
Committee Meeting

of

JOINT COMMITTEE ON THE PUBLIC SCHOOLS

“The New Jersey Association of School Administrators will present the NJASA 4 Equity initiative, their Consortia for Equity Through Excellence partnership, and their leadership diversity program.

The Joint Committee will also receive testimony from invited guests about minority and male teacher recruitment and retention”

LOCATION: Committee Room 16
State House Annex
Trenton, New Jersey

DATE: April 9, 2019
9:30 a.m.

MEMBERS OF COMMITTEE PRESENT:

Senator Ronald L. Rice, Co-Chair
Assemblywoman Mila M. Jasey, Co-Chair
Senator Bob Andrzejczak
Senator Samuel D. Thompson
Assemblywoman Patricia Egan Jones
Assemblyman Benjie E. Wimberly
Assemblywoman BettyLou DeCroce



ALSO PRESENT:

Rebecca Sapp
Executive Director

Ivy Pomper
Executive Assistant

Meeting Recorded and Transcribed by
The Office of Legislative Services, Public Information Office,
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SENATE

Hon. Bob Andrzejczak
Hon. James Beach
Hon. Patrick J. Diegnan, Jr.
Hon. Declan J. O'Scanlon, Jr.
Hon. Ronald L. Rice
Hon. Samuel D. Thompson

ASSEMBLY

Hon. Ralph R. Caputo
Hon. BettyLou DeCroce
Hon. DiAnne C. Gove
Hon. Mila M. Jasey
Hon. Patricia Egan Jones
Hon. Benjie E. Wimberly
Hon. David W. Wolfe



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MEETING NOTICE

TO: Members of the Joint Committee on the Public Schools

**FROM: Senator Ronald Rice, Co-Chair
Assemblywoman Mila Jasey, Co-Chair**

The Joint Committee on the Public Schools will be meeting Tuesday, April 9, 2019 at 9:30 a.m. in Committee Room 16 of the State House Annex.

The meeting will be broken in two parts.

The first part of the meeting will be The New Jersey Association of School Administrators presenting the NJASA 4 Equity Initiative, their Consortia for Equity Through Excellence partnership, and their leadership diversity program.

The Joint Committee on the Public Schools will then receive testimony from invited guests about minority and male teacher recruitment and retention.

The public may address comments and questions to Rebecca Sapp, Executive Director, at 609-847-3365, or by email at Rsapp@njleg.org

Issued April 5, 2019

TABLE OF CONTENTS

	<u>Page</u>
Melanie Schulz Director Government Relations New Jersey Association of School Administrators	3
G. Kennedy Greene, Ed.D. Superintendent Newton Public Schools, and President New Jersey Association of School Administrators	3
H. Mark Stanwood, Ed.D. Director School Administrator Residency Program New Jersey Association of School Administrators	9
Judith Rattner Director Special Projects New Jersey Association of School Administrators	11
Tanisha Davis Director Office of Recruitment, Preparation, and Recognition Department of Education State of New Jersey	19
Colleen Schulz-Eskow Deputy Chief of Staff Department of Education State of New Jersey	19
Travis E. Rodgers Strategic Advisor Professional Educator Programs Educational Testing Service (ETS)	25

TABLE OF CONTENTS (continued)

	<u>Page</u>
Monika Williams Shealey, Ph.D. Dean School of Education, and Senior Vice President Diversity, Equity, and Inclusion Rowan University	38
Lillian Sharon Leathers Instructor Department of Elementary and Early Childhood Education College of Education William Paterson University	38
Suzanne McCotter, Ph.D. Dean School of Education The College of New Jersey	38
J. Kenyon Kummings Superintendent Wildwood City School District	59
Jennifer Robinson, Ed.D. Executive Director Center of Pedagogy The College of Education and Human Services Montclair State University	59
APPENDIX:	
PowerPoint Presentation submitted by G. Kennedy Greene, Ed.D., H. Mark Stanwood, Ed.D., and Judith Rattner	1x
Testimony, plus PowerPoint Presentation submitted by Tanisha Davis	26x
Fact Sheets submitted by Travis E. Rodgers	48x

TABLE OF CONTENTS (continued)

APPENDIX (continued)

	<u>Page</u>
Testimony, plus PowerPoint Presentation and fact sheets submitted by Monika Williams Shealey, Ph.D.	62x
<i>The Black and Hispanic/Latino Male Teacher Networked Improvement Community: Promising Practices to Recruit and Retain Male Teachers of Color</i> , and PowerPoint Presentation submitted by Lillian Sharon Leathers	85x
PowerPoint Presentation, plus Fact Sheets submitted by Suzanne McCotter, Ph.D.	125x
Testimony submitted by J. Kenyon Kummings	136x
pnf:1-85	

SENATOR RONALD L. RICE (Co-Chair): I just want to say good morning to everybody.

I'm New Jersey State Senator Ronald L. Rice., Co-Chair of this Committee, the Joint Committee on the Public Schools.

It is good to see you here.

I think this is a very interesting topic; it's one that those of us in the Legislature -- and particularly those of us in the Legislative Black Caucus, which I Chair -- have been talking about for a number of years. And so it's about time it came to the forefront.

I think it's probably more important now that we have this discussion than probably any time before; particularly since we know that our state is becoming more diverse. We also know that as we move into the future, women and minorities are really going to be the majority. And so it has nothing to do with racism, it has to do with when people are born; and that's a good thing. But if our school districts and others don't reflect that, particularly in the classroom, then we're going to continue to have the kinds of problems we have with some of our schools academically -- and we get that -- in trying to raise young people

So I just wanted to say good morning to you.

I'm going to turn it over to the Co-Chair, Mila Jasey, Assemblywoman, and she'll be directing the show today on behalf of all of us.

So thank you very much.

And for those who are just here, pay attention, take good notes because we're going to test you. (laughter)

Have a good day.

ASSEMBLYWOMAN MILA M. JASEY (Co-Chair): Thank you, Senator Rice.

And good morning to everyone; and I'm glad that you all arrived safely.

I don't know if you ran into traffic; we did, and some of our members are still in traffic apparently.

At our last Joint Committee hearing we talked about segregation in the public schools here in New Jersey. It was really a history lesson of how we got to this point, and why it is a concern.

Today, we're going to talk about some ways to address the issues of equity and access in our public schools. And we're really fortunate to have Superintendents here, who are going to speak to us. And in the second part of our meeting we're going to hear from the Department of Education in terms of what they are doing; as well as four of our public colleges, who have teacher preparation programs. And they are going to talk about the issue of attracting, supporting, retaining, and training teachers of color; and why this is an issue and how it impacts our young people.

So with that, we are going to open with the Superintendents, and we are looking forward to an excellent conversation today.

And just so you know, everything is recorded and then transcribed, so that even members who are not here will be able to access the record.

Thank you.

And with that, Melanie Schultz, would you like to come up with your Superintendents?

M E L A N I E S C H U L Z: Senator Rice, Assemblywoman Jasey, members of the Joint Committee on the Public Schools, it's hard to believe that four years has passed since NJASA came before you to present what was then our *Vision 2020*. We came in September of 2015; and here we are, with 2020 upon us.

Thank you for the chance to present the work that NJASA is doing, entitled *NJASA 4 Equity*. This is enormously important work that we'd like to share with you, and hope that you will leave with a greater understanding of both its importance and relevance.

Here with me today are three people who will elaborate not only on the content of this work, but also tell you the activities we have done or plan to do. All this work is ongoing, and we hope that you will find it as interesting to hear about as we are in creating these opportunities.

Presenting first will be NJASA's current President, Superintendent of the Newton School District, Dr. Kennedy Greene. Dr. Greene will be followed by Dr. Mark Stanwood; Dr. Stanwood is NJASA's Director of the School Administrator Residency Program. And following Dr. Stanwood will be Judith Rattner; she's the recently retired Superintendent of the Berkeley Heights School District, and now with us at NJASA as the Director of Special Projects.

So thank you so much; we look forward to a productive and interesting day.

G. K E N N E D Y G R E E N E, Ed.D.: Good morning.

Thank you very much, Senator Rice, Assemblywoman Jasey, Committee members, for having us here today; and, more importantly, for your continued focus on equity and access.

I know this isn't a new topic for the Committee; and it's one that is, as Senator Rice mentioned, perhaps ready to have more of its moment in the sun, and certainly on our lips and in our thoughts. But we appreciate that you've kept it as a central principle of our discussions around education and how we improve our schools.

In fact, I think it's become so ubiquitous that equity is no longer about what we think and what we say; but it's about what we do and who we are. And I think the sooner that we understand and accept that, the easier it's going to be for us to solve many of the problems that we know exist.

I appreciate Commissioner Repollet referring to this as the *moral imperative*; and I think it really is that important, it's that central.

Thinking about the centrality of equity from not only the school's point of view, but I believe the Legislature's, the Administration's, and others who are having these discussions and conversations about how to improve education, I think about some of the initiatives that are on our minds and that we are wrestling with today; and how central the idea of equity is to them. I'm thinking of student assessment and the graduation requirements; unpacking the standards; personalizing learning; CTE and the innovative economy; social-emotional learning; minority staff recruitment, which we will hear about today; preschool expansion; school consolidation; desegregation; and school funding. When I think about all of those -- which are very much on our minds -- equity just comes to the forefront as a central principle.

So again, we're glad to be here and sharing out with you on NJASA 4 Equity, because our organization feels as you do, that this is so important.

So we'll just go through a couple points here.

(refers to PowerPoint Presentation)

First is, I think we use this word often, and it's important that we're able to define it. There are many different definitions of *equity*, but one that we've adopted as a useful model is this -- from the Council of Chief State School Officers, of which Commissioner Repollet is a member -- and that equity means that every student has access to those resources and rigor they need at the right moment in their education. And that's a key point. It's not just having these things available; it's at the right moment. And, of course, it cuts across all lines. We think that's important to keep in our mind as we move ourselves forward.

Equity also gets conflated with equality; and, of course, *equality* and *equity* are two different things. Equality is about giving people the same thing, and equity is about giving each person what he or she needs to be successful. As I put this slide together and used this little graphic, I'm reminded by President-elect Scott Rocco -- who's in the audience today; the Superintendent from Hamilton Township -- that this is probably less about building the right size boxes and more about tearing down the fences that are in front of people. And so maybe that's a better model for us to think about -- how we reduce fences and make it so that all can participate in the way that is meaningful to them.

So what NJASA 4 Equity is, is really an attempt to do several things. One is to amplify a theme that we've had of *One Vision, Our Voice*,

and to try to focus that very specifically on equity, using our voice as school leaders to achieve a vision of equity for all New Jersey students.

It also allowed us to articulate some very clear beliefs that synthesize Vision 2020. You heard Melanie mention that earlier; it's something that we have presented to this group. And we believe that if we articulate some clear beliefs about what that means and couch that in equity, it would certainly help us to achieve that vision. And we believe that addresses some key questions to help us operationalize this. So again, it's not just about what we think and what we say, it's about what we do. So we need to make sure that we're doing what we believe and what we say.

So those four beliefs come for equity for students, for communities, for leaders, and for members. As an example of equity for students -- and there are many -- one that I'd like to connect back to a previous meeting that you had last month, was your discussion regarding desegregation, and that case-- And Justice Stein -- I know his comments, particularly referencing community schools -- a topic I've come before you and spoken about in the past -- and the power of community schools to bring resources and programs to students at the time that they need them. I think the Justice's comments we're spot-on about how that can be among the remedies that helps to address that issue for schools, and to address the diverse issues that are in front of us.

I also believe, when we talk about school consolidation, that one of the things that I've tried to inject into the conversation is -- beyond consolidation for administrative reasons, consolidation of the resources of the community into the schools -- we have many schools that have lost enrollment for a variety of reasons, and have space in their schools. Why

not bring the resources -- the local resources of the community, and even the State's resources-- There are things that we want to do inside of schools that could be well done by other Departments, besides Education -- the Department of Health, Community Affairs, etc.

So the schools are ideal places, because parents trust us; we've done good work with their children. We are a place that already delivers services. And so for many reasons, community schools -- it's something I'm passionate about, particularly, and fits within equity for students.

In terms of equity for communities, our focus is on equitable funding. We know funding is the hot potato; it's a very divisive issue. And we would prefer to think about ways in which we can be more unified about that in a win-win approach. So we're looking at some activities, like supporting extraordinary special education funding, which is something that cuts across all districts and can be positive for all districts. Looking at waivers of the 2 percent cap for districts that are behind on their local fair share, and allowing them that opportunity to provide for their schools, which currently is not available to them.

In terms of equity for leaders, we're looking at professional development and how we provide that to all school leaders. The events that we run as an organization, including TECHSPO and our Spring Leadership Conference, are open to all school leaders; it's not just for our members. Being able to deliver those with more technological means and approaches is also important, because not always can people get to these events. Sometimes being able to access things through the technological means we have is very important.

And we also feel it's important to make sure that the professional development we're providing is being done based on the experience of the person we're talking about. What a new school leader or a district leader may need is very different from somebody who's been in the role for 10 years.

So it's those kinds of things that we're looking at for leaders; and equity for members -- looking at career opportunities and fair compensation. Again, Senator Rice referred to the growing majority that will be female and minority persons -- that is also true of leaders and membership -- that we need to grow that in their capacity, and also be able to provide them the skills that they need to seek these career opportunities and to push forward in leadership.

So that's the essence of the beliefs at that point. We are finalizing some strategies to go along with these. That process has been going on throughout this year -- and I won't walk you through the steps -- but we're at the point of sharing out progress and, more broadly, sharing it at public events.

So we thank you for this opportunity to share with you our plans, and how we look to move forward.

So, in essence, the action plan that we've put together is really vision, beliefs, and strategies that focus around key questions. Where are we going? How will we get there? And the strategies will be based on what our organization is doing, which is what you're going to hear in just a few moments from my colleagues; as well as what each of us, as members, can do. Because there's an organizational component; but there's also encouragement to our members and their districts, because things can

certainly happen at the local level that we want to see as best practices, and things that can be replicated in other districts

So that is the essence of the introduction. And I do want to turn it over to my colleagues from there.

Thank you.

H. MARK STANWOOD, Ed.D.: Good morning.

Thank you for the opportunity today.

As a former Special Education teacher and advocate for students with disabilities, Superintendent of Schools, my mature colleagues and I have wrestled with this issue throughout our careers -- of closing achievement gaps and offering equitable opportunities for our young people.

Our relatively new relationship with the University of Pennsylvania has allowed us to draw on experts who we tapped to help us figure this out. Penn's stellar reputation as a Research I institution has helped us immensely, accessing experts that we may not have otherwise accessed.

Our work has focused primarily on leader and teacher behavior and student achievement by learning about research and best practices, and shining a light on implicit biases.

How do we do this? We do it through skilled facilitation by national experts in regional forums in the Northern, Central, and Southern parts of New Jersey. We present research; dialogue around the, "So what/now what?" questions, in many different forums, following up what we've learned. Here, President Greene is welcoming our members to a one-day seminar on the equity topic, where we highlighted exemplars from around

the state -- for other members who are not members of the Consortium -- to learn more about the work that we've done.

So as we peel the onion, so to speak, these inequities emerge. Each is challenging in its own right; the complexity of the work, of course, is because of the interrelatedness of so many of these issues. And it makes our work much more complex; it's a lot of moving parts. And when you try to adjust the system over here (indicates), it creates another issue or reaction over here (indicates), with all the interrelated parts of our public education system.

Our most complex and challenging issues in New Jersey -- as this Committee has wrestled with throughout the years -- are grounded in equity; whether we're talking about a funding formula, or curriculum, or assessment, or the issues that President Greene laid out. And locally these challenges are so context-specific, so a one-size-fits-all State policy is clearly not the answer. We need to help people within their respective school organizations figure this out.

And that's really what our work is about -- to help them discover things, and then take back how they can make these differences in their own home schools.

The Department of Education has invited us to work with them on an upcoming equity event that will be held this summer. Dr. Jarvis, who is our resource at the University of Pennsylvania-- And I'll be meeting with Assistant Commissioner Eno and her staff next week to figure out how what we have learned may be helpful to the Department as well.

A series of best practices has emerged during our regional meetings of the Consortia. As I said, we meet in three regions throughout

the state, because we want to maximize participation. We meet at Bergen Community College, and South Brunswick, and at Rowan University.

We also share what we've learned at the statewide conferences that Dr. Greene mentioned; whether it be the fall conference with the School Boards Association, our Spring Leadership Conference, our new Superintendents' Academy, our one-day seminars. So we have lots of opportunities for those of our members who aren't able to join the Consortia, but we want to share as much information that we're learning as we possibly can.

This partnership with Penn has illustrated one of our -- my -- our favorite mantras, that "All of us are smarter than any of us," as we try to figure this work out.

Thank you.

J U D I T H R A T T N E R: It's my pleasure now to talk with you a little bit more specifically about women and minority leaders.

And I want to start this section by focusing on a quote from Maya Angelou, who said, "Do the best you can until you know better. Then when you know better, do better."

So that's really what we have tried to focus on. And we have, as women, made great strides, professionally, in many roles. In New Jersey, if you look around, there are a lot of women who dominate the business world; but it's not quite the same when you look in our public schools. If you look to the position of Superintendent, there's more likely to be a man at the helm than a female. New Jersey has an average of about 33 percent of our Superintendents are females; that is actually ahead of the national average, which has 24 percent Superintendents as females.

So we are really focused on how can we actively increase those statistics. So we, as an organization, established some goals to develop a network among women in or aspiring to positions in educational leadership. We really focus a lot of our seminars on opportunities for skill building and competency in educational leadership. We are looking to encourage and support women leaders; and we also are looking at our educational systems in order to promote gender, race, and ethnic equity.

We initially started out with our Women in Leadership initiative by hosting things at existing conferences. So we always have a Women in Leadership event at the School Boards' conferences and, then, again at our Spring Conference. We also, as women leaders, look at things in regional capacities, and we host different events in different regions.

I can speak specifically to one that we held in Union County; and that was last year, where we focused on leadership. But we invited teacher leaders, and we invited aspiring leaders; and we had about a hundred people. We ran a similar event this year, and we attracted 215 people. And we actually were able to provide scholarships to some of the teachers, who were aspiring leaders, to give them opportunities to network with people who were current leaders, and also to see how we could better support them as they continued along the continuum.

About four years ago we looked at doing more of a state conference; and we actually decided that in order to be effective, we needed to make some connections to our national superintendents' organization, as well as New Jersey Principals and Supervisors Association. And we had a one-day conference, four years ago, with 75 people there. And actually, Mila was one of our keynote speakers that day. And I'm proud to report

that, just recently -- last month -- we had a two-day conference that was a statewide conference. There were close to 300 women there. And again, we were really focused on making sure that we were networking and providing supports for aspiring women leaders.

We focus a lot of our attention on mentorship; and making sure -- not just our mentors for all of our aspiring leaders, but we're focusing on female mentors, as well as minority mentors. And we know that that really is a connection that really supports people as they make their way through the leadership roles.

Having been a Superintendent for 14 years, when you just thought you had seen it all, something else happens that you never thought you would ever see. So it's always very helpful when you have a network of experts, or a network of people, who've had opportunities to experience different things and provide some insight.

So we're encouraging our mentors in a variety of ways. And I was very fortunate; three years ago I was selected by the Bill and Melinda Gates Foundation to serve as a national mentor for aspiring superintendents. And that was a unique situation, because I had an opportunity to mentor people through Skype, which is very different than what we do here in New Jersey. We actually have face-to-face meetings with our mentors and provide support. But we just want to make sure that we're inspiring people to serve as mentors and work with people who can sponsor them in their new roles.

I talked briefly about the importance of having female leaders who have proven themselves; and we were very fortunate-- At our most recent conference, we had a number of very accomplished females share

their journeys with us; one of whom was Tahesha Way, our Secretary of State.

So we continue to sponsor those activities to support our aspiring female leaders, because we want to continue to make sure that we're serving as a resource for those who are currently in leadership positions or are aspiring to become leaders; that we're promoting a network so that women feel comfortable reaching out to each other, meeting, and relating to one another. We're looking to make sure that we provide the resources necessary that will enable all of our women leaders to become stronger, better, and effective; and we are constantly looking at ways to organize programs to promote that effective leadership.

At the Women in Leadership conference, we also had an opportunity to talk with our attendees about the goals of NJASA 4 Equity. We also had the opportunity to provide workshops for aspiring administrators. We were focused mostly on contract negotiation; but also important guidelines on when you do get that first leadership position, how you can be effective in that particular role.

And as I indicated, we were very fortunate to have Assemblywomen Jasey and Lopez share their journeys. It helps to inspire us and empower us when we know that, as female leaders, we all have a different path, and it always helps to kind of shore up that. We can continue to achieve and aspire to the goals that we establish for ourselves.

Another aspect of my role is to really focus on the NJASA 4 Equity. And we did something this year that we haven't done in the past. So we're really focused on the fact that children truly are our future, and

that every child in New Jersey deserves education, regardless of their geographic or socioeconomic status.

So as Dr. Greene pointed out, as leaders we have challenges that we deal with on a daily basis, whether it be funding disparities, and learning mandates, and opportunities; and also a shrinking pool of qualified candidates, which you're going to hear a little bit more about. But we really feel that we are focused, as an Association, on the paths that will help us to be successful; that every student learns differently. We really believe that if we have predictable and sufficient funding, that will help us to accomplish our success. We, as an organization, are focused on professional development; and also that we are looking to maximize the achievement of all of our students.

So as we focus on that goal, we look at how technology plays a role in integrating that, to provide a wide range of tools for us. But most importantly, we believe that we'll be able to provide the best education for our children if we provide strong leadership and support the transformation in our classrooms, our assessment standards, culture, and learning environment.

One of the things that we do utilize, as an Association, is podcasts, to make sure that we're providing information in an effective and quick way for our members to learn information.

As I indicated, we did something for the first time this year; we had our first annual Equity Conference. And as the former Superintendent of Berkeley Heights, these are actually students at Governor Livingston High School in our deaf and hard of hearing program. And they actually-- We worked with Kean University to establish a percussion workshop. And

one of the things that you would not expect was our deaf students performing music. And the kids were a great way for us to kick off our NJASA 4 Equity Conference. And they were delighted because the Commissioner really did a very nice job of calling out to them for their accomplishments.

Through the conference itself, we had a number of opportunities. We heard from experts -- which I'll talk about in a minute -- on the district level; and here are some of the experts who shared progress that they've made in their respective districts, whether it be in Piscataway, North Brunswick, Montclair, Hamilton Township, and Cherry Hill. And as Dr. Stanwood mentioned, some of those people are part of our Excellence Consortia with Penn.

But we also partnered with Scholastic Education; and they sponsored the keynote speakers for that particular day. And they were focused-- Actually, Professor Walter Gilliam, out of Yale University -- he is a 0 to 3 expert -- and he actually talked about preschool expulsion, which kind of got us all-- Yes; caught all of us off-guard, because there truly is an issue with students who are in preschool and being expelled because of behaviors and things like that.

In addition to that, our other keynote was Professor Ernest Morrell out of Notre Dame; and he talked about the importance of reading to and with children, because of the words -- the number of words that a child acquires in their early stages really helps to define how successful they can be later in life. So we were very fortunate that Scholastic actually sponsored that with us.

As we move forward, we have our Spring Leadership Conference coming up. And we just started with a Strands Focus on Leadership Diversity and Minority Leaders; and we're trying to help them develop and prepare to become district leaders. We have a committee, that we have established, that's focused on what are the issues that minorities are facing in getting to that leadership role, and how can we support them in acquiring those different positions? And how can we make sure that the workforce is reflected in the schools of the students who attend the schools?

So we have a steering committee right now -- that we expect, in the future, will become a standing committee of our Association -- that will focus on specific PD to address the identified concerns that our minorities identify.

And the first activity that we're actually doing is a Lunch and Learn at our Spring Conference, to make sure that we're offering our education leaders opportunities to become involved in a network of support mentoring and professional development. Because there are very specific challenges that are met by minority leaders, so we want to make sure that underrepresented participants are equipped for the challenges of Central Office positions. We really are focused on the goal that the demands of the environment are very different; and we want to make sure that they have the skills and tools so that they can address the reality.

When you look at-- We talked a little bit earlier about women superintendents -- when you look at the national level, only 5 percent of the superintendents nationally are minorities -- black leaders.

So we have some goals that we've established to prepare them for a successful transfer to a Central Office position: applying the skills

necessary; addressing critical problems and issues that Central Office Administrators face; using those skills to deal with politics and relationship-building within a school system and in a community; how they can all become strategic leaders who demonstrate critical reasoning, problem solving, and creativity.

And as I indicated, that first activity is scheduled for May, and we're really looking forward to that opportunity.

And I just want to say thank you again for taking the time to listen to what NJASA has been doing and focused on in their area of our leadership; and supporting the people who are members of our Association.

ASSEMBLYWOMAN JASEY: Thank you so much, Judy. It's good to see you again.

And thank you, especially, for giving us all this written information; so that not only will we have a transcript of your testimony, but we have it here as well.

I would love to be able to offer my members time to ask questions; but we have a number of people testifying.

So I hope that you can stay and benefit from the testimony that's going to follow you.

I also want to welcome my members who got here.

I understand Assemblywoman DeCroce had to climb four flights of stairs; the elevator, apparently, is not working.

ASSEMBLYWOMAN DeCROCE: I need the exercise.
(laughter)

ASSEMBLYWOMAN JASEY: And welcome to Assemblyman Wimberly; welcome, Senator Thompson; welcome, Senator [Andrzejczak](#). Thank you so much for making the effort to come.

I'm going to call up the next group. And because of someone having to catch the train -- and I do appreciate your making this effort -- I am going to call up, from the DOE, Tanisha Davis, Director, Office of Recruitment, Preparation, and Recognition, New Jersey Department of Education. And I'm going to ask Travis Rodgers to join her at the table; Strategic Advisor, Diversity and Equity, Professional Educator Programs at ETS.

Tanisha.

TANISHA DAVIS: Good morning, Chairman Rice, Chairwoman Jacey, and members of the Joint Committee on the Public Schools.

Thank you for the opportunity to participate in today's hearing on increasing teacher diversity in New Jersey.

Before I begin, it is important to note that diversifying the educator workforce is one of the Department's priorities; and as such, Commissioner Repollet is currently on Capitol Hill speaking on a panel, and presenting to representatives from state agencies across the country, concerning this matter.

I am Tanisha Davis, Director of the Office of Recruitment, Preparation, and Recognition. Accompanying me today is Colleen Schulz-Eskow, Deputy Chief of Staff at the Department of Education.

ASSEMBLYWOMAN JASEY: And I apologize, Colleen.

COLLEEN SCHULZ - ESKOW: That's okay.

ASSEMBLYWOMAN JASEY: I didn't realize you were going to be sitting with us.

Welcome.

MS. SCHULZ-ESKOW: Thank you.

ASSEMBLYWOMAN JASEY: It's good to see you.

MS. DAVIS: The Center for American Progress confirms that racial diversity benefits every workforce; and teaching is no exception. The U.S. Department of Education's 2016 *State of Educator Workforce Diversity Report* also describes how all students benefit from racially diverse teachers as we work to prepare all students for a diverse society, build cultural sensitivity, counteract stereotypes, and, most importantly, close the achievement gap.

As we strive to close the achievement gap and provide equity and access to all students, it is important to note research findings cited in the Learning Policy Institute's 2018 report on educator diversity, that students of color, who were taught by at least one teacher of color in elementary school, were less likely to drop out of high school and more likely to pursue college. Despite this compelling information, our educator workforce remains predominantly white. The urgency grows as our nation's population and, most relevantly, our student population becomes more racially and ethnically diverse.

The Department of Education's mission is to support schools and districts to ensure all of New Jersey's 1.4 million students have equitable access to high-quality education, and achieve academic excellence. We believe a racially and ethnically diverse teacher workforce is critical to

meeting the diverse needs of all students in all districts from various backgrounds.

In the 2017-18 school year, teachers of color represented 16 percent of the teacher workforce, while 56 percent of the 1.4 million New Jersey students we serve were students of color. It is important to note that New Jersey's teacher workforce is gradually becoming more diverse. The new and novice teacher workforce -- those in their first four years of teaching -- is about 22 percent teachers of color, compared to 16 percent of the overall teacher workforce. While the new teacher trend is positive, student diversity is increasing more quickly, and so the gap continues to grow.

The Department is dedicated to ensuring that the ethnic and racial diversity of the state's educator workforce reflects New Jersey's unique diversity. The Department has expanded our definition of a *high-quality educator workforce* to include diversity and cultural competence. Aligned to our mission and the Governor's call for a stronger, fairer New Jersey, the Department has set a goal that, by 2025, all New Jersey students will have access to a high-quality novice teacher pool that reflects the racial and ethnic diversity of New Jersey's public school students. Approximately 4,000 new teachers enter the profession in New Jersey each year; achieving this goal will significantly impact the diversity of the overall teacher workforce.

Educators come into the workforce through what can be described as a *talent pipeline*. The U.S. Department of Education's report identifies key places in this pipeline where diversity decreases. The following are critical transition points in this pipeline where we risk losing

potential teacher candidates of color: from high school to college; from the time they enter college and select a major; throughout the duration of the educator preparation program to completion; transitioning into the teaching profession; and finally, retaining novice teachers of color beyond the first four years of work.

Each of the places that we lose candidates of color along the pipeline represents an opportunity for us to collaborate and work towards a better outcome. We cannot regulate our way to a diverse teacher workforce, and the Department cannot accomplish this goal alone. We are committed to working with stakeholders -- including, but not limited to, schools and districts, students, parents, educator preparation programs, nonprofit organizations, professional associations, county colleges, policymakers, and community-rooted organizations -- to develop a shared vision and commitment to this work, and to collectively implement nationally promising recruitment, preparation, and retention strategies.

Our current efforts have focused on best practices in recruitment. We have demonstrated our commitment to diversifying the teacher workforce by partnering with Rutgers University, William Paterson University, Montclair State University, and Rowan University to hold the first New Jersey Diversifying the Teacher Workforce Convening. More recently, we participated in New Jersey's Association of Colleges of Teacher Education's annual conference, titled *Leading for Diversity*. The purpose of these convenings has been to provide a national and state perspective on teacher diversity, raise awareness, and highlight implementation of best practices throughout the state.

Along with 10 other states, New Jersey is involved in the Council of Chief State School Officers Diverse and Learner-Ready Teachers Initiative, which aims to diversify the education workforce and to support future and current educators in implementing culturally relevant practices. Our New Jersey team includes representation from the Department, educational organizations, school- and district-level administration, and educator preparation providers. With support from CCSSO and national collaborators, the team has developed goals, a theory of action, and a strategic plan for accomplishing these goals and monitoring progress along the way.

The State budget for Fiscal Year 2019 committed \$750,000 to the Department's development of a one-time grant opportunity for two projects designed to increase teacher diversity. The *Diversifying the Teacher Pipeline* grants were awarded to Montclair State University, which partnered with Newark Public Schools; and Rutgers University's Center for Effective School Practices, which partnered with the consortium of Passaic County Charter Schools. Grantees have begun to engage in various strategies rooted in promising research for increasing educator diversity. We plan to learn from this work and determine how we support and scale successful strategies.

In alignment with CCSSO, the Learning Policy Institute's recommendations to states, we are assessing New Jersey's existing grow-your-own programs that provide opportunities for diverse students in middle and high school to experience the teaching profession, increasing their interest in pursuing teaching as a career. We are learning from partnerships that develop pathways for students to go from high school to

educator preparation; and upon completion, return to their local districts as teachers. We plan to support an increase in the number of teacher academies operating in the State's comprehensive and vocational schools, and encourage partnerships and articulation agreements between districts and colleges.

The Department provides ongoing support to educator preparation programs seeking to increase program diversity. Our office shares data on the racial composition of individuals completing each program. By hosting data meetings we encourage programs to set goals and benchmarks to monitor their progress. As additional program diversity data becomes available, the Department will highlight best practices of preparation programs experiencing success.

We recently released our Educator Preparation Program Performance Reports. While the reports have historically included completer diversity, for the first time these reports also include current teacher workforce and student diversity as well.

In closing, the Department values the impact a diverse teacher workforce will have on eliminating our achievement gaps and creating equity for all students.

I hope this testimony provided insight into the work currently underway at the Department, and our efforts as we work towards diversifying the educator workforce of New Jersey.

Thank you for the invitation and for the opportunity to appear before you. We are available to address your questions.

ASSEMBLYWOMAN JASEY: Thank you so much.

Senator Thompson, do you have any questions before you leave?

SENATOR THOMPSON: I have to go to Budget.

ASSEMBLYWOMAN JASEY: He's going to Budget; okay.
(laughter)

Thank you very much.

First of all, I will say that it's a pleasure to have the Department in front of us, after a long time of not having the Department in front of us.
(laughter) I'll leave it at that.

If you're able to stay, I would appreciate it so that everyone can testify, and then we'll open it up to questions; unless one of the members has to leave, okay?

Colleen are you testifying?

MS. SCHULZ-ESKOW: No; I'm just here to support Tanisha, and address any of your questions.

ASSEMBLYWOMAN JASEY: Okay; thank you so much.

Then I'd like to invite Travis Rodgers to give us his presentation; in about 10 minutes or so?

T R A V I S R O D G E R S: Sure.

ASSEMBLYWOMAN JASEY: I mean, we could talk all afternoon. (laughter)

But I think you'll be very interested in what he has to say.

MR. RODGERS: So I'll be relatively brief.

A lot of what I have to say Tanisha eloquently captured in her statement, particularly--

So my last few years, I've had the opportunity to work as ETS' Strategic Advisor, Director of Diversity and Equity Initiatives. And that work was born out of the fact that we had a number of states that reached out to us with concerns about what can be done to address the teacher pipeline.

From that work, we did an intensive nationwide research study on the best practices to diversify the teacher pipeline from educator prep programs' perspectives.

We know that this work is important; 54 percent, nationally, of the students in the classroom are of color; and 85 percent of the teachers who teach those students are white. An overwhelming number of that 85 percent are white women. And why that's important is because we know that in grades 3 through 6, if a student of color has a teacher of color in their classroom experience, that they are 39 percent more likely to graduate from high school, and 29 percent more likely to have ideations of going to college. They are much less likely to be suspended or expelled in their classroom experience; they also -- we found that teachers of color have higher expectations of their students of color.

And all that research is important to me because my life experiences bear out in that content. So it drives my work every day to make sure that students of color have a teacher of color that's impactful in their 3 to 6 experience; and particularly -- and actually, throughout their K to 12 experience.

We also know that white students benefit from having a teacher of color. White students get to see a leader for the first time who does not look like someone in their home; they get to see a leader who does

not look like someone in their community; they get diversified opinions when they actually take a look at social justice issues and perspectives of pertaining to that.

So with that being said, some of the key pieces that came out of the research are in your folders, right there. We know that the programs that reported some level of success were those educator prep programs that had faculty, and staff, and leadership of color. Which makes sense, right?

So if you look at the teacher pipeline, students of color don't see teachers of color; so they don't have ideations of wanting to become a teacher. Well, if you want to be a prep program that wants to recruit people to become teachers of color, how do you do that if you have no leadership on your campus of color?

We also know that programs that have intense mentorship programs for candidates of color do really, really well. And I'm not talking about mentorship programs as in, the professor holds office hours; I'm talking about programs like where a dean described her mentors as being "aunties and uncles" on campus. It kind of ties into our -- the old colloquialism of Black America, in which we have all these extended aunties and uncles in our community. Well, you have to have that on my campus as well. So if that student sneezes, you provide them with a Kleenex; if that student is having financial aid issues, you take them to the financial aid office.

Because when you talk about candidates of color, you're often talking about first-generation students who are not aware of what they need to have done to navigate their way through the collegiate experience. They aren't aware that there's a licensure examination at the end of this. They

aren't aware that, you know, you need toiletries when you arrive on campus, and all those extra things that might -- that aren't like what you see on TV. So how do you provide the resources there?

Programs that do extensive work at providing diagnostics to assess where their student pool is coming from, and provide services that are wrapped around those diagnostics, are important as well. If you're an Ed Prep program that is recruiting students from a low-income district, or from an area that you know does not have the best resources available, you need to have remediations in place to be able to address those concerns. "It's not the fact that I can't get the work done, it's that I need the opportunity to get the work done."

So how do you provide them with the learning opportunities?

Financial aid issues -- we know that students of color, particularly first-generation students, arrive lacking some of the resources necessary to financially pay for school, and they have to work a job, and they have to have scholarships. So do you have scholarships dedicated to recruiting a diverse teacher workforce? What are the remediations available once that person graduates? Are they going to be paying off student loans, or do you have some type of services in place to allow that person to have a housing stipend in your school district?

So things like that are necessary to increase the pipeline and address concerns wrapped around that.

In addition to this work, ETS has also taken part in the DLRT Initiative at CCSSO that New Jersey is a part of as well; we are a stakeholder there. And we're addressing concerns from other states across the country pertaining to this issue.

We've also begun to look at the other side of this coin. So you have diversity as one piece; but another aspect of my work is looking at cultural responsive teaching tools. So we're currently developing a resource built around cultural responsive teaching; not an assessment, but more a resource to address how we can engage educators in developing their cultural responsive pedagogy.

So in the meantime, while we're addressing the pipeline, we can ensure that our teachers are ready to practice -- day one -- and are able to be culturally responsive to a diverse classroom.

Okay; an additional aspect out there is, we worked with community colleges to tighten up that pipeline from the community college to the educator prep program. If you're aware, community colleges are a key aspect to recruiting candidates of color into the educator prep program.

And additionally, we've taken a look at ParaPro programs as well. So nationally, there's an emphasis on paraprofessionals going into the teaching workforce, because those are people from those communities of color who actually have a stake in communities of color, and actually have worked with students on a day-to-day basis and have an investment in those students.

So how do we ensure these people have the skills necessary to engage the Praxis assessments, pass the Praxis assessments, and then move on into the teaching workforce? So we work closely with a couple of alt-route programs to provide intensive tutoring sessions around Praxis Core and Praxis II, to ensure that these candidates have the opportunity to become educators.

And with that being said, I'll open myself up to questions.

ASSEMBLYWOMAN JASEY: Thank you.

And I very much appreciate your making yourself available to come; because when we discuss these programs, it occurred to me that it needs some more of a public hearing, if you will.

Members, questions?

Yes; Assemblyman.

ASSEMBLYMAN WIMBERLY: Thank you; thank you, Chairwoman.

And anybody can answer this question; I mean, both your points are outstanding.

I'm a product of Paterson Public Schools; I came back to teach at Paterson Public Schools afterwards. My most inspirational educators were people of color; my Principal, all during my grammar school, was a historical figure in our city as a Principal, and it does make a difference.

And then I went to high school; and I went to a high school that had, maybe, two African American teachers throughout my four years of high school. And the African American guidance counselor saved my life, because I was probably headed to doing something that I really didn't want to do -- go into the military or go to trade school. And she said, "No, you're not doing that. We're going to sit down here; we're going to teach your mother how to fill out these financial aid forms. We're going to do your application for you." And to this day, I'm forever grateful that that lady was in my life, you know? (Indiscernible), Passaic County Tech.

And I think, at the time, there may have been four staff members at Passaic County Tech who were black; a total of four. I think

two black coaches -- or maybe one -- for the duration. So seeing somebody who looks like you makes a difference.

I'm not sure who stated about the college experience of our people, and the retention of keeping them in college. Because when they get there, they are just not prepared. I was that guy; I was the same way. I went, and just wasn't prepared, because I was the first person in my family going to college.

But I know, here in our State colleges, I've been able to reach out. And they've helped students who are first generation college attendees who-- We have one situation -- and I see a great person from a university, one of our universities in the audience today -- who was homeless and the mother was being abused. And little things that people just take for granted that, you know -- how do you continue to go to college. And that's a major factor of what you're doing.

We're currently working on legislation -- I'm not sure who's sponsoring it -- about recruiting more minority men -- black men and Latino men into education. I know in South Carolina it's called, "Call Me MISTER" program; and in Cheyney State (*sic*) University they had another program where they were recruiting men of color. I just hope our State universities will get on board with that, and start recruiting them now, because it makes a difference. If you talk to so many of our minority men-- I'm a high school football coach -- the life that these men play in them is beyond books and just balls; it's the little things. I mean, teaching them how to tie a tie; letting them know the appropriate thing to say and do sometimes; and how you say and do it. Because when they see you at the

barbershop and they see you at the local restaurant and they just know they can touch you as a regular person -- it is a powerful impact on their lives.

So keep up the great work. I'm going to be following what's going on, and will read the packets. But know that it's just-- You know, the percentages just aren't acceptable, and we have to figure out a way to make it work. And it's not like-- You know, I'm an advocate for coaches of color. I mean, I coach in Bergen County; and believe me, out of 60 schools in football, there are two African American coaches; two, two. And, you know, a majority of our power football schools are dominated by African American kids who are from urban cities, who are being coached by people who are not compassionate to their needs beyond touchdowns, or field goals, or baskets, you know?

So continue doing what you're doing. It's important; and I hope we'll continue to work on legislation to recruit men of color to go into the profession of education. And like you said, even women of color-- I mean, that's a staggering percentage to see. What was the number of African American women and men as superintendents and administrators?

MS. RATTNER: Nationally, superintendents are 5 percent of--

ASSEMBLYMAN WIMBERLY: That's just not acceptable; it's just not acceptable.

And the first thing is, we need opportunities just to get to the interview sometimes. You know, we can't make it to the stage of interviews; that's the hard part. And these are people who are running \$500 million budgets, \$400 million; and they hire everybody around you. But if you look at places-- And people have just become very complacent; that it is acceptable that-- You can have minority students, up to 60, 70

percent, and your faculty does not reflect that at all. And you don't make an attempt to fill these positions with people of color. And it shouldn't be acceptable by anybody; it really shouldn't be. And unfortunately, we're not going to get the opportunity to go into other areas to teach or become administrators. It's very rare, it's very rare.

So thank you, Chairwoman. I just wanted to get that point across.

SENATOR RICE: So I have a question; but let me put some things in perspective for the young Assemblyman.

First of all, the women in leadership and minorities -- all too often it's not their competency or their skill sets; it's the politics of political bosses, political parties. That's a reality that we need to address some kind of way.

And then it's most unfortunate -- we also contradict ourselves too much on the things that we say we want to do to create progress; and then we go back.

And so that takes me to my question, because someone raised this question of social justice.

When you talk about social justice, you have to talk about criminal justice reform. You have to talk about the quality of life in communities, the real quality of life in the Patersons, and the Newarks, and the Mercer Counties, etc.

But the Education Department, very seldom, talks about that overtly. I don't care who the Commissioner is. Governors don't allow it; and therefore, we can't put things in proper perspective.

School Board administrators and principals don't talk about it in all these presentations they give. They stay focused and narrow-minded, as though those things have nothing to do with where we are going.

And so I would hope that people get the fortitude -- and maybe even lose your jobs if you have to -- but to say the right kinds of things if you're going to be in these positions, if you're committed to it.

And so when we talk about social justice-- Many years ago, I was with ETS on a panel -- a Commission, rather -- and we were looking at school dropout rates. You didn't say much about that -- you're talking about teachers -- but there is a relevancy, not only in identifying ethnicity in terms of school teachers and people like that; but what does it mean in terms of accountancy, but also, what does it mean in terms of dropouts? And how do-- Even if you are of color in a classroom, how do you address that when you operate in an environment where the quality of life is just totally negative, and government doesn't want to accept that reality?

You know, how do you talk about recreational marijuana -- whether you are for or against it -- but don't recognize there is a correlation between dropout, and expungement, and things like that, in communities of color more so than anyplace else?

And so do you know what happened to the ETS study that brought all these folks in from out of town, to be on panels? Because of that, I put legislation in to address some of the dropout stuff -- that I'm getting ready to put back in -- that never got moved to where it should be. And had that legislation passed, we probably would have better studies on where we are with dropouts and some of the things.

Could someone answer that?

MR. RODGERS: I wasn't at ETS at the time of that study; but usually what happens with those particular types of studies is that they are posted on our website, in the *White Pages (sic)* collection. So you can -- that can be pulled up as a resource for you.

But some of the things that you touched upon tie into the social justice aspect of the cultural responsive practices resource that we're developing, where educators are-- We know that educators -- at least 77 percent of them, in one survey -- have indicated they want to be able to talk about issues like you addressed; and how the whole entire community gets impacted. But the vast majority of those educators don't feel as though they're equipped to, or empowered to, have those conversations; and that's either coming from administrators or coming from the community at large.

So if educators do feel as though they are empowered to do so to address those issues, then you can start having real conversations about the dropout rates and how the Legislature, and police enforcement, etc. impact your community, impact your classroom.

SENATOR RICE: So for my colleagues, we need to have a discussion and think on how do we protect educators, if you will -- and the organizations too -- who don't have the fortitude I was speaking of to just speak truth to power. If we don't have open discussions because someone feels that they're not going to get tenure or they're going to get terminated, then there's a real problem there; there's a real problem. And it's been there for a number of years.

And so -- and if we worry about getting elected for passing legislation or standing up, supporting these organizations, then there's a real problem here too. I just want to be honest about that, because I'm at

an age and a tenure now where I'm getting tired of the same kinds of conversations.

What I want to suggest to you, Mr. Rodgers, is to go back-- Because I'm listening to what you're saying, but it seems to me that you don't know that ETS is supposed to have some information that you should be tying into your conversation, your research.

So if you're doing research, and you're talking about these things -- and I'm with you on them -- it means that you're still missing something, if it's available, in your research. So we want you to do a little bit more thorough job at ETS too, okay?

MR. RODGERS: Yes, we can make that available.

SENATOR RICE: That's not putting you down; I'm just letting you know there is supposed to be something there. Maybe ETS didn't do its job after we had all those meetings back in the past, okay?

MR. RODGERS: Yes, I agree with that.

I think one of the things that comes out when we do research studies like that is that we are not allowed to advocate, one way or the other, for what comes from that research. And actually, in my role, in the last two years -- is that the reason why you have those packets that are more strategies-oriented is the fact that, in the years past, we provided research that identified issues. And I've brought back to our company that we needed to go beyond just identifying issues; states are asking for what they consider some form of solution.

So we have to toe the line between not being advocates; but at same time, being more solutions-oriented in the research that we provide.

SENATOR RICE: I wasn't asking you to advocate to ETS; I was asking you to look at ETS information. If I was doing the research, that would be a part of my data. I would have to do the analysis with that too. You know if you do a research model, if you don't have the right variables and elements, it's going to be faulty results.

That's what I'm asking you to do -- to go back and find out if in fact they ever did anything. Just go back and look at what they did with dropouts, and see if anything is available. Because they may have done nothing with it; they may have spent our money for nothing; and I may have wasted my time for nothing. But just go; because if it is, I think it needs to be a component of your articulation, and make sure you lay it down and make sure that it's in-sync with what you're saying. It may give you a different conversation; it may not.

ASSEMBLYWOMAN JASEY: Thank you Senator; and thank you for your response.

I wish we had the time to continue this conversation. Unfortunately, or fortunately, we have a number of other presenters; and so if you can stay for a little while, please do. I know that you have a train to catch at some point.

Okay? All right.

Next up, I would like to call up Monika Williams Shealey, Ph.D., Dean of the College of Education at Rowan University; Suzanne McCotter, Ph.D., Dean of the School of Education at The College of New Jersey; and Sharon Leathers, Instructor, Elementary and Early Childhood Education, at William Paterson University.

And please introduce yourself, and you can choose the order in which you'd like to present.

MONIKA WILLIAMS SHEALY, Ph.D.: Good morning, everyone.

My name is Monika Williams Shealey, and I'm the Dean of the College of Education at Rowan University.

And I'm excited to be here with you. I think it's important for our colleagues to introduce themselves, and then I'll come back and share information.

LILLIAN SHARON LEATHERS: Good morning.

My name is Dr. Sharon Leathers; I'm an Assistant Professor at William Paterson University. And it is my pleasure to be with you here today.

SUZANNE McCOTTER, Ph.D.: Good morning.

I'm Dr. Suzanne McCotter, the Dean of the School of Education at The College of New Jersey.

DR. SHEALEY: Thank you to Senator Rice and Assemblywoman Jasey, as well as Committee members, for allowing us to share information about the work that we're engaged in at Rowan University to address this persistent problem of the lack of teachers of color.

This year, we are celebrating 95 years of excellence in educator preparation at Rowan; yet there remains a great deal of work to do.

I understand the significance of the limited presence of teachers of color in public schools across the state. For those of us in programs like Montclair State, and William Paterson, TCNJ, we understand that the work extends beyond our school or college; it's university-wide. Many of our

students are spending a great deal of time in the University, navigating their general education requirements and Praxis Core requirements, before they get into the professional portion of their program; and oftentimes we lose a large number of students of color.

For this reason, last year I reached out to Tanisha Davis at the New Jersey Department of Education, with the vision of bringing the State together to bring about awareness and share promising practices in diversifying the teacher workforce. The Convening -- that you heard about -- was held at Rowan University; over a hundred P through 12 educators, county college representatives, and educator preparation programs were there, all invested in ensuring every child in New Jersey has an opportunity to experience a teacher from a diverse background.

In January, I was honored to share information about the work Rowan is doing in this important area, with the Senate Education and Higher Education Committees.

Rowan is also a member of the CCSSO team -- that you heard about with our previous panel members -- and were honored to represent our colleagues and educator preparation program.

We've learned a great deal about promising practices in addressing this issue. Prior to coming to New Jersey, I was the Associate Dean for Teacher Education at the University of Missouri in Kansas City; and prior to that, Florida International University in Miami and the University of Wisconsin in Milwaukee. And I can tell you, in every state that I've been in, we are talking about this issue and we've been addressing it. So we know what the problems are; you've heard about the positive

impact of representation. And I think one of the colleagues earlier, from the Superintendents' organization, talked about, "Let's just do the work."

And that's what we've been doing at Rowan University.

I'd like to share with you some activities that we're involved in, but also highlight that these are not just activities; this is about the transformation of our College of Education.

The Teacher Residency Program -- we've learned a great deal about the Teacher Residency Program through our collaboration with the Woodrow Wilson Foundation program, as well as our award from the Teacher Quality Partnership Grant competition. Now it's just the way we do business at Rowan University, where our teacher candidates' interested in Math and Science education -- they complete their bachelor's degrees in those areas, and then they enroll in our masters and master of arts in STEM education. So our students are leaving us with the content expertise, as well as the content and pedagogical knowledge and skills to be able to teach all learners.

We also ensure that we are capturing those candidates who are career changers; those individuals who are working in districts, looking for alternate routes to education certification we provide through our Aspire program. We provide content, and skills, and dispositions; and we are modeling our work after our colleagues at the University of Colorado, Denver. And we've created a program that mirrors the program that we're offering for our traditional pathway teacher candidates.

We are also leading in the area of grow-your-own programs. We have teacher candidates, you heard-- I'm sorry; teacher academies -- you heard earlier about the significance of reaching students who are

aspiring teachers, and even those who are not aspiring to be teachers -- we are trying to reach them, as well, as early as middle school and high school.

So we have teacher academies located in three areas right now; those teacher academies offer dual credit for those students who are taking university courses; as well as experiences with our teacher preparation program. They are out in the field as well, engaging in work that helps them to come into our program prepared to be a teacher candidate.

We've also extended the Rowan Urban Teacher Academy, and moved that program, that was once on campus -- moved it out into school districts. So now we have districts -- like Pleasantville, and Camden, and Bridgeton -- that are recruiting their own high school students. We offer our counselors to support this summer program, and then we follow these aspiring seniors into their last year of high school and ensure that we're helping them to do the things that we talked about earlier, like filling out their financial aid forms, applying for college, ensuring that they are ready for the transition to college.

I'd like to highlight our signature program at Rowan. We are in our fourth year of implementing Project Increasing Male Practitioners and Classroom Teachers. This program is the only program in the state that is preparing and supporting males to go into teaching; diverse males. We have over 30 young men in our program now, coming from all over New Jersey. These students receive financial and housing support; they are living on campus.

And I'd like to highlight that this is not just a College of Education initiative; this is a University initiative. The University is committing the resources and supports for these young men; and our Men

of Color Network -- men from all over the state have committed to mentoring these young men to graduation. They meet monthly with formal mentoring sessions; last month, Commissioner Repollet was their guest speaker.

We also have these cultural traditions embedded in the program, like the tie-tying ceremony. When our students are accepted into the program -- after an interviewing process that includes our Men of Color Network -- they receive a Rowan tie. After they pass the Praxis Core and they are invited into the formal professional portion of their program, they receive their blazer.

So on May 4, our students -- eight young men are receiving their blazers and entering the professional portion of their program.

Now, yes, we're excited that this is the only program offered in the State of New Jersey -- possibly in the region; but we're not happy that we're the only program. We'd like this program to be replicated all over the state. And we are excited that other states have come to our sessions that we presented. Our students have been presenting all over the country -- actually internationally; our young men have presented on their experience and project impact. And we believe this is a program that's a promising practice.

Other resources and supports offered at the University address those barriers that we've talked about previously, like the Praxis Core.

When I came to Rowan six years ago, I wanted to look at the data to find out where our students of color were going. They were coming to the University, they were applying to be Education majors, but we lost them after year two. What I found was very interesting; these students

were taking the Praxis Core 5 to 10 times, and not being successful. These students were leaving our college going to other colleges. I found out where they were going: the College of Humanities and Social Sciences; the top two majors selected by these students: Sociology and Law and Justice.

From that data, that shows us that we have students of color who are interested in making an impact in communities. They are choosing majors that are majors focused on giving back to underrepresented groups and those living in economically fragile communities. Yet we lose them because of the barriers that we believe are well-intentioned; but the unintended consequences are that many of our students lose opportunities to be in our classroom where they can be the one in the classroom who represents, that serves as a model, and offers the unique contributions that teachers of color bring.

We've hired a teacher recruiter; we have to sell the teacher profession. Long gone are the days where there were lines of students waiting to sign up to be a teacher. We know the issues that prevent students from choosing teaching as a career; but we know that we have to put in the effort to sell our profession and explain to students that there is a career ladder in education, and they can make a positive impact. Every profession has a foundation of education.

And the TEACH Grants have been critical as well. So we continue to go, today, on the Hill, with AACTE every summer, and meet with our policymakers to advocate for continued funding of the TEACH Grants.

I'd like to highlight, too, that this work can't be done in isolation. We can't be engaged in recruiting our students of color and not

address the culture and climate in our colleges and schools of education, as well as university-wide. The transformation of the Rowan College of Education was recently highlighted in the Bellwether Foundation report on *Preparing Teachers for Diverse Schools*. We talked about -- for the last six years we have been engaged in ensuring that we hire faculty that are diverse; but also our faculty are rooted in social justice and equity. If their CV doesn't reflect that commitment, we don't ask them to join us in the College of Education.

We are also committed to ensuring that we work with our school district partners. We started the Center for Access, Success, and Equity with our Equity Network. We are working with districts like Kingsway, and Delsea Regional, and Logan Schools District. These districts are working with their students to identify inequities in their schools; and the students and the staff are working together to transform those settings.

I'd like to thank you for the opportunity to share the amazing work that the College of Education at Rowan is doing. We are building capacity at Rowan University; and I'm so honored, now, that the President has seen fit to appoint me as the Senior Vice President for Diversity, Equity, and Inclusion at the University, and that the work of the College of Education will lead the University in ensuring that all of our students of color at the University have a safe space, that they have the support they need, and that we are committing to recruiting and retaining diverse faculty, staff, and students.

Thank you.

ASSEMBLYWOMAN JASEY: Thank you.

MS. LEATHERS: Good morning -- good afternoon -- good morning. (laughter)

ASSEMBLYWOMAN JASEY: Good morning.

MS. LEATHERS: Good morning, Senator Rice, Assemblywoman Jasey, and the members of the Joint Committee on the Public Schools.

Thank you very much for having me with you here today.

My presentation will begin with an introduction of myself; and what I contribute to this particular talk today, that is both personal and professional. And then I'm going to give you an overview of some national statistics, some of which you may have heard today.

And then I'm going to talk about the report that I was a part of, issued by the American Association of Colleges for Teacher Education, which you may have a copy of today. If not, it can be made available to you.

And then, finally, I'm going to speak specifically to the recommendations from the report; but I'm also going to talk to you about recommendations that come from the people who were most important in that report, which were the males -- black and Latino males who participated with us; and also those whom I work with on campus at William Paterson University.

(refers to PowerPoint presentation)

So I have a lot of intersections with this work; and I have much more information than time, so the PowerPoint is available to you today.

I am a former student in Paterson Public Schools; I graduated from Willingboro High School. I had an opposite experience than that of

Assemblyman Wimberly. My college counselor told me that it was too bad that I didn't play sports, because then I could go to college.

I am the first in my family to graduate; I graduated from Rutgers University. I later taught in Paterson Public Schools, and became a liaison between universities and schools in Paterson Public Schools. I have coordinated Federal and State grants through University partnerships. I was the first Director and Coordinator of the Holmes Expansion Programs through AACTE that worked with students of color at all of the levels: K-12, undergraduate, and graduate students. And I'm an urban school scholar; my dissertation focused on the experiences of early career teachers in urban schools.

So diversifying the teacher workforce by the numbers: As you've heard today, approximately 50 percent of the students and schools are of color; 17 percent of the teachers are of color; and less than 2 percent of public school teachers are black males, and fewer are Hispanic and Latino males.

So just imagine that young men of color growing up in New Jersey schools may not have a teacher of color. They may not have a male teacher of color, and they may not have a teacher specifically from their individual race or ethnic group.

The impact of such a school cultural dissonance is enormous. It can be seen in standardized test scores, achievement rates, rates of suspensions and expulsions, the school-to-prison pipeline, the underrepresentation in gifted and talented programs, restricted access to college preparation programs, advanced placement course work; and students

feeling isolated, misunderstood, and treated as *other*, leading to lower graduation rates.

And finally, the dropout rates can be documented as well.

Deficit thinking has shaped the state of education in society; and thrives under the assumptions that low-income children, children of color, and their families are limited by cultural, situational, and individual deficits that schools cannot alter.

Where are we now? We're working on changing this narrative. We understand that this narrative -- as Senator Rice has explicated so deeply today -- is rooted in historical and contemporary legislation and policy. It's often the toxic environments that our teachers of color face and live in; and also relates specifically to the lack of exposure and practices of teachers of color in K-12 classrooms.

We have a democratic agenda -- that has been spoken about, repeatedly, in our research -- in which we say a society devoted to pluralistic ideas cannot maintain adequate progress towards those values if students in schools lack consistent exposure to people of color in authoritative, powerful positions.

So the impact of male educators in the classroom tends to decrease -- teacher turnover, and provides students of color with role models, make cultural connections, set high expectations, and reduce implicit bias.

This is the first page of the report that we worked with -- through AACTE. The title is *Promising Practices to Recruit and Retain Male Teachers of Color: Findings from the Black and Hispanic/Latino Male Teacher Networked Improvement Community*.

AACTE selected 10 of its member institutions; William Paterson was one of these institutions. We worked for three to four years in studies and practices related to a Network Improvement Community. Through this Network Improvement science -- which was put forth by Tony Bryk -- we have cycles in which we identified the lack of black and Latino Hispanic males in the educator workforce as a problem of practice. And through those cycles we looked, continuously, at how to understand the problem and how to act upon it.

And so through those cycles the institutions have recommendations to both policy, and universities, and schools. The first one is to talk to your students of color. This may sound like common sense, but we found that, through our member participation in the NIC and also through our work with AACTE, that this is often a step that we miss. We cannot underestimate how important it is to talk to students of color and create avenues for their voices to be heard, both formally and informally.

Recruitment recommendations were to strengthen community ties, hire K-12 paraprofessionals into the profession, and expand K-12 partnerships. Many of those types of partnerships Dr. Shealey has spoken to you today about; and they were in accordance with the NIC findings.

The retention recommendations were that we need voices in higher education and K-12 schools of men of color; that there are cultural imperatives that are necessary. For example, gaining expertise in cultural backgrounds, cultural competencies, and historical narratives; decreasing Eurocentric views and implementing social justice frameworks.

We also discovered -- not discovered, but was made clear to us, the importance of mentoring and advisement. Again, you've heard a lot today about mentoring and advisement; and I do want to emphasize that advisement is sometimes called, now, *intrusive advisement*, where undergraduates are taken under wing, and where their lives become part of what we understand about their experiences.

ASSEMBLYWOMAN JASEY: In other words, you don't wait for them to come to you.

MS. LEATHERS: Absolutely.

ASSEMBLYWOMAN JASEY: Okay.

MS. LEATHERS: Absolutely; thank you so much.

Barriers are the cyclical impact of the lack of racial, ethnic, and cultural representation in educator preparation programs and K-12 classrooms. In other words, when there is a lack of representation at the K-12 level, when men of color and women of color do not see themselves in teacher roles, then it is more difficult for them to imagine themselves in teacher roles. And once they are in those roles, it is difficult for them to maintain those roles, because of -- sometimes they're the only one; many, oftentimes, they are the only one in their schools.

The cyclical impact of racialized structures within institutions and society; and the costs related to becoming a teacher, which I will talk about more.

Additional barriers are testing -- the numerous entrance and exit State requirements. As Dr. Shealey spoke to you about, we now have, in New Jersey, Core, and Praxis, and edTPA; which are significant for our students in terms of how they are able to interact with these tests. One is

the cost of the test; and also, because our students often have fulltime jobs in addition to being fulltime students -- have multiple part-time jobs -- they're not able to have the same amount of study hours. They're not able to visit -- to have advisement in office hours. And the test prep workshops that are often made available, they can't participate in because they're in their part-time jobs.

The student teaching residency semesters, while often supported, are full-time -- can be seen as full-time jobs for students. So one barrier is that when students have to work, have to be in their student teaching residency for one to two semesters, it decreases their time when they're able to work, which decreases their ability to pay their tuition and fees.

The lack of cultural competent and relevant pedagogies that are present, in both educator preparation programs-- And they spoke to not just the theoretical component -- as seen, maybe, in syllabi -- but in the practices within classrooms; what can be seen as they experience themselves as students in the classrooms.

And also, how those culturally relevant pedagogies then are -- how they are able to enact them within K-12 classrooms when they possibly have not experienced it in their K-12 settings, have had little practical experience with it in their educator preparation programs, and then are expected to be the hallmarks of these pedagogies once they enter teaching. It is a lot to ask.

One such fee that often, I think, gets neglected is the fingerprinting as a substitute for licensure fees. So they are prohibitive to

many of our men of color in our educator preparation programs, as well as women. And the issue of student loans.

Challenges are the low prestige related to becoming a teacher. I am being kind when I say *low prestige*; but we understand that we are in an age when teachers are blamed for low-achieving schools. The culture of teaching in the United States relates to that first point.

The teacher pay is inequitable to other careers with advanced degrees; and the teacher pay versus administrative pay moves a lot of our teachers out of the classrooms and into administrative positions, particularly men of color.

Okay; so I asked -- I talked to -- I followed my own recommendations, and I talked to our students. And the following slides come from specifically speaking to men and women in our educator preparation programs.

I'm going to read this first slide, and then spend a little less time on the following slides.

Our students work full-time or have part-time jobs. Many times they're the sole, or primary, financial support for their origin families. They've had to work in such positions throughout high school; so it doesn't begin when they go to college, it begins in high school for them.

Sometimes our students are homeless; we need to recognize that.

They face racial, cultural, and low-income or poverty fatigue; they face racial, ethnic, and cultural discriminatory practices. And they are often hard-working, high-achieving, committed persons of color, who often do not graduate from college or university.

Committed state-university-district initiatives: We need states that understand this weaving of associated costs related to becoming a teacher. We need universities that have collaborative structures that look across departments and offices to understand how students are being supported. And we need districts that understand that pre-service teachers can serve their students, and teachers, and families in employment positions prior to even becoming teachers.

We need to create, sustain, and increase funding and support for university programs; for grant fundings with new timelines. Sometimes the timelines are too short; they need to be long-term and more proactive in the K-12 settings.

Loan forgiveness programs often stall when they actually apply for these programs; and the paperwork and administrative time and effort prohibits them from continuing.

They would like for you to consider paid internship programs. Our pre-service teachers of color don't have the opportunity to take advantage of internships, because they have to work.

And the idea of State waivers; is it possible to waive fingerprinting as a substitute for licensing fees?

We need pre-service teachers of color, and school districts to understand that they could benefit from new paradigms of employment in K-12 districts. If we understand that our pre-service teachers of color need to work, then is it possible that we can create avenues for them to work within K-12 districts?

And looking forward -- looking at college and public housing that-- How can we think about college housing in support of our students,

and understanding their context? And also thinking about once they enter their field, their struggle continues; and how can we look at specialized, affordable housing, mortgage loans, etc.

Thank you very much; and I appreciate you having me here today.

ASSEMBLYWOMAN JASEY: And I want to thank you.

We will be looking at those recommendations in terms of policy issues and possible legislation as we go forward; because this is not a short-term commitment.

So thank you for that; and thank you for the slides.

I lost my spot; Monica, Dean of the College of Education at Rowan -- we already heard from you.

Suzanne McCotter -- Dr. McCotter, Dean of the School of Education at The College of New Jersey.

And what I'm going to ask you to do -- because we have two more speakers -- is to try to fill in the gaps; and then if you're all able to stay, one of the questions I want to ask, also, is how do you fund your teacher prep programs on campus, and how much of a challenge is that for you and for the students?

So we'll hear from you; and then we'll hear from Dr. Robinson; and Kenyan Kummings, Superintendent of Wildwood.

And, hopefully, we'll still have enough people here to continue the conversation, at least until noon.

Thank you.

DR. McCOTTER: Thank you.

And I think I will try to breeze through the things that you've heard already, and focus on some of the other things.

You've already heard some of the problems with the gaps between the number of teachers of color and white teachers. And you have this PowerPoint; so if you want to spend more time on the data, you can see that.

(refers to PowerPoint Presentation)

One of the things to point out is that Education majors are not keeping pace with other majors. So 2012 data shows that 62 percent of all majors were white students, and 73 percent of Education majors were white students. So we're not doing as well as other majors are.

And in New Jersey, the data about the gap is illustrated on this chart as well.

At The College of New Jersey we have the Center for Future Educators, which is fully funded by NJEA, the New Jersey Education Association. And there are several things that we're trying to do to reach out to middle and high school students to encourage them to think about teaching. One of them is the New Jersey Future Educators Association, a statewide network for middle and high school students, to encourage them to think about teaching as a career; and we have conferences for those students.

We prepare their teachers to teach courses, which are dual-enrolled courses, for high school and college credit. We've trained high school teachers to think about that, and then we issue credits with some of the higher education partners.

I'm going to talk about this on the next slide -- we also have an Urban Teacher Academy, which we've been doing for many years; two weeks of experiential learning on the campus of The College of New Jersey.

The Center for Future Educators has a new Director, Dr. Thomas Howard, and he's working on a few things which are specifically devoted to increasing the number of high school and middle school students of color who are thinking about becoming teachers; or maybe who are not thinking about becoming teachers, and we could change their mind.

So Dr. Howard's been inspired by what's happening at Rowan, with their Men of Color initiative, and he's thinking about how to work with high school students of color, young men of color, who may not yet be thinking about becoming teachers; but to encourage them to start thinking about it.

So we're starting the Teacher Diversity Initiative; he's working with Dr. Donald Blake from TCNJ to identify 30 mentors who can work with 30 male students of color to do leadership training and service learning activities, and then have a Capstone project. This will be a five-week leadership initiative. But what we think will probably make the biggest difference is not the leadership programs, but the one-on-one coaching and mentoring that comes with someone who they respect.

We're also working with the New Jersey Department of Education -- with Tanisha and some of her colleagues -- on looking at statistical recruitment. How can we use the data that we know about high schools to our advantage, to think about increasing teacher diversity?

Dr. Howard is working with the DOE to identify schools that have high percentages of students of color, and where students are doing

well on composite scores on nationally normed tests; so we can identify schools that have a likelihood of producing excellent teachers of color, and then following those schools, in a longitudinal study, to see if we're successful in any of our efforts.

Other initiatives at The College of New Jersey include some Diversity, Equity, and Inclusion grants within the School of Education. Most of these are -- they're internal grants, very small amounts of money, that often focus on partnerships -- with Trenton Public Schools and other school districts in our area -- to work with high school and middle school students. Tomorrow, all of the 8th graders from two of the middle schools in Trenton are coming to campus so that they can have a day just experiencing what college is like. We've worked with high schoolers from Trenton High School in a Troublemakers project, and had them thinking about what it means to be a teacher. A few of them just came to Toronto with me to present at the American Educational Research Association.

We're hiring an Endowed Chair of Urban Education; and our priority in that hire will be to find someone who can really partner with our local communities, and form those relationships with public schools to think about what it means to be a high-quality urban educator.

I've also spent some of my time, over the past couple of years, raising money for scholarships for students to alleviate some of the extra costs -- which Sharon just mentioned -- and I'll talk about more in a moment. But all of these are coming from-- Since you raised the question of funding, the School of Education is funded through tuition; our students pay their tuition and that's how it's funded. All of these extra things come

from the generosity of alumni and donors. So it's private money that's making it possible to do a few of these extra things.

Dr. Leathers was mentioning some of the extra costs. I've tried to elaborate on those extra costs, to some extent, on here. The range of total expenses, for our students who want to become teachers, is \$1,000 to \$3,000, without thinking about the transportation they need to get to their clinical settings, the clothing they need for their clinical practice, and the loss of income when they're doing their clinical experiences.

(Indiscernible) College of Education has done a great study about the economic impact of clinical practice. Most other professions that require clinical practice fund that clinical practice. Doctors get paid for their residency, beauticians are paid when they're doing their internships, but teaching is not. And two-thirds of the financial burden on students is not tuition; it's the loss of income because they can't work, they can't pay for childcare, they can't pay for rent.

We're trying to do some things at TCNJ, but the burden really falls on us to figure out what to do. So everybody's following Marie Kondo right now, and cleaning out their closets. We're asking people to bring in their professional clothing so we can do a Dress for Success event, and make sure that students have the clothes they need for clinical practice.

We have students, often students of color, who come to us and say, "I've been nominated for this Honor Society, and I can't pay the induction fee." So it's individual faculty and staff who end up paying that induction fee.

I gave a scholarship -- several scholarships this year. We had students-- Over the past year-and-a-half, we've had 162 students apply for

grants to pay for edTPA, or Praxis, or certification costs; and we've been able to award 34 of them. One of them, a student of color, e-mailed me and said, "For a long time, becoming a teacher has been my absolute dream. This scholarship has allowed me to make my dream a reality." I really cringe to think about a student not being able to get to those final stages because they can't afford to take, or to retake, the edTPA.

So I think we need to think about -- as a society, really -- about how to remove some of these economic barriers to teaching. There are all of these State-required extra costs. We need to institutionalize ways to earn money for clinical practice. We can think about creative ways to incentivize schools and districts to use clinical interns for things that they need, like substitute teaching or paraprofessionals, especially in high-need areas or districts.

And then, increasing loan forgiveness for teachers who are in those areas; who are either teaching in districts that really need excellent teachers, or in high-need areas like STEM and Special Education.

So thank you.

ASSEMBLYWOMAN JASEY: Thank you.

You certainly gave us a lot to think about.

I've been making notes; and one of the -- one of my goals is to generate-- Once we have all of this information, to look at it and see if we can generate legislation that would address some of these issues; working with our public universities, especially.

So thank you very much.

I hope you're going to stay around? Okay.

Next up, I'd like to call Dr. Jennifer Robinson, the Executive Director of the Center of Pedagogy at Montclair State University; and Superintendent Kenyon Kummings, of Wildwood City.

Good morning, Dr. Robinson, Superintendent.

J. KENYON KUMMING S : Good morning.

JENNIFER ROBINSON, Ed.D.: Good morning.

Much of what I'm going to be sharing this morning is very much a summary of what's been shared already.

And I do want to thank the Joint Committee -- and particularly, Assemblywoman Jasey and her staff -- for inviting me this morning.

But I need to know how I can advance my slides so that we can get through this very quickly. (laughter) And I will try to focus, really, on what has not been already stated today; although we know that, in good teaching and good learning, repetition is important. So you may be hearing this again.

I do want to underscore the fact that the research on diversifying the teaching population is really centered mostly on the African American and Latinx populations. We need more research, actually, on Asian and other ethnic groups, in terms of their diversity and their contributions to this work; so keep that in mind.

Over the next 15 minutes I'm going to share some reasons why -- teacher diversity; national statistics on the demographics of teacher candidates; and the barriers that hinder our ability to recruit, prepare, and retain teachers of color. And I'll briefly discuss some promising practices; and end with four recommendations.

As you know, for several decades -- and I am quoting former U.S. Secretary of Education Arne Duncan, in terms of what he has had to say about the shortage of teachers of color -- and he really says, in brief, the shortage of teachers of color is a major Civil Rights issue.

I believe that he summed up his statement, in 2014, and said the reason why we need to have the discussion, particularly in-- New Jersey is a gateway state with racial and ethnic diversity; and segregated, in particular, in terms of our school districts. And you'll note, in his last comment, "We don't have a courage gap; we have a courage gap and an action gap. That's really the problem."

So you've heard before, this morning, that there are many national reports that document the increasing shortage; in particular, the scarcity of the supply is found specifically including areas of Special Education, mathematics and science, bilingual education -- bilingual education and cultural education, which is what we have in New Jersey -- but also now, increasingly, there's a shortage of Spanish teachers as well, particularly in low-income communities.

It's problematic, of course, because of the myth of racial and ethnic minority inferiority in the minds of all students; and then it reduces the ability to promote positive cultural understanding in racially and ethnically mixed schools in communities in our democratic society. And I want to stress that we're trying to have a democratic society.

So more important, I think, is, there is significant research that supports having a diverse educator workforce. Of course, it helps all students; but it helps having teachers of color because they shape the disciplinary policies that are less punitive and more restorative in nature, in

many cases. They develop more trusting relationships with students, particularly those with whom they share a cultural background. Justice-oriented educators are needed to confront the issues -- that actually some of the Committee members raised earlier -- issues of racism; and shape the way the school is experienced by students of color, causing them to want to continue in school.

They contribute to improving academic outcomes, while serving as strong role models for all students.

And I want to just, also, underscore, it's not that white teachers are not effective; it's just that we are not utilizing all of the resources we can use to address some of the intractable problems that face our classrooms, communities, and society at this time. I contend that the shortage of teachers has caused a much larger issue related to the systemic inequities that exist in our schools and, ultimately, in our communities. While diversifying the teacher workforce is one way of addressing these issues, the problem will not be solved by merely increasing the number of teachers of color. I would hope that this Committee would keep that in mind. Diversity is speaking about numbers; but what we really need to do is upturn and overturn some of the policies, some of the practices in some of our schools that caused some of the inequities to exist.

So here is a just a picture of the national landscape. We've already heard that 49 percent of non-white students are in public schools, while 82 percent of the teachers in the teaching force are predominantly white, predominantly female; 2 percent of the teaching force is black males.

I know that you know that-- As the Legislature, you understand that the Federal government -- through the Every Student

Succeeds Act, ESSA -- has delegated the issue of teacher diversity to the states. The control is in the hands of the State, and it is up to us, to you, and to all of us to determine how we will address this quickly and thoughtfully. And as you can see, former Secretary John King also said that we have to address this quickly and thoughtfully.

You have with you a report that is a summary -- summative report of a larger report, published by the American Association of Colleges for Teacher Education report, called *Colleges of Education: The National Portrait*. This is a supplement that was prepared to look a little bit at the demographics of the teacher workforce, and the candidates who are in our programs. So in terms of undergraduates, it's important to note that education is, again, one of the least diverse fields that students of color enter. It's only outpaced by Agriculture as a major at the undergraduate level. Undergraduate students of color tend to be what we would call *non-traditional*, in terms of their age and life circumstances; and almost half of our Latinx teacher candidates are first-generation whose parents aspire for them to enter college, but sometimes have no guidance or understanding of how to make that happen.

And when it comes to financing their education, there are major disparities between white students and students of color. Median family incomes for students of color are half of that of their white counterparts; and students of color work full-time, and go to school full-time; and some attend less than full time each year, which means it costs more because they have to stay there longer, and it takes more time.

At the master's level, we find similar statistics. Students of color are usually older than their Hispanic and white peers; and many are

single parents. And the financial burden of completing a master's program to become a teacher is also prohibitive for students of color attending full-time; though it's economically helpful, is less possible. That means funding sources -- such as GA-ships, or graduate assistantships -- are rare, and usually go to white students who may have the support of parents' free room, free board, and transportation to supplement.

Explanations of the diversity gap. It's evident that at all across different points of the pipeline we're seeing that there is a low percentage of students of color pursuing a baccalaureate degree; and out of those students, about 25 percent are enrolled in Teacher Ed programs. Completion rates are lower for students of color than their white counterparts; and as the last bullet indicates, we tend to invest more in programs to recruit talented athletes rather than talented candidates for teaching.

There are barriers to both entering and exiting; and they have been stated earlier. All candidates face these barriers; but they are more difficult for low-income and for many candidates of color, for various reasons.

First, the fairness of the standardized entry and exit examinations. Students of color historically have had lower passing rates than their white counterparts; and that's actually been documented in the research. Standardized tests were never meant to be the sole measure of learning or knowledge. They do not measure critical thinking, they do not measure problem-solving or analytical thinking; and they do not measure dispositions towards diversity, which is necessary if we have teachers who are going into diverse schools. They're not even an indicator of an individual's ability to teach.

The cost of entrance and exit exams, as you've already heard, is prohibitive; and for many students, who may be getting more than one certification and, particularly those going into science -- those students generally have to take two tests in order to get that certification. Again, it's close to \$3,000; and this applies to university and alternate-route candidates.

Third, we have found that support systems, at each point along the pipeline, need to be in place to see a prospective teacher from recruitment, to selection, to preparation, placement, and retention.

So the main policy response to this challenge has been to recruit more candidates of color; but I also say let's not recruit unless we put into practice ways to retain, and mechanisms and interventions that ensure the greatest chance of retaining them.

So you've already heard many of the promising practices. According to many researchers, grow-your-own programs help to navigate the intersection -- such as race, class, and gender -- that many of our candidates of color can address.

You've already heard about Future Educators Associations, teaching academies. I want to underscore the Pathways2Teaching Program, which emanates from the University of Colorado, Denver. It's a concurrent enrollment program, designed to encourage high school students of color to become teachers. Some of the program's critical features include building college readiness skills, cultivating students' socio-cultural awareness, introducing students to scholars of color through readings and in-person experiences.

And the originator -- the founder of Pathways2Teaching actually was here a few weeks ago, at Montclair State, in conjunction with the grant that we received from the New Jersey Department of Education. We signed an agreement with the Newark Public Schools to implement teacher academies in a comprehensive and magnet high school; and we're also working with 32 districts across New Jersey -- where we have our clinical placements -- with interns of Future Educators Association.

Of course, community college partnerships are very important; 2+2 articulation agreements are critical. And because there is so much depth of knowledge necessary in the disciplines, we really propose, and are working with our two-year institutions, to ensure that they are ensuring that their students are taking major discipline courses so that the clinical courses build on those once they get to the four-year institution.

Of course, there are Men of Color programs. I want to underscore the New York City *Men Teach*, and their partnership with *My Brother's Keeper*, a statewide initiative to recruit males of color into teaching. And, of course, you've already heard about *Project IMPACT* at Rowan.

Teacher residencies are also a highly effective way of recruiting and preparing teachers of color. We have one at Montclair State University, averaging 70 percent students of color. We've placed over 100 new Math, Science, and Special Ed teachers in Newark and other districts around New Jersey, with funding from Teacher Quality Partnership grants, the Woodrow Wilson Teaching Fellows Foundation; and then Noyce National Science Foundation grants, as well as private scholarships.

In terms of candidates, and what they say they need. Financial support -- they're unable to work during their increased clinical field hours;

and they need peer support through cohort experiences; and culturally affirming, sustaining practices to develop their own sense of identity and agency in order to go into schools and help other students develop their ability to be nurtured and liberated to meet their own potential.

In terms of placement -- and I think this is important; I think Senator Rice brought this up, very eloquently, earlier -- the disproportionate number of teachers of color end up in schools with fewer resources, which is one reason why they may leave after two to three years. And we know that we are increasing the number of teachers of color, by and large; but the conditions most strongly related to teachers of color turnover were the degree of the teacher's classroom autonomy, and input into the school decision, policy, and possible improvement.

So we need to improve teaching conditions. We need to make sure that teachers of color are evenly distributed across schools; and we also need to attend to the fact that very often they are called upon to be disciplinarians, though they have been signed up to be Math teachers. And, very often, they're not necessarily respected by their white colleagues in the schools.

The strongest factor for retention is directly connected to having autonomy to improve school-wide working conditions as teachers, and having the ability to make critical decisions about students in their classrooms.

Recommendations: Remove those financial barriers; you've heard this over and over again. Strengthen our financial assistance programs for students of color entering the teaching field, similar to those for students entering the medical field. Develop State-funded grants,

stipends, and scholarships that enhance the opportunities available to persons of color who want to become teachers and serve a minimum of three years -- perhaps in a high-needs school district, or not.

Develop pilot project programs to fund clinical internships; or help us work together to identify sources of income so that clinical funding can offset the need to work and study full-time.

Also, let's look at removing some bureaucratic barriers; develop flexible entrance requirements that do not solely rely upon standardized tests; which, as I said before, are costly and not predictive of teacher quality or ability.

Continue to sponsor teacher recruitment and preparation that uses best practices -- as you've heard this morning -- and that forms strong relationships between universities and schools districts to retain educators after preparation.

This work cannot be done by a single entity or institution. There are a couple of initiatives that are going on already. The Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota is one example of how the legislature worked with numerous organizations and institutions committed to quality and concerned about barriers that impact persons of color who want to enter and stay in the teaching profession. They've removed systemic barriers, requiring policy and institutional changes; as well as major financial investments.

A state senator in Massachusetts has formed a coalition to address the inequities in schools, especially in accountability systems, to bring about better school conditions for children, teachers, and families.

I just want to close by saying diversifying the teacher workforce means more than finding a bag of tricks or strategies to yield more people of color in teaching. As Secretary Duncan -- and some of our members here today -- said, it takes courage and action. It's going to require a total transformation of what it means to educate our youth in New Jersey; and it means having a willingness to confront and address the inequities we perpetuate in our mostly segregated schools.

We need teachers who will actively connect the concerns of students and their communities to the larger constructs of oppression -- racism, classism, ageism, ableism. I couldn't put all the *isms* there, but you know that that is what we need to be doing in our schools. And we need a multiracial, multimodal movement to not only increase the number of teachers of color, but critically address what it means to educate and live in a truly democratic society that reflects the gifts, talents, and abilities of all who live there.

And I want to thank you for your attention.

By the way, all of those photographs are students from Montclair State who we have prepared and placed out in schools -- just to let you know the work we're doing. And I'd be honored to sit on any council or task force that the Committee puts forth.

Thank you. (applause)

ASSEMBLYWOMAN JASEY: Thank you, Dr. Robinson.

And if you e-mail us your slides, we will duplicate them and distribute them to the members.

Senator Rice.

SENATOR RICE: Yes, thank you very much, Doctor, for your testimony.

We would like to have it in writing; if you can get it to us -- your testimony.

Also, I just want to say to all of you, I see things a little different than many of my colleagues. We may not see them differently, but I argue differently.

Unless we address and make a priority the quality of life in these communities, particularly urban communities, you can go out and you can do all this stuff -- you're not going to get and retain black educators; it's just not going to happen. When I grew up, the teachers lived in the community. Teachers don't want to live in Paterson and Newark -- except for maybe Ben, and a couple of others, who are committed -- and I'm serious about that.

Arne Duncan, you know, was problematic; you know, these people, these credentials give this articulation, this rhetoric; but it was Arne Duncan's act -- I took 22 people, legislators and others, to Washington, asking for an investigation on what was taking place in an urban school; they were ripping us off.

And so we have to be committed to the quality of life issues. Teachers in Newark -- they don't live there; they won't live there, most of them. They'll move to South Orange, right up the street, where they can shop on the Avenues. But in Newark, you can't shop on the Avenues, you know; and there's no war between South Orange and Newark. They created Teacher Village; well, that's not putting the teachers in the inner city, in the communities, where our young people can have role models.

And so I'm saying all of this to say that we need to, number one, look at how we're treating teachers in the Legislature. We're talking about them like a bunch of dogs; we're beating them up on their pensions and stuff like that. And young people -- including people of color, okay? -- pay attention to these conversations; how we're doing it.

We know our community is not situated; we have to address that. Because these teachers also have families; and they want to raise their kids in the communities, many of them where they teach.

And so unless you put that in the forefront of your conversation, this other stuff I'm going to pay attention to and try to legislate; but to me it's rhetoric.

And so, once again, I'm looking for fortitude from leaders.

Thank you very much.

I have to go to an Ethic Committee meeting to make sure I'm doing the right thing, you know? (laughter)

ASSEMBLYWOMAN JASEY: I'm sure you'll have no problems. (laughter)

Superintendent, you have the distinction of closing us out; and then we will have a few minutes, at least, for some questions from members.

As you know, my members are leaving, but it's not out of disrespect. It's because when we scheduled this meeting, they hadn't scheduled budget or these other meetings. So that's why we scheduled it on a Tuesday; because normally Mondays and Thursdays are the only days we have to be here.

So please, the mike is yours.

MR. KUMMINGS: Thank you, and good morning.

I want to thank the Committee for making this a focus, and keeping this a focus over the past -- over the history; and also our Association, for bringing this forward as a focus, through the 4 Equity, which we began with.

I think it's important to note -- going back to Senator Rice's comments also -- that in the conversations we've had, it doesn't seem like this is going to be just a moment in time. It seems like this is going to be something that carries forward with the work of our Association. So I think that's very exciting.

And then in preparation for this testimony, it's really just a lot of questions that I began with some assumptions, just as a practitioner in an urban school district.

So it's good to hear, going last, how much this intersects; and that I'm not just a crazy person making these assumptions from what I deal with.

I am the Superintendent in the Wildwood Public Schools. We do have the highest percentage of students living in poverty in New Jersey. Although it is a small District -- we only have about 900 students, with the introduction of the preschool expansion -- we have high numbers of Special Ed, high numbers of ELL. And we have experienced this issue where it's difficult to recruit teachers who are from a minority background and also understand the experience of our students -- again, to go back to the Senator's explanation.

A lot of times we're focusing on basic needs: food security, shelter, housing security, medical needs. And it's a three-legged stool; if you

kick out one thing, everything collapses. And that's really what we begin with, before we even get to the education of our students.

I see this moment here, and being in Trenton today, as an extension of my advocacy for our students. So it's important for me to understand their trajectory, and their experience, and what my role is. So that's really why I'm here.

I know that the title was around recruitment and retention. So I'm excited to hear a lot of discussion around the pipeline, because I think this is very much a pipeline issue that begins very early on in a child's experience.

Just looking at the data that's available -- from the performance reports that were discussed earlier from teacher preparation programs -- in 2008-2009, in traditional programs, we reported 5,027 teachers who completed programs in New Jersey. That number decreased, in 2013-2014, to 3,281 (*sic*) -- which is a 24 percent decrease -- and it continued to decrease through 2015-2016, to 3,281. I'm sorry; the earlier metric was 3,819.

So, over time, from 2008 to 2015-2016 -- the most current recent available data -- we saw a 34 percent decrease in teachers who are being prepared in traditional programs.

So that's where one question begins -- that is the total aggregated population. I don't know what that represents, in terms of demographic subgroups; I know that we heard percentages earlier, which I'm not contesting. But I think when we're talking about raw numbers and percentages, that requires further explanation or further research into actually what is happening with our programs.

I think it's important to note that, in 2012, the college GPA requirement was raised to 3.0 -- there is a waiver process, which I'm not going to get into -- and also that was when -- right around that time period is when we introduced the Praxis Core. So we had the Praxis Core, we had the Praxis II, we had the edTPA. We saw all those metrics that are required; all those different potential barriers that are in place.

So one may question whether or not that is a reverberation, in 2014, that we're seeing, from the changes and expectations in 2012. And I'm not arguing that we water down expectations; I just think it's something that raises an eyebrow for further research and study of what's happening there.

And edTPA came in, in 2017; so I think it's important to look at that data and see if that's continued.

Also, barriers that exist prior to even getting into EPPs at the college level-- Wildwood participates in the New Jersey Network for Superintendents -- it used to be under the Panasonic Foundation -- but it's a group of superintendents who are committed to the work of equity. It's been in existence over a decade in New Jersey, but basically it's superintendents who get together and they look at their own system -- which is very difficult work, sometimes, when you discover things that have been under your nose for a time -- and you look at things that are actionable locally. And that's why I think is important for me to be here today.

So we share with each other these things that happen to students as a result, many times, of tracking and leveling. It goes back, very early on, in elementary school. We start standardized testing in 3rd grade;

we've heard about the bias associated with them, and things that can permeate into that process.

From my colleagues in places that are -- they span all district factor groups, from *A* to *I*. We all have populations that are subgroups within our systems that we are responsible for; and we hear the same things happening everywhere. Entry-level into enrichment programs, G&T programs, level courses in middle school, AP and honors in high school -- a lot of these things hinge upon a standardized assessment and a staff recommendation. So if things are limited to those metrics, we're often making decisions about students that are going to carry them forward well into this. So we shouldn't be surprised if we see this happening at the post-secondary level in colleges.

So those are potential barriers. I think that it's also important to note that even before we get out of high school, New Jersey is still one of 12 states in the nation that requires a high school entrance (*sic*) examination as a component of graduation. And I wouldn't argue that it's not a good thing to have for monitoring purposes; but I would explore which students are utilizing the portfolio process to get to a diploma; and I would ask that we look at the demographics of the students that are using that procedure, and are we putting low socio-economic and minority students through an additional hoop to even get out of high school, to even get into a college level to become part of this pipeline.

And I did talk about the bias. I did have some data that I found about the Praxis Core; and as my colleague Sharon -- who I'll meet afterwards; we're going to be friends -- we saw a discrepancy within demographics within the Praxis Core -- which is assessing reading, writing,

and math for our teacher candidates -- between Hispanic candidates, black candidates, and white candidates. And we've been seeing this for years. If we go to something that's just as simple to analyze as household wealth with SAT scores, we know that SAT scores increase with the wealth of the household.

So this is nothing new; there are plenty of data sources to talk about. I tried to keep this to two pages, and not put a lot of that in there. But if we wanted to dig deeper, the research exists.

So I will bring some ideas, which are duplications of what we've heard earlier. I think there are some things that are actionable; I see people being here today as actionable. I see the work of NJASA and what we're doing with equity as actionable; some of the things that we can control, and that we can change.

I think that we should determine if the outcomes of tracking and leveling, prior to high school graduation, prevent students from attaining the education needed to gain entry into an EPP; and if so, address them. So if we have these assessment requirements, what are mandated federally; what do we have to have? And we can look at different supports, and financial assistance, and things of that nature; but with the same piece -- with the high school assessment requirement -- do we even need to have that in place? And it is a barrier that we may need to, just, remove. I don't have an answer for that, but I think that we should explore that question.

Determine if the change in the college GPA and the associated assessments required to gain certification -- Praxis II, Praxis Core, edTPA -- have negatively impacted the completion of EPPs for minority students; and determine if there are additional barriers brought on by increased number

of college assessments, including the high cost of these assessments, and if there has actually been value added to our teacher candidate pool by their introduction.

I think we should compare the GPA requirements for Educator Preparation Programs to those of other initial certification programs. I haven't found that any other initial certification programs require this level, so I think it needs further exploration. I do have a day job (laughter), so I didn't get into this as if I'm a statistician.

Scale the work of groups, such as the New Jersey Network of Superintendents, to help districts give opportunity and access; so we're not just trying to put students into these tracks, but they need to have supports in place so that we make sure that they're successful there -- so it's an access and opportunity issue -- so that we can have them receive more challenging coursework through the development of unbiased, multifaceted entry criteria; and innovative, scaffolded course delivery models.

Allow the DOE and the New Jersey Legislature to improve the pipeline by creating career and technical education opportunities, with funding, within comprehensive high schools, to identify and prepare students who have a passion for education in an effort to recruit students into the profession at the secondary level. This is something that Wildwood is doing this year, which I'm excited to hear that it's in place. I knew that it was in Pleasantville; my mentor went there after he left Wildwood, and put that program in place.

But we're expanding preschool; one of those classrooms is going to go into the high school. It's going to become a laboratory setting, so that

we can try and spark some passions in our students so that they may return to Wildwood in the profession.

I'm also in talks with Dean Keenan -- who is currently the President for the New Jersey Association of Colleges for Teacher Education and the Dean of Education at Stockton University -- about some of these pieces; so that we can gray that transition a little bit and talk about what are the expectations for our students coming into the higher ed level, and what supports need to be in place, and what they need to know about the hurdles that await them to get to the place where they will hold a certificate to get a job.

Several data sources exist to begin to address the questions mentioned throughout this document. Perhaps we need to create systems that will allow us to conduct a deeper analysis of our practices in New Jersey, and make the problem bigger than it's observed to be right now.

The need to increase the representation of minority educators in New Jersey is well documented, via data sources within the DOE's EPP performance reports. In addition to the Education Educator Preparedness certification issues, I would also emphasize the need to monitor the representation of minorities within the educational leadership positions as well.

A lot of this testimony was born out of a discussion that we had at the New Jersey Network of Superintendents. We were looking -- our Executive Director, Larry Leverett, who has overseen a lot of this work, and is very passionate about it -- was discussing some of the things the Senator discussed earlier, about how it's very easy to lose your job when you advocate for certain topics. And it kind of was an *aha* moment, where we

were saying, we have this low percentage representation within the superintendency nationwide. I don't know what our local numbers are, but I don't think that we should be surprised when we've been pulling back the onion, all the way back into Early Childhood, to see this long-term outcome with all these assessment requirements; and even the fact that now those candidates would have to go and take the GRE, or its equivalent, and then get a master's degree to enter our profession.

In addition to looking at the status of our pipeline, we should also incorporate studies that exist -- which were also discussed earlier -- about the experience of minority teachers; and inform our practices as we strengthen recruitment and retention.

That is the end of my testimony.

Like my colleagues earlier, I'm happy to come back and discuss this issue in the future. I think it's important; I do think it's a social issue -- a social justice issue, and I don't think it should be something that's just a buzzword in the current climate.

If there's some way that we can help solidify it through a partnership with the Legislature and the DOE, I would be very willing to participate.

Thank you.

ASSEMBLYWOMAN JASEY: Thank you, Superintendent.

There are so many thoughts rolling around in my head. And I want to -- I'll start by saying that it's reassuring to know that our State colleges and universities are aware of the need to attract, recruit, and retain teachers of color, particularly male teachers of color. And the most

disturbing statistic I heard -- and I heard a lot of them -- is that only 2 percent of all New Jersey teachers are African American or Latinx males.

We know that students benefit from being taught by teachers who look like them. We know that students who don't look like those teachers also benefit. In other words, we're a society that is culturally diverse; and I think it's part of public education because, as Dr. Robinson mentioned, we're raising them to participate in democracy. And I probably shouldn't say this on the record, but given our current state of democracy in the United States, clearly there's a lot of work to be done. Educating our electorate is really important; and that means our future citizens and those to come after them.

I am very encouraged by this hearing today, because everyone who spoke was impressive; everyone who spoke gave information that we were not necessarily aware of. And so now what I'm thinking the next step will be to sit down and look at all of this information. We will be in touch with you again, because our job is to propose legislation that can begin to address some of these issues, and/or to work with the Department of Education to address the issues.

I know that resources are limited; but budgets reflect priorities, and we do have a Governor now whose priority is public education, among other things. But public education is critical; without it we might as well pack up and move, I guess.

So if members have questions and would like to ask questions of specific presenters, I'll ask that presenter to come forward. You guys can just stay there for the moment.

And I thank everyone for participating and for sharing today; and we will definitely be in touch with you.

And if you haven't given us your testimony in writing, please e-mail it to us so that we can share it with the entire Committee.

Yes, Assemblywoman Jones.

ASSEMBLYWOMAN JONES: More an observation, I guess.

First of all, I appreciate the comments that the last gentleman made about -- his testimony had more questions than answers. I think we find ourselves in those predicaments frequently.

And is it a pipeline question or a recruitment issue? And I think it obviously is both.

Representing the City of Camden, as I do for my District, I understand pretty well how important it is for us to see people like ourselves in those roles; because teachers do become mentors. And I know one of our colleagues here, former Assemblyman Whip Wilson -- who is also now Camden County Sheriff -- they would go to the high school where they all graduated -- these men, particularly, who had become successful -- in shirt and ties or uniforms of whatever their calling was, on the first day of school to show the young men, walking into school that day, that they too could come out and wear the jackets of success, I'll say.

It was a wonderful program; it still continues. They try to mentor as many as they can. The high school has had some remarkable principals of color, so it's so important to see that continue. We all need that; we, as women, always look to other women to make sure that we are moving into the big world that was clearly dominated -- and still is, in some cases -- by men. So we share some of those issues; but I think the one

about -- particularly for male teachers and minority male teachers -- is really significant. And I know we're going to come up with something that may help.

But it's wonderful to see the community of people, professional educators, sitting there, aware of the situation, and trying to reach out to put their hands around it. I think it's very significant.

Thank you very much, all of you, for testifying.

ASSEMBLYWOMAN JASEY: Assemblyman Wimberly.

ASSEMBLYMAN WIMBERLY: No particular question.

This is very informative; something that I've been trying to get a pulse on; and I've been recruiting myself, for years, to get guys to come back.

As a former athlete-- And I'm really proud to see Dr. Leathers here; her brother and I played high school and college football together. And she was a little one, running around; and now she's Dr. Leathers. That's great.

Recruiting men of color-- Athletics can be a major key in that. Because many of them want to come back and give back, like, you know, Sheriff Wilson and these guys; and I know what they do in Camden. I know what some of our guys do in Paterson, and stuff like that. And these are the guys who volunteer; like, most of our programs that we run in our city are volunteer programs. If we could recruit some of these guys, through these new programs where there is free junior college, where they could go and get a reasonable -- a free associate's degree; and then move on to our State colleges and universities in Education -- this is a great avenue to do it.

Many of our faith-based organizations that we have-- The City of Paterson has 300 churches in 8.4 square miles. If we have to utilize our churches to be part of our recruitment of these men to come back, and go back to school-- Because there are many, like you said, who get caught with not going back to school because they owed \$1,200. "Why aren't you back in school this semester?" "I owe \$800." Eight hundred dollars? We have to work with them to get them back in the school, because then they end up just getting out; and then it becomes, "Well, I'm going next semester." "Oh, I'm going to figure it out."

We have to do something, as a community, to figure this out -- to get our people back.

But this group right here (indicates) -- I will reach out. I welcome the opportunity to visit Rowan, or Montclair State, or any of the universities that come out, that we could partner to come in.

And whatever I can do, I'm there; because it is much needed. And the percentages just don't make sense.

Thank you for your testimony today.

ASSEMBLYWOMAN JONES: Sorry; I'm back at it. (laughter)

There was a comment about certification, and the role -- that the process that it takes for some of our young men. You know, we're working on an issue of expungement. How many young men -- never mind whether minority or not -- have had a run in, and perhaps have an arrest record now? How do we clarify that for them, so that they can enter this world; because many of them may choose to do so?

And I won't mention that, maybe, there was a family member in my life who had a small problem at 18; and it could have prevented that

individual from ever being a teacher, because of the way they do a background check.

So in legislation floating around -- somewhere in this building -- for marijuana issues, is the issue of expungement, which we seem not to be able to uncouple; which is a little frustrating. But is that one of the things that we need to work on in order to make this pipeline and recruitment really work?

That's my biggest question, I guess, at this point.

Thank you.

The Doctor is shaking her head; maybe she wants to--
(laughter)

DR. ROBINSON: So, yes, you look at the research from Advocates for Children of New Jersey; and they do quite a bit of advocacy in the area of Juvenile Justice. And you'll find a larger percentage of males of color who end up with records; and that cannot be. And then they can't overcome that, I've heard.

Some of our Assembly members talk about -- once you've gotten into that system, that you really cannot come out and be gainfully employed in a career or profession.

So yes, definitely that is an area that needs to be addressed.

ASSEMBLYWOMAN JASEY: Assemblywoman.

ASSEMBLYWOMAN DeCROCE: Thank you.

Thank you.

Today was very informative.

And as Assemblyman Wimberley stated-- And we've had testimony, in the past, from students who talked about owing money and

not going back to school; and the reasons why they were fined was ridiculous.

And, I mean, your testimony -- all of your testimony today tells all of us how much work we have ahead of us. And it is all working together to make everything work for everybody.

And, you know, so thank you. Continue to do everything you're doing, and yell loud; because it's not just us you have to tell, you have to tell all the others. And we have 80 legislators (*sic*) and 40 senators, so they all need to hear it as well.

So thank you all for your testimony today; and I apologize -- I was in and out -- but things were going on and I had to handle it.

So thank you for today.

ASSEMBLYWOMAN JASEY: Thank you, Assemblywoman.

Are there any questions or comments that anyone who testified might have? (no response) No?

I think we're all tired. (laughter)

So I want to thank everyone for coming; and I also want to take a point of personal privilege to give a shout-out to our former Secretary of Higher Ed, Rochelle Hendricks, who is a good friend (applause), and a leader in higher education and all things to do with children. Thank you so much for coming today. I appreciate it; and I appreciate the attendance of all of you as well.

Thank you, and--

Oh, we never took-- Well, we'll take care of that. (laughter)

Meeting adjourned.

(MEETING CONCLUDED)