One way to illustrate pathways to higher education and career success for PK-12 students from underrepresented groups is to ensure they have teachers who match their diversity and life experiences. Students immediately benefit from having a teacher who shares a similar background. Currently these types of educators make up a very small percentage of the teachers in Michigan schools.

The Education Scholars Alliance (ESA) at Wayne State University’s College of Education seeks to increase the number of teachers from underrepresented groups in Michigan classrooms. The Alliance provides these students with the necessary resources to be successful at WSU. Through a variety of programming, Alliance members engage in activities fostering a scholarly mindset and camaraderie among members. This targeted programming includes:

- Increased advising and personal development
- Leadership and professional development
- Financial planning and scholarship preparation
- Teacher certification testing support
- Scholarship awards

Together, these components ensure that diverse educators graduate from WSU and become leaders in PK-12 education. The Alliance is dedicated to the success of its members and continues to promote its motto:

**EACH ONE › REACH ONE › TEACH ONE**
2016 - 2017 PROGRAM IMPACT

A diverse group of scholars

- Middle Eastern: 19%
- African American: 59%
- Hispanic: 13%
- Caucasian: 9%

Through the years...

- Over 16 years in existence
- 32 participating students
- Academic year GPA: 3.28
- Program GPA: 3.07
- Graduation rate: 82.3%

A successful participant of the program, Stefan Carter teaches middle school social studies and English language arts at Detroit Public Schools Community District’s Carver STEM Academy.

“I knew I wanted to do something I loved, and that’s educating young people. The program wrapped me up as soon as I got to Wayne State. It was a community all going through the same thing.”

- Stefan Carter

SUPPORTING DIVERSITY IN EDUCATION

Investment in the Education Scholars Alliance can help students chart a successful path to lead their own classrooms.

- Personal development and academic advising
  Program staff help students navigate course scheduling, launch study groups and develop time management skills, ensuring program scholars excel throughout their college career.

- Leadership and professional development
  The program offers an array of lectures, conferences, networking events, field trips and more, allowing scholars the chance to grow into their roles as educators.

- Financial planning and tuition assistance
  Annual and endowed scholarship support helps Education Scholars Alliance members focus on their studies rather than their finances. Students also receive financial aid instruction and advisement.

For more information on joining the Education Scholars Alliance, contact:

Kurt Troutman
Academic Services Officer
313-577-1601
ft4394@wayne.edu

Jeff Lisiecki
Undergraduate Recruitment
313-577-1601
gc2394@wayne.edu

College of Education
5425 Gullen Mall
Detroit, MI 48202
coe.wayne.edu/education-scholars-alliance/
April 4, 2017

Morris Hood Pathway Scholars Program
2002–2017 Completion Report

The Morris Hood, Jr. Pathways to Urban Teachers for Underrepresented Scholars program is part of the Martin Luther King, Jr. • César Chávez • Rosa Parks (KCP) Initiative sponsored by the Department of Talent and Economic Development within the State of Michigan Talent Investment 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 program was developed in 1999 in memory of State Representative and longtime Wayne State University advocate, Morris Hood, Jr.

The primary goal of the Morris Hood Scholars Program is to increase the number of underrepresented teachers in today’s classrooms. This initiative is supported by two programs:

- **Pre-Morris Hood Learning Community** – Serves Level 1 students who are newly admitted freshmen, transfer students, and existing WSU students that change their major to Elementary Education, Secondary Education or Special Education. This level is the beginning of the journey to becoming a certified teacher. Students focus on coursework to meet the university’s General Education Requirements and courses to build content knowledge of subjects that students plan to teach. During this time, students explore the decision to become a teacher by completing 40 hours of group work with children and by completing some coursework in teacher education. This is also a time for students to meet the requirements for the next level of admission by completing Level 2 admission requirements, such as passing the Basic Skills Examination.

- **Morris Hood Scholars Program** – Serves Level 2 students who have successfully transitioned and have been admitted to the college’s certification program. Level 2 students complete coursework in the Professional Education Sequence to learn how to teach, to differentiate instruction, to assess student learning and to deepen knowledge of the profession. At the heart of Level 2 are clinical experiences: Experiences in real classroom contexts that allow teacher candidates to see, hear, and reflect on the dynamic character of urban classrooms. By the end of Level 2, students should have completed all coursework requirements, passed the Michigan Test for Teacher Certification exams and have completed student teaching. Level 2 culminates in students graduating, ready for recommendation to the State of Michigan for teacher certification, and ready to begin a career in the teaching profession.

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. The major objective of the Morris Hood Scholars Program is to ensure students successfully complete their certification programs and ultimately graduate with a bachelor’s degree.
The Pre-Morris Hood Learning Community is funded by the Office of the Provost at Wayne State University. The primary mission of the Pre-Morris Hood Learning Community is to help students increase their overall grade point average and successfully pass the Michigan Basic Skills Examination for teacher candidates, which will enable them to qualify for admission to our teacher education program.

Over the years, the Morris Hood Scholars Program has offered four signature components:

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

A fifth component was recently developed to provide additional support and intervention for Pre-Morris Hood students to pass the Basic Skill Examination.

The Morris Hood Scholars Program was funded to support undergraduate students interested in becoming certified teachers in the State of Michigan. As a result of low numbers of eligible undergraduate students enrolled in the COE for the 2003-2004 cohort, the Department of Talent and Economic Development gave special approval to accept graduate students, admitted to the Master of Arts in Teaching (MAT), to the Morris Hood program. Since 2003-2004, five MAT students were allowed to participate as guest students.

Over the last decade we have lost nearly half of our enrollment in teacher education and the decline in the Morris Hood cohorts reflects that trend. This trend has been observed in most teacher preparation programs in the State of Michigan. The national decline in the status of the teaching profession, the decline in school funding leading to reduced wages and benefits for teachers since the Great Recession, and higher state standards for entering the profession have contributed to the decline in students interested in teaching.

The current Morris Hood Scholars Program is on the final year of a six year funding cycle, 2011-2017. The program received an annual funding amount of $52,700 each year. Staff is planning to submit another request for proposal (RFP) to secure funding for another six years. The new RFP is expected to be released this month or in May, 2017. Currently, there are only three Morris Hood Programs funded in the State of Michigan. The other two programs are housed at Ferris State University and Western Michigan University.

The following data included in this report tracks the certification and degree completion rates for Morris Hood Scholars only.
Overall Summary

- 96 total students participated in 15 cohorts since 2002-2017

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<thead>
<tr>
<th>Completed Degree Requirements (Graduated)</th>
<th>No.</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Completed Post-Bachelor Program (non-degree)</td>
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<tr>
<td>Stopped-Out – No Degree Awarded (1 was certified)</td>
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<td>6.25%</td>
</tr>
<tr>
<td>Currently Active in Morris Hood</td>
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<td>Total</td>
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<table>
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<tr>
<th>Completed Certification Requirements</th>
<th>No.</th>
<th>Percentage</th>
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<td>72</td>
<td>75.00%</td>
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Certified (n=72)

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<th>% Male</th>
<th>No. Female</th>
<th>% Female</th>
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<td>66.67%</td>
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<td>15.28%</td>
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<td>5.56%</td>
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60 12 72
83.33% 16.67% 100.00%

Graduated (n=79)

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<th>% Male</th>
<th>No. Female</th>
<th>% Female</th>
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<tr>
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67 12 79
84.81% 15.19% 100.00%
### Stopped-Out (n=6)

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<th>No. Female</th>
<th>% Female</th>
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<td>6</td>
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<td></td>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>Hispanic</td>
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|        | 6       | 100.00%| 0          | 0.00%    | 100.00% |

### Current Students (n=10)

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<th>% Male</th>
<th>No. Female</th>
<th>% Female</th>
<th>% Total</th>
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<tr>
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<td>20.00%</td>
</tr>
<tr>
<td>Hispanic</td>
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<td></td>
<td>30.00%</td>
</tr>
<tr>
<td>White</td>
<td>4</td>
<td>40.00%</td>
<td></td>
<td></td>
<td>40.00%</td>
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</tbody>
</table>

|        | 10      | 100.00%| 0          | 0.00%    | 100.00% |
Morris Hood Pathway Scholars Program
2002 – 2017 Enrollment & Degree Completion

2002-2003 Morris Hood Enrollment – Cohort #1
- 19 students were enrolled in the Morris Hood II program Cohort #1.
- 18 of 19 members were recommended for teacher certification – 95% completion rate
- 18 of 19 members successfully completed their degree requirements – 95% completion rate
- One student transferred out of state and completed her certification and degree requirements in South Carolina

2003-2004 Morris Hood Enrollment – Cohort #2
- 6 students participated in the Morris Hood Cohort #2
- 5 of 6 members were recommended for teacher certification – 83% completion rate
- 1 MAT student was granted degree without certification
- 6 of 6 members successfully completed their degree requirements – 100% completion rate

2004-2005 Morris Hood Enrollment – Cohort #3
- 9 students participated in the Morris Hood Cohort #3
- 8 of 9 members were recommended for teacher certification – 89% completion rate
- 8 of 9 members successfully completed their degree requirements – 89% completion rate
- 1 MAT student opted not to complete his remaining master degree requirements
- 1 member transferred out of the COE and completed his bachelor degree in History

Note: Fall 2004, the Pre-Morris Hood program was developed and implemented

2005 – 2006 Morris Hood Enrollment – Cohort #4
- 4 students participated in the Morris Hood Cohort #4
- 3 of 4 members were recommended for teacher certification – 75% completion rate
- 3 of 4 members completed their degree requirements – 75% completion rate
- 1 member did not complete his degree or certification requirements

2006 – 2007 Morris Hood Enrollment – Cohort #5
- 3 students participated in the Morris Hood Cohort #5
- 2 of 3 members were recommended for teacher certification – 67% completion rate
- 2 of 3 members completed their degree requirements – 67% completion rate
- 1 member did not complete his degree or certification requirements
- 1 student withdrew from WSU due to medical reasons

2007 – 2008 Morris Hood Enrollment – Cohort #6
- 7 students participated in the Morris Hood Cohort #6
- 6 of 7 members were recommended for teacher certification – 86% completion rate
- 5 of 6 members completed their degree requirements – 83% completion rate
- One member was in the Post Bachelor (non-degree) certification program and therefore ineligible for graduation

2008 – 2009 Morris Hood Enrollment – Cohort #7
- 6 students participated in the Morris Hood Cohort #7
- 6 of 6 members were recommended for teacher certification – 100% completion rate
- 6 of 6 members completed their degree requirements – 100% completion rate
2009 – 2010 Morris Hood Enrollment – Cohort #8
- 4 students participated in the Morris Hood Cohort #8
- 3 of 4 members were recommended for teacher certification – 75% completion rate
- 4 of 4 members completed their degree requirements – 100% completion rate
- 1 member transferred and completed his degree in Exercise Sport Science

2010 – 2011 Morris Hood Enrollment – Cohort #9
- 5 students participated in the Morris Hood Cohort #9
- 5 of 5 members were recommended for teacher certification – 100% completion rate
- 5 of 5 members completed their degree requirements – 100% completion rate

2011 – 2012 Morris Hood Enrollment – Cohort #10
- 4 students participated in the Morris Hood cohort #10
- 3 of 4 members were recommended for teacher certification – 75% completion rate
- 4 of 4 members completed their degree requirements – 100% completion rate
- 1 member graduated degree without certification

2012 – 2013 Morris Hood Enrollment – Cohort #11
- 5 students participated in the Morris Hood Cohort #11
- 3 of 5 members were recommended for teacher certification – 60% completion rate
- 4 of 5 members completed their degree requirements – 80% completion rate
- 1 member is currently active in Morris Hood

2013 – 2014 Morris Hood Enrollment – Cohort #12
- 7 students participated in the Morris Hood Cohort #12
- 4 of 7 members were recommended for teacher certification – 57% completion rate
- 1 member graduated degree without certification, relocated, and completed his certification requirements in the State of Nevada in May 2016. He’s now currently employed in the Las Vegas School system
- 6 of 7 members completed their degree requirements – 86% completion rate
- 2 members received their degrees without certification
- 1 member is currently active in Morris Hood

2014 – 2015 Morris Hood Enrollment – Cohort #13
- 7 students participated in the Morris Hood Cohort #13
- 2 of 8 members were recommended for teacher certification – 25% completion rate
- 2 of 8 members completed their degree requirements – 25% completion rate
- 4 members are currently active in Morris Hood
- 1 member did not complete his degree or certification requirements

2015 – 2016 Morris Hood Enrollment – Cohort #14
- 7 students participated in the Morris Hood Cohort #14
- 4 of 7 members will be recommended for teacher certification – 58% completion rate
- 6 of 7 members will complete their degree requirements – 86% completion rate
- 2 members completed their degree without certification
- 1 member is currently active in Morris Hood

2016 – 2017 Morris Hood Enrollment – Cohort #15
- 3 students participated in the Morris Hood cohort #15
- 3 members are currently active in Morris Hood