*Revolutionizing the Educational Workforce: PNW’s EPP Plan for Recruitment (REW)*

*Revolutionizing the Educational Workforce: PNW’s EPP Plan for Recruitment* (REW) is the result of a team of faculty and staff members’ efforts. Through their analysis of enrollment data, state and national needs, as well as regional trends, they created a 5-year strategic recruitment plan to which all educator preparation programs adhere. Their work reflects the educational mission of a land grant institution to provide accessible education to the communities where the university exits, and includes efforts of the EPP to connect the community in a variety of ways in the process of meeting these needs.

The EPP recognizes that prospective and current candidates have lives that are highly dependent upon technology. They “are not only accessing, managing, creating and sharing knowledge in dramatically different ways;” they have expectations regarding the quality of their learning experiences (Pedro, F., 2009, p.2). The REW capitalizes on this “connected-ness” through its integration and use of technology. Aspects of the REW rely on targeted social media campaigns, videos, brochures, and information found on the School of Education and Counseling’s and disciplinary department websites. Website analytics are used to monitor and append information shared and the ways in which it is displayed on these sites. Understanding where prospective and current candidates are interested and focusing helps the EPP to advertise and advise accordingly.

Built around the broad goals of: increasing diversity of candidates within degree/licensure programs; developing and expanding relationships with community partners; and creating unique and diverse opportunities for candidates to engage in their profession, the REW provides guidance for all educator degree programs at the institution on how to recruit candidates from a broad range of backgrounds and diverse populations to create an inclusive learning space, recognizing the diverse needs and strengths of learners.

**GOAL 1: *Develop and expand relationships with community partners.***

**Objectives:**

* Increase the number of partnerships by 10% each year for the next 5 years.
	+ Increase the number of partnerships serving low SES (Title I) by 10%
	+ Increase the number of partnerships serving ethnically diverse populations (Latinx, African American) by 10%
	+ Increase the number of partnerships serving exceptional learners by 10%
* Increase participation of community partners in the EPP by 20% over the next 5 years.

**Baseline Data:** In Spring 2018, SoEC was invited to and participated in Derby Event (Links); 4 faculty members attended from the SoEC. First event with community partner (e.g.,not school). The number of partnerships in 2018 was 18, with 42 sites.[[1]](#footnote-1) Of these, 17 with entities serving low SES population; 30 were with entities serving ethnically diverse populations[[2]](#footnote-2), and 42 were entities serving exceptional learners[[3]](#footnote-3).

**Annual Data:** In Spring 2019, 10 faculty members attended Derby Event. The number of partnerships in 2019 was 28, with 69 sites. Of these, 28 with entities serving low SES population; 43 were with entities serving ethnically diverse populations1, and 69 were entities serving exceptional learners2.

| **Actions** | **Strategies** | **Responsible Person or Position** | **Start/End Date** | **Plans for Adjustment and Monitoring**  | **Resources** |
| --- | --- | --- | --- | --- | --- |
| Develop partnerships with community high schools and community colleges | * Target schools in hard-to-staff areas, low socioeconomic, and diverse areas
* Target cadet teacher clubs, foreign language clubs, STEM clubs
* Provide targeted recruitment and informational sessions
* Invite students to visit campus to experience life as a PNW candidate
* Develop transfer articulation agreements and transfer guides
* Collaborate with University college to articulate external coursework with degree guides
 | * Office of Recruitment and Retention
* Graduate Assistant
* Office of Concurrent Enrollment Programs
 | May 2019-Ongoing | Annually evaluate partnerships to verify they are beneficial and represent the diversity of our P-12 students  | TimePersonnel |
| Partner with internal and external constituents representing diverse populations | * Engaged in partnerships with Excel Center (Goodwill Industries)
* Collaborate with PNW Office of Concurrent Enrollment
* Collaborate with PNW TRIO Programs
 | * Academic Advisors
* Graduate Assistant
* Office of Concurrent Enrollment
* PNW TRIO
* External Partners
* EPP Recruitment Taskforce
 | August 2019-ongoing | Monthly meetings with EPP Recruitment Taskforce;  | Graduate Assistantship cost (tuition reimbursement; 10 hours/week)TimePersonnel |
| Develop advisory councils for both the EPP and all program areas | * Partner with K-12 stakeholders on recruiting and retaining racially diverse and socioeconomically disadvantaged teacher candidates
 | * Director of SoEC
* Associate Director SoEC
* Program Area Coordinators
 | August 2017-ongoing | Semester meetings with the partners; annually evaluate council members to verify they represent the diversity of our P-12 students | TimePersonnel |
| Recruit Teachers with Special Education emergency licenses in Indiana and Illinois | * Email blast/campaign to area directors and partners in Special Education
* Advertise in Chalkbeat
 | * Graduate Advisory
* Special Education Program Coordinator
* Administrative Assistant
 | October 2018-present | Bi-annually track and monitor applications and evaluate  | TimePersonnelAdvertising Costs |
| Extend outreach to variety of agencies in Northwest Indiana to identify community needs | * Contact President and Chief Executive Officer of Urban League of Northwest Indiana to discuss partnering with and/or determining a role of the EPP in their efforts to promote, encourage, and enhance services in NWI
* Continue to support the Links Incorporated Northern Indiana Chapter fundraiser in May
* Collaborate with Communities in Schools: Lake County
 | * Director and Associate Director of SoEC
* Recruitment Task Force
* Office of Partnerships and Outreach
 | May 2018--- ongoing  | Annual evaluation of outreach efforts | TimePersonnel |
| Purdue Educational Leaders Fellows (PEL Fellows) | * Collaborate with school partners to meet their needs surrounding the hiring of substitute teachers
 | * Retention Task Force
* Administrative Assistant
 | FAll 2018- planning activities to launch PEL in spring January 2019 inaugural class of PEL Fellows | Bi-annual updates from Retention Task Force on participation of candidates and schools | TimePersonnel |
| Beveridge Project | * Collaborate with school partner to meet their needs surrounding the hiring of teachers
* Five candidates interviewed and selected for participation in a pilot project
	+ Student teaching w/compensation
	+ participate in professional development
	+ University faculty mentor
	+ District provided instructional coach
	+ If successful, would receive employment contracts at the end of project/graduation
 | * Associate Director and Director SoEC
* School District-- Superintendent, Associate Superintendent, Director of Elementary Curriculum, Director of Special Education
 | May 2019-December 2019 | Project unsuccessful due to lack of follow through and support required by school district (i.e., no instructional coaches hired, difficulties with compensation, personnel issues, administrative turnover). Four of the five candidates were offered contracts upon graduation; three accepted the contracts. | PersonnelTimeCandidates willingness to participate |

**GOAL 2: *To increase diversity of candidates entering and completing EPP degree/licensure programs to align with the demographics of the region.***

**Objectives:**

* Increase the African American candidate enrollment in educator degree/licensure programs by 15% each year for the next 5 years.
* Increase the Latinx candidate enrollment by 15% each year over the next 5 years.
* Increase the male candidate enrollment by 12% each year over the next 5 years.
* Increase the Early Childhood candidate enrollment by 20% each year over the next 5 years.
* Increase the candidate enrollment in World Language programs by 30% each year over the next 5 years.
* Increase the candidate enrollment in STEM programs (i.e., Chemistry, Physics, Life Science and Mathematics) by 20% each year over the next 5 years.

**Baseline Data:** In 2018-2019[[4]](#footnote-4), 167 applied and 107 enrolled in an educator preparation program at PNW. Of these, 5 applicants and 4 enrollees identified as African American; 30 applicants and 25 enrollees identified as Latinx; 15 applicants and 13 enrollees identified as male; 15 applicants and 11 enrollees in Early Childhood program of study; 1 applicant and 1 enrollee in World Languages program of study; and 7 applicants and 6 enrollees in a STEM program of study.

**Annual Data:** In 2019-2020, 128 applied and 60+ S20 enrolled in an educator preparation program at PNW. Of these, 3 applicants and 0+ S20 enrollees identified as African American; 26 applicants and 12 + S20 enrollees identified as Latinx; 22 applicants and 8 + S20 enrollees identified as male; 9 applicants and 6 + S20 enrollees in Early Childhood program of study; 1 applicant and 1 enrollee in World Languages program of study; and 10 applicants and 6 + S20 enrollees in a STEM program of study.

| **Actions** | **Strategies** | **Responsible Person or Position** | **Start/End Date** | **Plans for Adjustment and Monitoring**  | **Resources** |
| --- | --- | --- | --- | --- | --- |
| Create EPP Recruitment Task Force to create, implement, and evaluate recruitment strategies | * Graduate student hire to assist with recruitment initiatives
* Plan to track and evaluate recruitment initiatives
* Engage faculty members in the recruitment task force
* Disband CAEP 3 Team – transition to Recruitment Task Force
 | * Director of SoEC
* CAEP 3 Team
* EPP Recruitment Task Force
 | March 2019 -- ongoing | Weekly meetings with graduate assistantMonthly meetings with EPP Recruitment Task Force; Minutes of meetings to be reviewed for progress towards goalsEmails with updates on recruitment efforts | Graduate Assistantship cost (tuition reimbursement; 10 hours/week)TimePersonnel |
| Include Diversity and Inclusion statement on SoEC’s webpage | * Create and post *Diversity Commitment*
 | * Director of SoEC
* Administrative Assistant
 | February 2019 | None | PNW—SoEC’s website |
| Increase representation of candidates from diverse backgrounds on social media | * Create focus group with candidates to determine ideal/most utilized platforms for use by SoEC
* Create and increase posts to Facebook, Instagram, and Twitter that connect candidates or prospective candidates with cultural events and activities occurring on PNW campus
* Faculty/staff nominated candidates to takeover SoEC social media platforms to highlight events, classes, and life on campus
 | * Director of SoEC
* Administrative Assistant
* Student Ambassadors
* Graduate Assistant
 | January 2019--ongoing | Use PNW calendar of events to highlight activities (e.g., Hispanic heritage—September; African American heritage—February; etc.)Track and monitor posts to social media platforms to ensure wide representation is present | PNW—SoEC’s websiteSoEC social media platformsTime |
| Direct admission standards for candidates that reduce barriers to entry | * Recruit where diversity thrives: Identify partner schools with diverse student bodies
* Recruit high-achieving students who meet or exceed EPP admission requirements
* Target AP/Concurrent Enrollment courses
 | * EPP Recruitment Task Force
* Office of Outreach and Partnerships
* Associate Director SoEC
* Office of Concurrent Enrollment Programs
* High School Counselors/educators
 | August 2019-- ongoing | Review admission standards during EPP Data Dialogue Day- spring meeting | SLATETimePersonnel |
| Adjust admission requirements to alleviate obstacles for students | * Align ACT/SAT/GRE admission requirements so that they are uniform across all programs (graduate and undergraduate)
 | * Director of SoEC
 | August 2019 | Review admission standards during EPP Data Dialogue Day- spring meeting | SLATETime |
| Increase number of candidates from the following counties in Indiana: LaPorte, Porter, Lake, Jasper, and Newton counties;Illinois: Cook County  | * Develop advertisements for the commuter railroad system in Indiana (South Shore Line)
* Increase high school and community college visits and presentations in selected counties
* Increase campus visits from high schools and community colleges in selected counties
	+ Email follow-ups from academic advisor to students interested in education programs; include links to application, etc. (SLATE)
 | * Academic advisors
* Graduate Assistant
* Administrative Assistant
* Office of Partnership and Outreach
* Material development – external
 | February 2019-June 2019 advertisement developmentJune 2019-December 2019 train advertisements ‘run’August 2019 – ongoing visits and presentations | Review candidate demographics each semester; presented at SoEC faculty meeting (1st meeting of Fall, 1st meeting of Spring)Evaluate efficacy of train advertisements through review of enrollment/applicant data by county Create a tracking system for monitoring campus visits as well as visits to high schools and community colleges: email follow ups and subsequent applicants/inquiries  | Advertisement development costs $6,000 advertising on trainTimeTravel costs: mileageSLATE |
| Participate in Passport PNW initiative | * Create and submit proposals for a 1+3 agreement with Partner High Schools for candidates interested in pursuing education degree
* Create and implement student supports as part of proposals (e.g., testing support, transition to college supports, time management, etc.)
* Marketing of 1+3 programs with identified partner high schools
* Implement proposals
 | * Faculty members identified by Director of SoEC to write proposals in areas:
	+ Secondary education (STEM)
	+ Early Childhood
	+ Elementary
	+ Special Education
* EPP Academic Advisors
* Office of Partnerships and Outreach
* Office of Concurrent Enrollment Programs
* High School Counselors and administrators
 | February 2020-August 2021 (development and initial implementation) | Monthly meetings with identified faculty members during proposal crafting phase.Three-week summer workshop in May 2020 for program development.Marketing plan- soft launch with partner high schools—fall 2020.Full launch in spring 2021 (high school scheduling of classes for AY 2021-2022) | Stipends for faculty work in summer to be paid by Office of Concurrent Enrollment Programs ($5,000 per program area team)TimePersonnelMarketing costs: $500 |
| Develop partnerships with community high schools and community colleges | * Target schools in hard-to-staff areas, low socioeconomic, and diverse areas
* Target cadet teacher clubs, foreign language clubs, STEM clubs
* Provide targeted recruitment and informational sessions
* Invite students to visit campus to experience life as a PNW candidate
* Develop transfer articulation agreements and transfer guides
* Collaborate with University college to articulate external coursework with degree guides
 | * Office of Recruitment and Retention
* Graduate Assistant
* Office of Concurrent Enrollment Programs
 | August 2019-Ongoing | Annually evaluate partnerships to verify they are beneficial and represent the diversity of our P-12 students  | TimePersonnel |
| Partner with internal and external constituents representing diverse populations | * Engaged in partnerships with Excel Center (Goodwill Industries)
* Collaborate with PNW Office of Concurrent Enrollment
* Collaborate with PNW TRIO Programs
 | * Academic Advisors
* Graduate Assistant
* Office of Concurrent Enrollment
* PNW TRIO
* External Partners
* EPP Recruitment Taskforce
 | August 2019-ongoing | Monthly meetings with EPP Recruitment Taskforce;  | Graduate Assistantship cost (tuition reimbursement; 10 hours/week)TimePersonnel |
| Develop advisory councils for both the EPP and all program areas | * Partner with K-12 stakeholders on recruiting and retaining racially diverse and socioeconomically disadvantaged teacher candidates
 | * Director of SoEC
* Associate Director SoEC
* Program Area Coordinators
 | August 2017-ongoing | Semester meetings with the partners; annually evaluate council members to verify they represent the diversity of our P-12 students | TimePersonnel |
| Recruit Teachers with Special Education emergency licenses in Indiana and Illinois | * Email blast/campaign to area directors and partners in Special Education
* Advertise in Chalkbeat
 | * Graduate Advisory
* Special Education Program Coordinator
* Administrative Assistant
 | August 2018-ongoing | Bi-annually track and monitor applications and evaluate  | TimePersonnelAdvertising Costs |
| Participate in internal PNW recruitment events | * Attend PNW Preview Days
* Attend Exploratory Advising Major Fair
* Conduct classroom visits in freshmen experience courses
* Attended study abroad fairs
 | * Student Ambassadors
* Academic Advisors
* Faculty
 | August 2019-present | Log number of attendees at each event and evaluate effectiveness annually  | TimePersonnelSWAG/Giveaway Costs |
| Develop partnerships with community high schools and community colleges | * Target schools in hard-to-staff areas, low socioeconomic, and diverse areas
* Target cadet teacher clubs, foreign language clubs, STEM clubs
* Provide targeted recruitment and informational sessions
* Invite students to visit campus to experience life as a PNW candidate
* Develop transfer articulation agreements and transfer guides
* Collaborate with University college to articulate external coursework with degree guides
 | * Office of Recruitment and Retention
* Graduate Assistant
* Office of Concurrent Enrollment Programs
 | August 2019-Ongoing | Annually evaluate partnerships to verify they are beneficial and represent the diversity of our P-12 students  | TimePersonnel |
| Participate in internal PNW recruitment events | * Attend PNW Preview Days
* Attend Exploratory Advising Major Fair
* Conduct classroom visits in freshmen experience courses
* Attended study abroad fairs
 | * Student Ambassadors
* Academic Advisors
* Faculty
 | August 2019-present | Log number of attendees at each event and evaluate effectiveness annually  | TimePersonnelSWAG/Giveaway Costs |

**GOAL 3: *Create unique and diverse opportunities for candidates to engage in their profession.***

**Objectives:**

* Increase the number of opportunities for candidates by 5% each year for the next 5 years.
* Increase candidate participation in EPP-provided opportunities by 10% each year for the next 5 years.

**Baseline Data:** In Spring 2019, the number of opportunities provided for candidate participation outside of coursework requirements (i.e., beyond field experiences) was 9. The average number of candidate participation was 11.

**Annual Data:** In Spring 2020, the number of opportunities provided for candidate participation outside of coursework requirements (i.e., beyond field experiences) was 8. The average number of candidate participation was 16.

| **Actions** | **Strategies** | **Responsible Person or Position** | **Start/End Date** | **Plans for Adjustment and Monitoring**  | **Resources** |
| --- | --- | --- | --- | --- | --- |
| Create EPP Retention Task Force to create, implement, and evaluate retention strategies | * Graduate student hire to assist with retention initiatives
* Plan to track and evaluate retention initiatives
* Engage faculty members in the retention task force
* Disband CAEP 3 Team – transition to Retention Task Force
 | * Director of SoEC
* CAEP 3 Team
* EPP Retention Task Force
 | March 2019 -- ongoing | Weekly meetings with graduate assistantMonthly meetings with EPP Retention Task Force; Minutes of meetings to be reviewed for progress towards goalsEmails with updates on recruitment efforts | TimePersonnel |
| Transform: Local | * Transform Local events in NWI and Chicago
* engage prospective and current candidates with resources available to educators in Northwest Indiana
 | * Associate Director and Director of SoEC
* Administrative Assistant
* Faculty Members
* Candidate focus groups
* Office of Partnerships and Outreach
* PNW Development Office
 | March 2019-ongoing | Semester offerings for candidates to explore educational resources offered in NWI. Use actual participation rosters to determine if opportunity was successful. Focus groups used to determine candidate interests/demand. | TimePersonnelTransportation Costs |
| Transform: National | * Engage candidates in exploring education in other states by offering additional field experiences during winter break and spring break
	+ native american populations (reservation)
	+ Rural: Idaho, Alaska,
	+ Metropolitan: Texas, New York
 | * Associate Director and Director of SoEC
* Administrative Assistant
* Faculty Members
* Candidate focus groups
* Office of Partnerships and Outreach
* PNW Development Office
 | May 2020-- ongoing | Planning phase to begin in May 2020 to determine feasibility of offering experiences working with learners outside of the state of Indiana. Ability to obtain funding is a key feature of this work. Begin process of identifying partners. Define the policies and processes for this to occur. | Funds to cover costs of travel and lodging for candidates and faculty members (donor source)TimePersonnel |
| Transform: Global | * Engage candidates in opportunities for exploring education in other countries
	+ Italy Summer 2019
	+ Finland Spring 2020
	+ Italy Summer 2020
* Korean Educators: Educators from Korea in university and partner classrooms learning about American educational system
 | * Associate Director and Director of SoEC
* Administrative Assistant
* Faculty Members
* Candidate focus groups
* Office of Partnerships and Outreach
* PNW Development Office
* PNW Office of Global Engagement
 | Study Abroad activitiesJanuary 2019-- ongoingKorean EducatorsAugust 2017-May 2019 | Beginning in the spring of 2019, faculty member pursued study abroad offering for candidates in education programs. The first attempt was considered to be successful when 6 candidates enrolled and participated in the study abroad offering occurring in Italy. Following, additional faculty members proposed two study abroad offerings for candidates (Finland and Italy). However, due to low enrollment, these opportunities were canceled. More attention to marketing and selection of places is warranted to continue this offering.Immigration policies have caused a halt to the Korean Educators project. | TimePersonnelCosts to candidates and faculty members |
| Purdue Educational Leaders Fellows (PEL Fellows) | * Collaborate with school partners to meet their needs surrounding the hiring of substitute teachers
 |  |  |  |  |
| Beveridge Project | * Collaborate with school partner to meet their needs surrounding the hiring of teachers
* Five candidates interviewed and selected for participation in a pilot project
	+ Student teaching w/compensation
	+ participate in professional development
	+ University faculty mentor
	+ District provided instructional coach
	+ If successful, would receive employment contracts at the end of project/graduation
 | * Associate Director and Director SoEC
* School District-- Superintendent, Associate Superintendent, Director of Elementary Curriculum, Director of Special Education
 | May 2019-December 2019 | Project unsuccessful due to lack of follow through and support required by school district (i.e., no instructional coaches hired, difficulties with compensation, personnel issues, administrative turnover). Four of the five candidates were offered contracts upon graduation; three accepted the contracts. | PersonnelTimeCandidates willingness to participate |
| Purdue Educational Leaders Fellows (PEL Fellows) | * Collaborate with school partners to meet their needs surrounding the hiring of substitute teachers
 | * Retention Task Force
* Administrative Assistant
 | FAll 2018- planning activities to launch PEL in spring January 2019 inaugural class of PEL Fellows | Bi-annual updates from Retention Task Force on participation of candidates and schools | TimePersonnel |

1. The Spring 2018 partnership data only includes partnerships for our Student Teaching Candidates. [↑](#footnote-ref-1)
2. PNW SoEC categorizes entities serving ethnically diverse populations as those with a student population of 30% or greater non-white students. [↑](#footnote-ref-2)
3. PNW SoEC considers exceptional learners those with special education needs. Each school in Indiana serves students with special education needs, so all of our partner districts meet this criteria. [↑](#footnote-ref-3)
4. Invitation to interview requirements were adjusted after the Fall 2018 semester. [↑](#footnote-ref-4)