

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:	EASTCONN
Vision:	Equity, inclusivity, and success for all members of our diverse learning community.
Theory of Action	If EASTCONN establishes equitable hiring and selection practices and offers professional learning to enhance racial and cultural awareness among staff involved in hiring new educators, then we will increase the number of teachers of color, creating a more diverse educator workforce that ultimately benefits students.
Team Lead:	Eric Protulis, Executive Director
Team Members:	Melanie Marcaccio, Human Resources Director Kristin Hempel, Adult Education and Community Programs Director Diane Gozemba, Early Childhood Initiatives Director Amy Margelony, Pupil Services Director

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RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities			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?				
By 2027, the percentage of applicants of color in the applicant pool is at least 10 percent.	Eric Protulis, Executive Director	Create and implement a communications plan that makes explicit EASTCONN's commitment and efforts to support diversity, equity, and inclusion (e.g., website update).	Dona Prindle, Director of Marketing & Communications	March 2025	The website is updated to reflect EASTCONN's diversity, equity and inclusion policy and the plan is on the homepage by March 2025. New Staff will be directed to the plan during the on-boarding process.	(1) Inclusion & Belonging planning (I&B) team, in consultation with the communications director/team, to develop the communications plan. (2) The administration will approve the plan and commit to the necessary funding and resources. (4) Information technology (IT) staff to implement the approved plan.	Additional time may be necessary to develop several drafts of the plan and proposed messaging to ensure that it aligns with Board policy and regulations. Mitigation: Have leadership staff review and approve the plan and ensure messaging is proactive.	(1) IT will need to be consulted regarding the implementation of the communications plan and message dissemination. (2) Educators of color will be consulted for their input and feedback. (3) Determine what needs to be communicated.
		Develop partnerships with the Teacher Residency program (TRP) with a proven record of recruiting and training teachers of color to create a pipeline of new teachers into EASTCONN. It provides a pathway for individuals, particularly those from underrepresented backgrounds, to become certified teachers.	Amy Margelony, Pupil Services Director	April 2025.	EASTCONN has announced the program and 2 Teacher Resident positions are posted and marketed by April 2025. Candidates are selected and enter into the program by end of May 2025. Candidates begin the program beginning June 2025.	(1) Amy will need time to do the work (i.e., coordinate with the TRP program, send out the marketing information, etc.), and administrative support to distribute program materials and host the meetings associated with moving the strategy forward. (2) Amy will need to engage the Director of Human Resources. (3) Amy will need access to technology (i.e., Zoom or the EASTCONN platform).	(1) Lack of TRP Partner engagement with Amy. Mitigation: Ensure that TRP program members are on deck to support Amy when promoting the program and identifying potential TRP candidates. (2) Lack of funding for designated positions and resources, such as administrative support, can be a significant obstacle. To mitigate this, it is essential to ensure that funding and resources are clearly identified and secured in the budget. This involves critical communication with the Executive Director and Chief Finance Officer to provide Amy with the necessary support and funding for this work. (3) Lack of Human Resources support. Mitigation: Ensure that the HR resources needed are identified and set aside for Amy so that she has what she needs to move the strategy forward.	(1) Bring the partners (TRP, HR, CFO, Administrative Support) in from the beginning, keep in the loop during the implementation period (including input on which candidates should be approached), and in the end for approval. (2) Ensure the partners understand what EASTCONN J7is trying to accomplish and the partnership benefits. (3) Reach out to candidates of color through marketing communications to promote the program and engage them.

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HIRING & SELECTION								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities			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 (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Educators of color will make up at least 10 percent of all those hired in 2024–2027.	Amy Margelony, Director of Pupil Services	Assemble a selection committee that includes representatives from diverse ethnic and cultural groups and community members (i.e., parents).	Amy Margelony, Director of Pupil Services	January 2025.	A leader for this initiative is identified, and committee members representing EASTCONN's various constituencies are identified, invited to, and regularly attend meetings.	Recruitment resources include broad email outreach and followup conversations. Meeting resources include meeting space and snacks.	Meetings could be scheduled at times inaccessible to certain participant groups (e.g., parents) or may unintentionally exclude English language learners. Mitigation: Explore virtual meeting options and interpretation services and ensure that no individual member is asked or presupposed to represent their "group" alone.	Articulate clear goals and expectations for committee membership (including centrality of IED and meeting frequency) and circulate to administrators and I&B committees.
	Amy Margelony, Director of Pupil Services	Train hiring and selection committee members and site leadership to build the cultural competency, responsiveness, and humility needed to address and mitigate bias in the hiring and selection processes and sustain educators in ways that increase their retention.	Melanie Marcaccio, Director of Human Resources	April 2025.	Funding is secured from finance to hire contractor(s) to develop and deliver mandatory professional learning for EASTCONN school leaders; contractor(s) are identified and approved; and sessions are scheduled.	Executive Director approval for funding and contract to hire a contractor(s); technology resources (e.g., Zoom, Teams); and contractor(s) or consultant(s) needs.	(1) Perhaps vocal resistance or tepid support; if funding is allocated, it may not be adequate to secure the contractor(s) desired. Mitigation: Create consistent and adaptable messaging using EASTCONN student and educator demographic data and retention data for educators of color to make the case for urgency. (2) The timeline for delivering the professional learning may not align with preferred contractor availability. It's crucial to reach out to contractors of interest early and ask for recommendations if they are not available. (3) Selection Committee Members: They may have concerns or pose resistance. Mitigation: Utilize Human Resources and part of the I&B team, to challenge the zero-sum mindset.	Positively communicate with all affected and interested communities (i.e., leadership, students, families, educators, selection committee members, and other community members) to foster community member alignment around a shared goal of increasing educator diversity to ensure that each student has equitable access to culturally competent and culturally responsive instructors who support meaningful learning.

Ensure that at least 80% of hiring managers use structured interviews and standardized protocols and evaluation criteria by the end of the fiscal year.	Melanie Marcaccio, Director of Human Resources	Develop and train hiring teams on structured interview processes and standard evaluation protocols designed to incorporate the teachings of the unconscious bias training and ensure equal assessments of all candidates.	Melanie Marcaccio, Director of Human Resources	May 2025.	All staff involved in hiring are trained.	1) Staff time to develop the training, train managers and track participation. 2) Staff time to monitor interviews for conformance with training elements. 3) Staff time and funding to create and send feedback surveys and record/compile responses.	Lack of engagement by managers. Mitigation: Ensure that leadership are supportive of and participate in the training.	Executive Director will need to announce the training to engage managers. Human Resources Director will need to arrange the schedule for managers to be trained.
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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			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 (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
By 2027, the retention of educators of color will be at least 70 percent in EASTCONN.	Amy Margelony, Director of Pupil Services	Provide long-term professional learning for all staff focused on (1) cultural competency, responsiveness, and humility and (2) fostering and sustaining antiracist, anti-bias action, behavior, curriculum, policies, practices, and teaching.	Melanie Marcaccio, Director of Human Resources	December 2025.	Inclusion & Belonging (I&B) team is formed, and a timed, multiphase action plan is created. Phase 1 (by December 2024): Determine if there is any internal capacity (i.e., within EASTCONN, on the board, or in the EASTCONN community) to provide professional learning and/or make recommendations about outreach to external expert cultural competency trainers. Phase 2 (by February 2025): Outreach to external experts regarding the training content/scope and sequence. Phase 3 (by June 2025): The trainers are secured, and trainings are scheduled. Phase 4 (starting September 2025): Implementation	(1) Melaniewill need time (substitute coverage), workspace, and administrative support to assist with communications and coordinating and hosting the meetings required to move the strategy forward. (2) Melanie will need to enlist EASTCONN's administrators in this effort. (3) EASTCONN and Board of Directors endorsement will need to be secured to ensure fidelity and continuity of the strategy regardless of changes to EASTCONN/Board of Directors, leadership and/or staff/Board members. (4) Access to technology for virtual meetings and collaboration will need to be secured.	(1) Staff needs to gain leadership or organizational skills. Mitigation: EASTCONN and EASTCONN Board of Directors should communicate their support and approve funding. (2) Personnel changes stall progress. Mitigation: EASTCONN remains committed to hiring equity-minded, culturally competent, and culturally responsive people. (3) Lack of resources (i.e., coverage, administrative support, technology). Mitigation: The budget allocations should reflect EASTCONN's commitment and provide an extra time in Melanie's schedule. (4) Need for more technology. Mitigation: Enlist support from technology solutions staff.	Interested and relevant parties (i.e., focus group(s)/survey): EASTCONN leadership, teachers' union leadership, EASTCONN Board of Directors, program leadership, families, community and business leaders, and clergy on retention strategies.
		Provide comprehensive induction support for both beginning educators and educators new to the district for the first 5 years of their tenure.	Melanie Marcaccio, Director of Human Resources	September 2025.	Specified induction activities and criteria for identifying suitable mentor educators will be in place.	EASTCONN will need to approve funding for: (1) veteran teacher mentorship stipend, (2) classroom assistance or support for new teachers, and (3) new teacher professional learning opportunities. Time will be needed for teachers to (1) collaborate with each other and (2) receive coaching and feedback from high performing, culturally competent, and experienced teachers.	(1) Staff lacks leadership or organizational skills. Mitigation: EASTCONN should communicate their support and approve funding. (2) Personnel changes stall progress. Mitigation: EASTCONN remains committed to hiring equity-minded, culturally competent, and culturally responsive people. (3) Lack of resources (i.e., coverage, administrative support, technology). Mitigation: The budget allocations should reflect the commitment. (4) Insufficient technology. Mitigation: Enlist support from technology solutions staff.	Interested and relevant parties (i.e., focus group(s)/survey): EASTCONN leadership, teachers' union leadership, EASTCONN Board of Directors, program leadership, families, community and business leaders, and clergy on retention strategies.