

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:	Manchester Public Schools
Vision:	Staff at MPS represent the racial, ethnic, and linguistic diversity, and values of our students and families. We strive to create an inclusive environment where staff feel supported and valued. Staff from historically marginalized backgrounds consider MPS their preferred workplace. The vision of Manchester Public Schools is to make MPS the preferred school district to BIPOC and other staff with marginalized identities and to ensure that the staff of MPS is representative of the racial, ethnic, and linguistic diversity of all students and families. We will create an inclusive environment where staff feel safe, supported, and valued.
Theory of Action	If we : use the Three Core Lines of Action to (1) build the capacity of district staff in thinking critically about race, equity, inclusion, and belonging throughout all career facets of MPS employees (personal); (2) Center the voices of the most marginalized to ensure that activities, opportunities, and solutions are grounded in their experiences (2) support the climate and culture of schools (personal/interpersonal/operational); (3) identify and remove barriers getting in the way of increasing educator diversity (personal/interpersonal/operational); (4) develop a strong MPS brand to attract diverse staff (operational); (5) improve recruitment, hiring, onboarding, and talent development systems (operational); (6) strengthen partnerships with universities and EPP organizations (interpersonal/operational) ; and (7) create pipelines for BIPOC non-certified staff to grow within MPS (operational) ...Then: we will be able to increase educator diversity and increase retention rates at MPS.
#NAME?	
Team Lead:	Iris Gomero
Team Members:	Renise Washington, Waishana Freeman, Cindy Martinez, Dr. Diane Clare-Kearney, Beth Hayes

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2- Host workshops and events to encourage our non-cert staff to become certified and learn about pipeline opportunities.

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?				
Develop a strong MPS brand highlighting MPS's current diverse population and opportunities for individuals to grow and thrive.	Iris Gomero, Assistant Superintendent , Cindy Martinez- Talent Development Specialist	1- MPS Campaign (printed lawn signs, tabling at community events, commercial videos, and Future teacher events, etc.).	Cindy Martinez, Elijah Yopp	December 2024	# of diverse candidates submitting applications and/or expressing interest in MPS	Funds to purchase branding items, as well as to develop a campaign that includes videos to be shared throughout multiple media sources.	Risk: Potential low engagement or visibility of the campaign. Mitigation: Utilize targeted advertising, engage with community influencers, and continuously monitor and adjust marketing strategies based on engagement metrics.	Superintendent of schools, BIPOC teachers and staff need to be consulted, DRE, finance department, Marketing and Brand Strategist (Yopp)
Center race and equity as we build our recruitment team and solicit staff to join the MPS community		2- Host workshops and events to encourage our non-cert staff to become certified and learn about pipeline opportunities.	Cindy Martinez	Throughout the year	# of BIPOC non-certified staff participating in in-district pipeline opportunities	Plan events, invite current MPS staff who has participated to tell their story, capture their stories in video format. Funds to host and promote events, provide refreshments, and capture stories in video format.	Risk: Potential low attendance or participation from the target audience. Mitigation: Offer incentives for participation, ensure events are scheduled at convenient times, and use direct outreach to potential participants to increase engagement.	
		3- Spark student interest in the field of education through EdRising Club and in-district tutoring opportunities	Beth Hayes	Throughout the year	# of students participating in the program	Plan events, provide compensation for staff to facilitate the program and for students who provide tutoring		

		4- Expand the partnership with Educator Preparation Programs to increase articulation of courses in education (special ed, early childhood, etc.) for MPS HS students to earn college credits	Beth Hayes, Iris Gomero	August 2024	Articulation of courses, # of students enrolled , # of students earning dual credits	Agreements with state colleges/universities, funds for instructors, program facilitators, and materials	Risk: Potential challenges in forming or maintaining partnerships due to misaligned goals or expectations. Mitigation: Clearly define partnership goals, expectations, and benefits for all parties from the outset. Regularly review and adjust partnership agreements to ensure alignment
		5- Research opportunities to partner with organizations such as Alliance group to recruit international educators	Cindy Martinez	7/1/2024 - June 2025	Learn about opportunities to hire international educators, engage in informed decision-making about the district's options	Time to research opportunities and share with Cabinet and BOE.	Risk: Potential regulatory or accreditation challenges that may impact the hiring process. Mitigation: Conduct thorough research into visa requirements, certification equivalency, and accreditation processes. Consider partnering with organizations specialized in international recruitment to navigate these challenges.

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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?				
Increase the percentage of certified and non-certified BIPOC staff by 2.5 percentage points (12.5% year to year increase) yearly at MPS.	Iris Gomero- Assistant Superintendent	1- Develop the capacity of administrators and staff participating in hiring events and committees to think critically about race, equity and biases in the hiring processes.	Iris Gomero, Cindy Martinez, Waishanan Freeman, DRE , building admin, district admin.	August 2024 & throughout the year	% of BIPOC staff hired, clear procedures and guidelines exist and are followed district-wide, bias in hiring PD is developed and implemented	Time for guidelines to be developed with input from multiple stakeholders , compensation for those who participate, technology and funding to develop videos to be used by any staff participating in the recruitment process, funds to increase accessibility of BIPOC staff to application systems such as Indeed, LinkedIn, etc.	1. Risk: Potential resistance to change or lack of buy-in. Mitigation: Provide comprehensive training that includes the benefits of diverse teams, create a supportive environment for discussions about biases, and highlight success stories to demonstrate the positive impact of equitable hiring practices. 2. Risk: Potential for guidelines to not be consistently applied. Mitigation: Develop clear, actionable guidelines with specific examples and criteria. Conduct regular audits of hiring practices to ensure compliance and provide feedback and training as needed. 3. Risk: Potential for PD not to	Superintendent of schools, Representation from diverse stakeholders, finance dept, DRE, Marketing and Brand Strategist
		2- Develop district-wide hiring guidelines that include protocols for resume reviews, interview questions, composition of interviewing committees decision-						
		3- Develop and implement PD on these practices for anyone participating in hiring-decision-making.						

		4- Identify and remove barriers preventing BIPOC and other historically marginalized identities staff from applying (application process, # of recommendation letters, easy apply, etc.)					4- Identify and remove barriers preventing BIPOC and other historically marginalized identities staff from applying (application process, # of recommendation letters, easy apply, etc.)	
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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 (name, position)	Strategies/Key Activities			Indicators of (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and (What could go wrong? How will we make that less likely to happen?)	Communication/ (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Maintain a retention rate of 90% of certified and non-certified BIPOC staff yearly.	Iris Gomero, Assistant Superintendent , Cindy Martinez- Talent Development Specialist, Waishana Freeman- HR Generalist, Renise Washington- Employee Relations Specialist	1- Implement climate check-ins (30-60-90) giving staff an opportunity to share what's going well and what supports they need. Share data with building principals and support their culture and climate efforts.	Iris Gomero, Assistant Superintendent , Cindy Martinez- Talent Development Specialist, Waishana Freeman- HR Generalist, Renise Washington- Employee Relations Specialist	July 2024 & throughout the year	Increase the the retention rate amongst BIPOC staff , increase in the percentage of BIPOC staff expressing feeling valued and supported through culture and climate check-in data	Funds and staff for new paraeducator academy, Funds and staff for Praxis and ParaPro Prep Instructor positions, time and personnel to conduct climate check-ins, funds and additional supports for buildings based on climate data	Risk: Potential for current staff to perceive retention strategies to focus exclusively on certain groups. Mitigation: Design retention strategies that include professional development, recognition, and support for all staff members. Foster an inclusive culture that values diversity and the contributions of all employees.	Superintendent of Schools, Representation from diverse stakeholders, finance dept, DRE, HC & TD team, bargaining unit leadership
		2- Identify certified and non-certified staff who may benefit from district opportunities/pipelines to support their growth	Cindy Martinez with the support of the HC & TD Team		# of staff supported through this process resulting in increased enrollment			

		3- provide training for certified and non-certified staff to take and pass the Praxis and ParaPro exams.	Iris Gomero, Academy Instructors		# of staff supported through this process resulting in passing exams and attainment of certifications		Risk: Retention initiatives may be impacted due to inability to continue to provide resources (time, money, personnel). Mitigation: Secure	
		4- Implement New	Iris Gomero, Academy		# of staff supported			
		5- Collaborate with the	HC & TD Team, Admin		Evidence of			
		6- Work in partnership with CSDE to support staff in the processing of all certifications	Waishana Freeman		# of staff supported through this process who obtain certifications			
		7- Continue to collaborate with bargaining units in removing barriers and providing incentives for difficult to fill positions	Iris Gomero		Evidence of collaboration resulting in problem-solving and a solutions-based approach			
		8- Expand the partnership with Educator Preparation Programs to increase articulation of courses in education (special ed, early childhood, etc.) for HS students to earn college credits	Beth Hayes, Iris Gomero		Articulation of courses, # of students enrolled , # of students earning dual credits			
		9 - All MPS staff will engage in professional development and learning oportunities designed to increase their awareness and undersatnding of race, culture, equity, and difference through the Core Lines of Action: Personal, Interpersonal, and Operational.						