The Future Minority Teachers of California Project

Dr. David Kretschmer, Project Director
Dr. Shartriya Collier-Stewart, Project Director
Bryan Nelson, MenTeach Consultant
Dr. Lemuel Watson, Consultant
Welcome from the College of Education Dean, Michael Spagna
Introductions
What is the F2MTC Project?
• Approximately 3.5 million elementary and secondary full-time equivalent teachers provided instruction in the United States in 2014.

• Only 24% of these teachers were male

• There were 295,025 elementary, middle and junior, secondary, and continuation school teachers in the state of California in 2014-15

• Approximately 79,214 or 26.85% of these teachers were male.

• These teachers served 6,226,737 students throughout the State.

The Gender Characteristics of Teachers within the State of California
Ethnically speaking:

- Approximately, 5.81% of all students in California in 2015 were African American;
- Another 0.56% were American Indian or Alaska Natives;
- Another 8.85% of all students in the state were Asian;
• An estimated 2.51% were Filipino;
• Another 53.9% were Hispanic/Latino;
• An estimated 0.49% were Pacific Islanders;
• Approximately 24.10% of all students were Caucasian;
• Another 3.89% of students reported themselves as two or more races.

The ethnicity representation of all teachers in the State is described below.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total No. of Teachers of each Ethnicity</th>
<th>Total No. of Teachers of all Ethnicities</th>
<th>% of Ethnicity of Teachers</th>
<th>% of Ethnicity of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1,527</td>
<td>295,025</td>
<td>5/10 of 1%</td>
<td>56/100%</td>
</tr>
<tr>
<td>Asian</td>
<td>15,993</td>
<td>295,025</td>
<td>5.4%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>939</td>
<td>295,025</td>
<td>3/10 of 1%</td>
<td>49/100 of 1%</td>
</tr>
<tr>
<td>Filipino</td>
<td>4,307</td>
<td>295,025</td>
<td>1.46%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>54,989</td>
<td>295,025</td>
<td>18.64%</td>
<td>53.9%</td>
</tr>
<tr>
<td>African American</td>
<td>11,377</td>
<td>295,025</td>
<td>3.86%</td>
<td>5.81%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>191,686</td>
<td>295,025</td>
<td>64.97%</td>
<td>24.1%</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>2,285</td>
<td>295,025</td>
<td>8/10 of 1%</td>
<td>3.09%</td>
</tr>
</tbody>
</table>
• As the data reveal, there is a need for greater cultural concordance.

• While the proportion of male teachers is disparately distributed across all racial groups by gender, no significant disparities exist between ethnic groups.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Males</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>475</td>
<td>1,527</td>
<td>31.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>3,662</td>
<td>12,331</td>
<td>29.70%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>264</td>
<td>939</td>
<td>28.12%</td>
</tr>
<tr>
<td>Filipino</td>
<td>1,134</td>
<td>4,307</td>
<td>26.33%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>15,033</td>
<td>54,989</td>
<td>27.34%</td>
</tr>
<tr>
<td>African American</td>
<td>3,448</td>
<td>11,377</td>
<td>30.31%</td>
</tr>
<tr>
<td>Caucasian</td>
<td>51,401</td>
<td>191,686</td>
<td>26.82%</td>
</tr>
<tr>
<td>Two or more ethnicities</td>
<td>648</td>
<td>2,280</td>
<td>28.36%</td>
</tr>
<tr>
<td></td>
<td>79,214</td>
<td>295,025</td>
<td>26.85%</td>
</tr>
</tbody>
</table>

Source: California Department of Education; CALEdFacts, 2015-2016
Of the 921 multiple subject teacher candidates enrolled into teacher preparation programs in 2015-2016 at the 6 CSUs participating in this submission,

- Thirty four (34) or 4% were Latino males,
- Four (4) or .4% were African-American males
- Thirteen or 1% were Asian males

Yet the communities they eventually will serve have student populations comprised of:

- 42-79% Latina/o
- 1-19% African American
- 0-50% Asian
The question becomes, “Does empirical research verify a positive linkage between cultural similarities (also known as cultural concordance) and academic or nonacademic outcomes?”.

- Downer, Goble et al (2016) revealed the complexity of the issue of student and teacher cultural concordance with the following findings:
  - Pre-Kindergarten children tended to generally have teachers of their own ethnicity and/or a Caucasian teacher.
While children who were Latino/a and English language learners experience higher levels of achievement in the arena of literacy if their teacher was Latino, African American children had better literacy gains when their teachers were Caucasians.

Hibel, Penn, and Morris (2016) applied a longitudinal design and discovered no linkages between culture-concordance, or “academic” self-efficacy beliefs and academic performance in primary school.
Based upon a more comprehensive assortment of empirical studies, California State University, Northridge and its partners have been funded by the Kellogg Foundation to implement:

**Future Male Minority Teachers of California (F2MTC)**
• The goal of the project is to improve the pipeline for male teachers of color throughout the California State University system so that elementary age students of color will have increased numbers of males of color serving as teachers, mentors and role models, thereby helping to close the persistent achievement gap between white students and students of color.
The Project’s Outcome Objective:

- To increase the enrollment, achievement, and graduation of: 1) underrepresented teachers in general; and 2) male underrepresented education teachers of all ethnicities from the current level of 51 or 5.54% of the 921 multiple subject candidates to ___% of all teacher candidates enrolled between 2017 and 2020.

- To increase the number of minority males who graduate from the teacher candidacy program from ___ in 2016 across all partners to ___% from 2017-2020.

What is F2MTC Project?
• To decrease the disparity in the GPA of male teacher candidates and female teacher candidate graduates from __ for males and __ for females or ___points or ___% in 2016 to 0 points by 2020.

• To decrease the disparity in the percent of teacher candidates who are employed by elementary schools in the State of California from __% of all male graduates and __% of all female graduates to 0% by 2020.
• MenTeach
• The Success Center for California Community Colleges
• EdInsights
• Six CSU’s:
  ➢ Years 1 & 2 - CSUN, CSULA, CSUDH
  ➢ Year 3 - CSU San Diego, CSU San Jose and CSU East Bay

Project Partners
The Importance of Men Teachers Study

- 1000 surveys to education professionals
- n = 507
- 325 were women (64.1%)
- 182 were men (35.9%)
- 444 (87.6%) gave their opinion about why men don’t work in our profession
Findings from study

• Most (97.9%) strongly agree or agree:
  It’s important for men to work with young children.

Three main reasons men don’t enter or stay in profession

• Stereotypes - women’s work or that men are not caring
• Fear of accusation of abuse - that men will harm children
• Low status and low pay
## 2015 %’s of Men Teachers

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Care</td>
<td>4.5%</td>
<td>5.1%</td>
<td>15.3%</td>
<td>3.3%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>9.7%</td>
<td>8.6%</td>
<td>13.8%</td>
<td>3.0%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Preschool &amp; Kindergarten</td>
<td>2.8%</td>
<td>3.2%</td>
<td>16.1%</td>
<td>3.4%</td>
<td>12.2%</td>
</tr>
<tr>
<td>Elementary &amp; Middle School Teachers</td>
<td>19.1%</td>
<td>19.3%</td>
<td>2.08%</td>
<td>0.048%</td>
<td>1.64%</td>
</tr>
</tbody>
</table>

Go to the [U.S. Bureau of Labor Statistics website](https://www.bls.gov) to see source data.
Great Depression

Civil War 1861 - 1865

1. Women more education
2. Delaying marriage
3. Delayed pregnancies
4. Economics – can pay women less

California 2014-15 26.64%

Source: Statistical Abstracts, U.S. Dept. of Education
Modifying our programs:
1. Offer men a scholarship or stipend
2. Have men work with children immediately (ungraded but supervised)
3. Provide a mentor (male or female)
4. Facilitate a men’s support group (ED Club)
5. Adapt the program’s culture to welcome men

Adapting a University & Modifying programs
Recruitment

- Brochures
- Social Media
- Community & University Connections
  - Troops to Teachers – Veterans Program
  - EOP/Trio Student Support Services Program (SSSP)
    - Upward Bound, Talent Search, Student Support
  - Breakthrough Collaborative
  - National Compadres Network

Retention

- Follow a students university experience.

Wraparound Services
Bryan Nelson & Dr. Lemuel Watson will have provided two all day Professional Development sessions:

- Feb. 3 - Recruitment
- April 21 - Retention
Co-Curricular * Advising – Individuals who are advising students should be aware of all of the services available to assist students in their academic journey. They need to also be knowledgeable about diverse and non-traditional learners and their challenges as adults.
• Advisors should also work with faculty to evaluate transcripts and other assessments so that all are aware of skills and abilities of participants. Interventions should be built in to strengthen weaknesses.
• Tutoring group and individual (mandatory if needed)
• Writing Center
• Test Taking - Immediate focus on passing teacher competency test.
• There should be regular meetings specifically about the students’ well being that include financial to emotional stresses with a team of individuals who serve students.
• Counselors should also be available to help students deal with transitional issues or other issues that might arise as a result of their experiences.
• What are the challenges in meeting the needs of minority students at CSUN?

• What suggestions do you have for ameliorating those challenges? What has worked for you?

• How do you think you, in your advisement/support capacity, contribute to the success of this program designed to recruit, prepare, and support men of color as elementary teachers?