Recruitment of Under-represented Students into the Initial Administrative Licensure Program for School Leadership
“The School of Education challenges itself and others to meet the lifelong educational needs of diverse urban communities.”

“We develop programs to promote social justice, especially for groups that have been historically disenfranchised.”

~PSU Graduate School of Education
Question:

What is the impact of using culturally responsive strategies to increase enrollment of under-represented populations in the IAL school leadership program?
Data Collection Methods

1. Solicit recommendations of under-represented populations in school leadership for the IAL Program
   - practitioners
   - BTP program faculty
   - advocacy organizations

2. Personal Outreach to prospective under-represented populations
   - phone calls
   - emails
   - personal meetings
   - advocacy conferences
   - invite current school leaders to “tap” a future school leader and bring to an event (Tim Wise and Andy Hargreaves)
COMPARING HISTORICAL DATA WITH YEAR TO DATE DATA

2011-2012 ENROLLED

- White: 75%
- Declined or Failed to Respond: 12%
- Applicants of Color: 13%

2012-2013 ENROLLED

- White: 65%
- Declined: 16%
- Applicants of Color: 19%
Analysis/Conclusions

1. We are still collecting and analyzing data.
2. Preliminary results show that we had a 50% increase in applicants of color for 2012 over the previous 10 years (2002-2011).
3. We had a 58% increase of applicants of color in 2012 over 2011.
4. We cannot determine a causal relationship.
5. Additional study and data collection is required.
Next Steps based on the Data

1. We will continue intentional outreach to under-represented populations.
2. We will develop a data base so that we track every inquiry regarding the IAL program.
3. We will intentionally reach out to historically under-represented populations in a culturally responsive manner.
4. Note: In 2013 we used the IAL strategy to recruit our Ed.D. applicants; 43% of the applicants are people of color and 29% are bilingual; 57% are female and 43% male.
The IAL/CAL faculty will continue our personal commitment to social justice through education and PSU’s and the GSE’s commitment to equity and diversity through culturally responsive efforts to recruit under-represented populations for school leadership.