

Increasing Educator Diversity Plan Template



IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.
2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	East Lyme Public Schools
Vision:	East Lyme Public Schools maintains an inclusive environment where all students, staff, community members, and stakeholders feel welcome and safe. We are committed to empowering our educators and students to become independent thinkers and engaged citizens.
Theory of Action	If we expand efforts and connections with varied institutions, agencies, and stakeholders, while continuing to strengthen internal relationships and belonging in district, then we will see more candidates successfully navigate our hiring process and establish their professional home within the East Lyme Public Schools.
Team Lead:	Jeffrey Newton, Superintendent of Schools
Team Members:	Jeffrey Newton, Superintendent; Claudine Kelly, Building Principal; Stacey Muscarella, Data Analyst & Systems Operations; Gretchen Osodipe, LEARN; Sarah Zielinski, Teacher; Esteban Garcia, Board member

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RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
(1) Increase the number of practices that our district is engaged in to advance recruitment efforts.	Human Resource Office Staff, Central Office Administration, Building Principals	(1a) Upgrade Information Systems for candidate tracking (1b) Increase college fair representation (1c) Create "East Lyme Ambassadors" role to facilitate more educators and community members participating in recruitment efforts (1d) Expand community outreach and partnerships	Administration & HR	Expansion of practices by January of 2025.	(1a) Track the overall diversity within the candidate pool and compare it to established goals (1b) Increase in the number of candidates of color with whom we connect with at recruitment events (1c/d) Track the source of hires and assess the effectiveness of recruitment initiatives	Administration, HR, faculty and staff, and development of stipends and/or release time for individuals to engage in the work	Scheduling and time impede connecting with community partners. Prioritize and maintain additional supports to ensure progression occurs.	ELPS Website and Information Technologist Directors of Student Teaching and Schools of Education Local community organizations
(2) Further data analysis of our applicant pipeline to establish baselines and trends around recruitment efforts.	Human Resource Office Staff, Central Office Administration, Building Principals	(2a) Monitor metrics at various stages of the recruitment process (application, interview, offer, onboarding)	Administration & HR	Data analysis and baselines will be collected by summer of 2024.	We will have baseline numbers about our applicant pool, and applicant experience information as they move through the recruitment process.	HR and Central office Staff. Applicant tracking system representative.	N/A	HR Office Staff, Systems & Operations Specialist
(3) Identify and support high school students who are interested in teaching as a career	HS Administration/ HS Counselor	Establish a future teachers' club at the high school and/or work through Pathways program development for classroom internship opportunities	HS Administration & Teacher Mentors	Research and survey students to establish interest- SY 24-25	Development of a future teachers' club with a faculty sponsor Recruit a diverse group of students to participate in the club and/or demonstrate an increase in Pathways internship classroom opportunities for students of color	Grant funds, revenue dollars or operating money to support a club advisor or any associated internship costs.	Trouble funding the program(s), difficulty getting faculty support and minimal student engagement or interest. We will research funding opportunities, engage LEARN for potential support in facilitation in case of low faculty interest and advertise the club and internship opportunities	HR Office Staff, HS Administration/ Pathways Coordinator, HS Staff & Counselors
(4) Increase community connections and collaboration	HR Staff, Central Office Administration, and Building Principals	(4a) Expand community connections in East Lyme and with surrounding towns (4b) Connect community partners to current school clubs and family group initiatives	Building Principals/ Counselors, School Staff	Create a list of additional new partners to reach out to (SY 23-25)	An increase in community partnerships in our town and local towns- at least one partnership per town	Costs associated with marketing	N/A	Community agencies, private industry, non-profits, workforce boards, post-secondary institutions, etc. Communicate our sincere desire to be partners. Learn how we can benefit from their organizations as well as have them help us spread the word about district opportunities and achievements
(5) Increase the number of diverse candidates in our pipeline by 5%	HR Staff, Central Office Administration, and Building Administration	(5a) Participate in more college career fairs (5b) Increase employee referrals via the East Lyme Ambassadors role	Administration & HR	Ongoing	Increase in the number of candidates of color with whom we connect at recruitment events Increase in the number of candidates of color who submit applications to East Lyme Increase the number of candidates who advance from the screen process to the interview/selection process	East Lyme administration and ambassador staff will attend recruitment events Monitor website traffic, particularly after recruitment events	Low turnout at recruitment events Need to be proactive and communicate information about the dates and times of the events via social media, on college notice boards, and on our websites to generate interest	HR Staff and Administration

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HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
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(1) East Lyme Public Schools will improve hiring practices to increase our ability to recruit and attract diverse candidates for employment	HR Office Staff, Central Office Administration, Building Principals	(1a) East Lyme Public Schools will ensure all hiring committee members are aware of best practices as it pertains to fostering inclusivity (1b) In addition, we will ensure any/all candidates applying for employment with us feel welcomed and are aware of our ongoing focus and commitment to educator diversity (1c) Work with Frontline hiring system to add descriptive and inclusive language to the application forms (1d) Anti-bias training will occur for hiring committee members prior to interviews (1e) Evaluation of the hiring process will occur to monitor the success of our recruitment efforts	HR Staff and Administration	Yearly, based on the number of open positions. We will establish baseline by June 30, 2024	Increased number of candidates of color are being interviewed	(1a) Continued time and sub coverage for anti-bias training. (1b) Feedback surveys for applicants going through the hiring process.	(1b/1c) Candidates may not opt to identify their race or ethnic background. This was only the case for less than 10% of individuals we hired last year. We will work with Frontline to be more clear about why we are asking the question, so candidates will feel safe to self-identify.	(1a) District Administration, all School and Department Hiring Managers, anyone who has completed the CSDE Anti-Bias Interview Training and will serve on an interview committee We need to communicate the importance of hiring diverse candidates and the necessity of having our hiring and selection process feel respectful, affirming and kind (1c) Ongoing collaboration with Frontline staff. Communicate how we would like to personalize the application slightly so that it better reflects the districts mission and values
(2) Increase the number of diverse candidates hired by at least 5% per year to reflect the racial and ethnic diversity of students	HR Office Staff, Central Office Administration, Building Principals	(2a) Collect applicant data to establish a baseline for diverse candidates in East Lyme hiring pipeline. (2b) Conduct stay-interviews and check-ins with newly hired staff and people of color to better understand what made East Lyme a good choice for them	HR Staff and Administration	Ongoing	Increased number of candidates of color are offered employment and are accepting positions in East Lyme.	(2a) HR staff and time to collect and reflect on data about applicant pool. (2b) Process and time to conduct interviews with current employees to learn about the effectiveness of current practices as well as what we can improve	Lack of buy-in by newly hired staff or wanting to engage in dialogue about process	HR Office Staff and Administration taking careful steps to appropriately engage new hires through questioning and feedback collection

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RETENTION								
Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
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(1) Educators and employees of the East Lyme Public Schools will feel supported and part of our ongoing commitment to ensuring an equitable environment for all	Central Office Administration, HR Office Staff and Building Administration	(1a) Continuing equity collaborative cohort with LEARN to build internal capacity for fostering more inclusive work environments (1b) Continue district and school-based DEI committee work (1c) Partner with community members and organizations to provide professional development to increase employee feeling of belonging (1d) Continue to foster a work environment and culture/climate of inclusivity (1e) Administer new hire surveys (1f) Revise exit interview data collection process, questions and format	HR Office Staff, Administration	Ongoing	80% or more new hires participate in 'check-ins' with administration Response and participation rates are 80% or higher 100% of identified staff engage in stay interviews	HR Staff, Building Administrators and Department Leaders will need time to analyze and discuss applicant tracking data. HR will need to generate reports that list staff at 30-60-90-days of hire. We will also need staff culture and climate data - disaggregated by race and tenure	Low response rate for surveys. Low participation in exit interviews, so we don't have reliable data about ex-employees' experiences. We will imbed surveys into daily school activities so as not to ask staff to do them on their own time	HR Staff, Building Administrator and identified new hires based on the goal and in the strategies listed. Share the importance of gathering this feedback and enlist the support of leaders to ensure staff are able to participate
(2) Expand initiatives to retain educators of color	HR Office Staff, Central Office Administration and Building Administration	(2a) Promote expanded participation in the LEARN Interdistrict Educators of Color Affinity group (2b) Interview staff of color to learn more about their experiences in the district. (2c) Expand opportunities for employees to broaden the influence they have across the district/community	HR Office Staff, Administration	Ongoing	(2a) 5% increase in staff of color participating in LEARN affinity groups. (2b-c) Increased discussions, feedback, and identified/planned opportunities for employees of color to share about experiences	HR Staff and Administration time to engage in planned meetings/discussions	Planned involvement, feedback meetings/ discussions do not progress or continue on an ongoing basis	Current ELPS employees and educators, HR Staff, Building Administration, LEARN consultants
(3) Support non-certified staff in advancing their education and becoming certified staff	HR Office Staff, Central Office Administration and Building Administration	(3a) Integrate career conversations into midyear/end of year evaluation (ex., potential to participate in alternate route to certification such as Teacher Residency Program (3b) Development of 'Building Buddies' or mentors which would allow current teachers to support and engage with non-certified staff about advancing careers	HR Office Staff, Administration	Ongoing	Gather baseline data during the 2024-2025 school year	HR Staff and Administration time to engage in planned meetings/discussions	N/A	Conversations with Union Presidents, Building Administration, Case Managers, and Special Education Coordinators