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NEARLY HALF OF NEW CA TEACHER CORPS RECRUITS ARE UNDER-REPRESENTED MINORITIES

Alternative certification programs placed a higher percentage of African American and Hispanic teachers in the classroom than currently teaching in broader public school system

Sacramento, CA – The California Teacher Corps, the statewide organization representing California’s alternative certification programs, today announced that nearly 50 percent of teachers placed in the classroom from Teacher Corps programs for the 2009-10 school year were under-represented minorities, according to the California Commission on Teacher Credentialing. Additionally, Teacher Corps programs recruited twice the percentage of African Americans and 50 percent more Latinos than are currently teaching in the broader California public school system. These numbers represent a steady increase in under-represented minorities being recruited into the teaching profession by alternative certification programs.

“Our programs have made it a priority to increase the representation of African American and Latino teachers in the teaching profession,” said Catherine Kearney, president of the California Teacher Corps. “By diversifying the profession, we are providing students with teachers who are representative of their own community. We are actively encouraging under-represented minorities to join the teaching profession, recognizing the positive impact they are having on California’s changing student population.”

For the 2009-10 school year, approximately eight percent of teachers from Teacher Corps programs were African American, compared to four percent within the state’s overall teaching workforce, according to the California Department of Education (CDE). Similarly, approximately 25 percent of teachers from Teacher Corps programs were Hispanic, compared to 17 percent of the broader teaching workforce.

One example is California State University’s Fullerton *On Track Scholars Transition to Teaching* program, of which nearly 80 percent of the teacher candidates are Hispanic. CSU Fullerton recruits teacher candidates living in the Santa Ana community, including bilingual Spanish speakers, who want to serve Santa Ana’s diverse, low-income community by teaching within the Santa Ana Unified School District. Candidates work towards earning their state certification in the high-need fields of special education, math and science. The teacher preparation program is specifically geared towards recruiting diverse teachers to serve the areas low-income, high-poverty community with the goal of raising student achievement and academic success.

Another example is the Tulare County Office of Education (TCOE), which serves Kings, Fresno, Northern Kern and Tulare Counties in the Central Valley, and which has combined its recruitment program with its teacher certification program to more effectively recruit, train and place teachers from under-represented groups into the classroom. Recruitment strategies include outreach to local community businesses and faith-based organizations, the hosting of community forums and informational meetings and presence at ethnic, city-wide events. TCOE's teacher certification program has trained and placed over 200 teachers in rural school districts, of which 40 percent are from under-represented groups.

A 2009 study published in the journal *Education Next* entitled "*What Happens When States Have Genuine Alternative Certification?*" notes that states with 'genuine' alternative certification have more under-represented minorities in the teaching workforce than in other states. Additionally, according to a 2004 report by the National Collaborative on Diversity in the Teaching Force, increasing the percentage of minorities in the teaching profession can have positive effects on closing the achievement gap of students.

"It is important that we actively recruit members of under-represented groups into teaching, especially people of color and males," said Dr. Martin Haberman, distinguished professor emeritus at the University of Wisconsin Milwaukee's School of Education and researcher of alternative pathways into the classroom. "They serve as role models of success, but even more importantly, they communicate to their students that knowledge and learning are a desirable, vital goal for all children and youth to function in a democratic society. The proven, most effective means for recruiting a diverse group of teachers is through alternative certification programs."

Teacher Corps programs have historically met the varying needs of public schools, including attracting talented individuals and second-career professionals from within the community who bring with them deep content expertise and professional experience. Over the past seven years, Teacher Corps programs have placed more than 55,000 highly-qualified teachers in California public schools.

About the California Teacher Corps

The California Teacher Corps is a nonprofit organization established in 2009 with the goal of placing 100,000 highly-qualified teachers in California's communities by 2020. The Teacher Corps provides a unified voice for the state's alternative certification programs, effectively and proactively addresses teacher preparation issues facing California and recruits the best and the brightest professionals to teach in the public schools that need them most. CA Teacher Corps membership trains second-career teachers, and others committed to working in hard-to-staff schools, who have deep subject-area expertise and who remain in the teaching profession. For more information, visit the California Teacher Corps at www.cateachercorps.org

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