While African American students make up an estimated 16% of the national high school student population, less than 7% of the educators in these schools are African American.

The Pipeline for African American Teachers was designed to identify those African American youth who have post-secondary plans to attend college and earn a degree in education, and connect them with higher education and mentoring opportunities. Currently in its eighth year, the NABSE and myCollegeOptions® research program has identified a total of just over 867,000 African American high school students who have expressed an interest in pursuing a career in teaching.

This is a critical population to nurture, mentor and encourage to stay on this path, as these future educators will fill a serious cultural and educational gap facing the future of the American education system. Students self-identify their college majors/career interests through an annual, national campaign in high schools across the country. African American students who report an interest in teaching are invited to join the Pipeline and are immediately placed on a pathway to mentoring and support. Today, this support comes from a variety of sources, including:

- Comprehensive college and career planning resources provided by MyCollegeOptions.org
- Connecting students with Schools of Education across the country, particularly at Historically Black Colleges & Universities (HBCUs)
- Custom content and resources provided by leading HBCUs

However, more is needed. NABSE is seeking funding and support for the program elements listed on page 7.
In order to truly measure the effectiveness of NABSE’s Pipeline for African American Teachers, a study has been initiated to understand the natural rates of persistence from high school aged interest to degree completion. Using a multiple baseline design and longitudinal analysis, the study will produce meaningful data each year for several years.

The initial findings are the result of a sample of students that indicated an interest in teaching during their junior or senior years of high school and did not receive any treatment or intervention from the PFAAT program. College enrollment data from the National Student Clearinghouse was appended to a random sample of 2000 qualifying students from the high school graduating class of 2009 yielding the following results:

- 63% enrolled in college within 5 years of HS graduation.
- Of those, 13% declared an Education or Teaching Major.
- 26% of the students who enrolled in college received any degree within 5 years of HS graduation.
- 8.2% of all degrees awarded were degrees in Education.

The initial baseline will be revised when additional data is available for this sample. According to the National Center for Education Statistics, 25% of the education degrees awarded to these students will be completed over the 5 years allotted for this study.

Since its creation, the Pipeline has identified 337,414 African American male high school students and 420,900 African American female high school students planning to pursue a career in education.
Students were asked who encourages them most about attending college and the majority of African American students indicate that parents are their primary source of encouragement. Siblings and other family members are also sources of encouragement, while less than 15% of African American students say their encouragement comes mostly from school personnel. Only 3.3% of African American students report that they do not feel encouraged by anyone to attend college.

Primary Source of College Encouragement for African American Students

- **67%** Parents
- **16%** Siblings/Other Family Members
- **9%** Teachers/Guidance Counselors
- **4%** Principal/Coach

**Student Findings**

- Two out of three African American students receive the most encouragement to attend college from parents, with another 16% getting their primary encouragement from another family member.
- African American male students are more than three times as likely to receive their encouragement to attend college from an athletic coach.
- Encouragement from sources outside the family increases as African American students progress through high school.
When asked about college achievement, nearly all students say they will attend and graduate from college. However, the reality is that some students never achieve this goal. Students and educators were asked to share the greatest challenges in attending college. While more than 35% of African American students say their greatest challenge is grades, nearly 40% of educators say their students’ greatest challenge is motivation. One in four African American students say the cost of tuition is their greatest challenge in attending college, and one in four educators agree that tuition is the greatest challenge. Full-time employment, confidence and motivation are also among the greatest challenges according to African America students.

### Student & Educator Findings

- Motivation is the greatest challenge to students attending college according to educators.
- Educators in high minority high schools are twice as likely to say that student confidence is the greatest challenge in post-secondary education.
- African American students identify grades and tuition as the top two challenges facing college enrollment.
- Educators in high minority high schools are significantly more likely to say their students need mentoring programs.
The primary goal of the Pipeline for African American Teachers is to provide a broad range of support that will encourage students to pursue careers in teaching. Two thirds of African American students say that having mentors in their schools who are currently teachers or student teachers would be most valuable to them and 51% of educators agree that extra support and encouragement to pursue teaching careers is needed. Yet, 48% of teachers say they are not interested in individually mentoring a student, organizing a group activity, or organizing a club. The good news is that the other 52% of teachers say they are interested in offering one or more of these forms of encouragement and support to students.

**Mentoring and Support**

**Mentoring Support Needs of Students Interested in Teaching Careers**

<table>
<thead>
<tr>
<th>Percent of Students</th>
<th>Having a mentor who is a teacher in your school</th>
<th>Having a mentor who is a current student teacher</th>
<th>Participating in a future teachers organization</th>
<th>Being part of a national mentoring program</th>
<th>Online resources and communication with a mentor</th>
<th>Having a community leader as a mentor</th>
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</thead>
<tbody>
<tr>
<td>47%</td>
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</tbody>
</table>

**Support Needs of Students Pursuing a Teaching Career**

<table>
<thead>
<tr>
<th>Percent of Educators</th>
<th>Extra support and encouragement to enter the teaching field</th>
<th>Opportunity to have mentoring relationships with existing teachers</th>
<th>More information about becoming a teacher</th>
<th>Support for students after they graduate to encourage teaching as a profession</th>
<th>Online resources and communication with a mentor</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>52%</td>
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</table>

**Student and Educator Findings**

- 51% of educators say that mentoring with existing teachers is essential for students planning to pursue a career in teaching.
- Two in three African American students wanting to become teachers say having mentors who are teachers or student teachers at their schools would be helpful.
- Students in low income high schools are twice as likely to be interested in a national mentoring program.
Plan for Growth of the Pipeline

The Pipeline for African American Teachers has proven successful in identifying future educators and connecting them with higher education opportunities. To build on this long track of success, NABSE and NRCCUA® are seeking funding and a new approach to move students through the pipeline. This new approach focuses on the critical transition from high school to college and will include these components:

- Delivering tools, resources and content to prospective students interested in teaching.
- Supporting and facilitating HBCUs with Schools of Education to reach out and develop critical relationships with these prospective students during their high school career.
- Establishing critical benchmarks of the status quo to ensure a positive impact for this program into the future.

The Pipeline for African American Teachers can be a critical program in growing and sustaining the proud tradition of NABSE for decades to come.

About The National Alliance of Black School Educators

The National Alliance of Black School Educators (NABSE) is the nation’s premiere non-profit organization devoted to furthering the academic success for the nation’s children, particularly children of African descent. Founded in 1970, NABSE is dedicated to improving both the educational experiences and accomplishments of African American youth through the development and use of instructional and motivational methods that increase levels of inspiration, attendance and overall achievement.

About myCollegeoptions®

For over 40 years, the National Research Center for College & University Admissions™ (NRCCUA®) has been gathering information on student and educator attitudes and interests. Every year, 2.5 million high school students in over 95% of the public and private high schools in the country participate.

NRCCUA® operates the nation’s largest college planning program, myCollegeoptions®, which directly benefits participating students, families and educators by providing them with comprehensive resources on colleges and universities, the college search and admissions processes, financial aid and scholarship programs, and more.
1. Which of the following types of information and materials would you like to receive to help you prepare for your future? (Darken as many as apply)
   A. College/Career Information  B. Financial Aid/Student Loans  C. Mentoring/Motivational Programs  D. Study Skills  E. Test Prep  F. Tutoring

2. Do you believe you will attend and graduate from college?  A. Yes  B. No

3. What is the greatest challenge you see in attending college? (Darken ONE)
   A. Confidence  B. Full time employment  C. Grades  D. Motivation  E. Support  F. Transportation  G. Tuition

4. If you are considering teaching as a possibility for your future, which level of students would you like to teach? (Darken as many as apply)
   A. Pre-School  B. Elementary  C. Middle School  D. High School  E. College  F. Special Education

5. If you feel encouraged to attend college, who encourages you the most? (Darken ONE)
   A. My teacher  B. My guidance counselor  C. My principal  D. My sibling(s)  E. My parent(s)  F. My coach  G. Other family member  H. I do not feel encouraged to attend college.

6. If you are considering teaching as a possibility for your future, what type of support would most help you in pursuing a teaching career? (Darken as many as apply)
   A. Having a mentor who is a teacher in your school  B. Being part of a national mentoring program  C. Having a community leader as a mentor  D. Online resources and communication with a mentor  E. Participating in a future teachers organization

7. If costs were not a factor, which categories of college would you like to attend? (Darken as many as apply)
   A. Private College/University  B. State College/University  C. Community/Junior College  D. Vocational/Technical School

8. Specialized schools and colleges offer degree programs in selected professional areas. Which categories of college would you like to attend? (Darken up to THREE)
   A. Architectural College  B. Art/Design College  C. Bible College  D. School of Business  E. School of Communications  F. Culinary School  G. School of Economics  H. College of Education  I. Engineering College  J. Family and Consumer Sciences  K. School of Forestry/Environmental Studies  L. General/Liberal Arts College  M. School of Journalism  N. Law School  O. College of Mathematics  P. Medical School  Q. Military Academy/College  R. Music College/Conservatory

9. Have either of your parents attended college?  A. Yes  B. No

10. Please identify the types of high school courses you are currently taking. (Darken as many as apply)
    A. Advanced Placement (AP)  B. International Baccalaureate (IB)  C. Honors Programs  D. Gifted/Accelerated Programs  E. Other Advanced Programs  F. College-Credit Courses  G. General College Prep  H. Career and Technical (CTE)

11. Which of the following ACTIVITIES are you most likely to participate in while attending college? (Darken as many as apply)
12. Which of the following VARSITY SPORTS are you most likely to participate in while attending college? (Darker as many as apply)

A. ○ Baseball  E. ○ Crew/Rowing  I. ○ Football  M. ○ Ice Hockey  Q. ○ Soccer  U. ○ Track & Field
B. ○ Basketball  F. ○ Cross Country  J. ○ Golf  N. ○ Lacrosse  R. ○ Softball  V. ○ Volleyball
D. ○ Cheerleading/Dance Team  H. ○ Field Hockey  L. ○ Horsemanship  P. ○ Rodeo  T. ○ Tennis  X. ○ Other Athletics

13. Please choose TWO occupational areas that BEST fit your major interests or future career path. (Darker TWO)

5. ○ Agricultural Sciences  22. ○ Dance/Choreography  41. ○ Game Design and Developer  59. ○ Physical Therapy
10. ○ Attorney/Lawyer  27. ○ Economics  46. ○ Law/Legal Services  64. ○ Science
15. ○ Business Owner/Entrepreneur  32. ○ Engineering (General)  51. ○ Medical Technology  69. ○ Teaching/Education
16. ○ Chemistry  33. ○ Engineering (Mechanical)  52. ○ Military Science  70. ○ Travel/Hospitality
17. ○ Child Care/Development  34. ○ English/Writing  53. ○ Music  71. ○ Veterinary Medicine

14. Build Your Ideal College: Please darken all characteristics that you are looking for in your ideal college. (Darker as many as apply)

A. ○ In a big city  D. ○ Small (under 3,000 students)  G. ○ Ethnically diverse  J. ○ Historically black  M. ○ Close to home
B. ○ In a mid-sized city or town  E. ○ Medium (3,001 to 10,000 students)  H. ○ Ethnically similar  K. ○ Major sports program  N. ○ Far from home
C. ○ In a small town  F. ○ Large (over 10,000 students)  I. ○ Faith based  L. ○ Dormitories available

15. If you are interested in attending a denominational/church-related college, which TWO would you choose? (Darker up to TWO)

A. ○ Adventist  F. ○ Bible  K. ○ Church of God  P. ○ Jewish  U. ○ Nazarene
B. ○ African Methodist Episcopal  G. ○ Catholic  L. ○ Disciples of Christ  Q. ○ L.D.S./Mormon  V. ○ Presbyterian
C. ○ Assemblies of God  H. ○ Charismatic/Pentecostal  M. ○ Episcopal  R. ○ Lutheran  W. ○ Nondenominational
D. ○ Baptist  I. ○ Church of Christ  N. ○ Evangelical  S. ○ Mennonite  X. ○ Other Christian Denomination
E. ○ Baptist (Southern)  J. ○ Church of Christ (United)  O. ○ Friends/Quaker  T. ○ Methodist  Y. ○ None of the above

16. What kind of social behavior rules would you PREFER on a college campus? (Darker ONE)

A. ○ Conservative: Separate male/female living arrangements. No drinking, smoking, or drugs on or off campus.
B. ○ Moderate: Observing reasonable limits and avoiding extremes in behavior on or off campus.
C. ○ Liberal: Observing minimal campus regulations.

17. Part I: Would you like to receive information on any of the following military options? (Darker as many as apply)

A. ○ Enlist after high school  C. ○ Military Academy/College  E. ○ National Guard  G. ○ No military interest
B. ○ College-Based ROTC  D. ○ Military Reserves  F. ○ Other military plans

Part II: Which military service would you prefer? (Darker as many as apply)

A. ○ Air Force  B. ○ Army  C. ○ Coast Guard  D. ○ Marines  E. ○ Navy

18. Scholarship, grant, and loan incentive programs are available to students based upon specific racial or ethnic backgrounds. Indicate your background by selecting from the categories below. (Darker as many as apply)

A. ○ American Indian/Alaskan Native  C. ○ Black/African-American  E. ○ Middle Eastern  G. ○ Other
B. ○ Asian/Asian-American/Pacific Islander  D. ○ Latino/Hispanic/Chicano  F. ○ White/Caucasian  H. ○ Prefer not to respond

19. What are the top three states in which you would consider attending college? (Use two letter state abbreviations)

1.  2.  3.

(Use two letter state abbreviations)

20. If you could attend college today, which would be your top choices? (List up to FIVE)

Spell out full college name and the abbreviation of the state in which it is located. (Abbreviate the word University-UNIV)

1.  2.  3.  4.  5.

Have you visited this college?

Yes

21. Please email me a report that will show how colleges and universities match my profile on MyCollegeOptions.org.

Email Address

Dear Student: We’ve entrusted My College Options®, a service operated by the National Research Center for College & University Admissions®, to manage the research findings due to their many years of dedication to higher education. The most important benefit of participating in this voluntary survey and research project is the information you and your family will receive from colleges and universities. In some cases, you and your family may also receive information about educational products & services such as student loans and financial aid, college admissions and tutorial services, extracurricular enrichment and recognition programs, career, employment and military opportunities, and camps, provided by non-profit organizations, companies offering educational products & services, and government agencies. My College Options does not share its information with commercial marketers offering to sell non-education-related products and services.

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Educator Questionnaire

Complete and return with students’ surveys.
Your responses to these questions will be used for research purposes only. Your contact information will not be associated with your questionnaire in any way. Thank you.

1. This semester I have been assigned to teach the following number of students: (Darken ONE)
   A. 1-50        B. 51-100        C. 101-150        D. 151 +

2. How long have you been teaching? (Darken ONE)
   A. 0-5 years        C. 11-15 years        E. 21-25 years        G. 31+ years
   B. 6-10 years       D. 16-20 years       F. 26-30 years

3. Please describe your student’s access to web-connected technology in the classroom. (Darken ONE)
   A. School-issued laptops/tablets
   B. Student/Family provided laptops/tablets
   C. Temporary access to school-owned laptops/tablets by request
   D. None
   E. Other _____________

4. For the purpose of diversity research, please indicate your ethnic background. (Darken as many as apply)
   A. American Indian/Alaskan Native
   B. Asian/Asian-American/Pacific Islander
   C. Black/African-American
   D. Latino/Hispanic/Chicano
   E. Middle Eastern
   F. White/Caucasian
   G. Other
   H. Prefer not to respond

5. What is the greatest challenge you see for your students in attending college? (Darken ONE)
   A. Confidence
   B. Full time employment
   C. Grades
   D. Motivation
   E. Support
   F. Tuition
   G. Transportation
   H. Other _____________

6. Which of the following do you believe would help your students prepare for their futures? (Darken as many as apply)
   A. College Planning Information
   B. Career Planning Information
   C. Improved Study Skills
   D. Financial Aid/Scholarship Information
   E. Mentoring or Motivational Programs
   F. Other _____________

7. What types of support do students need to pursue teaching? (Darken as many as apply)
   A. More information about becoming a teacher
   B. Extra support and encouragement to enter the teaching field
   C. Opportunity to have mentoring relationships with existing teachers
   D. Support for students after they graduate to encourage teaching as a profession
   E. Online resources and communication with a mentor
   F. Other _____________

8. Would you be interested in volunteering your time to encourage students to pursue a career in education through activities such as: (Darken as many as apply)
   A. Individually mentoring a student
   B. Conducting a group activity
   C. Organizing a club
   D. Not interested

9. Do you feel that Historically Black Colleges and Universities (HBCU) are uniquely positioned to encourage and promote African American students to pursue their educations? (Darken ONE)
   A. Yes
   B. No
   C. I don’t know.

Please provide any updates to the information below:

Name: [FName] [LName]
Position/Title: [Title]
School: [HS_Name]
Street Address: [Address]
City: [City] State: [State] Zip: [Zip]
School Phone Number: ( ) [Phone]
Email: [EMail] *required to receive report
Estimated school start date in Fall, 2015:

Comments:
RESEARCH FOR THE FUTURE

Prepared by the National Research Center for College and University Admissions™ (NRCCUA®), a non-profit educational research organization. NRCCUA operates the nation’s largest college and career planning program, myCollegeoptions®.