



Project FIRST

Factors Impacting Retention and
Sustainability for Teachers

A Project by Western Oregon University sponsored
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Chapter 2: Program Recruitment

**How
Participants
Heard About
their Programs**



**Factors
Impacting
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Selection**



**Program
Transparency:
Total Cost and
Financial Aid**



Recommendation



How Participants Heard About their Programs



Alumni

"I had heard a lot of good supportive experiences others have had."

- Survey response



Key People

"At the time [the principal] was the one who pushed me. He was, 'Hey, you'd like to be a teacher?'".

-Pre-service Teacher



Campus Visits

"Visiting [...] as a high school student, was instrumental as I fell in love with the campus."

-Survey response



“Many of my past teachers in high school mentioned how great of an experience they had [in this program]. I can say the same now that I was able to attend it myself.”

—Survey response







“I had already attended [...] a couple times during high school because [university] hosts the annual [conference]. And being part of the migrant program, they would always take us to campus every year. Every year they would celebrate. And honestly, my first experience of that field trip made me fall in love with [university].”

In-service teacher



Factors Impacting Program Selection

	Financial Support	"I was able to apply for and receive the [...] scholarship. So that's what caught my attention." (In-service teacher)
	Schedule Flexibility	"Having [a flexible] program, that is so helpful for students who are non-traditional, are working full time, are trying to do the program." (In-service teacher)
	Program Reputation	"The reason I joined [...] was due to, at the time, it was one of the best schools for teaching." (Pre-service teacher)
	Campus Location	"I knew wanted a school that was close to home and was going allow me to continue supporting my children, because I'm a single mom." (Survey response)



“As DACA recipients, we don't receive [federal] financial aid support, so we have to find other ways to cover the rest of our school.”

—In-service teacher





“The fact that it was online and I was able to work. I'm a first-generation single mom and you need all the support that you can when you're in this kind of situation. So they gave me all the tools that I needed to be able to work full time and provide for my kids, but at the same time, dream big, the American dream of having that education. ”

—Pre-service teacher



Questions & Concerns Before Starting



Financial Support

“[My main concerns were]
financial burdens, including
cost and debt.”

-Survey response



Balancing Responsibilities

“[I was concerned about]
program workload, and
maintaining a healthy
integration of my work and
home lives.”

-Survey response

“Am I going to be able to afford it? I was like, oh my gosh, how am I going to pay for all this? Because college is expensive. It's super expensive. So that was my big concern and my big question.”

-Pre-service teacher





“As a teacher [...] first-year teacher [...] trying to grade and take control over my own classroom [...] there are all these assignments, it's overwhelming.”

— Pre-service teacher



Recommendation



Mentorship

A significant number of participants recommended a mentoring system to make the teacher preparation process easier.

“Having a mentor in high school would have been more helpful.”

“A mentor throughout the process that begins at the high school and throughout college.”

“Having more mentors to help because I was a first generation student.”

“A small orientation with others that have done this same program.”

Chapter 2 Toolkit

Title and Link	Description
<u>Grow Your Own Educator Programs - Technical Assistance Toolkit</u>	This IDRA Grow Your Own Educator Programs – Online Technical Assistance Toolkit discusses how equitable approaches and critical perspectives can combine the powerful roles of “homegrown” teachers, culturally-relevant curriculum, and social justice pedagogy in addressing achievement and opportunity gaps, especially for the nation’s woefully underserved, largely urban schools serving students of color.
<u>Diversifying the Teaching Field - Technical Assistance Toolkit</u>	This IDRA Diversifying the Teaching Field – Online Technical Assistance Toolkit includes four videos, literature review documents, a diversity gap map and other resources.