HARFORD COUNTY
PUBLIC SCHOOLS

Talent Pathways Needs Assessment
2023

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Executive Summary

Harford County Public Schools (HCPS), like many school districts across the country, is faced with needing to address the dual challenge of a shortage of educators in the pipeline and lack of educator diversity.

While the need for new teachers across the state of Maryland remains consistent, the supply of teachers produced by local educator preparation programs, and in particular teachers of color, has decreased.
- In Maryland, the total enrollment in teacher preparation programs has declined by 33% over the past decade, and the number of program completers per year has decreased by 23%.[1]
- Over the past five years, less than 10% of HCPS teachers have been persons of color, while almost 40% of HCPS students are persons of color.

Maintaining a commitment to employing a strong, highly qualified workforce and working to address diversity goals are not competing priorities. In fact, research has shown that an educator workforce that reflects racial, ethnic, cultural, and gender diversity can have a variety of positive impacts on outcomes for all students in the areas of academic achievement [2], discipline [3], and social/emotional development [4]. The reality is that a diverse, high-quality educator workforce is one that produces positive outcomes for all children.

A diverse workforce is a high-quality workforce.

- Having at least two Black teachers by the third grade increases Black students' likelihood of attending college by over 30 percent.
- An increase in the number of Black and Hispanic educators results in increased test scores, decreased suspensions, and absences for Black and Hispanic students.
- Students of color benefit from higher teacher expectations and seeing members of their own race/ethnicity as role models in positions of authority.
- For White students, diverse learning communities provide exposure to multiple perspectives and can improve their ability to solve problems, think critically, and develop creativity.
- Having teachers from multiple backgrounds may also increase White students' sense of civic engagement while offering important cognitive, social, and emotional benefits. [5]

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[1] Choudhury, Mohammed, Maryland's Teacher Workforce: Supply, Demand, and Diversity, July 26, 2022

[2] Dee, Thomas, Teachers, race and student achievement in a randomized experiment
2004, The Review of Economics and Statistics, Volume/Issue: 86(1) Pages: 195-210); (Anna J. Egalite, Brian Kisida and Marcus A. Winters, Economics of Education Review, 2015, vol. 45, issue C, 44-52); (Weiher, Gregory, Minority Student Achievement, 2000, The Journal of Politics, Volume 62, Number 3, Aug., 2000)

[3] (Constance A. Lindsay, Cassandra M.D. Hart, Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina, 2017, Vol 39, Issue 3); (Christine H. Roch, David W. Pitts, Differing Effects of Representative Bureaucracy in Charter Schools and Traditional Public Schools, 2011, vol 45, issue 3)

[4] Travis J. Bristol, Javier Martin-Fernandez, The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy, 2019

[5] Abigail Swisher, February 24, 2022. Four states working to close the teacher diversity gap. NCTQ.; David Blazar and Francisco Lagos. December 2021. Professional Staff Diversity and Student Outcomes: Extending our Understanding of Race/Ethnicity-Matching Effects in Education. Annenberg, Brown University; The Urban Review, Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. . 42(3), 175-192; Page, S. E. (2007). The difference: How the power of diversity creates better groups, firms, schools, and societies. Princeton, NJ: Princeton University Press; Wells, A. S., Fox, L., & Cordova-Cobo, D. (2016). How racially diverse schools and classrooms can benefit all students. Education Digest, 82(1), 17–24. Retrieved October 24, 2018,

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This needs assessment report highlights relevant workforce data and develops a qualitative understanding of the current work at the district level, focusing on educator recruitment and retention. Utilizing this understanding, this report identifies four synthesized findings regarding the current state of efforts to increase teacher recruitment at HCPS, with a particular focus on increasing the diversity of the district's educators. Aligned to those four findings, this report recommends that Harford County Public Schools (HCPS) undertake several evidence-based recommendations to overcome existing challenges and develop the workforce the district and its students need. The four overarching findings and aligned proposed priority recommendations are as follows:

Key Finding One: Existing talent pathways to teaching careers for current students and staff are promising but need to be strengthened.
- Proposed Priority Strategy 1A: Better utilize the Teacher Academy of Maryland (TAM) talent pathway as a targeted 'grow your own' student educator recruitment pathway, with a particular focus on students of color.
- Proposed Priority Strategy 1B: Reduce barriers to staff participation in the Get More talent pathway for paraprofessional staff.
- Proposed Priority Strategy 1C: Identify and implement a coherent and robust talent pathway strategy for career changers utilizing conditional certification, modeled on national best practice models.

Key Finding Two: There is a need to develop a more comprehensive data-guided hiring and recruitment plan that prioritizes diversity.
- Proposed Priority Strategy 2A: Adopt evidence-based changes to human resources (HR) and hiring practices to increase recruitment and diversity, outlined in a clear implementation plan.
- Proposed Priority Strategy 2B: Create an ambassador program for district educators of color to serve as recruitment leaders in outreach to potential educators of color.

Key Finding Three: Investments in supports responsive to the needs of teachers and school leaders to increase educator retention must continue to scale.
- Proposed Priority Strategy 3A: Encourage and develop school leaders to prioritize diversity in how they hire, mentor, and support teachers.
- Proposed Priority Strategy 3B: Create a specific pathway for leadership development for educators of color.

Key Finding Four: The district should fully commit to and communicate that increasing educator diversity, as a strategy for building a high-quality workforce, is a top priority
- Proposed Priority Strategy 4A: Identify school-level targets for the hiring of educators of color.
- Proposed Priority Strategy 4B: Adopt specific best practice communication strategies that communicate diversity in hiring as a district priority.

Implementing these high-value strategies to improve the pipeline of aspiring teachers, with a particular focus on recruiting future teachers of color, will produce the strongest positive outcomes for all children.
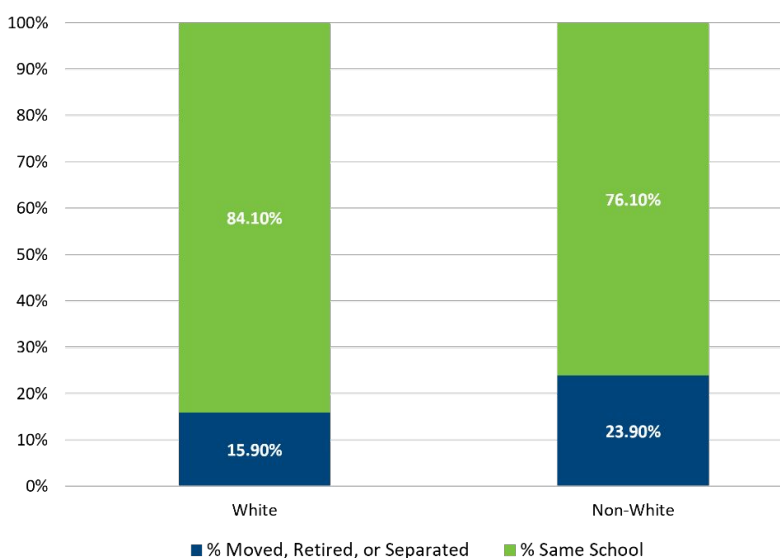
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Introduction

HCPS' Superintendent of Schools has prioritized the development of Talent Pathways as a strategy to improve upon district teacher and staffing development and sustainability. The Talent Pathways project aligns with goal #3 outlined in the Harford County Board of Education's strategic plan: **Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.** [8] Additionally, the Blueprint for Maryland's Future - the state's recently adopted education reform legislation - has several requirements focused on **Elevating Educators**, including hiring and retaining high quality and diverse employees, creating career ladders for teachers, and talent pathways for future educators. [9]

Each year school districts need to hire new teachers to fill vacancies that exist as a result of inevitable teacher movement. In recent years, HCPS and many other school districts nationally and statewide have faced hiring challenges due to teacher shortages and a lack of diversity among educators. While the need for new teachers across the state remains consistent, the supply of teachers produced by local educator preparation programs has decreased. In Maryland, the total enrollment in teacher preparation programs has declined by 33% over the past decade, and the number of program completers per year has decreased by 23%. [10]

HCPS Teacher Movement & Retention 2021-2022 to 2022-2023

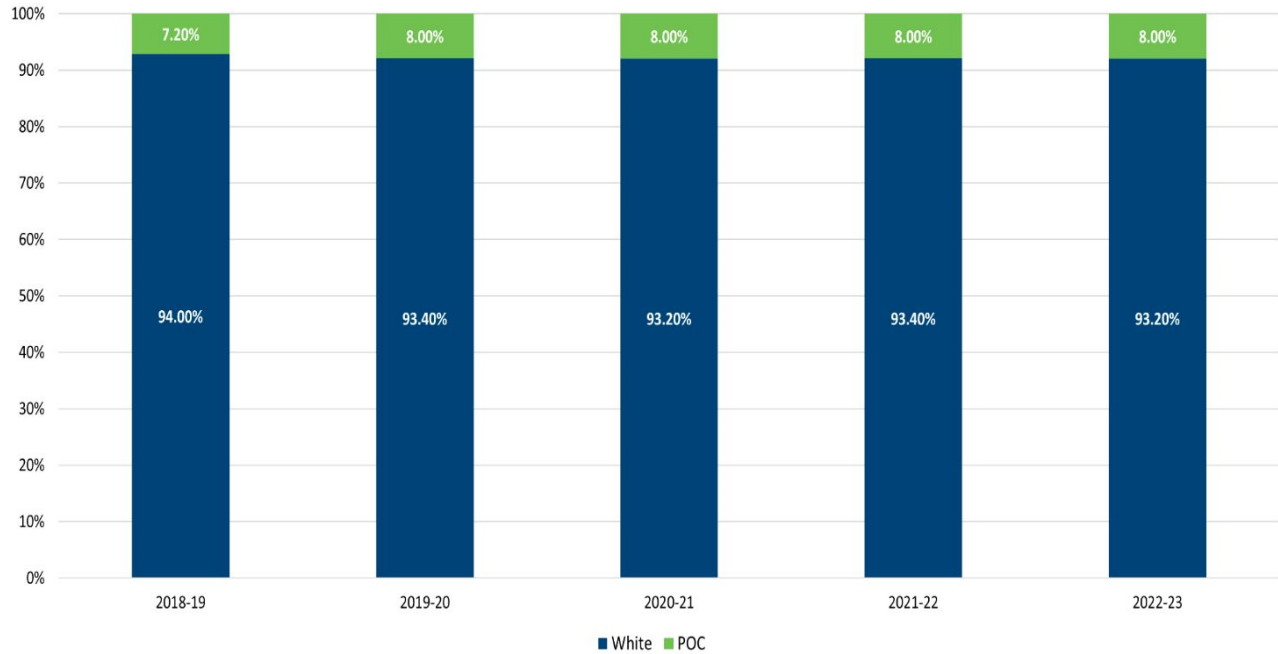| Race	% Moved, Retired, Or Separated (#)	% Same School (#)
White	15.9% (406)	84.1% (2,311)
Non-White	23.9% (45)	76.1% (147)
Total	**16.5% (451)**	**83.% (2,458)**

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[8] [Board Of Education Of Harford County Strategic Plan](), June 26, 2017
[9] [Blueprint for Maryland's Future]()
[10] Choudhury, Mohammed, [Maryland's Teacher Workforce: Supply, Demand, and Diversity](), July 26, 2022

All HCPS Teachers 2018 - 2023

Chart showing percentage of White and POC teachers by school year:
- 2018-19: White 94.00%, POC 7.20%
- 2019-20: White 93.40%, POC 8.00%
- 2020-21: White 93.20%, POC 8.00%
- 2021-22: White 93.40%, POC 8.00%
- 2022-23: White 93.20%, POC 8.00%

Legend: ■ White ■ POC

Over the past five years, less than 10% of HCPS teachers were persons of color. This disparity is not reflective of the increasing diversity of the student population, where nearly 40% of students identify as persons of color. Research indicates that an educator workforce that reflects racial, ethnic, cultural, and gender diversity can have a variety of positive impacts on outcomes for all students in the areas of academic achievement [11], discipline [12], and social/emotional development [13].

In response to this reality and targeted student outcomes, HCPS has created Talent Pathways, a 5-year, multi-tiered strategic initiative designed to support their recruitment and retention goals. This initiative includes implementing promising Grow Your Own (GYO) strategies, which like other states and districts across the country, aim to support the development of a diverse pool of teacher candidates from career-changers within the local community.[14] Research shows that over 60% of teachers work within 20 miles of where they went to high school. [15] With that knowledge, GYO includes long term strategies to cultivate pathways into the teaching field from the local community.

[11] Dee, Thomas, Teachers, race and student achievement in a randomized experiment 2004, The Review of Economics and Statistics, Volume/Issue: 86(1) Pages: 195-210); (Anna J. Egalite, Brian Kisida and Marcus A. Winters, Economics of Education Review, 2015, vol. 45, issue C, 44-52); (Weiher, Gregory, Minority Student Achievement, 2000, The Journal of Politics, Volume 62, Number 3, Aug., 2000)

[12] (Constance A. Lindsay, Cassandra M.D. Hart, Exposure to Same-Race Teachers and Student Disciplinary Outcomes for Black Students in North Carolina, 2017, Vol 39, Issue 3); (Christine H. Roch, David W. Pitts, Differing Effects of Representative Bureaucracy in Charter Schools and Traditional Public Schools, 2011, vol 45, issue 3)

[13] Travis J. Bristol, Javier Martin-Fernandez, The Added Value of Latinx and Black Teachers for Latinx and Black Students: Implications for Policy, 2019.

[14] Garcia A. (2020). Grow your own teachers: A 50-state scan of policies and programs. New America. https://www.newamerica.org/education-policy/reports/grow-your-own-teachers/

[15] Boyd, D., Lankford, H., Loeb, S., & Wyckoff, J. (2003). The draw of home: How teachers' preferences for proximity disadvantage urban schools. Journal of Policy Analysis and Management, 24(1), 113–132.; Lichtenberger, E. J., White, B. R., & DeAngelis, K. J. (2015). The geography of the new teacher pipeline (IERC 2015-1). Edwardsville, IL: Illinois Education Research Council at Southern Illinois University Edwardsville

Through the Talent Pathways work, HCPS has identified five key populations for recruitment efforts: middle school students, high school students, college students, HCPS staff, and individuals considering a career change.

In support of developing and implementing the Talent Pathways initiative, a complete district needs assessment was conducted using a 5-point framework which included:

1. **Analyzing Current District Staffing Data** to tell the story of where there is a need for more teachers.
2. **Assessing Current Talent Pipeline** to show which teacher preparation programs are currently providing teachers who are being hired.
3. **Assessing Current Recruitment and Retention Efforts** to identify which strategies are working and which need to be strengthened.
4. **Identifying and Understanding Barriers** to gain a more complete understanding of the needs to be addressed.
5. **Resource Mapping** to assess current resources and partnerships and identify opportunities to strengthen/add.

The Needs Assessment Framework

Taken together, this information will support HCPS:
- Establish a baseline of the current state of Harford County's teacher population,
- Assess the gap between current state and ideal state,
- Identify target populations and recruitment goals based on district need,
- Pinpoint barriers to entry and retention, and
- Inform the development and strengthening of robust recruitment and retention strategies.

The Teacher Academy Of Maryland (TAM/TAM+)

The Teacher Academy of Maryland (TAM) is a Career and Technology Education (CTE) program of study designed to encourage high school student's exploration of careers in education through early exposure to the profession. In 2019, the program was revived at Harford Technical High School. The program was expanded to Edgewood High School in the fall of 2020 and is currently in its third year at HCPS serving 128 students in grades 9 through 12.

High school students start the TAM program of study in 9th grade and complete a four-course sequence that ends in 12th grade. The courses in the TAM program of study are: Human Growth and Development through Adolescence, Teaching as a Profession, Foundations of Curriculum and Instruction, and the Teacher Academy Internship.[16] Upon completion of these courses, TAM students have the potential to earn three college credits from a higher education institution where they are accepted. During their internship TAM students have the opportunity to gain hands-on experience applying the strategies they learned in the program while working with HCPS students grades K-8 under the supervision of a Partnering Teacher and the Teacher Academy of Maryland, HCPS Program Coordinator.

While some TAM students struggle with the content of the coursework, many appreciate the opportunity to experience being an educator during their internship. The internship "*gives you a way to see firsthand how much effort teachers are putting in*" according to one TAM student. Students walk away with a greater appreciation for the teaching profession, and for some, solidifies their interest in pursuing a career as an educator (or confirms this is not a good fit!)

Beginning in the fall of 2023, students will have the opportunity to elect to participate in TAM+. Through a partnership with Harford Community College, HCPS has designed a dual enrollment program that would allow TAM students to take college courses while still in high school. Students would receive wraparound support including access to mentors and advisors who assist them along their journey. Students who start TAM+ prior to their junior year could graduate with a high school diploma and an Associate of Arts in Teaching.

TAM graduates have the opportunity to enter the workforce as substitute teachers or paraeducators (after passing the ParaPro exam) and/or enrolling at a 4 year college to earn a traditional teaching degree. For graduates that choose to enroll in a teacher preparation program, HCPS will offer them an open contract that guarantees them a job within the district upon successful completion of their program.

Dual enrollment is an evidence based practice that has shown positive impacts on student outcomes in high school completion, college access and enrollment, college persistence, and degree attainment. [17] TAM+ presents HCPS high school students with a cost free option to complete an associates degree in less time than the traditional route, alleviating the financial burden for families.

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[16] Teacher Academy of Maryland Brochure, 2020

[17] Berger, A., Garet, M., Hoshen, G., Knudson, J., & Turk-Bicakci, L. et. al. (2014). Early college, early success: Early College High School Initiative impact study. Washington, DC: American Institutes for Research.

HCPS

Findings & Recommendations

<u>**Key Finding One**</u>**: Existing talent pathways to teaching careers for current students and staff are promising but need to be strengthened.**

In the 2021-2022 school year the state of Maryland had a need for almost 2,000 teachers to fill teaching vacancies. [18] That year the state produced just over 1,500 new teachers. Meanwhile, enrollment in traditional and alternative teacher preparation programs has declined 33% since 2012. [19] To proactively address these longstanding trends and ensure the district has sufficient teachers to meet its needs, HCPS has implemented several Grow Your Own (GYO) talent pathway initiatives. These strategies support pathways to teaching for students, current staff, and career changers, with the goal of enhancing the quantity, quality, and diversity of the talent pool. While these programs have been effective in starting to build a multi-faceted teacher pipeline for the district, several challenges remain in realizing their full potential.

Challenge: Student to Teacher Pathway Enrollment Issues

HCPS' student body represents the diversity that the school system aims to have for its teaching staff. Thus, working with middle and high school students presents an incredible opportunity for schools to encourage new generations to consider entering the teaching field since they have not yet committed to a future career. Creating opportunities for students to participate in pre-service organizations where they have the opportunity to get hands-on experience teaching, interacting with peers that have similar interests, and hearing from current teachers and college students that are education majors are all impactful strategies for cultivating the next generation of educators. HCPS currently has several GYO strategies in place targeting students, and the The Teacher Academy of Maryland (TAM) (including its second-generation iteration, TAM-Plus) is the most developed talent pathway initiative underway. More information on TAM can be found on the inset on the next page.

HCPS expanded the TAM program to add additional program seats at Edgewood High School (EHS), which is located in a more diverse neighborhood with a more diverse student population than the founding location at Harford Technical High School (HTHS). This expansion represented an opportunity to increase the number of practicing future teachers, while also drawing from a student enrollment pool that is more diverse and representative of the entire district body.

> *"Edgewood has a stereotype — people don't want to come here, they don't want to waste their time. Those who have been here know that's not what it is."* **- Current TAM Student**

[18, 19] Choudhury, Mohammed, Maryland's Teacher Workforce: Supply, Demand, and Diversity, July 26, 2022

However, enrollment and transportation issues have since impacted the success of this expansion. EHS is situated in a neighborhood that represents a population of lower socioeconomic backgrounds along the Route 40 corridor - an area that some residents believe has a bad reputation. As a result, some families have expressed a preference for their child to participate in the program located at HTHS. If their children do not get a seat in the program at the HTHS location, some families opt out of participating in the TAM program entirely.

In 2021, 80% of the students enrolled in the TAM program at EHS were recruited by the TAM Teacher Specialist from Edgewood Middle School in addition to a few recruited via word of mouth from other middle schools. In 2022, a single application process for the TAM program was implemented for both sites. By random lottery, all 66 students who applied were offered a seat in the TAM program.
- 14 of the 25 students offered seats at HTHS accepted admission.
- 18 of the 41 students offered seats at EHS accepted admission.

Students have also raised the issue of transportation - "*the district doesn't bus students outside of this boundary to Edgewood — they have to go somewhere to get picked up – unlike the other TAM program in the district.*". Transportation issues pose a serious, but solvable issue for student enrollment in the programs.

TAM Annual Student Demographic Data

Demographic	2019-20	2020-21		2021-22		2022-23	
	Harford Tech	Harford Tech	Edgewood	Harford Tech	Edgewood	Harford Tech	Edgewood
White	82% (14)	74% (29)	48% (10)	75% (44)	56% (23)	74% (53)	57% (32)
Black	12% (2)	10% (4)	12% (2)	12% (7)	24% (10)	11% (8)	25% (14)
Two or More Races	6% (1)	10% (4)	10% (2)	8% (5)	7% (3)	8% (6)	9% (5)
Asian	0% (0)	0% (0)	5% (1)	0% (0)	2% (1)	1% (1)	2% (1)
Hispanic	0% (0)	5% (2)	14% (3)	5% (3)	10% (4)	6% (4)	7% (4)
N-size	17	39	21	59	41	72	56

Proposed Priority Strategy 1A: Better utilize the Teacher Academy of Maryland (TAM) talent pathway as a targeted 'grow your own' student educator recruitment pathway, with a particular focus on students of color.

The TAM program presents a powerful opportunity to impact individual student outcomes and teacher recruitment goals for the district. Despite the fact that the program is utilized predominantly by white female students, expansion of the program to Edgewood High School resulted in a notable increase in the amount of students of color enrolled, doubling from 17% to 35%. This represents an increase in diversity for programming that HCPS should continue to grow.

By adapting the current TAM structure to improve recruitment and enrollment, particularly at Edgewood, HCPS can increase the number of future educators and students of color in the TAM program. Improved recruitment and enrollment strategies should include:
- Creating a leadership position to provide oversight, vision, organization and support alignment of student pathways to teaching across the district.
- Fostering formal mentorship relationships between middle school students and the TAM students that intern in their classrooms to encourage middle school students to enter pathways to teaching.
- Ensuring recruitment materials, resources and strategies are clear, delivered in multiple formats (online, phone, mail, print, etc.), available in languages other than english, and accessible to people with disabilities.
- Encouraging participation from teachers of color as TAM instructors to serve as role models and ambassadors for future teachers.
- Utilizing current students and alumni of color to serve as TAM program ambassadors and recruit their peers.
- Creating media content highlighting TAM students and instructors of color.
- Infusing curriculum with social justice content that connects education with real world issues of interest to students.
- Providing transportation to Edgewood comparable to how busing is coordinated to Harford Tech making both campus locations equally accessible.

In Washington state, where 11% of teachers are people of color compared to 46% of students, the state has implemented the Recruiting Washington Teachers high school teacher academy program. The goal of the program is to grow their own diverse group of teachers who more closely reflect the population of today's youth. The program originally started as a pilot in 2007 and has been successful in recruiting an average of 88% students of color.

Successful recruitment strategies utilized by the program included:

- **Peer to peer recruitment**. 42% of student participants reported learning about the program through a friend, classmate or teammate. One district annually incentivizes students to recruit.
- **Staff recommendations**. Utilizing students, teachers, coaches and counselors to identify potential participants.
- **Community based recruitment**. Partnering with local community based organizations to raise awareness of the program with students and families.
- **Informational events**. Prospective students and their families are invited to events where current students, teachers, and school administrators speak about their career path and experience in education. [20]

Challenge: Cost of Teacher Education for Current Support Staff
Currently, there is greater diversity among HCPS paraeducators than teachers. In the 2022-2023 school year 22% of paraeducators identified as people of color, compared to just 8% of teachers. This is a pool of untapped talent is:
- more reflective of the student body,
- familiar with the culture of the county and the schools, and
- potentially interested in advancing their careers.

Encouraging paraeducators to pursue positions as certified teachers, while recruiting new more diverse high school graduates into the field as paraeducators is a promising strategy for increasing diversity in the educator pipeline.

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[20] Washington State Professional Educator Standards Board Website

The GET More program, the district's primary talent pathway initiative targeted towards district paraeducators, began through a negotiated agreement with the union in 2017. The first participant enrolled in 2019. There are currently 16 paraeducators participating in the program, with six participants having completed their requirements and are now employed by the district.

In August 2022, a career counselor was hired to manage and grow the Get More program. Recruitment is currently done through the weekly staff newsletter, individual counseling sessions, and informational career development workshops for employees. The new career counselor is working with other HR staff to identify ways to strengthen recruitment efforts.

The **GET More** program is designed to support HCPS employees represented by Harford County Education Association - Educational Support Personnel (HCEA-ESP) or the American Federation of State, County and Municipal Employees (AFSCME) who are interested in pursuing teaching careers. Permanent staff who have been in their positions for at least one year and do not currently hold Bachelor's degrees are eligible to apply.

Once an employee is enrolled in a regionally accredited 2 or 4 year teacher preparation program in a critical shortage area, and has their application to the program approved by HR, they can request reimbursement for courses they have successfully completed with a C or better at the rate of $300 per credit. Tuition reimbursement pre-approval must be obtained from the HR-Benefits Office prior to the start of each course/beginning of each semester. Program participants are also eligible to take a 12 week leave of absence, paid with benefits, in order to complete their student teaching requirements within HCPS. In exchange, once participants complete their teacher certification program, participants agree to accept a position within HCPS for at least three years as a teacher in a critical needs area.

Despite this investment, there remain challenges to enrollment in the GET More Program. These include:

Challenge: Lack of awareness of the GET More program
Not all eligible staff members are aware of the program, or aware of how to participate. Nearly half (48%) of the education support professional survey respondents expressed an interest in becoming a classroom teacher, but 61% indicated they were not aware of the program, and 11% were aware but didn't know how to access it.

Challenge: Out of pocket cost financial barrier
Having to pay up front can be a barrier to participation for some staff members who are otherwise interested and eligible. 80% of respondents strongly agreed that access to tuition assistance would significantly impact their decision to pursue a teaching career.

> *"I wanted to be a teacher, but was a single mom - could not afford school."*
> *- ESP Survey Respondent*

Challenge: Gaps in participant supports
ESP respondents reported not having a clear sense of the pathway to teacher certification. Without guidance along the way, potential participants are prevented from pursuing or completing the necessary requirements.

Proposed Priority Strategy 1B: Reduce barriers to staff participation in the Get More talent pathway for paraprofessional staff.

By addressing current staff concerns with the Get More programming, including increasing awareness of the program, reducing the financial barriers to participation, and improving guidance for participants, the Get More pathway can be a stronger pathway to teaching careers for current HCPS staff.

Instituting direct pay or third party pay options with all IHE partners to alleviate the financial burden of having to pay for tuition costs out of pocket will make it much easier for participants who cannot afford programming. Payment could be provided through a performance based contractual agreement between the student and the district.

This change can be an opportunity to more clearly communicate about the GET More program often and through multiple channels. This communication should include:
- Distributing materials to schools in the district to be displayed centrally in staff break rooms, classrooms, offices.
- Distributing materials directly to eligible staff via email, inviting them to follow up with the career counselor for more information.
- Collaborating with employee unions to increase awareness and recruit participants.
- Conducting virtual and in-person information sessions about the program that are recorded and distributed via social media outlets for those who can't attend.
- Creating social media campaigns highlighting the program and participants.
- Educating teachers and administrators about the program, so they can recommend eligible staff to participate.

Programs implementing a comprehensive approach to student success have proven to reduce barriers disproportionately faced by non-traditional college students. Supplementing the GET More program with student supports such as advising, mentoring, peer networks, support developing a personalized plan to earn certification, tutoring, and test prep could increase outcomes such as college persistence, credit accumulation, graduation and certification rates.

Finally, there is a potential opportunity to align as TAM graduates are eligible to be hired to fill HCPS paraeducator positions. After working for a year as a paraeducator, they are able to complete their degree requirement with the support of the GET More program. This presents an excellent opportunity for students to become paraeducators and eventually teachers, and should be identified as an additional pathway to grow the cadre of promising future educators.

Challenge: Pathways for Career Changers Are Underutilized and Often Underprepare Teachers
Alternative teacher certification pathways appeal to career changers who often have responsibilities which prevent them from being able to shoulder the financial burden of the unpaid student internship requirement associated with traditional teacher preparation programs. Conditional certification serves as an alternative pathway for these prospective HCPS educators.

HCPS prioritizes the employment of highly qualified, traditionally certified teachers to fill each position. However, due to the sustained decline in enrollment in teacher prep programs and the shrinking pool of potential teachers, this is not always feasible.

Individuals who have already earned a bachelor's degree in a different field can be offered a hard to fill HCPS teaching position, and will be eligible to be hired as a conditionally certified teacher. Conditionally certified teachers are able to teach while completing their certification requirements - some combination of certification exams, coursework and/or classroom experience - for up to four years, and are eligible for tuition reimbursement at the rate of $300 per credit.

To date, the conditional certification pathway has been the vehicle providing the greatest diversity to the district teaching candidate pool.

However there remain several challenges with this pathway:

Challenge: Additional support is needed to manage a challenging workload.
Teachers that enter through alternative pathways have different needs and do not always receive the comprehensive training and support than their traditionally trained counterparts do. Working full-time while attempting to complete certification requirements and learn the teaching craft is taxing for participants. Teachers frequently do not have access to adequate support to succeed. Without these, they often experience burnout and end up leaving the teaching profession.

Challenge: Conditionally certified teachers perceived as unqualified or under qualified.
This alternative pathway is typically used to fill hard-to-fill positions, which are often located in hard-to-staff schools with more diverse student populations. The perception among the public that districts are filling vacancies at these schools with unqualified teachers must be countered.

HCPS

Proposed Priority Strategy 1C: Identify and implement a coherent and robust talent pathway strategy for career changers utilizing conditional certification, modeled on national best practice models.

Career changers often face obstacles entering and succeeding in the field. These candidates benefit from programs and supports designed to provide academic, social, and mentorship support. HCPS should explore designing an alternative teacher preparation program model, in collaboration with IHE partners, with a focus on providing a guided pathway for cohorts of individuals that provides participants with a managing workload and effective preparation to overcome the stigma associated with conditional certification.

Baltimore City Public Schools has several long standing Maryland Approved Alternative Preparation Programs (MAAPPs) in place. These programs include:

- **Teach for America**
- **Baltimore City Teacher Residency (in collaboration with The New Teacher Project)**
- **Urban Teachers**

All three programs are in the top 10 educator preparation programs enrolling diverse students.

Common features of effective programs nationally include:
- Instituting a teacher residency model where students co-teach for a year with a highly qualified mentor teacher while taking courses at an IHE, that is designed to support and develop their in-service learning.
- The utilization of a teacher apprenticeship model that provides opportunities for students to earn while they learn, supported by federal workforce funding. (See inset below)
- Partnership with a local or national teacher preparation program such as Maryland Teaching Fellows, Teach for America, or The New Teacher Project designed to recruit teaching staff to underserved schools.
- A community education campaign that details the conditional certification pathway, how it can be utilized by career changers from the community, and how HCPS supports the teachers to ensure students are receiving high quality instruction.
- Improvements in the training and onboarding for conditionally certified teachers to better prepare them to successfully navigate the school and district.
- Mentors and coaches trained to support the unique and varying coursework and pedagogy needs of conditionally certified teachers.
- Development of a system designed to track details of conditionally certified teacher certification requirements and progress towards completion. This information should be accessible to teachers, school and district administrators, and coaches.

The Black Educator Excellence Cohort

In 2019, The New Teacher Project launched a pilot program—the Black Educator Excellence Cohort (BEEC)—aiming to provide the right combination of targeted financial aid, support with testing and certification, and a community of support to directly address barriers keeping people of color from entering the teaching profession. The program provides:

- Transition funding to help cover expenses during summer training.
- Certification testing support, including tutoring and partial testing fee reimbursement.
- Partial tuition reimbursement for certification coursework.
- Additional opportunities for training and enrichment throughout the first two years in the classroom.
- Networking and fellowship with a supportive community of new and established Black educators.

Early outcomes include:

- Nearly doubling the number of Black participants who successfully completed their training, from 133 in 2018 to 253 in 2020.
- 7% increase in the amount of BEEC cohort members that completed their first full year of teaching.
- 97% of program participants reported BEEC activities supported their teaching practice, and two-thirds reported they likely would not have finished their training without the program. [21]

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[21] Perry, Jack. _How We're Helping More Black Teachers Make It to the Classroom_, The New Teacher Project Blog, December 1, 2020

Earn While You Learn

Becoming a teacher can be a costly endeavor with the cost of tuition, testing fees, certification costs, and unpaid student teaching all adding up. A few states have developed innovative solutions to this challenge, structuring programs allowing candidates to earn while they learn.

1. **Tennessee** became the first state to be approved by the US Department of Labor to establish a permanent Grow Your Own model. Tennessee is sponsoring Teacher Occupation Apprenticeships between school districts and Educator Preparation Providers allowing high school graduates to obtain a bachelor's degree and teaching certification at no cost. Teacher apprentices earn a living wage from sustainable federal and workforce funds as they progress through the program. [22]

2. "**Dallas College in Texas** will launch the state's first paid teacher residency apprenticeship in fall 2022 to serve short-term workforce needs of partner school systems; build a talent pipeline in underserved schools; and provide a rich career-embedded learning opportunity for students. Dallas College students will serve as residents 3 days per week and will then either tutor or act as a substitute 1 day per week. Students will be strategically placed in underserved schools with mentors. The residency is structured as a cohort model in which students participate in weekly cohort meetings and receive deep coaching from Dallas College faculty members. Dallas College received approval from the U.S. Department of Labor to serve as a Registered Apprenticeship sponsor for teaching residencies in February of 2022. The apprenticeship funds will be used to pay for students' tuition, as well as for performance-based assessments."

3. "At **Adelphi University in New York**, teaching residents co-teach in classrooms 3-4 days per week and substitute teach 1-2 days per week. Many residents are hired to become permanent substitute teachers for the remainder of the school year. Based on meeting set qualifications, residents can also provide academic coaching after school or tutor students. Residents are supported in these roles by school administrators and university supervisors through observations and targeted seminar discussions. Current efforts are underway to develop a Boards of Cooperative Educational Services (BOCES) Cooperative Service (CoSER) model of resident compensation in which district funds can be appropriated to pay residents a stipend during their experience." [23]

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[22] Tennessee Department of Education, *Launching a Grow Your Own Teacher Apprenticeship Program*, May 2022
[23] U.S. Department of Education, *Fact Sheet: The U.S. Department of Education Announces Partnership Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the TEacher Shortage*,

Key Finding Two: Develop a more comprehensive data-guided hiring and recruitment plan that prioritizes diversity.

Diversification of the educator workforce is a priority for the district. HCPS has a strong foundational recruitment plan in place designed to attract diverse and highly qualified teachers to the district.

The HR team utilizes strategies to support this goal in their recruitment and hiring practices such as:
- Expanding the reach of recruitment efforts nationally, attending events virtually, further West to Ohio and West Virginia and South, as far as Florida and Texas than in previous years.
- Participating in diversity centered in-person and virtual recruitment events, as well as those sponsored by Historically Black Colleges & Universities (HBCUs), to increase the likelihood of having candidates of color in the hiring pool.
- Personalizing recruitment efforts with small groups of potential candidates at schools and in the community.
- Diversifying their recruitment team bolstered by the hire of a Diversity Recruitment and Retention Specialist in 2021.
- Implementing priority hiring windows for select schools with a higher population of students of color who have prioritized increasing the diversity of their staff. These schools are able to access the talent pool earlier than other schools in the district in the interest of having earlier access to available teachers of color that are in high demand.
- Offering early open contracts to teachers the district is interested in hiring in the hopes they will commit to HCPS before being hired by another district.

Challenge: These practices have not been sufficient in meeting district needs.
Despite commendable effort on behalf of district staff, these practices have not met the district's intended goal to increase diversity.
Between 2020 & 2021 HCPS hiring and recruitment efforts has yielded the following:
- Increase in all new teacher hire counts from 274 to 321.
- Increase in person of color (POC) new teacher hire counts from 34 to 45.
- Among new teacher hires, the POC representation increased by 1.6 percentage points (from 12.4% to 14.0%).

While this points to strong progress, reaching district goals for recruitment and diversity will require the implementation of even stronger practices and resources to ensure success. There remains a lack of diverse candidates in the district's hiring pool, pointing to available teachers of color choosing not to pursue teaching opportunities in the district. More must be done to enact leading practices that appeal to potential diverse candidates.

Proposed Priority Strategy 2A: Adopt evidence-based changes to HR and hiring practices to increase recruitment and diversity, outlined in a clear implementation plan.

New strategies should be considered to diversify the hiring pool which could include:

- Focused Marketing Campaign: Create and implement a marketing campaign that appeals to candidates of color, is specific to the positions of most need, and highlights the benefits the district has to offer.
- Instituting Hiring Committees that are as Diverse As Possible: Hiring committees should be as diverse as possible in terms of gender, race, ethnicity, sexual orientation, age, disability and more. Teachers, students, and community members of color should be included if helpful.
- Implicit Bias Training for Hiring Staff: Train all staff members who are involved in hiring to recognize implicit bias and to use interviewing techniques that reveal candidates' experience, knowledge, and strengths.
- Professional Learning Specific to New Teachers of Color: Design and implement high-quality professional learning opportunities for new teachers of color, such as collaborative work with other educators; support groups for new teachers; and mentoring provided by trained, qualified colleagues— particularly other teachers of color.
- Survey Employees Annually on District Culture of DEI: Conduct yearly "culture" or "engagement" surveys of all employees related to DEI that allows you to filter results for teachers of colors and assess district culture of DEI.
- Implement hiring practices to reduce bias including:
    - Posting on job sites and forums for people of color
    - Remove language from job descriptions that indicate age, gender, race or ethnicity bias
    - Using a standardized interview process for each candidate
    - Implement team interviewing with a diverse panel of interviewers
    - Train hiring staff on identifying and addressing unconscious bias
- Developing an HR system to collect robust information about applicant and staff - particularly capturing data on applicants, hired candidates, declined candidates, as well as reasons for staff separation.
- Leverage TAM+ and the model school program as a demonstration site for teacher preparation. Communicating the value and mutual benefits of these initiatives to potential IHE partners during the development phase, could yield new partnerships or strengthen existing ones.
- Increase efforts to build relationships with IHEs, particularly those serving larger numbers of students of color, like those across the country identified by the National Council on Teacher Quality, and those on the Top 10 list.
- Prioritize strengthening the relationship with those IHE(s) that have served as a major source of teachers of color to the district in the past.

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[24] National Council on Teacher Quality, *Diversity of Teacher Prep Program Enrollment Data*

Top 5 Programs for HCPS New Hires

Legend:
- Towson University
- Notre Dame of MD University
- Salisbury University
- University of Maryland, College Park
- University of Delaware

Pie chart values: 2.20%, 2.40%, 2.50%, 3.50%, 29.70%
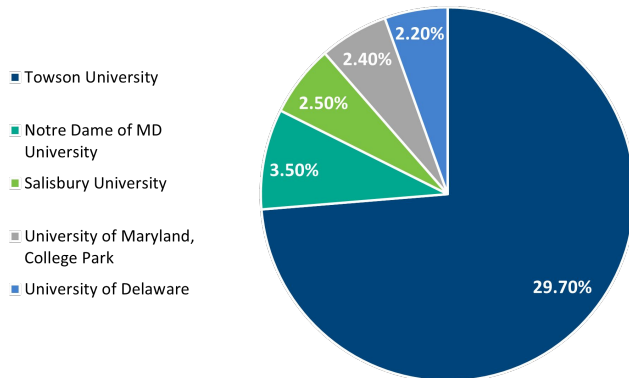
Top 10 Maryland Education Preparation Programs with Diverse Enrollment
Towson
Bowie
University of Maryland College Park
Baltimore City Teacher Residency
Urban Teachers
Notre Dame at University of Maryland
Teach for America
Frostburg
University of Maryland Baltimore County
Salisbury

Proposed Priority Strategy 2B: Create a recruitment ambassador program for district educators of color to serve as recruitment leaders in outreach to potential educators of color.

Peer to peer recruitment between teachers of colors is one of the more promising strategies nationally in increasing teacher recruitment (see example below). It also has the double benefit of increasing morale and retention of existing teachers of color.

By creating and incentivizing opportunities for teachers, particularly teachers of color, to serve as HCPS ambassadors at hiring and recruitment events, as hosts for school visits, and on social media, could encourage teacher candidates' interest in working at HCPS. This strategy has been pursued nationally to great effect in increasing recruitment of teachers of color, and can be a high-leverage strategy in Harford.

Key Finding Three: Continue to invest in supports responsive to the needs of teachers and school leaders to increase educator retention.

One strategy for addressing teacher shortages is to retain the teachers already in the district by making the school an environment that encourages them to stay. While retirement or moving may be less flexible, voluntary resignations and transfers are areas where districts can focus on addressing issues to reduce the teacher turnover rate. In fact, if the organizational challenges that precipitate teacher turnover are not addressed, recruitment initiatives are much more challenging to implement successfully. [25]

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[25] Ingersoll, R. M. (2001). Teacher Turnover and Teacher Shortages: An Organizational Analysis. American Educational Research Journal, 38(3), 499–534.

HCPS

Challenge: Many educators of color cite a lack of support systems in their schools
Our conversations with HCPS educators revealed some opportunities for improvement, with many citing the lack of supportive peer networks, insufficient coaching support, and inadequate new teacher onboarding and training. Within the past few years, the district has made the following new hires and implementation of strategies in direct response to staff concerns:

- In 2021 the Diversity Retention and Recruitment Specialist position was created to provide vision and direction for retention initiatives, with a particular focus on the retention of teachers of color. In addition, the position collaborates and coordinates with local and online university partners to support teachers of color candidates who are conditionally certified seeking teacher certification through MSDE. This position delivers professional development, provides formal and informal mentoring, and supports the retention of teachers of color. [26]

- In 2022 the Supervisor of Teacher Preparation and Professional Development position was created to develop, implement, and coordinate all teacher preparation and development opportunities, including a comprehensive new teacher induction, coordinating instructional coaching for non-tenured teachers, and coordinating field placements for student internships.

However, it is critical that HCPS continue this momentum and build even stronger systems of support for its teachers of color. Conversations with HCPS educators revealed that support from leadership and peer networks are crucial factors influencing teachers' decision to remain at HCPS. Relationships principals have with their staff, relationships teachers have with their students, and the personalized touch that recruiters use to connect with teachers to get them to HCPS - those are the most powerful motivators. Finding a way to grow and scale these relationships will be key to impacting change. Well coordinated opportunities for leaders to support staff in their dynamic professional growth and development, particularly those with a focus on supporting diverse staff populations, could have a positive impact on teacher satisfaction and ultimately student outcomes.[27] Identifying more opportunities to acknowledge and celebrate the work and contributions of staff could go a long way to helping educators feel appreciated for the hard work they do.

Proposed Priority Strategy 3A: Encourage and develop school leaders to prioritize diversity in how they hire, mentor, and support teachers.

Leaders are the gatekeepers to quality at their schools. They have the authority to make decisions that are directly felt by their staff. They choose how they wield that authority in hiring, mentoring, and implementing policies and practices that directly impact their staff and school culture. With the goal of increasing the retention of teachers of color, the district must cultivate and support leaders that make choices that align with the district's goals of increasing diversity and inclusion and encouraging excellence for all learners through professional development, mentoring and leadership networks.

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[26] Harford County Public Schools Hiring Practices & Diversity Report, June 30, 2022
[27] Ingersoll, R., & Strong, M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. Review of Educational Research, 81(2), 201-233.

The New Teacher Center (NTC) received an Investing in Innovation (i3) Validation grant in 2013 to implement its induction model. NTC trained full-time released mentors and served two cohorts of beginning teachers for 2 years each. The comprehensive induction model included 4 components:

1.   build the capacity of districts and school leaders to support the mentoring program,
2.   select and assign full-time release mentors to caseloads of no more than 15 teachers each,
3.   provide mentors more than 100 hours of intensive training through institutes and in-field support from lead coaches, and
4.   provide regular, high-quality mentoring to first- and second-year teachers using a system of NTC-developed online formative assessment tools.

SRI Education's independent evaluation of the program revealed positive impacts on student achievement for those teachers who participated in the mentorship program. students performed better than expected on state standardized tests, representing gains of about two to three-and-a-half additional months of learning in ELA, and two to four-and-a-half months in math, depending on the student's grade level. [28]

Proposed Priority Strategy 3B: Create a specific pathway for leadership development for educators of color.

The more leaders of color in leadership positions, the more likely teachers of color will be hired (and want to work in the district). However, there remain few leaders of color in the district. In order to increase the number of school leaders of color, HCPS should look to leading national models like the example above as a route for creating specific pathways for future leaders of color.

Key Finding Four: Fully commit to and communicate that increasing educator diversity as a strategy for building a high-quality workforce is a top district priority.

The staff and leadership at HCPS is not reflective of the diversity in the student body. As of 2021 7.4% of HCPS teachers and 15.1% of principals were people of color, compared to 36.5% of students. Over the past 10 years, less than 30% of Maryland teachers were teachers of color. Maryland's student population is more than a third Black and 20% Hispanic.[29] This absence of educator diversity has contributed to a workplace culture that is not culturally responsive and, at times, hostile to teachers of color.

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[28] Young, V. M., Schmidt, R., Wang, H., Cassidy, L., & Laguarda, K. (2017, December). A comprehensive model of teacher induction: Implementation and impact on teachers and students, SRI International.

[29] Choudhury, Mohammed, Maryland's Teacher Workforce: Supply, Demand, and Diversity, July 26, 2022

HCPS

Teacher Demographics (2018 - 2023)

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	94.0% (2,595)	93.4% (2,710)	93.2% (2,665)	93.4% (2,717)	93.2% (2,744)
Black	4.2% (116)	4.8% (139)	4.8% (137)	4.4% (129)	4.2% (124)
Two or More Races	0.8% (21)	0.8% (22)	0.9% (26)	1.0% (28)	1.1% (32)
American Indian or Alaskan Native	0.2% (5)	0.2% (5)	0.2% (5)	0.2% (5)	0.2% (5)
Asian	0.6% (17)	0.6% (16)	0.6% (16)	0.7% (21)	0.7% (22)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hispanic	1.4% (38)	1.6% (46)	1.5% (43)	1.7% (50)	1.8% (52)
N-size	2,762	2,903	2,858	2,909	2,944

HCPS has made a commitment to recruit and support high-quality and diverse teachers to meet the district's workforce needs. To support this goal, they have implemented recruitment and hiring strategies using a diversity lens and launched diversity recruitment and retention initiatives. Their efforts have produced some results, but have not yet come close to closing the race and ethnicity gap.

Challenge: Teachers of color are impacted by racism, bias and lack of educator diversity.
Our discussions with teachers of color at HCPS show that for some, past and current occurrences of racism and bias have created a school and district culture that is unwelcoming to people of color. In a survey, 54% of teachers reported experiencing or witnessing instances of racism, bias, or discrimination at their school.

This culture has resulted in a notable lack of psychological safety for some teachers of color in the district. Staff of color do not feel comfortable contributing their ideas or reporting their concerns without repercussion.

> *"... if you're more vocal, it's going to be a problem. So, I've learned to stay in my classroom and keep my door shut."*

Teachers of color expressed that they don't feel that their voices are welcome or included in the decision making process.

> *"Our voice needs to be heard in the rooms that matter. I'm not saying that this [listening session] doesn't matter, but even in this instance someone else will ultimately be telling our story. We're not telling our story out of our own mouths. So now, [the district] can report back a watered down version of the passion that you're hearing today."*

54% of teachers reported experiencing or witnessing instances of racism, bias, or discrimination at their school.

HCPS

Challenge: Students of color are impacted by racism, bias and lack of educator diversity.
The culture that exists in some schools ultimately impacts student's experiences. *"The [cultural] understanding is not there. And because it's not there, teachers and school leaders don't value Black students' education as much as they do white students. And the kids know that."* There is disparity between Northern County and Southern County (Route 40) schools in reputation and resources.

Proposed Priority Strategy 4A: Identify school-level targets for the hiring of educators of color.
By developing and implementing school level goals for educator hiring that match the diversity of the student body, the district will truly be setting increasing diversity as a real priority for principals and schools across the entire district. Goals should be ambitious, realistic, and time-bound, and reflect the aim of having the HCPS workforce reflect the diversity of the county as a whole. The goals should aim to reflect the following:

- Address the low numbers of teachers of color in the district.
- Establish numerical goals or targets but not quotas or set-asides.
- Be aligned with the implementation of the strategic priorities in this plan.
- Ensure there is no refusal to hire or removal of staff that are not teachers of color.
- Ensure the hiring of high-quality, well-prepared staff to meet the goal.
- Be set to temporary, time-bound, rules, and once attained or significant progres is met, be reconsidered.
- Reviewed regularly to assess the goals, timeline, and ensure there is no harm from setting the goal occuring.

By setting up thoughtful and reflective goals through the process above, HCPS will motivate and encourage school leaders and staff to prioritize educator diversity and make it a fixture of school culture and hiring practices.

Buffalo Schools: Believe!

*In 2014 the Buffalo Parent Teacher Organization (BPTO) launched a $500,000 multi-media campaign — "**Buffalo Schools: Believe!**" — highlighting the strengths of the city's public schools and dedicated to advancing collaboration among parents, educators and the community. This was an effort to counter the growing anti-public school sentiment in the city. Parents and educators showcased the good news about what's happening in the Buffalo Public Schools.*

The campaign included print, billboard and Web ads; a Facebook page; and a radio ad featuring Buffalo public school students. At the campaign's heart was a website developed to encourage parents, teachers and students to share their schools' news and achievements. The site, which was maintained by volunteers, brings together in one place information and news about Buffalo's students, educators and schools; news about the parent-teacher group; and links to the "Say Yes Buffalo" program that provides enrichment and the potential of free college tuition for Buffalo students.

"Every day, hundreds of students, teachers and parents are doing amazing things in our schools. We are committed ... to give them the credit they deserve and to provide a positive climate and an 'I can do that' attitude that will bring us all together with a shared positive vision for the future of our students," said BTF President Phil Rumore.

BPTO organizers, including many NYSUT members, acknowledge that Buffalo's schools — like many schools in urban, high-poverty areas — have their share of problems. But, they say, that doesn't mean the significant successes should be overlooked.

The work paid off. In 2016, Buffalo flipped its anti-public education, pro-charter school board to one that supports public education; they gained even more seats in 2019. [30]

[30] Smith, Matt. *Buffalo Parents, Teachers Believe in their Schools, and They Want Everyone to Know,* New York State United Teachers. May 7, 2014

Proposed Priority Strategy 4B: Adopt additional specific best practice communication strategies that communicate diversity in hiring as a district priority.

The HCPS HR team has previously taken many steps specific to focusing marketing efforts on the recruitment of diverse candidates. In addition to previous efforts, there are also a number of specific communication and partnership efforts the district can undertake to emphasize the importance of teacher diversity, and overcome aspects of the district culture that may currently create obstacles to recruitment. Examples used elsewhere that can be adapted in HCPS may include:

- Launching a public education campaign (such as Buffalo Believe) to build a positive narrative about the HCPS highlighting the power and impact of the schools, staff, students, relationships and initiatives happening there.
- Develop social media messaging, talking points, teacher/student/staff/program highlights, etc. that can be deployed by district leadership, school leadership, teachers, students, families, community members and any one who supports HCPS.
  - Colorado developed a PR toolkit with content and guidance that can easily be utilized by students, staff and/or community ambassadors to share messaging about their Teacher Cadet initiative. California similarly created user friendly sharable content that includes video, images, factoids, social media posts and more that can be used to raise awareness of TEACH California.
- Creating a Superintendent's Advisory Council composed of staff of color (teachers, ESPs, administrators) who will be engaged as partners and key stakeholders providing the superintendent with insights, suggestions and perspectives on how critical decisions impact staff of color.

The **Winston-Salem/Forsyth County School District** believes that principals are a key lever in promoting school achievement.

Through an Equity Centered Pipeline Initiative grant from the Wallace Foundation, WS/FCS is implementing a system of support for principals. This development pipeline will ensure that their schools have strong equity centered leaders who are equipped with the skills, dispositions, and commitment necessary to ensure positive outcomes for all students.

The pipeline is driven by the following values and strategies:

- Preservice Training.
- Selective Hiring and Placement.
- Induction Programs.
- Coaching and Job Embedded Professional Development.
- Equity Actions. [31]

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[31] Winston-Salem/Forsyth County Schools Website

Conclusion

This report is the product of HCPS leadership's thoughtful and intentional solicitation of input from stakeholders directly impacted by the work of the Talent Pathways initiative. The district already has some strong programs and strategies in place that the Talent Pathways work will build on to grow and strengthen. The findings and associated recommendations represent the collective input of key stakeholders based on opportunities for growth, as well as an in-depth analysis of research, data, and current practices to support teacher recruitment and retention. This needs assessment will play an important role in shaping and inspiring next steps for the Talent Pathways Initiative, including informing a communications and messaging plan, future diversity goals, and the development of support and services for pre-service teachers.

It is further recommended that the findings and recommendations included in this report be used to inform the development of a comprehensive Talent Pathways implementation plan. This plan should outline the goals and benchmarks for each workstream aligned with the initiative, and clearly identify the roles and responsibilities of each individual/office involved. Regular reports should be made to the project lead, and reflected in a dashboard designed to track and communicate progress.

HCPS

Appendix

Methodology

The Talent Pathways needs assessment included a mixed-method data collection and analysis approach that consisted of workforce data analysis, stakeholder interviews, listening sessions, and online surveys. Our central focus areas included:

1. **Talent Pathways,**
2. **Teacher Recruitment & Retention,**
3. **School & District Culture,**
4. **Equity & Inclusion.**

Data Analysis included a review of existing human capital data and related reports to assess the current teacher landscape; identify hiring, retention and attrition trends, and highlight areas of need to focus recruitment efforts.

We reviewed HR data without personally identifiable information for active employees in 2018-19, 2019-20, 2020-21, 2021-22, and 2022-23. We used this dataset to complete analyses on educator demographics, retention, and movement. Analysis also includes information about new hires inclusive of preparation program, demographic data, certification, and subject specialization (if known).

Semi-Structured Interviews to construct a foundational understanding of HCPS' current work in the areas of teacher recruitment and retention with the following key stakeholders:

- Superintendent of Schools
- Talent Pathways Task Force (Individually & Collectively)
    - Certification Coordinator
    - Supervisor of Teacher Preparation and Professional Development
    - Supervisor of Staff Development
    - Supervisor of Magnet and CTE Programs
    - Diversity Recruitment and Retention Specialist
    - Acting Supervisor of Leadership Development
- Assistant Superintendent for HR
- Harford Community College Chief Academic Officer
- Teacher Academy of Maryland Project Coordinator
- Educators Rising Coordinators
- Operations
    - Executive Director of Facilities Management
    - Supervisor of Planning and Construction
    - Assistant Superintendent for Operations
    - Director of Transportation

Stakeholder Engagement can gather meaningful input from diverse and representative participants, providing an inclusive picture of the current landscape from various perspectives on our central focus areas.

Our engagements included:

Listening sessions

Facilitators led participants in 60-75 minute guided conversations (7 virtual & 1 in person) to gather perspectives, insights and experiences on our focus areas from the following groups of key stakeholders:

- Education Service Providers
- New (1-3 years) and Experienced (4+ years) teachers of color
- Administrative & Instructional Leadership Meeting
- Superintendent's Student Advisory Council
- TAM Students
- School and District Administrators
- Parent Advisory Council

Surveys

Brief online surveys were distributed to gather broader perspectives from individuals in the key stakeholder groups that did not participate in the listening sessions.

Surveys were distributed via a universally accessible online link to capture data from participants. However, the universal link did not allow us to restrict multiple submissions or prevent the link from being shared outside of the organization.

Surveys collected non-identifiable stakeholder input including:

Stakeholder Group	Information Gathered
Teachers	- Demographic data (race/ethnicity and gender) to allow for disaggregation - Personal journey (grade/subject they teach, tenure in the field, pathway to teaching) - Career influencers - School/district culture & satisfaction
Education Support Professionals	- Demographic data (race/ethnicity and gender) to allow for disaggregation - Personal journey (grade/subject they teach, tenure in the field, pathway to teaching) - Career influencers - School/district culture & satisfaction

Stakeholder Group	• Information Gathered
School & District Administrators	• Demographic data (race/ethnicity and gender) to allow for disaggregation • Personal journey (tenure in the field, pathway to leadership) • Career influencers • School/district culture & satisfaction
Students	• Demographic data (race/ethnicity and gender) to allow for disaggregation • Personal journey (tenure in the field, pathway to leadership) • Career influencers • School/district culture & satisfaction
Parents	• Demographic data (race/ethnicity and gender) to allow for disaggregation • Personal journey (children's grade) • Student pathways • School/district culture & satisfaction

Our final report highlights relevant workforce data, provides an overview of current work at the district, with a focus on educator recruitment and retention, synthesizes key findings from all the data collected, and provides evidence-based recommendations for implementing promising recruitment and retention strategies to meet the district's needs.

HCPS

TEACHER DEMOGRAPHICS

HARFORD COUNTY
PUBLIC SCHOOLS

1. All Teachers 2018 - 2023

	2018-19	2019-20	2020-21	2021-22	2022-23
White	94.00%	93.40%	93.20%	93.40%	93.20%
POC	7.20%	8.00%	8.00%	8.00%	8.00%

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	94.0% (2,595)	93.4% (2,710)	93.2% (2,665)	93.4% (2,717)	93.2% (2,744)
Black	4.2% (116)	4.8% (139)	4.8% (137)	4.4% (129)	4.2% (124)
Two or More Races	0.8% (21)	0.8% (22)	0.9% (26)	1.0% (28)	1.1% (32)
American Indian or Alaskan Native	0.2% (5)	0.2% (5)	0.2% (5)	0.2% (5)	0.2% (5)
Asian	0.6% (17)	0.6% (16)	0.6% (16)	0.7% (21)	0.7% (22)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hispanic	1.4% (38)	1.6% (46)	1.5% (43)	1.7% (50)	1.8% (52)
N-size	2,762	2,903	2,858	2,909	2,944

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

3. Conditionally Certified Teachers 2018 - 2023

Chart data — Conditionally Certified Teachers, White vs POC:

Year	White	POC
2018-19	64.10%	41.00%
2019-20	57.10%	49.20%
2020-21	60.80%	44.60%
2021-22	67.50%	37.50%
2022-23	77.90%	24.90%

■ White ■ POC

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

4. Conditionally Certified Teachers 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	64.1% (25)	57.1% (36)	60.8% (45)	67.5% (81)	77.9% (116)
Black	35.9% (14)	41.3% (26)	37.8% (28)	26.7% (32)	16.8% (25)
Two or More Races	0.0% (0)	1.6% (1)	1.4% (1)	3.3% (4)	2.7% (4)
American Indian or Alaskan Native	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Asian	0.0% (0)	0.0% (0)	0.0% (0)	2.5% (3)	2.0% (3)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hispanic	5.1% (2)	6.3% (4)	5.4% (4)	5.0% (6)	3.4% (5)
N-size	39	63	74	120	149

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

5. Newly Hired Teachers 2018 - 2023

Chart: Newly Hired Teachers by race, 2018-19 through 2022-23 (White and POC)

Year	White	POC
2018-19	85.30%	16.00%
2019-20	82.50%	20.70%
2020-21	85.50%	15.50%
2021-22	88.90%	16.60%
2022-23	87.30%	13.20%

■ White ■ POC

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

6. Newly Hired Teachers 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	85.3% (139)	82.5% (151)	85.5% (171)	88.9% (241)	87.3% (219)
Black	9.2% (15)	14.2% (26)	8.0% (16)	5.5% (15)	5.2% (13)
Two or More Races	2.5% (4)	1.6% (3)	4.5% (9)	2.2% (6)	3.6% (9)
American Indian or Alaskan Native	0.0% (0)	0.0% (0)	0.5% (1)	0.0% (0)	0.4% (1)
Asian	1.2% (2)	0.5% (1)	0.5% (1)	3.0% (8)	0.8% (2)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hispanic	3.1% (5)	4.4% (8)	2.0% (4)	5.9% (16)	3.2% (8)
N-size	163	183	200	271	251

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

7. Newly Hired Conditional Teachers 2018 - 2023

2018-19: White 61.50%, POC 42.30%
2019-20: White 57.10%, POC 52.40%
2020-21: White 76.00%, POC 24.00%
2021-22: White 75.70%, POC 28.60%
2022-23: White 84.90%, POC 17.70%

■ White ■ POC

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

8. Newly Hired Conditional Teachers 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	61.5% (16)	57.1% (24)	76.0% (19)	75.7% (53)	84.9% (62)
Black	38.5% (10)	40.5% (17)	24.0% (6)	15.7% (11)	12.3% (9)
Two or More Races	0.0% (0)	2.4% (1)	0.0% (0)	4.3% (3)	2.7% (2)
American Indian or Alaskan Native	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Asian	0.0% (0)	0.0% (0)	0.0% (0)	4.3% (3)	0.0% (0)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)
Hispanic	3.8% (1)	9.5% (4)	0.0% (0)	4.3% (3)	2.7% (2)
N-size	26	42	25	70	73

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

EDUCATION SUPPORT PROFESSIONAL DEMOGRAPHICS

HARFORD COUNTY
PUBLIC SCHOOLS

9. Instructional Support Staff (Paraeducators and Inclusion Helpers) 2018 - 2023

Chart showing percentages of White and POC instructional support staff by year:

- 2018-19: White 84.00%, POC 18.10%
- 2019-20: White 81.00%, POC 20.90%
- 2020-21: White 80.10%, POC 22.10%
- 2021-22: White 77.10%, POC 25.20%
- 2022-23: White 76.50%, POC 25.30%

Legend: White, POC

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

10. Instructional Support Staff (Paraeducators and Inclusion Helpers) 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	84.0% (504)	81.0% (562)	80.1% (581)	77.1% (601)	76.5% (601)
Black	13.8% (83)	15.6% (108)	16.1% (117)	17.3% (135)	16.4% (129)
Two or More Races	0.5% (3)	1.2% (8)	1.2% (9)	1.7% (13)	2.0% (16)
American Indian or Alaskan Native	0.5% (3)	0.6% (4)	0.6% (4)	0.3% (2)	0.3% (2)
Asian	0.8% (5)	0.9% (6)	1.0% (7)	1.8% (14)	2.0% (16)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.1% (1)	0.1% (1)
Hispanic	2.5% (15)	2.6% (18)	3.2% (23)	4.0% (31)	4.5% (35)
N-size	600	694	725	780	786

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

11. Newly Hired Instructional Support Staff 2018 - 2023

	2018-19	2019-20	2020-21	2021-22	2022-23
POC	35.70%	35.80%	28.00%	31.00%	25.90%
White	67.90%	64.20%	75.00%	70.20%	63.60%

■ White   ■ POC

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

12. Newly Hired Instructional Support Staff 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	67.9% (19)	64.2% (79)	75.0% (75)	70.2% (127)	63.6% (91)
Black	21.4% (6)	26.0% (3)2	18% (18)	17.7% (32)	15.4% (22)
Two or More Races	0.0% (0)	4.1% (5)	3.0% (3)	2.8% (5)	4.9% (7)
American Indian or Alaskan Native	3.6% (1)	0.8% (1)	0.0% (0)	0.0% (0)	0.0% (0)
Asian	3.6% (1)	1.6% (2)	2.0% (2)	3.3% (6)	³⁄₅% (5)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.6% (1)	0.0% (0)
Hispanic	7.1% (2)	3.3% (4)	5.0% (5)	6.6% (12)	5.6% (8)
N-size	28	123	100	181	143

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

13. Support Staff (UNION CODES: AFSCME AND HCEA-ESP) 2018 - 2023

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

14. Support Staff (UNION CODES: AFSCME AND HCEA-ESP) 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	85.2% (1,484)	82.7% (1,534)	82.6% (1,489)	80.7% (1,497)	78.6% (1,455)
Black	11.5% (200)	12.9% (240)	13.3% (240)	13.7% (255)	13.9% (258)
Two or More Races	0.6% (10)	0.9% (16)	0.9% (16)	1.1% (21)	1.1% (21)
American Indian or Alaskan Native	1.0% (18)	1.1% (20)	0.9% (17)	1.0% (18)	1.0% (18)
Asian	0.7% (12)	1.2% (22)	1.2% (21)	1.5% (27)	1.4% (25)
Pacific Islander	0.0% (0)	0.1% (1)	0.1% (1)	0.1% (1)	0.1% (1)
Hispanic	2.2% (39)	2.2% (41)	2.6% (47)	3.3% (62)	3.8% (70)
N-size	1,741	1,856	1,802	1,856	1,850

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

15. Newly Hired Support Staff 2018 - 2023

2022-23
- POC: 28.90%
- White: 54.20%

2021-22
- POC: 27.30%
- White: 69.20%

2020-21
- POC: 27.00%
- White: 76.30%

2019-20
- POC: 34.70%
- White: 64.90%

2018-19
- POC: 27.50%
- White: 77.40%

Legend: ■ White ■ POC

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

16. Newly Hired Support Staff 2018 - 2023

Demographic	2018-19	2019-20	2020-21	2021-22	2022-23
White	77.4% (65)	64.9% (146)	76.3% (116)	69.2% (200)	54.2% (135)
Black	14.3% (12)	25.3% (57)	17.8% (27)	16.3% (47)	18.5% (46)
Two or More Races	1.2% (1)	2.7% (6)	2.6% (4)	2.1% (6)	2.8% (7)
American Indian or Alaskan Native	4.8% (4)	0.9% (2)	0.0% (0)	1.0% (3)	0.4% (1)
Asian	1.2% (1)	3.6% (8)	1.3% (2)	2.1% (6)	2.0% (5)
Pacific Islander	0.0% (0)	0.0% (0)	0.0% (0)	0.3% (1)	0.0% (0)
Hispanic	6.0% (39)	2.2% (41)	5.3% (47)	5.5% (62)	5.2% (70)
N-size	84	225	152	289	249

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

TOP COLLEGES & UNIVERSITIES FOR NEW HIRES

HARFORD COUNTY
PUBLIC SCHOOLS

17. TOP IHEs FOR NEW HIRES

- Towson University
- Notre Dame of MD University
- Salisbury University
- University of Maryland, College Park
- University of Delaware

Pie chart values: 2.20%, 2.40%, 2.50%, 3.50%, 29.70%
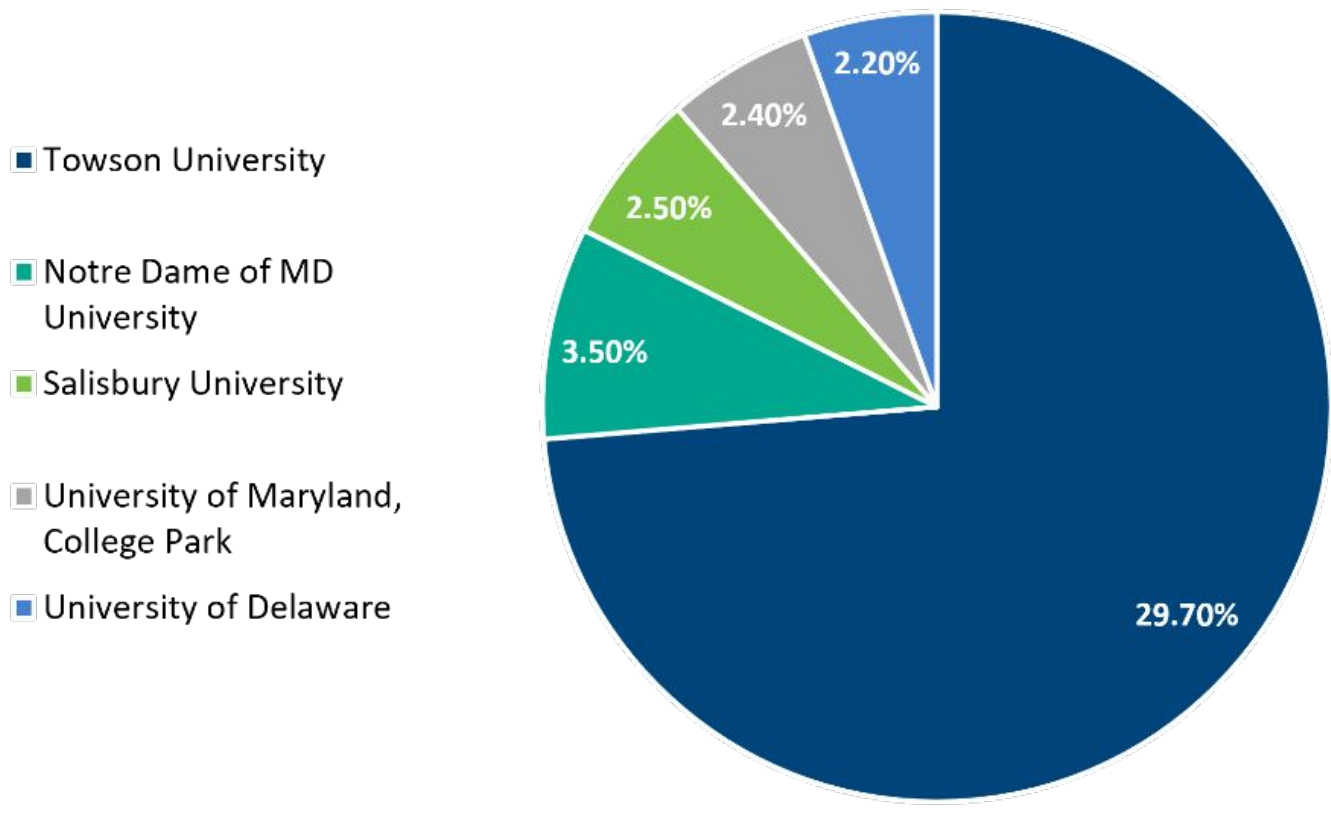
School	% of Total	# of Teachers
Towson University	29.7%	506
Notre Dame of MD University	3.5%	60
Salisbury University	2.5%	42
University of Maryland, College Park	2.4%	41
University of Delaware	2.2%	37

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

18. TOP IHEs FOR BLACK NEW HIRES

- Towson University
- Morgan State University
- Coppin State College
- Stevenson University
- Notre Dame of MD University
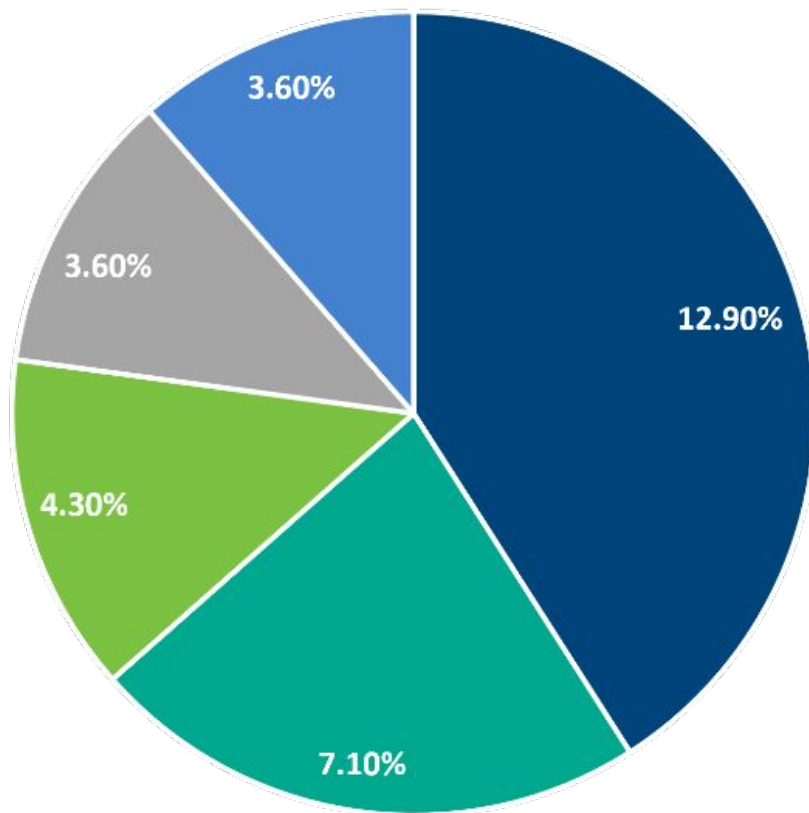
School	% of Total	# of Teachers
Towson University	12.90%	18
Morgan State University	7.10%	10
Coppin State College	4.30%	6
Stevenson University	3.60%	5
Notre Dame of MD University	3.60%	5

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

Legend:
- Towson University
- Notre Dame of MD University
- Salisbury University
- University of Maryland, College Park
- Loyola University-MD

Pie chart values: 2.20%, 2.40%, 2.50%, 3.50%, 31.30%
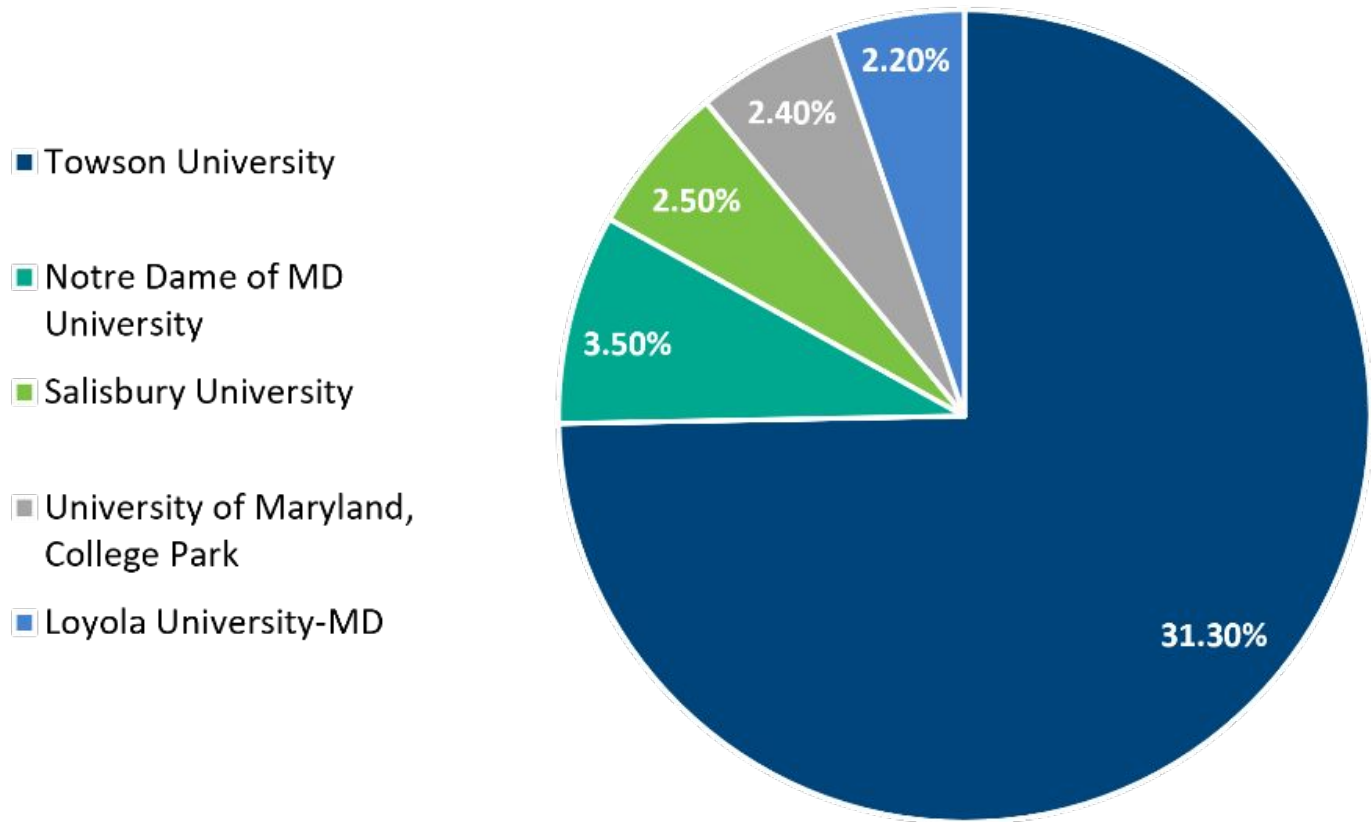
School	% of Total	# of Teachers
Towson University	31.30%	463
Notre Dame of MD University	3.50%	52
Salisbury University	2.50%	37
University of Maryland, College Park	2.40%	35
Loyola University-MD	2.20%	33

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

TEACHER RETENTION AND MOVEMENT

Race	% Moved, Retired, Or Separated (#)	% Same School (#)
White	15.9% (406)	84.1% (2,311)
Non-White	23.9% (45)	76.1% (147)
Total	**16.5% (451)**	**83.% (2,458)**

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

Race	% Moved, Retired, Or Separated (#)	% Same School (#)
White	40.5% (1,007)	59.5% (1,588)
Non-White	55.5% (88)	44.5% (79)
Total	**41.5% (1,095)**	**58.5% (1,667)**

Note: Numbers do not round to 100% because other/not responded percentages are not shown and teachers who identify as Hispanic are also included in the race category.

TEACHER SURVEY DATA

22. TEACHER SURVEY DEMOGRAPHICS

RACE/ETHNICITY

93%
4%
1%
1%
1%
1%

- White
- Black/African American
- Hispanic/Latinx
- Asian
- Multi-Racial

GENDER

90%
9%
1%
1%
1%

- Female
- Male
- Agender
- Female, Non-binary

TENURE

6%
23%
32%
39%

- 0 to 3 years
- 4 to 10 years
- 11 to 20 years
- 20+ years

23. TEACHER CAREER INFLUENCERS

	Salary	Benefits	Family Perception	Peer Perception	Public Perception	Desire to Make a Difference	Experience Working with Children	Job Opportunities Close to Home	Participation in a Pre-Service Organization/Program
Agree	25%	67%	41%	22%	13%	92%	87%	59%	21%
Neither Agree/Disagree	35%	20%	28%	31%	29%	5%	9%	22%	26%
Disagree	41%	13%	31%	47%	58%	3%	4%	20%	54%

■ Agree   ■ Neither Agree/Disagree   ■ Disagree

24. TEACHER CAREER INFLUENCERS

Influencer	Teachers of Color	White Teachers
Salary	15%	25%
Benefits	31%	70%
Family perception of the profession	31%	42%
Peer perception of the profession	23%	22%
Public perception of the profession	8%	14%
Desire to make a difference	77%	93%
Experience working with children	85%	87%
Job opportunities close to home	46%	60%
Participation in a pre-service organization/program	23%	20%

■ Teachers of Color   ■ White Teachers

25. TEACHER JOB SATISFACTION

I have a network of professional support in my school/district — 38% / 69%

I have strong supportive relationships with my school administrators — 54% / 69%

I have strong supportive relationships with my co-workers — 69% / 90%

I have strong supportive relationships with my students — 85% / 88%

I feel safe to be my authentic self in my work environment — 54% / 86%

I feel like a valued and appreciated member of my school community — 54% / 57%

I am proud to be a member of my school community — 54% / 83%

I feel sufficiently compensated for my work — 23% / 26%

career growth within my school/district and feel supported to pursue them — 23% / 54%

I have sufficient resources to succeed at my work — 38% / 35%

I would encourage my students to pursue a career in teaching — 23% / 43%

■ Teachers of Color   ■ White Teachers

26. TEACHER SCHOOL & DISTRICT CULTURE

Statement	Teachers of Color	White Teachers
The physical environment of my school is inclusive, welcoming and comfortable	46%	73%
The values, beliefs and policies of the school and district are fair and culturally responsive	15%	38%
There is racial and cultural diversity amongst the staff at my school	8%	41%
All staff are treated with comparable respect	54%	44%
I have experienced or witnessed instances of racism, bias and/or discrimination at my school	54%	48%
I am aware of the policies/procedures to address instances of racism, bias and discrimination of they occur	54%	52%
Reports of racism, bias and/or discrimination are investigated and resolved fairly and transparently	23%	43%
Courageous conversations around race, racism, bias and discrimination are encouraged in my school community	23%	37%
The code of student conduct is applied fairly to all students	31%	48%
School events, programming and curriculum reflect the diversity of the student body	8%	49%
Discipline and praise are distributed fairly to all students	23%	21%

Teachers of Color   White Teachers

ADMINISTRATOR SURVEY DATA

HARFORD COUNTY
PUBLIC SCHOOLS

27. ADMINISTRATOR SURVEY DEMOGRAPHICS

RACE/ETHNICITY

- White
- Black/African American
- Multi-Racial

90%
5%
5%

GENDER

- Female
- Male

71%
29%

TENURE

- 0 to 3 years
- 4 to 10 years
- 11 to 20 years
- 20+ years

19%
33%
24%
5%

28. ADMINISTRATOR CAREER INFLUENCERS

Legend: ■ Administrators of Color ■ White Administrators

- Participation in a pre-service organization/program: 50% / 42%
- Job opportunities close to home: 0% / 63%
- Experience working with children: 50% / 84%
- Desire to make a difference: 100% / 100%
- Public perception of the profession: 0% / 5%
- Peer perception of the profession: 50% / 11%
- Family perception of the profession: 100% / 37%
- Benefits (Health insurance, retirement, vacation, etc.): 50% / 42%
- Salary: 50% / 16%

29. ADMINISTRATOR CAREER INFLUENCERS

Legend: ■ Agree ■ Neither Agree/Disagree ■ Disagree

Influencer	Agree	Neither Agree/Disagree	Disagree
Salary	19%	19%	62%
Benefits (Health insurance, retirement, vacation, etc.)	43%	29%	29%
Family perception of the profession	43%	38%	19%
Peer perception of the profession	14%	38%	48%
Public perception of the profession	5%	43%	52%
Desire to make a difference	100%		
Experience working with children	78%	10%	10%
Job opportunities close to home	57%	14%	29%
Participation in a pre-service organization/program	43%	29%	29%

30. ADMINISTRATOR JOB SATISFACTION

Chart data (Admins of Color / White Admins):

Statement	Admins of Color	White Admins
I have a network of professional support in my school/district	50%	84%
I have strong supportive relationships with other administrators in my school/district	50%	89%
I have strong supportive relationships with my staff	50%	100%
I have strong supportive relationships with my students	50%	79%
I feel safe to be my authentic self in my work environment	74%	
I feel like a valued and appreciated member of my school community	50%	84%
I am proud to be a member of my school community	50%	100%
I feel sufficiently compensated for my work	58%	
I am aware of opportunities for career growth within my school/district and feel supported to pursue them	50%	84%
I have sufficient resources to succeed at my work	50%	79%
I would encourage my students to pursue a career in teaching	68%	

Legend: ■ Admins of Color ■ White Admins

31. ADMINISTRATOR SCHOOL & DISTRICT CULTURE

Statement	Admins of Color	White Admins
The physical environment of my school is inclusive, welcoming and comfortable		74%
The values, beliefs and policies of the school and district are fair and culturally responsive		74%
I feel empowered to make decisions that impact the culture at my school.		74%
There is racial and cultural diversity amongst the staff at my school		42%
All staff are treated with comparable respect		79%
I have experienced or witnessed instances of racism, bias and/or discrimination at my school	50%	26%
I am aware of the policies/procedures to address instances of racism, bias and discrimination of they occur	50%	95%
Reports of racism, bias and/or discrimination are investigated and resolved fairly and transparently		79%
Courageous conversations around race, racism, bias and discrimination are encouraged in my school community		63%
The code of student conduct is applied fairly to all students	50%	63%
School events, programming and curriculum reflect the diversity of the student body	50%	53%
Discipline and praise are distributed fairly to all students	50%	63%

■ Admins of Color ■ White Admins

ESP SURVEY DATA

32. ESP SURVEY DEMOGRAPHICS

RACE/ETHNICITY

- White — 76%
- Black/African American — 19%
- Multi-Racial — 2%
- Asian — 2%
- Prefer not to answer — 2%

GENDER

- Female — 94%
- Male — 2%
- Prefer not to answer — 4%

TENURE

- 0 to 3 years — 39%
- 4 to 10 years — 26%
- 11 to 20 years — 28%
- 20+ years — 7%

33. ESP CAREER INFLUENCERS

Participation in a Pre-Service Organization/Program: Disagree 50%, Neutral 35%, Agree 15%

Job Opportunities Close to Home: Disagree 11%, Neutral 4%, Agree 85%

Experience Working with Children: Disagree 7%, Neutral 9%, Agree 83%

Desire to Make a Difference: Disagree 2%, Neutral 4%, Agree 94%

Public Perception: Disagree 61%, Neutral 96%, Agree 9%

Peer Perception: Disagree 50%, Neutral 33%, Agree 17%

Family Perception: Disagree 43%, Neutral 33%, Agree 24%

Benefits: Disagree 11%, Neutral 11%, Agree 78%

Salary: Disagree 61%, Neutral 9%, Agree 30%

Legend: ■ Agree ■ Neutral ■ Disagree

Legend: ■ ESPs of Color ■ White ESPs

Salary
- ESPs of Color: 33%
- White ESPs: 27%

Benefits
- ESPs of Color: 75%
- White ESPs: 78%

Family perception of the profession
- ESPs of Color: 25%
- White ESPs: 22%

Peer perception of the profession
- ESPs of Color: 17%
- White ESPs: 17%

Public perception of the profession
- ESPs of Color: 0%
- White ESPs: 12%

Desire to make a difference
- ESPs of Color: 100%
- White ESPs: 93%

Experience working with children
- ESPs of Color: 83%
- White ESPs: 83%

Job opportunities close to home
- ESPs of Color: 75%
- White ESPs: 88%

Participation in a pre-service organization/program
- ESPs of Color: 25%
- White ESPs: 12%

35. ESP SCHOOL & DISTRICT CULTURE

	ESPs of Color	White ESPs
The physical environment of my school is inclusive, welcoming and comfortable	50%	61%
The values, beliefs and policies of the school and district are fair and culturally responsive	25%	54%
There is racial and cultural diversity amongst the staff at my school	17%	44%
All staff are treated with comparable respect	58%	59%
I have experienced or witnessed instances of racism, bias and/or discrimination at my school	25%	27%
I am aware of the policies/procedures to address instances of racism, bias and discrimination of they occur	50%	66%
Reports of racism, bias and/or discrimination are investigated and resolved fairly and transparently	25%	41%
Courageous conversations around race, racism, bias and discrimination are encouraged in my school community	17%	37%
The code of student conduct is applied fairly to all students	42%	44%
School events, programming and curriculum reflect the diversity of the student body	50%	56%
Discipline and praise are distributed fairly to all students	58%	54%

■ ESPs of Color ■ White ESPs

STUDENT SURVEY DATA

36. STUDENT SURVEY DEMOGRAPHICS

RACE/ETHNICITY

- White — 50%
- Black/African American — 17%
- Hispanic/Latinx — 8%
- Asian — 8%
- Multi-Racial — 8%
- Prefer not to answer — 8%

GENDER

- Female — 92%
- Male — 8%

TENURE

- Class of 2023 — 8%
- Class of 2024 — 42%
- Class of 2025 — 8%
- Class of 2026 — 25%
- Class of 2028 — 17%

37. STUDENT CAREER INFLUENCERS

Chart: Student career influencers (Agree / Neutral / Disagree)

Influencer	Agree	Neutral	Disagree
Salary	89%	11%	
Benefits (Health insurance, retirement, vacation, etc.)	67%	33%	
Family perception of the profession	56%	33%	11%
Peer perception of the profession	22%	11%	67%
Public perception of the profession	33%	11%	56%
Desire to make a difference	89%	11%	
Job opportunities close to home	33%	11%	56%
Participation in an extracurricular club for students with shared career interests	44%	33%	22%

38. STUDENT CAREER INFLUENCERS

Legend: ■ Students of Color ■ White Students

Category	Students of Color	White Students
Salary	100%	80%
Benefits (Health insurance, retirement, vacation, etc.)	60%	100%
Family perception of the profession	40%	60%
Peer perception of the profession	20%	40%
Public perception of the profession	40%	60%
Desire to make a difference	80%	100%
Job opportunities close to home	40%	20%
Participation in an extracurricular club for students with shared career interests	80%	60%

39. STUDENT SCHOOL & DISTRICT CULTURE

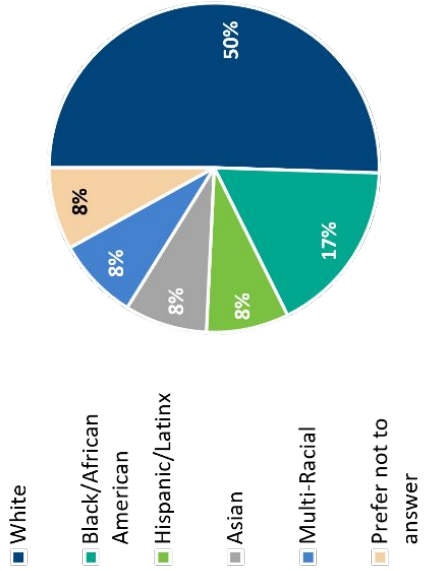|	students of color	white students
The physical environment of my school is inclusive, welcoming and comfortable	60%	40%
The values, beliefs and policies of the school and district are fair and culturally responsive	40%	40%
There is racial and cultural diversity amongst the staff at my school	40%	60%
All staff are treated with comparable respect	40%	80%
I have experienced or witnessed instances of racism, bias and/or discrimination at my school	60%	20%
I am aware of the policies/procedures to address instances of racism, bias and discrimination of they occur	20%	100%
Reports of racism, bias and/or discrimination are investigated and resolved fairly and transparently		40%
Courageous conversations around race, racism, bias and discrimination are encouraged in my school community	20%	40%
The code of student conduct is applied fairly to all students	100%	60%
School events, programming and curriculum reflect the diversity of the student body	80%	60%
Discipline and praise are distributed fairly to all students	60%	60%

40. SATISFACTION WITH STUDENT EXPERIENCE

Statement	students of color	white students
I have a strong network of support at my school	60%	40%
I have strong supportive relationships with school administrators	60%	
I have strong supportive relationships with other students	100%	40%
I have strong supportive relationships with my teachers	80%	80%
I have strong supportive relationships with other school staff	60%	40%
I have a sense of belonging at my school	60%	60%
I feel safe to be my authentic self at school	60%	60%
I feel like a valued and appreciated member of my school community	60%	40%
I am proud to be a member of my school community	80%	60%
I feel satisfied with my student experience	60%	80%
I feel like my high school experience is preparing me to meet my goals	100%	40%
I feel like I am expected to apply to college	100%	100%
I feel prepared to search for a college/university that is a good fit for me	60%	60%
I feel like there is adequate support from my school for the college exploration and application process	40%	40%
I feel like there is adequate support from my family for the college exploration and application process	80%	60%
I am aware of my career options and feel supported to explore them	60%	40%
I have opportunities to gain career experience	100%	20%

PARENT SURVEY DATA

41. PARENT SURVEY DEMOGRAPHICS

GENDER

- Female
- Non-Binary
- Prefer not to answer

85%
8%
8%

RACE/ETHNICITY

- White
- Black/African American
- Hispanic/Latinx
- Asian
- Prefer not to answer

46%
31%
8%
8%
8%

42. PARENT SCHOOL & DISTRICT CULTURE

The physical environment of my child(ren)'s school is inclusive, welcoming and comfortable — 33% / 33%

The values, beliefs and policies of the school and district are fair and culturally responsive — 17% / 33%

I believe it is important for teachers and staff to be reflective of the racial and ethnic diversity of the student population they serve. — 83% / 100%

There is racial and cultural diversity amongst the staff at my child(ren)'s school — 33%

All staff at my child(ren)'s school are treated with comparable respect — 17% / 33%

I have experienced or witnessed instances of racism, bias and/or discrimination at my school — 33% / 50%

I am aware of the policies/procedures to address instances of racism, bias and discrimination of they occur — 33% / 17%

Reports of racism, bias and/or discrimination are investigated and resolved fairly and transparently — 33%

Courageous conversations around race, racism, bias and discrimination are encouraged in my school community — 0%

The code of student conduct is applied fairly to all students — 17%

School events, programming and curriculum reflect the diversity of the student body — 0%

Discipline and praise are distributed fairly to all students — 0%

Legend: ■ parents of color   ■ white parents

43. PARENT SATISFACTION WITH STUDENT EXPERIENCE

I believe my child(ren) have a strong network of support at my school — 17% / 50%

I believe my child(ren) have strong supportive relationships with school…

I believe my child(ren) have strong supportive relationships with other students — 17% / 50%

I believe my child(ren) have strong supportive relationships with their teachers — 50%

I believe my child(ren) feels safe to be their authentic self in school — 67% / 33%

I feel like a trusted partner in my child(ren)'s education — 67% / 50%

I feel welcomed as a valued member of the school community — 67%

I am proud to be a member of my school community — 67% / 50%

I am satisfied with my child(ren)'s education — 33% / 33%

■ parents of color   ■ white parents

TEACHER ACADEMY OF MARYLAND (TAM) DEMOGRAPHICS

44. TAM ANNUAL STUDENT DEMOGRAPHIC DATA

Demographic	2019-20	2020-21		2021-22		2022-23	
	Harford Tech	Harford Tech	Edgewood	Harford Tech	Edgewood	Harford Tech	Edgewood
White	82% (14)	74% (29)	48% (10)	75% (44)	56% (23)	74% (53)	57% (32)
Black	12% (2)	10% (4)	12% (2)	12% (7)	24% (10)	11% (8)	25% (14)
Two or More Races	6% (1)	10% (4)	10% (2)	8% (5)	7% (3)	8% (6)	9% (5)
Asian	0% (0)	0% (0)	5% (1)	0% (0)	2% (1)	1% (1)	2% (1)
Hispanic	0% (0)	5% (2)	14% (3)	5% (3)	10% (4)	6% (4)	7% (4)
N-size	17	39	21	59	41	72	56

45. TAM ANNUAL STUDENT DEMOGRAPHIC DATA - BY GENDER

Demographic	2019-20	2020-21		2021-22		2022-23	
	Harford Tech	Harford Tech	Edgewood	Harford Tech	Edgewood	Harford Tech	Edgewood
Female	100% (17)	95% (37)	86% (18)	97% (57)	83% (34)	74% (53)	84% (47)
Male	0% (0)	5% (2)	14% (3)	3% (2)	17% (7)	11% (8)	16% (9)
N-size	17	39	21	59	41	72	56