

Increasing the Racial, Ethnic, and Linguistic Diversity of the Connecticut Educator Workforce

Update and Next Steps

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Our Mission



The mission of the Connecticut State Department of Education (CSDE) Talent Office is to develop and deploy talent management strategies to schools and districts statewide in order to ensure that each and every student in the state has access to great teachers and leaders to prepare for success in college, careers, and life.

SBE 5-Year Comprehensive Plan



In 2016, the Connecticut State Board of Education (SBE) adopted a Five-Year Comprehensive Plan, *Ensuring Equity and Excellence for All Connecticut Students*, initiating the development of strategies to increase the number of educators of color from **8.3% to 10% by 2021** (1,000 certified educators of color within 5 years).

What Does the Data Tell Us?

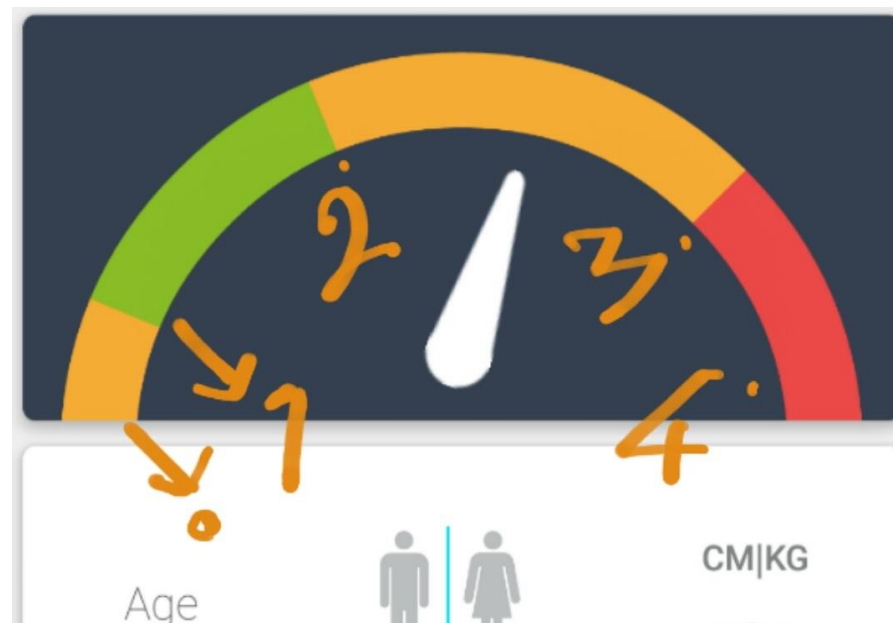


Statewide Percentage of Educators of Color (EdSight.gov)	Statewide Percentage of Administrators of Color (CSDE Employment Data System)
October 2015: 8.3%	October 2015: 12.24%
October 2016: 8.5%	October 2016: 12.84%
October 2017: 8.7%	October 2017: 12.94%
October 2018: 8.9%	October 2018: 13.5%
October 2019: 9.6%*	October 2019: 13.77%*

*Percentages were reported out in spring 2020 but are reflective of the 2019-2020 school year.

How Did We Get Here?

- ✓ Department Priority, Legislative Action and Committed Partnerships have assisted us in attaining our goal
- ✓ Guidance, Input and Support from the MTR Policy Oversight Council
- ✓ 3 distinct focus areas for strategies, aligned to the educator career continuum, continue to **move the needle**



Strategy 1: Increasing Pathways to Certification



- ✓ Approved 3 additional Alternate Route to Certification (ARC) programs
 - ✓ Expanded offerings at traditional programs
 - ✓ Focused on para-educator pathway programs assisting them in obtaining certification
- *For example, CREC and Relay ARC programs focus on supporting candidates of color

Title II Reporting Data



Individuals Enrolled in Teacher Preparation Programs, by Race/Ethnicity Title II Reporting Data https://title2.ed.gov/Public/Report/StateHome.aspx				
	2015-16	2016-17	2017-18	2018-19*
American Indian or Alaska Native	8	7	3	1
Asian	64	77	101	134
Black or African American	94	157	231	287
Native Hawaiian or Other Pacific Islander	3	10	2	9
White	2,115	2,081	2,497	3,402
Two or more races	86	58	94	120
Hispanic/Latino of any race	218	228	313	448

***2018-19 data is projected data as official Title II reporting data lags**

Strategy 2: Supporting Districts and LEAs



In partnership with numerous statewide, regional and national education organizations we developed resources and strategies intended to support districts and LEAs attract, recruit, hire and retain a diverse educator workforce.

- ✓ EdKnowledge Online Repository
- ✓ RESC/MTR Alliance Contract
- ✓ Creating a District Plan to Increase the Racial, Ethnic, and Linguistic Diversity of Your Educator Workforce: *A Guidebook for Hiring and Selection*
- ✓ New England Secondary School Consortium/Great Schools Partnership Minority Teacher Recruitment Task Force Draft Position Paper
- ✓ CSDE Talent Office/REL-NEI Pilot Project to Develop Workforce Diversity Plans
- ✓ Leading for Equity-CSDE/NYCLA Partnership

First Time Hired Certified Staff, Race/Ethnicity

Educator Database System (EDS)



First Time Hired Certified Staff, Race/Ethnicity Educator Database System (EDS)					
	2015-16	2016-17	2017-18	2018-19	2019-20
N/A*	278	271	321	306	397
Native American	2	8	4	6	6
Asian	46	69	59	55	59
African American	126	148	152	145	179
White	2,064	2,059	1,579	1,672	1,950
Hispanic	131	165	150	183	220
Educators of Color	305	390	365	389	464
Total Newly Hired Staff	2,647	2,720	2,265	2,367	2,811

*Race/Ethnicity are self-reported in Connecticut Educator Certification System (CECS)

Strategy 2: Supporting Candidates



TEACH CT

Online platform for recruiting teachers and elevating the profession

RESC/MTR Alliance Contract

RESC Alliance utilized part of the annual MTR RESC Alliance grant allocation to directly support candidates and applicants through Virtual Career Fairs

The Connecticut Troops to Teachers Program

The goals of the program are to 1) reduce veteran unemployment, 2) address teacher shortage areas, and 3) increase the number of male teachers of color in Connecticut classrooms

Regional Recognition



New England Secondary School Consortium/Great Schools Partnership Minority Teacher Recruitment Task Force Position Paper

Development of the Framework

“We are particularly indebted to our colleagues at the Connecticut State Department of Education (CSDE) Talent Office and the Center for Public Research and Leadership (CPRL) at Columbia Law School for their work in designing and launching the Building a Diverse Educator Workforce initiative. Task force members were both impressed with and inspired by the initiative’s five critical stages of the educator career continuum. Our task force recognized that a comprehensive strategy involving each of these stages is essential to achieve the goal of diversifying the educator workforce.” (Pg. 9)

Moving Forward



Educators Rising



This program introduces high school students early on to careers in education and diversifies pipelines to the state's teacher workforce.

Partner Districts Include:

Stamford

Danbury

New Haven

Hamden

Meriden

Hartford

Windsor

New London

****New Britain & Waterbury**



Teaching Fellowship Program



The Teacher Fellowship Program is designed to create enhanced learning environments for both the CCSU Teacher Candidates, as well as K-12 students. Providing opportunities for our Teacher Candidates to work within school districts will enhance their own professional growth, as well as positively impact student learning and achievement of all students.

The Teacher Fellowship Program is currently open to undergraduate teacher candidates within the School of Education and Professional studies; however, **priority** will be given to teacher candidates from underrepresented groups and students enrolled in shortage areas.

Minority Policy Oversight Council Members



Dr. Lauren Anderson	Associate Professor of Education, Connecticut College
Dr. Arlene Arias, LCSW	Clinical Social Worker, MTR Task Force Member
Ms. Mia Dimbo	CEA Representative, Teacher, Bridgeport Public Schools
Mr. Sal Escobales	AFT Representative, Teacher, Consolidated School District of New Britain
Dr. Samuel Galloway	Human Resources, Bristol Public Schools
Dr. Jane Gates	Provost and Senior Vice President, Academic and Student Affairs, Connecticut State Colleges and Universities
Ms. Rebecca Good	Dean, Relay Graduate School of Education
Mr. Steven Hernandez	Executive Director, Commission on Women, Children and Seniors
Dr. Terrell Hill	Assistant Superintendent for Human Resources, Windsor Public Schools
Dr. Sheila Kearney	Education Chairperson, State NAACP
Dr. Gladis Kersaint	Dean, Neag School of Education, University of Connecticut
Dr. Madeline Negron	Connecticut Association of Latino Administrators and Superintendents
Dr. Elsa Nunez	President, Eastern CT State University
Mr. Robert Rader	Executive Director, CT Association of Boards of Education
Mr. Kevin Walton	Human Resources, RESC MTR Alliance

Reflections



Dr. Terrell Hill, Asst. Superintendent for Human Resources, Windsor Public Schools

“I have enjoyed my work with the CSDE Minority Policy Oversight Council these past few years. As a person who has spent the past 24 years as a professional working on issues of Equity in Education, it feels good to see not only the support but the push coming from the State Department of Education. The ideas and recommendations that have been shared amongst the professionals on the council during these meetings, have been thought provoking. I truly hope that the work of the council will continue to manifest via the growth of the number of educators of color across the state of Connecticut.”

Sal Escobales, Teacher and Union President, NBFT Local 871; Talent Development Department-Recruitment and Placement Specialist

“As a member of the MTR Taskforce, I have seen the state take a much firmer stance, with regards to Minority Teacher recruitment. The work has borne fruit and set forth an environment that is conducive to making a positive impact. While much work remains to be done, there has been some small progress that I have seen, while on the committee, and I remain optimistic that incremental gains will continue. I appreciate the intentional communications that CSDE has put out with regards to the importance of the recruitment and retention of teachers of color. I am hoping that in the months ahead the legislature will put money behind the MTR's most recent recommendations.”

Dr. Rebecca Good, Dean, Relay Graduate School of Education CT

“As a member of the MTR Policy Oversight Council I have been most impressed by the collaboration of ideas and sharing of resources directly aligned to ensuring the proposed steps in the MTR legislation are being implemented. In addition to the ideas that go beyond the legislation, such as TEACH CT, Relay's MAT program, and the plethora of actions being taken via the RESCs in assisting with increasing the racial, ethnic, and linguistic diversity of our teaching workforce.”

Questions

