

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

COVER PAGE	
District:	Region 14 Schools
Vision:	In Region 14, we envision a dynamic educational environment where the diversity of our educators mirrors that of our student body. By revitalizing our recruitment, hiring, and retention practices, we aim to significantly increase the presence of certified educators of color from 2.2% to more closely align with our 17.2% student population of color as noted on the "Comparison of Educator and Student Diversity Trend Data" for the 2023-2024 school year.
Theory of Action	If Region 14 administrators demonstrate that we value educator diversity through our recruitment, hiring, and retention processes and practices as well as our professional learning offerings, then we will be more likely to increase the diversity of our certified educator faculty to better reflect that of our student population.
Team Lead:	Dr. Taryn Fernández, Director of Teaching and Learning
Team Members:	Wendy Yatsenick, Kelly Pinho, William Nemeec, Suzie Greene, Declan Curtin, Andrew Tammero, Mykal Kuslis, Tina Tanguay, Dina Ericson, Brian Murphy

Increasing Educator Diversity Plan Template



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?				
Increase the percentage of Black and Latino applicants for open certified positions over the next five years by 3% each year.	Dr. Taryn Fernandez, Director of Teaching and Learning	<p>1) Send district representation annually to the RESC Alliance Increasing Educator Diversity recruitment conferences and fairs regardless of the number of current or anticipated openings</p> <p>2) Attend career fairs hosted by local colleges and universities with attention to those that are identified as Hispanic serving institutions (UConn Waterbury/Stamford and University of Bridgeport)</p> <p>3) Expand the target area of job postings to include all states with certification reciprocity with CT as well as Puerto Rico.</p>	<p>Wendy Rossi, HR Coordinator - Provides dates of fairs to Dr. Fernandez and posts openings to reciprocity states</p> <p>Dr. Fernandez - Attends the fairs as the district representative. Admin from schools with openings may attend as well.</p>	<p>1) Began April, 2024 with RESC IED Fair</p> <p>2) Increase fair attendance annually to add at least 3 additional fairs in 2024-2025 (CCSU, University of Bridgeport, and UConn), 2 more in 2025-2026, and utilize data from these fairs to determine if additional fairs should be added and/or some removed in subsequent years</p> <p>3) Expanded postings in April of 2024</p> <p>Annual reviews in January of the previous year's applicant pool to determine impact on diversity of applicant pool</p>	<p>Analysis of data and summary reporting planned for January ANNUALLY</p> <p>1) Track the fairs that are attended by district personnel</p> <p>2) Track the number of contacts made at each fair - Google Form for each fair</p> <p>3) Track the number of contacts that then submit applications as a result of attending the fair</p> <p>4) Track the number of applicants eventually hired from each fair</p> <p>5) Utilize the data to determine the effectiveness of each recruiting event to allocate personnel and monetary resources appropriately.</p> <p>6) Utilize Applitracks to track how applicants became aware of the opening to determine the most fruitful sources of applicants.</p>	<p>PEOPLE Wendy Rossi, HR Coordinator - research and identify dates of fairs</p> <p>Dr. Taryn Fernandez, Director of Teaching and Learning - attend the fairs and connect with prospective candidates</p> <p>School Administrators - those with open positions may attend spring fairs as well</p> <p>TECHNOLOGY/RESOURCES 1) Information fliers about the Region with QR code link to employment opportunities</p> <p>2) Presentational materials for the fairs</p> <p>BUDGET Entrance fees for fairs and startup cost of marketing materials (district banner, information board, business cards)</p>	<p>TIME/MONETARY INVESTMENT Allocate time, budget, and personnel to register for and attend career fairs.</p> <p>HIGH FACULTY RETENTION AND LOW # OF LATINO AND BLACK APPLICANTS Certified faculty tend to stay in Region 14 schools, minimizing the number of openings. Baseline data from Frontline (2020-2024) shows .82% of our applicants are Black and 5.04% of our applicants are Latino. While not realistic to anticipate a large enough shift over five years to match the growth in students of color, our increased recruitment efforts should yield positive results based with increased visibility/representation at career fairs.</p> <p>LOW PARTICIPATION 5 potential candidates interacted with our table at the last IED fair. Of the 5, two were certified for positions we had open. Neither lived close enough to our district to be interested in applying or relocating. 4 students at the CCSU job fair were in education-related majors. Tracking this data will be a determining factor of whether these fairs are viable sources for applicants in our district.</p>	<p>HR Coordinator and Director of Teaching and Learning, dates and times of the fairs/conferences</p> <p>District Admin Team review of recruitment efforts annually in a January team meeting</p>

<p>Develop a talent pool from within the region over the next five years by expanding curricular and co-curricular opportunities for students to pursue careers in education</p>	<p>Dr. Myke Kuslis, Nonnewaug High School Principal</p>	<p>1) Include in the Program of Studies EDLR 2001: Contemporary Issues in Sport, EDCI 1100: If You Love It Teach It, and ESPY 1100: Intro to Special Education as Early College Experience courses which are part of the education pathway with UConn.</p> <p>2) Connect our Young Educators Club with EdRising to build partnerships and enhance the curriculum</p>	<p>Dr. Myke Kuslis, High School Principal</p>	<p>1) EDLR2001: Contemporary Issues in Sport is offered for the first time this 2024-2025 school year</p> <p>2) Add EDCI1100 or ESPY1100 for the 2025-2026 or the 2026-2027 school year</p> <p>3) Add the last course for the 2027-2028 or 2028-2029 school year</p> <p>4) Connect with EdRising during the 2024-2025 school year with the goal of membership for the 2025-2026 school year</p>	<p>1) Track registration numbers in the courses as they are offered (April, annually) and student performance in the courses (June, annually)</p> <p>2) Through alumni surveys, track graduates' progress towards becoming educators and their ultimate career choice after participating in the courses and EdRising program</p> <p>3) Maintain records of alumni who return to the Region to fill certified positions (currently 8 faculty members)</p>	<p>PEOPLE Dr. Myke Kuslis, High School Principal - identify teachers for the courses</p> <p>Chris Maclean, School Counseling Department Chair - lead counselors in encouraging students to enroll in the courses and participate in the afterschool program</p> <p>Dr. Taryn Fernandez, Director of Teaching and Learning - facilitate curriculum writing and budgetary needs for the expansion of programming</p> <p>Teachers - teachers willing to go through the adjunct faculty process with UConn and teach the identified courses</p> <p>BUDGET Allocated funds to curriculum writing, professional learning, and travel to annual UConn trainings</p> <p>Membership fees for students for EdRising</p>	<p>ENROLLMENT The expansion of course offerings requires student interest and enough requests to run the course. School counselors will encourage students during the registration process if there is interest in pursuing a career in education.</p>	<p>Principal to teachers regarding timelines for Uconn partnerships</p> <p>School counselors to students regarding expanded course and club opportunities</p> <p>Director of Teaching and Learning to Board of Education for course and curriculum approvals</p>
--	---	--	---	---	---	---	--	--

Increasing Educator Diversity Plan Template



HIRING & SELECTION

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?				
Increase the percentage of educators of color by at least 1%-2% annually over the next five years.	Dr. Taryn Fernandez, Director of Teaching and Learning	<p>1) Review applications with the understanding that when candidates are equally highly qualified for a position, those candidates who will further diversify the linguistic, cultural, and ethnic make-up of the faculty will be hired.</p> <p>2) Include students and/or parents of color in the interview process either serving on interview committees for administrative positions or participating in the lesson demonstrations of teacher candidates.</p>	1) All central office and school administrators when interviewing and forming interview committees/mock lesson participant groups	<p>1) List of interview committee and mock lesson participants developed by March, 2025 for the 2025-2026 hiring season</p> <p>2) Review and update list annually in January.</p>	<p>1) In January of 2026, demographic data of parents, students, and educators participating in interviews and lessons for the 2025-2026 hiring season will be reviewed by the district administrative team. Based on results, the team will set a goal for percent of participants of color for the 2026-2027 school year. Data will be tracked throughout the year for goal progress and reviewed in January of 2028 to adjust and/or continue with the goal for the 2028-2029 hiring season. This will occur annually thereafter.</p> <p>2) Throughout the school year, our HR Coordinator will track the number of educators of color hired in relation to the number of certified positions filled. The data will be reviewed in January each year beginning in January, 2026.</p>	<p>PEOPLE AND TIME List of community members and students representative of our district student population interested in participating in the interview process with time available to dedicate to the interviews</p> <p>Scheduling performance tasks and interviews at times that will ensure representation.</p>	<p>Personal contact with prospective committee members to engage them in the process and develop a large enough pool so we will have representation for all interviews and lessons without always relying on the same people.</p> <p>1%-2% growth is equivalent to 2-4 educators per year in our district of 182. With an average of 16 certified hires annually over the past five years, this would be 12.5%-25% of new faculty annually. 2020-2024 data shows the percentage of Black applicants for positions was .82% and Latino applicants was 5.04%. Our timeline places initial focus on recruiting. As these percentages increase, we will have a more representative pool of applicants from which to hire.</p>	<p>School administrators reaching out to parents and connecting with students to participate.</p> <p>Director of Teaching and Learning and administrative team reviewing data annually and developing goals</p> <p>School administrators facilitating post interview discussions with the committees that include the importance of a representative faculty.</p> <p>Hiring committee members reviewing and understanding our IED plan when participating on committees</p>

Increasing Educator Diversity Plan Template



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?)
		What?	Who Owns This?	By When?				
Retain at least 75-80% of our educators of color annually over the next five years.	Taryn Fernandez, Director of Teaching and Learning	<p>1) Continue to pair all new hires with a teacher within their grade level or subject area to support them in their transition into Region 14, check-in with them regularly and be available to answer questions and guide them in the right direction for answers and concerns.</p> <p>2) Provide affinity group conversation opportunities by pairing new hires of color with veteran educators of color already on staff, when possible, or with educators in partnering school districts with similar demographics to Region 14.</p> <p>3) Partner with SERC or RESC to include culturally responsive pedagogy training in our annual professional learning calendar for both teachers and administrators.</p> <p>4) Attend the Increasing Educator Diversity Symposium hosted annually by CSDE to determine areas for growth and strategies for improvement in our recruiting and retention efforts.</p>	Dr. Taryn Fernandez, Director of Teaching and Learning - Pairs new hires, partners with EdAdvance, leads the PDEC committee, attends the IED Symposium	<p>In September of each year new certified hires are paired with returning faculty based on school administrators' recommendations</p> <p>Began Affinity Group Opportunities May, 2024 - aim to provide at least two opportunities annually</p> <p>Annual review of school climate data in July</p> <p>Review annual list of assigned mentors and/or affinity group attendees in June</p> <p>Incorporate culturally responsive pedagogy training into 2025-2026 PL calendar for one full day PL and follow-up during PLC time.</p> <p>Allot time during faculty meetings for sharing of strategies, glows, and grows in relation to culturally responsive pedagogy.</p>	<p>1) Track the number of affinity group meetings our educators of color have the opportunity to attend. (July, annually 2025-2029)</p> <p>2) Monitor School Climate Survey data from staff, students, and parents in response to the statement, "This school is sensitive to issues regarding race, ethnicity, gender, academic achievement, physical appearance, or learning disabilities." (July, annually 2025-2029)</p> <p>3) Monitor School Climate Survey data in response to the statement, "I feel like I am a part of this school's community." (July, annually 2025-2029)</p> <p>4) PL calendar for 2025-2026 includes at least one full-day training and at least one scheduled opportunity for faculty reflection and sharing of classroom successes. (August, 2025)</p> <p>5) School faculty meeting agendas (school administrators) include time for discussion of culturally responsive pedagogical strategies employed in the classrooms and their outcomes.</p> <p>6) Mid-year (January) and end-of-year (May) check-in meetings with new faculty and the Superintendent and Director of Teaching and Learning annually. (ongoing)</p> <p>7) All new certified faculty paired with mentors (by September 15th, annually, ongoing)</p>	<p>PEOPLE Collaboration with EdAdvance to schedule affinity group meetings</p> <p>Trainer from a RESC or SERC who specializes in culturally responsive teaching strategies</p> <p>Faculty volunteers as mentors</p> <p>TIME Full PL day for training and follow-up Wednesday afternoon for reflection</p> <p>BUDGET Cost of PL</p>	<p>The conversations may need to be held virtually to increase participation and reduce the time commitment required.</p> <p>Ensure that enough time is provided to faculty and students to respond to the survey with reflection and thought.</p> <p>Develop a pool of volunteers to serve as mentors so the same people are not utilized annually.</p> <p>75-80% of our current educators of color is the equivalent of 3 of our 4 current educators of color. As the number of educators of color on our faculty increases, this percentage can be reviewed and increased over time.</p>	<p>Taryn Fernandez, Director of Teaching and Learning, partnered with Devonna Dionne of EdAdvance to schedule and host affinity group meetings through EdAdvance in both Litchfield and Bethel.</p> <p>Director of Teaching and Learning - Notify educators of the affinity group dates and purpose of the group</p> <p>PDEC - communicate the value and importance of culturally responsive pedagogy</p> <p>School Admin - communicate how the school climate survey results inform change and the importance of responding reflectively</p> <p>Director of Teaching and Learning - share annual PL calendar</p> <p>School Administrators - share agendas with faculty to include culturally responsible pedagogical discussions</p>