Implications of the 5 year Multicultural Education Survey on Rural Education

Presented by
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Nebraska Statute

• 1993 Multicultural Education Law
  – Promote and ensure that the history, culture, and contributions of African Americans, Native Americans, Hispanic Americans, and Asian Americans are included in the curriculum of Nebraska public schools

• 1996 Nebraska Revised Statute 79-722
  – Evaluation of Multicultural Educational Program
  – “an evaluation of the implementation and effectiveness of each multicultural program shall be conducted during the first quarter of the 1997-98 school year and every five years thereafter.”
  – The results of the evaluation are to be reported to the Nebraska State Board of Education
Rule 10

• Multicultural Education Requirements
  – Implementation plan
  – Update report to local school board
  – Assurance statement to NDE

• Incorporating the multicultural mandate into Rule 10 assures that its core criteria will be implemented into the instructional programs of all public schools, and that it will be one of the “quality” indicators of the school improvement process.
History of the MCE Survey

• Previous Surveys
  – Fall 1997, Spring 2003, Spring 2008

• Conducted by the Bureau of Sociological Research at UNL

• Paper and pencil mail-in documents

• 2011—Legislature further defined the law and set specific dates for administration and reporting
  – 2012-2013 school year
  – report due November 1, 2013
  – every 5 years thereafter
Survey Design

• Demographics
  – Years in education
  – School type/size

• Rating Scale Questions
  – 1 to 4 (never to always)

• Open-ended
  – What resources from NDE...?
  – How address needs...?
  – Comments?
Response Rate

• Superintendents = 88.2%

• Principals = 74.2%

• Teachers = 35.7%

• Total = 62.0%
Data Collection/Analysis

• Demographics
  – School size
  – Years experience

• Position
  – Teachers vs. Principals vs. Superintendents

• Curricular Area
  – E.g. math vs. social studies

• Text Analysis
• Estimate the racial composition of your STUDENT BODY.

• Estimate the racial composition of your FACULTY/STAFF
Rural Estimates of Race/Ethnicity

**Student Body**
- White: 81%
- Hispanic of any race: 9%
- Black or African American: 5%
- Asian: 2%
- American Indian or Alaska Native: 1%
- Native Hawaiian or Other Pacific Islander: 0%

**Staff**
- White: 95%
- Hispanic of any race: 2%
- American Indian or Alaska Native: 1%
- Native Hawaiian or Other Pacific Islander: 0%
- Black or African American: 0%
- Asian: 0%
Urban Estimates of Race/Ethnicity

**Student Body**
- 63% White
- 12% Black or African American
- 14% Asian
- 5% Hispanic of any race
- 4% Native Hawaiian or Other Pacific Islander
- 1% American Indian or Alaska Native
- 1% of any race

**Staff**
- 89% White
- 4% Asian
- 3% Black or African American
- 1% Hispanic of any race
- 1% Native Hawaiian or Other Pacific Islander
- 1% American Indian or Alaska Native
- 1% of any race
Demographics

State of Nebraska
Student Membership by Race and Ethnicity

<table>
<thead>
<tr>
<th>Years</th>
<th>American Indian/Alaskan Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Hispanic</th>
<th>Native Hawaiian or Other Pacific Islander</th>
<th>White</th>
<th>Two or More Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>4,395</td>
<td>6,000</td>
<td>19,893</td>
<td>47,836</td>
<td>339</td>
<td>211,097</td>
<td>8,613</td>
</tr>
<tr>
<td>2011-2012</td>
<td>4,379</td>
<td>6,262</td>
<td>20,176</td>
<td>49,331</td>
<td>354</td>
<td>211,122</td>
<td>9,197</td>
</tr>
<tr>
<td>2012-2013</td>
<td>4,314</td>
<td>6,621</td>
<td>20,169</td>
<td>51,017</td>
<td>354</td>
<td>211,045</td>
<td>9,722</td>
</tr>
</tbody>
</table>
State Student Enrollment vs Minority Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>All Students</th>
<th>Minority</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>285,869</td>
<td>34,677</td>
</tr>
<tr>
<td>1999-00</td>
<td>287,012</td>
<td>45,789</td>
</tr>
<tr>
<td>2004-05</td>
<td>284,559</td>
<td>61,314</td>
</tr>
<tr>
<td>2008-09</td>
<td>292,023</td>
<td>74,012</td>
</tr>
<tr>
<td>2009-10</td>
<td>294,949</td>
<td>77,250</td>
</tr>
</tbody>
</table>
### Minorty Student Population in Nebraska Public Schools

<table>
<thead>
<tr>
<th></th>
<th>1994-95</th>
<th>1999-00</th>
<th>2004-05</th>
<th>2008-09</th>
<th>2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native American</td>
<td>3,672</td>
<td>4,271</td>
<td>4,668</td>
<td>4,980</td>
<td>5,116</td>
</tr>
<tr>
<td>Asian</td>
<td>3,553</td>
<td>4,265</td>
<td>4,972</td>
<td>6,057</td>
<td>6,426</td>
</tr>
<tr>
<td>Black</td>
<td>16,480</td>
<td>18,648</td>
<td>20,992</td>
<td>23,493</td>
<td>23,585</td>
</tr>
<tr>
<td>Hispanic</td>
<td>10,972</td>
<td>18,605</td>
<td>30,682</td>
<td>39,482</td>
<td>42,123</td>
</tr>
</tbody>
</table>
Percentage of Enrollment Shifts 1979-80 compared to 2009-10

- White: -20.9%
- Black: 75.5%
- Native Amer: 130.2%
- Asian: 288.5%
- Hispanic: 715.5%
Preliminary Results

• Percentages
• Discrepancies between groups
• Open-ended responses
  – "What resources from NDE or your ESU would be helpful in implementing multicultural education within your school and/or district?"
In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:

- Poor
- Fair
- Good
- Excellent
In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:
In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:
In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:
In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:
In matters related to multicultural education, overall, I feel this school district is doing a job best characterized as:
• Is a commitment to multicultural issues central to the mission of your school district?
  • Never or almost never
  • Occasionally
  • Often
  • Almost always or always
  • Don’t know (DK)
Is a commitment to multicultural issues central to the mission of your school district?
Is a commitment to multicultural issues central to the mission of your school district?

- **Less than 100**
  - (DK) don't know: 0.0%
  - 1 = never or almost never: 0.0%
  - 2 = occasionally: 23.5%
  - 3 = often: 52.9%
  - 4 = almost always or always: 48.4%

- **100 to 499**
  - (DK) don't know: 2.2%
  - 1 = never or almost never: 3.5%
  - 2 = occasionally: 24.0%
  - 3 = often: 37.0%
  - 4 = almost always or always: 34.7%

- **500 to 999**
  - (DK) don't know: 2.5%
  - 1 = never or almost never: 1.7%
  - 2 = occasionally: 22.3%
  - 3 = often: 37.1%
  - 4 = almost always or always: 38.8%

- **1,000 or more**
  - (DK) don't know: 1.7%
  - 1 = never or almost never: 0.0%
  - 2 = occasionally: 14.5%
  - 3 = often: 33.3%
  - 4 = almost always or always: 48.4%
Is a commitment to multicultural issues central to the mission of your school district?
• Do students from a variety of social and cultural groups succeed proportionately in your school district?
  • Never or almost never
  • Occasionally
  • Often
  • Almost always or always
  • Don’t know (DK)
Do students from a variety of social and cultural groups succeed proportionately in your school district?

1 = never or almost never  
2 = occasionally  
3 = often  
4 = almost always or always

1.7%  
13.4%  
45.7%  
39.2%
Do students from a variety of social and cultural groups succeed proportionately in your school district?
Do students from a variety of social and cultural groups succeed proportionately in your school district?

- **1 = never or almost never**
  - Less than 100: 0.00%
  - 100 â€“ 499: 2.08%
  - 500 â€“ 999: 3.28%
  - 1,000 or more: 3.28%

- **2 = occasionally**
  - Less than 100: 6.67%
  - 100 â€“ 499: 18.97%
  - 500 â€“ 999: 10.42%
  - 1,000 or more: 18.97%

- **3 = often**
  - Less than 100: 46.67%
  - 100 â€“ 499: 42.71%
  - 500 â€“ 999: 49.14%
  - 1,000 or more: 57.38%

- **4 = almost always or always**
  - Less than 100: 46.67%
  - 100 â€“ 499: 44.79%
  - 500 â€“ 999: 31.90%
  - 1,000 or more: 16.39%
# State of the Schools Report: Student Achievement

## Nebraska State Accountability (NeSA) - Reading

### All Race/Ethnicities

#### Percent Proficient By Race/Ethnicity

<table>
<thead>
<tr>
<th>Group</th>
<th>2010-2011 % Proficient</th>
<th>2011-2012 % Proficient</th>
<th>2012-2013 % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>43 %</td>
<td>45 %</td>
<td>49 %</td>
</tr>
<tr>
<td>Asian</td>
<td>73 %</td>
<td>74 %</td>
<td>76 %</td>
</tr>
<tr>
<td>Black or African American</td>
<td>47 %</td>
<td>51 %</td>
<td>54 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>54 %</td>
<td>59 %</td>
<td>63 %</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>64 %</td>
<td>65 %</td>
<td>68 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>69 %</td>
<td>72 %</td>
<td>75 %</td>
</tr>
<tr>
<td>White</td>
<td>79 %</td>
<td>81 %</td>
<td>83 %</td>
</tr>
</tbody>
</table>
State of the Schools Report: Student Achievement

- Ethnic/Diverse Populations Percent Proficient comparing 2010-11 thru 2012-13
## State of the Schools Report: Student Achievement

### Nebraska State Accountability (NeSA) - Mathematics

#### All Race/Ethnicities

**Percent Proficient By Race/Ethnicity**

<table>
<thead>
<tr>
<th>Group</th>
<th>2010-2011 % Proficient</th>
<th>2011-2012 % Proficient</th>
<th>2012-2013 % Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/Alaska Native</td>
<td>32 %</td>
<td>34 %</td>
<td>37 %</td>
</tr>
<tr>
<td>Asian</td>
<td>71 %</td>
<td>73 %</td>
<td>73 %</td>
</tr>
<tr>
<td>Black or African American</td>
<td>30 %</td>
<td>37 %</td>
<td>38 %</td>
</tr>
<tr>
<td>Hispanic</td>
<td>44 %</td>
<td>50 %</td>
<td>52 %</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>53 %</td>
<td>59 %</td>
<td>56 %</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>57 %</td>
<td>62 %</td>
<td>65 %</td>
</tr>
<tr>
<td>White</td>
<td>71 %</td>
<td>75 %</td>
<td>77 %</td>
</tr>
</tbody>
</table>
State of the Schools Report: Student Achievement

- Ethnic/Diverse Populations Percent Proficient comparing 2010-11 thru 2012-13
## Student Achievement—ACT

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Race/Ethnicity</th>
<th>English</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>State</strong></td>
<td>All Students</td>
<td>21.8</td>
<td>21.6</td>
<td>22.4</td>
<td>22.0</td>
<td>22.1</td>
</tr>
<tr>
<td></td>
<td>African American/Black</td>
<td>16.9</td>
<td>17.5</td>
<td>18.0</td>
<td>18.1</td>
<td>17.8</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>18.0</td>
<td>18.6</td>
<td>19.8</td>
<td>19.5</td>
<td>19.1</td>
</tr>
<tr>
<td></td>
<td>Caucasian American/White</td>
<td>22.4</td>
<td>22.1</td>
<td>22.9</td>
<td>22.5</td>
<td>22.6</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>18.2</td>
<td>18.8</td>
<td>19.4</td>
<td>19.4</td>
<td>19.1</td>
</tr>
<tr>
<td></td>
<td>Asian American/Pacific Islander</td>
<td>22.3</td>
<td>23.5</td>
<td>22.7</td>
<td>22.8</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td>Other/No Response</td>
<td>20.5</td>
<td>20.4</td>
<td>21.2</td>
<td>21.0</td>
<td>20.9</td>
</tr>
<tr>
<td><strong>National</strong></td>
<td>All Students</td>
<td>20.5</td>
<td>21.0</td>
<td>21.3</td>
<td>20.9</td>
<td>21.0</td>
</tr>
<tr>
<td></td>
<td>African American/Black</td>
<td>15.7</td>
<td>17.1</td>
<td>16.8</td>
<td>17.2</td>
<td>16.69</td>
</tr>
<tr>
<td></td>
<td>American Indian/Alaska Native</td>
<td>17.9</td>
<td>18.8</td>
<td>19.4</td>
<td>19.3</td>
<td>19.0</td>
</tr>
<tr>
<td></td>
<td>Caucasian American/White</td>
<td>22.0</td>
<td>22.0</td>
<td>22.6</td>
<td>22.0</td>
<td>22.3</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>17.3</td>
<td>19.0</td>
<td>18.7</td>
<td>18.7</td>
<td>18.6</td>
</tr>
<tr>
<td></td>
<td>Asian American/Pacific Islander</td>
<td>22.6</td>
<td>24.7</td>
<td>22.9</td>
<td>23.0</td>
<td>23.4</td>
</tr>
<tr>
<td></td>
<td>Other/No Response</td>
<td>20.0</td>
<td>20.7</td>
<td>20.9</td>
<td>20.4</td>
<td>20.6</td>
</tr>
</tbody>
</table>
Median Earnings of Full-Time Year-Round Workers Ages 25–34, by Race/Ethnicity, Gender, and Education Level, 2008

Sources: The College Board, *Education Pays 2010*, Figure 1.4; U.S. Census Bureau, 2009; calculations by the authors.
Estimated Reductions in Lifetime Public Expenditures per Person Associated with Increases in Educational Attainment, in 2010 Dollars

Sources: The College Board, *Education Pays 2010*, Figure 1.11; Carroll and Erkut, 2009; calculations by the authors.
Takeaways

• Racial/ethnic composition of staff does not match racial composition of student body and this disparity is greater in urban districts.
Takeaways

• Teachers felt districts were not doing as good in matters related to multicultural education when compared to principals and superintendents and they were also less likely to feel directly involved in the efforts to create a supporting learning environment.
Takeaways

• Larger districts more likely to rate that a commitment to multicultural issues is central to their district but less likely to indicate that students from a variety of social and cultural groups succeed proportionately, when compared smaller districts.
“What resources from NDE or your ESU would be helpful in implementing multicultural education within your school and/or district?”

- “Opportunity for more professional development.”
- “Examples of multicultural literature for teachers/students to use would be beneficial.”
- “Please continue sending the monthly multicultural newsletter - it has many wonderful resources for our school district.”
- “stop stupid surveys that waste our time like this one.”
Why is this important?

• Everyday our children are having to work or will have to work with others who are different than them

• “We have not served our children well if we are not teaching them to mix and mingle with people different than them”

• --Crystal Kuykendall, June 2007
• Author of “FROM RAGE TO HOPE, Strategies for Reclaiming Black and Hispanic Students.”
Questions?

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