

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:	Hartford Public Schools
Vision:	Hartford Public Schools acknowledges that systems of injustice exist in our nation and our community. Our district is committed to addressing systemic barriers to create a culture
Theory of Action	If we improve employment recruitment, onboarding, retention practices, development, leadership, and recognition with a lens of equity...Then we will build a diverse workforce that is representative of our students and community.
Team Lead:	Dr. Tiffani Curtis, Chief of Talent and DEIB
Team Members:	<p>Guiding Committee: Philip Rigueur, Chairperson of the Board of Education; Reverend AJ Johnson, Vice Chairperson of the Board of Education; Shonta Browdy, Board of Education Member; Tiffani Curtis, Chief of Talent and DEIB; Connie Nieves, Executive Director of Human Resources; Nancy Williams, Assistant Director of Recruitment; and, Justine Dixon, OTM Information Systems Specialist</p> <p>Recruitment Subcommittee: Nancy Williams, Assistant Director of Recruitment; Shonta Browdy, Board of Education Member; Elsie Newcombe, Recruitment Data Specialist; Natalie Javier, Talent Recruiter; Alexandra Oliveira, Talent Recruiter; Daisy Torres-Hill, Acting Assistant Superintendent of Professional Learning & Multilingual Learners; Marissa White, Assistant Principal; Shakira Perez, Teacher; Anthony Brooks, Principal</p> <p>Selection and Hiring Subcommittee: Connie Nieves, Executive Director of Human Resources; Shonta Browdy, Board of Education Member; Nancy Williams, Assistant Director of Recruitment; Johanna Robles, Director of Multilingual Learners & World Languages; Gerardo Heredia, Principal;Thessalonia Cobb, Principal; Malissa Rivera, Assistant Principal</p> <p>Retention Subcommittee: Tiffani Curtis, Chief of Talent and DEIB; Shonta Browdy, Board of Education Member; Arria Coburn, Executive Director of School Leadership; Rosa Billington-Williams, Executive Assistant</p>

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RECRUITMENT								
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if	Resources Required (What people, time,	Risks and Mitigation (What could go wrong?	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Increase the percentage of BIPOC teacher candidates recruited and available for consideration by hiring managers by 5%	Nancy Williams, Assistant Director of Recruitment	Develop structure for BIPOC educators to meet and create community across the district as a way to attract candidates and retain staff	IED Recruitment Subcommittee	Host networking events in Fall 2024 and Spring 2025	Track candidates in Nimble to ensure that people who attend these networking events are applying and being supported through the selection process	Funding to support efforts extra duty/extra pay	District is in a budget deficit and positions are being eliminated, including in the Recruitment Area of OTM District reputation and non-competitive salaries will make it difficult to recruit BIPOC educators to the district Highlight the percentages of BIPOC hired to the district; Use staff survey to identify themese as to why BIPOC teachers choose HPS Use Represent campaign materials and CPTV video to highlight staff	Work with Office of Schools to determine if PL days could be used for BIPOC Affinity Group meetings Hiring Managers will need to be invited to the networking events and support BIPOC teachers, who use PL days to attend BIPOC Affinity Group meetings HPS Ambassadors to participate in events and use networks to share events Share information with unions, so they can also disseminate information to members about the BIPOC Affinity Group Survey staff on their experience with BIPOC Affinity Group to learn how to improve (after each meeting or every six months)
		Host BIPOC-specific networking and recruiting events, using HPS staff as ambassadors with their professional and fraternal organizations to encourage and expand networking and build pipeline		Survey BIPOC staff in October 2024 to learn about the motivating factors that brought them to HPS and keeps them in the district	Increased number of BIPOC non-certified staff are applying to educator preparation programs, i.e. Relay	Facilitator for BIPOC Affinity Group: set meeting agendas and lead group discussions, invite guest speakers, maintain communication, and provide follow-up from sessions		
		Partner with the districtwide Affinity Group for BIPOC educators to network with external organizations and to support, coach, and/or mentor non-certified BIPOC staff, who are pursuing or exploring a career as an educator in HPS			Review survey responses to determine what works well to recruit BIPOC educators to HPS and where we may have opportunities to improve	Light food and beverages for networking events and BIPOC Affinity Group meetings		
		In collaboration with Retention SubCommittee, survey current BIPOC educators in HPS to learn				Support Person in OTM: Assist with logistics for events and meetings; scheduling school locations for the events and meetings; Order food and beverages for events; Connect with principals to release staff, who are willing to meet with BIPOC Affinity Group during PL days Stipends for HPS Ambassadors		

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HIRING & SELECTION								
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if	Resources Required (What people, time,	Risks and (What could go wrong?	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
To ensure accuracy of candidate life cycle data collection, greater than 85% of candidates are on the correct Nimble status.	The Office of Talent Management	Provide ongoing training to hiring managers and administrators	OTM	Ongoing	Data inquiry - how fast educators are onboarded	OTM provides ongoing training to hiring managers	Too many people trained may allow for more room for error	Hiring Managers: ask who on their is part of the selection process and needs Nimble training
		Talent Best Practices Guidebook			Timeline for onboarding specified	Development of Guidebook for hiring managers	Trainings by different staff may convey inconistant messaging	Communication about the importance of collecting this data -
		Training at different levels to administrators and hiring managers throughout the year (cohort, individual, admin team, etc.)			Quarterly Checks or Timeline with bonuses	Create a checklist for new hires to ensure timely training with Nimble	Nimble may not be able to track individual hiring manager(s) who are not following process	provide the data of the candidate lifecycle to help explain the importance of clean data to ensure a consistant and equity-based experience
							Ensure trainers provide training that is precise	Dissemination of Guidebook and quick reference (one pager)
							Provide hiring managers with the why, as to how the accurate data will help the ensure a consistant and equity-based candidate experience for all candidates	
							Provide Guidebook and quick references (one pager) for hiring managers	

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RETENTION										
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if)	Resources Required (What people, time,	Risks and Mitigation (What could go wrong? How will	Communication/ (Who needs to be		
		What?	Who Owns This?	By When?						
Increase the retention of BIPOC educators by 10%	The Office of Talent Management (OTM)	Create a framework for mentorship (specifically for BIPOC)	The Office of Talent Management (OTM)	BIPOC engagement survey to be delivered in the Fall and Spring, yearly	Increase in positive responses on BIPOC engagement survey	A budget for BIPOC networking and celebratory events	Risks:	The Who:		
>80% of BIPOC educators will indicate they feel a sense of community and belonging in Hartford Public Schools.		Provide BIPOC mentors for BIPOC educators		At least three celebratory/networking events held every school year between August and May	Number of BIPOC educators participating in networking and celebratory events	Physical space for gatherings/events	District is in a budget deficit and positions are being eliminated, including several positions in OTM	A sense of buy-in from Cabinet and district leadership		
		Create spaces and opportunities where BIPOC educators can see themselves and be themselves (not to be labeled an affinity group)		A fully developed BIPOC mentor program implemented by January, 2025	Responses in exit survey data indicating BIPOC educators are separating from the district for reasons other than feeling a sense of lack of engagements (belonging or connection)	The designation of a Lead Mentor	Mentors could cause more harm to BIPOC educators	Union leadership across all bargaining units		
		Develop an internal BIPOC engagement survey to capture baseline data							The power of a single story and BIPOC educators being "typecast" by peers	The What:
		Prioritize capturing exit survey data from BIPOC educators who separate from the district							The resource of time (a lot of competing factors)	
	Mitigation:									
		Work closely with the Recruitment Team in OTM so the work is not duplicative and the strategies and key actions cut across several goals								
		Develop and implement a framework for BIPOC mentorship								
		Consider providing white fragility								