

Action Plan
for the
*Report of the Task Force on the
Education of Maryland's African-American Males*

**Presented to the Governor's P-20 Leadership Council of Maryland
The Honorable Martin O'Malley, Chair**

June 2008

Committee on the Education of African-American Males Membership

Mr. Stan D. Brown, Co-Chair.....Interim Vice President for Academic Affairs, Baltimore City Community College
Mr. Woodrow B. Grant, Jr., Co-Chair.....Branch Chief, Division of Equity Assurance and Compliance, MD State Dept. of Education
*Dr. John T. Wolfe, Jr., Chair, Writing Group.....Associate Vice Chancellor for Academic Affairs/Diversity and Leadership Development,
University System of Maryland*

Ms. Barbara Bell-Holman..... Coordinator of Minority Achievement, Baltimore City Public Schools
Ms. Ebony Bowden.....Admissions Counselor for Diversity, St. John's College
Mr. Reneno Brooks..... Community Activist & Half-Way House Director, Howard County
Dr. Stephanie Timmons Brown.....Executive Director, MD Institute for Minority Achievement & Urban Education, U. of MD, College Park
Dr. Scott Jackson Dantley.....Acting Associate Vice President, Institutional Effectiveness & Planning, Coppin State University
Mr. Malcolm L. Dates.....Coordinator, Multicultural Education, Baltimore City Public Schools
Dr. Thomas H. De Laine, Sr.....Adjunct Professor, Baltimore City Community College
Ms. Clara B. Floyd.....President, MD State Teachers Association (MSTA)
Dr. Michial A. Gill.....Executive Assistant to Instruction and Governmental Relations, MD State Dept. of Education
Dr. Heather E. Harris.....Associate Prof., Business Communication, & Director of Multicultural Affairs, Villa Julie College
Ms. Jody Kallis.....Legislative Liaison, MD Association of Community Colleges
Ms. Valerie Kaufmann.....Branch Chief, Early Learning, MD State Dept. of Education
Ms. Kathy Lane.....Director of Alternative Education, Anne Arundel County Public Schools
Mr. Barry D. McCollough, Asso. Prof., Developmental Readg., & Coordinator, African-American Studies, Prince George's Community Coll.
Ms. Sheila Murray McConnell.....Turnaround Specialist, Chief Accountability Office, Prince George's County Public Schools
Ms. Joyce Pollard.....Coordinator of Special Projects, Mental Health Administration, MD Dept. of Health and Mental Hygiene
Ms. Barbara E. Thornton-Lewis.....Associate Professor, Early Childhood Education, Prince George's Community College
Ms. Elizabeth Urbanski.....Associate Director, Office of Student Financial Assistance, MD Higher Education Commission
Dr. Martha L. Wharton.....Assistant Vice President for Academic Affairs and Diversity, Loyola College in MD
Dr. Raymond Winbush.....Director, Urban Research Institute, Morgan State University
Dr. Kenneth D. Witmer, Jr.....Dean, College of Education, Frostburg State University

Staff:

Ms. Candace Caraco.....Education Policy Analyst, MD Higher Education Commission
Ms. Barbara M. Frank.....Webmaster and Specialist, High School and Postsecondary Initiatives, MD State Dept. of Education
Dr. Gareth E. Murray.....Director of Legislative Affairs, MD Higher Education Commission

Table of Contents

| | |
|---|-----|
| Glossary of Acronyms | iv |
| The 18 Task Force Report Recommendations | v |
| Executive Summary | vii |
| Overview | 1 |
| Action Plan | 4 |
| Skilled, Culturally Competent Teachers | 7 |
| High Standards and Academic Opportunity | 13 |
| In-School Support | 18 |
| Family and Community Support | 23 |
| Prevention and Intervention Services | 26 |
| College Preparation and Financial Assistance | 30 |
| Steps Taken since December 2006 | 36 |
| Appendix: Four Keys to Culturally Sensitive Instruction | 38 |

Glossary of Acronyms

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| AAT | Associate of Arts in Teaching, a two-year degree designed to articulate with four-year baccalaureate programs |
| AP | Advanced Placement, a program of advanced secondary study available in the U.S. and operated by the College Board; through examinations offered in May each year, students may qualify for college credit in individual courses, depending on the student's score and the guidelines of the college s/he attends. AP tests are scored up to 5 points. |
| AY | academic year, usually August - July |
| BRAC | Base Realignment and Closure, a Federal plan to reorganize military installations that will bring more military work to Maryland |
| BTU | Baltimore Teachers Union, the union that represents teachers and school counselors for the Baltimore City public school system |
| CTE | Career and technology education |
| DHMH | Maryland Department of Mental Health and Hygiene |
| DLLR | Department of Labor, Licensing, and Regulation |
| FEA | Future Educators of America |
| FY | fiscal year, for the State of Maryland unless otherwise indicated (July 1 – June 30) |
| IB | International Baccalaureate; an international education program with offerings across the preK-12 spectrum, but in the U.S. generally refers to the high school IB Diploma Program, a rigorous two-year college preparatory program of study. Through IB assessments, students may qualify for college credit, depending on the student's scores and the guidelines of the college s/he attends. |
| IEP | Individualized education plan, required for students identified for special education in elementary and secondary education |
| IHE | Institution of higher education; a two- or four-year degree-granting institution |
| LSS | Local school system; Maryland has 24 LSS |
| MACC | Maryland Association of Community Colleges, a nonprofit organization |
| MBRT | Maryland Business Roundtable for Education, a nonprofit organization |
| MHEC | Maryland Higher Education Commission, a State agency |
| MICUA | Maryland Independent College and University Association, a nonprofit organization |
| MSBE | Maryland State Board of Education |
| MSDE | Maryland State Department of Education, a State agency |
| MSTA | Maryland State Teachers Association, the union that represents teachers and school counselors for 23 of the state's 24 school systems |
| PDS | Professional development schools; PDS are partnerships between school systems and four-year institutions of higher education to provide professional development for school and university faculty and mentoring to teacher candidates who serve an internship in the PDS. A PDS site may involve one or more schools; for example, middle and high schools may partner so there is a cluster of teachers and teacher candidates in a single content area working together with university faculty. |
| PSAT | Preliminary SAT; also known as the PSAT/NMSQT or PSAT/National Merit Scholarship Qualifying Test because a strong score on the PSAT is the first step in qualifying for a National Merit Scholarship or a National Achievement Scholarship. |
| STEM | Science, technology, engineering, and mathematics |
| USM | University System of Maryland, a 13-campus system of institutions, eleven of which are degree-granting institutions of higher education |
| VSC | Voluntary State Curriculum; a curriculum aligned with standards and approved by the Maryland State Board of Education. Curricula exist for preK-12 grade levels and subjects. The State may not mandate curricula; districts may adopt the VSC. |

The ACT and SAT, standardized tests used for college entrance, are trademark initials and former acronyms no longer linked to specific words.

THE 18 TASK FORCE REPORT RECOMMENDATIONS

See http://www.marylandpublicschools.org/NR/rdonlyres/FCB60C1D-6CC2-4270-BDAA-153D67247324/16730/African_American_Male_Taskforce_Report_March_08.pdf for the full report.

I. SKILLED, CULTURALLY COMPETENT TEACHERS

1. **Place the most effective teachers in the highest need classrooms and place the most effective principals in the highest need schools.**

Responsibility: Local school systems, Maryland State Teachers Association, Baltimore Teachers Union

2. **Recruit African-American men into teaching.**

Responsibility: MSDE, MHEC, Maryland Business Roundtable for Education

3. **Include in teacher preparation programs cultural competency training, especially as it relates to African-American males, and make teachers demonstrate effectiveness in this area.**

Responsibility: MHEC, MSDE

II. HIGH STANDARDS AND ACADEMIC OPPORTUNITY

4. **Stop the over-identification of African-American males for special education and draft a plan for exiting students from it.**

Responsibility: MSDE, MD Association of Boards of Education, Public School Superintendents Association of Maryland, local school systems

5. **Increase the proportion of African-American males taking the PSAT in 10th grade and provide them the academic preparation and support they need to score well on it.**

Responsibility: State and local boards of education

6. **Ensure that every public high school offers an Advanced Placement (AP) program and that the prevalence of African-American males enrolled in AP reflects the demographics of the overall student population.**

Responsibility: State and local boards of education

III. IN-SCHOOL SUPPORT

7. **Increase and improve in-school, supervised suspension programs focused on academic development and behavioral counseling. Significantly reduce out-of-school, unsupervised suspensions.**

Responsibility: Local school systems

8. **Establish within African-American-majority schools some single-sex classes primarily enrolling students with academic, attendance, and discipline problems.**

Responsibility: Local school systems

9. **Assign to all high-risk African-American male students an advocate to work through academic and disciplinary problems and to provide college and career guidance.**

Responsibility: MSDE, local school systems, Maryland Business Roundtable for Education

IV. FAMILY AND COMMUNITY SUPPORT

- 10. Fund and provide direction for programs in which one-on-one and group mentoring is provided to African-American males. Focus mentor recruitment efforts on African-American men.**

Responsibility: Maryland General Assembly, MSDE

- 11. Provide educational materials to young African-American fathers and their children.**

Responsibility: MSDE, Maryland Advisory Council on Libraries, faith-based organizations

- 12. Encourage certain ex-offenders convicted of non-violent felonies to volunteer in their communities.**

Responsibility: Community and faith-based organizations

V. PREVENTION AND INTERVENTION SERVICES

- 13. Provide high-quality early care and education to all children.**

Responsibility: MSDE, Governor's Office for Children, early-care affinity groups (e.g., Maryland Committee for Children, Ready at Five)

- 14. In areas of high need, provide the physical, dental, and mental health services needed to support greater academic achievement.**

Responsibility: MSDE, MD Department of Health and Mental Hygiene, Governor's Office for Children

- 15. Increase funding for correctional education programs so that every resident receives the academic and occupational services he needs to transition back into his school and community.**

Responsibility: MSDE, Maryland General Assembly

VI. COLLEGE PREPARATION AND FINANCIAL ASSISTANCE

- 16. Help African-American males make the transition from high school to college.**

Responsibility: MSBE, working with the K-16 Leadership Council [*sic.*]

- 17. Make college financially viable for African-American males.**

Responsibility: Maryland General Assembly, Governor, MHEC, Maryland Business Roundtable for Education

- 18. Provide a support system for African-American males in college.**

Responsibility: Maryland institutions of higher education, Maryland Higher Education Commission

In its deliberations to develop a general action plan, the follow-up committee to the Task Force Report determined that there were additional responsible parties needed to implement the task force recommendations, particularly if certain strategies were pursued. In the above list of the 18 recommendations, those additional parties are not listed, but they appear in the following plan beside the strategies for which they may have a role.

Executive Summary

The Committee on the Education of African-American Males was charged to follow up on the *Report of the Task Force on the Education of Maryland's African-American Males* by identifying priorities and strategies that can be used to implement the 18 recommendations of the Task Force. The following action plan is offered to support the broad range of task force report recommendations. This general plan is not a definitive document but a living one that responsible parties may use as a point of entry into their own detailed implementation plans. Additional planning and refinement within agencies is necessary, as is additional collaboration among and reaching out to State and community partners.

This plan follows the task force report structure, which groups the 18 recommendations in six categories. In some instances, the task force report indicates strategies for recommendations; task force report strategies appear in bold, whereas others do not.

For the task force report recommendations to make an impact on young men's lives, there must be follow-up and accountability; therefore, the committee requests that:

- The P-20 Leadership Council direct the State entities named as responsible parties, especially those responsible for education, to follow up on the 18 task force recommendations, and as part of that follow-up process, to:
 - Develop indicators to track progress toward implementing the 18 recommendations;
 - Use academic year 2008-2009 as a base year for these indicators (2009-2010, if necessary);
 - Seek out strategies for implementing the recommendations that are proven to be effective and that overlap with other State initiatives in order to make efficient use of resources; and
 - Provide regular, periodic updates to the Council;
- The P-20 Leadership Council assist State agencies in enlisting the support of other public entities for meeting the task force report goals; and
- The State of Maryland and its agencies seek ways to provide incentives to help school systems, schools, communities, and institutions of higher education fulfill the intent of the 18 task force recommendations.

The committee was unified in identifying the pivotal recommendations as those tied to providing students with skilled, culturally competent teachers and instruction, preK-20. While all 18 recommendations are important, and were themselves identified as priorities from a much larger body of research-based recommendations, skilled, culturally competent teaching, or its absence, impacts African-American boys from the time they first enter school. Consciously or not, teachers shape students' attitude toward school and public education, their subsequent academic achievement, and to some degree, their faith in themselves and in what their futures can be. It is therefore fundamental to successful teaching that faculty members, preK-20, develop consciousness of cultural competency and learn how to provide culturally sensitive instruction, differentiated as appropriate, that will lead to authentic support for African-American males. African-American males need a challenging curriculum delivered by skilled, culturally competent teachers so these students can see the relevance—and hope—that a quality education can offer.

OVERVIEW

Background

In 1993, the Governor's Commission on Black Males issued a report on health care, employment, education, and criminal justice. To focus more closely on the educational issues, over the next ten years, the Maryland State Department of Education (MSDE) through the Achievement Initiative for Maryland's Minority Students (AIMMS) published two more reports. All three reports indicate persistent shortfalls with regard to educating African-American males. Consequently, in 2003, the K-16 Leadership Council established a blue-ribbon task force to evaluate and to report on the State's efforts and progress in this arena. In December 2006, the *Report of the Task Force on the Education of Maryland's African-American Males* was released. The task force was co-chaired by Mr. Dunbar Brooks, a member and now president of the Maryland State Board of Education, and Mr. Orlan Johnson, a member of the University System of Maryland Board of Regents. The task force report is supported by the Board of Regents, the State Board of Education, and the Maryland Higher Education Commission, and it was approved in 2007 by the PreK-16 Leadership Council. The Leadership Council members expressed concern that the report not be "left on the shelf" and asked the PreK-16 Workgroup to develop an action plan for the report. The Workgroup met in April 2007 to do that but suggested that a longer-term effort was needed to do address the wide-ranging task force report in more detail. At its next meeting, the PreK-16 Leadership Council decided that an ad hoc committee should be formed to follow up on the task force report to identify priorities and strategies for implementing the 18 recommendations in the task force report.

Charge

The Committee on the Education of African-American Males was charged with reporting to the Leadership Council no later than June 2008 with an action plan for the 18 recommendations in the *Report of the Task Force on the Education of Maryland African-American Males*. The committee was also to identify steps taken toward fulfilling the recommendations and progress made since the report was released. These steps are identified in a separate section following the plan.

Committee process

Committee nominations were sought from various stakeholder groups identified by the task force report, co-chairs were named in September, and the full Committee on the Education of African-American Males met six times from fall 2007 through May 2008. E-mail and a Blackboard site sponsored by Prince George's Community College were also used to share information. The committee subdivided into three subgroups organized around the six groups of recommendations in the task force report. The committee decided all three subgroups would consider the first group of recommendations (Skilled, Culturally Competent Teachers). One subgroup also addressed recommendations from the report's High Standards and Academic Opportunity and In-School Support sections; a second subgroup worked with Family and Community Support and Prevention and Intervention Services; and a third group considered College Preparation and Financial Assistance. This division of labor enabled members to work in their area of expertise and allowed members to discuss and reflect upon each category in more depth than would otherwise be possible. The subgroups met online and in person. Committee members consulted co-workers, agency staff members, and members of constituent groups to provide material to support the committee work. A self-selected group of members worked with the co-chairs and staff to combine material submitted by the subgroups. The full committee then discussed how to shape an integrated document that would address the charge and provide guidance without creating a document too large to be useful. The draft was presented to the P-20 Workgroup in April, and its feedback was incorporated.

This general action plan is designed to support, not displace, the task force report. It offers strategies of varying complexity, cost, and requirements of time and staff. These are not the only strategies that could be, or even should be, used to act on the task force recommendations; this plan is a guide rather than a definitive set of strategies. Strategies were selected to be applicable, and adaptable, for a statewide audience. State and local leaders will refine these strategies for implementation. Some steps can and should be acted upon immediately; others will require substantial planning and the reallocation and/or attainment of necessary resources for success. Accountability should be tied to the task force recommendations. **The committee recommends that at both state and local levels, policies be developed to recognize and reward progress toward implementing the task force recommendations.**

Priorities

The committee was given the option of selecting a recommendation as a priority. The committee unanimously agreed that the first set of recommendations, **“Skilled, culturally competent teachers,” was the pivotal set of recommendations.** The other recommendations are important, but unless students have skilled, culturally competent teachers across the P-20 spectrum, they will not be well served by education. To have a truly effective teacher, principal, or employer, these professionals must develop cultural competency skills enabling all their students or employees to become productive and to feel valuable. That said, all the recommendations go hand-in-hand toward providing African-American males the best opportunities Maryland has to offer. **To decrease the rate at which African-American males leave school prematurely, to increase the high school graduation rate, and to ensure that African-American males can maximize the benefits of Maryland education and move on to productive employment and safe, healthy communities, each of the recommendations is indispensable.**

- **An important element of cultural competence in education is to understand what instructional strategies are effective for African-American males.** Because research shows that many such strategies have been effective for all students, implementing these instructional strategies can help a highly qualified teacher become a more highly effective teacher for all students. Teacher, administrator, and counselor preparation and professional development can use these instructional tools as part of a larger, ongoing process of becoming culturally competent while addressing the academic achievement of all students.
- **Culturally competent instruction can be encouraged by reward and recognition** at the school, district, and state levels. Recognition may cost relatively little or nothing, but it can be an effective way of supporting and promoting success.
- **African-American male students need teachers who are skilled and culturally competent.** Districts, the State, and unions need to do all they can to ensure that teacher assignments are equitable. Classrooms of predominantly African-American students should be staffed with teachers just as skilled as those in classrooms with White students. No Child Left Behind mandates that high-poverty, high-minority schools not be staffed with disproportionately high numbers of less qualified, less experienced teachers, but all states are struggling to place well-qualified teachers, especially in shortage areas like STEM, in less affluent urban schools, including many that have a high percentage of African-American students. Maryland can do more to “grow its own” teachers, and it must do more to ensure that skilled teachers are helping the students who face the greatest challenges.
- Committee members agreed that cultural competency is a process, a coming to awareness. This process can never be fully completed because as individuals, we are all susceptible to bias and can never be omniscient about any culture or community, even our own. **Repeated, meaningful engagement in culturally diverse experiences and effectively facilitated exchanges of ideas are ways of becoming more culturally proficient. Leaders must provide these opportunities for educational professionals.**
- **Recommendations and strategies that apply to “teachers” should include counselors, principals, and other school staff where appropriate.** Skilled, culturally competent principals impact their schools by leading the teachers; they are critical to student success. Likewise, school counselors can have a strong influence on children as they learn to envision their futures and make choices that will impact that future. African-American enrollments in AP courses, for example, can be strongly influenced by counselors.
- The task force report does not offer a specific definition of “culturally competent,” but definitions are available from Federal agencies, researchers, et al. Other statewide groups in health and social services are now engaged in establishing working definitions. Committee members who research in this field are able to offer definitions and assessment strategies as well, but committee discussions about “cultural competence” demonstrated that working together to understand each other’s definitions of “cultural competence” can be part of the necessary team-building that will support systemic change to create more positive experiences for African-American men and boys. That said, the appendix to this document provides indicators of culturally competent instruction.

State and Local Resources Needed

- **Leadership and institutionalizing investments in long-term change are key to implementing the task force report's 18 recommendations.**
At this juncture, it is clear that neither small steps nor disconnected efforts will bring about the systemic changes necessary to ensure that African-American males are well served by our public education system. To address this situation, long-term investments for systemic change must be made and institutionalized so the means of support do not dissipate as local or state leadership changes. That said, it is only with passionate, focused, and sustained local and state leadership that such investments will be made.

- **Costs of the status quo should be considered when assessing how to prioritize these recommendations among other urgent needs.**
Researchers in education, economics, and other fields have examined issues such as how higher high school and college graduation rates can positively impact individual income, public tax revenues, and national health care costs. In an editorial, Dr. John Jackson, former education director at the NAACP and now President and CEO of the Schott Foundation for Public Education, calls for a greater investment in public education based on cost-benefit analyses (“Do the Right Thing – It’ll Pay Off in the Long Run,” *Colorlines*, 1 Nov. 2007: 11-13). We need to determine how our valuable public resources can be allocated on a data-driven basis to vastly improve the education we offer African-American males.

In February, the Pew Center on the States released *One in 100: Behind Bars in America 2008*. It is shocking enough that 1% of the adult population in the U.S. is incarcerated, but the numbers for African-American men are even more tragic: **1 in 9 Black men aged 20-34 is in prison or jail**. The task force report notes that **50,000 children enter Maryland’s juvenile justice system each year** (and 2,300 are in residential facilities; p. 44). Effective education can change these statistics—and more importantly, change lives and communities. Students who stay in school and graduate from high school are less likely to be incarcerated. These young men are needed not only by their families, but also by the Maryland workforce. **For every dollar the State of Maryland spent on higher education in FY 2007, it spent 74 cents on corrections** (Pew 2008). Twenty years ago, only one other state (Virginia) spent as high a percentage on corrections as Maryland; now thirteen states exceed this percentage. But this change is not because the Maryland situation has improved: spending on corrections was 71% of higher education spending in 1987. Investing in educational changes that will benefit African-American boys and men makes sense economically, socially, and ethically.

The committee discussed the costs and resources needed to implement strategies on several occasions. Some of the strategies suggested here cost little or nothing (e.g., expanding efforts to build PTA participation), while others cost millions of dollars (e.g., major expansion of need-based college financial aid). Strategies to be implemented in all school districts will vary in cost significantly by school district (e.g., expanding PSAT participation and preparation). There are some actions that may be taken immediately (at least in some schools, districts, or colleges), some actions that can be done soon through careful reallocation of time and other resources, and some actions that will require more long-term planning. The assessment and evaluation of costs must be done by the responsible parties consistent with the policy priorities they set and with the intent of the task force recommendations.

- **Further inter-agency planning and coordination is necessary** to draw up full implementation plans for these recommendations and more generally to address the broader goals of higher graduation rates, closed achievement gaps, and more and better options for Maryland’s African-American males. As correctional education makes administrative changes, agencies will be working together to determine how to improve education and job-training services, and parties who have not yet been part of this planning process need to be included. This plan only scratches the surface of those entities that must be engaged if Maryland is to see the success it wants. Responsible parties need to reach out to their State and community partners as they move forward on the task force recommendations.

Action plan organization

This action plan is organized by the six categories identified in the *Report of the Task Force on the Education of Maryland African-American Males*:

- I. Skilled, Culturally Competent Teachers
- II. High Standards and Academic Opportunity
- III. In-School Support
- IV. Family and Community Support
- V. Prevention and Intervention Services
- VI. College Preparation and Financial Assistance

Each category in the task force report includes three recommendations. Here, each recommendation heads a table identifying **strategies, responsible parties, possible indicators of success, and resources for success** to help fulfill the action recommended by the task force report.

- Some strategies have been offered by the task force report itself; they appear in boldface type. Some strategies in the action plan are policy-oriented, while others are programmatic; some are to be implemented at the local level, while others are state-level strategies.
- The task force report identifies responsible parties for recommendations, but in some cases, the committee named additional responsible entities that might assist in implementing strategies to meet common goals. All responsible parties will likely identify additional strategies that can have great impact on progress toward implementing the task force recommendations. Accountability at the State level should be tied to the recommendations and the more general goals of improving the achievement of African-American males rather than to the particular strategies.
- Each strategy is accompanied by “possible indicators of progress.” Those who are implementing programs may use other indicators; however, when strategies are planned and implemented, they should be assessed and evaluated, and there should be specific, measurable indicators to check progress.
- “Resources for success” vary depending upon the scope of the strategy. Some strategies require substantial amounts of staff time or funding for new staff, as well as financial resources for program implementation. Neither funding nor staff time is ever limitless, but systemic action upon the recommendations will require making the issues addressed here a priority. Staff time and funding will have to be reallocated, and some projects will have to be planned differently, with an eye toward meeting the goals of the task force report. The report does not use the phrase “cost of doing business,” although that covering phrase might be applied throughout the plan. Dollar estimates vary by school district size and other factors, so the action plan is generally silent on amounts. Ultimately, there are places where creativity and reallocation of existing resources will not be enough, and funding will be needed to meet a goal.
- Timeline considerations were discussed repeatedly. The task force recommendations are wide-ranging, and the strategies for addressing them vary in scope. Consequently, within a given recommendation, there may be five different appropriate timelines to move strategies from planning to implementation to evaluation. What struck the committee as most important regarding timeline was the monitoring of progress on the recommendation goals and ensuring that action is taken both now and going forward in time. The committee makes the following recommendations for timeline:
 - Responsible parties are to use academic year (AY) 2008-2009 to identify and collect appropriate baseline data to address the 18 recommendations and to begin tracking the effectiveness of strategies to be implemented.
 - Responsible parties may use earlier data to track strategies to be implemented now or at some point in AY 2008-09. Setting a baseline is not a recommendation for delaying implementation.
 - Regular, periodic monitoring dates should be set for following up on tasks assigned to responsible parties. There should be internal monitoring and also some external reporting, possibly to the P-20 Leadership Council, if the Council opts to assist in monitoring action on these recommendations.

Next Steps

- The committee requests and recommends that the Governor’s P-20 Leadership Council of Maryland assist (where appropriate) in holding responsible parties accountable for taking action. To assist with this follow-up, the committee recommends that there be regular monitoring cycles with updates to the P-20 Council by responsible parties, using the dashboard indicators described below. By June 2010, MSDE and MHEC, working with other appropriate parties, should provide a progress report. The P-20 Workgroup may assist in this endeavor, as directed by the Leadership Council.
- State entities named as responsible parties should develop a set of **dashboard indicators** to assess progress toward fulfilling the task force report recommendations.
 - The base year for indicators should be academic year (AY) 2008-2009; new indicators for which data has yet to be collected may begin in AY 2009-2010.
 - If particular data is sought but there is currently no way to capture this information or no suitable indicator to use as a substitute, this data challenge should be brought to the attention of the P-20 Leadership Council.
 - Actions that may be taken immediately should be; establishing a base year is not meant to be a reason for deferring action.
- **Responsible parties named in the task force report or added to strategies offered in this plan have the expertise to refine strategies and indicators and to implement effectively the task force recommendations.** In many instances, they may need additional resources of funding, staff time, or personnel to implement strategies according to the best practices they identify. These agencies, organizations, and boards should develop implementation plans to address the task force report recommendations and identify aggressive but reasonable milestones that recognize the resources they have or can acquire.
 - As part of a larger analysis and implementation planning process, responsible parties named in the task force report may benefit from consulting with the young men who are to be the beneficiaries of planned actions.
 - State, district, college, and school implementation efforts should include plans for recognizing and rewarding progress toward goals.
- **Responsible parties should identify strategies that overlap or dovetail with those being offered by other statewide committees as part of a process of determining priorities and allocating resources.** For example, the Ready by 21 Planning Team submitted its *Youth Ready by 21: A Five-Year Action Agenda for Maryland* to the Children’s Cabinet in October 2007. The goals and strategies identified in that report intersect with some of the 18 recommendations of the Task Force on the Education of African-American Males and some of the strategies identified here. The highest priority in *Youth Ready by 21* is to “Create a communications strategy to educate parents and the public about the necessity and cost-effectiveness of providing updated and continuing supports for youth.” Such a communications strategy should benefit young African-American males. A sample of other overlapping recommendations include:
 - Coordinate and expand existing Maryland mentoring initiatives (Youth Ready by 21);
 - Explore options for designating school-based health centers as community-based health centers (Youth Ready by 21);
 - Launch a statewide marketing campaign to attract more people into teaching, including African-American males; as part of this effort, expand grow-your-own programs such as Future Educator of America clubs, Teacher Academies, and efforts to interest middle-school students in teaching,(Teacher Shortage Task Force);
 - Provide high-quality teacher new teacher mentoring and professional development to promote retention and to ensure, among other things, cultural competency among teachers (Teacher Shortage Task Force); and
 - Expand workforce training for incarcerated individuals to help them transition back to the community (2008 legislation et al.).

ACTION PLAN

I. SKILLED, CULTURALLY COMPETENT TEACHERS

RECOMMENDATION 1: Place the most effective teachers in the highest need classrooms and place the most effective principals in the highest need schools.
[Task Force Report, pp. 6-8]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|------------------------|--|--|
| <p>1. Collaboratively develop policies to ensure that high-need, high-minority classrooms are served by teachers with appropriate experience and credentials. Part of this effort should include a plan for providing support to the teachers to improve retention.</p> | <p>BTU, MST A, LSS</p> | <p>Documented efforts to address this issue in LSS in which more than 20% of core subject area classes are not taught by highly qualified teachers</p> <p>Evidence of change in staffing patterns in high-need classrooms</p> | <p>“Incentives” broadly defined (may include, for example, mentoring or job-sharing) for recruiting and retaining teachers; LSS reallocate or request funding as appropriate and necessary</p> <p>High-quality professional development focused on the needs of the school</p> <p>Additional information about working conditions and strategies for improving them, especially in challenge schools</p> |
| <p>2. Continue work on the State Highly Qualified Teacher Plan, required by No Child Left Behind, so that its requirement #6, the Maryland State Equity Plan, fully meets the equitable distribution requirements of the No Child Left Behind statute.</p> | <p>MSDE</p> | <p>Evidence of success for strategies offered to ensure equitable distribution of teachers, including evidence that online courses through the MD Virtual Learning Opportunities Program are effective for high-need schools</p> <p>Fewer classes taught by non-highly qualified teachers, notably in the four LSS that have > 30% of teachers of core academic subjects not highly qualified</p> | <p>Staff time and budget (re)allocation to review and develop online courses for students and for teacher professional development as suggested by the Equity Plan</p> <p>Legislative support for incentive programs to attract highly qualified teachers and principals to high-need schools (“incentive program” may include induction support, mentoring, working conditions improvements, and salary)</p> <p>More recruiting resources [Strategy #4]</p> |
| <p>3. Expand succession planning in high-need schools.</p> | <p>LSS, MSDE</p> | <p>Evidence that all high-need schools have a succession plan.</p> | <p>Professional development for succession planning [See also strategy #7]</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|---|---|---|
| 4. Recruit locally, regionally, and nationally for competent teachers and administrators for positions in the high-need schools. | LSS, MSTA, MSDE | Fewer late-season conditional hires Increased numbers of applicants for positions in high-need schools | More coordinated statewide marketing, including a central Web-based clearinghouse providing information on certification, LSS applicant processes, position openings, teacher preparation, career-changer options |
| 5. Develop recruitment procedures within LSS and IHEs to identify potential teachers and administrators for positions in high-need schools. | LSS, IHEs | Increased number of principals & teachers from partner LSS and IHEs accepting jobs in high-need schools | Intensified communication efforts among local partners to identify and place capable candidates into high-need schools |
| 6. Provide incremental incentives to attract and then retain talented teachers and administrators to high-need schools (e.g., salary bumps increasing over a given period of time); seek and share best practices. | LSS, local boards of education, MSDE; General Assembly for statewide incentive programs | Creation and implementation of a viable incentive plan | Funds for incentives, including salaries; willingness to allocate current resources for incentives Creative ideas and communication with teachers to identify improvements that will retain teachers |
| 7. Sustain and expand statewide professional development efforts to attract and retain good leaders for the high-need schools. | LSS, MSDE; possibly the General Assembly, IHEs | Increase in the availability of high-quality activities or programs focused on school leadership for challenge schools Less mid-year turnover in principals statewide Increased principal retention | Continued support for the New Leaders for New Schools program now serving Baltimore and Prince George's County and for the MSDE Principals' Academy Partnership activities with colleges and universities to support high-quality professional development |
| 7a. Provide frequent professional development in cultural competency for in-service teachers and other educators. This professional development should include culturally competent instructional strategies. | LSS; IHE partners | Increased evidence of use of culturally competent instructional strategies Development of assessment instruments to measure participant performance and understanding | Reallocate time and funds to provide this type of professional development Establish rewards for outstanding performance by teachers and schools Teacher involvement in planning professional development and follow-up |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|--|--|--|
| 7b. Provide increased mentoring and coaching for teachers and administrators in schools with a high degree of cultural diversity. | LSS, MSDE | Increased teacher and principal retention in schools with significant diversity | Allocate resources to provide mentoring for teachers and administrators |
| 8. Explore how to use the family support associations and initiatives (e.g., PTA, Parent Leadership Institute, and others) to develop stronger school-community relationships to facilitate school success, working on the premise that this support will help retain good school leadership. | LSS, MSDE | The establishment of an active PTA if one is not available Parent/family leaders and school leadership indicate communication is successful and cooperative | Staff time to develop partnerships Financial support to train parent/family leaders how to work effectively with school and district leaders |
| 9. Establish initiatives to help place more STEM-qualified teachers and other critical shortage area teachers in the high-need classrooms. | LSS, MSDE, MHEC, USM, MICUA, MACC, possibly the General Assembly | Annual number of STEM-prepared teacher preparation program completers Number of STEM-qualified teachers hired for classrooms that lacked one | Policy and program changes to increase the teacher pipeline and to improve retention (cf. the Teacher Shortage Task Force recommendations) Support expanded STEM knowledge for elementary teachers Induction programs and incentives to attract these teachers to these hard-to-staff classrooms |
| 10. Partner with other states to share ideas and initiatives related to educating African-American males. | MHEC, MSDE, IHEs | Interstate cooperation with documented, measurable results | Allocate resources for conference calls, some travel, and other costs associated with establishing interstate partnerships |

I. SKILLED, CULTURALLY COMPETENT TEACHERS

RECOMMENDATION 2: Recruit African-American men into teaching. [Task Force Report, pp. 9-11]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---|---|--|
| <p>1. Develop a statewide communications plan to increase the number of African-American males teaching in Maryland and/or devote some substantial portion of a statewide marketing campaign for teaching generally toward the recruitment of African-American men. <i>(see also Rec.1, strategy 4)</i></p> | <p>MSDE, LSS, IHEs, MHEC, MBRT, GWIB; faith-based organizations and other community partners (e.g., NAACP, 100 Black Men, local military offices); MSTA, BTU; MD Association of School Personnel Administrators, possibly other educator associations</p> | <p>Increases noted with indicators used to determine marketing success (website hits, inquiry calls, etc.)</p> <p>Increased numbers of second-career and career changer applicants to teacher training programs</p> <p>Links to the MSDE certification and alternative certification information appear on websites with a significant African-American male readership</p> | <p>Reallocated resources of money and time for marketing and partnership development</p> <p>Enhanced efforts by local human resource officers to work on statewide recruiting campaigns (e.g., statewide recruitment fair)</p> <p>Recruiters, brochures, forums, websites, and media blitz publicizing alternative certification options</p> |
| <p>1a. Partner with local business, community organizations, and faith-based organizations, including mega-churches, to hold focused job/information fairs aimed at career-changers, retirees, people who left teaching and might return.</p> | <p>(as above)</p> | <p>Evidence that community organizations that serve African-American males have ready access to information about going into teaching</p> | <p>Staff time dedicated to partnership development and marketing</p> |
| <p>1b. Recruit in media outlets that have a large African-American male audience, within and outside Maryland.</p> | <p>(as above)</p> | <p>Indicators used to determine marketing success specific to the media used</p> | <p>Reallocated resources for media that are not free or are an in-kind donation</p> |
| <p>2. Develop a recruitment program to encourage African-American males to enter Associate of Arts in Teaching program as an entry into the education profession. [Task Force Report, p. 10]</p> | <p>MHEC, MACC, MSDE, IHEs, LSS</p> | <p>Increase in the number of African-American males entering AAT programs</p> | <p>Allocated resources to conduct recruitment efforts</p> <p>Scholarship, including privately funded scholarships, for African-American males in AAT programs</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|---|--|---|
| <p>3. Increase the number of teacher preparation programs that allow [facilitate the participation of] African-American males to work as paraprofessionals while progressing toward full teaching certification. [Task Force Report, p. 10]</p> | <p>IHEs, MHEC, MSDE, USM, MACC, MICUA</p> | <p>Increase in the number of African-American male paraprofessionals working toward teacher certification</p> <p>Creation of a data system to identify and track the number of African-American males working as paraprofessionals and entering teacher preparation programs</p> | <p>Resources to establish and maintain data system and provide data analysis</p> <p>Expanded access to programs for paraprofessionals (online options, regional higher education centers, school-based IHE courses)</p> <p>Increased and targeted marketing of existing programs to paraprofessionals</p> |
| <p>4. Increase in the number of grow-your own programs in schools and districts with a high percentage of African-American males (Future Educators of America, Teacher Academies, middle school programs to interest students in teaching).</p> | <p>LSS, IHEs, USM, MSTA</p> | <p>Increase in the number of Teacher Academies, FEA clubs, and other efforts in focus areas</p> <p>Increased participation in existing clubs</p> | <p>Data system to track student participation in programs</p> <p>Approximately \$2,500 per school per FEA club (reallocated or grants)</p> <p>Funding to expand the statewide Teacher Academy program</p> |
| <p>4a. Increase the statewide number of Future Educators of America clubs connected to college-level MD State Education Assn chapters and encourage African-American males to join these clubs.</p> | <p>(as above)</p> | <p>Increase in the number of FEA clubs affiliated with college MSEA chapters</p> <p>Increase in the number of African-American males who are members of the clubs</p> | <p>Add a component to the MSTA and/or MSDE website that facilitates communication between the LSS clubs and the college MSEA chapters</p> <p>Funds for club and chapter expansion and interaction</p> |
| <p>5. Encourage guidance counselors to promote careers in education with a particular emphasis on inviting African-American males to consider pursuing teaching as a career.</p> | <p>LSS</p> | <p>Increased number of African-American males attending recruiting sessions</p> <p>Increased number of African-American males in education majors</p> | <p>Method to track attendance at education fairs/events</p> <p>Counselor professional development</p> |
| <p>6. Convene private organizations to furnish incentives for African-American men to pursue teaching. [Task Force Report, p. 11]</p> | <p>MSDE, MBRT</p> | <p>Availability of scholarships</p> | <p>Staff time for developing partnerships</p> |

I. SKILLED, CULTURALLY COMPETENT TEACHERS

RECOMMENDATION 3: Include in teacher preparation programs cultural competency training, especially as it pertains to African-American males, and make teachers demonstrate competency in this area. [Task Force Report, pp. 12-14]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---|--|---|
| 1. Strengthen the multicultural competency emphasis in Maryland teacher education programs. <i>[see also strategy #2]</i> | MSDE, IHE | 100% IHEs pass rate in the National Council for the Accreditation of Teacher Education (NCATE) review process | Evidence of teachers' knowledge, skills, & dispositions in teacher education assessment systems |
| 2. Assist all professional development schools (PDS) in fully meeting the Maryland State Professional Development School diversity standard. | IHEs, MSDE | Development of a funding plan More PDS are evaluated at "meets standard" for the diversity standard | Sustainable funding for PDS that will allow for expanded efforts directed at diversity (additional professional development etc.) |
| 3. Develop pre-service intern exchange programs to offer more pre-service teachers field experiences in schools with a high percentage of African-American male students, regardless of the IHE location. | IHEs, LSS | Establishment of IHE and LSS partnerships not in the same region | Support interns for serving in PDS out of their region |
| 4. Create an expertly prepared website that offers resources to support the cultural competency development of pre-service and in-service teachers and administrators. | MSDE Equity Assurance and Compliance Branch | Availability of the website; Number of hits on the site ("hit" may be defined with a time use limit) | Reallocation of staff resources |
| 5. Use the Social Studies Task Force to advocate for poor, minority, and urban children in terms of a culturally relevant K-12 curriculum and culturally competent teachers. [see Task Force Rpt. p. 13] | MSDE, MHEC | Content of the Social Studies Task Force Report advocates as recommended [report to be released 2008] | Dissemination of the report |
| 6. Use the Maryland State Plan for Postsecondary Education to ensure cultural competency among college and university faculty. [Task Force Rpt, p. 13] | MHEC | The 2008 Plan addresses the diversity goal in a manner relevant to this recommendation | Support from stakeholder groups in higher education in drafting and then in implementing the Plan |
| 7. Provide all new teachers with school-based cultural competency training at the time of employment. | LSS; work in conjunction with IHE partners | Increase in the number of cultural competency training sessions offered Pass and/or show progress on cultural proficiency assessments | Workshop facilitators An assessment instrument to determine effectiveness |

II. HIGH STANDARDS AND ACADEMIC OPPORTUNITY

RECOMMENDATION 4: Stop the over-identification of African-American males for special education and draft a plan for exiting students from it.
[Task Force Report, pp. 18-19]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---------------------|--|--|
| 1. Ensure that current policy, practices, and criteria for identification of students for special education is clearly articulated and disseminated throughout each LSS and teacher preparation program. | LSS, MSDE, IHEs | Increased clarification and dissemination of the current policies, practices, and criteria for identification of the students for special education. | Means of assessing whether efforts at clarifying practices have achieved desired results |
| 2. Review LSS use of funds for early intervening services to determine impact on special education placements and determine if African-American males have been disproportionately represented as special education students. | MSDE, LSS | Improved academic performance by African-American males who receive early intervening services | Continued funding for Instructional Consultation Teams and other research-based intervention strategies |
| 3. Enhance technical assistance and professional development to address all aspects of identification of African-American male students in special education. | IHE, LSS, MSDE | Increased opportunities for professional development that includes information on cultural expectations, staff interaction with students who differ from them in regard to race and socioeconomic status, classroom management, curriculum changes | Continue to support professional development and technical assistance, including MSDE assistance to LSS Implementation of appropriate assessment of the professional development impact |
| 4. Implement evidence-based practices shown to improve academic and behavioral outcomes of African-American male students. | MSDE, LSS, IHE | Documentation of evidence-based practices used in classrooms reducing the number of behavioral incidents Evidence of reduction of African-American males students | Support professional development with evidence-based practices |
| 5. Increase the incentives for retaining all students in general education classrooms. | MSDE, LSS | Increased participation in the general education environment | Utilization of culturally competent assessment tools -Positive Behavioral Supports |

II. HIGH STANDARDS AND ACADEMIC OPPORTUNITY

RECOMMENDATION 5: Increase the proportion of African-American males taking the PSAT in 10th grade and provide them the academic preparation and support they need to score well on it. [Task Force Report, pp. 20-21]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|--|---|--|
| 1. Establish strategies for schools to encourage and support higher-level thinking for all students prior to 10 th grade. | LSS | Lesson plans reflect student learning experiences and exercises that develop and promote higher-level thinking | Appropriate instructional materials Recognition programs for successful strategies |
| 2. Expand professional development for teachers and counselors to work with students to increase competencies in test-taking skills, including through the use of already available online lesson plans provided free from the College Board. | LSS (academic supervisor; principals and teachers) | Increase in number of teachers who receive professional development to increase students' test-taking competencies Expanded use of data provided on the Student Data on CD by the College Board to each school Improved student scores on the first and second PSAT | Staff development time Incentives for teachers to participate Web access and, as needed, remote Web access to use College Board resources online |
| 3. Encourage LSS to administer the PSAT to all students in both the 10 th and 11 th grades. | MSDE, LSS, local boards of education | Increased number of African-American males take the PSAT twice Increased participation in the SAT and better performance on it by students in schools new to two PSAT administrations | Funding for a second administration of the test, at least for students who are from low-income families or high-need schools |
| 4. Encourage students and their teachers to use online reading, writing, and mathematics skill development tools for diagnosing strengths and weaknesses and that give them immediate feedback on performance. | LSS (academic supervisors, principals, teachers) | Evidence that teachers and counselors are directing students to appropriate resources Increasing numbers of students that take advantage of this resource | Access to computers and computer labs to use the College Board site My College Quick Start (offers PSAT scoring with explanations and an SAT study plan) Remote access to computers as may be appropriate |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|--|--|---|
| <p>5. Develop PSAT preparatory sessions at high schools</p> <p><i>(Diagnostic skills used for PSAT preparation may also help students prepare for other assessments, including the High School Assessments and the ACT.)</i></p> | Principals, LSS | <p>Average scores for students at the school increase</p> <p>Increase in the number of students who take the exam in both 10th and 11th grade (if 10th-graders are taking the prep session)</p> | <p>Content area teachers or teachers with comparable content-area expertise familiar with building test-taking skills</p> <p>Access to computer lab</p> <p>Old PSAT exams to use as practice tests (available from the College Board)</p> |
| <p>6. Ensure that students are counseled in a manner that will encourage more widespread participation in the PSAT and to help students understand its diagnostic uses, how it prepares students for the SAT, and its connection to possible State and national scholarship opportunities through the National Merit Scholarship Qualifying and National Achievement Test processes.</p> | LSS--Guidance depts., Principals; College Board and MHEC (for scholarship information) | <p>Individualized learning plan for each student</p> <p>Evidence that parents/guardians understand the PSAT and SAT purposes and share that information with students</p> | <p>Resources to generate caseload conducive to counselor success (the national professional association for school counselors recommends a ratio of 100:1)</p> <p>Parent/guardian involvement</p> <p>Scholarship information</p> |
| <p>7. Provide summer review material to help students prepare for taking the PSAT in 10th grade (spring) and, especially, 11th grade.</p> | College Board; LSS; possibly local libraries | Availability to students of material (online access guaranteed or print material) | <p>Review packets and directions on how to find and use the College Board online information for students</p> <p>Web and computer access at the school or local public library over the summer</p> |
| <p>8. Provide information to parents/guardian of rising 10th-grade students to help them understand the PSAT, SAT, and related resources.</p> | LSS | Evidence that parents/guardians understand and support the message delivered | Staff time and possibly an evening session, Web space, and a written summary |

II. HIGH STANDARDS AND ACADEMIC OPPORTUNITY

RECOMMENDATION 6: Ensure that every public high school offers an Advanced Placement (AP) program and that the prevalence of African-American males enrolled in AP reflects the overall student population. [Task Force Report, pp. 21-22]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|--|--|---|
| <p>1. In order to build the pipeline for African-American males' participation in AP, provide differentiated and culturally competent instruction to students beginning in elementary school, ensuring that strong-performing students are accelerated and that those who need help reaching grade level are offered enrichment and not pulled out of the regular classroom for remediation.</p> | <p>LSS (Curriculum and Instruction and also school-level administration)</p> | <p>Evidence of successful differentiated instruction</p> <p>Over time, more students at grade level upon entering high school</p> <p>Evidence of more options for early enrichment and acceleration</p> <p>Increase in number of African-American males performing at grade level or above in grades 4 and above</p> | <p>Professional development for culturally competent differentiated instruction</p> <p>Early identification and intervention tools and adequate staffing to implement</p> <p>Systematic plan for AP participation within the LSS and schools (see MSDE Quality Counts)</p> <p>Staff time</p> <p>Extended learning opportunities</p> |
| <p>1a. Provide professional development for teachers in the benchmark grades 5, 8, 10 to support African-American male students showing promise for future AP participation.</p> | <p>LSS (Curriculum and Instruction and also school-level administration)</p> | <p>Stronger performance on the Maryland School Assessments and the algebra/data analysis and geometry assessments used at the high school level</p> | <p>Systematic plan for AP participation within the LSS and schools (cf. Quality Counts)</p> <p>Staff time</p> <p>MSA scores; local benchmark/dashboard</p> |
| <p>2. Determine the public high schools with African-American male students that do not offer an advanced placement programs and implement an AP program there. Use AP Online as appropriate.</p> | <p>MSDE, LSS</p> | <p>Increase in the # of high schools with one or more AP classes</p> | <p>LSS to conduct survey</p> <p>Advanced placement teachers in schools where needed</p> <p>Professional development with the College Board and other partners to prepare school faculty to teach AP</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|--|--|--|
| 3. Ensure that high schools offer AP refresher session during the spring for African-American males who took fall AP course so students have a better chance to pass with 3+ scores on AP tests, which are offered only in May. | LSS: principals, teachers, curriculum specialists | Increase #s of African-American males that take the AP tests and score 3+ or above | AP teachers Review of LSS refresher material already offered in some areas to use as models, including online models Data reflecting impact of review sessions |
| 4. Provide the AP exams at no cost for students enrolled in courses, beginning with those who qualify for the SAT fee waiver. | MSDE, LSS (principals, counselors, teacher, school boards) | Number of paid course exams | Funds to be identified and allocated |
| 5. As early intervention and professional development are implemented, imbed outcome data related to African-American males' advanced placement participation and performance as an evaluative standard in guidance counselor rating instruments. | State and local boards of education, LSS, teachers' unions | Increase #s of African-American males enrolled as a percentage of target Increase in scores on AP exams Individual learning plans for each student | Funds for expansion of AP to assist more African-American males in taking the test; rewards for success and early preparation of students for AP Time to delineate other factors to include in the evaluation process. Collaboration with unions |

Early college access programs may be a viable option as well for offering accelerated instruction. In some schools, International Baccalaureate programs are offered instead of AP or in a non-competitive way with AP. Whatever options are available, African-American male students should be prepared by schools to take advantage of these options and counseled to do so. All accelerated programs require the student first to be prepared at least for grade-level work.

III. IN-SCHOOL SUPPORT

RECOMMENDATION 7: Increase and improve in-school, supervised suspension programs focused on academic development and behavioral counseling. Significantly reduce out-of-school unsupervised suspensions. [Task Force Report, pp. 26-27]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|------------------------------|---|---|
| <p>1. Identify exemplary alternative education programs that can be replicated in Maryland public schools—and then replicate them.</p> | <p>LSS, MSDE</p> | <p>Exemplary programs are identified through an evaluation process that provide model strategies in the following: administrative support (Does administration provide program support via organization, training, and involvement?), behavior support and supervision, classroom management, school- and work-based learning (How does program connect students to career-based opportunities?), and screening and referral (What process determines student eligibility for the program?)</p> <p>Programs implemented in schools that had many out-of-school suspensions</p> <p>More in-school suspension programs focused on academic development</p> <p>Evidence of meaningful behavioral counseling in the in-school program, including mental health counseling as appropriate</p> | <p>Research team(s) and/or staff time</p> <p>Availability of data on program effectiveness</p> <p>Survey instruments, such as:</p> <ul style="list-style-type: none"> a) At-Risk Student Services Assessment (ARSSA) b) Effective School Battery (ESB) c) School Archival Records Search (SARS) <p>Certified teachers to offer instruction in the suspension program; other staff for additional services</p> <p>Principal and district commitment</p> <p>Mental health clinician to offer guidance (in evaluation and planning) and services as appropriate</p> |
| <p>2. To develop an in-school suspension program, create a classroom community of learners to foster an atmosphere of self-empowerment, self-regulation and self-direction (cf. work of James Comer).</p> | <p>LSS, perhaps partners</p> | <p>Increase in the # of in-school suspension programs coordinated by professional staff</p> <p>Decrease in the total # of suspensions</p> | <p>Resources allocated for in-school supervised suspension programs (mostly staffing)</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---------------------|--|--|
| 3. Develop and implement alternative education options within comprehensive schools. | LSS | <p>Improved test scores (with emphasis on passing high school assessments)</p> <p>Increased retention and graduation from high school</p> <p>Increased enrollment in higher educ.</p> <p>Increased employment success</p> <p>Decrease in disciplinary offenses</p> <p>Fewer referrals of African-American males in alternative and special ed programs outside of their home school</p> | <p>Allocate resources (staff, supplies and equipment, space, transportation)</p> <p>More co-curricular and extra-curricular student learning experiences and vocational education programs, as appropriate</p> <p>Resources for specialized student populations, including appropriate technology, specialized services, and targeted professional development</p> <p>Student assessment instruments Specialized school adjustments</p> <p>Professional development for teachers on behavioral health foundations & mental health referrals</p> |
| 4. Increase professional development for teachers in classroom management, building relationships with students and parents, and other strategies to increase positive behaviors. | LSS | <p>Evidence that Positive Behavioral Intervention Supports (PBIS) program or a comparable program is in place, where appropriate</p> <p>Evidence of high-quality (aligned) professional development, including a professional development agenda tied to these issues</p> <p>Decreased number of reported incidents and suspensions</p> <p>Forthcoming teacher surveys indicate improvement in working and learning conditions</p> <p>Improved academic performance Improved behavioral health</p> | <p>Teacher manuals and staff development time for teachers</p> <p>Resources for trainers who help teachers and administrators implement new instructional strategies (including technology)</p> <p>Funding for in-school coaches to assist teachers and principals in implementing standards-based curriculum in classrooms serving African-American males</p> <p>Stipends for lead teachers who serve as mentors or members of training cadres and substitutes to cover classes</p> <p>Resources for external consultants or facilitators to assist the schools and teams in planning and evaluation of program efforts</p> |

III. IN-SCHOOL SUPPORT

RECOMMENDATION 8: Establish within African-American majority schools some single-sex classes primarily enrolling students with academic, attendance, and discipline problems. [Task Force Report, p. 28]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---------------------|---|---|
| <p>1. Provide professional development for teachers in these assignments.</p> | <p>LSS, MSDE</p> | <p>Clear vision in place of high-quality professional development that recognizes local needs, priorities, and resources;</p> <p>Evidence of a professional development agenda and guided planning, designing, implementing, and evaluating of high-quality professional development programs</p> <p>Professional development aligned with goals for improving student learning and state, district, and school policies and priorities;</p> <p>Accountability defined to ensure professional development is of the highest quality and readily accessible to all teachers.</p> | <p>Allocation of resources:</p> <p>Funding for trainers to help teachers and administrators implement new instructional strategies and successfully use technology in their classrooms</p> <p>Funding for full or part-time in-school coaches to assist teachers and principals in implementing standards-based curriculum for African-American males</p> <p>Resources for external consultants or facilitators to assist schools and teams in planning and evaluating program efforts</p> <p>Substitutes to cover classes so as to enable educators to engage in off-site professional development experiences</p> <p>Stipends for lead teachers to serve as mentors or members of training cadres</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---------------------|--|--|
| 2. Identify community resources to assist with these classrooms | LSS | <p>Development of instrument</p> <p>Number of recipients of needs assessment</p> | <p>Staff time</p> <p>Needs assessment to review local data and resources, including community resources, to determine current needs for providing alternative education settings</p> <p>Orientation programs for parents/guardians</p> |
| 3 Train educators (pre-service and in-service) to reach African-American students and create conditions in schools that will make achievement more likely | IHEs, LSS | Students continue their achievement, especially sustaining academic achievement through the critical 4 th to 8 th grades. | <p>Funding allocated for attendance at the Assn for Supervision & Curriculum Development annual conference, which offers multicultural workshops</p> <p>Trainer-of-Trainers model to implement appropriate experiences</p> |
| <p>4. Implement an alternative education program to address:</p> <p>a Early intervention for academic and behavioral issues</p> <p>b. Accelerated program for African-American male students who have been retained in grades K-5 including counseling, family services, academic and behavioral support</p> <p>c. Accelerated program for counseling services for African-American male students who have been retained in grades 6-8</p> <p>d. Accelerated high school programs with a full array of services for African-American male students and families (health, academics, social and cultural opportunities).</p> | MSDE, LSS | <p>Increased attendance and promotion to the next grade for African-American males</p> <p>Improved testing results for African-American males</p> <p>Increase in the graduation rate for African-American males</p> <p>Over time, increase in the number of African-American males seeking and participating in postsecondary education and training</p> | <p>Additional staffing, movement of funding to support small learning community and array of services; additional grant funding and community support. (Costs depend on the number of students in the population. Consider at least one additional teacher per school with a population of 15 or more per class.)</p> <p>Online courses and alternative high schools to address this population.</p> <p>Wraparound services for students and their families.</p> <p>Additional, culturally competent social workers to work with students and their families</p> |

III. IN-SCHOOL SUPPORT

RECOMMENDATION 9: Assign to all African-American high-risk students an advocate to work through academic and disciplinary problems and provide college and career guidance. [Task Force Report, p. 29]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|---|---|--|
| 1. Establish early connections (by grade 4) | MSDE, LSS, MBRT | <p>Student achievement assessed by multiple methods</p> <p>Early intervention program in place</p> <p>Advocates assigned to students whose performance declines in a significant way</p> <p>Use age-appropriate developmental learning steps as an indication of student progress.</p> <p>Implementation of career modules in instruction</p> | <p>Student advisory programs</p> <p>Secure volunteers with MBRT, LSS, or other partners to work with grades earlier than grade 9 to speak about careers</p> <p>Multiple assessment methods to evaluate student achievement, including culturally sensitive instruments</p> <p>Expand the MSDE Career Development Framework curriculum to elementary grades</p> |
| 2. Increase the use of Check and Connect mentoring and monitoring programs | LSS | Increase in African-American males' attendance and graduation rates and a decrease in dropout rates | <p>Caring staff dedicated to relationship building with all students</p> <p>Professional development to implement the program</p> |
| 3. Implement one-on-one mentoring for such students (<i>see next recommendation</i>) | LSS, local partnerships including with IHEs | Increased number of African-American males identified as "high-risk" assigned an advocate | Staff time to facilitate the establishment of advocacy and mentoring partnerships |

IV. FAMILY AND COMMUNITY SUPPORT

RECOMMENDATION 10: Fund and provide direction for programs in which one-on-one and group mentoring is provided to African-American males. Focus mentor recruitment efforts on African-American men. [Task Force Report, pp. 32-33]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---|--|--|
| 1. Identify and replicate exemplary African-American mentoring programs statewide. | LSS, IHEs, MSDE, and nonprofit organizations (e.g., Big Brothers & Big Sisters, State-aided institutions that have mentoring programs [see a list of State-aided programs at http://marylandpublicschools.org/MSDE/divisions/leadership/programs/sai], local faith-based organizations), State legislature | <p>Increase in numbers of advocates participating in local programs</p> <p>Increased percentage of African-American male students who have a mentor through a school/community program</p> <p>Improved attendance for African-American male students with mentors</p> <p>Over time, improved academic performance for mentees (e.g., MSA or HSA results; persistence & graduation rates)</p> <p>Reduction in the number of students recommended for disciplinary action where mentoring is implemented</p> | <p>Continued financial support from legislature for MSDE to make grants to relevant State-aided institutions</p> <p>Partnership(s) willing and able to implement programs</p> <p>Data analysis from results of interview questions, focus groups, surveys for mentors, teachers, principals, & parents</p> |
| 1a. Secure parental buy-in for planning, implementing, and sustaining effective mentoring. | Mentoring partnerships, LSS | Increase in African-American males' parental involvement | Feedback on the results of comprehensive programs that include a parental component for sustaining and refining programs |
| 1b. Implement programs that allow for interaction between mentors so they may look to one another for support and thereby reduce the feeling of isolation mentors may experience. | LSS, schools partnering with mentor groups | <p>More sustained mentor participation</p> <p>Evidence of mentor collaboration</p> | Mentor training in general topics related to mentoring and also in areas that would help them meet specific needs of African-American male students |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|---------------------|---|---|
| 1c. Increase the use of Check and Connect mentoring | LSS | Demonstrate evidence of caring staff dedicated to relationship-building with African-American male students | Monitor mentoring programs |
| 1d.. Increase implementation of Positive Behavioral Interventions and Supports (PBIS) Programs | LSS | <p>Increase in use of productive in-school suspension programs</p> <p>Decrease in suspension and expulsion rates due to insubordination</p> | <p>Professional development</p> <p>Principal commitment</p> <p>Strong models for in-school suspension programs (<i>see also recommendation 7</i>)</p> |

IV. FAMILY AND COMMUNITY SUPPORT

RECOMMENDATION 11: Provide educational materials to young African-American fathers and their children. [Task Force Report, pp. 34-35]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|--|---|---|
| 1. Engage community organizations in developing and supporting resource centers, with materials provided by appropriate parties | Libraries, Reginald F. Lewis Museum of MD African-American History and Culture, faith-based and community organizations, and fatherhood groups | Increase in number of African-American young fathers seeking information about opportunities | <p>Protocols for referring these young fathers to appropriate mental health, educational, financial, job counseling agencies, counselors etc.</p> <p>Bus fare to these resource centers, if needed</p> |
| 2. Provide incentives for classes and benchmarks for positive actions, such as joining the PTA, volunteering at schools, taking African-American males to programs in the community, and participating in Young Fathers support group | MSDE, LSS and Community and school liaisons | <p>Increase in number of African-American fathers participating in Parent Teacher Associations</p> <p>Increase in attendance rates for students whose fathers practice positive actions</p> | <p>School partnerships with local employers so work release time is available for school events</p> <p>Develop accountability standards for parent participation in their children's education</p> <p>Support for educational experiences for fathers and sons (e.g., funds to cover field trips, child care)</p> |
| 2a. Partner with fatherhood groups | LSS, principals, fatherhood groups | Expand Fatherhood model to 24 LSS (over 5 years) | Provide trained counselors to work with fathers |
| 3. Develop and implement a Systems of Care wrap-around service delivery model that is student-focused; family-friendly, and community-based with a single point of entry | Governor's Office for Children; Local Management Board; Local Coordinating Councils | <p>Evidence of growing trust</p> <p>Identification of a single point of entry</p> | A mechanism for bundling services and funds |
| 4. Develop a parent/guardian handbook that describes ways fathers can be involved in the school; expectations regarding student homework, attendance, and behavior; a calendar for the year that includes PTA, assembly, and family night dates; descriptions of mentoring programs for students and parents; and ways to advocate for your children in schools. | LSS, principals, parent groups | <p>Parents/guardians who sign a pledge (if one is used with the guide)</p> <p>Increased parental involvement in school activities</p> | <p>Identified best practices from existing models</p> <p>Moderate reallocation of resources to produce this handbook and also to post it online</p> |

IV. FAMILY AND COMMUNITY SUPPORT

RECOMMENDATION 12: Encourage certain ex-offenders convicted of non-violent felonies to be engaged/work in their communities. [Task Force Report, p. 35]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|--|--|--|
| 1. Set up programs that encourage certain ex-offenders convicted of non-violent felonies to volunteer in their communities | State correctional system, community action organizations, faith-based organizations | Reduced recidivism rate of participants as compared with others Evidence of more volunteer opportunities for ex-offenders | Enforce strict background checks and monitor closely Provide a structure and incentives to promote volunteer opportunities |
| 2. Provide culturally sensitive personal invitations to these African-American ex-offender fathers to participate in non-threatening school and community-based activities to learn more about schools and resources | LSSs; Faith-Based community organizations ongoing, government agencies | Increase of participation in parent conferences Increased parental participation in their children’s education | Community members’ input in the development and implementation of culturally competent and engaging educational activities |
| 3. Screen residents and provide volunteer training & job training while in prison; jobs might include those sought by State contractors association (plumbing, electrical, carpentry) | Social workers; psychologists; State correctional system rehabilitative services divisions; Community/faith-based organizations; workforce investment boards; DLLR | Increased evidence of training for African-American males while they are in prison as part of rehabilitation services Increased number of African-American males who received such training and then are placed in jobs and volunteering upon release Increased continued participation rate in volunteer programs | Enough social workers, mental health professionals, and job placement coordinators available and allocated to this work Incentives for these professionals to work in prisons Incentives for contractors to train prisoners and hire ex-offenders (e.g., tax breaks) Best practices information posted on Web |

V. PREVENTION AND INTERVENTION SERVICES

RECOMMENDATION 13: Provide high-quality early care and education to all children. [Task Force Report, pp. 38-40]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|---|---|--|
| <p>1. Ensure that early childhood programs—including Head Start, child care centers, family child care, and pre-Kindergarten programs—provide a strong focus on emergent literacy [a language-based curriculum]. [Task Force Report, p. 39]</p> | <p>MSDE, Governor’s Office of Children; early-care affinity groups (Ready at Five, MD Committee for Children)</p> | <p>Evidence of high-quality language-based curriculum, instruction, and use of materials in every early childhood program.</p> | <p>Recognition/rewards and other incentives for centers to focus on a language-based curriculum; such a curriculum reinforces the Voluntary State Curriculum for pre-kindergarten (see COMAR 13A.06.02)</p> <p>Consider a language-based curriculum as part of the credentialing process</p> |
| <p>2. Fund a Judy Center [Judith P. Hoyer Early Child Care and Family Education Center] for every elementary school where there is a documented gap between African-American and White achievement. [Task Force Report, p. 38-39]</p> | <p>MSDE, Governor’s Office of Children; early-care affinity groups (MD Committee for Children, Ready at Five)</p> | <p>Increase in the number of Judy Centers in Title I elementary schools.</p> <p>Document K-3 achievement patterns among African-American males and White/Asian males in those schools</p> | <p>Analysis of where there are race-based achievement gaps and a Judy Center is not available in a Title I elementary school</p> <p>Approximately \$200,000 annually to operate a Judy Center</p> |

V. PREVENTION AND INTERVENTION SERVICES

RECOMMENDATION 14: In areas of high need, provide the physical, dental, and mental health services needed to support greater academic achievement. [Task Force Report, pp. 40-42]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|---|--|--|
| 1. Conduct a needs assessment of school-based health centers to determine what physical, dental, and mental health services are provided and what staffing is needed. <i>(Such a needs assessment might also indicate if residents in the area have access to the Well-Mobile and how its services differ from the school-based health center in order to identify how complementary services may be provided..)</i> | DHMH (review of legislation for limitations of what can be offered); MSDE | Improved dental, mental & physical health among students most in need Improving student attendance and academic achievement | Staff time and other resources allocated Estimate of how many social workers and health-care providers are needed to serve low-income and uninsured populations |
| 2. Expand Maryland’s school-based health centers. [Task Force Report, p. 41] | DHMH, MSDE | More students served through school-based health centers Increased number of centers | Securing additional funds to serve more high need children Incentives for students to work in areas with greatest need for a sustained period of time |
| 2a. Seek grant funding to help expand services, including mental health services (and note special needs of homeless children and children in foster care) | DHMH, in partnership with MSDE | Grant sources identified and applications made Secure funds within a year | Staff time to identify grant opportunities and apply for them or funds reallocated to pay a grant writer |
| 3. Expand Maryland Meals for Achievement Program. [Task Force Report, p. 41] | DHMH, MSDE, Governor’s Office for Children | Increase in the number of people served Increase in the number of African-American males served | Funding to allow more eligible applicant schools to participate (State funds to make free breakfast available to all students in a class) |
| 4. Local health organizations to provide periodic mental and physical health screening for students that are accessible to families in high-need neighborhoods | DHMH, Early Care & Local Management Boards | Decline in suspensions Gains in test scores | Staff time and resources allocated for screening materials |
| 5. Use local schools as a community-based resource center for health information. | LSS: School nurse, guidance counselors, health educators; DHMH; PTA | Improved attendance of school-aged children | Local partnering between DHMH and LSS to provide materials Staff time |

V. PREVENTION AND INTERVENTION SERVICES

RECOMMENDATION 15: Increase funding for correctional education programs so that every resident receives the academic and occupational services he needs to transition back into his school and community. [Task Force Report, pp. 43-45]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|--|---|---|
| <i>See notes below.</i> | General Assembly; DLLR, Dept. of Corrections, MSDE | <p>Increase in the number of residents served</p> <p>Increase in the academic and occupational services provided through correctional education programs</p> <p>Increased number of former adult residents employed at least 30 hours per week within 30 days of leaving a facility</p> | <p>Resources to ensure universal access for residents</p> <p>Expanded occupational training</p> <p>Partnerships to provide some training and education</p> <p>Funding source for postsecondary education opportunities for residents (Pell grants became unavailable several years ago, which impacted postsecondary access)</p> <p><i>See notes below.</i></p> |
| <p><u><i>Suggested Corollary to the Recommendation:</i></u></p> <p>Develop a plan for helping ex-offenders receive the educational opportunities they need upon return to the community. Information should include student financial assistance information.</p> | <p>Correctional services, administrators of career and adult basic education services and postsecondary education and training (e.g., MHEC), Gov’s Office of Community Initiatives</p> | <p>Development of plan(s)—may vary by locality and by the type of offender conviction</p> <p>Marketing plan in place</p> <p>Information resources targeted for this audience</p> | <p>Baseline data</p> <p>Staff time</p> |

Notes: This plan was being developed concurrently with the development and passage of legislation moving the administration of adult correctional education from MSDE to the Department of Labor, Licensing, and Regulation (DLLR) in an effort to help facilitate and consolidate workforce training initiatives for residents and former residents. Action or suggestions for action on this recommendation require input from the Department of Corrections, MSDE Corrections Education, and DLLR. There are five juvenile correctional facilities in the state for which MSDE provides educational services. Transitional personnel (one per institution) are located in each facility. After a maximum of 28 days in detention, juveniles are returned to their communities, and interviewed by transition personnel to determine public school placement and health needs. Students of secondary school age are returned to their home schools (some are on home detention, wearing monitoring devices). Additional transition personnel are needed in the juvenile program due to the increasing number of young people requiring juvenile services. On the higher education side, note that MHEC does not have data on the number of incarcerated people who are either engaged in postsecondary education or wish to be.

VI. COLLEGE PREPARATION AND FINANCIAL ASSISTANCE

RECOMMENDATION 16: Help African-American males make the transition from high school to college. [Task Force Report, pp. 48-50]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|--|--|---|
| <p>1. Align high school graduation requirements with University System of Maryland entrance requirements. [Task Force Report, pp. 48-49]</p> | MSBE; LSS | <p>Adoption of recommendation by MSBE</p> <p>Steps taken toward implementing this goal</p> | <p>Staff time</p> <p>Plan to develop support from local school systems and families</p> |
| <p>1a. Make the USM entrance requirements the default curriculum statewide; allow students with a parent/guardian signature to pursue other curricular options (as available).</p> | MSBE, LSS | <p>LSS support for recommendation demonstrated</p> <p>Adoption of recommendation</p> <p>More students completing the entrance requirements for USM</p> | <p>Baseline data to understand how many additional teachers in what districts and certification areas would be needed</p> <p>State and local outreach to counselors, teachers, parents, and students to explain proposed policy changes</p> <p>State and local support for early intervention strategies in early grades, as well as for academic support services in high school</p> |
| <p>1b. Identify best practices within MD and outside the state to transition to a new default curriculum.</p> | MSBE, LSS, P-20 Leadership Council and partners; community partners, perhaps PTA | <p>Information collected on similar transitions and best practices identified</p> <p>Transition plan</p> | <p>Staff time</p> <p>Community support</p> <p>Additional resources as suggested by best practices, including non-academic supports to help students and schools transition</p> |
| <p>2. Investigate preK-8 curriculum additions or revisions to prepare students academically and socially for college and work readiness</p> | LSS, principals, teachers, counselors | <p>Each student has a career/college plan</p> <p>Year to year comparisons of rates of college enrollment, retention, and participation in developmental courses by school and district</p> | <p>Individual counseling sessions</p> <p>Teacher and curriculum support for culture change</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---|---|--|
| 3. Develop articulation models in all high schools and in IHEs. [Task Force Report, pp. 49-50] | MSBE, LSSs, IHEs, USM, MHEC, MD Assn. of Community Colleges | Number of articulation models in use Clearer plans for statewide articulation of 2+2+2 options for Teacher Academies and Project Lead the Way | State and local staff time |
| 3a. Expand career & technology education programs and use articulation models/early college access options | MSDE, LSS, IHEs | Increased enrollments in CTE programs; Data showing increased number of students using early college access | Additional funding for CTE at local and State levels; More technology educators—and more data needed on this matter; Improved and annual data collection on early college access enrollments |
| 3b. Increase available funding for the need-based Early College Access Grant Program. | General Assembly, MHEC | Retention and persistence data for students who have received grants Additional data on the number of students choosing early college access and on the potential number of students who might benefit from such a program | Funding Revision to legislation due to sunset in June 2009 Additional data on Maryland students (out-of-state outcomes data supports early college) |
| 4. Expand statewide communication and outreach efforts to make information about college and college- and work-readiness widely available in a transparent way to students from 4 th grade onward and in the adult population. | MHEC, USM, MSDE, MBRT, P-20 Leadership Council, LSS | Multi-entity, multi-year communications plan | Staff time; Partnerships with communications companies for such things as broad-scale text-messaging; funding for some efforts; coordination of State efforts (Go Alliance etc.) |
| 4a. Expand outreach efforts so students recognize and use available resources for college and career planning, such as MBRT's BeWhatIWantToBe.org. | MSDE, LSS, MBRT, MHEC | Number of visits to MBRT site Number of students who save career information | Staff time and coordination of existing resources |

VI. COLLEGE PREPARATION AND FINANCIAL ASSISTANCE

RECOMMENDATION 17: Make college financially viable for African-American males. [Task Force Report, pp. 50-54]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|--|---|---|
| <p>1. Provide full funding for State need-based grant and scholarship programs and extend them to certain incarcerated students. [Task Force Report, pp. 51-51]</p> | <p>Maryland General Assembly; MHEC (Office of Student Financial Assistance)</p> | <p>Increased availability of need-based student financial assistance</p> <p>Availability of State financial assistance for some incarcerated students</p> | <p>Funding to support need-based grants</p> <p>Legislation and special funding for incarcerated students, who are now ineligible for Federal or State aid.*</p> <p><i>(*In the mid-1990s, federal law changed so that incarcerated students could no longer receive Pell Grants. State guidelines follow Federal guidelines and now preclude the award of student financial assistance to incarcerated students.)</i></p> |
| <p>1a. Review the current need-based aid and scholarship programs to determine how well they meet the needs of all Maryland postsecondary students and how aid might be adjusted to better serve the needs of the State.</p> | <p>Commission to Develop the MD Funding Model for Higher Education, MHEC, General Assembly</p> | <p>Report of the Affordability Work Group of the Commission to Develop the Funding Model for Higher Education</p> | <p>Disaggregated data on part-time and full-time students</p> <p>Might require more information about students not receiving or eligible for aid because they have already chosen to attempt fewer credit hours in order to work more</p> |
| <p>1b. Review and modify as appropriate existing legislation and guidelines for the Delegate Howard P. Rawlings Educational Excellence program (Educational Assistance [EA] Grants and Guaranteed Access [GA] Grants); awards now reflect a large gap between the maximum EA award and the maximum GA award.</p> | <p>Commission to Develop the MD Funding Model for Higher Education, MHEC, General Assembly</p> | <p>Statutory changes</p> <p>EA awards that meet a higher percentage of a student’s need for students from low-income families</p> | <p>Staff time</p> <p>Possibly legislation, depending on what the review and analysis process determines</p> |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---|--|---|
| 1c. Upon review and possible modification, as appropriate, of the need-based aid grants, seek full funding for the State need-based financial assistance programs, especially the Delegate Howard P. Rawlings Educational Excellence program (Educational Assistance Grants and Guaranteed Access Grants). | Maryland General Assembly, MHEC | Increase in funding for need-based student financial assistance An increase in the number of EA and GA awards to minority students | MHEC estimate of an additional \$46.6m per year to fully fund students eligible for EA awards (est. based on FY09), plus whatever would be needed for incarcerated students (GA is now fully funded for the number of applications received from eligible applicants) |
| 1d. Seek additional student financial assistance for part-time students. | Commission to Develop the MD Funding Model for Higher Education, General Assembly, MHEC | Increased aid available Increased # of applicants and recipients | Funding, staff time |
| 1e. Seek ways to simplify the processes of awarding need-based financial assistance | Commission to Develop the MD Funding Model for Higher Education, General Assembly, MHEC | Increase in the number of applicants for financial assistance Increase in the number of awards made | Staff time, statutory changes in some cases |
| 1f. Collect pertinent data: Identify/inventory what higher education opportunities are currently available for incarcerated students to understand better what in-state programs are available (online or otherwise); identify the # of residents engaged in postsecondary study; identify or estimate the number of incarcerated individuals who could be eligible for it. | Dept of Corrections, MHEC, MSDE | Inventory of options completed Data available Develop cost estimates for private organizations and, as possible, State aid | Staff time |
| 2. Promote the availability of federal and state financial aid and scholarship programs to students enrolled in community colleges and in Maryland's Historically Black Institutions. [Task Force Report, pp. 51-52] | MHEC; MSDE; MBRT; IHE s | Marketing plan in place that reflects specific target audiences, including parents of students in middle and high school Increased number of applicants for aid | Staff time Resources to improve Web-based information resources |

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|---|---|--|---|
| <p>3. Convene private organizations to provide tuition assistance [and assistance for other educational costs] to African-American male students, including certain incarcerated students. [Task Force Report, pp. 52-53]</p> | <p>MBRT, MSDE, MHEC , Maryland General Assembly</p> | <p>Increase in the number of organizations and other targeted private donors willing to provide tuition assistance specifically to minority students and/or to incarcerated minority students.</p> | <p>Cost to be absorbed by private organizations</p> <p>Staff time to develop partnerships [cp. Recommendation 2, strategy #6]</p> |

VI. COLLEGE PREPARATION AND FINANCIAL ASSISTANCE

RECOMMENDATION 18: Provide a support system for African-American males in college. [Task Force Report, pp. 53-54]

| Strategy | Responsible Parties | Possible Indicators of Progress | Resources for Success |
|--|------------------------------|---|--|
| <p>1. Identify successful programs in other states and implement them in Maryland.</p> <p><i>(Specific support programs vary by purpose and institutional needs. Current achievement gaps point to the need to step up efforts statewide.)</i></p> | IHEs, MHEC, USM | Programs implemented; Programs demonstrate success (use quantifiable indicators appropriate to program) | Staff time for identification; other resources needed will vary |
| <p>2. Enhance existing diversity initiatives, including curricular diversity, in postsecondary and university-level programs; expand such initiatives where appropriate.</p> | MHEC, USM, IHEs, MICUA, MACC | Increased number of diversity initiatives | <p>Dedicated staff and resources</p> <p>Mechanism for sharing best practices</p> <p>Annual reports to be issued to MHEC based on 2008 legislation (SB 438)</p> |
| <p>2a. Continue to support programs such as Access and Success grant initiatives: --Establish stronger articulation programs <i>(see also above at Rec. # 16)</i> --Identify programs that provide emotional and social support for African-American males</p> | MHEC, USM, IHEs | <p>Increased number of articulation programs</p> <p>Increased participation in programs offering emotional and social support</p> | <p>Continued funding for Access and Success grants to Historically Black Institutions</p> <p>Best practices identified through Access and Success grants and similar efforts nationwide</p> <p>Formal arrangements such as memoranda of understanding that are recognized by the state for articulation programs</p> |
| <p><i>See also Recommendation 3, strategy 6—work to ensure that college faculty are culturally competent</i></p> | | | |

Steps taken since December 2006

While there is no question that more needs to be done to ensure that African-American males achieve the education they deserve, actions are continuously being taken to work toward this goal, both within education establishments and in the broad network of organizations that can also contribute to this goal. Steps taken toward fulfilling the 18 recommendations of the Task Force on the Education of African-American Males include, but are not exclusive to, the following:

I. Skilled, culturally competent teachers

- A regulatory change is in process through COMAR 13A.04.05.06 that will revise the Education That is Multicultural bylaw goals to include the category of staffing to increase the number of diverse staff and to encourage the recruitment of African-American males into teaching and administration.
- The teaching and learning conditions survey approved by Governor O'Malley will be administered late in 2008 and should provide useful information to help principals, districts, and the State better understand conditions for student success and better teacher retention.
- The Teacher Shortage Task Force Report includes recommendations for short-term and long-term strategies for providing Maryland with a greater number of qualified teachers.
- Prince George's County Public Schools and Frostburg State University are entering a partnership to establish a professional development school (PDS) in a high-need, high-minority school to help attract more new teachers to hard-to-staff schools with this profile.
- Paraprofessionals can now be prepared through the AAT; this pathway aligns much better with a four-year teacher preparation program than other paraprofessional training routes. In 2007 there were more AAT graduates than there were community college graduates from other teacher education associate of arts programs (MHEC degree report, 2007, not yet published).
- The STEM Task Force is being convened and one aspect of its work will be to address increasing the number of qualified STEM teachers; while this supply is short, schools with fewer resources, including many schools with high percentages of African-American males, are disproportionately impacted.

II. High standards and academic opportunity

- MSDE administers grants to school systems to fund Positive Behavioral Interventions and Supports (PBIS) programs, professional development on differentiated instruction and cultural competency, and other strategies proven to assist educators.
- All districts have funding available to offer the PSAT to all students once. Some districts offer the PSAT to all students more than once, and some schools use the PSAT diagnostic results to accelerate students.
- AP continues to expand and Maryland leads the nation in the number of test-takers and performance; African-American males' participation and performance has increased significantly 2004-2008.
- Bridge to Excellence Master Plans are updated annually and submitted by each LSS to MSDE for review and approval. Plans must outline instructional, programmatic, and human resource needs, strategies for addressing needs, and how new State aid is allocated in support of the identified strategies. An initial report assessing the effect of increased State aid to LSS through the Bridge to Excellence Act was issued in December 2006, and an interim report was issued in December 2007. In its final report, due December 2008, MGT of American, Inc. will report on best practices that appear to produce positive results.

III. In-school support

- Legislation was passed in the 2008 General Assembly that requires local school systems with high truancy rates (8% or more) to implement a Positive Behavioral Interventions and Supports (PBIS) Program, or a comparable behavior modification program. MSDE-supported PBIS programs, when implemented with fidelity, have effectively changed the culture of schools.

- A number of schools across the state have already assigned mentors to struggling male students. Some use near-peer mentors. Check and Connect programs are also available in some districts.
- Prince George's County Public Schools is exploring the possibility of launching a single-sex elementary grade (or possibly grades) at one school.

IV. Family and community support

- Legislation was passed in the 2007 General Assembly (SB 175) that requires the Department of Juvenile Services to establish a statewide mentoring program.
- Several of the strategies in the *Youth Ready by 21: A Five-Year Action Agenda for Maryland* (October 2007) address mentoring, and one calls for a statewide mentoring program.
- Legislation was passed in the 2008 General Assembly that supports additional job training, including a program to provide tax credits for employers who provide certain approved work-based learning experiences for students and legislation to provide job training for inmates in construction services.

V. Prevention and intervention services

- *Youth Ready by 21: A Five-Year Action Agenda for Maryland* offers strategies of varying kinds, including several pertaining to health.
- The Family Health Administration is surveying Maryland families to gain a better understanding of Maryland's health needs and concerns.
- The Workforce Creation and Adult Education Transition Council, co-chaired by Secretary Perez and State Superintendent Grasmick, has been created to help shape a stronger alignment of workforce development, adult education, and correctional education as part of a larger effort to build a comprehensive and collaborative system of workforce creation.

VI. College preparation and financial assistance

- Career Technology Education continues to expand, with increasing numbers of students completing both the minimum requirements for USM admission and a CTE program.
- Through the American Diploma Project (ADP), Achieve Inc. piloted a multi-state Algebra II exam, with Maryland as one of the pilot participants. The Maryland Voluntary State Curriculum for Algebra II has been drafted to be aligned with the ADP world-class curriculum standards.
- The English Composition Task Force Report was completed, approved by the PreK-16 Leadership Council, the USM Board of Regents, the Maryland Higher Education Commission, and the Maryland State Board of Education (MSBE). The English Language Arts Alignment Committee, called for by the report, has just completed a study of how high school preparation and college expectations compare. These curricular alignment steps are part of an effort to ensure that students are better prepared for college and work. The high school English language arts curriculum has been favorably reviewed by Achieve and is being tweaked by the English Language Arts Alignment Committee, after which it will enter the formal State approval process to become part of the Voluntary State Curriculum.
- The Commission to Develop the Funding Model for Higher Education has formed an Affordability Work Group.
- SB 438 regarding plans for programs of cultural diversity on college campuses was adopted by the 2008 General Assembly. The new law requires institutions to develop or improve plans for cultural diversity and report to MHEC, which must in turn monitor the plans for their compliance with the diversity goals of the State Plan.

Appendix A: “Four Keys to Culturally Sensitive Instruction”

The following excerpt is quoted from Nancy Protheroe, “Culturally Sensitive Instruction,” *Principal* 83:3 (January/February 2004): 36-39.

1. All students are seen as having the inherent resources and ability to experience academic success.
 - a. Capitalize on each child’s strengths.
 - b. View cultural ways of learning as resources to be used rather than deficits to be remedied.
2. There is no single best teaching method that will effectively reach all students at all times.
 - a. Effective teachers diversity their instruction in response to individual students’ interests, personalities, and abilities.
 - b. Effective teachers take into account student differences in culture while not ignoring their need to learn skill unnecessary for success in the larger community.
3. A key feature of culturally sensitive instruction is its adherence to the “principle of least change” (Jordan 1985).
 - a. Only the minimum number of changes necessary to produce desirable learning should be undertaken at any given time.
 - b. This framework helps to make change a clearly defined, focused, and manageable process.
 - c. Teachers should not attempt to duplicate the cultural environment of their students’ homes.
4. Emphasize high expectations and high academic standards for all the children.
 - a. Modifying the means used to achieve learning outcomes, not changing the intended outcomes themselves (Gilbert and Gay 1985).

Gilbert, S.E. and & Gay, G. Improving the Success in School of Poor Black Children. *Phi Delta Kappan* 67:2 (1985): 13337.

Jordan, C. Translating Culture: From Ethnographic Information to Educational Program. *Anthropology and Education Quarterly* 16:2 (1985): 10523.