

# 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 submitting the revised Plan by May 15, 2024**

COVER PAGE	
<b>District:</b>	New Haven Public Schools
<b>Vision:</b>	Every student and educator in New Haven Public Schools is seen, heard, and valued. We cultivate trust and eliminate obstacles to foster diversity, equity, and inclusion. We commit to cultural competence and linguistic diversity that extends to the heart of our district, where diverse educators mirror the beautiful mosaic of our student population.
<b>Theory of Action</b>	<p>If we utilize data to inform decision-making processes related to existing disparities and barriers in the recruitment, hiring, and retention of diverse teachers then we will understand our challenges, address them effectively, and increase effectiveness based on real-time information.</p> <p>If we implement targeted recruitment strategies within and beyond our city, state, and country, develop career pathways for NHPS students, employees, and potential employees through diverse preparation programs, and offer financial incentives, signing bonuses, and scholarships for diverse individuals then we will attract a diverse pool of talented candidates, showcasing the district's commitment to inclusivity and reducing district vacancies, while increasing the attractiveness of teaching as a profession for diverse individuals.</p> <p>If we implement anti-bias hiring practices, diverse interview panels, and simplified application processes then we will reduce bias, create an equitable selection process for educators, and increase the likelihood of hiring diverse educators.</p> <p>If we prioritize ongoing professional development opportunities focusing on cultural competency and linguistic diversity and establish mentorship programs pairing diverse educators with experienced, relatable educators then we will cultivate an inclusive culture that values all educators' contributions, ensuring they are supported, included, and integrated into school communities to teach diverse students through cultural responsiveness and foster a sense of belonging that will impact retention rates.</p>
<b>Team Lead:</b>	Sarah Diggs, Coordinator of Recruitment and Retention
<b>Team Members:</b>	<p>Jamie Baker, Principal at Barack H. Obama Magnet School</p> <p>Rosalyn Diaz Ortiz, Supervisor, Multilingual Learners</p> <p>Robert McCain, Supervisor, Science</p> <p>Yessenia Perez, Principal at John C. Daniels School</p> <p>Kenneasha Sloley, Principal at Conte West Hills Magnet School</p> <p>Al Meadows, Teacher Representative</p>

## Increasing Educator Diversity Plan Template



RECRUITMENT							
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities		Indicators of Progress (How will we know if we are on track for)	Resources Required (What people, time, money, and technology will)	Risks and Mitigation (What could go wrong?)	Communication/ (Who needs to be)
What?	Who Owns This?	By When?					
By the end of the 2026-2027 school year, there will be a 15% increase in new teachers of diverse racial or ethnic backgrounds, from 29.9% in 2022-2023 to 34.4%.	Sarah Diggs, Coordinator of Recruitment and Retention	Implement an ongoing data tracking process regarding the percentage of new hires who are teachers of diverse racial or ethnic backgrounds	John Nguyen, Director of Research, Assessment, and Evaluation	July 1, 2024 and ongoing	<ul style="list-style-type: none"> <li>- Data platform to track the percentage of new teachers of diverse racial or ethnic backgrounds on a monthly basis</li> <li>- Data summary at the end of the 2023-2024, 2024-2025, 2025-2026, and 2026-2027 school years</li> </ul>	People: Research, Assessment, and Evaluation Staff; Human Resources Staff  Time: Moderate  Money: None  Technology: Munis, Excel	Risk: Maintaining this as a priority in the data team's workflow  Mitigation: Document the process to update the tracker so that it can be effectively executed by any member of team  Who: John Nguyen What: Strategy, timeline, indicator of progress  Who: Research, Assessment, and Evaluation Staff What: Roles and responsibilities; feedback for continuous improvement
		Create and implement a recruitment plan to recruit new teachers of diverse racial or ethnic background from Puerto Rico and the Caribbean while enhancing partnerships with local universities	Sarah Diggs, Coordinator of Recruitment and Retention	March 1, 2025	<ul style="list-style-type: none"> <li>- Project plan</li> <li>- Budget with funding source(s)</li> <li>- 1 pager outlining each initiative</li> <li>- Summary report at the end of the 2024-2025, 2025-2026, and 2026-2027 school years including number of potential candidates, number of applicants, number of selected candidates, and number of hired candidates from each initiative</li> <li>- Summary report at the end of the 2024-2025, 2025-2026, and 2026-2027 school years demonstrating an increase the number of local universities the district partners with for field placements, student teacher placements, the number of student teachers in NHPS, the number of student teachers who apply for a position with NHPS, and the number of student teachers hired by NHPS, including data on the percentage of student teachers of diverse racial and ethnic backgrounds</li> </ul>	People: Convene a recruitment and selection team (in person and virtual) for Puerto Rico and the Caribbean  Time: Extensive  Money: Advertising/marketing, travel, agency fees  Technology: Frontline Recruit & Hire, Canva, Zoom	Risk: Language Mitigation: Spanish speaking members of the recruitment and selection team  Risk: Budget Mitigation: Seek grant opportunities  Risk: J-1 Visa process Mitigation: Leverage current partnership with Cordell Hull Foundation if possible  Who: BOE, Executive Team, Curriculum and Instruction Team, Principals What: Identification of recruitment and selection team; Indicators of progress; feedback for continuous improvement  Who: Local education preparation programs What: Strategy; initiative summary; indicators of progress; feedback for continuous improvement
		Expand the district's teacher career pathways programs to include Para Pro preparation, bachelor degree options, and teacher certification programs with a process to track employee participation and impact	Sarah Diggs, Coordinator of Recruitment and Retention	March 1, 2025	<ul style="list-style-type: none"> <li>- Summary of each initiative including partners, program details, district cost, communication / recruiting plan, and ongoing implementation timelines (Para Pro preparation, bachelor degree options, teacher certification programs)</li> <li>- Data platform with prior and current participants, including initial and current role in the district</li> <li>- Documented process for ongoing data tracking</li> </ul>	People: Adult Education Director, Paraprofessional Union President, Bachelor Program Partners, Certification Program Partners  Time: Extensive  Money: Funding support for Assistant Teacher candidates to prepare for and take the Para Pro assessment; District fees for teacher residency programs  Technology: Excel, Canva, Zoom	Risks: Accessibility of information about career pathway programs  Mitigation: Strong communication / recruitment plans in partnership with various invested parties  Who: BOE, Executive Team, Curriculum and Instruction Team, Principals What: Indicators of progress; feedback for continuous improvement  Who: Prior program participants What: Feedback for continuous improvement
		Design and implement teacher residency program in partnership with Yale University, Southern Connecticut State University, and New Haven Promise to place 84 teachers with Master's degrees in New Haven Public Schools within five years of program launch	Sarah Diggs, Coordinator of Recruitment and Retention	Within 5 years of program launch; Planning team will convene in February 2024	To be determined based on planning committee's work	People: Director of Professional Learning; Mira Debs, Executive Director of Educational Studies Program, Yale University; Southern Connecticut State University planning team members; New Haven Promise planning team members  Time: Moderate  Money: Funding provided by Yale University through the Yale and Slavery Research Project commitments  Technology: To be determined based on planning committee's work	To be determined based on planning committee's work  To be determined based on planning committee's work

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HIRING & SELECTION								
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of Progress (How will we know if we are on track for	Resources Required (What people, time, money, and technology will	Risks and Mitigation (What could go wrong?)	Communication/ (Who needs to be
By the end of the 2025-2026 school year the district will make progress towards anti-bias and inclusive selection and hiring processes as evident by diverse selection committees and a 12% increase in the percentage of applicants of diverse racial and ethnic backgrounds advancing through phases of the selection process.	Sarah Diggs, Coordinator of Recruitment and Retention	Identify historical and current data and implement an ongoing tracking process regarding the percentage of applicants of diverse racial and ethnic backgrounds that advance through the stages of the selection and hiring process	Sarah Diggs, Coordinator of Recruitment and Retention	February 1, 2025 and ongoing	- Process outlined in the Human Resources Manual with screenshots from Frontline - Process reviewed with hiring managers as evident through professional learning session materials	People: Human Resources Staff, Hiring Managers  Time: Moderate  Money: None  Technology: Frontline Recruit and Hire; Excel	Risk: Hiring managers do not implement the new process with fidelity  Mitigation: Implement updates to the recommendation for hire process to ensure all steps are completed prior to Human Resources processing	Who: Human Resources Staff; Hiring Managers  What: New process; feedback for continuous improvement
		Hiring managers will participate in professional learning on anti-bias selection processes	Sarah Diggs, Coordinator of Recruitment and Retention	June 1, 2025 and ongoing for new hires	- Research summary of training options with evidence of impact to determine NHPS training plan - Training details - Training participant / attendance list - Documented process to ensure new hiring managers engage in the training with 3 months of hire - Resources in the hiring managers toolkit	People: Director of Professional Learning (logistics); Title IX Coordinator; Executive Team, Department Heads, Principals (re: supportive accountability for hiring managers)  Time: Moderate  Money: Training cost for train the trainer fee(s) or training fee(s)  Technology: Possibly Vector Solutions	Risk: Finding time to do the training Mitigation: Schedule early for the 2024-2025 school year  Risk: Not all hiring managers attend the training Mitigation: Makeup plan	Who: BOE; Executive Team  What: Indicators of progress; feedback for continuous improvement

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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 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/ (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
By the end of the 2026-2027 school year, there will be a 15% increase in the retention rate of teachers and administrators of diverse racial or ethnic backgrounds.	Sarah Diggs, Coordinator of Recruitment and Retention	Identify historical and current data and implement an ongoing data tracking process regarding the retention rate of teachers and administrators of diverse racial or ethnic backgrounds	John Nguyen, Director of Research, Assessment, and Evaluation	July 1, 2024 and ongoing	<ul style="list-style-type: none"><li>- Data set indicating the retention rates of teachers and administrators of diverse racial or ethnic backgrounds during the 5 previous school years</li><li>- Data platform to track the retention rates of new teachers and administrators of diverse racial or ethnic backgrounds</li><li>- Data summary at the end of the 2023-2024, 2024-2025, 2025-2026, and 2026-2027 school years</li></ul>	People: Research, Assessment, and Evaluation Staff; Human Resources Staff  Time: Moderate  Money: None  Technology: Munis, Excel	Risk: Maintaining this as a priority in the data team's workflow  Mitigation: Document the process to update the tracker so that it can be effectively executed by any member of team	Who: John Nguyen What: Strategy, timeline, indicator of progress  Who: Research, Assessment, and Evaluation Staff; Human Resources Staff What: Roles and responsibilities; feedback for continuous improvement
		Implement a professional learning plan focusing on cultural competency and linguistic diversity for administrators and teachers	Edith Johnson, Director of Professional Learning and Leadership Development	July 1, 2025	<ul style="list-style-type: none"><li>- Identify educator goals and needs, specifically the knowledge, attitudes, skills, aspirations, and behaviors/practices NHPS educators will hold related to cultural competence and linguistic diversity</li><li>- Study research and evidence for guidance about professional learning to create a theory of change</li><li>- Professional learning implementation and evaluation plan, within a cycle of continuous improvement</li><li>- Professional learning evaluation</li></ul>	People: Convene a systems level planning team  Time: Extensive  Money: Texts/Resources, Training cost for train the trainer fee(s) or training fee(s)  Technology: None	Risk: Focusing on a particular program or session too soon  Mitigation: Start with goals, needs, and a theory of change and use that to determine programming  Risk: Competing priorities  Mitigation: Alignment with the district's Strategic Operating Plan	Who: BOE, Executive Team, Administrators, Teachers  What: Indicators of progress; feedback for continuous improvement
		Pilot a mentorship program to pair educators of diverse racial or ethnic backgrounds with experienced, relatable educators	Sarah Diggs, Coordinator of Recruitment and Retention	July 1, 2025	<ul style="list-style-type: none"><li>- Convene a design team to conduct and summarize research on mentorship program philosophies, components, and structure</li><li>- Program overview match teachers in TEAM with TEAM trained mentors of diverse racial and ethnic backgrounds during the 2024-2025 school year</li><li>- Program overviews for program to Pilot for Administrators and program to pilot for Teachers during the 2025-2026 school year</li><li>- Participant feedback (qualitative and quantitative)</li></ul>	People: Convene a design team  Time: Moderate  Money: Texts/Resources; Potential professional learning fees; Potential mentorship stipends	Risk: Budget Mitigation: Seek grant opportunities	Who: BOE, Executive Team, Participants, and Mentors  What: Indicators of progress; feedback for continuous improvement
		Provide continued education for 20 current teachers resulting in a Master's in teaching degree, while increasing teachers in shortage areas, through a partnership with Yale University and Southern Connecticut State University	Sarah Diggs, Coordinator of Recruitment and Retention	Within 5 years of program launch; Planning team will convene in February 2024	To be determined based on planning committee's work	People: Director of Professional Learning; Mira Debs, Executive Director of Educational Studies Program, Yale University; Southern Connecticut State University planning team members; New Haven Promise planning team members  Time: Moderate  Money: Funding provided by Yale University through the Yale and Slavery Research Project commitments  Technology: To be determined based on planning committee's work	To be determined based on planning committee's work	To be determined based on planning committee's work