that few traditional colleges and universities (2%) used their websites to attract undergraduate males into teacher-education programs and fewer targeted African American males (1%). The interviews ($N = 7$) identified several effective strategies in use: offering institutional scholarships; finding other financial support; recruiting actively; forming community partnerships; achieving a critical mass; and seeking internal institutional support. Building upon these strategies, a series of recommendations are put forth for leaders of teacher-education programs to consider.

I: INTRODUCTION

The lack of African American male representation among teachers affects the social, academic, and emotional development of all students (Sanders-Smith, 2012). It is reported that almost every state lacks significant diversity in the teacher workforce (Boser, 2011). Reasons advanced for this dearth of diversity range from low salaries to a lack of promotion opportunities (Ponte, 2012; Rice & Goessling, 2005). In addition, research studies show that men avoid becoming teachers because the occupation continues to be described as *women's work* (Ponte, 2012; Roulston & Mills, 2000). There are numerous studies indicating that the PK-12 teacher workforce has become feminized and overrepresented with white women as the majority of teachers (Bell, 2004; Landsman & Lewis, 2006; Lewis, 2006). Another key point discussed by Bristol (2014) is that attrition of black male teachers contributes to their underrepresentation in the workforce. Given these points, strategies to diversify the teacher workforce continue to be at the forefront of conversations on education (Lewis, 2006; Villegas & Lucas, 2004; Waddell & Ukpokodu, 2012).

Three-quarters of the public school teacher workforce (75%) are female (Ingersoll, Merrill, & Stuckey, 2014) and most teachers (80%) are white (USDE, 2016). Roulston and Mills (2000) put forth the argument that boys are being alienated in schools as a result of the lack of male teachers who can empathize with their growing pains. McGrath and Sinclair (2013) agreed and discussed the benefits for boys of having male teachers to act as role models, father figures, and, most importantly, someone to confide in at school when boys experience puberty. In addition, Owen (2010) reported a positive perception by parents of having male teachers in the classroom, especially with young

children. Parents have reported that male teachers can help "promote balance, ensure positive learning outcomes, and dismantle negative stereotypes" (Owen, 2010, p. 3).

The problem is more severe with regard to African American male teachers in the public schools. James (2011) argued that there is lack of awareness of the significant impact of African American male teachers have on African American students. Despite the claims that student progress is unrelated to the gender or racial characteristics of teachers (Sokal & Katz, 2008), there are compelling reasons for diversifying the teaching workforce. These reasons include minority teachers being more motivated to work with disadvantaged students; positive exposure to individuals from various races helps to reduce racial stereotypes for all students; and minority teachers have higher academic expectations for the most challenging students (Bond, 2015).

Problem Statement

Increased diversity among the public school students requires an increase in the diversity of teachers (Robinson, Paccione, & Rodriguez, 2003), because diversity among teachers helps all students to have a better understanding of society, which is also increasing becoming more diverse (Miller & Endo, 2005). The shortage of men of all races as PK-12 teachers is a nationwide problem (Wimbush, 2012). In 2013, males represented 24% of the approximately 3.1 million public school teachers, but the percentage of African American male teachers was only 2% (NCES, 2013). Because African American boys have high dropout rates, this impacts their potential enrollment in higher education (Shabezz, 2008). Therefore, recruiting African American males into college is one issue that must be addressed along with recruiting them into teacher-education programs.

The cultural disparity between teachers and students has deeper ramifications for some minority groups (Robinson et al., 2003). For black male PK-12 students, the lack of black male teachers can affect their level of engagement in the classroom, contribute to their disciplinary problems, and impact their aspirations to become teachers (Wilder, 2000). Because the percentage of black male students in grades K-12, at 8% in 2012, was four times greater than the percentage of black male teachers, a commonality gap between students and teachers is created. This disconnect often leads to students not completing academics requirements, developing behavior problems, and withdrawing from school (Waddell & Ukpokodu, 2012). Equally important, is that having African American male teachers helps to promote the idea among young black males to consider teaching as a career (Maylor, 2009).

The purpose of this study was to examine, to identify, and to describe effective strategies in higher education for recruiting African American males into the undergraduate teacher-education programs. Barriers to implementing these strategies were also studied. This research is intended to inform educational leaders, particularly teacher-education program leaders, as to methods to bring more diversity into the PK-12 teaching workforce and to provide additional academic and career opportunities for African American males.

Research Questions

Four research questions, one with several sub-questions, guided this study.

1. What strategies are presented in the literature as *best practices* for recruiting males and African American males, in particular, as undergraduates into teacher-education programs?

2. What strategies do institutions use to recruit males and African American males, in particular, into undergraduate teacher-education programs?
    2.1 What use is made of institutional/program websites and online materials?
    2.2 What use is made of materials sent to potential students?
    2.3 What special solicitation methods are employed?
    2.4 Do historically black colleges and universities use different strategies?
    2.5 Do the strategies used differ for institutions by geographic region?

3. What do program leaders perceive as effective strategies, and barriers to those strategies, for recruiting males and African American males into undergraduate teacher-education programs?

4. Based on the research results, what effective strategies and barriers to those strategies are identified for attracting African American males into undergraduate teacher-education programs?

As a group, men are underrepresented in the PK-12 teacher workforce (Bell, 2011; Lewis, 2006, Shabazz, 2008). Some factors related to men becoming teachers have not changed in decades. For years, perceptions of low income, low social status, teaching as work for women, few peers, and potential sexual and child abuse accusations have been the roots of discouraging this potential career choice for men (Rice & Goessling, 2005). Strategies used in the past to encourage men to consider careers in teaching have included using introductory education courses as a platform for male teachers as guest speakers, featuring males at teacher-education recruitment events, and advertising in male-dominated places such as sports centers. Another promotional strategy is to use language in recruitment materials, such as *educational leadership* and *school management,* as lures to men (Rice & Goessling, 2005).

The problem of the low number of male teachers in the schools is compounded when African American male teachers are considered. Studies indicate that the representation of African American male teachers in public schools is low, about 2% (Bell, 2011; Sims, 2010; Toldson, 2011), and is not new (Bell, 2011, Martino, 2008).

Historically, education was a popular field of employment for African Americans due to the limited number of opportunities in other industries (Shabazz, 2008). However, almost 40,000 teachers were removed from the field as a result of the Brown v. Board decision (Shabezz, 2006). The decision to integrate students also called for integrating the teacher pool at predominately black schools, which pushed out many of the black teachers. The inclusion of black students into predominately white schools resulted in the exclusion of black educators in many of the same schools (Shabezz, 2006).

African American Males as Teachers

Tafari (2013) studied why Hip-Hop Generation black men, those born between 1965 and 1984, chose elementary school teaching for their careers. From the study results, he identified five purposes underlying their decisions to become teachers: as an act of resistance; as an act of fathering; as a calling; as a passion; and as an expression of hip hop. He also noted that those men who do become elementary teachers often are branded with preconceived notions of negative stereotypes.

Research studies have identified several reasons why African Americans males may, or may not, be attracted to teaching in PK-12 schools. These reasons should be considered and factored into any analysis aimed at identifying incentives to attract African American males to teaching careers.

Current Recruiting Programs

There is a dearth of empirical research on strategies used by colleges and universities aimed at recruiting males, and more specifically African American males, into teacher-education. However, several well-known programs do exist.

- Historically black colleges and universities (HBCUs) have provided avenues to higher education for minority students and, while doing so, have become

the primary producers of African American graduates with education degrees (Furtrell, 2006; Shabezz, 2006).

- Call Me MISTER (Mentors Instructing Students Toward Effective Role Models) is based at Clemson University in South Carolina and has partnerships with 25 other colleges and universities. The mission of the initiative is to increase the pool of available teachers from more diverse backgrounds particularly for the lowest performing schools. Undergraduates are largely selected from among under-served, socio-economically disadvantaged, and educationally at-risk communities. The programs provide tuition assistance for admitted teacher-education students. A cohort system for social and cultural support, academic support services, and assistance with job placement are all features of the program (Jones & Jenkins, 2012).

- Black Men Teach (BMT) was a grant funded program, established in 2012, with a mission to increase the African American males in teacher-education programs at four Pennsylvania institutions of higher education (BMT, 2015). Through collaborations with middle and high school guidance counselors and principals, the program seeks to expose African American male students to careers in education.

- Teach For America (TFA), although not specifically designed for recruiting teachers of color, is a national program that recruits individuals from diverse backgrounds to teach in low-income communities (TFA, 2015). The teachers are known as corps members. They must commit to two years of teaching after completing the program and are encouraged to remain in their classrooms after their commitments are fulfilled.

- Troops to Teachers (TtoT) is a program sponsored by the U.S. Department of Defense to assist eligible service personal to transition out of the military into careers in education (TtoT, 2015). Stipends up to $5,000 are provided to cover certification and other costs with the understanding that participants must agree to teach for three years after being certified.

Various state and federal agencies have developed programs to address the issue of recruiting males, and particularly African American males, into teacher-education programs. Despite the availability of these programs, African American male teachers continue to be underrepresented in the profession. Thus, more needs to be done to identify and to implement effective strategies for recruiting African American males into

teacher-education programs. For the purposes of this study, effective strategies are defined as strategies that produce the wanted results (Edwards, 2015).

[See the Definition of Terms section at the end of the chapter for other terms used in the study.]

Methodology

Research Design

This descriptive study used a mixed-methods sequential design to examine possible strategies to attract African American males into undergraduate teacher-education programs. The sequential explanatory design consisted of two distinct phases (Creswell, 2014). In the first phase, quantitative data were collected and analyzed, and the second, qualitative, phase was built on the first phase. The quantitative phase measured the frequency and emphasis of identified recruiting strategies by category to determine whether certain categories were considered a priority; whereas, the qualitative phase described what program directors perceived as effective strategies for recruiting African American males into undergraduate teacher-education programs and the barriers that exist to implementing these strategies.

In the quantitative phase, websites, catalogues, and other on-line recruitment materials from a nationwide random sample of college and university undergraduate teacher-education programs were accessed and analyzed. In the qualitative phase, interviews, using semi-structured questions, were conducted with directors of programs that employ promising recruitment strategies and a letter of inquiry was sent to a subset of the sample seeking more detailed information.

Sample and Participants

Quantitative. A systematic formula (Fowler, 2013) was used to select a nationwide random sample ($N = 1,500$) of the undergraduate teacher-education programs at traditional colleges and universities ($N = 17,565$), secured from U.S. Department Education on the Title II Higher Education Act website (2014). In addition, the historically black colleges and universities with teacher-education programs ($N = 72$) were included in this phase of the study.

Qualitative. From the data collected in the first phase, those teacher-education programs using promising strategies to attract African-American males were identified. Directors of those programs were selected for interviews ($N = 7$), because they were most likely to provide rich information (Patton, 2002). Names and contact information for the selected interviewees were obtained from the Title II Higher Education Act website (2014).

In addition, a direct inquiry letter was sent to a sample of teacher-education program directors ($N = 17$) in order to determine the comprehensive nature, robustness, and viability of the strategies targeted to a specific type of individual: a prospective male student.

Instrumentation

Quantitative. An inventory form was used to record, categorize, and assess the contents of the websites and other on-line recruitment materials used to attract males and African American males into undergraduate teacher-education programs.

Qualitative. Semi-structured questions were devised for the interviews to inquire about recruiting strategies employed by teacher-education programs to attract African

American male undergraduates. In addition to the interview questions, a follow-up question was posed to those interviewed after they had time to reflect and to consider their responses.

The inquiry letter was drafted and sent to determine the extent to which colleges and universities used personal outreach as a recruitment tool.

Data Collection

Quantitative. Institutional websites, departmental websites, online catalogues, and other on-line recruitment materials were accessed for the selected sample of teacher-education programs. The information was transcribed on the inventory form. In all, 300 hours over a 10-week period were devoted to the collection of these data.

Qualitative. Program directors, purposefully selected for interviews, were contacted by telephone and/or email requesting that they participate in the study. The hour-long interviews were conducted electronically and were audio recorded. About one week after the interview, the follow-up question was emailed to those interviewed, along with a thank-you note.

The letter of inquiry was sent to a sub-set of the teacher-education programs that exhibited promising strategies for recruiting males. The responses were reviewed for the targeted, personalized strategies employed by the teacher-education program directors to attract potential male students.

Data Analysis

Quantitative. Descriptive information about strategies, collected from the websites and other on-line recruitment materials were analyzed for the number and variety of strategies used. Strategies were assessed overall using a dichotomous scale. The Statistical Package for the Social Sciences (SPSS) software program was used to

analyze the data in terms of frequencies and percentages. From the results, the programs exhibiting promising strategies were identified.

Qualitative. Responses to the interview questions were transcribed and analyzed using thematic analysis. The six-step process for analyzing the information collected from interviews suggested by Rubin and Rubin (2012) was used. Trustworthiness of the information was established by applying the four major points noted by Lincoln and Guba (1985): credibility, consistency and repeatability, transferability, and confirmability. A similar approach was used to analyze the responses to the letter of inquiry.

Limitations and Delimitations

Limitations

The major weakness for this study in terms of internal validity stems from possible bias that might have affected the study at several points. One source of bias was that of the researcher, resulting from his strong opinions on the topic and his responsibilities for the study design, the creation of the instruments used, and the interpretation of the data and information collected. Another source of bias was that of those interviewed resulting from their strongly held opinions on the topic and their desires to represent their programs and institutions favorably. To minimize these potential biases, the research attempted to be as open-mined and fair as possible throughout the process and to seek external advice through the use or pilot-testing and consultation with experts in the field. To reduce the bias of those interviewed, the interviewees were assured that the purpose of the study was not to assess their efforts of recruit African American males into the teacher-education programs, but to determine their opinions about effective strategies, and that they would remain anonymous.

Another potential limitation was the lack of information available in the literature and from the sample on recruitment efforts use by colleges and universities to attract males and African American males into undergraduate teacher-education programs. To address this issue, a large sample of teacher-education programs was selected for the study in order to secure as much information as possible about strategies in use.

Delimitations

Transferability of the results may be a delimitation of the study. Because the number of interviewees was limited and to some extent self-selected, the strategies that worked for these programs may not transfer successfully to other teacher-education programs.

Another delimitation was the study focus on African American males, as a sub-group of males of color, who are not represented in large numbers as public school teachers (Bell, 2011; Sims, 2010). If broader change is to occur, purposefully studies should be conducted on other males of color, Hispanics, Asians, and Native Americans.

It must be emphasized that recruiting males of color into the teacher-education programs is but one step toward diversifying the teaching workforce. To accelerate this change will require strategies at several levels: PK-12 schools, districts, states, and national. This study focused only on what strategies higher education might adopt to increase recruitment of African American males into undergraduate teacher-education programs.

Resulting Actions/ Summary

There is relatively limited research on recruiting African American males into undergraduate teacher-education programs at colleges and universities (Boser, 2011). Increased diversify in the PK-12 teacher workforce has been cited as beneficial for all students, because it provides yet another opportunity for them to interact with others from different backgrounds (Lewis, 2006; Villegas & Lucas, 2004; Waddel & Ukpokodu, 2012). Some programs do exist that aim to recruit males of color into teaching, but more needs to be done, if any real change is to occur. This study is intended to contribute to accelerating the pace of change by identifying strategies that leaders of teacher-education programs can use to recruit greater numbers of African American male undergraduates into teacher-education programs.

Definitions of Terms

African American Males	American males of African, Caribbean American (Haitian, Jamaican, Cape Verdean), and other African descent (Bell, 2011; Dee, 2004)
Careers in PK-12 Education	A chosen pursuit of a profession or occupation in a PK-12 setting that requires obtaining a four-year degree from an accredited education program (Unman & Marlow, 2004, as cited in Watson, 2011)
Effective Strategies	Most importantly, strategies that produces a result that is wanted (Edwards, 2015).
Teacher-Education Programs	Programs listed by the U.S. Department of Education as Title II approved teacher-education preparation programs that are licensed by state departments of education (USDE, 2016).

II: LITERATURE REVIEW

Within the African American community, education has long been a point of emphasis. W.E.B. Du bois spoke of education as the path to liberation when he asserted that coming out of the damaging experience of slavery and prejudice in American required "more careful adjustment of the education to real life" for former slaves (1903, p. 13). Woodson noted that education was vital to human life, as he declared in his book, *The Mis-Education of the Ne*gro:

> If you can control a man's thinking you do not have to worry about his actions. When you determine what a man shall think you do not have to concern yourself about what he will do. If you make a man feel that he is inferior, you do not have to compel him to accept an inferior status, for he will seek it himself. If you make a man think that he is justly an outcast, you do not have to order him to the back door. He will go without being told; and if there is no back door, his very nature will demand one." (1933, p. 34)

During the Civil Rights Movement, Malcolm X preached that education was the vehicle into the future for black people in America (1965).

The importance of education for African Americans has been predominant since their arrival in America. Considering that learning to read was illegal during slavery forced most slaves to live life as illiterates. Nevertheless, some African Americans were educated illegally and, particularly for reading the Bible, they became teachers to other slaves (Douglas, 2000).

Approximately 3.5 million teachers were employed in American elementary and secondary public schools in 2015. Although African Americans comprised 7% of these school teachers, African American males represented only 2% of the teacher workforce (U.S. Department of Education [USDE], 2016). Teacher-education program candidates are predominately white and female, which compounds the problem of African American males being underrepresented in public schools as teachers (USDE, 2016).

To address this problem, this literature review discusses the socio-economic status of African American males in the United States, their backgrounds, and the impact of achievement and discipline on their experiences in the K-12 education. In addition, overviews regarding African American males as teachers, teacher-education programs, and institutional and national efforts towards diversifying teacher-education candidates are discussed.

African American Males in the United States

Numbers and Percentages by Age Groups

African American males comprise of an estimated 21 million people in the national population (7%) (U.S. Census Bureau, 2014). Within that group, 33% are males under the age of 19 years; 23% are between 20 to 34 years; 35% are between 35 to 64 years; and 9% are 65 years or older. As a result of this age distribution, the proportion of African American males in the U.S. population will continue to grow.

Educational Pipeline

African Americans remain a small portion of all college and university students (15%) (USDE, 2015) and more than a third of these students are enrolled in community colleges (37%). There is much public criticism of the overall low numbers of African Americans in four-year institutions, but many argue that this is due to problems in the education pipeline (Sethna, 2011; USDE, 2016). It is also important to recognize that the pipeline from preschool to college graduation impacts the overall state of minorities in education and in society.

As a result of an experimental study of an early college/high school model, Edmunds et al. (2012) suggested extending the college pipeline. The study focused on a federally

funded initiative in a North Carolina public school district. This Early College program targeted low-income, first-generation, underrepresented minority groups in 12 schools with 18 cohorts of ninth-grade students ($N = 1,600$). The researchers examined the impact on students of the program variables of academic aspirations, course-taking patterns, behavioral issues, and attendance. The purpose of Early College program was to increase students' consideration of attending college after high school. Using a multivariate linear regression model to analyze survey data on students' aspirations, positive academic outcomes were shown, as student successfully passed the early college courses and voiced increased aspirations to attend college.

A much different educational experience for African American boys was noted by a group of researchers, who studied their overrepresentation in disciplinary actions and suspensions (Lewis, Butler, Bonner, Fred, & Joubert, 2010). The study relied upon a sample of Midwestern urban school students and examined behavior referrals, as well as suspensions ($N = 3,500$). The aim of the study was to test for a connection between discipline responses and performance on standardized tests. The data collection included discipline reports from the 2005-06 school year. The results showed that African American boys were overrepresented in documented infractions, referrals, and recommendations for in-school and out-of-school suspensions; restricted lunch activities; reduced recess time; and Saturday school class requirements. The researchers put forth the argument that these responses resulted in missed learning opportunities and impacted standardized testing results. These factors ultimately lead to a lack of interest in academics and post-secondary education on the part of African American boys.

The Achievement Gap

Morgan (1980) provided a sobering assessment of the African American boys'

experiences in elementary schools, which marked the start of their declining interest in

schools and impact their overall academic performance.

> Primary grades curriculum and activity is more child-teacher centered and child-child interactive. In primary grades, blacks progress and thrive at the same rate as their white counterparts until the third grade syndrome. I found after the third grade, the achievement rate of blacks began a downward spiral which tended to continue in the child's academic career. The classroom environment was transformed from a socially interactive style to a competitive, individualistic, and minimally socially interactive style of learning. (p. 71)

Kunjufu (2005) built his work upon that of Morgan (1980), when in one of his many

studies, he examined the Iowa Reading Test scores for a group of African American

males ($N = 20$). In the study spanning five years, he noticed a precipitous achievement

decline after third grade. This he coined the *Fourth Grade Failure Syndrome* and

described it as "the poor transition boys make between the primary and intermediate

divisions in school" (p. 33). He also noted that the achievement gap increased as black

boys moved from primary grades to high school.

Aratani, Wight, and Cooper (2011) studied the achievement gaps among African

American boys through the lens of early childhood development, social-emotional

health, developmental factors, and educational outcomes. Racial gaps in test scores

were examined as were resilience measured among African American boys ($N = 800$).

Data were collected from the Early Childhood Longitudinal Study of the 2001 Birth

Cohort ($N = 11,000$) by the National Center for Education Statistics (NCES). The

researchers concluded that several socio-economics disadvantages contributed to the

achievement gaps among African American boys. At nine-months of age, African

American boys scored lower in socio-economic development and lagged behind

through the entrance of kindergarten. On reading, mathematics, and language assessments, African American preschool boys scored lower than their white counterparts. These results were described as factors contributing to the early childhood achievement gap between African American and other boys. Furthermore, the study found that greater resilience is instilled at an early age when infant boys are exposed to toys at home, are raised by mothers with some college education, and have secure family financial resources. The researchers concluded that ultimately the achievement gap of African American boys is affected by socio-economic status of African American families (Aratani, Wight, & Cooper, 2011). Other researchers have come to the same conclusion: the educational achievement gap is largely the result of the poverty gap in African American communities (Shapiro, 2004).

The Discipline Gap

There is a plethora of information on the black-white achievement gap (Aratani, Wight, & Cooper, 2011; Kunjufu, 2005; Morgan 1980). However, another phenomenon influencing the future of black boys, which leads towards prison, is the discipline gap: the overrepresentation of minorities for disciplinary sanctions and the resulting consequences (Landson-Billings, 2011; Monroe, 2005).

Black boys are overrepresented in school disciplinary actions, specifically school suspensions (Lewis, et al., 2010), which can lead to a delays in graduation and dropouts (Quan, Wilson, & Hwang, 2013). Landson-Billings (2011) argued that predeterminations about black boys, who and what they are, as well as their expectation levels, precede their school entry. As black boys move through K-12 grade levels, they learn to strike behavior deals with their teachers in return for low-to-minimum

assignment workloads (Haberman, 1991). Too often this results in a lethargic work ethic and a lack of interest, and does not produce the discipline required to enter and to be successful in the adult workforce or post-secondary education (Quane, Wilson, & Hwang, 2013).

    Zero-tolerance policies have increased the dropout rates of black students, who are more likely to be incarcerated as a result of low employment skills, involvement in illegal street activities, and punitive sentencing guidelines for non-violent offenders (Cramer, Gonzalez, & Pellegrini-Lafont, 2014). This, processes of suspensions and referrals to juvenile corrections or arrests increase student involvement with the criminal justice systems and result in creating a school-to-prison pipeline (Elias & Buzelli 2013). The start of the pipeline begins when educators identify some children as less likely to succeed in school and in need of more discipline (Gass & Laughter, 2015). The presence of metal detectors at schools, locker searches, high stakes testing, and tracking students with behavioral issues, all contribute to the prison pipeline; minority students are overrepresented in experiencing these measures (Heitzeg, 2009). With the teaching workforce primarily white women, minority male students are too often on the receiving end of zero tolerance policies that include police involvement (Elias & Buzelli 2013). Nationally, African American students are given long-term and short-term suspension at 3.5 times the rate of white students (Elias & Buzelli, 2013). In some states, suspensions rates for black students are 6 times the rates for white students (Heitzeg, 2009). School absenteeism, including suspensions, is highly related to family poverty (Welch, 2013).

Poverty

According to Alexander (2010), poverty is the state in which one cannot adequately sustain minimal-living norms and it exists for employed, as well as unemployed, persons. The 2013 poverty rate for African Americans was 27%, as compared to the national average of 10% (DeNavas-Walt, Carmen, & Bernadette, 2013). The average income for black families in 2013 was $34,000 compared to the national average of $51,000 (DeNavas-Walt et al.). African Americans have experienced decades of poverty in spite of the various governmental efforts, many established by President Lyndon Johnsons' War on Poverty in the 1960s (Alexander, 2010). In his book, *The Hidden Cost of Being African American*, Shapiro (2004) explained how family income and wealth determine accessibility to decent middle-class education for children. In his interviews with African American and white family members ($N = 200$), he learned that both had high hopes for the educational attainment for their children; however, the means to obtain such hopes differed tremendously. For whites, who had access to family financial resources, the process is simple. The described resources included how parents, who benefitted from policies in the 1960s and 1970s that helped grow the American middle class, use their financial resources to pay for private school tuitions, tutors, and academic summer camps for their children and grandchildren. These resources are usually not available to under-privileged black families.

The impact of poverty on academic achievement was explored by Welch (2013) in a study of African American male students in a Midwestern urban school district. Data were collected on standardized and state subject test scores and grade point average of high school students, aged 14 to 19 years ($N = 162$). The researchers found that for

tenth-grade students, as poverty increased academic achievement decreased. Conversely, they found that there was no relation between poverty and academic achievement with 12th grade students. But Walpole (2008) argued that even when students overcome low socio-economic status and reach postsecondary education they record lower achievement when compared to other students. Using data from the Cooperative Institutional Research's national study sponsored by the Higher Educational Research Institute, Walpole found that low socio-economic African American college students reported having minimal involvement with student clubs and organizations, and contact with professors. Nine years after graduation, these same African Americans were found to have lower salaried jobs.

From a family case study, Compton-Lilly (2014) learned how much money matters by observing the family of a single mother and her children and studying financial impact on the academic environment of the family home over a 10-year period. The researcher found that economic capital impacted every aspect of family life, including living arrangements and safety, levels of aspiration, perceptions of teacher empathy, and stereotypes made about families on government assistance.

With 11 million American black people living in poverty, the need for gainful employment is essential for families to have the wherewithal for accessing resources that help increase academic achievement. It is this access, or lack thereof, to resources that define the hidden cost of being African American (Shapiro, 2004).

Unemployment

An estimated 800,000 black males between the ages of 25-69 years were unemployed or not in the labor force in 2014 (U.S. Census Bureau, 2014). This figure

does not include the prison population as inmates are omitted from labor reports (Kroll, 2012). Activity, socialization, and the spirit of a jobless community were the focus of the research by Wilson (1996), the Malcolm Wiener Professor of Social Policy at Harvard University. Wilson studied a community suffering from the deleterious effects of deindustrialization, specifically unemployment. This information was recorded in his 1996 classic book, *When Work Disappears: The World of the New Urban Poor*. In the book, he put forth the argument that the absence of work is the most crucial aspect of life in African American occupied ghettos; when members of the community are unemployed, they face a myriad of issues. For one, the absence of networking is associated with joblessness, which weakens the social connections and exposure to newer and brighter ideas. Another consequence of unemployment is isolation from other working adults, as shame and depression can development after long periods without work. He found that children were affected most by this unhealthy situation, because they do not learn the positive behaviors of working adults. Kroll, (2012) observed that Wilson's study was essential in understanding that the black-white wealth differential, which has a long history and has been well documented over the last 60 years. The 2008 recession had a large impact on black male unemployment (16%), which recorded the greatest increase in the New England workforce (Sum, Khatiwada, & McLaughin, 2010).

Low-income parents are often compelled to work numerous jobs to pay their bills. With little extra time available, they struggle to guide their children's engagement in school, which results in children adopting habits that do not include mastering the education curriculum (Kroll, 2012; Quane, Wilson, & Hwang, 2013). For black males,

there is a reluctance to marry when economics is a major consideration, as gender roles define that men are the providers and heads of the household (Wilson,1996). This lack of willingness to form family units creates many single-parent households with undesirable ramifications (Sum, Khatiwada, & McLaughin, 2010).

Single-Parent Households

Many African American juveniles come from single-parent homes that are often linked to poverty (Alexander, 2010). One factor contributing to single-mother households is the phenomenon of women choosing to marry later in life, which has led to African Americans having lower marriages rates (Raley, Sweeney, & Wondra, 2015). Children living in single-parent households, headed by black women, are more likely to live in poverty, experience divorce, live in inadequate housing, never marry, and receive sub-standard healthcare and education (Harris-Perry, 2011). Many governmental benefits for poor people have a non-two-parent household clause that works to discourage family-relationship building between African American couples (Quan, Wilson, & Hwang, 2013). This contributes to what Ezeala-Harrison (2010) called the feminization of poverty in which women live in poverty at much higher rate than men with similar demographics and time periods. The study included a cross-regional comparative analysis on the poverty experiences of black women versus white women. Drawing a sample of women across four regions ($N = 1,900$), from the U.S. Census Bureau population data in 2001, she found that social factors, such as single-motherhood and the lack of traditional family households, were prominent factors that lead to the black feminization of poverty. The results also revealed that the dependence of public assistance was higher among white woman than black women. Therefore, the

negative stereotype of black single-parent women being lazy and seeking government assistance, which has an impact on application reviews and hiring, should be eliminated (Ezeala-Harrison, 2010).

Mechoulan (2011) analyzed the impact of the criminal justice system and the tough-on-crime policies on black women and single-parent households. Combining different data sets to analyze this impact ($N = 4$), the researcher found that the hyper-incarceration of black males, by which they are disproportionally arrested and sentenced, results in an increase in black female early employment and education pursuits, while delaying traditional marriage. Ultimately, this leads to the question of the availability of single black men in the same generation as partners for single black women.

Mass Incarceration

Although the African American males represent 7% of the population, they comprise 35% of the prison population (Carson, 2014). Data on incarceration reveal that black males have a higher incarcerate rate than all other ethnic groups with the greatest disproportion between the age of 18 to 19 years (Carson, 2014). The likelihood of black males in this age range being incarcerated in federal or state prisons is ten times greater than that of white males. This over-representation of black males in the criminal justice system has been called mass incarceration (Loury, Karlan, Shelby, & Wacquant, 2008).

Over the last four decades the criminal justice system has been engaged in an arguably unsuccessful War on Drugs. The effort embraces policing practices that target communities of color and created what has been called: "hyper-incarceration of lower

class black men in the crumbling ghetto" (Loury, Karlan, Shelby, & Wacquant, 2008,

p. 59). Mass incarceration has had a catastrophic impact on communities of color

(Boothe, 2007; Hallett, 2006; Muar, 1999).

Weaver (2007) introduced the concept that the mass incarceration of black men in

America is a result of the punitive response of political leaders who were on the losing

end of the Civil Rights Movement. The movement had a major impact on the social

mobility of black people in America in regards to fair housing, voting rights, and school

integration, which was considered necessary to build a better black middle class

(Patrick, 2014). However, to movements there is often a divergent response:

> The process by which formerly defeated groups may become dominant issue entrepreneurs
> in light of the development of a new issue campaign. In the case of criminal justice, several
> stinging defeats for opponents of civil rights galvanized a powerful elite countermovement.
> (Weaver, 2007, p. 230)

Weaver (2007) argued that punitive policy adoption was aided by creating the view

that those involved in non-violent protests, riots, and civil disobedience were a major

threat against society. These threats were addressed by governmental action from a

crime problem point-of-view. Weaver examined private debates, Congressional

hearings, media coverage, campaign speeches, key votes in Congress, and internal

documents from the Lyndon Johnson administration, and focused specifically on the

1965-72 period, which included the President Nixon's declaration of the War on Drugs.

The timeline of the political and social events that fueled the shift of solutions from

social reform, which were supported by civil rights victories, to punishment, which

targeted African Americans and supported opponents to the policies that desegregated

social practices, were explored.

In 1961, several Southern senators drafted and introduced legislature that defined

civil rights nonviolent sits-in protests as a crime (Weaver, 2007). These politicians and

others argued that integration would flood white neighborhoods with black citizens

prone to civil disobedience and violence. In spite of these efforts, the 1964 Civil Rights

Acts eliminated racial segregation in America on several levels. However, a new wave

of legislature was strategically constructed to continue the white-race advantage and

power in the country, beginning with the creation of a three-year pilot program through

the Omnibus Crime Control and Safe Streets Acts. One act provided federal aid to local

criminal justice systems for experimental projects, development, and training; this was

known as the Law Enforcement Assistance Act (LEAA) (Feeley & Sarat, 1980; Walker,

1977).

The 1965 Watts riots in Los Angeles exacerbated the relationship between protest,

poverty, and violence while contributing to the moral panic of unsafe streets, because

black citizens were viewed as behaving lawlessly. "Frontlash relied on criminalization of

racial struggle and racialization of crime" (Weaver, 2007, p. 247). The most

comprehensive bill at the time, known as Organized Crime Control, was criticized for

questionable authority, increased penalties for a variety of non-organized criminal acts,

mandatory sentencing guidelines, and habitual offender sentencing (Block & Chambliss,

1981).

Eventually, the LEAA was abolished during the Regan Administration. However, the

ramifications from the move to more punitive solutions in response to civil disobedience,

established in the 1960s and 1970s, coupled with the 1980s anti-drug campaign,

resulted in over-representation of black men in the correctional system (Alexander,

2012; Patrick, 2014). Many claim that the War on Drugs was engineered to disrupt and destroy African American communities, (Alexander, 2012; Mauer, 2004; Siegel, 2011).

Felony Disenfranchisement

The Eighteenth Amendment to the U.S. Constitution, enacted in 1870, empowered over a million African Americans (Loury, Karlan, Shelby, & Wacquant, 2008). Shortly after passage of the amendment, a prisoner-for-hire operation, known as convict-lease system, expanded throughout the South. This system allowed plantation owners to hire prison convicts, who often were coincidently former slaves, to work the land for low to no wages (Davis, 2001). Next came Jim Crow laws that further restricted, incarcerated, and disenfranchised black men through a system of unjust legislature and discriminatory policies that targeted former slaves (Patrick, 2014; Yosso, Parker, Solorzano, & Lynn, 2004).

Moving ahead to the 20th century, the War on Drugs reached new heights in the early 1980s, as media coverage of crack babies and drug house raids appeared on television and depicted young black males as prone to violence and as super thugs (Alexander, 2012; Mauer, 2004; Siegel, 2011). As a result, stricter sentencing guidelines for non-violent drug offenders were adopted, which continued years of the practice of hyper-incarceration of African American males (Alexander, 2012; Mauer, 2004; Siegel, 2011).

Currently there are 4,708,100 citizens under the United State adult correctional system, in prison, on parole, or under community supervision (Kaeble, Glaze, Tsoutis, & Minton, 2014). Alexander (2012) in her bestseller, *The New Jim Crow*, added to the disenfranchise argument by detailing the new restrictions and the delegation to second-

class citizenship of formerly incarcerated young black and Hispanics male non-violent offenders. She argued that once released from prison offenders are denied housing, deterred from employment, made ineligible for public assistance, and are unable to participate in the political rights of citizenship. Thus, ex-felons, many of whom are black males, are regulating to second-class citizenship.

Hamilton-Smith and Vogel (2012) studied the impact of felony disenfranchisement on recidivism using data from a U.S. Department of Justice study that to date was the most comprehensive national recidivism study. By measuring state level predictors, while making adjustments for demographic and criminal history, they found that young, black males with prior felony convictions ($N = 38,624$) were positively correlated with future arrests. In addition, they found disenfranchisement to be a continuation of imprisonment and directly linked to recidivism. "Being re-incarcerated promotes shame, which results in an underclass of citizenship criminals and is an unfair punishment that violates the Eighth Amendment to the U.S. Constitution" (Hamilton-Smith & Vogel, 2012, p. 428).

Nally, Lockwoods, Knutson, and Ho, (2013) studied the relationship between disenfranchisement and employment among released prisoners in Indiana. Three data sources were used that covered education, workforce, and employment information on offenders who were released within five years of the study ($N = 6,561$). The results identified many barriers for gaining employment by ex-felons: low education levels, lack of professional skills, and criminal background checks. The decline in manufacturing and construction industry jobs was also a barrier, which is another indication that more education is required to obtain employment in the 21st century job market.

In order to become a teacher in the United State of America, one must submit to and pass a criminal background check; thus, in most cases, a criminal past will deny a person from become a public school teacher (Buschmann, 2002; Hess, 2002). This is the phenomenon Alexander (2012) referred to as an invisible punishment and deters ex-felons from pursing many careers (Mauer & Chesney-Lind, 2002).

The War on Drug policies have had deleterious effects on the black community and specifically on black males (Mauer, 2004). Often these men are ushered into the prison system through a pipeline that starts as early as elementary grades (Cramer, Gonzalez, & Pellegrini-Lafont, 2014). Once released back into the community, their career options are severely limited.

Male Public School Teachers in the United States
Teacher Shortages in Public Schools

Although the percentage of minority teachers in the public schools has increased from 12% to 17% (Bond, 2014), potential minority teachers are lost at every significant point in the education pipeline (USDE, 2016). This is happening at the time when more teachers are needed, particularly in urban areas throughout the country (Bond, 2014).

Overall, the teacher shortage is becoming a national crisis severely impacting several major cities (Bond, 2014). A study, sponsored by the Albert Shanker Institute and authored by Bond (2014), focused on nine cities and revealed that these cities were facing critical teacher shortages and decreasing numbers of minority applicants. Salary and working conditions were found to be the top reasons minority teachers left the field, as they were often placed in schools with poor structural conditions, minimal classroom resources, and considerable bureaucratic oversight. The report also indicated that minority teachers benefit when they are not the singular representation of diversity on

the school faculty. Suggestions were made in the report that national and state efforts to increase recruitment and retention of minority teachers should include several actions (Bond, 2014, p. 109).

- Invest in and support high-quality teacher education programs at historically black colleges and universities (HBCUs), the nation's Hispanic-serving institutions (HSIs), tribal colleges and universities (TCUs), and public colleges and universities serving large numbers of minority students.

- Establish incentives for close partnerships between colleges of education, school districts, and charter networks. Providing adequate mentoring, support and training in culturally responsive practices to all novice teachers working in the challenging conditions of high-poverty, de facto racially segregated schools.

- Support the development and expansion of programs with evidence of helping to recruit, mentor and support minority teachers as well as "grow your own" teacher preparation programs and career ladders for educational aides and paraprofessionals seeking to become teachers.

In addition to the national need for more teachers, researchers in specific geographic areas have documented regional needs. Most of these studies make reference to the particular need for more diversity in the teaching workforce.

California. One state facing teacher shortages is California. According to a report authored by Darling-Hammond, et al. (2016), the demand for teaches in California is illustrated by the 3,900 jobs posting on the statewide advertising website with science, special education, and mathematics as the most needed areas. In 2013, California had the highest student/teacher ratio in the country of 24:1, as compared with the national average of 16:1. To meet the national average, California would need 135,000 additional teachers. However, low teacher salaries, high housing costs, and large college debt have kept recruitment levels low and teacher attrition rates high in the state. The researchers suggested reinstating the CalTeach program, which would ensure support for novice teachers, increase incentives for recruiting and retention efforts, provide access to high quality programs, and improve school conditions.

Atlanta. In Georgia close to half of new teachers (44%) leave within the first five years of teaching (Owens, 2015). As a result, the Georgia Department of Education distributed an online survey to garner respondents from teachers ($N = 53,000$) on reasons for poor recruitment and high attrition. The reasons given for high teacher turnover included lack of teacher autonomy, lack of teacher preparation, emphasis on mandated testing, unfair teacher evaluations, low salaries, and poor benefits. As for recruitment efforts by teachers, most teachers (66%) responded negatively stating they were unlikely to encourage graduating high school students to pursue teaching careers.

Prevalence of Male Teachers

As a group, men are underrepresented in the PK-12 teacher workforce (Bell, 2011; Lewis, 2006, Shabazz, 2006). As of 2013, male teachers comprise of 23% of the workforce in the public schools (USDE, 2013). Some of the factors related to men not becoming teachers have not changed in decades (Rice & Goessling, 2005). These long-standing factors include perceptions of teaching as women's work, changes in laws, low salaries, inferior social status, few peers, and possible sexual and child abuse accusations (Griffiths, 2006; Kerber, 1983; Montgomery, 2009; Rice & Goessling, 2005).

All these factors conspire to discourage teaching as a potential career for men, but the most discussed factor is the feminization of the teaching force.

Feminization of Teachers. Most public school teachers (75%) are female (Ingersoll, Merrill, & Stuckey, 2014) and most (80%) are white (USDE, 2016). However, women have not always been dominated the teaching profession.

When George Washington assumed the presidency in 1789, teaching was considered a male profession; female domestic duties were considered not to require

much reading and writing, and advanced education was thought appropriated only for boys. However, a more educated populous was essential for a democratic country, thus providing access to learning for women and mass education was initiated (Kerber, 1983). During the early 1800s, men still comprised the majority of teaching workforce. Nonetheless with the expansion of primary education in the 1830s, single unmarried women began replacing men as teachers for lower salaries; however, women teachers were not allowed to be married or pregnant (Strober & Tyack, 1980). As Horace Mann, a leading advocate for female teachers, stated, "With our economical habits in regard to all school expenditures, it is a material fact that the services of females can be employed for half the price usually paid to males" (Kerber, 1983, p. 9). The feminization continued as teaching, particularly in the lower grades, became viewed as having domestic requirements and that young unmarried women would benefit from caring for young children as a prequel to motherhood. Female teachers were also seen as having a positive, nurturing influence on acculturating immigrant children to the American way of life (Kerber, 1983). As these justifications progressed, graduation rates in education for females increased tremendously and female teachers flooded the field as advocates reiterated the idea that teaching schedules, with short days, summers off, and socialization of children were a good fit for the traditional wife-to-be (Strober & Tyack, 1980).

Women became a force in kindergarten education. Margarethe Schurz, opened the first kindergarten in Wisconsin that taught in German language. Elizabeth Peabody built on the work of Schurz and opened the first English language kindergarten and persuaded the Boston School Committee to adopt the practice in 1871. By the end of

the 19th century, kindergartens became increasingly popular and were usually staffed by women. In the period when young women were often discouraged from attending college, the decision could be justified by becoming a teacher. During World War I, men went onto battlefields and many regulations prohibiting married women as teachers were removed; thus, rapidly increasing the gender diversity of the teaching workforce (Griffiths, 2006; Kerber, 1983; Montgomery, 2009).

The trend towards more female teachers continues into the 21st century. Ingersoll, Merrill, and Stuckey (2014) produced a report for the Consortium for Policy Research in Education on the transformation of the teaching force and the trends contributing to change. The report contained information from the Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFS), collected by the National Center for Education Statistics (NCES) from about 5,000 district-level officials, 11,000 school level administrators, and 50,000 teachers. The information was analyzed to determine the impact, implications, and consequences on school teaching. Seven trends were identified that describe the PK-12 teaching force.

- ✓ Larger: PK-12 teachers are the largest occupational group in the nation.

- ✓ Grayer: The teaching force is getting older as fewer teachers are retiring due to shortage of teacher candidates entering the field.

- ✓ Greener: The proportion of the teaching workforce that is new to the profession has increased.

- ✓ More Female: The number of females entering the teaching workforce continues to increase.

- ✓ Consistent in Academic Ability: The brightest high school students see careers in education as less attractive.

✓ Less Stable: The teaching field has become less secure and more subject to change in recent years.

In regards to this and other studies, the trend toward more female teachers is an important issue to consider. Even with increasing opportunities for women to enter other fields, the proportion of women in the teaching workforce continues to grow (Ingersoll, Merrill, & Stuckey, 2014). Suggested reasons for the increase include growing opportunities for women to advance in educational field and the increasing number of women entering the paid workforce as a whole (Ingersoll et al.).

Other Deterrents. Howard (2003) documented the teacher shortage in an article regarding its effects on urban school. He noted four key factors for the shortage of teachers:

➢ new classroom policies,

➢ increased student populations,

➢ teacher retirements, and

➢ teacher attrition.

Conflicts with administrators and restraints around curriculum autonomy also have led to some teachers leaving the profession (Ahmad & Boser, 2014). The increasing student population has been a result of the rise of immigrants arriving in many large cities, specifically after natural disasters in foreign countries. Teacher retirements have led to a major exit of teachers requiring the hiring of inexperienced, and sometimes unqualified, new teachers. As a result of this exodus, teacher attrition is affected by professional-induced stress, lack of support, and burnout. Lateral movement and lack of retention also contribute to high teacher turnover (Bristol, 2014; Lau, Dandy, & Hoffman, 2007).

Patrick (2009) studied specific factors that deterred male teachers from pursuing elementary teaching as a career. He used a sample of male public school teachers from six different school districts in Tennessee, Georgia, and Missouri (N = 231). Participants were asked if colleges and universities were adequately encouraging males to pursue careers in elementary education. Several factors contributed to the male teachers' preference for and selection of secondary education over elementary education: subject matter interests, coaching opportunities, and future job opportunities. Two major themes were discovered from the study: the young age of students was the number one factor deterring male teachers from considering a career in elementary education and financial incentives were the number one persuading factor that made men more likely to consider teaching in secondary education.

Prevalence of African American Male Teachers

In addition to the feminization of teaching, there are several other factors that seemingly work against African American men becoming school teachers. One significant factor was a court case, over 60 years ago, that expedited this trend. In addition, with more opportunities for employment in other fields for educated African Americans, teaching has decrease as an attractive option (Kerber, 1983; Noblit & Mendez, 2008; Turner, 2015; Wimbush, 2012).

Result of Court Decision. Historically, education was a popular field of employment for African Americans (Branch, 2001). However, the 1954 Brown versus Board of Education desegregation case was a monumental decision for African Americans, as it changed the education system in the country (Kerber, 1983; Turner, 2015). The case was brought by the parents of Linda Brown who had to walk 20 blocks

to attend an all-black school when an all-white school was only five blocks from the family home in Topeka, Kanas. The U.S. Supreme Court agreed with the family that segregation of students by race was unconstitutional and school desegregation began (Kerber, 1983; Turner, 2015; Noblit & Mendez, 2008; Wimbush, 2012).

There were unanticipated consequences to the decision: particularly the loss of half of the black teachers. By shutting down many all-black schools and moving high-quality black teachers to schools in white communities, over a 10-year period, about 40,000 black teachers lost their jobs (Jones & Jenkins, 2012; Kerber, 1983; Noblit & Mendez, 2008; Turner, 2015; Wimbush, 2012). As a result, white teachers were the majority of the workforce even in mostly black schools, while black educators were excluded from white schools (Branch, 2001), The situation forced black teachers to pursued other careers (Wimbush, 2012).

Low Pay. Williams (2012), found that low starting salaries for teachers are a major deterrent in trying to persuade African-American males even to considering teaching as a career. Entry level teaching salaries influence the supply, because African American males are looking for careers that will provide sufficient funds for them to assume the responsibility of taking care of their families (Leibowitz, 2008). The rise in higher paying career opportunities in other areas has led many minority men to circumvent the teaching profession (Lee, 2003; Futrell, 1999). Teacher compensation must compete with other industries to attract a larger pool of candidates (Darling-Hammond, Furger, Shields, & Sutcher, 2016).

Wilson (2013) studied African American males who were elementary teachers or former teachers ($N = 12$) and used telephone interviews to collect his data. The results

emphasized several barriers that hinder African American males from becoming teachers. Participants ranked salary as the top barrier (83%), followed by personal barriers, perceived barriers, and lack of influence. Some participants who transitioned from other careers into education revealed salary decreases of $30,000 to $40,000, but they also stated that the salary differential was known from the start. Personal barriers centered on struggles with tests and lack of mentors. Some of the participants revealed that the monitoring and administrative tasks for keeping track of students leads to teacher burnout. Perceived barriers included views of the profession as women's work and in some cases sexual-identity questions that must be overcome. All of the participants agreed that teacher presence in their formative years influenced their decisions to teach. The researchers recommended that programs should be established at the federal level for recruiting targeted groups to teaching, such as African American males.

Brokenbrough, (2012) used a three-phase, in-depth interview process and focus-group sessions to gain understanding of the perspectives of black male teachers on power and gender roles in the teaching field. Participants from an East Coast urban school districts were selected for the sample ($N = 11$). The study results showed that due to the stature of white women in the teacher workforce, black male teachers often must deal with gender power issues. This often leads to stress, conflict, and burnout, which impact retention. Half of the participants revealed a lack of attention to the influence men have in education and suggested that more gender specific professional development was needed. They also noted stressful encounters with women in leadership positions. Participants expressed a need for connecting with and having

comradery with other men in the field. Similarly, Bristol (2014) posited that when more than one black male teacher was employed in a school, social relationships could be built that helped navigate the school environment.

Wright (2011) examined the attitudes of African American male college students at a historical black college ($N = 11$) toward considering teaching as a profession. Seven dimensions were studied: formative educational experiences, access into college, family influence, mentoring and academic support, perceptions of the teaching profession, career options, and future plans. The results revealed several deterrents to choosing a career in teaching, which included lack of interest, low salaries, and not being guided into the profession.

Black men as teachers are often relegated to disciplinarian roles (Brockenbrough, 2015) and their physical presence alone carries an expectation to intimidate black boys who fail to behave in school (Brown, 2012). Bristol (2014) focused a study on this dynamic. He was concerned with retention of black male teachers and conducted a phenomenological study to understanding the essence of black male teachers. For his sample, he labeled two types of schools in Boston where black male teachers were working: *Loners* and *Groupers.* Loner schools were those employing only one black male teacher and Grouper schools were those employing more than one black male teacher. Bristol administered a specially-designed Black Male Teacher Environment Survey (BMTES) and conducted observations in 14 schools. The black male teachers in his study ($N = 27$) noted occasions where they were expected and specifically called on to be behavior managers; when they embrace the role, an increase in their stature was evident. His findings contributed answers to why black men may be leaving the

profession. Loners faced challenges from leadership and isolation that compelled them to exit. Groupers expressed similar challenges with leadership as well as opportunities for career advancement elsewhere.

More African American Male Teachers Needed

There are several reasons that having more male teachers would enrich the academic experiences of students in the grades from prekindergarten through high school. These reasons include serving as role models, employing the Pygmalion Effect, and addressing the teacher shortage.

Serving as Role Models

African American teachers are not invisible in PK-12 schools, but these teachers are seldom men (Jones & Jenkins, 2012), As a result, it has been argued that hiring black male teachers as role models can have an impact, particularly on black boys, in the classroom (Holland, 1991; Kunjufu, 2005; Pabon, Anderson, & Kharem, 2011; Rezai-Rashti & Martino, 2010). Jones and Jenkins (2012) suggested that the paradigm should be shifted from the role model, "who practice a look at me and do as I do approach" to the mentor model, "who create an environment that helps students recognize and strengthen unique qualities in themselves" (p. 118). With this intention, teacher expectations can play a critical role in transferring the values of education to the next generation (Dee, 2004; Fox, 2016).

Evans and Leonard (2013) examined teacher preparation programs from the perspective of the novice teachers, those with less than 3 years of teaching experience. Their study included participants from both traditional and alternative certification programs ($N = 6$). All participants said that their programs were adequate in preparing

them for teaching in an urban school setting. These new teachers viewed their positions as being role models and as having an impact on students of all backgrounds. The researchers suggested that diversifying the teacher workforce should be more aggressively addressed at the national level.

Employing the Pygmalion Effect

Teacher expectations can have an influence on student success, which is a concept introduced to education by Rosenthal and Jacobson (1968) and named the *Pygmalion Effect in Classroom*. Their study was based on a sample of one elementary school in California in which students were tested before and after taking an IQ test. The students ($N = 255$) were randomly assigned to either a control group or an experimental group. Their teachers ($N = 18$) were given names of selected students and were told these students had the ability to test higher than their classmates. The results revealed significant gains in both groups leading the researchers to declare, "When teachers expected that certain children would show greater intellectual development, those children did show greater intellectual development" (p. 85).

Dee (2004) conducted a study of the educational benefits of black students who have black teachers. Using public access data for students ($N = 11,600$) in the Tennessee STAR Project, he found that when students had a same race versus another race teacher, black and white males and black females had significant increases in their reading scores. One limitation, as recognized by Dee, was that the findings may not be directly generalizable for regions outside of Tennessee.

Bacon, Banks, Young, and Jackson (2007) studied teacher expectations of the academic performance of African American boys on the part of African American and

European American teachers. The study included schools ($N = 3$) in a central North Carolina school district where African American male students were overrepresented in behavioral categories. Participants included teachers at the elementary and middle school levels ($N = 27$). The findings revealed that African American and European teachers perceived that their relationships with students were important and that students misbehaved when these relationships were strained. Both groups of teachers also perceived involvement in student lives, extracurricular activities, and knowledge of their out-of-school situations help in developing these relationships. Both groups perceived each other as having different communication styles with African American students. European American teachers perceived lower expectations and resorted to disciplinary infractions more frequently with African American students and revealed that they could not communicate with some of the students in the same manner and with similar anecdotes for guidance as African American teachers. Both groups expressed frustration with state-mandated test-driven curriculum that limited time to attend to holistic student development.

Ouazad (2008), analyzed teacher assessment versus test scores of students that had same-race, same-sex teachers. Data for the study came from the Early Childhood Longitudinal Study Kindergarten Cohort of 1998-99, collected by the National Center for Education Statistics (NCES), and followed groups of students from first through eighth grades ($N = 20,000$). Ouazad found that both black and white teachers gave higher assessment scores to students of the same race, but not the same gender.

Egalite, Kisida, and Winters, (2015), used a similar data collection method in analyzing 2001-09 test results from the Florida Department of Education that tracked

student progress from third through tenth grades with regard to their assignment to teachers of various cultural backgrounds. For black and white students in reading, and Asian, black, and white students in mathematics, they found positive effects when assigned to "race-congruent teachers" (p. 25).

Fox (2016) posited that the interactions between teachers and students may influence teacher expectations and recommendations for students. The study used data on tenth grade students ($N = 7,576$) from the Educational Longitudinal Study of 2002, conducted by NCES, and looked at teacher advance placement recommendations as well as teacher expectations. When the demographics of the teachers and students were the same race and the same sex, a significant effect on high school graduation rates of black students was recorded, as was the likelihood of high school completion. The possibility of positive teacher bias toward students of the same race was a limitation of the study, as well as the possibility that students attempted to perform better when having a teacher of the same race. Based on the results, the researchers recommended increasing diversity among the teacher workforce.

Works by many black authors have analyzed and described new expressions of black intellectualism (Coates 2015; Dyson, 2007; Robinson, 2010; Gillota, 2013; King, 2011; Thurston, 2012; Toure, 2011). Gillota (2013) described and argued for addressing race-driven social and political issues in African American communities by using absurd humor. He pointed out that rising comedians Keegan-Michael Key and Jordan Peele, known as Key and Peele, and Donald Glover are among the new "black nerds" (p. 18), who explore, express, and represent blackness through the vintage point of the well-educated middle class blacks. This is a demographic mostly absent from mainstream

television. One popular comedic sketch centers around an alter ego of President Barack Obama, where the president, played by Peele, addressed the nation in usual calm demeanor, while Luther, played by Key, translates his responses into aggressive rants in the background. The sketch gained tremendous popularity and President Obama performed the sketch with Keegan-Michael Key at the 2015 White House Correspondents' Dinner (YouTube, 2015). Gillota concluded that there is a need for diverse expression of blackness as the black community continues to evolve.

Several points covered in the literature speak to increasing teacher diversity.

- ✓ Achievement gap between black and white students (Aratani, Wight, & Cooper, 2011; Kunjufu, 2005; Morgan 1980).

- ✓ Discipline gap between black and white male students (Landson-Billings, 2011; Monroe, 2005).

- ✓ School to prison pipeline (Elias & Buzelli 2013).

- ✓ Socio-economic conditions of black students (Aratani, Wight, & Cooper, 2011; Walpole, 2008).

- ✓ Communication and language differences between white female teachers and black male students (Bacon, Banks, Young, & Jackson, 2007).

- ✓ Different teacher expectations for black male students (Boser, Wilhelm, & Hanna, 2014; Egalite, Kisida, & Winters, 2015; Fox, 2016; Rosenthal & Jacobson, 1968; Ouazad, 2008).

All these factors ague for increasing the diversity of the public school teaching workforce (Darling-Hammond et al., 2016; Fox, 2016; Owens, 2015; USDE, 2016).

Encouraging African American Males to Become Teachers

Some black men pursue careers in education as service to the community in hope of offsetting some of the inequalities that exist and debunking stereotypes for students of similar background (Brown, 2009). Dyson (2007) in discussing his reasons for obtaining

his Doctorate of Philosophy (PhD) in religion noted, he did so to "make the life of the mind sexy to young people so that they can understand that this critical intelligence can be brought to bear to create the urge to action" (p. 50).Through familiarity and relevant communication styles, Bacon et al. (2007) found that cultural synchronization by African-American male teachers can help improve the academic performance of African-American students, especially males.

Tafari (2013) explored the reasons black men, born in the Hip-Hop Generation, that is between 1965 and 1984, became elementary school teachers. Using personal interviews and a Facebook focus group with participants ($N = 9$), he identified five purposes that influenced these men to enter teaching:

- as an act of resistance;

- as an act of fathering;

- as a calling;

- as a passion; and

- as an expression of hip hop.

In addition, his results specifically underscored how career choices men make, especially African American men, are limited through the intentional or unintentional feminization of the teaching workforce, which creates the belief that working in education is women's work. As a side effect, feminization seemingly reduces the success of African American boys and encourages boys to develop anti-school identities. Those men who do enter teaching positions are often met with preconceived notions of negative stereotypes.

Hayes, Juarez, and Escoffery-Runnels (2014) described the lives of two black male teachers who received awards for their successful teaching to students of color. Using critical race theory as their foundation, the researchers interviewed the teachers about their perceived role as educators of students of color. Participants revealed, as black men, that they had a deep level of care for their students and that they walked into the classroom with a frame of reference of what the students may deal with prior to coming to school. With that in mind, the teachers viewed their responsibilities as helping students to succeed academically and to navigate the academic environment whether by mentoring, changing attitudes, or maximizing critical thinking. Both participants acknowledged that many teachers approach teaching students of color with historical assumptions and negative stereotypes that limit the students' potential for learning.

Lynn and Jennings (2009) conducted an analysis of African American male teachers in an urban West Coast setting and suggested that black men embody quantities identified in critical race theory pedagogy. Data for the study included a body of work on the lives of black urban school teachers, which was collected a decade earlier, and from two other black male teachers from different schools. The researchers found that black teachers use their classrooms as spaces where students were safe to think critically about life and have a voice in conversations. The men declared that teaching provided them a way of giving back to the community.

Another study, conducted by Watson (2011), addressed recruiting efforts aimed at African American male teachers in an urban school district. The purpose of the study was to gain a better understanding of why some teachers chose the profession and to discover successful practices for attracting African American males to teaching.

Interviews with African American male teachers ($N = 6$) revealed that their passions for teaching evolved from life experiences, family and community relationships, desires for job stability, and the nobility of being role models. These were among the reasons they had chosen teaching as a career.

Hill-Carter (2013) conducted a qualitative study on recruiting African American men into teaching by hearing from black teachers ($N = 2$) about how they were recruited and what could be done in the future to improve recruitment. Four findings emerged from the study.

❖ Teacher-education programs should positively identify and spotlight successful black men in teaching careers and encourages other black men to pursue that career.

❖ Teacher-education programs should recruit black students as well as the general recruitment from the university admissions department.

❖ Teaching-education programs should highlight the perks of teaching, such as time-off, steady schedules, job security, and community impact; should help to promote the profession; and should counter the perception that successful black men are not just entertainers and athletes.

❖ Teacher-education programs should develop a cohort model as a support group for black men, upon their arrival at college, on the path to teaching.

Hearing from the participants that "no one told them about teaching" (p.109), the researchers also suggested that teaching should be advertised as a good career possibility for black men to consider.

African American Males in UG Teacher-Education Programs

Title II of the Higher Education Act divides teacher-education programs in three categories: Traditional institutions of higher education programs ($N = 18,612$), alternative institutions of higher education programs ($N = 5,318$), and alternative

programs not at institutions of higher education (N = 2,658). For this study, only

traditional colleges and university teacher-education programs were used. The Title II

website reported 455,115 students were enrolled in teacher-education programs at

traditional colleges and universities, as of 2014 (USDE, 2015). Of the enrollees,

109,261 were males (23%) and 49,346 were black students (9%). The number of

conferred college degrees in education for black males in 2014 was 1,767, which

represented only a small percentage of the total undergraduate degrees in education

(2%). The number of conferred degrees to black males in education was also lower than

for several other majors: engineering, 2,724; computer and Information systems, 4,339;

journalism, 3,468; social sciences and history, 6,761; and business with the highest

number, 16,935 degrees (USDE, 2015).

Over half of the states had some kind of minority teacher recruitment policies or

programs in place (Ingersoll, Merrill, & Stuckey, 2014). Much of the research on

recruiting males and African American males into the teaching careers stems from

efforts at the school district level and targets post-bachelor candidates (Bianca, Leech,

& Mitchell, 2011; Brown, 2012; Lewis, 2006). But the task of encouraging African

American males to consider teaching careers needs to begin much earlier.

Pre-College Programs

Bianca, Leech, and Mitchell (2011) used a mixed method design to study the results

of a pre-collegiate course for high school students that addressed the influencing factors

for students considering teaching. Data were collected on school experiences that

affected exploring the career and the effectiveness of the course. The results revealed

that perceptions of low pay and lack of respect, and the stereotype of teaching as

women's work were major reasons for students not wishing to explore teaching as a career. One limitations of the study for this research was of those surveyed ($N = 33$), only a few were African American males ($n = 5$). In addition, all of the students were from one school and the survey instrument was untested. Nevertheless, the researchers suggested developing partnerships between school districts and college and universities to promote teaching as a career path for young black males.

Viesca, Bianco, and Leech (2013) conducted a study on a pre-collegiate course designed to encourage young black male students to consider teaching as a career. The course emerged from the Pathways2Teaching program launched in 2011, which was created as a partnership between universities and school districts to increase teacher diversity in Colorado. This case study focused on students ($N = 2$) enrolled in the course and what influenced them to teach. Data collection methods included student essays, interviews, and a survey. The salient factors that influenced the participants to choose teaching included experiences in schools and desire to be role models for others of their race. The impact of self-reflection during the course was a positive learning experience for both participants. The researchers suggested that similar programs or courses should be adopted across school districts to help black males identify positive traits within themselves and to inform them about careers in education.

Colleges and Universities Programs

Techer-education programs are the primary path for teachers to take toward certification and licensure. Candidates for these programs consistently across the nation are primarily white and female. (Cochran-Smith, 2004; Cooper, 2002; Evans & Leonard,

2013; Mitchell, 1998). However, several college and university have programs specially aimed at attracting more African American males into teaching.

The information collected to describe these programs was used to address the first research question posed for this study: What strategies are presented in the literature as *best practices* for recruiting males, and African American males in particular, as undergraduates into teacher-education programs? The results of that investigation, which for the most part are descriptive with little supporting research or evaluation, identified seven significant programs: Call Me MISTER, Black Men Teach, American Association of Colleges for Teacher Education (AACTE), North Carolina and South Carolina Fellows, TEACH grant, and Robert Noyce Scholarship program. These programs are discussed in Chapter IV. However, there has been some research undertaken on college-level efforts to recruit males and African American males into undergraduate teacher-education program, which are reported in this chapter.

Traditional Colleges and Universities. Owens (2014) conducted a quantitative study to determine if gender bias appeared in the images and text presented on the undergraduate elementary teacher-education program advertising pages, websites, or promotional materials distributed by the Council for Christian Colleges and Universities ($N = 105$) The researcher coded the materials by categories based on several factors: gender, position of character (primary or secondary), and proximity of primary character to others. Significant differences were found between the number of male and female visual images and of gender specific pronouns used in online promotional materials for elementary education undergraduate programs. These differences were considered to be an indication of gender bias. Owens suggested using more images of males in

advertisements and highlighting job security as a means to attract more men into elementary education teacher-preparation programs.

Byrd et al. (2011) examined a pathway from student-athlete to student-teacher in a study on the experiences of former athletes and their exposure to career opportunities in education ($N = 3$). Recommendations stemming from the study for teacher-preparation programs included: building a relationship with athletic departments, exploring options to accommodate student-athletes' practice schedules with course offerings, and developing a commitment to diversifying the teacher workforce through recruiting African American male athletes to become teachers.

Irizarry (2007) noted several challenges that emerged when studying recruiting and sustaining practices of Project Teach program completers ($N = 22$). The most daunting challenge was funding for teacher candidate scholarships. In addition, some of the students, once in their respective programs, experienced isolation and overt racism at predominately white institutions. Historically, several programs have been aimed at recruiting males of colors into teaching and many of these have similar features: stipends, scholarships, mentor programs, and test preparation (Henry, Bastin, & Smith, 2012).

James (2011) introduced the notion that one significant weakness in methods used to recruit African American preservice teachers is the lack of awareness on the impact that African American teachers have on African American students. The researcher conducted a qualitative study in Washington, DC to explore this claim. Using one-on-one interviews of public school African American teachers ($N = 10$) and African American professionals in alternate professionals ($N = 10$), information was collected

and analyzed. Several factors that affect recruitment of African American to teaching emerged: perceptions of career benefits, personal factors in making career decisions, early career influences, and recruiting methods. As a result, these suggestions were put forth for recruiting African Americans as teachers: develop long-term recruitment strategies; offer incentives and, more specifically, highlight available incentives; detail numerous income opportunities during off times; provide flexible work schedules, paid vacations, store and service discounts, reduced interest rates, and tax breaks; and promote career advancement opportunities.

Historical Black Colleges and Universities. Black males for generations have been provided avenues to higher education by HBCUs and, while doing so, these institutions have become the primary producers of African Americans with education degrees (Akbar & Sims, 2008; Evans & Leonard, 2013; Futrell, 1999; Shabezz, 2006). Beginning in the mid-1800s, most HBCUs were established as pre-collegiate schools for freed slaves, as well as training grounds for teachers (Irvine & Ferwick, 2011). These institutions have continued into the 21st century to be essential in supplying teachers of color for elementary and secondary schools (Akbar & Sims, 2008).

Bryan and Ford (2014) found from a study of recruiting and retaining black male teachers into gifted education that incentives and partnerships with HBCUs helped to recruit and retain black males as teachers for gifted students. The study highlighted that as gifted education teachers, black males have the power to advocate for black male students to be identified and screened for gifted programs. The researchers noted that even when black males are recruited as teachers, they are rarely encouraged to look at gifted education. Based on the study findings, three suggestions were made.

- National attention must be given to the issue of the shortage of gifted male teachers.

- Teacher-education programs must provide internship opportunities for aspiring black males to experience gifted classrooms and curriculum.

- Teacher-education programs must explicitly address the diversity issues and eliminate barriers for black males who aspire to become teachers.

National Efforts

Several scholarship programs have been launched at the national level to encourage specific groups to consider teaching as a career. Some of these programs have been subjected to study and evaluation.

TEACH Grant Program. The Federal Student Aid TEACH Grant is a federal funded initiative that undergraduate students can use to fund their college tuition, if they are enrolled in eligible teacher-education programs (Federal Student Aid, 2015). Students receiving these grants must maintain at least 3.25 grade-point averages and commit to teaching in low-performing schools after graduation for each year of received funding.

Hiler and Hatalsky (2015) conducted a study for the Third Way organization on the TEACH grant programs. Using budget information from the U.S. Department of Education, they found that many top-ranking teacher-education programs were not using the federal TEACH grant funding available, which resulted in teacher candidates attending lower-tier teacher-education programs to receive the grants. After graduation, these students struggle to find employment causing the grants to be rescinded and becoming loans with interest. The TEACH agreement is inflexible regarding transferring to another school within the first four years of teaching or being hired in a position not deemed a high-need area. According to the study analysis, approximately 40% of the grant recipients ($N = 38,000$) are in this position. From this evidence, the researchers

concluded that scholarships are not enough to recruit the most academically astute students into teacher education.

Teach for America (TFA). This national program seeks individuals from diverse backgrounds to teach in low-income communities (Maloney 2015; TFA, 2015; Xu, Hannaway, & Taylor, 2011). Maloney (2015) studied the experience and impact of being Teach for America participants with the purpose of determining the longevity of these teachers in low-performing K-12 schools after their commitments were fulfilled. Data were collected from two sources: open ended surveys and in-depth, semi-structured interviews. The sample was composed of alumni from the Greater Riverfield TFA program (N = 36). Maloney found that although these teachers were trained to work in low-performing schools, they were not committed to remaining at those schools after meeting their required obligations.

A report, prepared by Prinster (2015), highlighted some other criticisms of TFA and steps taken to address these issues. The five-week intensive summer institute was criticized for deploying teachers into schools who lacked experience in pedagogy, theory, and overall teacher preparation. Furthermore, corps members were sometimes called cultural tourists, because about one-third left the classrooms (30%) after their contractual commitments in order to become administrators or to move to other schools. Teach for America piloted two programs to address these issues. The first added an extra year to teacher training prior to students attending the five-week summer institute and the second provided supports that included hands on subject-matter training to corps members who desire to remain in the classroom (Prinster, 2015).

Troops to Teach (TtoT). Established in 1994, the Troops to Teach program is sponsored by the Defense Activity for Non-Traditional Education Support (DANTES) to assist eligible service personal to transition out of the military into careers in education (DANTES, 2015; TtoT, 2015). All U.S. Armed Forces veterans are eligible for the program.

Owings, Kaplan, Khrabrova, and Chappell (2014), conducted a study on Troops to Teach that updated and expanded previous studies by Owings et al. (2005, 2006). The study examined retention rates and identified which completers were meeting TtoT program goals regarding job placement, teaching in high-needs subjects, and using research-based pedagogy. Also examined were the structure and features of the program and administrators' perceptions of the completers' abilities to work in diverse settings.

Four web-based questionnaires for TtoT recipients and administrators were used to collect information. To secure participants for the study, TtoT completers (N = 7,743) received invitations to participate yielding a sizable sample (*n* = 4,157 or 54%). Respondents were mostly male (56%) and some were African American (18%); but about a third of the respondents reported neither gender nor race/ethnicity. The results of the study included several positive findings.

- o Close to half the completers (43%) were teaching in subject areas considered high-need: mathematics, science, special education, foreign language, and career/technical education.

- o Almost all of the completers (98%) regarded their preparedness as appropriate for meeting the needs of diverse learners, as did most of the administrators (92%).

- o The quality of the TtoT certification programs was rated fair, good, or superior by most completers (92%).

- The most valuable program features identified by the completers were classroom management and discipline coursework (55%) and instructional strategies (49%).

- Completers revealed that almost half of them (49%) planned to remain in the teaching profession indefinitely.

Robert Noyce Scholarships. A funding initiative aimed at increasing diversity among science, technology, engineering and mathematics (STEM) teachers is the Robert Noyce Scholarship. Liou, Kirchhoff, and Lawrenz, (2010), examined the perceptions of recipients of the Noyce scholarships ($N = 1,140$) using three types of analyses: hierarchical cluster, confirmatory factor, and Rasch analysis. Participants voluntarily responded to an online survey ($n = 555$ or 49%) sent in the summer of 2007. The survey raised questions about the influence of the scholarships on areas ranging from initially becoming a teacher to remaining as teachers in high-need schools for full commitment term or beyond. The results indicated that participants were influenced to either teach in high-need areas or to complete teacher certification. Limitations to this study included the possibilities of non-response bias as the response rate for participation was about half of the recipients. The researchers suggested that teacher-education programs should aim to recruit candidates passionate about teaching in high-need schools and encourage this commitment beyond the service agreements.

Wang (2014) examined the effectiveness of the aims proposed for use of the Robert Noyce Scholarships at California State University at Bakersfield, for the candidates recruited over the five years of the grant award ($N = 39$). The evaluating instrument measured the following nine areas:

1. How much has been done in student recruitment?
2. How well did the program perform in student recruitment?
3. Did high-needs schools benefit from the Noyce Scholar recruitment?
4. How much has been done to meet STEM teacher requirements?
5. How well did the program do to enrich STEM learning opportunities?
6. Did the program benefit teacher preparation in high-needs schools?
7. How much has been accomplished in program support?
8. How well did the program do in grant administration?
9. Did the program benefit student learning in high-needs schools?

The results of the evaluation revealed the program was meeting its goals in terms of recruitment, enhancing knowledge and skills, and increasing teacher quality. Nevertheless, suggestions were about increasing tracking procedures for alumni, improving access to on-campus learning activities, and addressing the needs of multiple year recipients.

Summary

Although there are some alternative graduate programs for obtaining teacher certification, the most common certification path is completing the requirements of an accredited undergraduate teacher-education program (USDE, 2016). In 2016, there were approximately 18,600 of traditional teacher-education programs available at institutions of higher education across the country (USDE, 2015).

From the evidence provided by the literature, diversity of the teaching workforce continues to be an important educational issue in America. African American males frequently live in high poverty areas with poor schools, have single mothers, and are subjected to mass incarceration; these circumstances critically impact the educational experiences of black boys. Within schools, African American males are less likely to succeed academically and to incur greater disciplinary infractions than their white classmates. No Child Left Behind legislature, originally adopted in 2002, which

emphases academic excellence as determined by standardized tests, has widened these achievement and discipline gaps (Smith, 2015). At every juncture of the elementary/secondary educational pipeline, African American males falter, thus fewer of these students are prepared to attend college. Once admitted to institutions of higher education, African American males often do not consider teacher-preparation programs, but are more attracted to what they perceive as higher-paying more prestigious fields. Low starting salaries, perceptions of teaching as women's work, and assignments as disciplinary agents continue to deter men from teaching careers. Although the demographics of PK-12 students in public schools are rapidly changing and teacher shortages are reaching crisis proportions in many cities and states, the majority of teacher-education candidates remain white and female. Therefore, the outlook for achieving greater diversity in the teaching workforce in not promising.

Initiatives have been designed in attempts to reverse the situation. Some programs have demonstrated specific efforts for recruiting men and African American men in particular into teacher-education programs. Targeted private and national scholarships are also available, yet these initiatives tend not to advertise specifically to African American men.

State, local, and regional studies have been conducted on possibilities for diversifying the teaching workforce. Many of these studies focus on strategies for recruiting African American male teachers after college graduation. However, because most PK-12 teachers are trained through undergraduate teacher-education programs, that was the focus of this study. The main purposes of the study are to identify, to

describe, and to recommend effective strategies for recruiting African American males into the undergraduate teacher-education programs.

The following chapter describes the methodology used to collect and to analyze the data and information for this study.

III: METHODOLOGY

Research Design

This descriptive study used a mixed-methods sequential design to examine effective strategies to attract males and African American males into undergraduate teacher-education programs. Essentially, a literature review process was employed to address the first research question. Thereafter, the design consisted of two distinct phases in which the second phase was built upon the results of first phase (Creswell, 2014). In the first phase, quantitative data were collected and analyzed, and in the second, qualitative phase, key informants, identified in the first phase, were interviewed. In providing reasoned arguments for mixed method research, several authorities have posited that gathering data using both methods enriches the results and allows for deeper understanding of the topic under study (Brewer & Hunter, 1989; Hanson, Creswell, Clark, Petska, & Creswell, 2005; Tashakkori & Teddlie, 1998).

Research Questions

To guide the study, four research questions and several sub-questions were used.

1. What strategies are presented in the literature as *best practices* for recruiting males and African American males, in particular, into undergraduate teacher-education programs?

2. What strategies do institutions use to recruit males and African American males, in particular, into undergraduate teacher-education programs?
   2.1 What use is made of institutional/program web-sites and online materials?
   2.2 What use is made of materials sent to potential students?
   2.3 What special solicitation methods are employed?
   2.4 Do the strategies used differ between traditional institutions and HBCUs?
   2.5 Do the strategies used differ for institutions by geographic region?

3. What do program leaders perceive as effective strategies, and barriers to those strategies, for recruiting males and African American males into undergraduate teacher-education programs?

4. Based on the research results, what effective strategies and barriers to those strategies are identified for attracting African American males into undergraduate teacher-education programs?

Quantitative Design

Undergraduate teacher-education programs and the schools of education that house them are more effective in recruiting candidates than are institutional led admission efforts (Landis, Ferguson, Carballal, Kuhlman, & Squires, 2007). Therefore, in the quantitative phase of the study, websites, catalogues, other online recruitment materials from a nationwide random sample of undergraduate teacher-education programs were accessed and examined to determine the efforts make by programs and departments to recruit males particularly African Americans into these programs. Because the number of males entering teaching is a direct result of the number graduating from college as education majors with subject certification, recruiting males into teacher-preparation programs in a crucial step toward diversifying the teaching workforce (Brown & Butty, 1999). As a result, the first phase of the study was directed towards addressing the second research question by determining the recruitment strategies used by teacher-education programs and departments of education to attract males and African American males.

Qualitative Design

Patton (2002) explained that interviews are a vital research technique because they allow the researcher to view the perspectives of others on the topic being studied. Therefore, in the qualitative phase semi-structured interviews were conducted with program directors and other recruiters to gather information regarding effective strategies used to attract males and African American males into teacher-education

programs. The interviews are conducted first-hand either by telephone or by other electronic means in order to understand the topic in more detail (Creswell, 2014). Those interviewed were also asked about obstacles and barriers they faced in implementing and sustaining recruiting efforts, as well as the deterrents they learned about when discussing teaching careers with potential candidates. Furthermore, the interviews were used to gain a better understanding about the type of leadership necessary to replicate successful recruiting programs at other institutions.

Another information gathering technique used is the study was to send a letter of inquiry to institutions identified as using strategies to recruits males, though not specifically African American males, who were not included in the interview process. Responses to the letter contributed to the understanding of additional strategies employed by teacher-education programs to attract undergraduate males and African American males to these programs.

Sample and Participants

Quantitative Sample

In 2014, there were 24,418 undergraduate teacher-education programs listed by the U.S. Department Education on the Title II Higher Education Act website (2014). For the study, the list of teacher-education programs was systematically reduced by eliminating selected programs, namely graduate programs, programs offered by single gender female institutions, alternative programs, and programs outside the 50 states. Programs at historically black college and universities (HBCUs) were also removed, because the HBCUs ($N = 72$) were relegated to a separate category to receive in-depth analyses.

These eliminations reduced the number of undergraduate teacher-education programs at traditional institutions of higher education for consideration to 17,565.

To determine the sample size required for the study, Fowler's (2013) table of confidence levels with a margin of error of +/-1% and with a confidence level of 95% was used. From the table, a sample of 1,500 programs was determined as the appropriate size for the study.

The sample ($N = 1,500$) was randomly selected by choosing every 11th entry (17,565/1,500) after selecting a random starting point on the program list (Fowler, 2013). To perform this selection, the Microsoft® Excel Modula Operation formula (MOD: number, divisor) was used after the reduced program list was imported into a Microsoft™ Excel 2013 spreadsheet. The MOD function is a computing formula that gives a remainder when divided by a number (Umlas, 2015).

Qualitative Participants

Purposeful selection was used to identify participants for the interviews. As noted by Creswell (2014), the mixed-method sequential research design selects participants in the second phase from the results of the first phase. Results from the review of programs at traditional colleges and universities for those employing effective strategies aimed at recruiting male and African American male undergraduates yielded only a limited number of programs. Of the programs that met the criteria ($N = 15$), seven were partnered programs with one host institution. With this in mind, the researcher concluded that the host institution would serve as the main program and that the directors of partnering programs would not be interviewed separately. After adjustments were made for the partnered programs, interviews were sought with leaders of the

remaining programs at traditional colleges and universities ($N = 8$). For the historically black colleges and universities, only a few met the criterion of teacher-education programs using effective recruiting strategies for African American males ($N = 8$); interviews were pursued with directors for those programs. Program leaders were identified, because they could provide rich information to the study, as suggested by Patton (2002). Names and contact information for those asked for interviews were obtained from the teacher-education program websites.

To address the question of other recruitment strategies in use, an inquiry letter was sent to selected teacher-education program leaders ($N = 17$) to secure the recruiting materials routinely sent to potential candidates. Selection of those program leaders, to whom the letter was sent, was based on two criteria: 1) their online program materials made some efforts to recruit males and 2) they failed to respond to three requests to be interviewed.

Instrumentation

Quantitative Inventory

In order to record, categorize, and assess the contents of institutional and program websites and other online materials used to attract males and African American males to undergraduate teacher-education programs, an inventory form was developed. The initial form contained 24 variables in order to cover recruiting strategies, as well as categories for the classification of the institutions, size of the student populations, and particulars of the undergraduate teacher-education programs. The recruiting strategies were to be judged on a 4-point Likert-type scale ranging from *none* (0) to *explicit efforts* (3). The created form was merged into Survey Monkey® and pilot tested.

The pilot study was conducted using teacher-education program directors ($N = 10$) who were not selected as part of the sample. Based on the results of the pilot, several revisions were made to the inventory to make the form less complex and more efficient.

- Names of the colleges and universities were shortened.

- Programs were coded by certification level.

- Institutional locations were categorized by region, instead of by state.

- Original categories were reduced from 24 to 8.

- Recruitment-effort scale was reduced from four points to a dichotomous one: *no effort* (0) was made and *some effort* (1) was made to recruit males.

For those programs in which some efforts were detected, the researcher made subjective judgments as to whether the effort to recruit males and African American males into the teacher-education program were minimal, minor, or major efforts. A key was included on the inventory form for explaining the codes. With these changes, the resulting inventory was completed (see Appendix A).

Qualitative Interview Protocol

An interview protocol, composed of semi-structured questions, was utilized to conduct the interviews. The instrument was developed to solicit the specific details about the recruiting efforts of each program. A pilot test was conducted to determine the usability and validity of the protocol. Those asked to pilot the protocol were purposefully selected based on their availability and knowledge. The pilot-testers ($N = 4$) were not part of study participant pool, yet provided helpful perspectives on the interview questions and procedure. Those taking part in the pilot included: a professor in a university communications department, a faculty member at a small private university, two directors of university graduate teacher-education programs, one with a focus on

recruiting teachers of color to work in an urban public school district. The pilot interviews were conducted in various formats in order to explore the best method for conducting the actual interviews. Two interviews were conducted in person; the third was conducted using the Google Hangouts® video chat platform; and the fourth was conducted via telephone.

Based on the results of the pilot, three additional questions were added to the interview protocol. The interview script began with soft questions as to the background and experience of the interviewee and led into more specific ones regarding current recruiting strategies used, barriers faced when recruiting, and deterrents for potential teacher-education candidates. Additional questions inquired about use of digital technology and social media for recruitment, research by faculty members on diversifying the teacher workforce, collaboration with other campus departments, incentives used to attract students, and other events and recruiting materials employed. In closing, a question about the type of leadership needed to replicate the recruiting efforts at another college or university was raised (see Appendix B).

For interview participants, a human subjects consent form and an agreement for taping the interviews were developed and distributed (see Appendix C). These forms were tested, as part of the pilot interviews, prior to use in the study.

Qualitative Inquire Letter

The one-page inquiry letter was written, reviewed, and revised (see Appendix D). The response receipt function was piloted by mailing a letter to the designated postal box in March 2016. Receipt of the letter confirmed the correct post office box address.

Data Collection

Quantitative Data

Data from websites and online catalogues were collected over a 10-week period from November 2015 to February 2016. Although the piloting warranted several changes to the original inventory, after assessing and recording the data on some teacher-education programs, further minor modifications were made to the form. These changes included rearranging the inventory items in order to decrease the time needed for completion. As a result, completion time was reduced to approximately 10 minutes per program. In all, about 300 hours were devoted to collecting the quantitative data.

Considerable effort was expended by the researcher to be fair in his analyses and to discover the best recruiting materials presented by each teacher-education program. If a selected program link directed enquiries to another page, such as degree requirements, that link was followed in order to find as much information as possible about the strategies used to recruit males and African American males into teacher-education programs.

Qualitative Information

Information from the interviews was collected over a 12-week period from February to May 2016. Initial contacts with those asked for interviews were made in February 2016, following the identification of programs with some emphases on attracting males, which was secured from the quantitative data analyses. Initially, an email was sent to potential interviewees that included a description of the study, a brief explanation of why their programs were chosen, and asked if they were willing to be interviewed for the study. Subsequent emails were sent over a few weeks as follow-up requests for those

who did not responded. After four weeks of corresponding with potential participates,
several interviews were secured ($N = 7$). To the interviewees, the interview questions
and consent form were sent one week in advance of the scheduled interview.

The actual interviews began in March 2016. Those interviewed held various titles:
dean of school of education, dean of diversity, program director, site coordinator, and
program recruiter. However, whatever their titles, they were all program leaders.

Different formats for the interviews were selected by the participants: one used
Jabber[inc.] Technology video software provided by his institution; another chose Google[®]
Hangouts video chat platform; the remaining interviewees preferred the telephone. All
the interviews were recorded using an audio device.

In February 2016, a U.S. Postal Service private mailbox was secured for receiving
responses to the inquiry letter, as well as recruiting materials sent from education
programs as requested in the interviews. In March 2016, the inquiry letter was mailed
and the responses ($n = 6$) were received by June 2016.

Data and Information Analyses

Quantitative Data

Date collected in the first phase of the study were analyzed using descriptive
statistics, frequencies and percentages, and comparative assessments, chi-square
tests, to determine the degree to which strategies were used by teacher-education
programs in recruiting males and African American males and how these efforts differed
by type of institution and by region. To perform the data analyses, the Statistical
Package for the Social Science (SPSS, 2010) software was used.

In the data analyses, frequency distributions were completed to present the group characteristics in relation to the variables measured (Huck, 2012); whereas, comparative tests allow analyses of the groups by variables. Table 1 presented the statistical tests used in the analyses for each sub-question for Research Question 2.

Table 1

Description of Statistical Analyses Conducted for Research Question 2:
   What strategies do institutions use to recruit males and African American males into
      undergraduate teacher-education programs?

	RQ 2 Sub-Questions	Analysis
2.1	What use is made of institutional and program web-sites & online catalogues?	Frequency Distribution
2.2	What use is made of materials sent to potential students?	Frequency Distribution
2.3	What special solicitation methods are employed?	Frequency Distribution
2.4	Do traditional and historically black institutions use different strategies?	Chi-square test
2.5	Do the strategies used differ by geographic region?	Chi-square test

For Research Question (RQ) 2.1, frequencies in terms of numbers and percentages were calculated and compared for both data sets, traditional colleges and universities and historically black colleges and universities, to determine usage of strategies for recruiting males and African American males into teacher-education programs. The frequencies were used to identify which teacher-education programs were using effective strategies. For RQ 2.2 and RQ 2.3, frequencies in terms of numbers and percentages also were used to describe the type of materials mailed to students or other special approaches used.

For RQ 2.4, a two-group independent-samples chi-square test with a dichotomous response variable was calculated (Huck, 2012) to compare if there was a significant difference between traditional and historically black colleges and universities in their recruitment efforts. For RQ 2.5, a chi-square test was conducted to determine if there was a relationship between recruiting strategies used for both males and African American males and regional location.

Qualitative Information

Once the interviews were completed, the transcripts of each interview were produced by uploading the audio files to the transcription service company Rev.com©. To analyze the information, patterns and themes that emerged were identified by using the procedures outlined by Rubin and Rubin (2012). This process requires repeatedly reviewing and analyzing of the information in various forms and settings, in order to code the patterns and to recognize emerging themes. Several steps were employed to complete the process.

1. Each audio file playback was reviewed within 24 hours of the interview to ensure the recording was complete and without errors.

2. Each audio file was uploaded to Rev.com® for transcription and to produce an interview document.

3. A playlist of the interviews was created and the playback was listened to for each interview audio file, separately from the interview document version and for several rounds. Each interview was separately examined.

4. Over the next set of rounds, extensive notes were taken and highlights of key information were recorded. These highlights evolved into the first level of codes.

5. After sorting by codes, concepts were combined and developed into themes to describe an entire phenomenon.

6. From this overview, the degree to which the results could be generalization was determined.

The results of the qualitative analysis process addressed RQ 2.3 regarding solicitation methods and other means used to recruit male and African American male undergraduates into the teacher-education programs. These results also were useful, along with information from the literature, in addressing RQ 4 regarding effective strategies and barriers to implementing strategies for recruiting African American male undergraduates into teacher-education programs.

Trustworthiness

Lincoln and Guba (1985) proposed that for trustworthiness of qualitative data to be established four major concerns must be met. The first is credibility, which addresses confidence and truth value in the findings of the study. Second is consistency and repeatability, which establish the dependability of the study. Third is transferability, which shows that the study can be replicated if applicable in other contexts. Fourth is confirmability, which eliminates bias to ensure the study reflects the ideas of the respondents and not the researcher.

For this study, credibility was established by member checking, whereby data and interpretations are continuously tested with participants, which is the single most important action inquirers can take (Lincoln & Guba, 1985). One external African American dean of a school of education and one African American tenured university professor were included as readers to enhance consistency and repeatability. Thick descriptions, which were described by Holloway (1997) as detailed accounts of experiences, were employed for each interview in order to meet the transferability requirement. To address confirmability, audit trails of what took place in the interviews

and throughout the study were recorded. According to Wolfe (2003), audit trails help to establish confirmability of qualitative studies and add confidence to the scientific rigor.

Limitations and Delimitations

Limitations

As is the case with all studies, this one may include bias on the part of the researcher and the interviewees, particularly because the topic of race is a sensitive one for many individuals. To reduce researcher bias, because he inventoried and assessed the websites, rather than distributing a self-reporting survey, he tried to be very diligent and fair in his analyses in order to discover the best recruiting materials for each teacher-education program. However, the paucity of strategies uncovered limited, to a great degree, the necessity of his making judgmental decisions. Those interviewed may have been reluctant to discuss their institutions in a negative manner. To reduce this limitation, the researcher detailed the scope of the study to the interviewees and assured them that purpose of the study was to ascertain effective strategies and not to discover the lack of strategies. In order to promote open, frank responses, the option to remain anonymous was assured to all those participating in the interviews.

Another potential limitation of the study was the dearth of information available in the literature and from the sample on recruitment efforts use by colleges and universities to attract males and African American males into undergraduate teacher-education programs. Considerable investigation was needed to locate tested strategies to describe. To address this problem, a large sample of teacher-education programs was used.

Delimitations

Currently, males of color represent only a small portion of all public school teachers (Bell, 2011; Sims, 2010). However, purposefully excluded from this study was the diversity that would have come with the inclusion of other males of color, Hispanics, Asians, and Native Americans, because these groups require targeted studies to properly address workforce diversity. Also, it is important to realize that recruiting males of color into the teacher-education programs is only one step toward diversifying the teacher workforce. With this in mind, this study was not intended to address the total problem, because it does not include strategies needed at the PK-12 school, district, state, and national levels. Focusing only on what higher education might do is not enough and more comprehensive strategies are needed. Nevertheless, colleges and universities could move things forward by paying more attention to recruitment efforts to attract African American males into undergraduate teacher-education programs.

Summary

This descriptive study used the mixed-methods sequential design to examine effective strategies to attract males, particularly African American males, into undergraduate teacher-education programs. This chapter outlined the study methodology by describing the research design employed, the sample and participants selected, the instruments developed, and the data collection and analysis techniques used, as well as the study limitations and delimitations. The next chapter presents the findings and results to each research question devised from the data analyses

.

IV: FINDINGS

The purpose of this descriptive study was to examine and to identify effective strategies in higher education for recruiting males and African American males into undergraduate teacher-education programs. Barriers to adopting these strategies were also studied. A two-phased, mixed-methods sequential design was used for the study in which the qualitative phase was built upon the results of quantitative phase (Creswell, 2014). Quantitative data were collected and analyzed; qualitative information was gathered and dissected; and the results from the two phases were integrated. Several authorities have suggested with mixed-methods research that using both methods to gather information results in deeper understanding of the topic under investigation and augments the results (Brewer & Hunter, 1989; Hanson, Creswell, Clark, Petska, & Creswell, 2005; Tashakkori & Teddlie, 1998).

The study was aimed at a crucial educational issue: Identifying workable strategies, suitable for institutions of higher education to employ, for increasing the number of African American male teachers in the PK-12 schools. The results of the study should inform educational leaders as to methods to bring greater diversity into the PK-12 teaching workforce and to provide additional academic and career choices and opportunities for African American males, who are underrepresented in the school teaching workforce.

Institutional Characteristics of Sample

As the basis for the study, a systematic random sample of teacher-education programs was selected from the list of programs on the Title II Higher Education Act website. The selected programs were from two sets of institutions: traditional colleges and universities ($N = 1,500$) and historical black colleges and universities ($N = 72$).

The characteristics of the sampled institutions are presented in Table 2. As shown in the table, both the traditional colleges and universities (traditional) and the historical black colleges and universities (HBCUs) were split about equally between public and private institutions. On average, the traditional institutions were larger and more geographically distributed than the HBCUs, which are highly concentrated in the Southern region of the United States (90%). The most common level of the teacher-education programs was the same for both sets: pre-school through high school, but this level was much more prevalent for the HBCUs (100%) than for the traditional institutions (29%).

Table 2

Characteristics of Sampled Colleges and Universities with Teacher-Education Programs

		Traditional		HBCUs	
		#	%	#	%
		1,500		72	
Institutional	Private	738	9	36	51
Type	Public	760	51	34	49
Institutional	0-5,000	777	54	60	85
Undergraduate	5,100-10,000	280	19	11	15
Enrollment	10,100-15,000	118	8		
	15,001-20,000	100	7		
	20,001-above	176	12		
Institutional	Northeast	392	26	4	6
Location by	South	570	38	65	90
Region	Midwest	423	28	3	4
	West	114	8		
Teacher-Education	Elementary (P/K-5)	228	15		
Program Level	Middle School (6-8)	134	9		
	High School (9-12)	342	23		
	Special Education	63	4		
	Combo (7-12)	291	20		
	All (PK-12)	420	29	72	100

Findings by Research Question

The study findings are reported and discussed by research question. The four

research questions with sub-questions that guided the study are listed below. Note,

however, that the fourth research question, which deals with the summary, conclusions

and recommendations for the study, will be addressed in Chapter V.

1. What strategies are presented in the literature as *best practices* for recruiting males and African American males, in particular, into undergraduate teacher-education programs

2. What strategies do institutions use to recruit males and African American males, in particular, into undergraduate teacher-education programs?
   2.1 What use is made of institutional/program websites and online materials?
   2.2 What use is made of materials sent to potential students?
   2.3 What special solicitation methods are employed?
   2.4 Do traditional and HBCU institutions use different strategies?
   2.5 Do the strategies used differ for institutions by geographic region?

3. What do program leaders perceive as effective strategies, and barriers to those strategies, for recruiting males and African American males into undergraduate teacher-education programs?

4. Based on the research results, what effective strategies and barriers to those strategies are identified for attracting African American males into undergraduate teacher-education programs?

Abbreviated versions of the research questions are used as the sub-heading for

each of the sections in which the relevant findings are discussed.

RQ 1. Best Practices Presented in Literature

For the purpose of this study, *best practices* were identified as those efforts

documented by research and/or endorsed by experts as effective in the recruitment of

males into teacher-education programs. It is important to note that there is no singular

best practice, but a collection of strategies that when formulated and employed were

reported as yielding measureable significant results. With that in mind, best practices

are defined as "A working method, or set of working methods, that is officially accepted as being the best to use in a particular business or has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption" (Merriam-Webster Online, 2015). The particular business focus of the study is the recruitment of African American males into undergraduate teacher-education programs.

Empirical research on the best practices used by colleges and universities for recruiting males and African American males into undergraduate teacher-education programs is scarce. Nevertheless, several current programs are acclaimed in the literature for attracting African American males. These programs include Call Me MISTER, Black Men Teach, and Troops to Teach, plus the AACTE program and others sponsored by individual states.

Call Me MISTER. The most-often mentioned program in the literature is Call Me MISTER, which is based at Clemson University in South Carolina. The acronym, MISTER, stands for Mentors Instructing Students Toward Effective Role Models. Launched in 2000, the initiative has a specific focus on increasing the number of black male educators in the K-12 school systems through undergraduate recruitment and support (Jones and Jenkins, 2012). Accepted students are provided with full tuition, a living-learning community where students are housed together in a residence hall, academic support through completion, and job placement and loan forgiveness opportunities after graduation. As of 2012, the partners in the Call Me MISTER initiative included 25 participation colleges and universities (U.S. Department of Education, 2016). These partners are individual programs that operate to recruit and to support

African American males for the education major at their respective institutions. For partnerships to develop, an institution must participate in a two-day visit from the Call Me MISTER director, staff members, and current students in the program. There are several consultation meetings with the president cabinet members and top administrators from multiple departments to ensure that institutional leaders understand and are committed to the initiative and to the integrity of the brand: "We are all on the same page" (Jones & Jenkins, 2012, p. 131). For the study, two leaders of partnership Call Me MISTER programs were interviewed; both confirmed the intense scrutiny involved in the licensing process. Once licensed, Call Me MISTER partner programs are allowed to use the name, the brand, and the advertising materials. Initially, partnership programs are supported by the Clemson University parent program, while these new programs are engaged in their initial funding raising endeavors.

In 2012, Dr. Roy Jones, founder of the initiative, along with Aretta Jenkins, published a book entitled *Call Me MISTER: The Re-Emergence of African American Male Teachers in South Carolina*. In their book, the authors made it clear that the program is not a teacher-education program. Instead, although "housed in the participating colleges' education departments, … it is non-secular oriented, servant leadership development program. It is delivered separately and concurrently from the traditional training, as a co-curriculum" (Jones & Jenkins, 2012, p. 99). Furthermore, Call Me MISTER candidates must be accepted into the institution before being considered for the program. Students in the Call Me MISTER programs are referred to as "Misters."

The Call Me MISTER initiative began in 2000 with conventions that pooled support from various areas of the business and political communities, as well as perspectives

and ideas from several voices including school and higher education administrators, city officials, and respected leaders in associated fields (Jones & Jenkins, 2012). Over the years, the initiative received funding from Oprah's Angel Network and was featured on the Oprah Winfrey Show, in *USA Today*, and on National Public Radio (Chideya, 2007; Kamenetz, 2014, Sanchez, 2014). In 2012, the initiative was expanded with the financial support from the W.K. Kellogg foundation of Battle Creek, Michigan (Denny, 2014). At the U.S. Department of Education diversity summit in 2016, the Call Me Mister program was spotlighted.

The Call Me MISTER philosophy is that no two students are the same and, therefore, each one should be developed according to his individual strengths. This is an adapted version of the current individualized education program (IEP), used extensively in K-12 education, which has been reformulated to an individualized empowerment plan for each Mister. What seems to makes the initiative work is the inclusion of scholarship aid, peer support, mentorship assistance, and summer institutes (Jones & Jenkins, 2012). Another continuous theme of the initiative is the concentration on pride and honor for the profession of teaching. Overall, Call Me MISTER students have fared extremely well and it is not uncommon for recent graduates to receive teacher-of-the-year awards at their placement schools.

The strength and quality of the Call Me MISTER initiative rest upon its 25 partnerships with a variety of institutions in 6 states: traditional colleges and universities ($n = 14$), historically black colleges and universities ($n = 7$), and technical colleges ($n = 4$). Partners attempt to recruit and support five candidates per year for the living learning community at their institutions. Although the partnership programs have the

same principles, they operating differently according to the requirements and needs of their institutions. Assuming a five-man cohort per year at the 25 partner institutions and at the host institution and four successful years of study and retention, the peak number of graduates annually from the Call Me MISTER programs potentially would be 130 teachers.

Men Teach. Started in 1979 as an information resource center that advocates for increasing male teachers in K-12 schools, Men Teach was founded in Minnesota, by Bryan G Nelson. The program provides support for both men and women who are interested in pursuing elementary education (Piburn, 2010). Over the years, program staff members have conducted weekend retreats in rural Minnesota, presented at state and national conferences, sponsored workshops and conferences, and produced several publications, including two books. The program also has a useful website that works as a clearing house and an archive of information on teacher-education programs.

Black Men Teach. A similar program is Black Men Teach (BMT), which has the goal of increasing the number of African American males majoring in education. This is a joint initiative in Pennsylvania among several institutions: Indiana University of Pennsylvania, California University of Pennsylvania, the Community College of Allegheny County, Point Park University, the Langley Teacher Center, and several school districts (BMT, 2015; Millward, 2011). The program promotes a variety of activities (Millward, 2011, 2014).

- Creating an organized network of stakeholders invested in the aims of the program in order to maintain sustainability and develop partnerships and matriculation agreements with community colleges.

- Developing a webpage for middle and high school students with links to YouTube and other social media videos of black male teachers sharing their experiences as educators.

- Providing instructions on the webpage for completing the Pell Grant applications and posting information about available scholarships for college tuition.

- Sponsoring a two-day seminar for counselors and teachers from 20-50 school districts in Pennsylvania to present and discuss information on the severe crisis of lack of African American male teachers.

- Producing a digital versatile disc (DVD) to promote the program and for possible use as a commercial.

- Training and developing faculty members and recruiters on ways to intensify their strategies and present new strategies for working with African American students.

- Improving retention of African American students by supporting mentoring programs within the community, especially within churches.

- Evaluating the program annually by an external agency.

As a result of an informal survey wherein secondary school students predicted the teacher salaries as $50,000 lower than actual, the Black Men Teach program began highlighting that teachers with 12 years of experience can make annual salaries ranging from $90,000 to $100,00 (Milward, 2011).

The program was funded through a grant from The Heinz Endowments, which supports an emphasis on educational equality. The BMT website contains information about black male educators, contact information for all of the partnering colleges and universities teacher-education programs, and a general messaging option for requesting a call from the program. Although the program has raised levels of African American male teacher candidates (2%), the program grant has ended (Milward, 2014).

Troops to Teach. Established in 1994, Troops to Teach (TtoT) is a program sponsored by the U.S. Department of Defense (USDD) under the title: Defense Activity

for Non-Traditional Education Support. The purpose of the program is to assist eligible

service personnel who seek to transition from the military into teaching careers (TtoT,

2015). Although the program does not lead to teacher certification, it does provide

participants with stipends up to $5,000 for college tuition, counseling fees, and

assistance for certification fees. All veterans regardless of time in service who have an

interest in working as teachers are eligible for the program.

Included in active military personnel is a large African American population of over a

million (N = 1.356 M), most of whom are males (n = 1.124 M or 85%). Ready reserve

personnel add another significant number of African American males (N = 267 K) to the

group of possible recipients of Troop to Teah stipends (USDD, 2014). The Troops to

Teach program provides a valuable resource to directing and supporting African

American males interested in becoming teachers. The most recent data estimated the

total number of veterans, who used the Troop to Teach program to transition into

teaching, is approximately 17,000. (Owings, Kaplan, Khrabrova, & Chappell, 2014)

AACTE Program. The American Association of Colleges for Teacher Education

(AACTE), as its first Network Improvement Community Project, organized one aimed at

recruiting more black and Hispanic men into teacher-preparation programs (Ferlazzo,

2015; Innovation Exchange, 2015). Ten AACTE member institutions participated:

- Boston University
- California State University Fullerton
- Florida Atlantic University
- Mid-America Nazarene University
- Northeastern Illinois University
- University of Arkansas at Little Rock
- University of Connecticut
- University of Saint Thomas
- Western Kentucky University
- William Paterson University of New Jersey

The AACTE is a national alliance of preparation programs for educators with over 800 member institutions of higher education, spread across the 50 states. The alliance supports teacher diversity by funding recruiting initiatives through colleges and universities in the association. The Network Improvement Community is one example of the efforts put forth by the AACTE to address the issue of teaching workforce diversity. It is too early in the life of the program to analyze the results.

Fellow/Cadet Programs. Some states support targeted scholarships as a means of recruiting African American males into teacher-education programs. There are teaching fellow programs in North Carolina and South Carolina and teaching cadet programs in Arizona, Colorado, and Ohio (NEA, 2009). The North Carolina Teaching Fellows program is part of a larger state program known as Project Teach, which has operated for over two decades awarding scholarships to approximately 9,200 high school students. Fellows receive annual $6,500 stipends. After graduation, those awarded scholarships must be willing to work as full-time teachers in licensed child care facilities or public schools in disadvantage areas. While the Childcare Services Association website (2016) did not provide data for race and gender breakdowns, mention was made that about one-third of the fellowship recipients are male (30%) and about one-fifth are minorities (20%),

The South Carolina Teaching Fellows programs is sponsored by Center for Educator Recruitment, Retention, and Advancement (CEERA). This program is aimed at increasing the number of teacher candidates of color through partnering with the high school educator alliance programs and informing potential students of state scholarships and grants for minority teacher candidates (CEERA, 2016). Teacher-

education candidates are recruited in cohorts in order to develop and support one

another. Students work together and utilize the resources to maximize their potential to

grow individually and together. Candidates participate in teaching practices with veteran

teachers and are provided networking opportunities through partnerships with local

community organizations and businesses. For the 2016-17 cohort, the were 210

students offered scholarships to major in education (CEERA, 2016).

National Scholarships. For programs aimed at attracting persons of color to

teaching, scholarship aid for students was emphasized as an essential component that

must be available for such efforts to be successful (Henry, Bastian, & Smith, 2012;

Irvine & Fenwick 2011; Lewis, 2013; Williams; 2012). Financial support for college

students is often a problem, especially for students from economic deprived

background; however, there are some national scholarship programs targeted

specifically for African American male educators.

One such program is the Robert Noyce Teacher Scholarships, which is aimed at

increasing diversity among science, technology, engineering, and mathematics (STEM)

teachers (Liou, Kirchhoff, & Lawrenz, 2010). According to the Robert Noyce Scholarship

Program solicitation notice (NSF 16-559), the program has four tracks for awards.

    Track 1: Scholarships and Stipends (S&S) funds institutions to recruit potential STEM teachers, as these grants are awarded to undergraduate students who intend to become certified teachers.

    Track 2: Teaching Fellowships (TF) funds institutions to award fellowships for STEM professionals in master's degree programs leading to teacher certification or licensing to teach STEM disciplines in K-12 schools; the funding provides resources and programs to support fellowship recipients.

    Track 3: Master Teaching Fellows (MTF) funds awards to professionals who are currently working in STEM areas and seek to develop future STEM teachers.

Track 4: Awards for research dedicate to studying teacher effectiveness in STEM subjects, as well as studies on the dire need of high quality teachers in high need STEM areas.

Working with the American Association for the Advancement of Science (AAAS), the Noyce Teacher Scholarship program has been expanded by organizing proposal preparation workshops; implementing and co-sponsoring annual conferences; highlighting programs achievements through publications distributed to the general public; and developing and maintaining the program website.

The U.S. Department of Education offers the TEACH Grant Program, which provides teacher-education students with $4,000 annual scholarships in return for four years of teaching in K-12 public schools that serve low-income children (Federal Student Aid, 2015). Since the program started in 2007-08, there have been 95,379 TEACH grants awarded at the pace of approximately 15,000 annually (Hiler & Hatalsky, 2015).

In 1999, Bill and Melinda Gates established the Gates Millennium Scholars (GMS) program to assist outstanding minority students with significant financial need to pursue higher education through a $1.6 billion initiative (GMS, 2014, 2016). Since its inception, the GMS program has assisted over 20,000 students by awarding 1,000 scholarships each year.

Targeted Advertising. Another important concern is the way in which teacher-education programs are promoted. In order to attract males and African American males into teaching as a career, the literature suggests that targeted advertising that makes use of the terms *leadership* and *management* and markets social change and altruism should be exploited when describing the education major (NEA, 2009; Rice & Goessling, 2005).

For the most part, the literature points to financial backing, personal attention, academic support, encouragement, personalization, altruism, and marketing as the best practices for attracting more African American males into preparation programs for teaching in the PK-12 schools. It is important to note that many of the efforts for diversifying the teaching workforce are concentrated at the school district level with a focus on hiring eligible African American male teachers. Before they can be hired, however, teachers must be trained and certified. The next sections describe the actual practices found in use to attract males particularly African American males into the teacher-education programs at the sample of institutions selected for the study.

RQ 2.1 Use of Websites and Online Materials

The websites and online materials for each of the institutions and programs included in the sample were accessed and judged against a dichotomous scale: *no effort* was made to recruit males and *some effort* was made to recruit males. Table 3 displays the frequencies and percentages of the use made by institutional and program web-sites and online materials for explicit efforts to recruit males and African American males into undergraduate teacher-education programs. These values are reported for traditional colleges and universities and for historical black colleges and universities.

As is evident from the table, few institutions or programs used their websites and online materials to reach out to males, and even fewer to African American males, as potential recruits for the teacher-preparation programs. For traditional colleges and universities, 26 institutions in the sample (2%) made some use of websites and online materials to try to attract males and only 15 traditional institutions (1%) tailored outreach efforts to African American males. The historical black colleges and universities did

better with 8 of the institutions using these methods (11%). But neither set of institutions tapped what is the first contact that many 21st century students have with potential colleges to attend in order to promote the notion that teaching is a career possibility that should be considered by males and by African American males in particular.

Table 3

Use of Websites and Online Materials to Recruit Males and African American Males into Teacher-Education Programs

		Frequency	Percent
Traditional Inst. Recruiting Males	Yes	26	1.7
	No	1,470	98.0
	Total	1,496	99.7
	Missing	4	.3
	Total	1,500	100.0
Traditional Inst. Recruiting AA Males	Yes	15	1.0
	No	1,479	98.6
	Total	1,494	99.6
	Missing	6	.4
	Total	1,500	100.0
HBCU Recruiting AA Males	Yes	8	11.1
	No	64	88.9
	Total	72	100.0

RQ 2.2 Use of Materials Sent to Potential Students

To determine the use institutions made of materials sent by any means to potential male students interested in teacher-education programs, the responses received to the inquiry letter, drafted by an African American male, were examined. These responses were meager and, as a result, there were insufficient data to run statistical analyses. Of the inquiry letters mailed to selected teacher-education programs ($N = 17$), less than half responded in hard copy or electronically ($n = 6$ or 35%). Some additional materials were received about programs, as requested during the interviews. However, seemingly few institutions send information in any form to promote their programs and to urge consideration, even when materials of this type are requested by a male student expressing interest in the program.

RQ 2.3 Special Solicitation Methods Employed

The most extensive solicitation methods identified were those used by the Call Me MISTER program. The program uses enrolled teacher-education students to share their program experiences at high school recruitment events and to engage in activities with K-12 students. These activities are intended to give pre-college students the experience of having a male teacher of color conduct a classroom, while instilling the idea that black man can teach. The Call Me MISTER program holds a summer institute each year where the Misters from partnering institutions comes to Clemson University and participate in several workshops and lectures, which are conducted by enrolled and former Misters. Recent graduates receive the Call Me MISTER blazer; the blazer is symbolic of four years of work and it honors the MISTER's "persistence, dedication,

commitment, and endurance;" it also symbolizes the ending of one journey and beginning of another (Jones & Jenkins, 2012, p. 14).

RQ 2.4 Different Strategies Used by Traditional and Historical Black Institutions

To ascertain if there was a significant difference between traditional colleges and universities and historically black colleges and universities with regard to strategies used in recruiting African American males into undergraduate teacher-education programs, a chi-square test was conducted. This test was selected because frequency, categorical data were present for both groups (Huck, 2012). The chi-square ($\chi^2 = 48.49$, $p < .001$) indicated a significant difference between the two with respect to the use of strategies for recruiting for African American males into undergraduate teacher-education programs. Inspection of the adjusted residuals greater than 3.0 indicated that those in the *yes* category for traditional colleges and universities were fewer than expected, and those in the *no* category were higher than expected. For the historically black colleges and universities, more than expected were in the *yes* category and fewer than expected were in the *no* category. Table 4 displays the analysis results.

Strategies used by historically black colleges and universities differed from the traditional colleges and universities mainly due to partnerships with the Call Me MISTER initiative. Of the historically black colleges and universities, 7 institutions (10%) were partners with Call Me MISTER; whereas, participation by traditional colleges and universities was proportionally much lower with only 14 institutions (1%) taking part in the initiative. The Call Me MISTER initiative with its national recognition, celebrity endorsements, and major funding is the pace-setting program for grooming African American males for leadership positions in the K-12 schools. Partner institutions use the

MISTER strategies, including active recruitment and providing tuition and book

allowances, academic and emotional support, and career placement to students.

Table 4

Comparison between Traditional and Historical Black Institutions of Strategies for Recruiting African American Males into Undergraduate Teacher-Education Programs

		Strategies for Recruiting AA males?		Total
		Yes	No	
Traditional	Count	15	1,479	1,494
	Expected Count	22	1,472	1,494
	% within TYPE	1%	99%	100%
	Adjusted Residual	-7.0	7.0	
HBCUs	Count	8	64	72
	Expected Count	1.1	71	72
	% within TYPE	11%	89%	100%
	Adjusted Residual	7.0	-7.0	
Total	Count	23	1,543	1,566
		23	1,543	1,566
Expected Count	% within TYPE	1.5%	98.5%	100%

	Value	*df*	Asymptotic Significance (2-sided)
Chi Square	49[a]	1	.001

RQ 2.5 Different Strategies by Geographic Region

Because frequency, categorical data were present for all four regional groups, the

chi-square test was used to determine if significant differences were present in the

strategies used to recruit males into teacher-education programs in different parts of the

country. The results of the chi-square for traditional institutions ($\chi^2 = 9.256$, $p < .05$)

indicated that there was a relationship between having a strategy for recruiting males and the geographic location. Follow-up inspection of the adjusted residuals indicated that the significant chi-square was created when more institutions in the West than expected indicated recruiting strategies and fewer institutions in the West than expected indicated not having recruiting strategies. For the other three regions, there were no relationships between having recruiting strategies and geographic region. Table 5 displays the chi-square test results for traditional colleges and universities by geographic region with regard to strategies used to recruit males into undergraduate teacher-education programs.

For the historically black colleges and universities there were insufficient data to run the chi-square test for recruitment of males by geography region. In addition, historical black colleges and universities predominately are located in the South (90%).

Table 5

Comparison between Geographic Regions of Strategies for Recruiting Males into Undergraduate Teacher-Education Programs at Traditional Colleges and Universities

Recruiting Strategies		Geographic Regions				Total
		Northeast	South	Midwest	West	
Yes	Count	5	9	6	6	26
	Expected Count	6.8	9.7	7.3	2.0	26
	% within Strategies for recruiting males?	19.2%	34.6%	23.1%	23.1%	100.0%
	Adjusted Residual	-.8	-.3	-.6	3.0	
No	Count	386	550	414	108	1,469
	Expected Count	384.2	549.3	412.7	112.0	1,469
	% within Strategies for recruiting males?	26.3%	37.4%	28.2%	7.4%	100.0%
	Adjusted Residual	.8	.3	.6	-3.0	
Total	Count	391	559	420	114	1,495
	Expected Count	391.0	559.0	420.0	114.0	1,495
	% within Strategies for recruiting males?	26.2%	37.4%	28.1%	7.6%	100.0%

	Value	*df*	Asymptotic Significance (2-sided)
Chi Square	9.256[a]	4	.05

Another analysis examined whether traditional colleges and universities differ by geographic regions in terms of having strategies for recruiting African American males. Due to the small number of teacher-education programs identified as having any strategy aimed at African American males ($N = 15$), the chi-square statistic was not calulated. Instead, the frequency and percent of traditional colleges and universities recorded as making some efforts are listed by region in Table 6.

Table 6

Traditional Colleges and Universities with African American Male Recruiting Strategies for Teacher-Education Programs by Geographic Region

Strategies			Region				
			Northeast	South	Midwest	West	Total
Yes		*f*	1	11	3	0	15
		%	7	73	20	0	100

Similar information for historical black colleges and universities is present in Table 7 to show the institutions by region that have recruitment strategies for encouraging African American male undergraduates to enter teacher-education programs.

Table 7

Historical Black Colleges and Universities with African American Male Recruiting Strategies for Teacher-Education Programs by Geographic Region

Strategies			Region				
			Northeast	South	Midwest	West	Total
Yes		*f*	1	7	0	0	8
		%	12.5	87.5	0	0	100

RQ 3. Perceived Effective Strategies and Barriers to Strategies

From the analysis of the information collected from the interviews of selected program leaders, from the materials they sent as follow-ups to these discussions, and from responses to the inquiry letter, several themes for effective strategies, and barriers to those strategies, for attracting African American males into undergraduate teacher-education programs were discovered. These themes were compiled into six categories of effective strategies and six categories identified as barriers to implementing the

effective strategies. Each theme is described, detailed, and discussed under a

descriptive title. The themes are sequenced in order of importance.

Effective Strategies

Strategy Theme 1: Using Scholarships as the Carrot.

Of all the effective strategies mentioned during the interviews and in the literature,

the most prevalent one was the availability of scholarships for students to attend

college. Financial assistance to students in the form of scholarships appears to have the

most impact on recruiting African American males into undergraduate teacher-education

programs. As the dean of one school of education said:

> We feel like the scholarship is a nugget. It's something to advise people to consider teaching, if it's
> something they want to do, but they may not have considered it because they're worried about debt
> or other kinds of things that might get in their way. What we're saying is if this is what you want to do,
> don't avoid it for financial reasons. We want to make it easier for you to do this.

A program director described the institutional scholarship program this way:

> We have what's called the [name redacted] Scholarship…. It's through the Department of Education
> and it's $2,500 a semester but it's contingent upon you teaching [in-state] for the same amount of
> time you get the scholarship. In order to get these teachers of color back into our state so they give
> you the scholarship for a year, you have to teach [in-state] for a year. You get all four years; you have
> to teach [in-state] for four years.

The use of scholarships was also discussed as sometimes changing the

minds of some potential students because the recruiting language is familiar to

students and their parents. The dean of diversity initiatives explained:

> That's what makes their ears tingle. You can talk all that other stuff, but then they like, what?
> Scholarship? Oh wait, because that's what my mom and I want to hear. For an older student, they like
> okay, now you're talking my language, I got a family. I got a family to feed. Now you're talking my
> language. Let's rap.

In terms of generating interest from students, especially stellar students, the use of

scholarships is essential. Competing for the top students and getting them to enroll in

an institution, let alone in the teacher-preparation program, is not easy. A program

director described the reality in this way:

> Given the fact that we're located in this area that I talked about, the students that do qualify to get in, they're probably getting scholarship offers pretty lucratively from other institutions. If we're not able to offer the scholarship, some type of incentive for these students ... you're not really going to shift the paradigm that much until you're able to offer some type of things that would greater enable students to, number one, even get interested in a program.

As the cost of higher education continues rise, scholarships become more important in driving students' decisions as to which institution to attend. In addition, African American boys and their parents are familiar with the scholarships attached to recruiting, due in large part to athletics, and this is a constant theme voiced by the community. Furthermore, stellar high school students from all backgrounds are often offered scholarships from other colleges and universities, which further emphasizes the need to offer institutional and program specific scholarships, if teacher-preparation programs are to be competitive for the best students.

Strategy Theme 2: Adding More Carrots to the Bunch.

It is important to note that most institutional scholarships do not cover total tuition and the other expenses of attending college; hence, most students must combine different sources of support in order to cover the full costs of their college educations. Along with scholarships offered by the institutions, several interviewees discussed the state level financial support that students can used to supplement their scholarships. The dean of students described how this is done in his state:

> There are other sources of support, state level support the [departmental] scholarship; there are other campus scholarships and of course there are grants that we feel like most of the students who apply to [the university] will be eligible for receiving and then our scholarship would really be in accordance with other forms of support that we know are available and I know my students are taking full advantage of.

The site coordinator described another approach used in a different state:

> We definitely encourage them to take advantage of other scholarships. [Our] scholarship is one that is not contingent on how much aid you get. So you can get it on top of everything else. A lot of our students, again, when they come through admissions, they're doing things with scholarships [that

provide] a full ride for African American students who come to the university. Some of them still get [our] scholarship on top of [other aid].… I send out a weekly update to my students and it always includes scholarship and grant opportunities.

In addition, some of those interviewed discussed the amount of support their programs received from the state department of education and the benefits of having this additional resources when trying to recruit students from disadvantaged, low-income communities. These potential students may be great teacher candidates but lack the funding to even consider going to college. In these situations, early college preparation programs are key to starting the conversation. Involving potential students in these programs allows them access to certain state scholarships, if they attend in-state institutions. Partnerships between institutions and these types of programs help to develop education pipelines, which teacher-education program recruiters can use to build early relationships with students and their parents. One interviewee said, "As a recruiter, it's a good idea to get into the middle schools and meet the … scholars. That [way] you can begin to build a relationship."

Staff of one of the partnered elite programs encourages students to apply for various scholarships and conducts workshops for students to search and apply for state and national scholarships for which they may be qualified. The site coordinator explained:

One of the things we do is each summer, as we get into each summer around June, we call all the candidates in and we actually go on the [state] scholarship website and they list a number. You just fill in your information and it lets you know what you are eligible for. We sit down as a group and do that. Then students go out and apply for those scholarships. We have had several candidates, I would probably say, we have 29, but I would say out of 15, we probably had 7 of those candidates actually get other scholarships that they could couple along with [our] scholarship.

The major benefit in coupling institutional scholarships with funding from state and national sources is the packaging pitch recruiters can deliver to potential candidates. Because institutional and program scholarships usually cover only a portion of college costs, assisting students in accessing other sources of funds can help to attract and to

retain students in teacher-education programs.

Strategy Theme 3: You Can't Recruit from Behind a Desk.

One interview question asked about the use of digital technology and social media for recruiting efforts. Many of the interviewees discussed the use of digital platforms and suggested that digital outreach was not the best way to recruit students. The dean of diversity initiatives, who had been involved with recruiting for over a decade, boldly stated, "You can't recruit from behind a desk and, unfortunately, there are a lot of people that think that they can sit and just do stuff via email, via social media." Instead, this dean described how he goes out to the fairs and events conducted by the state that occur at the high schools in order to meet students. He continued:

> Our state, has an organization that, which every state should have. It is the state chapter of the National Association of College Admissions Counselors. They have a circuit of college fairs around the state [that] I was already familiar with. I split my recruitment tactic up into three ways. I focused on the college fairs, the high school college fairs that I knew yielded larger numbers of students of color.

A program recruiter explained the value of college fairs:

> Every fall, there are a number of fairs that I attend. In the fall you can have 3 or 4 fairs a week and many fairs are hosted by school corporations, school districts and attract other high schools. High schools, sometimes they have day fairs for high school students ... These are like county-wide fairs, so the fairs run from 10:00 to 2:00. Students from different high schools are bused in every 1/2 hour and it's a wonderful way to be exposed to 100s of high schoolers, so they are modelling, asking college reps questions about things that are important to them as a family, but attended regularly more in the fall and not so much in the spring. In the spring the fairs, we camp out at the community colleges as we begin working to increase our transfer applicants.

Depending on location, there are events that yield high numbers of students of color and many recruiters routinely use these events to inform students about their teacher-education program initiatives. As the site coordinator noted, "The university always goes to a Battle of the Bands; they take our brochure and materials there. We will go to big football games and those types of things to recruit."

Not only is it important for recruiters to attend specific fairs, institutions must also ensure that the department recruiters are visible, make connections, and provide take-home materials for students and their families. Asked about recruiting information and materials they give to student at fairs and events, all of those interviewed said they did distribute information and items. One program director described the items this way:

> We have all the swag. We have pens with cool little styluses on them, flashlights, bags, hats, mugs, cups. I just have a whole closet full of swag basically. I keep a suitcase packed in the office and we just throw some swag in there and you're ready to go to the event.

Although the ubiquity of technology allows advertising and sharing of information to broader audiences at a faster rate, it does not replace the face-to-face conversations. Such discussions are required to have in-depth discussions about the program, profession, and financial resources, and to answer questions. Although it is not mandatory, having an African American male staff member attend recruiting fairs at a minimum achieves the goal of having a meet-and-greet with an African American male, who is committed to the teaching profession.

Strategy Theme 4: Planting the Seed.

Along with getting out from behind the desk and meeting potential students face-to-face, a theme that was emphasized by those interviewed was developing community partnerships. These partnerships included making contact with middle school and high school counselors, young educators clubs, and especially community churches. In some instances, going into the community is a point of contention. As one program director stated, "I don't agree that staying on campus is the right thing [to do]. We should go out into the community. We should be working, partnering with, again, the

churches, and community organizations." Another program director explained this point

further:

> It means being creative and taking on some nonconventional methods to reach out to students. You got admissions, you've got college fairs, but what are you doing to reach out in the community? What are you doing to get the word out to other organizations? Are you only recruiting at high schools? Or are you also going to middle schools? That type of thing.

The dean of diversity initiatives described the method used by his institution:

> We did information sessions at the African American churches and it wasn't just for students, like younger students; this is for anybody that wanted to teach, career changers whatever. We targeted our larger African American churches but then we sent posters to all the black churches.

The program recruiter added:

> Through our community partners, I also go out for college fairs around the state… [and] things like Black Achievers or other community programs offered. I go out to those places. I go out to black and Hispanic churches in the community here and do informational tables there. It's a multi-faceted approach.

A related idea that emerged from the interviews was that many programs bring

students on campus early in their secondary schooling to expose them to the college

campus and college life in an effort to plant the seeds of interest in post-secondary

education in general. One program director stated:

> Of course, I can talk to them about education anywhere, but, of course, in order to get into our program, they also have to get into our college. The setting of on campus here, it can be very helpful. We anticipate really trying to do more of those types of events next year and also trying to do them a bit earlier. This year's was in March, and we also want to do something in the fall, and also the spring too, just to give them a few more opportunities to visit our campus.

The campus-exposure experience is essential, particularly in this Information Age. As

the program recruiter responded, "I do work as best as I can to bring middle school

students onto campus. [For] many of them, that's the first time they've had any

discussion about college."

If teacher-education programs develop partnerships with grassroots organizations in

the community, they can use these avenues to inform community members of the

teacher diversity issue and of the opportunities for gaining teaching credentials. Having a presence in the churches, recreations areas, sport matches, and community events, where large numbers of African Americans gather, provides numerous possibilities for recruiting.

Strategy Theme 5: The Power of Five

This theme emerged from the follow-up question after several interviewees stated the same aim of seeking five African American males annually to enter the teacher-education program. As explained by one program director in recalling a conversation with a donor:

> Our goal is to have five. What we're seeing though is that we typically have a class of about 100 freshmen every year. So far we have about 150 applications. That's promising to me and about 20% of those are of color. We have more than enough of a pool. I hope for people to consider for the scholarship because we only need five.

The Call Me Mister program recruits in the cohorts of five, using the reasoning explained in the book about the initiative (Jones & Jenkins, 2012, p. 100):

> We believe that the Misters' experience in small cohort groups is crucial to their success. It is hard for peers to fool one another. They live together; they go to class together; they see each other in their best and worst moments; and they get regular feedback from the entire group.

Recruiting five students per year is considered a manageable number of students with regard to the availability of resources, specifically funding, for programs actively trying to recruit African American males into teacher-education. If five African American male students were added each year to teacher-education programs, by year four, there will be 20 African American males in the teaching workforce pipeline.

Strategy Theme 6: Support from the Top and the Sides.

Another frequently mentioned theme was the impact of institutional support, which could range from providing additional funding for the program to the presidents

themselves supporting the initiative. The site coordinator spoke about the efforts from

other departments in assisting with diversity recruitment by saying:

> The school-wide admissions has a department of diversity division and so they do a lot of that front work for me like when they get applicants that either express an interest in education or there's something in their essay that gives the impression that they might be interested in education, so any of the applicants of color that comes through the office of admissions, they screen and pass on to me and so I contact those people directly.

As the dean of the school of education explained:

> We've got a university advancement office that's charged primarily with helping to locate donors and things for that purpose. We're trying to really strengthen our relationships with our advancement office and really try to strengthen those lines of collaboration and synthesize our efforts to do fundraising. I consider that an opportunity for the future. We're looking at different grants and things of that nature, too.

One program director mentioned how his university had developed a committee with

various institutional leaders as members, as well as leaders in the community:

> That advisory board is composed of some colleagues within our college of education here, professors, staff members that are familiar with the program and its mission and passionate about it. It's also composed of educational leaders from outside…. We have a couple of local area school principals, and we also have an individual who has provided some funding in the form of being a donor for our program as part of that advisory board, too. We've got that aspect that I will consider our team.

Support from the institution also can come from the faculty. As one program director

noted, "Some of what led to the creation of this position and program is faculty members

here within the college of ed. They had done some research not just on … [the

program], but on the topic of diversifying K-12 education." A program recruiter stated:

> To attract students, we offer on-campus activities and events. Now these are just general, broad, open-house events. We do those monthly during the school year, not in January but during the school year. On-campus events and then we target, we have other on our divserity programs. We have a department devoted to diversity and making a connection. That's on the website also and they are very devoted to recruiting diverse students, making the whole process of applying to college as convenient as possible. Our admission counselors go out to the high schools and they do on-site admission meetings throughout the fall and some in the spring.

The collaboration and cooperation from those involved in the program and from key

institutional leaders are major components for running successful programs for

recruiting African American males as potential PK-12 teachers. Program strength is

increased when it is supported by department leaders, who have a role in the program, as well as by faculty members, who can contribute relevant research, serve as mentors for students, and advocate for the teaching profession. Top institutional leaders, including the president and cabinet members, can contribute to the programs by supporting grant proposals, hiring employees who are sympathetic and can contribute to the program, and earmarking funds to ensure that the program efforts are sustained.

Barriers to Effective Strategies

Those interviewed were also questioned about the barriers and obstacles they encountered when trying to implement and sustain effective strategies for recruiting African American males into their teacher-education programs. Six themes emerged from the information gathered regarding problems confronted.

Barrier Theme 1: Empty Pockets.

Because institutional scholarships were found to be the most effective recruiting tool, lack of funding for scholarships creates a multitude of issues. When students begin negotiating, in order to make their decisions on what college to attend, the amount of financial support they are offered is often the key factor. For those considering careers that offer modest salaries, such a school teaching, attending college without accumulating a large about of debt is a primary concern. Therefore, institutional scholarship assistance is essential for attracting potential students, particularly promising African American male students. As one program director noted:

> If the scholarship could be more, I'm thinking it would be more attractive to those really stellar candidates because if you're a really high achievement student, you're getting offers from different universities, you're getting other scholarships thrown at you, then here's this little half a semester's worth of money, that's not the most inviting option for you.

Another program director added:

This is just one of the challenges of recruiting our racially and social economically underrepresented students in general here is, even if you have a student that's fairly interested in coming here and they get accepted, but if they get a much more financial package from other institutions, nine times out of ten they're probably going to choose going to the other institution. We're just in the process of trying to do a better job of making it worth their while financially.

That's been a learning curve, quite honestly, for me. Second year in this position now. It's just understanding the importance of fundraising when it comes to the sustainability and success of a program that's this important. It just makes it that much easier and that much more effective when it comes to really growing that pipeline if you've got those incentives in place early on. I would say that's the biggest thing.

As much as partial scholarships can encourage students to choose one particular institution over another, the lack of full funding can have the reverse effect. For many students, there are other financial obstacles and life events that prevent them from beginning or completing their programs. Therefore, having enough funding for tuition and additional expenses is vital to recruitment and retention of African American males as potential teacher candidates.

Barrier Theme 2: Discontented Teachers.

Another theme that emerged from the interviews was the perception that teachers in the PK-12 schools are unhappy. This perception appears to be multifaceted, but is rooted in the belief that teachers do not receive incomes or status reflective of their educational attainment and experience. Program leaders said that they often spend the majority of their time trying to combat this outlook. As the dean of diversity initiatives stated:

When you talk to high school students, or traditional age high school students, you're going to get [to the] money. There's not enough money. They don't feel like they can make enough money teaching until you actually break that down…. When I was in the program, they were like, man you don't want to do this, you're doing glorified babysitting. You don't make no money for real. They never talked about their incomes at the time. We have teachers here who just teach only, that make over 6 figures. They didn't' start out there, but like I'm telling the students that's working, that's here, that we're dealing with now, current students, I was like, hey, you tell me a job where you can come out, you're making $40,000 right out. While you may not think that's a lot because other people talking about $60, $70, $80. I'm like, man, you're single you don't have no kids, you could take this money and you could do a lot with it. Just think, as you go, you're going to pick up other credentials that's going to allow you to, you know [advance], so I kind of show that to them.

A program director added:

> I think one of the biggest things, and I guess, depending on how you look at it, it's more or less true, is the lack of pay. That's part of the conversation too when I'm talking all this great stuff about the great impact you could have; teaching is the most important job in the world, which all true in a lot of different ways, but when you compare that to how comparatively underpaid teachers are to a lot of other professions. It's like, "Why would I sign up for that?"

The program recruiter said he kept hearing that the pay was a barrier. So, he asked potential students if they were aspiring to be rich entertainers and celebrities, and he described what he learned from those conversations:

> I used to think they all want to be NBA stars or NFL stars or MLB stars... I don't know if it's that anymore…I think high school students are aware of the pay. We just talked, I just asked a faculty person just the other day…, "Do you think that it really matters that much to a 17-year old what the pay is?" The answer was, "I think they're very aware of what $35,000 … can do in terms of a household."

Another measure of discontentment was the perception of teachers' well-being. The participants spoke of how students view the careers of educators vicariously through their experiences over 12 or more years with school teachers. The program recruiter emphasized this point by stating:

> Education is not inspiring very many teenagers…. When I try to have maybe a small group conversation with a select population, males and females, I ask them, "What would keep you from teaching?" A lot of it is what they are seeing, what they are living through every day in their high schools. They are seeing tired teachers; they're seeing maybe impatient teachers, who've had it. They're tired of testing; they're tired of all of the data-driven reporting that has to go on. They're tired. Teaching autonomy has been reduced, so I think that high school students don't find teaching inspiring.

The site coordinator said:

> When we initially talk to young men, most of the have a little bit of resistance about going into teaching. Some of them say, "I don't want to deal with kids. They're particularly interested in coaching, but not the teaching aspects.

This phenomenon was also observed by another program director who added:

> They don't want to be educators and they're quite blunt in explaining to me why. They love to say kids are crazy. I don't want to do that. They're like, "I know how my friends act." It's always their friends. It's not them. "I know how my friends act. I wouldn't want to deal with that."

Often the experiences between teachers and students shape the perception of the

career, as dean of diversity initiatives noted:

> I found myself always having to negate their feelings of their current situation. They had negative experiences with teachers. This is not only for the high school students; this is for most of your population. They had negative experiences with teachers; therefore, that was something they kind of crossed out that they didn't want.

The overall well-being of teachers is on display for PK-12 students each and every school day, and this has an effect on how students view the profession. As teachers live through the critical, yet tiresome, tasks of educating and managing classrooms filled with children who have various learning styles and needs, their students receive and perceive the teachers' attention, energy, and frustrations. In addition, many teachers attempt their tasks with varying degrees of adequate resources; thus, often making the daily grind more unbearable. When discussing the career pay for teachers, the starting salary is mentioned most often and is often compared to salaries for doctors, lawyers, engineers, and entrepreneurs. The social prestige and the potential for higher salary that come with these other professions is often an attraction for students to major in the fields other than education. In particular for men, beginning teacher salaries, when comparing the cost of living, are not socially promoted as acceptable for the head of traditional American families. Potential earnings, plus the hardships associated with teaching jobs, make this profession not one that many young African American men find attractive when in the process of choosing their major field of study.

Barrier Theme 3: Diverted Recruiting.

One barrier that had not been anticipated by most of those interviewed was the experience of students being persuaded away from the teaching profession by other educators. The program recruiter noted:

> Another interesting road block and this is across all races is when I do college fairs where families are there, is parents are discouraging their sons and daughters from becoming teachers. . . parents who are educators.

One program director added insight gained from his student candidates:

> Another thing that I found to be problematic is that they're often discouraged by educators not to go into education. I've had students in our program talk to me about how somebody told them, "Are you sure you want to do this?" "It's hard." "You don't make a lot." "You're not going to be appreciated." "You're really smart. You could do something else." They're constantly getting this feedback that it's not … a worthwhile field. If teachers are telling you don't become a teacher, it resonates with you.

Considering the importance of educating future generations and the influence teachers have on the educational process, it is a major blow if teachers and other educators divert students away from this time-honored profession. This discouragement only helps to exacerbate the issue of teacher diversity where African American male teachers are only a token part of the teaching workforce.

Barrier Theme 4: Academic Deficiencies and Anxieties.

Another identified barrier, emanating from the interviews, was consistent with the struggle many minority and disadvantaged students face at excelling on standardized examinations, which require strong skills in mathematics, writing, and confidence. As the dean of diversity initiatives explained:

> The other piece was, I found myself having to help them [the students] get beyond the exams. In many situations, they heard of somebody who went down that teacher education route that ended up changing because they couldn't pass the Praxis exam. We use Praxis, but I understand that different tests are used in different places, different states, but the Praxis exam is what's used…. I found myself having to basically try to reduce those fears of the exam because they're saying, hey, I'm not doing all that hot on the ACT or the SAT, so if did not doing good there, I'm not going to do well on the Praxis. I found myself having to combat that.

The program recruiter added:

> Many students especially from disadvantaged schools, they don't get the science experiences and it's a little tougher. Sometimes their math and their language art skills need a little bit of a boost, which a lot of schools and we do too. We offer leadership camps in the summer time, to help show them math and writing and leadership skills and confidence. Math, writing, and confidence.

Examination struggles also have implications on the admission process, as one program director explained:

There's also a really powerful correlation between those test scores and socioeconomic status and when you combine those things with the fact that we are situated … really around a lot of poverty. That makes it difficult to recruit students that are able to meet those qualifications and criteria when you have such high test scores that people have to meet.

As colleges and universities continue to be more competitive, families are looking for resources for college admissions support ranging from private tutoring to improve examination-taking skills to selecting schools that provides academic coaching for their children. These services come at a cost, which many economically disadvantage families cannot afford. In addition, the PK-12 education curriculum is heavily focused on examinations and teaching to the test, which cause many students to develop text anxiety, while also suffering from lack of development in basic skills. As a result, these students require longer processing time for completing standardized tests and their final scores tend to be lower.

Barrier Theme 5: Can Black Men Teach?

Raising questions about the suitability of African American men as teachers summarizes another critical barrier to recruiting them into teacher-education programs.

As one program director said:

When I'm taking to guys, one of the things I ask initially just really as a icebreaker, "Have you ever thought about being a teacher?" 75% to 80% of the time at least I get the same quizzical look, one of those, "Are you serious? A teacher." I think it's really symptomatic of the fact that, really, as men, especially as black men, a lot of us aren't really introduced to the possibility of becoming an educator as a career. Whether it's growing up in a community where you're not ... we know what the statistics are as far as the percentage of black male teachers. So, growing up, not ever having had a black male teacher to model yourself after… or also just the same old fashioned gender roles in terms of, when you think of teachers, you generally think of a woman or, in particular, a white woman. Just not really seeing yourself in that light.

I ask them that, and of course I expect to get that look. I just have conversation with them about, "Why is that you've never thought about that?" That opens up a little bit more participant dialogue.

Another program director added:

One of the few black males even posted on Facebook how he had been told, repeatedly, "Well, you don't look like a teacher." Really trying to dissect that and what does that mean? Are we talking about his style of dress? Are we talking about his appearance in general? Is there something about a young black man that doesn't look like a teacher, and why not? From his post, it was clear that it was upsetting to him, that people were saying that to him. They were saying it to him repeatedly. You know he's just this beautiful young man with awesome big natural hair, he's got tattoos, that kind of thing, but that's not .... You know, in 2016, a teacher with tattoos is not uncommon. They're so mainstream now, it's not a thing where it's considered so much so that there's a stigma that it's unprofessional, so it's hard not to move past, "Oh yeah, it's his tattoos." No, it's his skin. It's that, for some reason we don't picture black men as teachers, and that's a problem.

This theme indicates the lack of influential characters in the social portrayal of black men as educators in PK-12 school systems. There is a plethora of examples that African American men performing exceptionally well as athletes in college and in professional basketball and football; two sports where black men are over represented. The hope and belief that boys can become star athletes or entertainers is common in the African American community. Unfortunately, the statistics tell a different story and, therefore, young African American males need to set more realistic goals regarding their future employment. To encourage these youngsters to consider school teaching as a career, recruiters must simultaneously overcome many misconceptions and combat several complex layers of perceptions.

Barrier Theme 6: Finding Five

Finding five African American male teacher candidates each year is not always doable considering the overall number of barriers to the recruiting process. One program director explained:

It doesn't always work out that way…. Sometimes they may only have two one year that come in as new, and sometimes they may have more than five. It just depends on the individual institution. Five is just a good number in terms of you don't want the program to be so large that you're stretching the resources too thin.

The Black Men Teach program explored the budget for a five-member cohort and the program director posited:

Suppose [we] were to adopt a program similar to Call Me MISTER and successfully recruit five African American males each year. By the time the first black freshman participants would be ready to graduate, the cost, just in tuition alone, would be almost 1 million dollars.

This theme represents the difficulty of recruiting five teacher candidates per year as well as retention efforts and costs of sustaining program aims. In addition, program directors must beware of setting unattainable goals for the number of recruits.

Summary of Findings

In an effort to identify effective strategies for attracting African American males into undergraduate teacher-education programs, this descriptive mixed-methods sequential study was undertaken. To collect the information needed to address the research questions, four methods were used:

- ✓ review of the literature,

- ✓ perusal of websites and other online materials from a sample of institutions with undergraduate teacher-education programs,

- ✓ letter of inquiry sent to selected institutional teacher-education program directors, and

- ✓ interviews with directors and others involved with recruiting potential African American male undergraduates into teacher-education programs.

From the literature review, several strategies for recruiting males and particularly African American males into undergraduate teacher-education programs were identified.

- Targeted programs to recruit African American males as potential teachers have the greatest potential for increasing their presence in the PK-12 school teacher workforce. However, although some of these programs were described and touted, few specific were available about program successes in terms of numbers of African American males recruited and graduated, and the numbers hired and retained as school teachers.

- Essential elements of programs designed to recruit and to retain African American males in undergraduate teacher-education programs should include assisting students with financial aid, academic support, peer backing, confidence building, and image development.

The website review of traditional colleges and universities (N = 1,500) and historical black colleges and universities (N = 72) judged attempts used by institutions to attract potential male undergraduates to teacher-preparation programs by the inclusion of specific language, photographs, or videos with some reference to males or African American males. From the review, two major findings emerged.

- Almost none of the traditional colleges and universities (2%) used institutional or program websites or online materials as means for attracting undergraduate males into teacher-education programs and only half of those specifically targeted African American males (1%).

- More historical black colleges and universities used websites or online materials as devices to attract male undergraduates to teacher-education programs (11%). The vast majority of the HBCUs that did were partners with the Call Me MISTER initiative (7 out of 8 or 88%)

Sending the letter of inquire to the directors of selected teacher-preparation programs (N = 17) resulted in some responses (n = 6). From these responses, or lack of response, certain findings were uncovered.

- Despite being sent a detailed letter of inquiry from a clearly interested prospective male student, and perhaps even an African American, about one-third (35%) of the teacher-preparation program directors took the time to respond or to pass the letter along to someone who would respond.

- Many teacher-education programs are advertising through digital platforms. But, for the most part, program directors, faculty, and staff are not using more personal approaches as follow-ups to inquiry letters, such as return letters, emails, or telephone calls.

By interviewing those responsible for programs designed to attract African American male undergraduates into the teacher profession (N = 7), including three program

directors, a site coordinator, a program recruiter, a dean of the school of education, and

a dean of diversity initiatives, several recruitment strategies were identified, as were

several barriers for implementing these strategies.

Strategies for Recruitment of African American Males

> **Offering Institutional Scholarships**. Because many African American males, who might contemplate teaching careers, come from economic-disadvantage backgrounds, helping them to defray college costs provides an excellent incentive for these potential students to consider entering undergraduate teacher-education programs. Without a strong financial incentive for students to choose education, there is a good chance they will select a more lucrative career path in an attempt to increase the return on their investments in higher education.

> **Finding Other Financial Support**. When teacher-education recruiters talk with potential African American male candidates, the scholarship package is more appealing when it is increased by a combination of funds from a variety of sources. State, federal, and private funds to support minority teacher candidates with scholarships and grants need to be tapped to assist African American males who want to become PK-12 teachers.

> **Recruiting Actively.** Attracting African American males into teacher-preparation programs requires the personal touch. Active recruiting should start with early intervention. Potential students, as young a middle-school, and their parents should be approached at college fairs, PK-12 school sponsored events, recreational meets, community meetings, church gatherings, and on-campus events. At these events, recruiters should be prepared to interact and respond directly to questions and concerns.

> **Forming Community Partnerships**. Developing relationships with other organizations concerned with the future of black children, such as schools, churches, recreation centers, sports leagues, and Boys and Girls Clubs, extends the processes by which African American males can be encouraged to consider teaching as a career. Using partnerships as a way of bringing middle school and high schools students onto college campuses, which can spur their interest in attending college.This a first vital step toward their consideration of teaching as a possible career.

> **Strengthening Numbers.** Peer mentoring and group membership help teacher- candidates feel connected. Teacher-education program directors committed to increased diversity need to aim at recruiting five African American males each year as a cohort. Cohorts of five were described as

providing a good balance between developing group solidarity and providing financial support.

➢ **Seeking Internal Institutional Support.** College and universities committed to increasing the numbers of African American undergraduates in teacher-preparation programs need to support the concept at both the program and institutional levels. The president, cabinet members, deans, directors, faculty, and staff must be involved and support the recruitment and retention efforts. Connecting program directors with potential donors, encouraging faculty to work on related research, making policy changes to facilitate program needs, securing mentors from across the campus, and visibly recognizing the program, wherever and whenever possible, are examples of institutional support that are imperative to producing the desired result.

Barriers to the Recruitment of African American Males

Several themes emerged from the analyses of the literature review and interview information that highlighted barriers to recruiting African American males into undergraduate teacher-preparation programs.

- **Insufficient Funds**. As with most programs, funding is usually insufficient to meet program needs. The lack of financial support is particularly apparent in the form of partial versus full scholarships. For some African American male undergraduates, even full-tuition coverage does not guarantee retention and completion of teacher-education programs. As an example, transportation costs for student teachers to travel to their placement sites may present a hardship for students from economically disadvantaged backgrounds.

- **Poor Teachers' Image. T**he perception of tired, low paid teachers, who are losing autonomy in the classroom, is a discouragement for many would-be teachers. Student behavioral problems and school safety issues are increasingly making potential teacher-preparation candidates apprehensive about working in schools. Many African American males, during their time as students in public schools, have had first-hand views of the problems that school teachers face.

- **Anti-Recruiting**. Another hindrance to pursuing teaching careers is that those working in education, parents, teachers, or counselors, often discourage promising students from entering the teaching profession. When discussing career possibilities, the negative aspects of teaching are often stressed over the potential rewards for African American men, who are considering school teaching.

- **Scant Academic Qualifications**. Minority students have a history of performing more poorly on standardized tests than their white counterparts (Bohrnstedt, Kitmitto, Ogut, Sherman, & Chan, 2015; Graham, 2013). The road through teacher-preparation programs and teacher certification is paved with examinations from admissions tests, SATs and ACTs, to the Praxis examination. All students are challenged by the national emphasis on testing, but taking examinations often presents a particular problem for African American men.

- **Confidence Crisis.** Repeatedly, the question has been raised: Can black men teach? As comical as this question may seem, just by being bandying about it can plant doubt in impressionable minds. Young men of any origin or background need to believe that they can do anything they choose. Young African American men, among others, need to be encouraged and helped to adopt this positive frame of mind.

- **Critical Mass.** Teacher-education program leaders, who make it their goal to steer an initiative for recruiting African American males, must be aware that each year the goal of five may vary: some years met, some years not met, and some years exceeded. But reaching the goal, is depended upon a track-record of maintaining financial and academic support so that once students are in the program, they graduate, secure certification, and enter PK-12 classrooms as teachers.

These findings provided the material upon which the final chapter was development. Chapter V presents another look at these findings in relation to the evidence and views presented in the literature and collected for the study. Based on this synthesis, recommendations for strengthening recruiting strategies for African American males into undergraduate teacher-preparation programs are proposed and discussed in the last chapter, as are suggestions for additional research on this important topic.

V: DISCUSSION OF RESULTS AND RECOMMENDATIONS

The purpose of the study was to examine, to describe, and to recommend effective strategies to attract males, particularly African American males, into undergraduate teacher-education programs. A mixed-method sequential descriptive design was used in order to enrich the results and allow for deeper understanding of the topic under study (Brewer & Hunter, 1989; Hanson, Creswell, Clark, Petska, & Creswell, 2005; Tashakkori & Teddlie, 1998). In the first, quantitative phase of the study, data were collected and analyzed, while in the second, qualitative phase that was built on the first, information was collected and examined (Creswell, 2014). Data and information from the two phases were merged to address the four research questions posed for the study.

Research Questions

5. What strategies are presented in the literature as *best practices* for recruiting males and African American males, in particular, as undergraduates into teacher-education programs?

6. What strategies do institutions use to recruit males and African American males, in particular, into undergraduate teacher-education programs?
   6.1 What use is made of institutional/program websites and online materials?
   6.2 What use is made of materials sent to potential students?
   6.3 What special solicitation methods are employed?
   2.4 Do historically black colleges and universities use different strategies?
   2.5 Do the strategies used differ for institutions by geographic region?

7. What do education program leaders perceive as effective strategies, and barriers to those strategies, for recruiting males and African American males into undergraduate teacher-education programs?

8. Based on the research results, what effective strategies and barriers to those strategies are identified for attracting African American males into undergraduate teacher-education programs?

Problem Statement

Increased public school student diversity argues for an increase in the diversity of the teacher workforce (Robinson, Paccione, & Rodriguez, 2003), because diversity among teachers helps all students to understand society better and American society increasingly is becoming more disparate (Miller & Endo, 2005). The shortage of men of all races in the PK-12 teaching workforce is a nationwide problem (Wimbush, 2012). In 2013, males represented 24% of the approximate 3.1 million public school teachers and the percentage of African American male teachers was about 2% (NCES, 2013). For black male PK-12 students, the lack of black male teachers affects their level of engagement in the classroom, contributes to their disciplinary problems, and impacts their aspirations to become teachers (Wilder, 2000). Because the percentage of black male elementary and secondary public school students is 8%, their representation is four times greater than the percentage of black male teachers (NCES, 2013). This disconnect often leads to African American students not completing the academics requirements, developing behavior problems, and withdrawing from school (Waddell & Ukpokodu, 2012). Equally important is that having African American male teachers helps to promote the idea among young black males that teaching is a career worth considering (Maylor, 2009). Because African American boys have high dropout rates at many points along the educational pipeline, these losses impact their potential enrollment in higher education (Shabezz, 2006). Therefore, recruiting African American males into college and into teacher-education programs are problems that must be addressed.

Summary of Findings

The major findings for the study are summarized by research question. Most, but not all, of these findings are reflected in the proposed recommendations.

RQ 1. Strategies Identified in the Literature

Few programs, described in the literature, employ effective strategies for recruiting African American males into undergraduate teacher education programs. The most successful and far-reaching of these programs is the Call Me MISTER initiative, which is hosted at Clemson University and has 25 other colleges and universities as partners. The main strategies employed by these programs include: significant scholarship support, academic support services, communal living arrangements, cohort model of five new students annually, career placement, and follow-up after graduation (Jones & Jenkins, 2012).

Other programs, such as Men Teach, Black Men Teach, Troops to Teach, the American Association of Colleges of Teacher Education Network Improvement Community Project, and the North Carolina Teaching Fellows and South Carolina Cadet programs, operate on a much smaller scale and several are state-based. Scholarship programs are also available to encourage males and African American males, along with others, to enter careers in PK-12 teaching in high-need schools. These programs include the Robert Noyce Scholarships and federal TEACH grants.

RQ 2. Effective Strategies on Websites

An inventory was used to judge the attempts made by teacher-education programs ($N = 1,500$) on their websites and other on-line materials to attract potential male undergraduates through the inclusion of specific language, photographs, or videos with

some reference to males or African American males. From the review, two major

findings emerged.

- ✓ Few traditional colleges and universities used the institutional or teacher-education program websites or other online materials as means for attracting undergraduate males and African American males into teacher-education programs.

- ✓ More historical black colleges and universities used websites or online materials as devices to attract male undergraduates to teacher-education programs; those that did were frequently partners with the Call Me MISTER initiative.

RQs 2.2 and 2.3. Other Strategies Used

For the most part, little use was made by teacher-education programs to reach out

personally to prospective male students or to send such students relevant information

about the programs. Instead, programs relied on information posted on websites to

entice potential students.

RQs 2.4 and 2.5. Different Strategies by Institutions and Regions

Traditional colleges and universities and historical black colleges and universities

(HBCUs) differed significantly in efforts to attract males into teacher-education programs

($\chi^2 = 48.49$, $p < .001$). However, most of this difference can be attributed to the fact that

a much higher percentage of the HBCUs than the traditional colleges and universities

were partners with the Call Me Mister initiative.

A significant difference was also found by geographic region, in that traditional

institutions in the western portion of the United States were more likely to have

strategies for recruiting males into teacher-education programs than those in other

regions of the country ($\chi^2 = 9.256$, $p < .05$). This result may be related to the fact that

some western states are desperate to hire additional teachers.

RQ 3. Effective Strategies Identified by Program Leaders

By interviewing and analyzing the responses from those responsible for programs

designed to attract African American male undergraduates into the teacher-education

programs (*N* = 7), six recruitment strategies and six barriers for implementing these

strategies were identified.

Strategies for Recruitment of African American Males

> **Offer Institutional Scholarships**. Many African American males come from economic-disadvantage backgrounds, which makes the cost of attending college a major problem. To attract African American males into teacher-education programs in any numbers requires significant financial incentives in the form of institutional scholarships.

> **Locate Other Financial Support**. In addition to institutional scholarships, other funds from state, federal, and private sources should all be accessed to assist African American males who want to become PK-12 teachers. Putting together these financial packages requires guidance and knowledge.

> **Recruit Actively.** To attract African American males into teaching careers, active recruiting, which should start with early intervention, is necessary. Relying on institutional websites is not enough, particularly if the information presented is not geared toward African American males.

> **Form Community Partnerships**. Help is needed on many fronts to attract African American men to teaching careers. Partnerships with community organizations that assist black children should be established as part of the recruitment process of encouraging black males to go to college and to enroll in teacher-education programs.

> **Promote the Power of Five**. Cohorts of five African American males were identified as the critical size for teacher-education programs to recruit each year. This number is sufficient to allow these students to supports, challenge, and mentor one another.

> **Seek Internal Institutional Support.** To develop and maintain programs aimed at attracting African American males into teacher-education, institutional support at all levels is crucial. The support must include, but is not limited to, financial backing. Additionally, there should also be recognition that increasing the number of African American teachers is a problem not only for schools, but also for higher education.

Barriers to the Recruitment of African American Males

- **Insufficient Funds**. For teacher-education programs, the lack of scholarships to support African American males is a barrier to their enrollment in these programs. Many potential students come from economically disadvantaged families and may consider more lucrative careers as a better investment of the time and money spent on going to college.

- **Poor Teachers' Image.** Unfortunately, many African American males, from the student perspective, have experienced issues with which school teachers must deal. Their perceptions of teachers as being underpaid and overworked do not encourage them to consider school teaching as a career.

- **Anti-Recruiting**. Too often, those working in education discourage bright African American males from considering teaching as a career. Emphasizing the negative aspects of teaching to young males serves as a barrier to their enrollment in teacher-education programs.

- **Scant Academic Qualifications**. Performing well on standardized tests is required of future teachers. Unfortunately, African American males, as a group, do not test well, which creates an impediment for them entering and succeeding in teacher-education programs.

- **Confidence Crisis.** By even questioning whether black men can teach, young African American men may be turned away from the teaching profession. In addition, the role that they may be expected to assume, that of school disciplinarian, may not fit well with their interests and skills.

- **Critical Mass.** Trying to recruit five African American males into each teacher-education program may present an insurmountable barrier for many programs. Because, in addition to recruitment, teacher-education programs must provide sufficient support to these students to complete the program.

Recommendations for Policy and Practice

For teacher-education programs, the recommendations gleamed from this research are multifaceted. These recommendations, offered as the response to Research Question 4, are comprised of effective strategies for recruiting African American males into teacher-education programs and for overcoming barriers to those strategies. The ten presented recommendations are aimed at those responsible for college and

university undergraduate teacher-education programs who are interested in increasing the number of African American male applicants to their programs.

Recommendation 1. Increase Efforts

Arne Duncan, as U.S. Secretary of Education in 2011, launched a national campaign aimed at encouraging black males to choose teaching as a career. The ambitious and unrealistic goal of that effort was to add 80,000 black male teachers to the teaching force in the U.S. schools over five years (Teach Campaign, 2011). The sentiment of the campaign was commendable, as described by Duncan, "With more than a million teachers expected to retire in the coming years, we have a historic opportunity to transform America by calling on a new generation to join those already in the classroom" (Teach Campaign, 2011, ¶ 3). But the goal of more than doubling the number of black male teachers in the public schools over a five-year period was unrealistic.

By 2015, the goal was still far out of reach. Using as a base the conferred degrees in 2014 for black male undergraduates in education of 1,767 (USDE, 2015), for the five-year period 2011 to 2015, only about 8,800 African American males at most entered the school teaching workforce or a little more than 10% of the Teach Campaign goal. Clearly, these figures indicate that much more needs to be done to increase significantly the numbers of African American male teachers in the PK-12 schools. Targeted efforts are needed at multiple levels for colleges and universities to recruit more African American males into undergraduate teacher-education programs. Recommendations for ways to promote these efforts by teacher-education programs are presented in the following recommendations.

Recommendation 2. Locate Offer Financial Incentives

In order to foster recruitment of African American males into undergraduate teacher-education programs, incentives are needed. Considering the high level of poverty among African Americans, families often cannot afford the costs of higher education and need financial assistance. This is particularly true, if their children are to be attracted to public school teaching as a career. NCAA Division I sports recruiters indicated modest stipends are often sufficient to sway the choices of student athletes and have suggested applying this incentive to students interested in other fields (Bradbury & Pitts, 2015). Following this pattern, teacher-education programs should offer institutional scholarships to attract African American male students.

Recommendation 3. Involve the Community

Strategies used to recruit football and basketball players, many of whom are African Americans, have proven to be effective. In addition to offering scholarships, some of these other techniques should be used to attract African American males into teacher-educations programs. For example, teacher-education program recruiters should use the personalized recruitment approach by attending venues that attract African American males, such as high school athletic events and local entertainment performances. By getting out into the community, teacher-education program recruiters can build community relationships and seek partnerships with community organizations, such as sports leagues, churches, and barbershops.

A fertile community event is semi-professional sports leagues. Since 2000, adult semi-professional football programs have expanded throughout the United States. The number of leagues vary by state and many of the men involved have some college

experience or have completed an undergraduate program. These events provide a large gatherings of men to whom teaching career opportunities can be promoted. For semi-professional athletes, who wish to continue their participation in sports, the teaching schedule is conducive, because it fits well with practice sessions and professional summer tryouts players attend. Just as Horace Mann advocated the teacher schedule with early afternoon dismissal and summer holidays worked well for women (Kerber, 1983), young African American males participating in sporting activities may be attracted by the schedule. Some athletic minded African American males might also be recruited into teacher-education programs while still in college. Byrd et al. (2011) recommended building relationships between teacher-education programs and athletic departments. By exploring customized curricula and accommodating schedules, more African American student athletes might find teaching to be an attractive career option.

Community churches present another opportunity to advertise teaching as a potential career for African American males. In African American communities, churches host not only traditional Sunday morning religious services but additional services throughout the week, such as bible study, choir rehearsal, men's ministry, and most importantly youth night. These additional services provide ample opportunities for teacher-education program recruiters to reach out to the community, as do churches sponsored events, such as holiday galas, church and pastor anniversary celebrations, and music performances from home-grown singing groups. Churches also share information with their congregations; oral announcements are standard in most services

and the order-of-service programs carry announcements. These avenues can be used

by teacher-education program recruiters to spread the word about recruitment events.

Another point of contact with African American males is barbershops. The Call Me

Mister program networks with community barbers, who might have a potential candidate

receiving a haircut. Wright and Calhoun (2001) discussed the role barbershops play in

the socialization of the African American community. They posited that barbershops

employ a variety of activities and situations that are rooted in community relationships

and information exchange. The supply and demand of barber services provides a

steady specific stream of customers.

Recommendation 4. Communicate the Message

Teacher-education programs websites and other recruitment materials should be

redesigned to be more appealing to potential male candidates by highlighting more

diversity in the photographs and videos posted online and elsewhere. The language

used should also be appealing to men by the inclusion of the terms educational

leadership and management (Rice & Gossling, 2005). Links to videos about successful

African American veteran and novice male teachers, who are programs alums and are

willing to serve as mentors to teacher-education students, should be strategically placed

on websites and updated periodically.

Teacher-education program directors should make concerted efforts to respond to

students, especially African American males, who show interest in the education

program through personalized letters. If a potential candidate takes the initiative to

submit a letter of interest, then the director or someone should take the time to respond

personally to the inquiry with details about the program. Although digital platforms are

ubiquitous for advertising in today's technology savvy society, some students may be more inclined to choose a particular major based on the personal attention given to them during the exploration process.

To reach a large number of black youth, televised commercials promoting the impact of African American teachers should be aired during college football and basketball games and professional sports games. For example, in a 2016 Verizon Communications video, Lebron James was seen telling the teacher of a young black male student, who is streaming a basketball game on his digital device instead of doing his classwork, to redirect the student's attention (Verizon Plan Commercial, 2016). The ending scene shows the teacher standing over the student and refocusing his attention. A commercial of the same sort with a black male teacher, as the central figure, could help promote and reinforce the concept that black men can teach. Teacher-education programs should seek sponsors to run advertisement of this type, which if creatively designed and well placed would require generous sponsors.

Recommendation 5. Strive for Safety in Numbers

Teacher-education programs, which are serious about trying to attract more African American male undergraduates, should try to recruit at least five students as an annual cohort. In doing so, these entering students have a ready-made support group with whom they can interact and share similar experiences, not only while in college, but also when they enter the teaching workforce. Bristol (2015) discussed the challenges of isolated black school teachers verses more

successes when teachers can collaborate with colleagues of similar backgrounds and share information and experiences.

If a goal were set to increase the number of African American male teachers in the schools by 50% or by about 30,000 new teachers within five years and if the rule-of-five was applied, about 1,200 teacher-education programs would need to become serious and to adopt targeted recruiting and retention efforts. Among the 24,418 undergraduate teacher-education programs listed on the Title II Higher Education Act website (USDE, 2014), only 5% would be required to accept this challenge and the goal would be met. This seems like a reasonable and attainable goal, but one that would require considerable effort of the part of a few teacher-education programs, which at present are not making concerted efforts to attract African American male undergraduates.

Recommendation 6. Provide Academic Support

Tutoring and other academic support should be made available as part of the package offered to African American male undergraduates in teacher-education programs. This support is needed to help students overcome any academic deficiencies they may have and to prepare them for the tests that act as gatekeepers for future teachers. Teacher-education programs should appropriate funds to hire academic tutors for students from the faculty members, working teachers, and student peers. As the programs grow, upperclassmen can also provide academic support to underclassmen. Teacher-education program directors should develop academic workshops for the high school students, who are potential program candidates, during the summer and hosted on campus.

Recommendation 7. Secure Mentors

Higher education faculty and staff members come from wide variety of backgrounds and should be tapped to provide academic and emotional support for African American teacher-education students. Mentors for African American male teacher-education candidates should be recruited from across the campus, as well as from the community.

Teacher-education programs should also seek to network with national support programs, such as Profound Gentlemen, to provide a network for mentoring and supporting novice and veteran teachers (Glenn, 2016; Russell, 2016). Programs should observe and trade information with currently funded initiatives such as the Borough of Manhattan Community College Development (BMCC, 2016) and the Urban Fellowship hosted at Syracuse University (McMahon, 2016); both programs are aimed diversifying the teacher workforce.

Recommendation 8. Promote Teaching Careers

Interviewed recruiters noted they spend considerable time in shifting the conversation away from negative perceptions about the teaching profession toward the positive side. African American students often have negative reactions to teaching because of their own experiences in schools. Attention should be paid and voiced to the positive aspects of having black men as teachers, both to the individual and to society. Hill-Carter (2013) suggested that efforts should be made to counter the perception that successful black men are only entertainers and athletes.

School teachers should encourage African American students to pursue education careers when they observe traits in these students that resemble strong teacher characteristics. Teacher-education programs should partner with schools to promote the

positive aspects of teaching as a career. When visiting schools, African American male teacher-education students should accompany recruiters on trips to high schools to speak and to promote the career and program.

The U.S. Department of Education should sponsor commercials highlighting teacher as a career during televised events that are viewed by a large population of African American male youth, such as the National College Athletic Association (NCAA) football championships, the National Football League (NFL) SuperBowl, the NCAA Men's Division I basketball tournament (March Madness), and the National Basketball Association (NBA) championships. The commercials should include a national call for African American males to pursue careers in education through traditional and non-traditional pathways. This strategy is an adaptation of the commercial sponsored by Samsung and Grammy award winning hip hop artist and businessman Shawn "Jay Z" Carter to announce the release date of his 12th studio album, Magna Carter Holy Grail, during the fifth game of the 2013 NBA finals (YouTube, 2013).

Recommendation 9. Distribute Accurate Salary Information

Low starting salaries create a major deterrent for black men to enter and to stay in the teaching profession (Bond, 2014). However, the median family income for teachers is $57,000 (BLS, 2016a), just exceeding the national average of $56,516 (Proctor, Semega, & Kollar, 2016). Too often the low starting salaries for teachers are compared to the median or highest salaries of the other careers. In Pennsylvania, however, teachers with 12 years of experience earn a salary in the $90,000-$100,000 range (Milward, 2011). The lifetime earnings of teachers, as well as the benefits of healthcare

coverage, pensions, vacation time, and professional opportunities should be highlighted in recruitment materials prepared and distributed by teacher-education programs.

Comedians Key and Peele filmed a satirical sketch titled *Teahing Center* that highlighted teachers in the same manner as professional athletes (ESPN, 2014). In the episode, a teacher, who was moving to another state for a job, is surrounded by reporters similar to a post-game interview in the NBA or NFL. The scene is mocking the LeBron James free agency announcement to play for the Miami Heat basketball organization (ESPN, 2010). Key and Peele discuss the teacher's draft and salary negotiations with the same fervor as analysts use in discussing the moves of high-profile professional athletes. The purpose of the segment was to address the lopsided perspective the American society has of teachers and athletes.

Raising teacher salaries overall and comparing teaching to other professions that require similar education and experience, instead of highest wages attainable, could help eliminate the perceptions of low salary as a deterrent to recruiting African American males into teaching.

Recommendation 10. Find Funds

Most teacher-education programs lack sufficient funding to mount successful recruitment programs for African American males. These programs should use creative means to raise targeted funds for this endeavor and should make better use of existing scholarships and grants. Federal programs, such as Troops to Teach, the Robert Noyce Scholarships and the Teach grants, should be described as added incentives when recruiting African American male candidates. Teacher-education program recruiters

should be knowledgeable about available grants and be prepared to help potential students compile appropriate financial aid packages.

Opportunities for Further Research

This research addressed effective strategies for recruiting African American males into undergraduate teacher-education programs; however, this is only one juncture in the educational pipeline that contributes to the lack of diversity in the teacher workforce. Efforts should be expended to discover the best strategies for keeping young African American males in school and for making their educational experiences more successful.

There are also opportunities for additional research that could result in strategies for diversifying the teacher workforce through recruiting males from other minority groups into teacher-education programs. Other studies should be conducted on alternative teacher-education programs, such as graduate plus-one programs, and their effectiveness for recruiting and graduating a more diverse group of pre-service teachers. Research identifying effective strategies for other minority group and males in general should be conducted and the result put into practice.

Summary

The purpose of the mixed-methods sequential descriptive study was to discover and to recommend effective strategies to attract males and African American males, particularly, into undergraduate teacher-education programs. The PK-12 student population is becoming more diverse and more complex. When minority students bring issues from homes with different cultural norms and behaviors, these may not be understood by white female teachers, who predominate the workforce. The benefits of

having a diverse teaching workforce is that it helps to provide adequate resources for minority students and decreases the chances of them being misrepresented and overly disciplined. Having school teachers from diverse backgrounds, who understand those behaviors, can alleviate some of the early stages of referral and suspension that result in classifying too many minority students as problems.

Poverty, unemployment, underemployment, and mass incarceration have serious negative effects on African American men and contribute to their early exits from schools. If more African American males can be lured into teaching careers, with steady incomes and numerous benefits, the results could have a positive ripple effect on the entire American society. Education begets education and African American male teachers can inspire the next generation of African American youth to seek something more attainable than becoming recognized entertainers or sport heroes, which are touted as the ultimate achievement goals. In changing this situation, those responsible for teacher-education programs have a crucial role to play.

The results of this study provide the leaders of undergraduate teacher-education programs with concrete suggestions for initiating, strengthening, and maintaining their efforts to attract a wider range of applicants, particularly African American males. Recruitment into these programs is but one step in the process of diversifying the teaching workforce, but it is a critical one. Much more needs to be done, but undergraduate teacher-education programs should accept greater responsibility for bringing about change.

REFERENCES

Ahmad, F., & Boser, U. (2014). America's leaky pipeline for teachers of color: Getting more teachers of color into the classroom. *Center for American Progress.* 1-27.

Akbar, R., & Sims, M. (2008). Surviving Katrina and keeping our eyes on the prize: The strength of legacy and tradition in New Orleans's HBCU teacher preparation programs. *Urban Education, (43)*4, 445-462.

Alexander, R. (2010). The impact of poverty on African American children in the child welfare and juvenile justice systems. *Public Policy, (4)*, 1-18.

Alexander, M. (2012) *The new Jim Crow: Mass incarceration in the age of colorblindness.* The New Press: New York, NY.

Angus, R., & Oliveira, L. (2012). Diversity in secondary English classrooms: Conceptions and enactments. *English Teaching: Practice and Critique, 11*(4), 7-18.

Aratani, Y., Wight, V., & Cooper, J. (2011). Racial gaps in early childhood: Socio-emotional health, developmental, and educational outcomes among African-American boys. *National Center for Children in Poverty.* Retrieved from http://www.nccp.org/publications/pdf/text_1014.pdf

Bacon, E. Banks, J, Young, K, & Jackson, F. (2010). Perceptions of African American and European American teachers on the education of African American boys*. Multiple Voices for Ethnically Diverse Exceptional Learners, (10)*2, 160-172.

Barnes, S. (2014). AACTE names NIC participants for changing the demographic makeup of the teaching workforce. Retrieved from http://edprepmatters.net/2014/05/aacte-names-nic-participants-for-changing-the-demographic-makeup-of-the-teaching-workforce/

Bell, E. (2011). Black male teachers. Retrieved from http://works.bepress.com/edward_bell/5

Bianco, M., Leech, N., & Mitchell, K. (2011). Pathways to teaching: African American male teens explore teaching as a career. *The Journal of Negro Education*, *80*(3), 368-383.

Black Men Teach. (2015). About us. Retrieved from http://blackmenteaching.org/

Block, A., & Chambliss, W. (1981). *Organizing crime.* New York, NY: Elsevier.

BMCC News. (2016). BMCC receives $285,000 to research recruitment of male educators in pre-k classrooms. Retrieved from http://www1.cuny.edu/mu/forum/2016/05/04/bmcc-receives-285000-to-research-recruitment-of-male-educators-in-pre-k-classrooms/

Bohrnstedt, G., Kitmitto, S., Ogut, B., Sherman, D., & Chan, D. (2015). School composition and the black–white achievement gap (NCES 2015-018). Retrieved from U.S. Department of Education, Washington, DC: National Center for Education Statistics website: http://nces.ed.gov/pubsearch

Bond, B. (2014). The role of teacher diversity in improving the academic performance of minority students. Albert Shanker Institute website: http://www.shankerinstitute.org/blog/role-teacher-diversity-improving-academic-performance-minority-students

Boothe, D. (2007). *Why are so many black men in prison?* Memphis, TN: Full Surface Publishing.

Boser, U. (2011). Teacher diversity matters: A state -by-state analysis of teachers of color. Center for American Progress website: http://www.americanprogress.org/issues/2011/11/pdf/teacher_diversity.pdf

Boser, U., Wilhelm, M., & Hanna, R. (2014). The power of the Pygmalion effect: Teachers' expectations strongly predict college completion. *Center for American Progress*. 1-7. Retrieve from http://files.eric.ed.gov/fulltext/ED564606.pdf

Bradbury, J., & Pitts, J. (2015). Full cost of attendance scholarships and college choice: Evidence from NCAA football. Retrieved from http://dx.doi.org/10.2139/ssrn.2656409

Branch, A. (2001). Increasing the numbers of teachers of color in k-12 public schools. *The Educational Forum, (65)*3, 254-261.

Brewer, J., & Hunter, A. (1989). Multimethod research: A synthesis of styles. New York, NY: Sage Publications.

Brockenbrough, E. (2012). Emasculation blues: Black male teachers' perspective on gender and power in the teaching profession. *Teachers College Record, 114*(5), 1-41.

Brockenbrough, E. (2015). The discipline stop: Black male teachers and the politics of urban school discipline. *Education and Urban Society*, *47*(5), 499-522.

Bristol, T. J. (2014). *Black men of the classroom: An exploration of how the organizational conditions, characteristics, and dynamics in schools affect black male teachers' pathways into the profession, experiences, and retention* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3620206).

Brown, J., & Butty, J. (1999). Factors that influence African American male teachers' educational and career aspirations: Implications for school district recruitment and retention efforts. *Journal of Negro Education*, 280-292.

Brown, A. (2009). Brothers gonna work it out: Understanding the pedagogic performance of African American male teachers working with African American male students. *The Urban Review, 41*(5), 416-435.

Brown, A. (2012). On human kinds and role models: A critical discussion about thea African American male teacher. *Educational Studies*, *48*(3), 296-315.

Bryan, N., & Ford, D. (2014). Recruiting and retaining black male teachers in gifted education. *Gifted Child Today, 37*(3), 156-161.

Bureau of Labor Statistics, (2016a). U.S. Department of Labor, Occupational outlook handbook, kindergarten and elementary school teachers. Retrieved from http://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

Buschmann, C. (2002). Mandatory fingerprinting of public school teachers: Facilitating background checks or infringing on individuals' constitutional rights. *William & Mary Bill of Rights Journal, (11)*3, 1272-1307.

Byrd, D., Butler, B., Lewis, C., Bonner, F., Rutledge, M., & Watson, J. (2011). Identifying new sources of African American male pre-service teachers: Creating a path from student-athlete to student-teacher. *Journal of Negro Education, 80*(3), 384-397.

Carson, E. (2014). Prisoners in 2014. *Bureau of Justice Statistics,* Retrieved from https://www.bjs.gov/content/pub/pdf/p14.pdf

Center for Educator Recruitment, Retention and Advancement. (2016). Teacher fellows South Carolina. Frequently asked questions. Retrieved from http://cerra.org/teachingfellows/faq.aspx

Chideya, F. (2007). Putting men back in the classroom. *National Public Radio*. Retrieved from http://www.npr.org/templates/story/story.php?storyId=11658405

Childcare Services Association. (2016). TEACH early childhood project – North Carolina". Retrieved from http://www.childcareservices.org/ps/teach-nc/

Coates, T. (2015). *Between the world and me*. Minneapolis, MN: Text Publishing.

Compton-Lilly, C. (2014). A family case study: How money might matter for academic learning. *Global Education Review*, *1*(2), 26-40.

Cochran-Smith, M. (2004). *Walking the road: Race, diversity, and social justice in teacher education*. New York, NY: Teacher College Press.

Cooper, P. (2002). Does race matter: A comparison of effective black and white teachers of African American students. In J. J. Irvine (Ed.), *In search of wholeness: African American teachers and their specific classroom practices* (pp. 47-63). New York, NY: Palgrave.

Cramer, E. D., Gonzalez, L., & Pellegrini-Lafont, C. (2014). From classmates to inmates: An integrated approach to break the school-to-prison pipeline. *Equity & Excellence in Education, 47*(4), 461-475. doi:10.1080/10665684.2014.958962

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications.

DANTES. (2015). Become a teacher. Retrieved from http://www.dantes.doded.mil/service-members/become-a-teacher/troops-to-teachers.html#sthash.L5xR5zHO.dpbs

Darling-Hammond, L., Furger, R., Shields, P., & Sutcher, L. (2016). Addressing California's emerging teacher shortage: An analysis of sources and solutions. Retrieved from https://www.learningpolicyinstitute.org/product/addressing-californias-emerging-teacher-shortage

Davis, A. (2001). Race, gender, and prison history: From the convict lease system to the supermax prison. In D. Sabo, T. Kupers, & W. London (Eds)., *Prison masculinities*, (pp. 35-45). Philadelphia, PA: Temple University Press.

Dee, T. (2004). Teachers, race, and student achievement in a randomized experiment. *Review of Economics & Statistics*, *86*(1), 195-210.

DeNavas-Walt, C., & Proctor, D. (2013). *U.S. Census Bureau current population reports, Income and Poverty in the United States: 2013*, (Report No. P60-249).

Denny, R. (2014). Clemson Call ME MISTER gets $1.3 million to work with Jackson State. *The Newstand*. Retrieved from http://newsstand.clemson.edu/mediarelations/clemson-call-me-mister-gets-1-3-million-to-work-with-jackson-state/

Douglass, F. (2000). *Narrative of the life of Frederick Douglass, an American slave*. New York, NY: Random House Digital.

DuBois, W. E. B. (1903). The souls of black folk. Chicago, IL: A. C. McClurg.

Dyson, M. E. (2007). *Debating race with Michael Eric Dyson*. New York, NY: Basic Books.

Edmunds, J., Bernstein, L., Unlu, F., Glennie, E., Willse, J., Smith, A., & Arshavsky, N. (2012). Expanding the start of the college pipeline: Ninth-grade findings from an experimental study of the impact of the early college high school model. *Journal of Research on Educational Effectiveness, 5*(2), 136-159.

Egalite, A., Kisida, B., & Winters, M. (2015). Representation in the classroom: The effect of own-race teachers on student achievement. *Economics of Education Review*, *45*, 44-52.

Elias, M., & Buzelli, C. (2013). School to prison pipeline. *Teaching Tolerance, 43,* 38-40**.**

Evans, B. & Leonard, J. (2013). Recruiting and retaining black teachers to work in urban schools. *SAGE Open*, *3*(3), 1-12.

Ezeala-Harrison, F. (2010). Black feminization of poverty: Evidence from the US cross-regional data. *Journal of Developing Areas, 44*(1), 149-166.

Federal Student Aid. 2015. Federal Pell Grant. Retrieved from https://studentaid.ed.gov/sa/types/grants-scholarships/pell/calculate-eligibility

Feeley, M., & Sarat, A. (1980). The policy dilemma: Federal crime policy and the Law Enforcement Assistance Administration, 1968-1978. Minneapolis, MN: University of Minnesota Press.

Ferlazzo, L. (2015). How universities are recruiting more teachers of color. *Education Week Teacher.* Retrieved from http://blogs.edweek.org/teachers/classroom _qa_with_larry_ferlazzo/2015/09/response_what_universities_are_doing_to_recruit_teachers_of_color.html

Fowler, F. (2013). *Survey research methods* (4th ed.). Thousand Oaks, CA: Sage Publications.

Fox, L. (2016). Seeing potential. *AERA Open*, *2*(1), 1-17.

Futrell, M. (1999). Recruiting Minority Teachers. *Educational Leadership, 56*(8), 30-33.
Gates Millennium Scholars, (2016). About Us. Retrieved from
http://www.gmsp.org.php56-3.ord1-1. websitetestlink.com/gates-millennium-
scholars-program/

Gass, K., & Laughter, J. (2015). Can I make any difference? Gang affiliation, the
school-to-prison pipeline, and implications for teachers. *The Journal of Negro
Education*, *84*(3), 333-347.

Gillota, D. (2013). Black Nerds: New directions in African-American humor. *Studies in
American Humor, 28*(3), 17-30. Retrieved from http://www.jstor.org/stable/23823874

Glenn, G. (2016). Profound gentlemen provides support for black, male teachers.
WFAO, Charlottes NPR News Source. Retrieved from http://wfae.org/post/profound-
gentlemen-provides-support-black-male-teachers

Graham, A. (2013). Black teacher education candidates' performance on PRAXIS I:
What test results do not tell us. *Negro Educational Review, 64*(1/4), 9-36.

Griffiths, M. (2006). The feminization of teaching and the practice of teaching: Threat or
opportunity? *Educational Theory*, *56*(4), 387-405.

Goldring, R., Gray, L., & Bitterman, A. (2013). Characteristics of public and private
elementary and secondary school teachers in the United States: Results from the
2011–12 Schools and Staffing Survey (NCES 2013-314). U.S. Department of
Education. Washington, DC: National Center for Education Statistics. Retrieved from
http://nces.ed.gov/pubsearch.

Haberman, M. (1991). The pedagogy of poverty versus good teaching. P*hi Delta
Kappan, 73*(4), 290-294.

Hallett, M. A. (2006). *Private prisons in America: A critical race perspective.*
Champaign, IL: University of Illinois Press.

Hanson, W., Creswell, J., Clark, V., Petska, K., & Creswell, J. (2005). Mixed methods
research designs in counseling psychology. *Journal of counseling psychology*, *52*(2),
224.

Hamilton-Smith, G., & Vogel, M. (2012). Violence of voicelessness: The impact of felony
disenfranchisement on recidivism, *The Berkeley La Raza LJ, 22*, 407.

Harris-Perry, M. (2011). *Sister citizen: Shame, stereotypes, and black women in America*. New Haven, CT: Yale University Press.

Hayes, C., Juarez, B., & Escoffery-Runnels, V. (2014). We were there too: Learning from black male teachers in Mississippi about successful teaching of black students. *Democracy and Education, 22*(1), 1-11.

Henry, G., Bastian, K. & Smith, A. (2012). Scholarships to recruit the best and brightest into teaching: Who is recruited, where do they teach, how effective are they, and how long do they stay? *Educational Researcher*, *41*(3), 83-92.

Hess, F. (2002). Tear down this wall: The case for a radical overhaul of teacher certification. *Educational Horizons, 80*(4), 169-183.

Heitzeg, N. (2009). Education or incarceration: Zero tolerance policies and the school to prison pipeline. *Public Policy, 2,* 1-21.

Hiler, T., & Hatalsky, L. (2015). TEACH grant trap: Program to encourage young people to teach falls short. *Third World Organization,* 1-5. Retrieved from http://www.thirdway.org/memo/teach-grant-trap-program-to-encourage-young-people-to-teach-falls-short

Hill-Carter, C. (2013). No one told us: Recruiting and retaining African Americans males in the college of education program from the urban and rural areas. *Black Male Teachers: Diversifying the Teach Workforce, 1*, 107-116.

Holland, S. (1991). Positive role models for primary-grade black inner-city males. *Equity and Excellence, (25)*1. 40-44.

Holloway, I. (1997). *Basic concepts for qualitative research*. London, UK: Blackwell Science.

Howard, T. (2003). Who receives the short end of the shortage? Implications of the US teacher shortage on urban schools. *Journal of Curriculum and Supervision*, *18*(2), 142-160.

Huck, S. (2012). *Reading statistics and research.* New York: NY: Harper & Row.

Ingersoll, R., Merrill, L., & Stuckey, D. (2014). Seven trends: the transformation of the teaching force. (CPRE Report No. RR80). Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.

Innovation Exchange. (2015). Black & Hispanic/Latino male teachers initiative networked improvement community. Retrieved from http://theinnovationexchange.net/networked-improvement-community/

Irizarry, J. (2007). Home-growing teachers of color: Lessons learned from a town-gown partnership. *Teacher Education Quarterly*, *34*(4), 87-102**.**

Irvine, J., & Fenwick, L. (2011). Teachers and teaching for the new millennium: The role of HBCUs. *The Journal of Negro Education, (80)*3. 197-208.

James, L. M. (2011). Recruiting highly qualified African American teachers in American urban public schools: A qualitative collective case study (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3452328).

Jones, R., & Jenkins, A. (2012). *Call me mister: The re-emergence of African American male teachers in South Carolina*. Charleston, SC: Advantage.

Kaeble, D., Glaze, L., Tsoutis, A., & Minton, T. (2015). Correctional populations in the United States, 2014. *Bureau of Justice Statistics Bulletin (NCJ 249513)*.

Kamenetz, A. (2014). A role model pipeline for young black men. Retrieved from http://www.wbur.org/npr/327058449/a-role-model-pipeline-for-young-black-men

Kerber, L. K. (1983). *The impact of women on American education*. Education Development Center in Newton, MA. Retrieved from http://files.eric.ed.gov/fulltext/ED235103.pdf

King, R. H. (2011). Becoming black, becoming president. *Patterns of Prejudice*, *45*(1-2), 62-85.

Kroll, A. (2012). What we don't talk about when we talk about jobs: The continuing scandal of African-American joblessness. *New Labor Forum 21*(1), 48-55.

Kunjufu, J. (2005). *Countering the conspiracy to destroy black boys*. Chicago, IL: African Press.

Ladson Billings, G. (2011) Boyz to men? Teaching to restore black boys' childhood. *Race Ethnicity and Education, (14)*1, 7-15.

Landis, M., Ferguson, A., Carballal, A., Kuhlman, W., & Squires, S. (2007). Analyzing an urban university's diversity dilemma. *Teacher Education Quarterly*, *34*(4), 121-136.

Lau, K., Dandy, E., & Hoffman, L. (2007). The pathways program: A model for increasing the number of teachers of color. *Teacher Education Quarterly*, *34*(4), 27-40.

Lee, Z. (2008). *Educational plans beyond high school: Narratives of black males' postsecondary decision-making processes*. Ann Arbor, MI: ProQuest.

Leibowitz, V. (2008). 25 percent of Texas teachers work a second job. Capital Annex. Retrieved from http://www.pegasusnews.com.

Lewis, C. (2006). African American male teachers in public schools: An examination of three urban school districts. *The Teachers College Record*, *108*(2), 224-245.

Lewis, C. W., Butler, B. R., Bonner, I. I., Fred, A., & Joubert, M. (2010). African American male discipline patterns and school district responses resulting impact on academic achievement: Implications for urban educators and policy makers. *Journal of African American Males in Education, 1*(1), 7-25.

Lewis, S. (2013). Recruitment and retention of kindergarten through grade 12 African-American male educators in rural environments. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3588968).

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage Publications.

Liou, P. Y., Kirchhoff, A., & Lawrenz, F. (2010). Perceived effects of scholarships on STEM majors' commitment to teaching in high need schools. *Journal of Science Teacher Education*, *21*(4), 451-470.

Loury, G. C., Karlan, P. S., Shelby, T., & Wacquant, L. J. (2008). *Race, incarceration, and American values*. Cambridge, MA: MIT Press.

Lynn, M., & Jennings, M. (2009). Power, politics, and critical race pedagogy: A critical race analysis of black male teachers' pedagogy. *Race Ethnicity and Education, 12*(2), 173-196.

Maloney, Tanya. The impact of the Teach for America experience on emerging leaders. (Doctoral dissertation). Available from ProQuest Dissertation and Theses database (Order No. 3704041).

Martino, W. (2008). Male teachers as role models: Addressing issues of masculinity, pedagogy and the re-masculinization of schooling. *Curriculum inquiry*, *38*(2), 189-223.

Mauer, M. (2006). *Race to incarcerate*. New York, NY: The New Press.

Mauer, M. (2004). Race, class, and the development of criminal justice policy. *Review of Policy Research*, *21*(1), 79-92.

Mauer, M., & Chesney-Lind, M. (2002). *Invisible punishment: The Collateral Consequences of Mass Imprisonment*. New York, NY: The New Press.

Maylor, U. (2009). They do not relate to black people like us: Black teachers as role models for black pupils. *Journal of Education Policy*, *24*(1), 1-21.

Mechoulan, S. (2011). The external effects of black male incarceration on black females. *Journal of Labor Economics, 29*(1), 1-35.

McGrath, K., & Sinclair, M. (2013). More male primary-school teachers? Social benefits for boys and girls. *Gender and Education*, *25*(5), 531-547.

McMahon, J. (2016). Syracuse schools aim to close racial gap between teachers, students. Retrieved from http://www.syracuse.com/schools/index.ssf/2016/06/syracuse_schools_aim_to_close_racial_gap_between_teachers_students.html

Merriam-Webster Online. (2015). Retrieved from http://www.merriam-webster.com

Mitchell, A. (1998). African American teachers: Unique roles and universal lessons. *Education and Urban Society, 31*, 104-122.

Miller, P., & Endo, H. (2005). Journey to becoming a teacher: The experiences of students of color. *Multicultural Education*, *13*(1), 2.

Millward, R. (2011). Implementation the Heinz Endowments. (retrieved from personal communication, August, 08, 2016).

Millward,R. (2014). *Report to the Heinz Endowments*. (retrieved from personal communication, August, 08, 2016).

Monroe, C. (2005). Understanding the discipline gap through a cultural lens: Implications for the education of African American students. *Intercultural Education*, *16*(4), 317-330.

Montgomery, S. (2009). Why men left: Reconsidering the feminization of teaching in the nineteenth century. *American Educational History Journal, 36(*1), 219-236.

Morgan, H. (1980). How schools fail black children. *Social Policy, 10*(4), 49-54.

Nally, J., Lockwood, S., Knutson, K., & Ho, M. (2013). The marginally employed offender: A unique phenomenon among released offenders. *Journal of Correctional Education, 64(*1), 50-68.

National Education Association. (2009). Strengthening and diversifying the teacher recruitment pipeline. Retrieved from http://www.nea.org/home/35085.htm

Noblit, G., & Mendez, J. (2008). Legacies of Brown versus Board: An Introduction to the special issue. *Urban Review, 40*(1), 1-4.

Ouazad, A. (2008). Assessed by a teacher like me: Race, gender, and subjective evaluations. *Centre for the Economics of Education,* 1-50. Retrieved from http://dx.doi.org/10.2139/ssrn.1267109

Owens, P. (2010). A phenomenological study of parents' perceptions of the roles of male teachers in early grades. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3408452).

Owen, L. (2014). Gender representation in electronic recruitment materials. (Doctoral Dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3613300).

Owens, S. (2015). Georgia's teacher dropout crisis a look at why nearly half of Georgia public school teachers are leaving the profession. Retrieved from https://www.gadoe.org/External-Affairs-and-Policy/communications/Documents/Teacher%20Survey%20Results.pdf

Owings, W., Kaplan, L., Khrabrova, I., & Chappell, S. (2014). *Troops to Teachers grant study: Technical report.* Center for Educational Partnerships, University of California, Irvine. 1-131.

Pabon, A., Anderson, N., & Kharem, H. (2011). Minding the gap: Cultivating black male teachers in a time of crisis in urban schools. *Journal of Negro Education, (80)*3, 358-367.

Patrick, B. A. (2014). Outside insiders: Remember the time. *Journal of Pan African Studies, 7*(6), 106-128.

Patrick, M. D. (2009). *Addressing the lack of male elementary school teachers: Factors that influence grade-level preference* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3379731).

Patton, M. (2002). *Qualitative research & evaluation methods.* Thousand Oaks, CA: Sage Publications.

Piburn, D. E. (2010). Where in the world are the men in early care and education? Updates and program highlights from around the Globe. *YC Young Children, 65*(3), 46-50.

Ponte, E. (2012). Wow, this is where I'm supposed to be! Rethinking gender construction in teacher recruitment. *Asia-Pacific Journal of Teacher Education, 40*(1). 43-53.

Prinster, R. (2015). Teach for America evolves to address criticism. *Insight into Diversity, (84)*6, 32-36.

Quane, J., Wilson, W., & Hwang, J. (2013, May). The urban jobs crisis: Paths toward employment for low-income blacks and Latinos. *Harvard Magazine*, 24-26.

Raley, R., Sweeney, M., & Wondra, D. (2015, Fall). The growing racial and ethnic divide in US marriage patterns. *The Future of Children*, 89-109.

Rezai-Rashti, G., & Martino, W. (2010). Black male teachers as role models: Resisting the homogenizing impulse of gender and racial affiliation. *American Educational Research Journal, 47*(1), 37-64.

Rice, C., & Goessling, D. (2005). Recruiting and retaining male special education teachers. *Remedial & Special Education*, *26*(6), 347-356.

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review, 3*(1), 16-20.

Robinson, J., Paccione, A., & Rodriguez, F. (2003). A place where people care: A case study of recruitment and retention of minority-group teachers. *Equity & Excellence in Education, 36,* 202-212.

Robinson, E. (2010). *Disintegration: The splintering of black America*. New York, NY: Anchor Books.

Roulston, K., & Mills, M. (2006). Male teachers in feminized teaching areas: marching to the beat of the men's movement drums? *Oxford Review of Education, 26*(2). 221-237.

Rubin, H., & Rubin, I. (2012). *Qualitative interviewing: The art of hearing data.* Thousand Oaks, CA: Sage Publications.

Russell, D. (2016). Group on assignment to recruit and retain black male teachers. Retrieved from http://www.wbtv.com/story/31259076/group-on-assignment-to-recruit-and-retain-black-male-teachers

Sanchez, C. (2014). Field notes: Training role models for young African-Americans. National Public Radio. Retrieved from http://www.npr.org/sections/ed/2014/06/16/321689033/field-notes-training-role-models-for-young-african-americans

Sethna, B. (2011). Minorities in higher education: A pipeline problem? *Research in Higher Education Journal, 13*, 1-18.

Shabazz, R. (2006). Brother, where art thou? An examination of the underrepresentation of African American male educators. (Doctoral dissertation, University of Cincinnati). Retrieved from http://rave.ohiolink.edu/etdc/view?acc num=ucin1148318724

Shapiro, T. M. (2004). *The hidden cost of being African American: How wealth perpetuates inequality.* New York, NY: Oxford University Press.

Siegel, J. A. (2011). Felon disenfranchisement and the fight for universal suffrage. *Social Work*, *56*(1), 89-91.

Sims, C. (2010). Increasing the minority CTE teacher pipeline. *Techniques: Connecting Education and Careers, 85*(1), 26-29.

Smith, M. (2015) A generation at risk: The ties between zero tolerance policies and the school-to-prison pipeline. *McNair Scholars Research Journal, (8)*10. 124-141.

Sokal, L., & Katz, H. (2008). Effects of technology and male teachers on boys' reading. *Australian Journal of Education, 52*(1), 81-94.

SPSS, 2010. SPSS Statistics 19 Brief Guide. Retrieved from https://www.csun.edu/sites/default/files/statistics19-briefguide.pdf

Strober, M., & Tyack, D. (1980). Why do women teach and men manage? A report on research on schools. *Signs*, *5*(3), 494-503.

Sum, A., Khatiwada, I., McLaughlin, J., & Palma, S. (2010). The recession of 2008-2009 effects on New England's African-American males. *Challenge*, *53*(4), 6-24.

Tafari, D. (2013). *Hip-hop is more than just music to me: A narrative study exploring the counter-stories of black men elementary school teachers from the hip-hop generation* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3568925).

Tashakkori, A., & Teddlie, C. (1998). Mixed methodology: Combining qualitative and quantitative approaches (Vol. 46). New York. NY: Sage Publications.

TEACH Campaign. (2011). Retrieved from
http://www.ed.gov/category/keyword/teach-campaign

Teach For America. (2015). About us. Retrieved from
https://www.teachforamerica.org/about-us

Title II Higher Education Act Report. (2014). State contacts. Retrieved from
https://title2.ed.gov/Public/contactsState.aspx

Thurston, B. (2012). *How to be black*. New York, NY: Harper Collins.

Toldson, I. (2011). Diversifying the United States' teaching force: Where are we now? Where do we need to go? How do we get there*? Journal of Negro Education, 80*(3), 183-186.

Troops to Teach. (2015). About us. Retrieved from
http://troopstoteachers.net/AbouttheProgram/Overview.aspx

Turner, R. (2015). On Brown v. Board of Education and discretionary originalism. *Utah Law Review, (5*), 1143-1199.

Umlas, B. (2015). *More excel outside the box: Unbelievable excel techniques from Excel MVP Bob Umlas*. Chicago, IL: Independent Publishers Group.

U.S. Census Bureau, (2013) American Community Survey. Retrieved from https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk

U.S. Department of Education, (2013). Office of Postsecondary Education, Preparing and Credentialing the Nation's Teachers: The Secretary's Ninth Report on Teachers. Retrieved from https://title2.ed.gov/Public/TitleIIReport13.pdf

U.S. Department of Education (2013), National Center for Education Statistics, Schools and Staffing Survey (SASS), Public School Teacher Data File, 1987-88 through 2011-12; Private School Teacher Data File, 1987-88 through 2011-12; and Charter

School Teacher Data File, 1999-2000. Retrieved from https://nces.ed.gov/programs/digest/d13/tables/dt13_209.10.asp total teacher stats

U.S. Department of Education. (2014). National Center for Education Statistics, Higher Education General Information Survey (HEGIS), Fall Enrollment in Colleges and Universities. Retrieved from http://nces.ed.gov/programs/digest/d15/tables/dt15_306.20.asp?current=yes

U.S. Department of Education, (2015) Office of Elementary and Secondary Education, Office of State Support, Fundamental Change: Innovation in America's Schools Under Race to the Top. Retrieved from https://www2.ed.gov/programs/racetothetop/rttfinalrpt1115.pdf

U.S. Department of Education (2016). Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, The State of Racial Diversity in the Educator Workforce. Retrieved from https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf

Verizon Plan Commercial. (2016). *Verizon Commercial 2016 LeBron James not studying*. Retrieved from https://www.youtube.com/watch?v=4lIoNZOyBA0

Viesca, K., Bianco, M., & Leech, N. (2013). Pathways to teaching: The perspectives and experiences of two black male teens considering teaching as a career. *Black male teachers: Diversifying the nation's workforce, 1*, 133-150.

Villegas, A., & Lucas, T. F. (2004). Diversifying the teacher workforce: A retrospective and prospective analysis. *Yearbook of the National Society for the Study of Education, 103*(1), 70-104.

Waddell, J., & Ukpokodu, O. (2012). Recruiting & preparing diverse urban teachers one urban-focused teacher education program breaks new ground. *Multicultural Education, 20*(1), 15-22.

Walker, S. (1977). A critical history of police reform. *Lexington, MA: Lexington Books.*

Walpole, M. (2008). Emerging from the pipeline: African American students, socioeconomic status, and college experiences and outcomes. *Research in Higher Education, 49*(3), 237-255.

Wang, J. (2014). Summative evaluation of the CSUB Robert Noyce Scholarship Program. Report IV. *Grantee Submission*, 1-45.

Watson, J. (2011). *Recruiting African American Male Teachers in K-12 Schools: A Case Study in One Urban School District* (Doctoral dissertation, Texas A&M University). Retrieved from https://oaktrust.library.tamu.edu/bitstream/handle/1969.1/ETD-TAMU-2011-12-10441/WATSON-DISSERTATION.pdf?sequence=2&isAllowed=y

Weaver, V. (2007). Frontlash: Race and the development of punitive crime policy. *Studies in American Political Development*, *21*(2), 230-265.

Welch, A. (2013). *The effect of poverty on the achievement of urban African American male students successfully completing high school* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3588305).

Wolfe, Z. (2003). Exploring the audit trail for qualitative investigations. *Nurse Educator 28*(4), 175-178.

Wimbush, J. D. (2012). *A phenomenological study exploring shortages of African-American male teachers in public education* (Doctoral dissertation, Nova Southeastern University). Retrieved from http://pqdtopen.proquest.com/ doc/1333536142.html?FMT=AI

Wilder, M. (2000). Increasing African-American teachers' presence in American schools: Voices of students who care. *Urban Education*, *35*(2), 205-220.

Williams, K. (2012). *A phenomenological study: African-American males in the educational profession*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 922588849).

Wilson, E. L. (2013). *A phenomenological study of barriers for African-American men in elementary education*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3577663).

Wilson, W. J. (1996). *When work disappears: The world of the new urban poor*. New York, NY: Vintage.

Wright, L. M. (2011). *African American male college students' attitudes toward teaching as a profession*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3476666).

Wright, E., & Calhoun, T. (2001). From the common thug to the local businessman: An exploration into an urban African American barbershop. *Deviant Behavior*, *22*(3), 267-288.

Woodson, C. (1933). *The mis-education of the Negro.* Washington, DC: Associated Publishers:

X., M., & Haley, A. (1965). *The autobiography of Malcolm X, 174.* New York, NY: Random House.

Xu, Z., Hannaway, J., & Taylor, C. (2011). Making a difference? The effects of teach for America in high school. *Journal of Policy Analysis and Management, 30*(3), 447-469.

Yosso, T., Parker, L., Solorzano, D., & Lynn, M. (2004). From Jim Crow to affirmative action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education,* 28, 1-25.

Youtube. (2015a). Barack Obama brings Key & Peele's *Anger Translator* to the 2015 White House Correspondents' Dinner. Retrieved from https://www.youtube.com/watch?v=NM6d06ALBVA

Youtube (2015b). Key & Peele's *Teacher Center.* Retrieved from https://www.youtube.com/watch?v=dkHqPFbxmOU

Youtube. (2013). *Jay-Z's Magna Carta Holy Grail Samsung commercial.* Retrieved from https://www.youtube.com/watch?v=ZNlciK_2qCA

(Doctoral dissertation, Nova Southeastern University). Retrieved from http://pqdtopen.proquest.com/ doc/1333536142.html?FMT=AI

Wilder, M. (2000). Increasing African-American teachers' presence in American schools: Voices of students who care. *Urban Education*, *35*(2), 205-220.

Williams, K. (2012). *A phenomenological study: African-American males in the educational profession.* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 922588849).

Wilson, E. L. (2013). *A phenomenological study of barriers for African-American men in elementary education.* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3577663).

Wilson, W. J. (1996). *When work disappears: The world of the new urban poor*. New York, NY: Vintage.

Wright, L. M. (2011). *African American male college students' attitudes toward teaching as a profession*. (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (Order No. 3476666).

Wright, E., & Calhoun, T. (2001). From the common thug to the local businessman: An exploration into an urban African American barbershop. *Deviant Behavior*, *22*(3), 267-288.

Woodson, C. (1933). *The mis-education of the Negro*. Washington, DC: Associated Publishers:

X., M., & Haley, A. (1965). *The autobiography of Malcolm X*, *174*. New York, NY: Random House.

Xu, Z., Hannaway, J., & Taylor, C. (2011). Making a difference? The effects of teach for America in high school. *Journal of Policy Analysis and Management, 30*(3), 447-469.

Yosso, T., Parker, L., Solorzano, D., & Lynn, M. (2004). From Jim Crow to affirmative action and back again: A critical race discussion of racialized rationales and access to higher education. *Review of Research in Education,* 28, 1-25.

Youtube. (2015a). Barack Obama brings Key & Peele's *Anger Translator* to the 2015 White House Correspondents' Dinner. Retrieved from https://www.youtube.com/watch?v=NM6d06ALBVA

Youtube (2015b). Key & Peele's *Teacher Center.* Retrieved from https://www.youtube.com/watch?v=dkHqPFbxmOU

Youtube. (2013). *Jay-Z's Magna Carta Holy Grail Samsung commercial*. Retrieved from https://www.youtube.com/watch?v=ZNlciK_2qCA

APPENDIX A

Recording Form for Institutional Online Information

1) Video URL? (If any)

2) Notes? (If any)

3) Program URL?

4) (AA_Males) Videos?
   - o Yes
   - o No
5) Strategies for recruiting AA males?
   - o Yes
   - o No
6) Male Video?
   - o Yes
   - o No
7) Strategies for recruiting males?
   - o Yes
   - o No
8) Teacher Education Program level?
   - o 1-Elementary (B/N/K-5)
   - o 2-Middle School (6-8)
   - o 3-High School (9-12)
   - o 4-Special Education
   - o 5-Combo (7-12)
   - o 6- Pre –school -12
9) Number of UG enrolled by range?
   - o 0-5000
   - o 5100-10,000
   - o 10,100-15,000
   - o 15,001-20,000
   - o 20,001-above

10) Number of UG enrolled?

11) Classification?
- o   (1) Public
- o   (2) Private

12) Region Location?
- o   (1) Northeast
- o   (2) South
- o   (3) Midwest
- o   (4) West

13) What is the name of your college or university?

Survey Key for Codes

Regions	Northeast 1
	South 2
	Midwest 3
	West 4

Type	Public 1
	Private 2

Teacher Education Programs	Elementary (B/N/K-5) 1
	Middle School (6-8) 2
	High School (9-12) 3
	Special Education 4
	Combo (7-12) 5
	Preschool -12 6

APPENDIX B
Interview Protocol

I.   Consent and Introduction

- My name is Dariel "D.T." Henry and I am a doctoral candidate at Johnson & Wales University. I am extremely grateful that you have agreed to do this interview. The information that you will provide is invaluable to my research.

- As you know from our previous exchanges, the purpose of this study is to describe strategies used by teacher-education programs for recruiting African American male undergraduates.

- Thank you for signing the human subjects consent form, and, if you agree, the form for granting permission to have the interview audio-recorded.

- The interview should take about an hour.

- Are there any questions you would like to raise, before we begin?

II.   Introductory Questions

1. Is XXXXX, the title I have for you, correct?
    If not, what is title I should use?

2. Are you directly involved in recruiting undergraduates into the teacher-education program?

    a. If not, who does have this responsibility?

    b. If you do,
        i.   For how long have you been involved in recruitment?
        ii.   How would you describe your role in recruitment?
        iii. With whom do you share the responsibility for recruitment?

III.   Questions about Recruitment Strategies

3. How would you describe the institutional strategies used by your college/ university to attract undergraduates to the teacher-education programs? Does the education department use any additional strategies and, if so, what are these?   (continued)

4. [If not answered in # 3] To what extent are digital technology and social media used in recruiting undergraduates into the teacher-education programs?

5. Is any future use planned for incorporating technology into the recruitment activities?

6. Are any targeted recruitment strategies being used, or being planned, to increase the diversity of undergraduates in the teacher-preparation programs? If so, please describe these strategies and the type of diversity being sought.

7. [If not addressed in # 6] In particular, are strategies in use, or planned, for recruiting males as undergraduates into the teacher-preparation programs? Can you send me the materials?
   7a. Are there any scholarships or other incentive used to attract African American males?

8. [If not answered #7] Are there any particular strategies used or planned to attract African American males? Can you send me the materials?
   8a. Are there any scholarships or other incentive used to attract males?

9. What job fairs or meetings do you or other education department members attend for recruiting purposes? If some, please explain.

10. Are any education department members conducting research on the issue of diversifying the K-12 teacher workforce? If so, who are they and what is focus of their research?

11. Are there any other points you would like to share with me about teacher-education program recruitment strategies, especially those regarding African American males?

   If I have additional or follow-up questions to ask, should I use the contact information I have, or would you prefer another way?
      Phone: (   )_____
      Email: _____
      Who should I ask for/title?: _____

Thank you for giving your time and attention to responding to these questions.
I greatly appreciate your help!

Appendix C
Consent to Audio Taping or Video Taping and Transcription

The study involves the audio recording/video recording of the interviews. Neither the name nor other identifying information about the participant will be associated with the tape(s) or with the transcript. Only the researcher will listen to (view) the tapes.

The recording will be transcribed by the researcher (or by someone to whom the identity of the participant is unknown). Once the transcription is checked for accuracy, the tape will be erased. Interview transcripts may be reproduced in whole or in part for use in presentations or written documents that result from the study; however, neither the name or any other identifying information (such as voice or picture) of the participant will be used in such presentations or documents. Further, immediately following the interview, the participant will be given the opportunity to have the tape erased, either in whole or in part.

- -- -

Please check one of each of these pairs of options.

Taping the Interview
- ❑   I consent to having my interview taped
- ❑   I do not consent to having my interview taped

Transcription of Interview
- ❑   I consent to having my taped interview transcribed into written form
- ❑   I do not consent to having my taped interview transcribed into written form

Use of Transcriptions
- ❑   I consent to the use of the written transcription of my interview in presentations and written documents resulting from the study, provided that neither my name nor other identifying information will be associated with the transcript
- ❑   I do not consent to the use of the written transcription of my interview in presentations or written documents resulting from the study.

Signature of Participant _____ Date _____

I hereby agree to abide by the participant's instructions as indicated above.

 Signature of Researcher _____ Date _____

APPENDIX D

Letter to Teacher-Education Program Directors

Month Day, 2016

To: Director of the Teacher Education Program at X College/University

From: Dariel Henry

Re: Information on Teacher Education Programs

I am intent on choosing teaching as my career, because of the impact my teachers had on me and because of my desire to reach the next generation. Therefore, I am seeking information about undergraduate teacher education programs with strong academic rigor, opportunity for student teaching experience, and a rich understanding of theory. I think the teacher education program at University X possesses these attributes. Equally important to me is the need to promote the representation of African American male teachers, who can affect the social, academic, and emotional development of all students. It is reported that almost every state lacks significant diversity in the teacher workforce. With this in mind, I intend to make teaching my career with the hope of making the same impact on others that was made on me by many of my teachers.

W.E.B. Du Bois expressed the idea of the need for a Talented Tenth in African American communities, where at least 10% of the group should pursue a career in education and return to their communities as servants to ensure a continuous cycle of progress. I plan on working diligently on this path to someday follow Du Bois's challenge and serve my community. I understand that a college education can be the vehicle toward a better future and believe that your program can provide me with an excellent teacher-preparation experience. It is with great anticipation that I request additional information about possible admission into the teacher education program at University X.

Please mail the information to: Dariel Henry
P.O. Box 42
Norton, MA 02766

Thank you for any assistance that you can provide,

Dariel Henry

Dariel Henry