



CONNECTICUT STATE  
DEPARTMENT OF EDUCATION

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# **An Update on Minority Teacher Recruitment**

December 16 , 2015

# CSDE Actions



- Minority Teacher Recruitment Committee formed in January 2014
- Broadly representative stakeholder group (RESC Alliance, districts, NAACP, Higher Ed,) convened
- Stakeholder group expanded in 2014-2015 (unions)
- CSDE Talent Office dedicates funds and staff to support MTR initiative

# MTR Committee



2013-2014 SY- MTR Committee met regularly to explore issues including:

- Attracting students of color into teacher preparation programs (pipeline)
- Graduation rates for those that do enter educator preparation programs
- Candidate assessments leading to certification
- Advancement/retention of practicing educators of color
- Recruitment within CT/ outside CT
- Hiring, selection processes
- Speaking with educators of color currently teaching in Connecticut



# Exploring Strategies Across the Career Continuum





# CT Title II Data

## Students Enrolled & Completing TP Programs

Academic Year	Students Enrolled	Program Completers
2013-14*	3,558	1,685
2012-13	3,884	1,904
2011-12	5,716	2,182
2010-11	7,590	2,014
2009-10	8,215	2,035
2008-09	5,481	2,193

<https://title2.ed.gov/Public/Home.aspx> \* Not yet posted

# CT TPP Enrollment by Ethnicity & Race

	Ethnicity	Race						Gender		Total
	Hispanic/ Latino	Amer. Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or more races	Male	Female	All enrolled
2013-14	198	2	66	129	2	2716	56	939	2577	3,516
2009-10	377	16	103	278	4	6876	39	2001	6214	8,215
% Change	-47.5	-87.5	-36	-53.6	-50	-60.5	+43	-53.1	-58.2	-57.2



# Actions



## Pipeline

- SERC Youth Empowerment Summit
- Legacy Foundation
- TSTT District Specific Recruitment Fair in Stamford and Bridgeport

## Preparation

- Western CT State University/Danbury High School Teaching Fellows

## Recruiting and Hiring

- SERC Technical Assistance to Bloomfield Public Schools' Central Office Team to Explore Recruitment, Selection, Hiring Processes
- SERC training for Human Resource/ Talent Management Professionals

## Retention

- In collaboration with LEAD CT...District Management Council facilitated "Opportunities Reviews" in Meriden and Bridgeport

# Refining the MTR Logic Model



June 2014:

- The MTR Committee developed a **logic model** to more specifically target strategies to attract **Black/Latino** teachers and to outline **short, mid and long-term goals** by incentivizing districts to create innovative approaches.

February 2015:

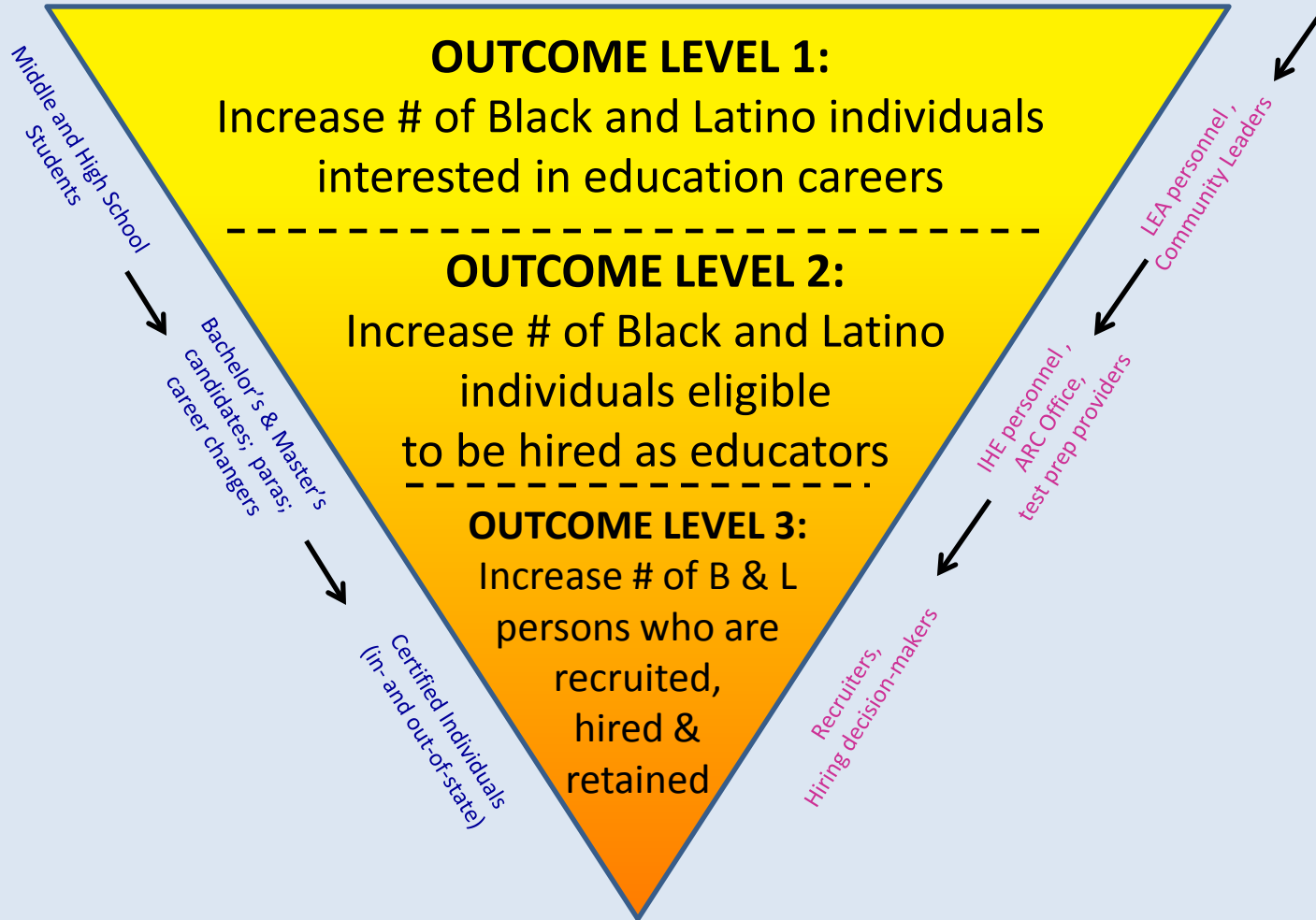
- CSDE issued a Request for Proposals for Planning Grants to Increase Representation of Black and Latino Educators



# FRAMEWORK FOR LONG-TERM PLANNING

Build capacity to move self through pipeline

Build capacity to move others through pipeline



**Result: More Black and Latino Educators Working in CT Schools**

# Request for Proposal



## April 2015

- Ten district applications were received and reviewed
- Eight districts were awarded planning grants of \$25,000

## Summer 2015

- Eight district plans were submitted
- Districts attended a CSDE MTR Committee meeting to present plans
- Plans were reviewed and scored
- Four districts were provided implementation grants of up to \$50,000

## October 2015-June 2016

- Convening a series of meetings to understand implementation challenges and identify areas for support and provide networking opportunities across districts

Plans available at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2762&Q=335756>

# **BRIDGEPORT PUBLIC SCHOOLS**

Creating a Career Path

Kathy Jaeger

Executive Director of Human Resources

# Paraprofessionals to Teachers

- Are deeply rooted in the community
- Have a high retention rate
- May be able to fill critical shortage areas – Special Education, Bilingual Education
- More one-on-one experience working with students
- Bridgeport Paraprofessionals – 110 with Bachelors Degrees; 10 with Masters Degrees

# Baselines

- 384 currently employed Paraprofessionals
- 134 Paraprofessionals currently qualify for the Pathways to Teachers Careers Program
- 20 Paraprofessionals have expressed interest in entering the program.

# Targets

The Pathways to Teachers Careers Program will implement two cohorts:

- Cohort 1 (1<sup>st</sup> year) – Five Paras
- Cohort 2 (2<sup>nd</sup> year) - Ten Paras
- Cohort data will be tracked to reveal:
  - Number to enter the program.
  - Number that complete the program
  - Number that successfully gain and retain employment in the district.
  - Number that utilize mentoring
  - Number that utilize additional support/educational services

# CREC Schools MTR Action Plan: Goals and Strategies

## Outcome Level 1

**Goal 1:** Increase the number of CREC middle and high school students interested in pursuing a career in education.

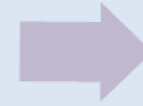
- Provide exposure to diverse career options within the field of education.
- Partner with CCSU education classes.
- Increase extracurricular activities related to the education professions.
- Offer college credit in education related courses.



## Outcome Level 2

**Goal 2:** Increase CREC's candidate pool of Black and Latino educators.

- Support the development of Black and Latino educators through a CREC/CCSU minority cohort. (stipend, mentors, seminar series, CREC-based field work and student teaching)
- Advertise vacancies through Black and Latino networks.



## Outcome Level 3

**Goal 3:** Increase the number of Black and Latino educators working in CREC's magnet schools.

- Review and enhance hiring practices to ensure culturally responsive practices.
- Employ CREC/CCSU cohort members in CREC schools.

*"The seminar team has been amazing. I feel like I have a family support system, which is what I like about CREC."* –CREC/CCSU MTR Student Teacher

# CREC Schools MTR Action Plan: Implementation Timeline

	Year 1	Year 2
<b>Goal 1</b>	<ul style="list-style-type: none"> <li>• Initiate interest building and extracurricular activities</li> <li>• Identify and partner with a CCSU education course</li> <li>• Plan for ECC course</li> </ul>	<ul style="list-style-type: none"> <li>• Continue interest building and extracurricular activities</li> <li>• Continue CCSU partnership</li> <li>• Initiate ECC course</li> </ul>
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>• Support pilot cohort of 5 students</li> <li>• Develop and disseminate marketing materials</li> </ul>	<ul style="list-style-type: none"> <li>• Identify second CREC/CCSU cohort of 8 students</li> <li>• Continue to revise marketing materials</li> </ul>
<b>Goal 3</b>	<ul style="list-style-type: none"> <li>• Conduct audit of hiring practices</li> <li>• Train administrators in revised processes</li> </ul>	<ul style="list-style-type: none"> <li>• Train new administrators as needed</li> </ul>

# Waterbury Public Schools

## Planning Phase

- Met with key stakeholders
- Surveyed students & teachers for feedback on the education profession and the district
- Met with community organizations to share findings and gather information
- Conducted focus groups to explore solutions to marketing teaching and working in the WPS district
- This data was used to frame/develop our implementation plan



# Waterbury Public Schools Implementation Phase

- Focused on a “Grow Your Own” model with a 3 pronged approach – students, existing teachers, partnerships
- Students – solidify & create “Yes” Clubs at the three comprehensive high schools and one elementary school.
- Develop a teaching internship program. Exposure to external educational programs.

# Waterbury Public Schools Implementation Phase

- Existing Teachers – mentors/mentees; leadership development; Professional Development (i.e. cultural competency training); continue the dialogue with critical conversation sessions
- Partnerships – establish relationships with colleges/universities, as well as community organizations to recruit and share information.

Other – improve marketing strategies to increase minority recruitment to WPS

# Hartford Public Schools

## Planning Phase

- Conducted interviews and focus groups
- Reviewed qualitative and industry specific research
- Reviewed previously implemented RESC MTR plans

### **Approach: Grow Your Own**

HPS will strive to support any existing qualified and interested Bachelor-prepared staff to move from their current position to a certified teaching position.

HPS employs 261 Bachelor-educated minority staff working as para-educators, child development associates or support staff.

# Hartford Public Schools

## Implementation Phase: Year 1

- Add a paid intern to support monitoring and reporting.
- Hold two planning nights for paraprofessionals, CDAs and support staff with support from higher education and CSDE
- Purchase Praxis-prep materials and advertise tutoring sessions using a cohort approach
- Re-shape marketing approach
- Hold a Hartford-specific Minority Teacher Recruitment Symposium.
- Hold a junior night for all HPS juniors to learn about what an education career could look like.

Goal is to lift 5 non-certified staff to teaching positions.

# Hartford Public Schools

## Implementation Phase: Year 2

- Add a development associate and a project manager.
- Offer *flexible* certification scholarships of \$10,000 each that can be used by Bachelor's-educated minority paraprofessionals, CDAs or support staff who have been accepted into a program and meet hiring criteria with a promise of 5 years of teaching.
- Compile a list of Hartford graduates entering teacher-prep programs and reach out to them each fall to encourage a return to Hartford.
- Develop a social media outreach plan for potential in-state candidates to create calls to action.

Goal is to lift 25 non-certified staff to teaching positions.

# CSDE Expanding Partnerships

- Support for the NAACP HBCU Symposium
- Outreach to sororities and fraternities
- Outreach to membership groups (CALAS, GNEABSE)
- Input and involvement from current college students
- Explore collaboration with the faith-based community

# Important Considerations



- The **complexity** involved in understanding the racial/ethnic diversity of the teaching force.
- Policy and programmatic strategies are severely hampered by a current **lack of understanding of their effectiveness.**
- To guide decisions about which of these strategies warrant the allocation of financial and other resources, policymakers and educators **need more evidence from carefully designed studies.**