



Charles County Public Schools

Working together to achieve excellence for every student.

Hiring Practices and Diversity Report December 2023



MSAR #13537

Charles County Public Schools does not discriminate on the basis of race, color, gender, age, national origin, marital status, sexual orientation, religion, or disability in matters affecting employment or providing access to programs.

Introduction

Charles County Public Schools (CCPS) is one of the fastest growing school systems in Maryland. Located south of Washington, D.C., Charles County is considered part of the Washington, D.C. metropolitan area. Charles County has a population of more than 170,000 residents and is located in Southern Maryland. Elementary schools are composed of students from prekindergarten to grade five; middle schools have students from sixth to eighth grade; and high schools serve students in grades nine through twelve.

Mission

The mission of Charles County Public Schools is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership and prepares for life, in an environment that is safe and conducive to learning.

Schools and Centers

Charles County Public Schools is composed of 38 schools and 6 educational centers.

- 22 Elementary Schools
- 9 Middle Schools
- 7 High Schools
- 6 Centers:
 - Early Learning Center, La Plata
 - F.B. Gwynn Educational Center
 - James E. Richmond Science Center
 - Judy Center
 - Nanjemoy Creek Environmental Center
 - Robert D. Stethem Educational Center

Enrollment

CCPS enrollment for the 2022-2023 school year is 27,598.

Charles County Public Schools' is brimming with diversity. Nealy half of our staff are diverse as evidenced by the demographic snapshot of our workforce as of September 1, 2023:

	New Hires Female	New Hires Male	New Hires Total	Staff Total
Asian	8 (2%)	1 (<1%)	9 (2.3%)	72 (1.8%)
Black or African American	194 (49.6%)	54 (13.8%)	248 (63.4%)	1590 (41.3%)
White	105 (26.9%)	10 (2.56%)	115 (29.4%)	2100 (54.5%)
Multi-Racial	13 (3.3%)	2 (5.11%)	15 (3.8 %)	55 (1.4%)
Native American or Alaska Native	4 (1.0%)	0 (0%)	4 (1.0%)	32 (<1%)
Total	324	67	391	3,849
*Hispanic	17	3	20	136

2023 - STAFF DEMOGRAPHICS

Does not include temporary staff

Despite a shrinking national pool of educators and historically low enrollment of teachers of color in education programs, CCPS continues to demonstrate increases in diversity hiring. This increase is a direct result of shifting hiring practices to target diverse audiences. For example, diverse new hires made up 65.2% of our hires for the period October 16, 2021, through October 15, 2022, as evidenced by the chart below:

School	Gender		Hispanic		Race Based on State Codes							Grand Total
	Female	Female Percentage	Male	Male Percentage	No Percentage	Yes Percentage	White Percentage	Black or African American Percentage	Asian Percentage	Multi-Racial Percentage	American Indian or Alaska Native Percentage	
Arthur Middleton	4	66.67%	2	33.33%	100.00%	0.00%	16.67%	83.33%	0.00%	0.00%	0.00%	6
Benjamin Stoddert	5	55.56%	4	44.44%	100.00%	0.00%	22.22%	77.78%	0.00%	0.00%	0.00%	9
Berry	12	100.00%		0.00%	91.67%	8.33%	33.33%	58.33%	0.00%	8.33%	0.00%	12
Billingsley	7	87.50%	1	12.50%	100.00%	0.00%	12.50%	75.00%	0.00%	12.50%	0.00%	8
C. Paul Barnhart	8	100.00%		0.00%	100.00%	0.00%	12.50%	87.50%	0.00%	0.00%	0.00%	8
Daniel of St. Thomas Jennifer	8	88.89%	1	11.11%	100.00%	0.00%	22.22%	77.78%	0.00%	0.00%	0.00%	9
Dr. Gustavus Brown	4	100.00%		0.00%	100.00%	0.00%	25.00%	75.00%	0.00%	0.00%	0.00%	4
Dr. James Craik	3	100.00%		0.00%	100.00%	0.00%	66.67%	33.33%	0.00%	0.00%	0.00%	3
Dr. Samuel A. Mudd	6	100.00%		0.00%	83.33%	16.67%	33.33%	66.67%	0.00%	0.00%	0.00%	6
Dr. Thomas L. Higdon	1	100.00%		0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	1
Eva Turner	6	100.00%		0.00%	100.00%	0.00%	33.33%	66.67%	0.00%	0.00%	0.00%	6
Gale-Bailey	2	100.00%		0.00%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	2
General Smallwood	3	50.00%	3	50.00%	100.00%	0.00%	50.00%	50.00%	0.00%	0.00%	0.00%	6
Indian Head	10	100.00%		0.00%	100.00%	0.00%	40.00%	50.00%	10.00%	0.00%	0.00%	10
J.C. Parks	1	100.00%		0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	1
J.P. Ryon	5	62.50%	3	37.50%	100.00%	0.00%	25.00%	75.00%	0.00%	0.00%	0.00%	8
John Hanson	6	75.00%	2	25.00%	100.00%	0.00%	25.00%	75.00%	0.00%	0.00%	0.00%	8
La Plata	4	57.14%	3	42.86%	85.71%	14.29%	85.71%	14.29%	0.00%	0.00%	0.00%	7
Malcolm	2	100.00%		0.00%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	2
Mary B. Neal	9	81.82%	2	18.18%	100.00%	0.00%	9.09%	90.91%	0.00%	0.00%	0.00%	11
Mary H. Matula	3	100.00%		0.00%	100.00%	0.00%	66.67%	0.00%	33.33%	0.00%	0.00%	3
Mattawoman	11	68.75%	5	31.25%	100.00%	0.00%	25.00%	62.50%	0.00%	12.50%	0.00%	16
Matthew Henson	5	83.33%	1	16.67%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	6
Maurice J. McDonough	4	40.00%	6	60.00%	100.00%	0.00%	30.00%	70.00%	0.00%	0.00%	0.00%	10
Milton M. Somers	1	33.33%	2	66.67%	100.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%	3
Mt. Hope/Nanjemoy	2	100.00%		0.00%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	2
North Point	16	84.21%	3	15.79%	78.95%	21.05%	31.58%	57.89%	0.00%	5.26%	0.00%	19
Piccowaxen	2	100.00%		0.00%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	2
St. Charles	8	72.73%	3	27.27%	100.00%	0.00%	36.36%	54.55%	9.09%	0.00%	0.00%	11
T.C. Martin	2	100.00%		0.00%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	2
Theodore G. Davis	7	70.00%	3	30.00%	90.00%	10.00%	70.00%	30.00%	0.00%	0.00%	0.00%	10
Thomas Stone	4	44.44%	5	55.56%	88.89%	11.11%	22.22%	77.78%	0.00%	0.00%	0.00%	9
Walter J. Mitchell	2	100.00%		0.00%	100.00%	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	2
Westlake	5	71.43%	2	28.57%	85.71%	14.29%	28.57%	57.14%	0.00%	14.29%	0.00%	7
William A. Diggs	12	100.00%		0.00%	91.67%	8.33%	50.00%	50.00%	0.00%	0.00%	0.00%	12
William B. Wade	4	100.00%		0.00%	75.00%	25.00%	50.00%	0.00%	25.00%	25.00%	0.00%	4
Lackey	3	60.00%	2	40.00%	80.00%	20.00%	60.00%	40.00%	0.00%	0.00%	0.00%	5
Grand Total	197	78.80%	53	21.20%	94.80%	5.20%	34.80%	60.00%	2.00%	2.80%	0.40%	250

Despite gains in hiring, educator retention remains a challenge for CCPS and the field of education generally. Teacher retention rates for CCPS continue to decrease and remain in the bottom third in the state. The chart below highlights (green) teacher retention across the 24 school districts in Maryland, and demonstrates that in the 2021-2022 school year, for example, 15% of CCPS teachers did not return to teach from the prior school year.

Teacher Retention in Charles County

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
0.939	0.972	0.933	0.951	0.928	0.926	0.951	0.917	0.953	0.953	0.933
0.948	0.946	0.950	0.931	0.931	0.945	0.944	0.931	0.937	0.946	0.926
0.941	0.930	0.948	0.927	0.929	0.939	0.941	0.930	0.926	0.936	0.925
0.935	0.929	0.943	0.926	0.928	0.920	0.934	0.929	0.923	0.934	0.918
0.932	0.927	0.932	0.925	0.926	0.920	0.928	0.923	0.921	0.934	0.918
0.929	0.926	0.931	0.923	0.924	0.919	0.920	0.922	0.920	0.932	0.911
0.928	0.925	0.928	0.922	0.919	0.918	0.920	0.920	0.919	0.928	0.910
0.926	0.924	0.926	0.920	0.914	0.917	0.917	0.919	0.915	0.926	0.905
0.925	0.921	0.924	0.918	0.913	0.913	0.916	0.915	0.913	0.925	0.900
0.925	0.919	0.924	0.911	0.906	0.913	0.915	0.911	0.911	0.922	0.897
0.924	0.918	0.923	0.911	0.905	0.905	0.903	0.909	0.904	0.921	0.896
0.924	0.918	0.921	0.907	0.899	0.895	0.902	0.907	0.901	0.919	0.895
0.924	0.913	0.913	0.907	0.899	0.894	0.896	0.905	0.900	0.917	0.895
0.923	0.912	0.910	0.903	0.894	0.889	0.896	0.892	0.898	0.916	0.894
0.922	0.909	0.909	0.899	0.893	0.885	0.895	0.890	0.888	0.910	0.890
0.921	0.908	0.909	0.897	0.893	0.885	0.893	0.888	0.887	0.909	0.888
0.919	0.896	0.902	0.896	0.893	0.885	0.890	0.887	0.876	0.908	0.883
0.902	0.875	0.898	0.894	0.886	0.882	0.890	0.882	0.865	0.904	0.882
0.897	0.874	0.893	0.891	0.875	0.871	0.888	0.879	0.860	0.895	0.880
0.897	0.871	0.873	0.877	0.875	0.867	0.878	0.875	0.851	0.889	0.874
0.876	0.868	0.872	0.870	0.870	0.858	0.867	0.868	0.850	0.885	0.872
0.871	0.862	0.868	0.867	0.868	0.857	0.840	0.849	0.850	0.883	0.846
0.846	0.847	0.867	0.842	0.865	0.853	0.823	0.819	0.848	0.883	0.831
0.842	0.775	0.832	0.815	0.846	0.849	0.807	0.791	0.826	0.872	0.819

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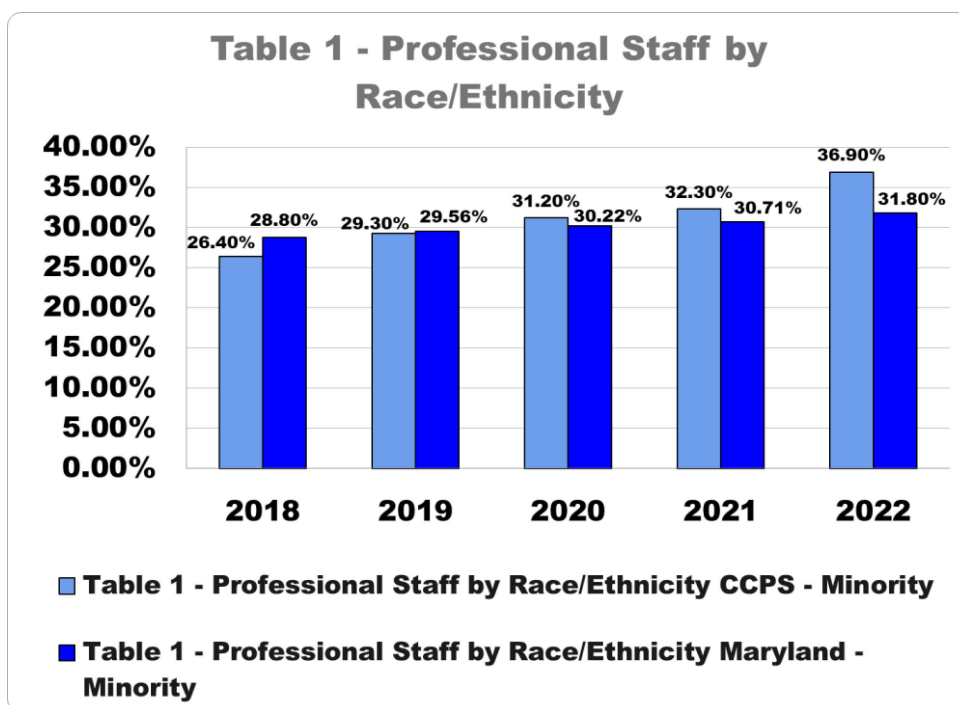
[Maryland's Teacher Workforce: Supply, Demand, and Diversity \(marylandpublicschools.org\)](https://marylandpublicschools.org)

Factor #1 - Staffing Trends

The following is an analysis of data collected and published by the Maryland State Department of Education (MSDE) on the marylandpublicschools.org website. This data is reflected in the published document, [Professional Staff by Assignment, Race/Ethnicity and Gender](#), from 2018 to 2022, to show a five-year trend. Specifically, we have examined state-wide data and data specific to Charles County Public Schools.

Table 1 - Professional Staff by Race/Ethnicity

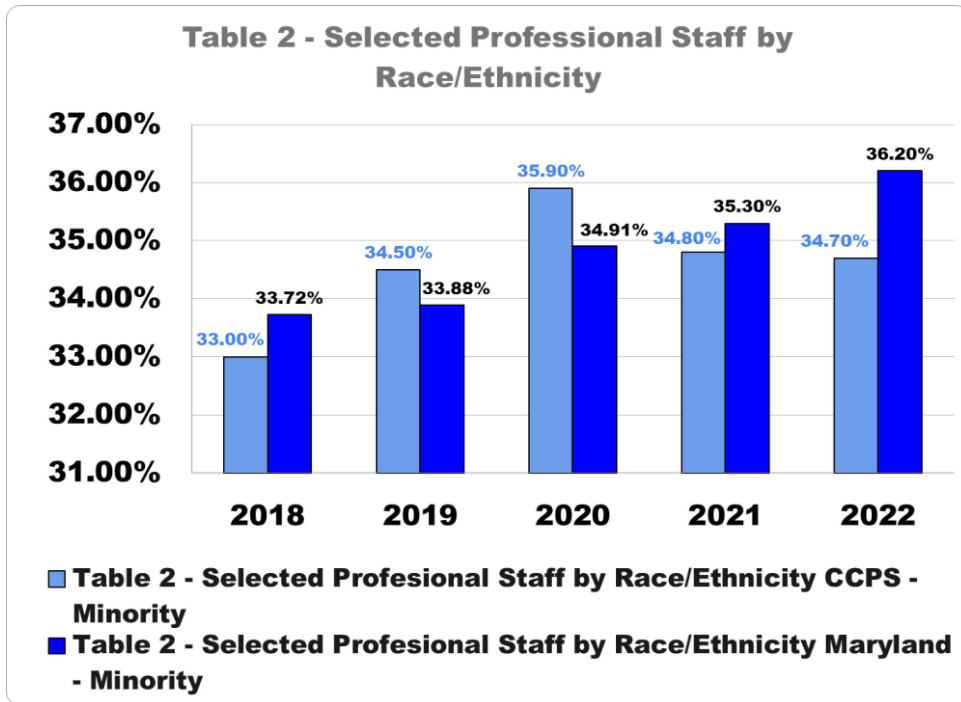
Table 1 of the report includes all professional positions. The tables that follow break down subsets of the professional positions. It represents the entire professional staff defined as individuals required to hold a teaching certification by the Maryland State Department of Education or other licenses required by the State of Maryland, such as therapists.



This chart demonstrates that the State of Maryland has increased the overall number of minority professional staff by 3.0% over the past five years. CCPS has increased the overall number of **diverse** professional staff by 10.5% over the past five years, outpacing the state by 7.5%. CCPS continues to make significant progress in increasing the diversification of professional staff within schools while Maryland still struggles as a state.

Table 2 - Selected Professional Staff by Race/Ethnicity

This table of selected professional staff includes superintendents, deputy superintendents, associate or assistant superintendents, directors, coordinators, supervisors, other administrators, pupil personnel workers, and school social workers.

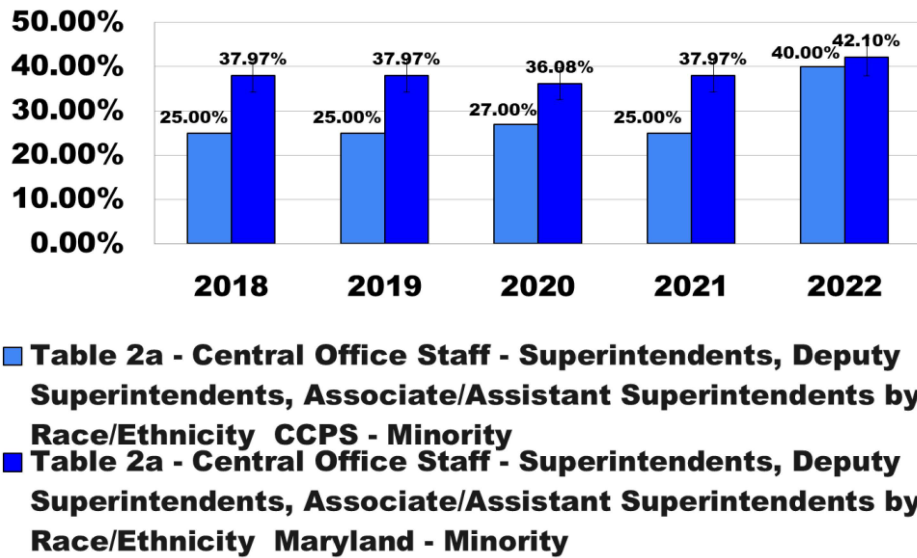


This chart demonstrates that the State of Maryland has increased the overall number of diverse selected professional staff by 2.48% over the past five years. CCPS has increased the overall number of diverse selected professional staff by 1.7% over the past five years. While CCPS has increased the number of selected professional staff in comparison to the state, we can do better.

Table 2a - Central Office Staff - Superintendents, Deputy Superintendents, Associate/Assistant Superintendents by Race/Ethnicity

This table of central office staff includes superintendents, deputy superintendents, and associate or assistant superintendents.

Table 2a - Central Office Staff - Superintendents, Deputy Superintendents, Associate/Assistant Superintendents by Race/Ethnicity

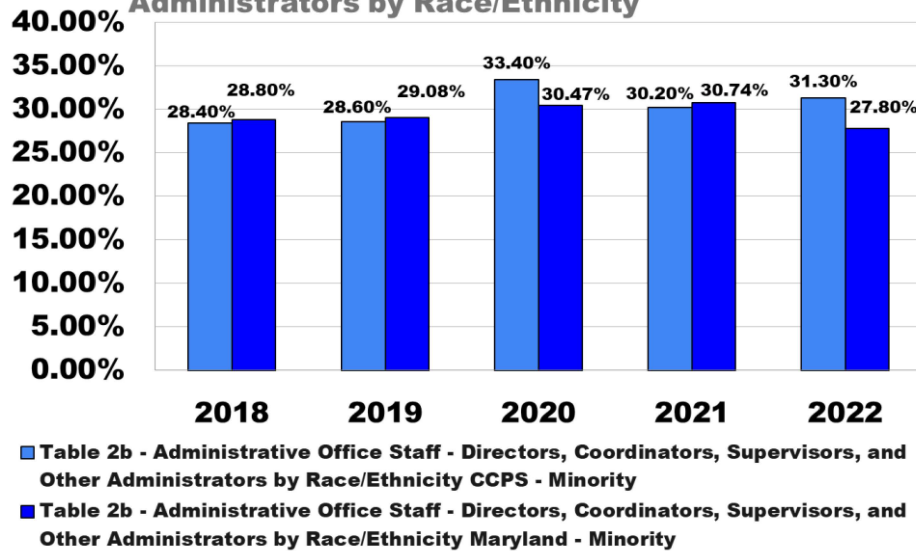


This chart demonstrates that the State of Maryland has increased the overall number of minority superintendents, deputy superintendents, and associate or assistant superintendents by merely 4.13% over the past five years. CCPS has managed to increase diverse representation in these positions by 15% over the previous five years.

Table 2b - Administrative Office Staff - Directors, Coordinators, Supervisors, and Other Administrators by Race/Ethnicity

This table of administrative office staff represents the directors, coordinators, supervisors, and other administrative staff by race and ethnicity.

Table 2b - Administrative Office Staff - Directors, Coordinators, Supervisors, and Other Administrators by Race/Ethnicity

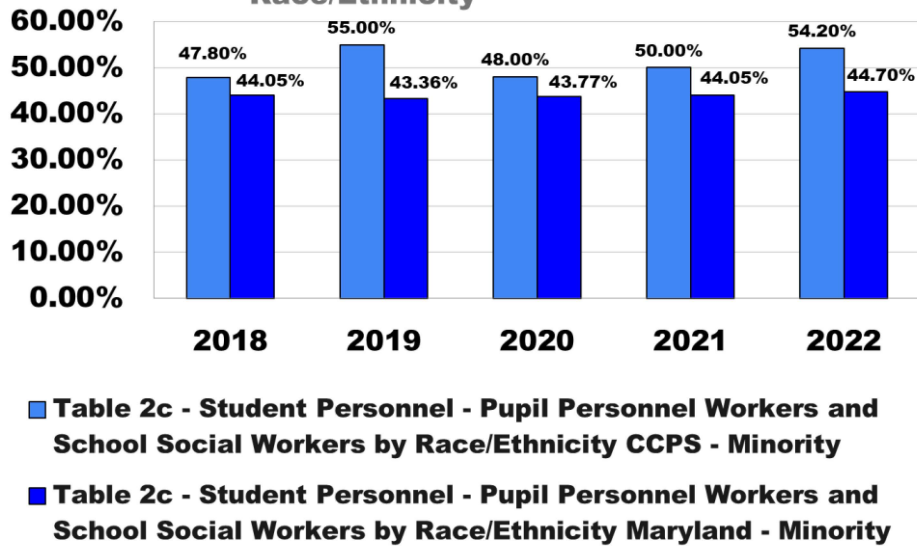


This chart demonstrates that the State of Maryland has lost ground in the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators by -1% over the past five years. Comparatively, CCPS has grown the overall number of minority administrative office staff, including directors, coordinators, supervisors, and other administrators, by 2.9% over the past five years. CCPS has increased the number of minority selected professional staff better than the increase state-wide.

Table 2c - Student Personnel - Pupil Personnel Workers and School Social Workers by Race/Ethnicity

This table represents the student personnel, specifically pupil personnel workers and school social workers by race and ethnicity.

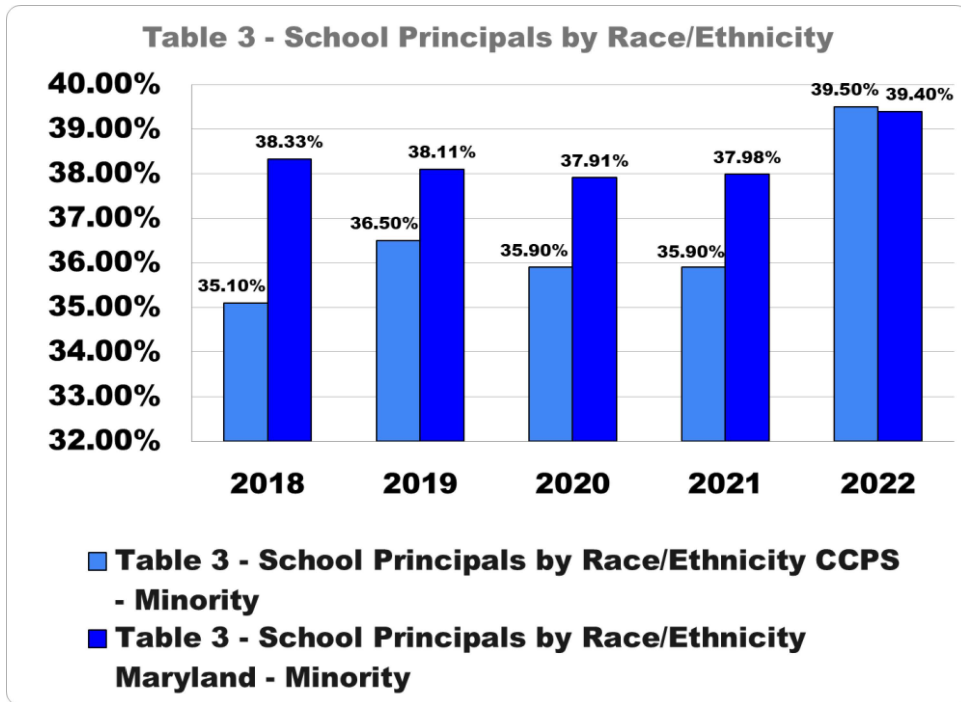
Table 2c - Student Personnel - Pupil Personnel Workers and School Social Workers by Race/Ethnicity



This chart demonstrates that the State of Maryland has shown a decrease in the overall number of minority pupil personnel workers and school social workers by 0.2% over the past five years. Fortunately, CCPS has increased diverse representation by 6.4% in these positions over the previous five years.

Table 3 - School Principals by Race/Ethnicity

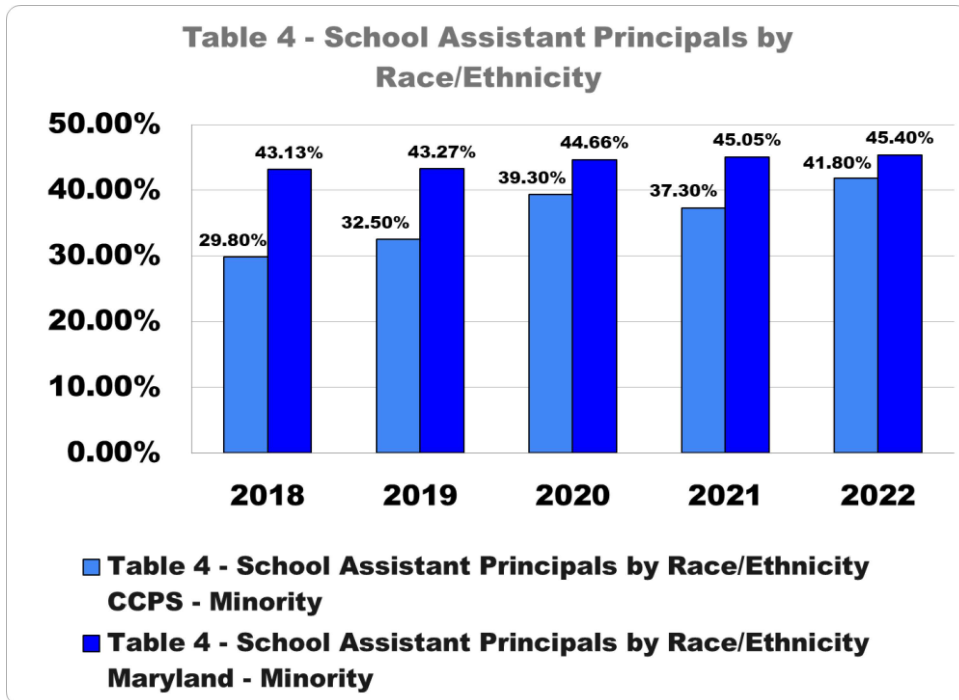
This chart represents school principals, at all levels of elementary, middle, and high school, by race and ethnicity.



This chart demonstrates that the State of Maryland has shown a slight increase in the overall number of minority school principals over the past five years by 1.07%. In comparison, CCPS has increased the percentage of diverse school principals by 4.3% over the previous five years.

Table 4 - School Assistant Principals by Race/Ethnicity

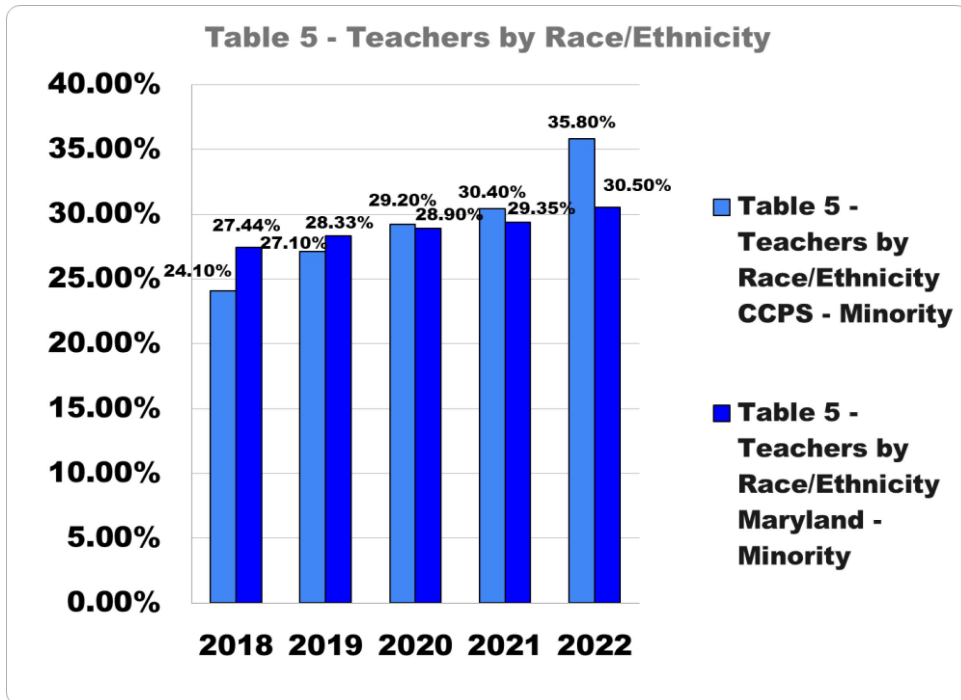
This chart represents school assistant principals, at all levels of elementary, middle, and high school, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority school assistant principals over the past five years by 2.27%. CCPS has increased the percentage of minority school assistant principals by 12% over the previous five years.

Table 5 - Teachers by Race/Ethnicity

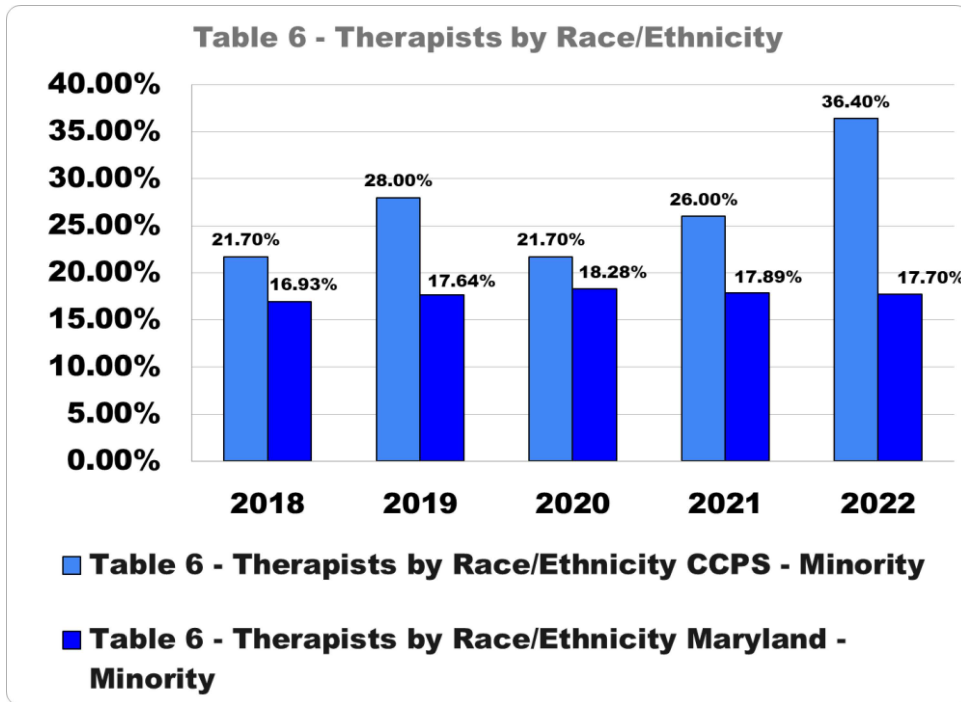
This chart represents teachers, at all levels of elementary, middle, and high school, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority teachers, state-wide, over the past five years by 3.06%. CCPS has had an increase in the percentage of diverse teachers by 11.7% over the previous five years. This is a major accomplishment for CCPS and a focus area for this report. Maryland must do more to attract diverse teachers to the teaching profession. All Maryland school systems, including Charles County, would benefit from an increase in the number of diverse teachers.

Table 6 - Therapists by Race/Ethnicity

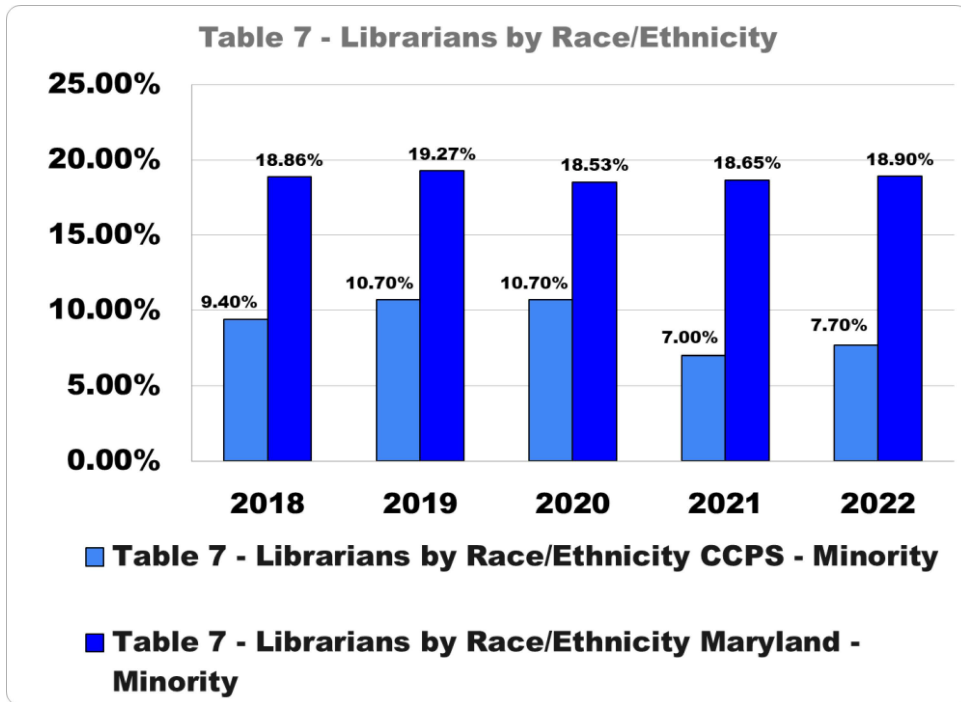
This chart represents therapists, at all levels of elementary, middle, and high school, as well as therapists at the central office level, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority therapists over the past five years by 0.77%. CCPS has experienced an increase in the percentage of minority therapists by 14.7% over the previous five years.

Table 7 - Librarians by Race/Ethnicity

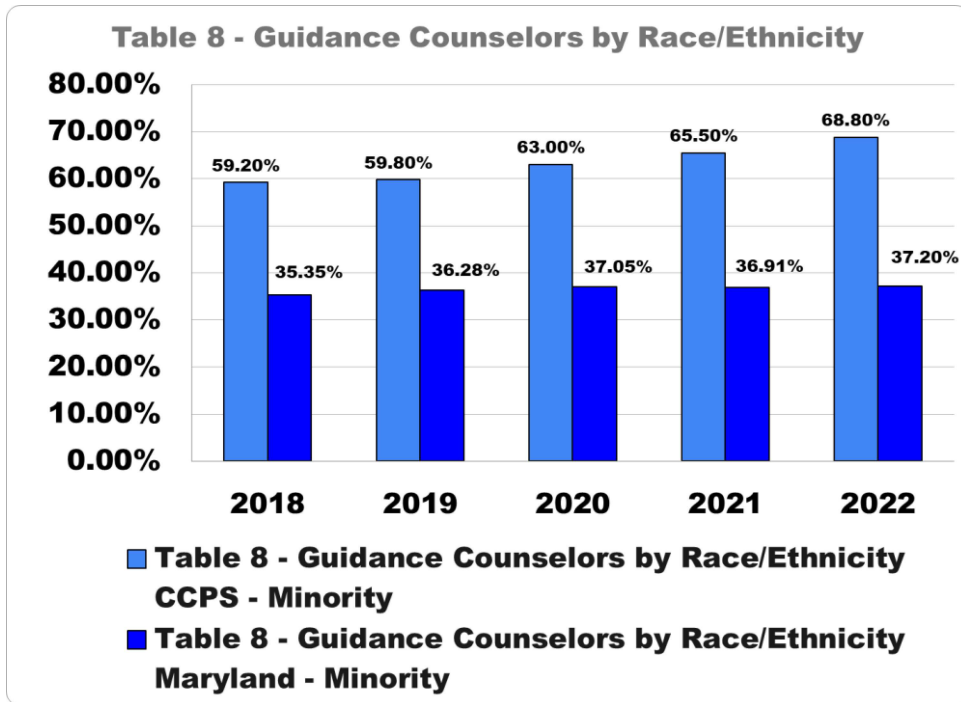
This chart represents librarians at all levels including elementary, middle and high school, as well as librarians at the central office level, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of diverse librarians over the past five years by only 0.04%. CCPS has experienced a decrease in the percentage of diverse librarians by -1.7% over the previous five years.

Table 8 - Guidance Counselors by Race/Ethnicity

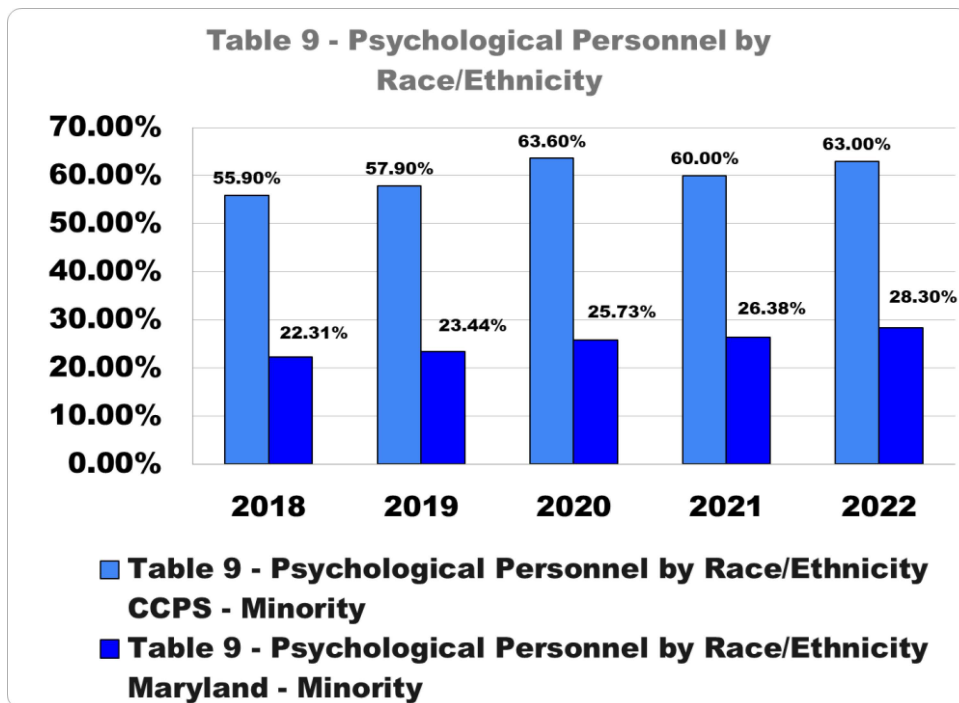
This chart represents guidance counselors at all levels including elementary, middle and high school, as well as guidance counselors at the central office level by race and ethnicity.



This chart demonstrates that the State of Maryland has experienced a decrease in the overall number of diverse guidance counselors over the past five years by 1.7%. CCPS has had an increase in the percentage of diverse guidance counselors by 9.6% over the previous five years.

Table 9 - Psychological Personnel by Race/Ethnicity

This chart represents psychological personnel, at all levels of elementary, middle, and high school, as well as psychological personnel at the central office level, by race and ethnicity.



This chart demonstrates that the State of Maryland has increased the overall number of minority psychological personnel over the past five years by 5.99%. CCPS has increased the diverse representation of psychological personnel over the past five years by 7.1%. However, school psychologists continue to be an area of shortage for CCPS.

Analysis of Data for Factor #1 for CCPS

CCPS continues to successfully attract diverse certificated and non-certificated staff despite the national and state teacher shortages and higher education desert that exists in Southern Maryland. Diverse representation in education throughout the State of Maryland and across the nation remains a challenge. To add context, the Learning Policy Institute published a report on July 27, 2023, that said Maryland isn't a very attractive state for teachers, taking into account compensation, working conditions, school resources, turnover, hiring and qualifications. These factors resulted in a

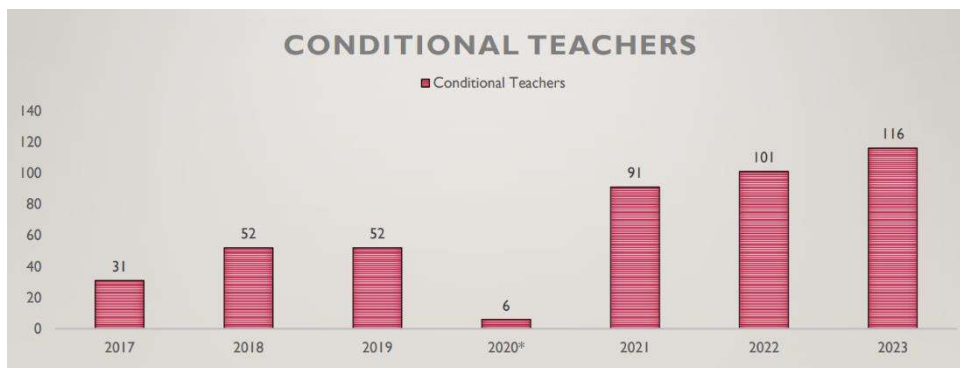
teacher attractiveness rating of 2.2 on a scale of 1 to 5 with 5 being the highest for our state. Still, CCPS progressed in sourcing applicant pools that resulted in increasing representation in nearly all categories, surpassing the state. There is one category that requires targeted efforts to increase representation and that is librarians. Otherwise, CCPS continues to outpace the state overall, and will endeavor to continue recruiting and retaining a highly qualified and effective workforce that is reflective of the Charles County community.

Factor #2 - Recruitment Practices

Maryland is referred to as an import state, since more than 50% of our teachers are from other states. In the southern Maryland region specifically, we lack institutes of higher education resulting in few student teachers working within our schools. As a result, CCPS typically sources for educators through on-site and virtual recruitment fairs and events hosted by colleges and universities throughout Maryland, Virginia, Pennsylvania, Delaware, New York, North Carolina, Georgia, Minnesota, Tennessee and Ohio. We also attend local, regional, or out-of-state job fair events held by other entities offering a talent pool such as military bases. Our outreach to higher education institutions includes Historically Black Colleges and Universities (HBCUs) such as Howard University, North Carolina A&T, and Morgan State University, as well as Hispanic Serving Institutions such as University of Central Florida. However, the national teacher shortage has necessitated a shift in recruitment practices driving Charles County Public Schools to make investments in marketing partnerships (Davis Ad Agency) and platforms (Brazen) to target recruitment and outreach via social media campaigns. For example, CCPS advertises via Facebook, LinkedIn, our CCPS Landing

Page (<https://www.teachcharlescounty.com/>), and the school system's website. CCPS will further pivot recruitment outreach to include Instagram and Tic Tok to target next generation audiences. CCPS attended more than 70 recruitment events between January 1, 2023, and April 26, 2023. Additionally, we now host our own hiring events, both virtually and in-person, to offer multiple platforms and opportunities for applicants to connect with us.

Despite our best efforts, an overall lack of qualified teaching applicants remains our greatest challenge. In fact, it is common now for a teacher to be hired before they have a teaching certification. As a result, CCPS now has the highest number of conditional teachers in its school system's history because of increases each year. For example, CCPS hired 116 conditional teachers in 2023, compared to only 31 in 2017 (see chart below):



Since this trend is expected to continue, CCPS is actively working to identify and increase Grown Your Own initiatives to develop a pipeline for support staff to work through the process of becoming a fully certified teacher in hopes of filling vacancies with internal applicants. For example, CCPS implemented an Instructional Assistant (IA) Academy to provide IAs with professional learning and mentoring opportunities with a coach. We also began offering scholarships to our Teacher Academy of Maryland (TAM) students in support of their higher education pursuits in exchange for one year of

teaching service for each year of financial support. Additionally, CCPS continues to implement direct billing arrangements with higher ed partners to remove financial barriers for educators. These initiatives will help build a future pipeline of certified teachers for CCPS.

Factor #3 - Interview Practices

Charles County Public Schools continues to conduct in-person interviews at the school level and those interviews are led by the school principal. Principals often include assistant principals, content or grade-level supervisors, department chairs, or instructional resource teachers when conducting interviews with candidates.

Administrators throughout Charles County Public Schools have been trained by the Office of Human Resources to conduct interviews. Principals recommend candidates to the Office of Human Resources for offers of employment, and all recommendations for hire must be accompanied by an interview rating rubric and position screening record. The Office of Human Resources then audits the documentation submitted to identify and eliminate any unfair hiring practices.

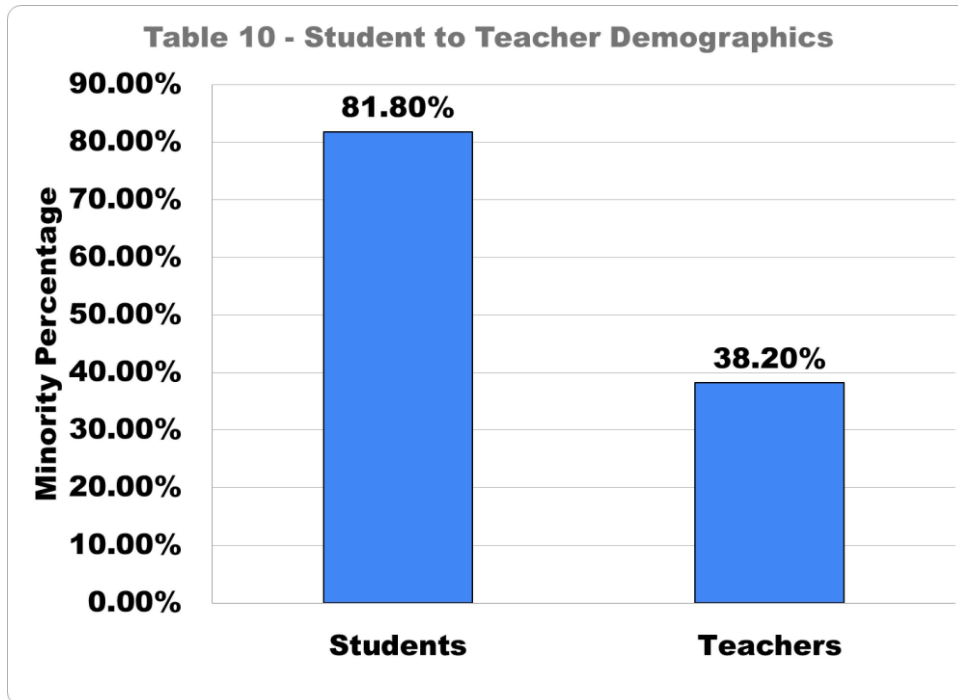
Administrators throughout CCPS appreciate choosing from amongst qualified applicants when the pool includes diverse candidates available for hire. Senior leadership has reviewed the current workforce demographics by race, gender, and tenure to inform hiring practices in support of diversity goals. In fact, each school administrator strives to increase the diversity of their staff to reflect the diversity within their specific school's student population. The challenge again is the lack of diverse candidates in the education pipeline.

Factor #4 - Selection Practices

On an annual basis, the Office of Human Resources presents a human capital management update to the Board of Education and the community, including principals, with data that compares our workforce demographics to the student population demographics. Our goal is to inform stakeholder groups and encourage them to seek opportunities to diversify their staff when vacancies occur. The Senior Leadership Team continues to review hiring metrics at least annually to ensure increased representation throughout the school system. While the negotiated agreement between our Board of Education and the Education Association of Charles County (EACC) does allow for voluntary and involuntary transfer processes, Charles County Public Schools has not initiated transfers of diverse staff based solely on racial or ethnic classification. While the Blueprint for Maryland's Future will implement a state-wide salary increase for teachers who hold National Board Certification, school system efforts to invite teachers who hold National Board Certification to move into lower-performing schools was unsuccessful. A cross-functional work group is actively designing an innovative school's profile and teacher transfer process to align experienced educators with neediest student populations in the school system. Another data point we consider is the number and percentage of diverse National Board-Certified teachers in CCPS. Our school administrators interview, select, and recommend candidates for employment. The process is overseen by the Office of Human Resources, and offers of employment are made by the Office of Human Resources.

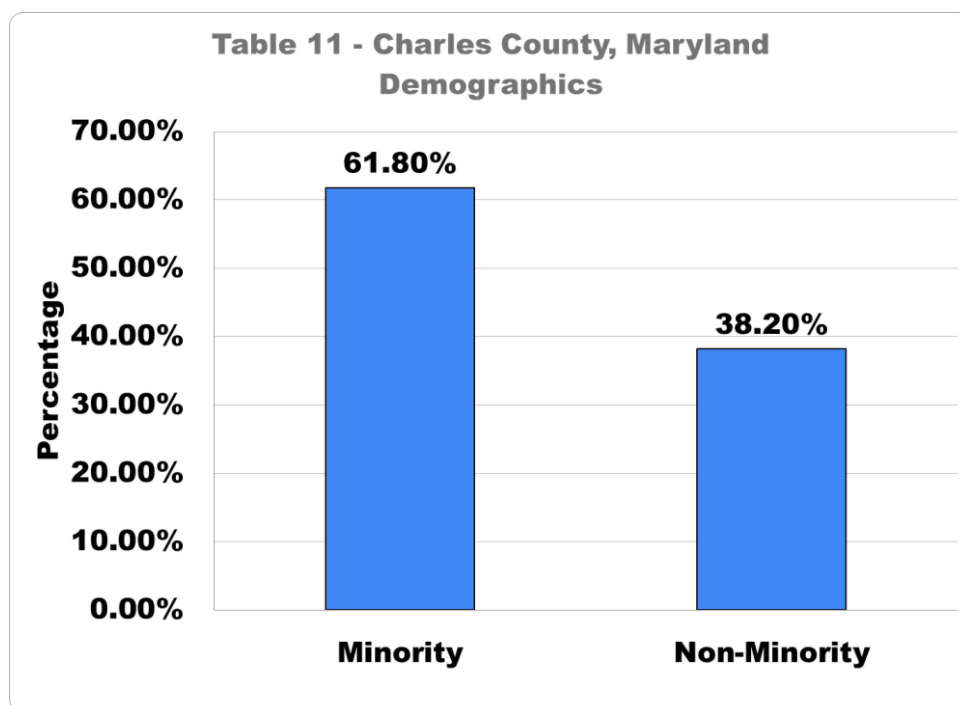
Factor #5 - Comparison to Student Populations

In this section, we compare the population of Charles County Public School students to the population of teachers.



This table demonstrates that in 2022, the Charles County Public School student population was comprised of 81.80% of minority students and only 38.20% of diverse teachers.

This table demonstrates the diversity of representation within Charles County, Maryland.



This data was taken from the United States Census Bureau website ([U.S. Census Bureau QuickFacts: United States](#)). The ability to recruit teachers from within our community is available. According to the United States Census Bureau, 53.3% of the population within Charles County, Maryland is Black or African American alone and 31.1% of citizens age 25 or older hold a Bachelor's degree or higher (2017-2021). Since the minimum requirement to become a conditionally certified teacher is holding a Bachelor's degree, educational attainment is yet another challenge we face recruiting locally.

Factor #6 - Survey Data from Stakeholders

CCPS did not conduct hiring/recruitment surveys with stakeholders as planned; however, during SY23-24, the Office of Human Resources will follow the recommendation from the Maryland Negotiations Service (MNS) workgroup to distribute two surveys. The surveys would allow CCPS to identify areas of needed improvement, opportunities for professional development, and/or changes needed with regard to our processes and procedures. One survey will be distributed to stakeholders responsible for conducting interviews, recommending candidates, and/or placement of teachers. The second survey will be distributed to recent new hires.

Factor #7 - Localized or Unique Challenges Conclusion

Conveniently located near metropolitan areas such as the District of Columbia and Baltimore, Maryland, Charles County is the wealthiest African American community in the United States. ([Charles County Surpasses Prince George's as Wealthiest Black County in US: Post – NBC4 Washington \(nbcwashington.com\)](https://www.nbc4washington.com/news/charles-county-surpasses-prince-georges-as-wealthiest-black-county-in-us/2023-09-14/)) For some candidates desiring to relocate, finding affordable housing can be challenging and sometimes affects offer acceptance. Additionally, our proximity to the Washington, D.C., metropolitan area further impacts hiring in terms of market salary competition. The cost of living is high in Washington, DC. With an already reduced pipeline of diverse teacher candidates, the lack of affordable housing and competitive compensation negatively affect diversity recruitment. For example, during the 2022-2023 school year, CCPS maintained numerous teaching vacancies, which is now a common occurrence. To combat the shortage, CCPS recruited nine (9) international teachers from India, Africa, Afghanistan, and the United Arab Emirates to teach secondary math and will continue to recruit internationally to drive down vacancies in critical shortage areas. The good news is despite current conditions, CCPS continues to make progress. We are 3rd in the state hiring diverse staff, and during the 2022-2023 school year, Charles County Public Schools had the 3rd highest teacher starting salary in the state at \$54,508. Our current starting teacher pay is \$57,234.

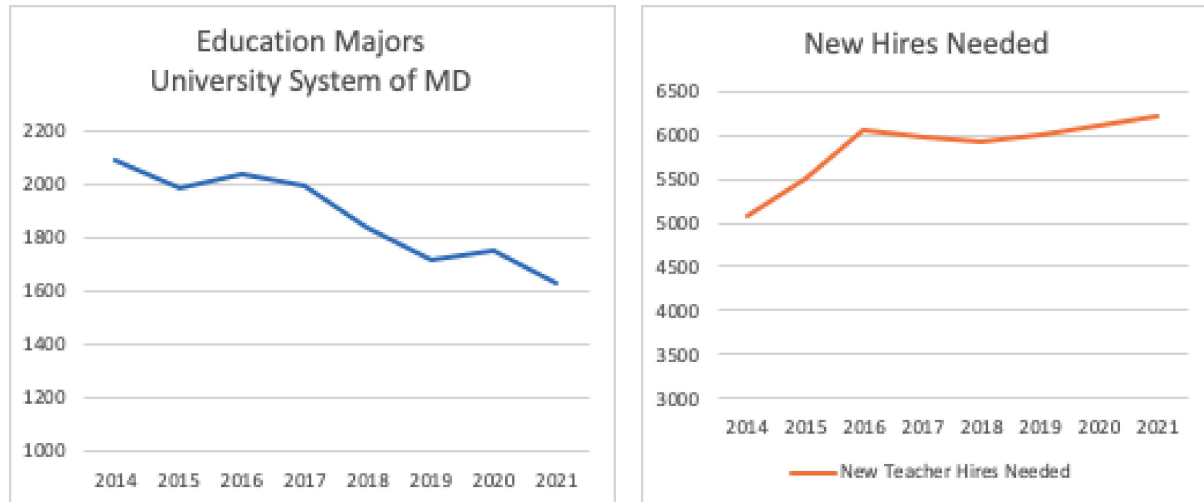
CCPS supports all five of the recommendations below developed by the MNS workgroup.

Support for Recommendation #1: The workgroup recommends data analysis be expanded to include all public-school employees, not just teaching staff. The work of every CCPS employee can impact our students. This would require MSDE to collect and report staffing data for all professional, certificated, and non-certificated staff of public schools throughout Maryland.

Support for Recommendation #2: The workgroup recommends an increase in education programs in Maryland. All colleges and universities in Maryland should be required to implement or expand teacher preparation programs, including community colleges. The Blueprint for Maryland's Future includes the incentive of loan forgiveness. State scholarships or free tuition for individuals enrolled in an education degree program leading to certification in Maryland should be explored. These programs must be highly advertised and publicized for educators to take advantage of these financial incentives. The extension of student-teaching internships to a full year should be examined to determine if it has a negative impact on low-income or minority populations.

Support for Recommendation #3: The workgroup identified the need to invest in and promote a national recruitment campaign to increase the number of diverse teacher candidates living, working, and growing in Maryland. While MSDE previously discussed such an initiative with Directors of Human Resources and Deans and Directors of Higher Education, there has been no proof or demonstration of any state-led recruitment efforts lately. A state-wide job fair, sponsored by the Maryland Association of School Personnel Administrators (MASPA) was once a highly regarded and attended event. While MSDE partnered with MASPA to send representatives to assist with certification, MASPA was the lead agent on this initiative, not MSDE.

These tables below represent education majors graduating throughout the University System of Maryland as compared to the number of new teacher hires needed each year.



Source: IRIS, USM (Retrieved May 24, 2022)

<https://www.usmd.edu/IRIS/DataJournal/Degrees/?report=Degrees-by-Program-Area-and-Degree-Type#>

Support for Recommendation #4: The workgroup recommends the Accountability and Implementation Board (AIB) review the current tests required for certification in Maryland. These tests should be evaluated to determine if there is an inequity in the percentage of minority candidates passing these tests required for certification in Maryland. The costs of these tests should also be examined and offset by state funds. Lastly, the number of tests required per certification area should also be examined to limit the number of tests any one certification area can require. The EdTPA and PPAT assessments should be included in this evaluation. CCPS also encourages the AIB to request data from the National Board for Professional Teaching Standards (NBPTS) that analyzes the number and percentage of minority teachers who achieve and maintain their national certification, both on a national level and throughout

Maryland.

Support of Recommendation #5: The workgroup originally recommended the local school system's hiring practices and diversity report be delayed. This did not occur requiring school systems to still submit their reports by July 1, 2022. However, we support the recommendation of the workgroup that MSDE reinstate the publication of the Teacher Staffing Report (last published in 2018) on a biennial basis. The hiring practices and diversity reports from local school systems would then be conducted biennially on the years opposite to MSDE's Teacher Staffing Report. The MSDE Teacher Staffing Report would be required to be published by July 1, 2022; July 1, 2024; July 1, 2026; etc., and the Hiring Practices and Diversity Report required by local boards of education would be required to be submitted by July 1, 2023; July 1, 2025; July 1, 2027; etc. By requiring this report on a biennial basis, school systems may be able to produce data impacted by the implementation of the Blueprint requirements such as changes to the National Board Certification stipend, implementation of career ladders, any changes to certification requirements/tests, future salary increases, and the impact of the time teachers spend teaching, and the time administrators are expected to teach.

CCPS is fully committed to diversifying and increasing representation across our employee populations of staff throughout our school system. This report has identified areas of needed improvement. We look forward to partnering with the AIB, MSDE, and other school systems throughout Maryland to implement positive changes that result in outstanding achievements for our students. Collectively, we can make Maryland the best school system in the country.

