



*The University System of Georgia's
Task Force on Enhancing Access for African-American Males*

REPORT

of the
K-12/Pipeline Issues Subcommittee

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EXECUTIVE SUMMARY

CHARGE: Identify academic, environmental, societal, financial, and other critical issues that impact the number of African American males who graduate from high school “college ready”, and develop recommendations for increasing the number of African American males who enter and graduate from University System of Georgia (USG) institutions.

The Subcommittee identified seven key problems that must be solved:

- ❑ **High school dropout rate:** Includes large numbers of African American males.
- ❑ **Low expectations:** Large numbers of African American males are placed into low-end courses and into special education.
- ❑ **Low aspirations:** Among African American male students.
- ❑ **Funding disparities:** Between schools attended by large numbers of African American students and by large numbers of White students.
- ❑ **A teaching force:** Underrepresented by African Americans (males in particular).
- ❑ **Teaching quality:** More African American students are taught by under-prepared and inexperienced teachers than are White students; few teachers of any ethnic/racial group use culturally relevant teaching strategies.
- ❑ **College planning and support services:** Number of school counselors and availability of support services in schools are determined by formula rather than by need.

The Subcommittee recommends an integrated Pre-School through College (P-16) approach to solving these seven identified key problems—a partnership of the USG, the Georgia Department of Education, and the Office of School Readiness.

RECOMMENDATIONS:

1. Launch a public engagement campaign in 2004, anchored in the 50th anniversary of Brown V. Board of Education, to emphasize the benefits of higher standards and more rigorous curricula for all students and the consequences of continuing to place a disproportionate number of African American males into:
 - ❑ Low-end courses in high school.
 - ❑ Ability groups in elementary school.
 - ❑ Special education.
2. Recommend more stringent requirements and disincentives for placing P-12 students into special education.
3. Recommend a single high school diploma (elimination of the two-track system) with a sequence of courses that prepares all students to be “college ready”.
4. Develop linked seamless transition programs for all P-12 and USG students at the following intersections with each culminating in a “readiness passport” to the next level:
 - ❑ Pre-K to Kindergarten
 - ❑ 3rd to 4th grade.
 - ❑ 5th to 6th grade.
 - ❑ 8th to 9th grade.
 - ❑ 12th grade to college.
 - ❑ 2 yr to 4 yr college.

5. Develop statewide supplemental support programs that are linked to one another and that feature a “futures” focus, tutoring, study groups, leadership opportunities, and partnerships with 100 Black Men and other community groups.
 - ❑ Learning Academies—Grades K-5.
 - ❑ Post-Secondary-Readiness Enrichment Programs (PREP)—Grades 6-8.
 - ❑ College Readiness Academies—Grades 9-12.
 - ❑ Leadership Academies—Levels 13-14.
6. Create a new organization—Mothers of African American Males (MAAM) affiliated with each USG institution—to mobilize mothers (dominant force in African American communities) with strategies and a collective purpose to help African American sons stay in school and prepare for college.
7. Create “Early Colleges” between some USG two-year colleges and partner high schools that span levels (grades) 11-14 that would include:
 - ❑ Early access to college for high achieving students and for those who may function better in a college environment; and
 - ❑ An access route to college for recent high school dropouts through a “recovery” program (as opposed to GED which is dead end).
8. Create new Regents’ and State Board of Education requirements and courses in:
 - ❑ Culturally relevant teaching and cross-cultural understanding for aspiring and current teachers.
 - ❑ Preparation and development programs for school counselors.
9. Target African American males in USG’s new Teacher Preparation Recruitment Initiative.
10. Create new policies and incentives to increase the number of high quality teachers teaching in hard-to-staff (urban and remote rural) schools where many African American students attend and to ensure the elimination of out-of-field teaching in all of Georgia’s schools.

FINAL REPORT

CHARGE: Identify academic, environmental, societal, financial, and other critical issues that impact the number of African American males who graduate from high school “college ready”, and develop recommendations for increasing the number of African American males who enter and graduate from University System of Georgia (USG) institutions.

BACKGROUND: The Subcommittee on K-12 Pipeline Issues completed a review of literature, examined Georgia data on the educational progression of African American males through the educational pipeline, identified best practices, and invited speakers to make presentations to the subcommittee. The literature review focused on identifying key problems that are the greatest inhibitors to African American males graduating from high school ready for college entry. National data were cross referenced with Georgia data on the educational pipeline of African American males. Subcommittee members, each with expertise in implementing programs to advance the educational success of African American male students and other underrepresented groups, shared best practices from their individual experiences. The following national experts and program innovators made presentations to the Subcommittee:

- Kati Haycock, Director of the Education Trust, a non-profit organization created to promote high academic achievement for all students at all levels, kindergarten through college, with a primary focus on Latinos, African Americans, Native Americans, and low-income students.

“In Georgia, the high school completion rate for African American males (defined as the percent of 1997 grade 9 enrollment in graduating class of 2001) was 58%; the overall high school completion rate was 71%.”

- Asa Hilliard, Fuller E. Galloway Professor of Urban Education, Georgia State University.
- Debi Moon, Director, Center for Teaching & Learning, and Al Wiseman, Business Development Manager for Corporate Education, Georgia Perimeter College.

KEY FINDINGS

Seven problems were identified as key inhibitors to the successful matriculation of African American males from secondary education to higher education. They are:

FINDING 1: High Dropout Rate

Nationwide one out of every four African American males drops out of high school (US Department of Education, 1990). This rate is higher than any other ethnic/gender group, and African American males drop out of school at a younger age than other groups (Swartz, 2001). African American males who complete high school often do so at a slower rate than their peers (Lee, 1996).

In Georgia, the high school completion rate for African American males (defined as the percent of 1997 grade 9 enrollment in graduating class of 2001) was 58%; the overall high school completion rate was 71% (Georgia Public Education Report Card, 2000-01).

FINDING 2: Low Expectations

Teachers, counselors, and school administrators often expect less from African American students (particularly males) than they do from White students. African American males are more likely than other ethnic/gender groups to be placed in general education or vocational high school curricular tracks than in an academic college bound track (Schwartz, 2001). Students in the general education and vocational tracks in high

school do not complete course sequences that prepare them for college; they receive high quantities of drill and practice strategies that are inappropriate for higher-order skills (Haycock, 2002); they achieve less than students with similar aptitude who are placed in “college prep” or in untracked classes (Oakes, 1989). African Americans of both genders often attend schools with large numbers of high-poverty students, where expectations are lower than in high-wealth schools:

“Students in the general education and vocational tracks in high school do not complete course sequences that prepare them for college.”

Students receiving grades of “A” in schools that serve high-poverty areas test at a level comparable to students receiving grades of “C” in schools serving affluent areas (US Department of Education, 1994).

In Georgia, students in the 8th grade select either a “college prep” or a “career tech” high school curriculum—a choice that could have profound impact on future options. They are asked to

make this decision when they (and many times their parents) do not understand the educational requirements for various careers. Each curricular track results in a different endorsement on the high school diploma.

Possible endorsements are: college prep and vocational; college prep; vocational; general (general education track has been eliminated for future ninth grade students); and special education.

When the 2001 graduating class began ninth grade in Georgia public schools in 1997, there were 18,341 African American male students. In 2001, 9,541 of them received high school diplomas; an additional 1,097 received a certificate of attendance (without meeting high school graduation requirements); and the remainder had dropped out (Georgia Public School Report Card, 2000-01). Table 1 shows the distribution.

Endorsement on High School Diploma or Certificate of Attendance or Dropout	Number African American Males	Percent
Both College Prep and Vocational	1,162	6.5%
College Prep	3,994	21.8%
Vocational	3,366	18.4%
General	102	0.6%
Special Education	917	4.9%
Certificate of Attendance (not a diploma)	1,097	5.9%
Dropouts	7,703	41.9%
Totals	18,341	100%

African American males are over represented in special education and underrepresented in gifted programs (Lee, 1996). In Georgia, African American male students account for 19% of the overall K-12 enrollment population, 28% of the

special education enrollment population, and 6% of the gifted enrollment population (Georgia Public Education Report Card, 2000-01). African American males are two to three times more likely than any other ethnic/gender group to be labeled mentally retarded and/or

behaviorally disturbed and placed in special education classes (National Research Council, 2002). These placements may be based as much on misunderstanding the behavior of the African American culture as they are on disorders (Reschly, 1980). Once placed in a lower curricular track, there is little likelihood of placement into a higher track. African American males lag significantly behind other groups in grade point average and on standardized tests (Noeth and Wimberly, 2002); and they receive less academic help, support, and attention than other groups (Schwartz, 2001). The College Board research is clear: All students will perform better when expectations are clear, high, and consistent, and when support systems are in place to help them reach the standards (1994).

There are over 4000 schools across the country now identified with students in the **top third** on all three of the following variables: the number of high-poverty students enrolled, the number of minority students enrolled, and the ranking within the state on academic achievement (The Education Trust Website). Regardless of the successes in other high-poverty, high-minority schools, best practices from other states are not frequently replicated in Georgia.

Parental and community expectations also remain low in many parts of Georgia—sometimes tied to jobs in the region and their perceptions as to who has always filled them.

FINDING 3: Low Student Aspirations

Low aspirations are a consequence of environmental influences that African American male students experience over a period of time. By the 4th grade, the classroom environment changes from a socially interactive style to a competitive, individualistic style of learning. Because the interactive style is more prominent in the African American culture, by the 4th grade the achievement rate of African American males begins a downward spiral, which does not get reversed (known as the

‘Fourth Grade Failure Syndrome’) (Kunjufu, 1995).

As a result of these environmental influences, especially the low expectations others hold for them, African American males experience a high level of alienation, and a stifling of achievement, aspirations, and pride in schools (Lee, 1996).

African American males are three times more likely to be suspended or expelled from school, and for longer periods of time, than other ethnic/gender groups. Suspensions lead to future dropouts (Schwartz, 2001).

FINDING 4: Funding Disparities

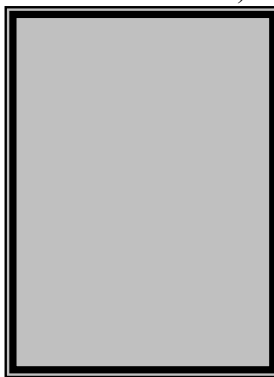
Students with the greatest challenges often receive the fewest resources. Trescott reports that 56% of African American children are enrolled in high-poverty, high-minority school districts, which are under-resourced and over-crowded (1990).

FINDING 5: Teaching Force is not Representative of the Student Population

African American Males encounter a much larger percentage of White teachers than African American teachers, and lack sufficient African American male teachers to serve as role models (Schwartz, 2001). Numerous studies show that all students perform better academically when their learning environments reflect a diverse teaching force (Lee, 1996; Association of Teacher Educators, 1991; American Association of Colleges for Teacher Education, 1989; Zimpher, 1989).

FINDING 6: The Quality of Teaching is Lower in High-Minority, High-Poverty Schools

The most influential variable on student learning is the quality of teaching (National Commission on Teaching and America’s Future, 1996). Teacher quality is defined as having sufficient content knowledge in the content field and being successful in teaching that content knowledge to diverse learners. More African Americans students are taught by out-



of-field teachers and by less experienced teachers than are White students (Jerald, 2002). In Georgia, 42% of secondary school teachers in high-minority schools are teaching out-of-field (Ingersoll, 2000). Data from The Education Trust show that high-poverty and high-minority schools have nearly double the number of inexperienced teachers than schools with the lowest poverty and lowest minority enrollment (The Education Trust Website). The teacher attrition rate, which is 50% annually in urban schools, further, complicates the situation (Weiner, 1993). New and under-prepared teachers move through urban schools like a revolving door. High-performing teachers prefer not to teach in poor urban areas (Noeth and Wimberly, 2002).

Teacher preparation and professional development typically do not provide teachers with culturally relevant teaching strategies necessary to help culturally and ethnically diverse students achieve at high levels. Largely a White European college faculty prepares teachers, often with limited experience with ethnically diverse cultures. College students selecting teacher preparation as a field of study are largely from White European cultures and they have limited exposure to other cultures. Teacher preparation programs provide little to help aspiring teachers develop cultural sensitivity, cross-cultural communication skills, and the ability to relate to, appreciate, or understand African American students. Thus, when teachers begin their teaching careers, they have difficulty bringing diverse learners to high standards (Smith, 2003).

Policies are silent on “conditions of practice” that are needed to support the recruitment and retention of successful teachers. Teachers advance at the same salary rate regardless of difficulty of assignment, and incentives are not in place to yield high numbers of African American teachers. Additionally, School systems lack authority to move teachers who are not helping students succeed.

“Teacher preparation programs provide little to help aspiring teachers develop cultural sensitivity, cross-cultural communication skills, and the ability to relate to, appreciate, or understand African American students.”

FINDING 7: Inadequate College Planning and Support Services

School counselors are assigned to school systems based upon student enrollment rather than student need. Because of other responsibilities, counselors are often not involved in helping students plan for college until their senior year of high school when it is too late to be of much benefit (Noeth and Wimberly, 2002). Students who are largely dependent upon educators to provide college access and application information are therefore at a disadvantage.

“Seventy percent (70%) of all African American students who enroll in four-year colleges drop out as compared to 45% of all White students.”

African American males have a one-in-twelve chance of graduating from college (US Department of Education, 1990). Seventy percent (70%) of all African American students who enroll in four-year colleges drop out as compared to 45% of all White students. Many minority students lack an information base about college application procedures and financial aid (Noeth and Wimberly, 2002). Even when students in high-poverty schools have nearly identical aptitudes as those in low-poverty schools, they are more likely to be channeled into less prestigious universities than those for which they qualify (McDonough, 1997).

RECOMMENDED STRATEGIES

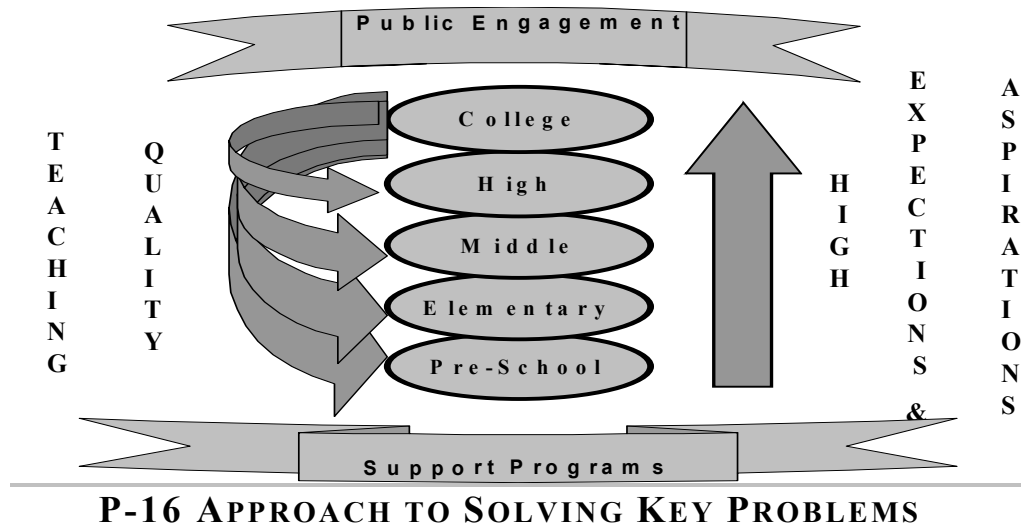
Because all of the key findings are interrelated, strategies that target only a few of them are not likely to be effective (Henry and Kettlewell, 1999). A set of integrated strategies is recommended that seek to:

- ❑ Reduce high school dropouts
- ❑ Raise expectations
- ❑ Raise student aspirations
- ❑ End funding disparities
- ❑ Increase the number of African American educators in schools
- ❑ Strengthen the quality of teaching

- ❑ Strengthen student support services
- ❑ Implement policies that contribute to creating a more educated Georgia

below.

A Pre-School through College (P-16) approach is recommended—a partnership of the Georgia Department of Education, Office of School Readiness, and the University System of Georgia. Key leverage points are identified



RECOMMENDATIONS

- 1. Launch a public engagement campaign in 2004, anchored to the 50th anniversary of Brown V. Board of Education, to emphasize the benefits of higher standards and more rigorous curricula for all students and the consequences of continuing to place a disproportionate number of African American males into low-end courses in high school, ability groups in elementary school, and special education.**

Anthony Carnevale, Vice President for Public Leadership for the Educational Testing Service, warns: “States that do not push enough of their students through college are going to lose jobs, skilled workers, and tax revenue to locations that do” (1999, p. 5). As America continues to become more ethnically diverse, it will be imperative for greater numbers of minority students to enter and to graduate from college; currently the fastest-growing

ethnic groups are the least likely to attend (Levine, 1999).

In order to increase college readiness of all students, and particularly of African American male students, a public engagement campaign is recommended to build grass-roots understanding of:

THE BENEFITS OF:

- ❑ Clear expectations for students that when met mean they are ready for the next level:
 - Pre-K to kindergarten.
 - 3rd to 4th grade.
 - 5th to 6th grade.
 - 8th to 9th grade.
 - 12th grade to college.
 - 2 yr to 4 yr college.
- ❑ Rigorous courses in mathematics, science, English, social studies, and 2nd languages.
- ❑ Student support services that help all students reach high standards.
- ❑ School to career plans for students, starting in 4th grade, that include college exploration and planning activities, information on college admission tests, registration dates,

how to prepare for them, and how the tests are used.

THE CONSEQUENCES OF:

- ❑ Curricular tracking resulting in
 - The placement of large numbers of African American males into low-end courses in high school, ability groups in elementary school, and special education.
 - A high failure rate on the high school graduation test.
- ❑ The most needy P-12 students taught by more out-of-field teachers, and teachers with less preparation and experience.
- ❑ Minority and high-poverty students attending the poorest schools.

2. Recommend more stringent requirements and disincentives for placing P-12 students into special education.

In order to increase college readiness of African American males, it is necessary to greatly reduce the number that are inappropriately placed into special education because of perceived emotional or behavioral disorders. Policies requiring the following are recommended:

- ❑ Early identification followed by immediate and appropriate intervention prior to any special education referral.

- ❑ Accurate and complete records that document early intervention efforts of special education referrals for emotional and/or behavioral disorders.
- ❑ An external evaluation of all special education referrals for emotional and/or behavioral disorders.
- ❑ Biannual reviews of all placements for emotional and /or behavioral disorders.
- ❑ Supplemental support for special education students to re-enter the regular classroom.

3. Recommend a single high school diploma (elimination of the two-track system) with a sequence of courses that prepares all students to be “college ready”.

Students from minority and low-income groups are placed in “college prep” at much lower ratios than are students from White and more affluent groups (US Department of Education, 1990). Students are placed into vocational programs without them or their parents necessarily understanding the ramifications of that decision.

“The academic program of study that every Georgia high school graduate completes should be one of opening doors to all possibilities, rather than limiting the aspirations of any student based on the perceptions of others.”

In the 21st century, the academic skills of the resident workforce present a quality of life issue for all communities. The ability to attract and sustain consequential employment opportunities is increasingly reliant on the conceptual understandings, reasoning adeptness, and technical skills found within a traditional high quality education. In order for communities to thrive, it is imperative that students in these communities are supported in

acquiring the depth of content knowledge and skills of mathematics, science, technology, language, social studies and the arts sufficient for them to make personal choices and decisions that impact their communities. This *quality of life* embraces workforce competency, economic development, informed and engaged citizenry, and delight in everyday phenomena encountered in the natural world.

Therefore, it is vital that all students be supported in access to, preparation for, and participation in courses that will allow them to make individual decisions as to their post-secondary pursuits. Whether those decisions are made while in high school, or a decade later, students should not be limited in their options for work, military, technical college, or university pursuits by the judgment of others as

to what coursework they are capable of, or may need. The academic program of study that every Georgia high school graduate completes should be one of opening doors to all possibilities, rather than limiting the aspirations of any student based on the perceptions of others. Specifically, the curriculum for every student should include at a minimum algebra I and II, geometry, biology, chemistry, physics, four years of language arts, and a second language.

The nation and Georgia have experienced an increasing reliance on the scientific and technical skills of those beyond these shores. Georgia must rededicate itself to the human capital resident in its youth, the leaders of tomorrow, the economic engine of Georgia's future.

4. Develop linked seamless transition programs for all P-12 and USG students at the following intersections with each culminating in a “readiness passport” to the next level:

- ❑ Pre-K to Kindergarten.
- ❑ 3rd to 4th grade.
- ❑ 5th to 6th grade.
- ❑ 8th to 9th grade.
- ❑ 12th grade to college.
- ❑ 2 yr to 4 yr college.

Students and their parents often are unclear as to what it means to be “ready” for the next level of school or college. School and college faculties look at curriculum and instruction from a logical progression of what students should be able to do at specified levels along the educational continuum. But, what is in the minds of faculty is not necessarily clear to students or to their parents. There are particular transition points for students that are more challenging than others; difficulties seem to cluster at the following transition points: Pre-K to kindergarten, 3rd to 4th grade, 5th to 6th grade, 8th to 9th grade, 12th grade to college, and 2 year to 4 year college.

“.....celebrating “passage” from one level to the next, and signaling something new and different is about to happen, and that the students know they are ready for it.”

- ❑ Ceremonies that award a “readiness passport” to the next grade or level at each of the identified transition points for each student that meets the standards, celebrating “passage” from one level to the next, and signaling something new and different is about to happen and that the students know they are ready for it.
- ❑ Career portfolios (beginning in the 4th grade) that move with the students as they progress from one level to the next showing accomplishments (standards met).
- ❑ Automatic graduation from high school upon receipt of the 12th grade “readiness passport”.
- ❑ Automatic admission to USG two-year colleges and state and regional universities, with HOPE Scholarship eligibility, with the 12th grade readiness passport (research universities will have additional requirements).

Transition programs are recommended at these levels to increase the likelihood that all students will successfully negotiate these challenging transition points. Transition programs should include:

- ❑ Admissions “guarantee” to USG state and regional universities (with scholarship package) with the level 14 “readiness passport” (successful completion of associate degree).

Regional and state level coordination of the transition programs should be in place to ensure the seamless operation of transition programs.

5. Develop statewide supplemental support programs that are linked to one another and operate in partnerships with organized community groups, which support the directions described herein:

- ❑ **Learning Academies—Grades K-5.**
- ❑ **Post-Secondary-Readiness Enrichment Program (PREP)—Grades 6-8.**
- ❑ **College Readiness Academies—Grades 9-12.**
- ❑ **Leadership Academies—Levels 13-14.**

As expectations are raised, placing all students in a sequence of courses that prepares them to be “college ready,” many students, particularly those from low-income and minority groups, will need a coordinated system of supplemental support programs to help them reach the higher expectations. Supplemental support programs need to help all students achieve the “readiness passport” at each level as has been described, with opportunities to make up learning deficiencies prior to failing. At all levels, supplemental support programs would give students opportunities to “be somebody”; to develop a “futures” focus; to receive tutoring; to participate in study groups and leadership programs; and to participate in mentoring and internship programs through community organizations such as 100 Black Men. These programs would include:

- ❑ **Learning Academies for grades K-5:** These programs would feature Saturday and after school programs and require parents to participate in some program components to learn about the higher expectations for students, the “readiness passport”, and how they can help their son or daughter succeed. They would emphasize development of reading and quantitative skills, social skills, cross-cultural understanding, and historical contributions of the various ethnic groups that constitute American society.
- ❑ **PREP for grades 6-8:** PREP (already a successful program in Georgia) would focus only on grades 6-8. PREP would emphasize achievement of the “readiness passport” to high school; preparation for taking the SAT; college visitations to USG institutions; development of social skills and cross-

cultural understanding; and an understanding of historical contributions of various ethnic groups. PREP students would have a mentor who is a community leader or a college student.

- ❑ **College Readiness Academies for grades 9-12:** College Readiness Academies would provide African American males with intensive and continuous support programs to increase their high school graduate rate and admission into a USG institution. They would emphasize:

- Skills for college success, including time management, test taking, research, and computer literacy.

- Saturday enrichment classes to reinforce the knowledge and skills students will need to meet expectations for the 12th grade “readiness passport” and to earn a high score on the SAT.

- Time for advising to consult with a college advisor.
- History of African Americans and other ethnic groups in American society and in the world.
- Leadership training and cross-cultural understanding.
- Continued association with a mentor from the community or from a college student.

- ❑ **Leadership Academies for Levels 13-14:** Leadership Academies are intended to sustain African American male students throughout their first two-years of college. They would emphasize:

- Academic, personal, and career advisement; development of problems

“At all levels, supplemental support programs would give students opportunities to “be somebody”; to develop a “futures” focus; to receive tutoring; to participate in study groups and leadership programs; and to participate in mentoring and internship programs through community organizations such as 100 Black Men.”

solving and decision-making skills; and ways to resolve conflicts.

- Academic institutes, tutoring, and continued mentoring.
- History of African Americans and other ethnic groups in American society and in the world.
- Community service opportunities—perhaps serving as tutors to students in Learning Academies, PREP, and College Readiness Academies.
- Leadership development activities.
- Resume preparation.

- Access to college advisors from USG four-year institutions.

State coordinators for the four supplemental programs would be in place to provide coordination of local academies and PREP programs—some through the Georgia Department of Education and some through the USG Office. Retired USG faculty, K-12 teachers, and community members could be invited to volunteer their time to work in these programs. The College Readiness and Leadership Academies would start as pilot programs and would then be brought to scale.

6. Create a new organization—Mothers of African American Males (MAAM) affiliated with each USG institution—to mobilize mothers (dominant force in African American communities) with strategies and a collective purpose to help African American sons stay in school and prepare for college.

Mothers are the dominant force in the African American culture. African American males who succeed in school and college consistently credit their mothers as having the strongest influence on them. African American males who drop out of high school and then return to complete the GED likewise say they did it “to please their mothers”. It will be important to harness and mobilize the positive force of African American mothers to succeed in increasing the number of their sons who graduate from high school, ready to enter and to succeed in USG institutions.

The creation of a new organization—Mothers of African American Males (MAAM)—affiliated with each USG institution is recommended.

The focus of each MAAM chapter would be to help African American males earn the “readiness transport” for the next level of education. Colleges should mobilize college students (through service learning credit) to work with the MAAM membership in that region to achieve its mission. As a by-product, college students advancing the work of MAAM

“The focus of each MAAM chapter would be to help African American males earn the “readiness transport” for the next level of education.”

would also learn to give back to their communities and gain important additions to their resumes. A high-ranking African American at each campus should lead the affiliated chapter of

MAAM. Retired USG faculty members could be invited to volunteer their time to help develop MAAM chapters. A statewide coordinator in the USG Office would provide overall coordination.

7. Create “Early Colleges” between some USG two-year colleges and partner high schools that span levels (grades) 11-14 that would include:

- Early access to college for high achieving students and for those who may function better in a college environment; and
- An access route to college for recent high school dropouts through a “recovery” program (as opposed to GED which is dead end).

Recommendations 1-6 are intended to increase the success of African American males in the current school and college

educational systems. Despite anticipated successes from the interventions proposed herein, there will be a continuing need for

alternative programs. Some young people, who would function better in other settings, need opportunities to graduate from high school and transition smoothly into college. Others need to be able to reenter the educational system, if they have recently dropped out, and reclaim access to a high school diploma that prepares them to be college ready. The alternative recommended is called Early College.

Early colleges, spanning grades (levels) 11-14, would be developed on the campuses of two or three USG two-year colleges in partnership with area high schools. They would:

- Focus on high standards as to what students need to know, be able to do, and understand to complete high school (college ready), to enter college, complete an associate degree (prepared to exercise the option of transferring to a four-year college or to enter the work force).
- The standards would serve as organizers for curriculum, instruction, and assessment. Students would be pre-assessed as to their current knowledge, skills, and understanding, and "credit" would be given for those standards that the students already meet. Because the focus of courses and credit would be on meeting performance standards, students could more easily earn dual credit toward both high school and college, through pre-assessments as well as through programs of study.
- The high school diploma would be awarded when students earn the Level 12 "readiness passport" (meet the Level 12 standards). Admission to college (Level 13) would be guaranteed to those students meeting the Level 12 standards (a USG alternative performance-based college admission system has been under development, with funding from The PEW Charitable Trusts. These standards would be used as the Level 12 standards).
- Curriculum and instruction in Levels 13 and 14 would also be performance based, giving credit to students for standards met, thus

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making it possible to accelerate through the program, or to take more time without penalty.

- Completion of the associate's degree would also require demonstrated proficiency on the Level 14 performance standards, earning the "readiness passport" for automatic transfer to a state, regional, or a research university.
- Early colleges would include a "recovery" route for recent high school dropouts. Students would have access to 24-hour supplementary support services for help completing the performance-based route through high school and into college. Students who have dropped out because they are bored with the "regularities" of American high schools may find a college culture more stimulating and challenging.
- Early colleges would also include an early access route to teacher preparation.

Early colleges would begin as "pilots" on the campuses of two or three two-year colleges in partnership with area high schools. The pilots would be studied and the successes scaled up to additional USG two-year colleges. Early colleges are intended to help Georgia "reclaim" further education for African American males—those who would find a college campus more challenging and less restricting than that of high schools, and those who have already dropped out of school during the past 3-4 years, who need an opportunity to earn a high school diploma and simultaneously become ready for college. Successful early colleges would also contribute to the national work underway to develop models for high schools that effectively serve all students, avoid the "wasted" senior year, reduce the high school dropout rate, increase college access for underrepresented groups, and ensure student mastery and application of specified knowledge, skills, and understandings needed to be contributing members of the knowledge economy.

8. Create new Regents' and State Board of Education requirements and courses in:

- ❑ Culturally relevant teaching and cross-cultural understanding for aspiring and current teachers.
- ❑ Preparation and development programs for school counselors.

Many university faculty members preparing future teachers nationwide do not themselves have sufficient cross-cultural understanding to help aspiring teachers develop cross-cultural communication and culturally relevant teaching strategies (Smith, 2003). This is also true for many faculty members within USG. Because of this phenomenon, the usual approach of faculty members developing courses to meet a need will fall short of expectations.

Instead, the Subcommittee proposes the creation of a P-16 Consortium on Cross-Cultural Teaching—faculty members and school personnel hand-picked for their expertise—would be asked to develop a course-sequence on cross-cultural teaching and understanding (including the culture of poverty), and strategies for integrating these concepts throughout the curriculum, for aspiring teachers and counselors. The Consortium would also be asked to develop (and propose to the Professional Standards

“The goal would be to increase the knowledge, skills, and understanding of those who prepare future teachers and counselors, and those who coordinate professional development for current teachers and counselors, so that they in turn can help current and future K-12 educators use culturally relevant teaching strategies to help diverse learners succeed at higher levels.”

Commission) an endorsement in culturally relevant teaching strategies and practices for current teachers and counselors.

This Consortium would lead faculty development sessions for USG faculty members and K-12 staff development professionals on the knowledge and skills needed to successfully teach the course sequences. The goal would be to increase the knowledge, skills, and understanding of those who prepare future teachers and counselors, and those who coordinate professional development for current teachers and counselors, so that they in turn can help current and future

K-12 educators use culturally relevant teaching strategies to help diverse learners succeed at higher levels. The Board of Regents, State Board of Education, and the Office of School Readiness would then be asked to make such course sequences and strategies for current and aspiring educators a requirement.

9. Target African American males in USG's new Teacher Preparation Recruitment Initiative.

In 2002, the USG launched a new Teacher Preparation Recruitment Initiative, called Destination Teaching, with funding from the US Department of Education. The purpose of the Initiative is to increase the number, quality, and diversity of teachers identified, prepared, placed, inducted, and retained in high-need

school districts in Georgia. While Destination Teaching embraces increasing the ethnic diversity of aspiring teachers, the Subcommittee recommends targeting specifically the recruitment of African American males into the Destination Teaching programs.

10. Create new policies and incentives to increase the number of high quality teachers teaching in hard-to-staff (urban and remote rural) schools where many African American students attend and to ensure the elimination of out-of-field teaching in all of Georgia’s schools.

The Governor’s Education Reform Study Commission (2000) identified five problems that need to be solved in order to increase teacher recruitment, assignment, and retention in shortage fields and in high-need schools:

1. Georgia’s colleges and universities are preparing too few teachers, particularly from minority groups and from among individuals interested in teaching in hard-to-staff (urban and in remote rural) schools.
2. Many recent colleges graduates prepared to teach in the public schools choose not to do so.
3. Most school administrators are not prepared (and do not know how) to lead teachers toward achieving the State’s accountability expectations, leaving teachers highly frustrated and vulnerable.
4. Teacher preparation and professional development have not resulted in school improvement.
5. There is a direct correlation between teacher work environments and teacher shortage declining teacher applicant pools, low teacher morale, and high teacher attrition rates, particularly in hard-to-staff schools.

“Sufficient incentives are needed for teachers to accept teaching positions in hard-to-staff schools so as to end the disparity in teacher qualifications between schools in general and those that are hard-to-staff.”

underway through Georgia’s Leadership Institute for School Improvement (launched by a partnership of the Board of Regents, K-12 education, the business community, and state government in October 2002). One purpose of the Leadership Institute is to change teachers’ working conditions through professional development for their superintendents and principals).

New state policies are needed to make teaching competitive with private sector positions in fields that require comparable education; new state policies are also needed to provide incentives for teaching in hard-to-staff schools so as to attract greater numbers of minority teachers to urban schools where there are proportional numbers of minority students (Governor’s Education Reform Study Commission, 2000). Sufficient incentives are needed for teachers to accept teaching positions in hard-to-staff schools so as to end the disparity in teacher qualifications between schools in general and those that are hard-to-staff. Promotional opportunities are also needed as incentives to keep quality P-12 teachers in the classroom, thus reducing out-of-field teaching.

More focused work on increasing teacher production (#1) is underway through the USG Teacher Preparation Recruitment Initiative (just described) and professional development programs for school administrators (#3) are

The Subcommittee recommends that the Board of Regents, the State Board of Education, and the Office of School Readiness collaboratively advocate for such policy changes through the Education Coordinating Council.

Next Steps	
Recommendations	Actions
# 8 and 9	Actions can begin immediately
# 6 and 7	External funding required (preliminary work in progress)
# 1, 2, 3, 4, 5, and 10	Collaboration required with Georgia Department of Education and Office of School Readiness

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