

# Citizens Advisory Committee

## Final Report

### 2016-2017

#### 2016-17 Membership

<u>Calvert</u>	<u>Huntingtown</u>	<u>Patuxent</u>	<u>Northern</u>
Maricarol Blanco Cloak Mariann Crisman Judy Hooker* Jasmine Novotny Terese D. Wells John Williamson Diana Bowen Nancy Cox +Sean Kim	Cynthia Crocheron Tracy Antolick- Johnson Stefany Lang Derek Sabedra William Wiggins +Harleigh White +Colleen Larsen	Jack Fringer** Wanda Hassler Culver Ladd Richard Sanchez Edward Davenport +Chloe Papanicolas +Brendan West	Inez Claggett Nicole S. Cooksey Miguel Mercado George Sisson Shannon Stander Rev. Jennifer Wilder Joseph Cormier Elissa Kauffman Angela Novak +Bryan Loos

\* Chair

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## INTRODUCTION

The 2016-17 Citizens Advisory Committee (CAC) was tasked by the Board of Education to investigate the hiring and retention of minority and special education teachers. The Committee decide to concentrate on the hiring and retention of minority teachers after receiving a presentation from the Human Resources Department and the Special Education Department. The primary reason for narrowing the topic was that there are differences in minority teachers and special education teachers. The similarities were in hiring, however, within the hiring process major emphasis is placed on recruiting minorities from major colleges. The Special Education Teacher is not recruited at target colleges or areas. The recruitment and hiring process is different for the Special Education teacher than the minority teacher. The retention and other factors is also different for the Special Education Teacher than minority teachers, therefore the Special Education Teacher is not a part of this report.

## PRESENTATIONS

During the course of the year, the CAC received the following presentations:

- Post Labor Day Executive Order from Governor
- Presentation on Grading Policy

- Presentation from Human Resources
- Presentation from Special Education
- Presentation on Contract's Impact on Hiring Practices
- Budget Overview

## **BACKGROUND**

In Calvert County, minority students account for 28.5 percent of the student population of 15,950 while minorities make up only 9.1 percent of CCPS professional staff. St. Mary's County has a slightly larger percentage of minority students, 35.1 percent of a total student enrollment of 18,067, with a similar minority professional staff population of 9.8 percent. Charles County has the largest minority student population, 73.3 percent of a total student population of 26,390. It also has the largest number of minority professional staff employees at 31.4 percent.

According to the National Center for Educational Statistics, nation-wide, 17 percent of the total teacher population are minority teachers. The statistics for black males in the classroom is significantly more dismal. According to U.S. Department of Education, Office of Planning, Evaluation and Policy Development, Policy and Program Studies Service, The State of Racial Diversity in the Educator Workforce [report], Washington, D.C. 2016

<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>:

“when considering gender in addition to race, we know that black males make up only two percent of the teaching workforce nationwide. Addressing each of the above-listed disparities will require interventions at all steps of the preparation, hiring, and retention processes.”

## **MINORITY TEACHERS BENEFICIAL IMPACT IN THE CLASSROOM AND ON MINORITY STUDENTS**

The impact on minority students of a demographic mismatch between teachers and students manifests itself in two primary ways: first, “teachers’ perceptions of students’ academic merit vary by students’ racial/ ethnic background, even after controlling for objective measures of student ability. Secondly, there are the intangibles that more culturally-proficient teachers bring to the learning environment which often enhances the classroom experience.

With regard to teachers’ perception, two meta-analyses conducted over 20 years apart arrive at similar conclusions: Teachers have higher expectations of White and Asian American students and lower expectations of Latino and Black students (Baron, Tom, & Cooper, 1985; Tenenbaum & Ruck, 2007). In particular, research using the National Education Longitudinal Study of 1988 (NELS:88) found that teachers perceive Black students as putting in less effort for good grades and as being less attentive in class compared to their White peers (Ainsworth-Darnell & Downey, 1998; Downey & Ainsworth-Darnell, 2002). There is also evidence that teachers’

perceptions are related to students' academic and social outcomes (e.g., Alvidrez & Weinstein, 1999; Ferguson, 2003). A secondary analysis of the Michigan Study of Adolescent Life Transitions found that high teacher expectations were associated with larger gains in mathematics for Black students than for White students (Jussim, Eccles, & Madon 1996). More recently, Cherng (2015) used the Education Longitudinal Study of 2002 to show that teachers are more likely to underestimate the academic abilities of minority youth and that these underestimates are related to minority youth developing lower expectations for their own academic success. (The Importance of Minority Teachers: Student Perceptions of Minority versus White Teachers Hua-Yu Sebastian Cherng and Peter F. Halpin).

A 2014 CCPS report from the CAC to the Board of Education revealed similar perception issues. As a number of fifth-grade CCPS teachers' compiled their student recommendations for enrollment into sixth-grade Honors math, their final results showed African American students were rated an enormous 40 percentage points lower than their achieved-test scores. Asians were rated 13 percentage points lower than their test scores. Hispanics were rated 36 percentage points above their test scores. And those identified as Multi-Race were rated 50 percentage points above their test scores. These teacher recommendation scores suggest African American students are readily seen as having less potential than other students and it closely correlates with the research results mentioned above.

In addition to the previously mentioned research perception issues, there is some evidence that having a higher minority teacher population benefits all students. Some studies have found that Latino and Black teachers are more multi-culturally aware than their White counterparts and this awareness translates into a better classroom environment. (The Importance of Minority Teachers: Student Perceptions of Minority versus White Teachers Hua-Yu Sebastian Cherng and Peter F. Halpin).

## **DISCUSSION**

The task assigned to the Citizen Advisory Committee by the Board of Education to research and address the school system's need for more special education and minority teachers was challenging on many levels. The presentations received from principals, Human Resources and the Special Education Department revealed significant energy was already being spent to increase these teachers' numbers across the county. CCPS has adopted several different approaches to increasing special education and minority staff hires which include offering contingency contracts, increased recruiting at minority-centric institutions, maintaining a top-ten state salary structure, and meeting salary step obligations. Yet, gaining hires in these areas have continued to present a real challenge for CCPS, partly due to a variety of external influences outside of the school district's influence, e.g., community amenities and attractiveness of our starting salary to recent graduates.

The CAC research revealed the special education teacher deficit was at multiple levels of challenge and the county was already doing yeoman work to address it. Thus, the CAC decided that recommendations to address the minority teacher deficit had the best prospect of implementation and ultimate success in minimizing that deficit.

Most recently CCPS initiated a Grow Our Own Teacher Program which affords aspiring CCPS graduates annual funding support with corresponding payback work agreements to teach in Calvert. This program builds on the teaching curriculum taught in the CCPS Maryland Teachers Academy. Current enrollment in the MD Teachers Academy across CCPS is 154 students, with nearly 20 percent minority. Males represent 16 percent of 154 students, with at least one African American male enrolled.

One specific CAC recommendation is to increase African American male student's awareness of the virtues of the teaching profession, ultimately offering them an early path toward career planning. Recommendation aligns with CCPS' interest in equity and balancing its diversity across its staff, particularly in achieving employee demographics that reflect the Calvert community.

Secondarily, the CAC will recommend a number of human resource specific initiatives to enhance recruiting and further strategic planning in its hiring practices. These recommendations have been derived from observations, reports, and briefings that the CAC has had with CCPS education professionals, students, and community leaders over the last two years. A notable observation made by majority students has been the lack of staff diversity, some even noting no African American male teachers in their classrooms throughout their Calvert school years.

## **RESULTS/CONCLUSIONS/RECOMMENDATIONS**

**RECOMMENDATION I:** The CCPS develop and implement an intentional program to attract and build a pipeline of potential teachers from an often overlooked and untapped source of talented minority students, African American males.

**PROPOSED PROGRAM NAME:** *The Harriet Elizabeth Brown Pipeline:* In tribute to the legacy of Calvert County resident, civil rights activist and pioneer, teacher, and former high school principal, Harriet Elizabeth Brown.

**PROPOSED PROGRAM:** CCPS would seek and inform African American male students about the virtues of choosing teaching as a profession. The intense program would be initiated at two CCPS high schools with minority--centric academic achievement clubs, e.g., *MAC Scholars* and *Place At the Table* and their programs managers, which could help facilitate special sessions/forums/jamborees, etc., to expose youths to highly-skilled, teaching experts who live

and proclaim the virtues of the teaching profession. These teaching professionals would share their experiences and reasons for choosing the profession at the facilitated sessions.

CCPS Equity and Human Resources staff would be likely resources to solicit support for the Brown Pipeline acceptance across the community, ultimately contributing to its potential for success. Parents of interested student would be another key factor in the pipeline's success. Pipeline would be supplemented by small stipends for African American males excelling in CCPS Teacher Academy coursework. This funding would be supported by concerned community citizens and organizations. And, there may be a social component to this effort, as these now informed and recruited students may fine-tune their efforts in planning their future careers.

**KEY RESOURCES:** Feeder schools' 7th & 8th graders (potential recruits) and high school freshmen and sophomores, high school student advocates, e.g., *MAC Scholars* and *Place At the Table* and their programs managers; community stakeholders and their funding; interested African American teachers (retired & active), among others (special guests); and parents.

**MAJOR THEME:** Expose students to highly talented teaching professionals and annually provide small stipends for African American male students who successfully meet and exceed standards.

**Proposed Implementation Strategy:**

- A. **Feed the Brown Pipeline.** Inform, recruit and advise African American male students on the virtues of teaching. Incentivize African American male students to enroll and excel in CCPS Teacher Academy coursework.

**Key Resources.** Recruit and inform 7th & 8th graders (African American male students), engage 9-12<sup>th</sup> graders (African American male students); include interested African American teachers, among others (active & retired); minority clubs e.g., *Place at the Table* and *MAC Scholars*, community-stakeholders and their funding, and parents (major contributors to success).

**Major Theme.** Earn while you learn

**Cost.** Community bears the major cost to support feeding the Brown Pipeline, and its cost is expected to incrementally increase as more African American male students participate.

- B. **Enhance CCPS Grow Our Own Teacher (“GOOT”) program.** Provide additional scholarship funding for graduating African American male seniors who successfully

complete and excel in CCPS Teacher Academy coursework.

**Key Resources.** African American males who's graduated from CCPS Teacher Academy and plan to enroll in an university-level teaching preparation program; community stakeholders and their funding; interested African American teachers (active & retired), other teachers, and CCPS staff interested in becoming the graduating senior's sponsor (upon return to CCPS).

**Major Theme.** Community Investment in the Next-Generation of Calvert County Teachers

**Cost.** Community bears the major cost of this component in enhancing the CCPS' Grow Our Own Teacher program scholarship funding. Cost is expected to incrementally increase as more African American students participate.

**RECOMMENDATION II:** Seek to expand the number of colleges that accept credits of graduates from the CCPS GOOT program. Currently there are only seven Maryland colleges and universities that accept their high school credits (St. Mary's College of Maryland, Stevenson University, Towson University, Coppin State University, etc.). Expanding the list of colleges accepting these completed credits to include two nearby historically black universities, Bowie State and Morgan State, will give Calvert graduates opportunities to attend higher education teaching programs closer to the Calvert community.

**Key Resources.** University representatives, CCPS, and community advocates.

**Major Theme.** CCPS African American male graduates, among others, can choose from an expanded list of local universities that will accept their high school credits.

**RECOMMENDATION III.** Initiate a review of the Clemson University ten-year old program CALL ME MISTER ("CMM"). The CMM program is an intentional and intense effort to recruit young African American males from high school into the teaching profession. Clemson has nearly 20 partner universities from across the country that have adopted the program, which are referred to as "chapters." CCPS would also assess several of their partner universities, to include Longwood College, VA and Eastern Kentucky University, to determine if those program might augment or advance the CCPS GOOT program to help meet systems diversity needs.

**Key Resources.** Contact Clemson University, Longwood University, and/or Eastern Kentucky University "CALL ME MISTER" program officials, CCPS, and community representatives.

**Major Theme.** Explore an intense effort to intentionally inform and recruit African American males into the teaching profession, while also offering them more local options for higher education.

**RECOMMENDATION IV.** Based on findings of **Recommendation III** consider establishing a Clemson University “CALL ME MISTER” chapter at a local university nearby to Calvert County. The chapter enrollees would be expected to return to Calvert to begin their teaching professions. Program participants are informed and highly-recruited to become teachers in CCPS, while system rebalances its staff demographics and develops a diverse, professional cadre of teachers from the local community.

**RECOMMENDATION V. (Specific to CCPS Human Resources).**

1. CCPS Human Resources conducts cross-institutional job fairs to include working closely on joint efforts with both Calvert County Sheriff’s Office and the Calvert County Memorial Hospital.
2. CCPS Human Resources pursue job fairs that also attract large populations of veterans and active duty military.
3. Using outside consultant services, CCPS Human Resources establishes a baseline on recruiting and hiring performance using 2016-2017 and previous school year data.

**SUGGESTIONS FOR FUTURE CAC STUDY/REVIEW**

1. Guidance Counselor and Administrator - review assignments, extra job assignments, the number of students assigned to each Counselor.  
What is the role of the Administrator? How many Administrators are assigned to assist the Principal? What impact does the Counselor make on the students they are assigned?
2. A program can be developed for the students that make C or below grades and have low attendance. Monitor their progress weekly. This program can be enhanced by the Career Technology Program, Teacher Program, College of Southern Maryland, and other trades in our Community.
3. Citizen Advisory to revise and update bylaws of the Citizen Advisory Committee.
4. Recommend citizens have an option to sign up for one or two-year terms.
5. Develop a coalition to work with the Council of PTA’s of Calvert County to share ideas, resources, and help the schools that do not have the participation from parents or adequate fundraising for the school’s projects and needs.
6. Start time for Middle School and High School

## **MISCELLANEOUS**

Members of the CAC participated in the following committees:

1. Teacher of the Year Selection Committee
2. Support Staff of the Year Selection Committee
3. Calendar Committee
4. Code of Conduct Review Committee