

Recruitment and Training of Black Professionals:

The Case of Black Males and Alternative Certification in Teaching

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March 2004

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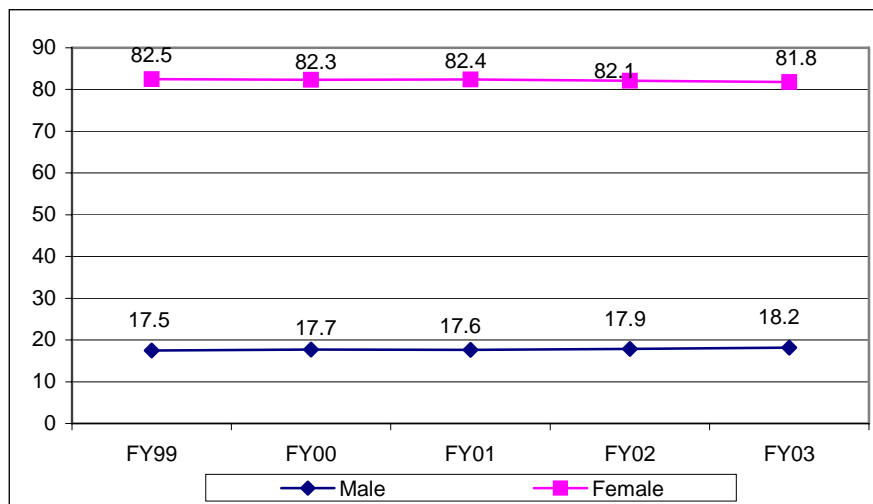
The scarcity of Black male teachers in the classroom is both a Georgia and national issue and, in fact, it is a crucial educational and societal problem. It may be appropriate to liken the Black male teacher in Georgia to an endangered specie. As for all endangered species, he needs special attention, cultivating programs, and care to protect and replenish. In recognition of the seriousness of the problem, programs have been developed in various states including Georgia, to attract Black males into teaching. Some programs target college students, while others start much earlier at the middle grades and high school levels.

A body of education and social literature exist to report the reasons that many Black males drop out of high school, do not graduate with appropriate skills and knowledge to enter and succeed in college, or to choose other majors than education. The current report is a review of the status of the Black male teacher in Georgia, programs that are geared towards increasing the presence of the adult Black male in the classroom, and how successful these programs have been. The discussion will present some recommendations for continued improvement.

The Status of the Black Male Teacher in Proper Perspectives

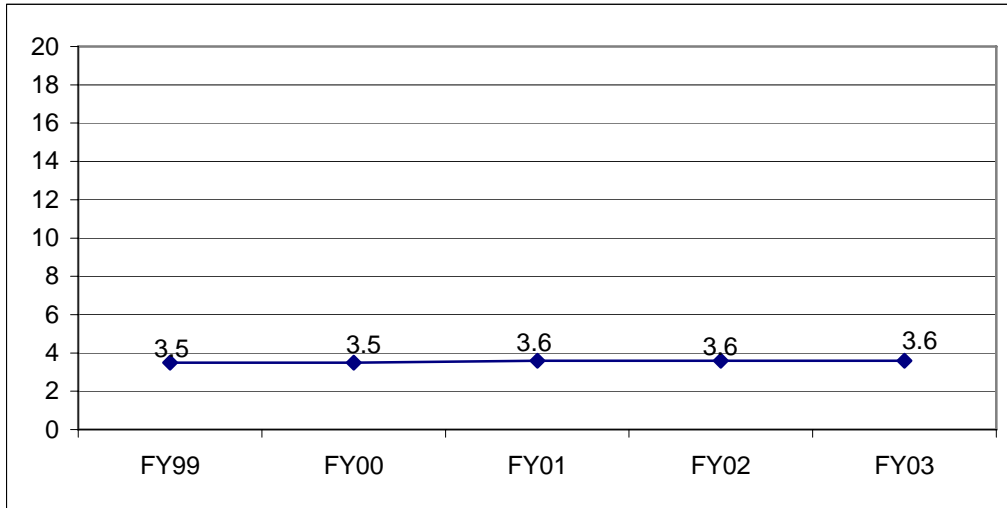
The majority of teachers in Georgia are female (81.8% in FY03). However, from FY01 to FY03 the percentage of female teachers slowly decreased, while the percentage of male teachers increased. Despite this trend, the percentage of male teachers remained less than 20% of the Georgia teaching workforce in the last five years (See Figure 1).

Figure 1. Georgia Teaching Workforce by Gender, FY99-FY03



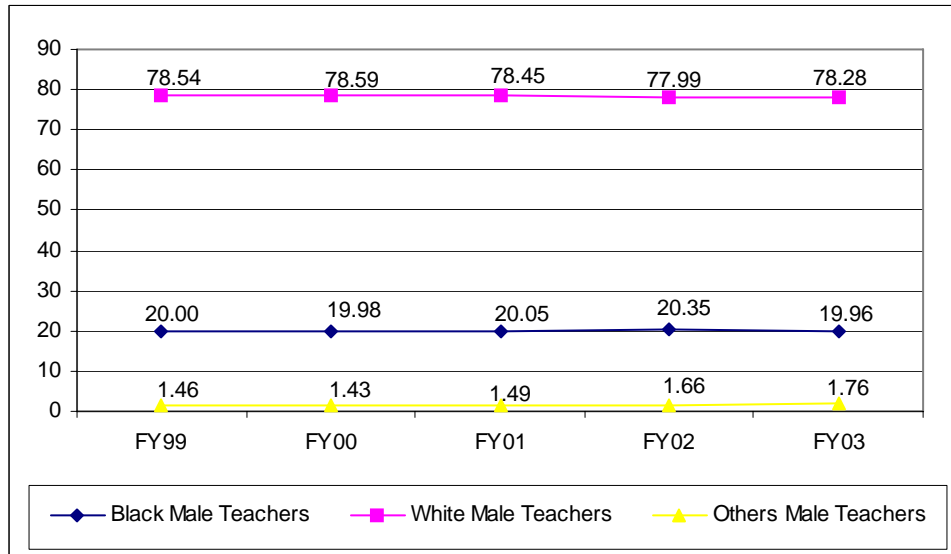
It is worthy to note that not only do Black male teachers constitute only 3-4% of all teachers in Georgia (Figure 2), the proportion has remained virtually stagnant within the five-year period.

Figure 2. Black Male Teachers in Georgia, FY99-FY03



Similarly in the last five years, Black male teachers comprised only about 20% of the total (18.25) male teachers in the workforce. Figure 3 shows the distribution of male teachers in Georgia by ethnicity.

Figure 3. Georgia Male Teachers by Ethnicity, FY99-FY03



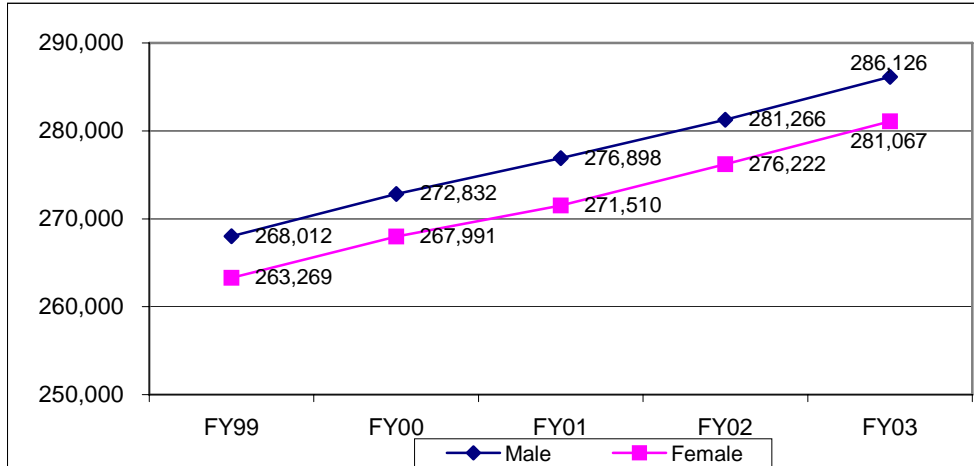
Attrition from the classroom is a contributing factor in the low numbers of Black male teachers in Georgia public schools. Although Black males constitute 17-18% of all Black teachers, they account for 21-24% of the attrition among all Black teachers, leading to a significantly greater annual net loss. Strategies should be developed to increase the retention of black teachers once they are in the classroom (Wilder, 1999). Programs such as mentoring of first-year black teachers are important for retaining these teachers (Tillman, 2003).

Factors Leading to the Sparse Number of Black Male Teachers in Georgia Schools

Student Enrollment/Dropout Patterns

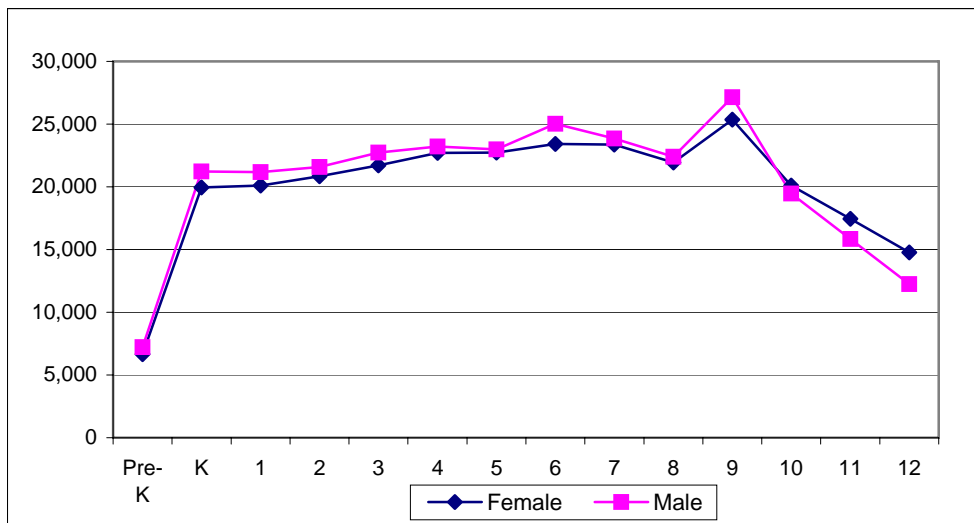
Overall, Black male student enrollment in Georgia public schools is greater than that of Black female students (Figure 4).

Figure 4. Black Student Enrollment Counts by Gender, FY99-FY03



However, a comparison of Black student enrollment by gender and grade (P-12) shows an interesting trend. Black male student enrollment exceeds that of Black female students throughout elementary and middle schools and in the first year of high school. After Grade 9, Black females outnumber males for the rest of their high school career (Figure 5). This phenomenon has persisted for the last five years (FY99-FY03), indicating that Black male students consistently drop out after the first year of high school in greater numbers than do Black females, or all other students..

Figure 5. FY03 Black Student Enrollment for Females and Male, Pre-K – 12

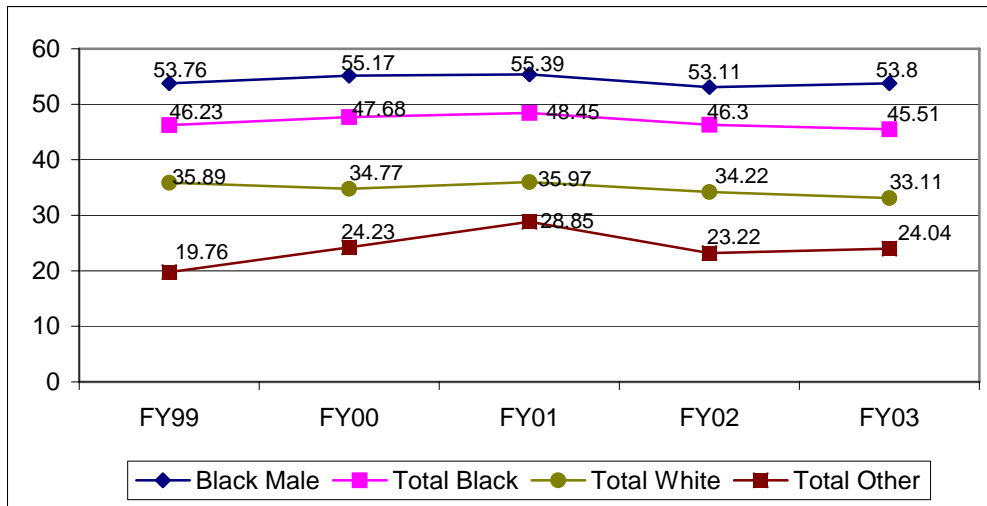


High school dropout is a serious problem in general in Georgia as Table 1 and Figure 6 indicate, and is especially acute among Black males. From FY99-FY03, Georgia high school dropout rates ranged from a high of 40.49% in FY01 to 37.45% in FY03. Further examination shows that more than 50% of Black males dropped out within the same period.

Table 1. Georgia High school Dropout rates by Gender and Race, FY99-FY03

| Category | FY99 | FY00 | FY01 | FY02 | FY03 |
|--------------------|--------------|--------------|--------------|--------------|--------------|
| Black Male | 53.76 | 55.17 | 55.39 | 53.11 | 53.80 |
| Black Female | 37.81 | 39.37 | 40.69 | 35.58 | 37.24 |
| Total Black | 46.23 | 47.68 | 48.45 | 46.30 | 45.51 |
| White Male | 40.56 | 39.91 | 40.05 | 38.00 | 36.64 |
| White Female | 30.66 | 30.17 | 31.51 | 30.02 | 29.19 |
| Total White | 35.89 | 34.77 | 35.97 | 34.22 | 33.11 |
| Other Male | 25.94 | 30.12 | 31.8 | 28.21 | 29.27 |
| Other Female | 12.74 | 17.39 | 18.90 | 17.47 | 22.29 |
| Total Other | 19.76 | 24.23 | 28.85 | 23.22 | 24.04 |

Figure 6. Georgia High School Dropout Rates, FY99-FY03



It is not surprising then that Black males comprise only less than 6% of bachelor degree graduates annually, as seen in Table 2.

Table 2. University System of Georgia Bachelor's Degree Graduates, FY99-FY03

| Year | Black Male Graduates | Total Graduates | Black Male Graduates as % of Total |
|------|----------------------|-----------------|------------------------------------|
| FY97 | 967 | 19,711 | 4.91 |
| FY98 | 1,065 | 21,069 | 5.05 |
| FY99 | 1,110 | 20,852 | 5.32 |
| FY00 | 1,004 | 20,099 | 5.00 |
| FY01 | 1,151 | 19,938 | 5.77 |
| FY02 | 1,104 | 20,471 | 5.39 |
| FY03 | 1,280 | 22,200 | 5.77 |

Efforts should be made to encourage a much larger number of Black male students to complete high school, and proceed to college where to pursue a degree in education.

Solutions Around the Nation To Improve Black Male Presence in High School, College, and the Teaching Workforce

According to Walzer (2003), a nationwide survey by the National Education Association said the percentage of male teachers had fallen to a 40-year low: Twenty-one percent of teachers are men, down from 31 percent in 1961. For elementary teachers, the percentage of Black male teachers is 9% (Walzer, 2003). On the national level, men make up less than 2% of the nation's pre-kindergarten and kindergarten teachers according to the Bureau of Labor Statistics (Diamond, 2003b). These declining and low numbers have been linked to factors such as non-competitive salaries; for elementary teachers, a lack of coaching opportunities to supplement salaries; cultural fears of being labeled as gay or of being regarded as potential child abusers; and the low social status of the teaching profession (Callas, 2003; DeMonte, 2004; Diamond, 2003a; Walzer, 2003; Williams, 2001).

To counteract the declining presence of males in the classroom, a number of state and national programs have been instituted. These new programs seek to recruit career-switching professionals and retiring military personnel. One national and Georgia state-level example is the Troops-to-Teacher program. Other examples of programs aimed at alternative methods of specifically recruiting Black males into teaching include:

- A program in the Detroit Public School system that gives Black male adults incentives to change careers. The program recruits high school students; those with some college but no career plans; and others with undergraduate degrees but no teacher training and certification the teaching profession (Moorlehem, 1998).
- Recommendations from the Indiana Commission on the Social Status of Black Males (2003) to the Indiana General Assembly that legislation should be passed:
 1. Creating alternative certification programs for Black males who have a college degree outside of education who want to enter the teaching profession, allowing on-the-job training while receiving accreditation, and
 2. Providing funding for scholarship programs to encourage Black male students to prepare and enter a career in teaching.

Examples of existing programs in other states to recruit males and ethnic minorities into teaching, particularly into teaching elementary or early childhood education (ECE) include:

- The "Call Me MISTER" scholarship teaching program in South Carolina that seeks to recruit, train, certify, and secure employment for 200 Black males as elementary teachers in the state's public schools (Smiles, 2002).ⁱ
- The Bay Area Male Involvement Network in California that offers a Male Involvement Curriculum for the training of teachers in ECE.ⁱⁱ
- MenTeach, a recruitment program for men in early and elementary education.ⁱⁱⁱ
- The Black Collegian Magazine Teaching Scholarship program for Black males who are majoring in elementary education.^{iv}

In order to recruit and retain qualified Black males in the teaching field, it is important to have a supply pool from which to draw. Unfortunately, Black male college attendance and completion rates fall behind those of males in other ethnic groups (Lee, 2003; Roach, 2003). As Thomas Carroll, executive director of the National Commission on Teaching and America's Future suggests, this is a "pipeline problem" (Lee, 2003). Opportunities need to exist or to be created to address this issue.

What is Georgia Doing To Recruit More Black Males Into Teaching?

Georgia Teacher Alternative Preparation Program (GATAPP)

GATAPP a program established by the Professional Standards Commission (PSC) in FY01, provides preparation to individuals who hold Bachelor's or higher degrees in non-education fields to fully certify and enter the teaching profession.

In FY03, 41.8% of the GATAPP teachers were minority, and 38.2% (n=400) were male. These numbers suggest that the program is successfully targeting males and minority candidates into the teaching workforce. To date, Black males constitute 10% of the total GATAPP participants, much higher than 3-4% in the general teaching workforce.

Troops-to-Teachers

The purpose of the Georgia Troops-to-Teachers (TTT) program in the PSC is to recruit retiring or separating active duty and active duty National Guard and Reserves military personnel into Georgia's public schools as teachers. Given the gender and ethnic composition of the military, TTT often recruits mainly male and minority teachers. In the 2002-2003 school year, 79.2% of teachers recruited through the Georgia Troops-to-Teachers program were male, and 33.5% were Black males.

Transition to Teaching, Reach to Teach in Georgia

The five-year (2002-2007) project in the PSC is funded through a grant awarded by the United States Department of Education. Its purpose is to recruit, support and retain teachers into high need school systems and schools from a variety of sources. The targeted groups are recent non-educator college graduates, mid- and second career changers, and highly qualified paraprofessionals. Participants in the Transition to Teaching program are largely enrolled in the GATAPP program for preparation toward full certification. However, some participants are preparing toward full certification via other alternative, provisional routes while working as teachers of record in Georgia public schools. In the first two years of the project, Black males represent approximately 5% of participants, only somewhat higher than the overall 3-4% of Black males in the Georgia teaching force. The project will focus efforts to recruit Black males teachers into Georgia's high need schools in its third year.

Post-Secondary Education

In Georgia, college-age Black males make up 16% of the state's population, but only 7.2% of all students enrolled in Georgia's public colleges and universities (Roach, 2003).

Table 3. USG Fall Semester Enrollment Report, FY99-FY03

| Institution | Black, Non Hispanic, # | | | | | % Change FY99-FY03 |
|--|------------------------|-------|-------|-------|-------|-----------------------|
| | FY99 | FY00 | FY01 | FY02 | FY03 | |
| Georgia Institute of Technology | 1,243 | 1,200 | 1,247 | 1,241 | 1,274 | 2.49 |
| Georgia State University | 5,682 | 6,132 | 6,260 | 6,878 | 7,344 | 29.25 |
| Medical College of Georgia | 178 | 159 | 171 | 195 | 230 | 29.21 |
| University of Georgia | 1,871 | 1,815 | 1,856 | 1,832 | 1,825 | -2.46 |
| Georgia Southern University | 3,572 | 3,820 | 3,736 | 3,631 | 3,627 | 1.54 |
| Valdosta State University | 2,002 | 1,842 | 1,819 | 1,912 | 2,021 | 0.95 |
| Albany State University | 2,922 | 3,087 | 3,256 | 3,156 | 3,187 | 9.07 |
| Armstrong Atlantic State University | 1,320 | 1,356 | 1,214 | 1,270 | 1,387 | 5.08 |
| Augusta State University | 1,470 | 1,291 | 1,178 | 1,295 | 1,504 | 2.31 |
| Clayton College & State University | 1,342 | 1,537 | 1,643 | 1,898 | 2,257 | 68.18 |
| Columbus State University | 1,310 | 1,255 | 1,331 | 1,413 | 1,677 | 28.02 |
| Fort Valley State University | 2,507 | 2,485 | 2,347 | 2,292 | 2,285 | -8.86 |
| Georgia College & State University | 834 | 810 | 804 | 758 | 724 | -13.19 |
| Georgia Southwestern State University | 662 | 675 | 676 | 648 | 662 | 0.00 |
| Kennesaw State University | 1,121 | 1,223 | 1,303 | 1,475 | 1,772 | 58.07 |
| North Georgia College & State University | 72 | 72 | 99 | 123 | 135 | 87.50 |
| Savannah State University | 1,934 | 1,948 | 1,953 | 2,088 | 2,334 | 20.68 |
| Southern Polytechnic State University | 661 | 710 | 687 | 796 | 846 | 27.99 |
| State University of West Georgia | 1,638 | 1,802 | 1,864 | 1,910 | 2,151 | 31.32 |
| Dalton State College | 70 | 76 | 77 | 85 | 85 | 21.43 |
| Macon State College | 964 | 1,101 | 1,206 | 1,428 | 1,740 | 80.50 |
| Abraham Baldwin Agricultural College | 323 | 376 | 410 | 459 | 505 | 56.35 |
| Atlanta Metropolitan College | 1,889 | 1,870 | 1,871 | 1,857 | 1,884 | -0.26 |
| Bainbridge College | 302 | 419 | 438 | 661 | 803 | 165.89 |
| Coastal Georgia Community College | 426 | 475 | 456 | 499 | 570 | 33.80 |
| Darton College | 876 | 899 | 940 | 1,179 | 1,362 | 55.48 |
| East Georgia College | 294 | 415 | 464 | 490 | 531 | 80.61 |
| Floyd College | 194 | 169 | 177 | 250 | 301 | 55.15 |
| Gainesville College | 82 | 112 | 135 | 165 | 194 | 136.59 |
| Georgia Perimeter College | 4,372 | 4,376 | 4,142 | 4,978 | 5,886 | 34.63 |
| Gordon College | 494 | 566 | 624 | 712 | 709 | 43.52 |
| Middle Georgia College | 521 | 590 | 542 | 627 | 640 | 22.84 |
| South Georgia College | 175 | 256 | 296 | 299 | 307 | 75.43 |
| Waycross College | 103 | 168 | 168 | 177 | 182 | 76.70 |

The Programs of Excellence Subcommittee of the University System of Georgia's Task Force on Enhancing Access for Black Males^v identified the following programs in Georgia aimed at preparing Black males for higher education opportunities:

- Coastal Georgia Community College's Minority Outreach Program
- Gentlemen on the Move at the University of Georgia
- Focus Program at Georgia Tech
- The University System of Georgia's PREP program at the Atlanta Metropolitan College
- Southern Polytechnic State University architectural Program
- Morehouse College Pre-Freshman Summer Program

- Georgia Southern University federal TRIO programs

Although in the past no programs have targeted Black male teacher recruitment specifically, the Georgia Teacher Alternative Preparation Program and the Georgia Troops-to-Teachers program have been very successful in recruiting minority teachers and teachers in hard to fill subject and geographical areas.

Black Males in the Production Pipeline

The F99-FY03 University System of Georgia (USG) Fall semester enrollment reports show an increasing trend in the number of Black students particularly in two-year colleges (See Table 3). While there is no breakdown by gender, Black males in two-year colleges provide a good supply pool.

Conclusion and Recommendations

Increasing the number of Black male teachers in P-12 classrooms in Georgia and nationally will require more comprehensive and multi-pronged solutions than alternative certification alone will offer. Alternative preparation programs are targeted at college degree holders in areas other than education. The problem is that more than 50% of Black males that start grade 9 drop out before they reach grade 12. Not enough go to or graduate from college, so schools do not find enough Black male degree holders to recruit into teaching via alternative or traditional certification routes. Black males constitute less than 6% of bachelor's degree graduates annually. Therefore, a lasting solution must reach lower into P-12 levels of education and include serious retention programs at the high school level.

A close examination into when Black males begin their exodus out of high school reveals that the highest number of dropouts occurs after grade 9, or after the first year of high school. This may indicate inadequate preparation and lack of readiness for high school curriculum. The data suggest that focused interventions should begin in middle school for male students to ensure academic and social readiness for success and retention in high school and subsequently, in college.

USG Fall Semester enrollment reports indicate an increasing trend in the number of Blacks in two-year colleges, including technical colleges. This is a pool of students that could be targeted for the teaching profession through marketing and recruitment initiatives in the Georgia Professional Standards Commission (PSC) and the Georgia Board of Regents (BOR). Many minority students may go to two-year colleges because they cannot afford the cost of four-year colleges and/or do not qualify for the general Hope Scholarship. Others may choose two-year colleges because they offer a shorter route into the workforce. This group of students must be encouraged to continue into college and obtain education degrees with the aid of the Hope Scholarship programs at the undergraduate and graduate levels.

Programs like Troops-to-Teachers and GATAPP will become more effective in targeting and recruiting Black males as the pool of Black male college graduates increases. The benefits of increasing the number of male teachers, and especially Black male teachers in the classroom are enormous. These teachers serve as role models for young Black males and combined with other interventions at various educational levels, help improve student retention, completion, and graduation rates at both high school and college

levels (Dorman, 1990). However, research shows that Black youth need to be encouraged to become teachers (Williams, 2001). Many Black students never, or rarely, have encountered a Black person in a P-12 teaching role (Lee, 1991; Williams, 2001). Therefore, it is hard for young Black males to imagine themselves in the role of a teacher, unless seeing and learning from actual Black male teachers in the public schools.

According to Lee (1991), Black males from kindergarten through high school tend to experience significant alienation from America's schools. The consequence of this alienation is limited socioeconomic mobility, which ultimately leads to high rates of unemployment, crime, and incarceration for large numbers of young Black men (Lee, 1991). Given that it costs two- to three times more to incarcerate a black male than to keep him in school (Smiles, 2002), the state of Georgia may want to consider the redirection of Black males from a future in prison to a future in the classroom, a sound social and economic investment. The state of Indiana, in recognition of the social, moral and economic enormity of the problem has sought and implemented solutions through legislative interventions (Indiana Commission, 2003). Some other methods that have been used to attract and ensure that Black males stay in school include changes in school curriculum, extra-curricular activities, and mentoring.

In summary, efforts to increase the number of Black male teachers in P-12 classrooms should start at the middle school. At this level, the focus should be on helping Black males acquire the basic skills and knowledge in core courses that they can build on in high school. Without a solid foundation in middle school or earlier, Black males will continue to drop out en masse after the first year of high school. As long as more than 50% of Black males drop out of high school, efforts to find and certify enough Black male college graduates through alternative certification routes will remain futile and, in common parlance, be putting the cart before the horse.

Proposed Plan of Action

- In the short term:
 - Find grants to market teaching to Black males at two-year college;
 - Use GATAPP, Troops to Teachers, and the Reach to Teach Transition to Teaching programs to recruit more Black males into teaching;
 - Institute mentoring and induction programs to promote retention for those hired into teaching.
- In the long term:
 - Legislature should fund the replication of mentoring programs that have been successful in educating and retaining Black males at middle school, high school, and college levels;
 - Set up an interdisciplinary and interagency task force to review the possible stereotypical streaming or tracking of Black males into curriculum paths and academic cultural climates that may leave this group of P-12 students unprepared for high school, college, and or successful careers, preferably in teaching;
 - Use programs like Upward Bound to help high school drop outs to get back on track by getting their General Education Diploma (GED).

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ⁱ For additional information on the "Call Me MISTER" Program in South Carolina, visit the following website: <http://www.callmemister.clemson.edu/mission.htm>

ⁱⁱ For additional information on the Bay Area Male Involvement Network, visit the following website: <http://www.bamin.org/index.html>

ⁱⁱⁱ For additional information on MenTeach, visit the following website: <http://www.menteach.org>

^{iv} For additional information on the Black Collegian Teaching Scholarship Program, visit the following website: <http://www.nea.org/recruit/minority/financ1.html>

^v To obtain the full report from the Programs of Excellence Subcommittee, visit the following website: http://www.usg.edu/aami/Programs_of_Excellence_Subcommittee.pdf