Pathways to Urban Teachers for Underrepresented Scholars Program

Sponsored by the Workforce Development Agency—State of Michigan

College of Education Theme

The Effective Urban Educator: Reflective, Innovative and Committed to Diversity

Annual Report 2014

Each One ∙ Reach One ∙ Teach One
**Pathways to Urban Teachers for Underrepresented Scholars Program**

**History and Purpose**

The Morris Hood, Jr. Pathways to Urban Teachers for Minority Scholars program is part of the Martin Luther King, Jr. • César Chávez • Rosa Parks (KCP) Initiative sponsored by the State of Michigan’s Workforce Development Agency. It is one of six KCP special initiatives designed to break down barriers that restrict non-traditional students from achieving academic success in an educational setting. The Morris Hood program was developed in 1999 in memory of State Representative and longtime Wayne State University advocate, Morris Hood, Jr. The College of Education has sponsored two Morris Hood Pathway programs. The first program operated from 1999-2000, and the current program has been in existence since 2001.

The Pre-Morris Hood program was established in 2004. It became the Pre-Morris Hood Learning Community (PMHLC) in 2007-2008, which is funded by Wayne State University’s Provost Office. The primary purpose of the PMHLC is to provide early intervention and support for non-traditional Level 1 students in the College of Education (COE). The goal is to retain Level 1 students and help them increase their overall grade point average which will enable them to qualify for admission to teacher education programs. Once admitted to the certification program in the College of Education (COE), students will transition to Level 2 status and will be admitted to the Morris Hood Scholars Program.

The College of Education continues to place emphasis on retention, certification and graduation rates of students enrolled in teacher education programs. The primary goal of the Morris Hood Scholars Program is to support retention efforts to ensure students successfully complete their certification programs and ultimately graduate with a bachelor’s degree. The Morris Hood program addresses financial, advising, tutoring and mentoring needs of its individual scholars. Staff monitors enrollment patterns and academic performances of students in both Pre-Morris Hood Learning Community and Morris Hood Scholars Program to ensure student success.

The Morris Hood Scholars Program and the Pre-Morris Hood Learning Community work in partnership to provide academic and professional support to targeted underrepresented students. Most students arrive at Wayne State University seeking guidance on how to best handle the rigor of post-secondary education. One major challenge that confronts staff each year is helping students make the successful transition from their urban home environment to one that requires a higher level of thinking and performance skills. The services and support offered by staff is prescriptive and designed to address the academic and personal needs of individual students. Over the years, the program has offered “signature components” that provided support in the following areas:

- Leadership Development
- Professional Development
- Personal and Academic Advising
- Financial Planning and Tuition Assistance

[Image of Dr. Janice Green speaking at a Morris Hood Event.]
Morris Hood Scholars and Pre-Morris Hood Learning Community members participated in Leadership Development meetings once each month. Monthly meetings are scheduled to assist students with their academic, personal, and professional growth and development. Students participated in the following meetings, events, and conferences:

- Mastering Pre-Student Teaching & Student Teaching, Dr. Ruqqayya Maudoodi, Director of Field Experiences, November 8, 2013.
- Presentation on Stress Management, Adrian Lee, Pre-Morris Hood Learning Community Program Coordinator, December 2013.
  - Dr. Ingrid Guerra-Lopez, Ph.D., WSU, Associate Professor and Director of the Institute for Learning and Performance.
  - Dr. Michael E. Dantley, Ed.D., Dean, School of Education, Loyola University, Chicago.
- Student African American Brotherhood (SAAB) National Conference, “Shaping the Minds of Tomorrow: A Commitment to Educate, Innovate and Transform,” was held March 28-29, 2014, in Dearborn, Michigan. Over 400 participants were in attendance at the conference.
- “How to be a Successful and Effective Teacher,” a presentation by Drs. Harry and Rosemary Wong (Monday, March 24, 2014). The members truly enjoyed the motivation, inspiration, and professional guidance provided by Dr. Harry Wong, and Dr. Rosemary Wong, world-class experts on classroom management.

Monthly Leadership Development meetings are in place to ensure students are remaining on track for graduation. Sessions cover relevant topics such as applying for financial aid and COE scholarships, applying for the “Affordable Health Care Act,” preparing for the MTTC Professional Readiness Test, and a special workshop on Classroom Management. Sessions are also responsive to students’ needs, meaning that students may initiate topics of discussion in areas where they need assistance.

Outcomes:

- Morris Hood students served as chairs, co-chairs and main organizer for three major conferences during the 2014 year.
- Leadership Development sessions provided a forum for information sharing, networking, as well as personal and professional skill development.
- Morris Hood students are mentored by WSU staff and faculty members.
Advising staff met with the Morris Hood Scholars and Pre-Morris Hood Learning Community students on a regular basis. Although most advising sessions took place during scheduled appointments, staff also maintained an “open door policy” and routinely met with students during unscheduled visits. Intrusive advising is a strategy advisors use to help staff establish closer working relationships with students recently admitted to Level 1 and it helped set the tone for their partnership. It also helps students develop their academic framework for success. Our favorite phrase with students is “what’s the plan?” Staff continue to utilize available campus resources and services to help students improve their academic standings and grade point averages. By developing professional/personal relationships, it allows the coordinators and students to anticipate problems and develop strategies to overcome any stated obstacles.

**Outcomes:**

- 81% of Morris Hood Scholars finished the year with a cumulative GPA of 3.0 or greater;
- 81% retention rate of Morris Hood Scholars Level 2 was obtained throughout the year;
- Pre-Morris Hood GPA’s increased from 2.45 to 2.87 from Fall 2013 to Winter 2014.

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**Financial Planning & Tuition Assistance**

The Morris Hood Scholars program provide its participants with financial assistance by paying for a minimum of eight credit hours each academic year. Financial assistance help reduce loan amounts needed each year and allowed students to attend classes in all semesters. All participants received a one-on-one financial literacy session, were invited to attend a financial aid workshop, and received assistance in applying for scholarships. The tuition assistance provided a clear financial path that allowed Morris Hood Scholars more time to concentrate on academic achievement. Both Morris Hood and eligible Pre-Morris Hood students were awarded scholarships during this reporting period.

**Outcomes:**

- Tuition assistance helped maintain high retention and graduation rates.
- $41,500 in scholarship funds were awarded or 110 credit hours paid for through tuition assistance available to Morris Hood Scholars.
- Decreased loans acquired by Morris Hood Scholars.
- Acquired an understanding of budgeting.
- Students received scholarships from private donors and College of Education funding.
The Morris Hood Scholars program, Level 2 are students who have been admitted to the College of Education’s teacher certification program. Students recognize and understand the impact this program has had on their lives, and their futures. Here are a few of their testimonials:

*Morris Hood has helped me organize my teaching goals through Leadership Development meetings, volunteer opportunities, and counseling. It also helped me plan the steps needed for my graduation.*

Ryan Acuna (Student Teaching Fall 2014)

*Being a Morris Hood member has been invaluable. The professional standards along with the fraternity-like togetherness, have provided me with a support system that has allowed me to flourish within the College of Education. Without the guidance and support from Morris Hood, I would not be able to afford nor survive academically at Wayne State. Joining this Learning Community was the best decision I have made at WSU.*

Psoccrates Stansberry

*Morris Hood is offering me the opportunity to finish school and is giving me advice/techniques on how to become an effective teacher.*

Darrin Driesenga (Student Teaching Fall 2014)

*Morris Hood has been a lighthouse to guide me home through a storm; I started attending Morris Hood meetings the first semester I started college and they’ve been there every step of the way, getting me closer and closer to the ultimate “home” - graduation.*

Terrel White

*Morris Hood has been an anchor that is helping me through my college experience. It is because of this program that I am not only able to finish college, but I’m also determined to succeed in my career and my life. I can’t express how important Morris Hood has been to me.*

Daryl Russell (Student Teaching Fall 2014)

*Morris Hood is giving me a sense of purpose and has given my academic process a sense of clarity. It has exposed me to individuals who are in Education just as I am and helped me to understand that I am not alone in my academic endeavors.*

Stefan Carter (Transition into Morris Hood Level 2, Fall of 2014)
The Pre-Morris Hood program has provided me with well-informed Academic Advisors and peer mentors. It has helped me establish a sense of brotherhood, community belonging, and providing many opportunities to network with College of Education administration. Pre-Morris Hood has had a positive long-term impact on my academic career at Wayne State University.

William Alexander

The Leadership Development meetings are providing me with a lot of helpful information such as workshops for the Professional Readiness Exam. Another workshop gave me insightful information on classroom management. I believe it’s in my best interest to make it to as many meetings and events as possible.

Kenneth Clay

The Morris Hood program has really shaped my focus on having short-term and long-term goals. It let me see people who are trying to achieve similar goals. Morris Hood will play a big part in my maturation as a student, future teacher and a man.

Mark Teague

I really enjoy the information that’s being shared in the Morris Hood Leadership Development meetings. One of the guest speakers we had gave me so many good tips on how to be a good teacher. The meetings have given me a realistic view on how education works and, most importantly, the trials I may face when I begin my career as an educator. And, on a side note, I take notes on valuable information (for my own benefit) at every meeting and currently they are posted on my wall. Lastly, I feel this is a support group and there are members who make themselves available letting me know that I’m not alone, which was the case in my previous college experiences. It does help to know that I’m not in this by myself and it surely gives me confidence moving forward knowing that I have people that are checking up on my progress and allowing me to come to them in case I need some help.

Jonathon Troy
The Morris Hood program has tremendously helped me from the start of my college experience all the way until the end by allowing me to build connections and develop friendships with my fellow peers inside and outside of the classroom. Without the Morris Hood program, I know that my experiences would have been different, and I would not be as successful as I am today.

Brandon Shamoun (Graduated August 2014)

Morris Hood was an essential source of motivation and support. The family like environment really played a key factor in my overall success at Wayne State University.

Govinder Gill (Graduated) May 2014

To support the theme of the Morris Hood Program “Each One∙ Reach One∙ Teach One,” members are engaged in volunteerism on campus as well as in the local community. Within Wayne State University, members volunteered at the Early Childhood Center, College of Education Teacher Placement Career Fair, the Inauguration of President M. Roy Wilson, Alternative Spring Break program, KCP Celebrate Learning Day, and Commencement ceremonies. Outside of Wayne State, members volunteered with local schools, such as Ferndale Public Schools and University Preparatory Science and Math Middle School. They have also volunteered with GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs), a program designed to prepare middle and high school students for college admission. Morris Hood Scholars also volunteered in the community with such programs as neighborhood revitalization, and the Dr. Martin Luther King Jr. Day of Service.

**Transitioned into Morris Hood Level 2, Winter of 2014

Leadership Development

**Graduates of 2014**

Brandon Shamoun Secondary Education Major: Spanish
Minor: Bilingual Education

Govinder Gill Secondary Education Major: Physical Education
Minor: Health

Nijal Journey** Secondary Education Major: English

Christian Young Secondary Education Major: English
December 2013

“Each One ∙ Reach One ∙ Teach One”
Wayne State University

College of Education

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R. Douglas Whitman, Ph.D. Professor and Interim Dean, College of Education

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