

BRISTOL PUBLIC SCHOOLS

Increasing Educator Diversity Plan with revisions October 2024

OUR VISION: At BPS, we are committed to proactively recruit, retain and value a teaching faculty that is as diverse and inclusive as our student body. We will cultivate an environment in which varied perspectives and backgrounds enrich the learning experiences and empower every student and teacher to thrive.

Theory of Action: If BPS identifies explicit actions which create the conditions, systems, and supports to recruit, retain, and value candidates of color, then we will increase the racial diversity among BPS educators to be reflective of our student enrollment and enrich the learning experiences of the BPS community.

Danielle Autencio, Tanya Bulls, Kim Culkin, Amy Devine, Mariliz Fitzpatrick, Molly Goodine, Michael Higgins, Michelle LeVasseur

RECRUITMENT

Goal:

We will increase the recruitment of bi/multilingual and educators of color from a 30.7% applicant pool of educators of color to 53% applicant pool to be reflective of our student enrollment, by June 2027.

What:

- 1) Our recruiting and advertising materials will highlight the strengths of BPS as an educational system including those that may be particularly pertinent to educators of color including BPS's commitment to equity, diversity, and inclusion
- 2) Our recruitment and related advertising strategies will reach potential candidates beyond current and traditional platforms and venues to actively seek educators of color and diverse backgrounds.
- 3) In addition to our traditional (college campuses: GYO, UCONN, Central, Quinnipiac, ARC, Community College) recruiting grounds we will market and recruit at historically black colleges and organizations (fraternities, sororities, Churches, NAACP,) and nontraditional (work force, military) settings to network with a broad range of diverse backgrounds.

Who manages the goal: Tanya Bulls and Amy Devine

Who Owns This?

- 1) Office of Talent Management and Superintendent, Principals/School Administrators, Teachers/Staff, BOE

- 2) Office of Talent Management Superintendent, BOE
- 3) Office of Talent Management Superintendent Deputy Superintendent, BOE

Indicator of Progress:

- 1) A recruitment flyer/brochure will be developed and utilized for marketing, highlighting workplace attributes, values, benefits, and narrative of teachers/educators of color who currently work for the district. Or, have done internships in the district.
- 2) Advertising will be presented in at least three additional social media sites measured "clicks" into the Social Media Monitor website analytics to track the number of visitors and page views for the pages that highlight BPS commitment to equity, diversity and inclusion. Track likes, shares, comments, and overall engagement on social media posts. Collect and analyze data from job applicants, especially those from diverse backgrounds, to determine if the recruitment materials influenced them or they connected with.
- 3) We will create a list of HBCs and community settings in the Bristol and larger New England area. We will connect with three HBCs and three community based settings to develop a recruitment plan/arrangement. We will aim to attend career fairs, we will update our recruitment materials and disseminate updated materials to identified contacts. By July 1, 2027 we will have increased our recruitment sites by 6 locations. Increase participation in GYO, increase number of qualified bi/multilingual and applicants of color.

Resources Required:

- 1) Time and research for compiling district attributes; and access to graphic art design for development of flyers. Educators/teachers of color who would like to participate. Funding to pay for marketing materials.
- 2) Use of platforms including FaceBook, Instagram, Tik Tok LinkedIn Handshake; ESS as a recruiting partner, Social Media Manager
- 3) List of community and HBC sites; list of alumni schools of BPS employed teachers; contact information for site representatives, updated recruitment materials, funding for travel (if in person), funding for reciprocity of CSDE endorsement from out of state candidates, time/scheduling, follow up with candidates after events. Educators/teachers of color attend career fairs.

Risks and Mitigation:

- 1) Time and research for compiling district attributes: goal managers will consider process and scheduling as needed as part of their work; access to graphic art design and publishing for development of flyer and other printed recruitment materials: was addressed prior to the elimination of the Director of Communication and Community Partnerships. Cost for creating marketing materials. (Position of Director of

Communication and Community Partnerships has been eliminated from the district-to mitigate the managers and lead persons of this goal will follow through on this work.)

- 2) Staying updated with social media posts and colleges; also making sure the posts are closed when positions have been filled: OTM office. Information regarding CSDE Certification requirements may need to be available to candidates: OTM has an active and positive relationship with the CSDE certification office;
Recruitment platforms may not successfully target a diverse candidate pool-will need to assess candidate ""traffic"" on social media platforms. (Position of Director of Communication and Community Partnerships has been eliminated from the district-to mitigate the managers and lead persons of this goal will follow through on this work.)
- 3) Recruiting candidates who will require reciprocity for CSDE endorsement which will take time and funds (\$50 for enhanced reciprocity states): grant funds are being allocated. Lack of interest in the profession, inability to relocate, emphasize/communicate the opportunities and benefits such as loan forgiveness, summers/holiday's off, lack of civil service test, career growth, tuition/step advancement, job security, proximity to major cities for sports and entertainment: included in recruitment materials.

Communication/Engagement Efforts

- 1) Goal managers will gather input from staff to identify attributes that are meaningful and beneficial
- 2) Communication with new recruitment locations by OTM in follow up to the work done by the Retention goal managers

HIRING AND SELECTION

Goal:

We will increase the hiring of diversity among educators to reflect 53% of newly hired staff by June 2027.

What?

- 1) Our hiring procedures will be updated to ensure: hiring committees' memberships are diverse and will aim to reflect the diversity we seek in candidate pools; Hiring committees will include representation of the school demographics to the greatest extent possible. Consider certified and non-certified staff and parents that represent non-white backgrounds to participate in the hiring committee. The process for screening applications will be revised to seek diverse backgrounds and experiences among candidates and will include hiring committee members; Specific screening indicators will be established before the selection process and all committee members will select candidates which include BPS equity statements and beliefs. decision making process for

moving candidates from screening to interview- to demo lesson-and so on will be tightly aligned with the BPS equity statement and beliefs; procedure for articulating justification for not moving candidates forward in hiring process; decision making process will explicitly include guidance for consideration of the positive impact and influence diversity has on teaching experience and students' learning experiences.

BPS will collaborate with local state colleges and universities to attend job fairs.

Establish a diverse hiring committee that represents all stakeholders to be prepared to interview in early Spring for all vacant positions for the next school year.

- 2) Provide continued training to hiring committees regarding recognizing and mitigating unconscious biases that might arise on a BPS recruitment committee and during hiring procedures; and monitor that each person on hiring committee has received such training. All Curriculum Coordinators and other teacher leadership staff members will receive training.

Who manages the goal: Mariliz Fitzpatrick and Molly Goodine

Who Owns This?

- 1) Office of Talent Management
- 2) Office of Talent Department and Building Leaders

Indicators of Progress:

- 1) Number of candidates of color and of diverse experiences moving through the hiring process will increase and will be measured by the number of teacher candidates of color recommended for interview and subsequently recommended for hire
- 2) Percentage of candidates of color moving through the hiring process to recommendation for hire will increase by at least 50% from baseline

Resources Required:

- 1) Revised process for committee member selection; training for committee members for application screening; screening guide; access to application packets for committee member review and screening; review of rate by which candidates move through the process as compiled through reporting by Office of Talent Management (to include the total number of applicants, total number of applicants who identified as race other than white or two or more races, number of candidates of color/two or more races invited to interview, number of candidates of color who moved forward to demonstration lesson and ultimately recommendation to hire.)
- 2) Training materials; monitoring of training built into the recommendation for hiring packets; revised process for committee member selection; training for committee

members for application screening; screening guide; review of rate by which candidates move through the process-reports of candidates by race to be reviewed by district and building hiring managers to determine effectiveness of practices

Risks and Mitigation:

- 1) Time dedicated by interview committee members which will be beyond the interview sessions as needed to screen applications before conveying interviews: will be addressed through the work of the hiring and selection goal managers; discomfort that may arise for committee members when determining candidates to move forward or not to move forward: will be addressed through further training; and tools/norms needed to effectively and respectfully challenge the input among committee members: to be designed by the goal managers and will build upon the existing district wide practices of developing and adhering to norms
- 2) Time needed for developing, adhering to, and reflecting upon revised practices and outcomes.

Communication/Engagement Efforts:

- 1) Communication from OTM to hiring managers for review of hiring related statistics on a regularly scheduled basis; communication of process for applicant screening to be between OTM and hiring managers after designed by the goal managers
- 2) Communication between OTM and hiring managers regarding the hiring procedures and monitoring for completion of unconscious bias trainings for all committee members by building a process into our protocols

RETENTION

Goal:

We will reach a retention rate of 85% of newly hired diverse staff between September 2024 and June 2027.

What?

- 1) Offer educator benefits that support the needs and experiences of teachers of color such as developing an affinity mentoring program; developing affinity groups; promoting teacher collaboration among teachers of color; build in racial bias awareness in diverse teaching collaboratives (i.e., common planning, huddles, departments)
- 2) Explore providing benefits incentives (i.e., tuition reimbursement or program fees, increase starting step on the salary scale, pay for participation in certification programs while serving in non-certified positions)

- 3) Interview current staff regarding their experiences and seek feedback from newly hired educators (i.e., regarding onboarding, acclimating in their new position, understanding why they chose BPS, understanding why they choose to remain in BPS). Identify barriers to retention. Identify elements that support retention.

Who manages the goal: Michael Higgins and Michelle LeVasseur

Who Owns This?

- 1) Office of Talent Management and Building Leaders
- 2) OTM and Superintendent/Central Office
- 3) OTM

Indicators of Progress:

- 1) Schedule is developed and implemented. Affinity groups will have been developed and schedules created.
There are specific practices designed and implemented as part educator collaboration regarding unconscious racial bias. There are specific times afforded for the collaboration of teachers of color.
- 2) Increase enrollment of BPS staff who are future educators of color attending teacher preparation programs
- 3) Staff earn tenure at BPS and continue with BPS afterwards for additional 5 year minimum
80% of staff will complete a feedback survey on commitments.
80% of all newly hired staff will have participated in the interview.
80% of all educators who identify as other than white will have participated in the interview.
The SOP will be finalized and included in the Office of Talent Management manual

Resources Required:

- 1) Affinity group facilitators; Affinity mentors; time scheduled for collaboration; time and training materials identified for racial bias awareness for teacher collaborative groups
- 2) Access to preparation programs for teachers of color that are structured so that participants can be employed as non-certified, full time staff while preparing for certification; funding for salaries, tuition reimbursement, program fees, etc.)
- 3) Creation of the standard operating procedures for coordinating interviews; creation of the interview protocol, creating of survey

Risks and Mitigation:

- 1) Time identified for affinity meetings to be held: survey of employees for interest, availability, and preferences; time identified for collaboratives (i.e., common planning/ referred to as “huddles” and department meetings) to engage in unconscious bias training-build in through district PDEC work; training provided and identifying trainers (in district or from out of district)
- 2) Financial resources; contractual obligations if salary schedule is impacted: inform Director of Finance for budgetary purposes
- 3) Scheduling challenges and conflicts for teaching staff to participate in stay interviews -will arrange interview times with input from the participating teacher and with scheduling assistance from the building administrator.

Communication/Engagement Efforts:

- 1) Communicate programs for affinity groups to solicit interest
- 2) Communication between OTM and Superintendent's office regarding approval for funding; communication between OTM and State of CT preparation programs (i.e., CREC TRP); Advertisement to identified recruitment sites regarding the opportunities for the professional growth and credentialing
- 3) All newly hired staff will be informed at time of hire that they will receive an invitation for an interview within 90 days from the start date.
Principals and the hiring committee will be informed of the revised hiring operating process.
All current employees will be informed of the invitation for an interview.