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

- Pipeline
- Preparation
- Educator Standards and Certification
- Recruitment/Hiring/Selection Processes
- Advancement/Retention
## CT Title II Data

### Students Enrolled & Completing TP Programs

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

[https://title2.ed.gov/Public/Home.aspx](https://title2.ed.gov/Public/Home.aspx) * Not yet posted
## CT TPP Enrollment by Ethnicity & Race

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Amer. Indian or Alaska Native</th>
<th>Asian</th>
<th>Black or African American</th>
<th>Native Hawaiian or Pacific Islander</th>
<th>White</th>
<th>Two or more races</th>
<th>Male</th>
<th>Female</th>
<th>All enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2013-14</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>198</td>
<td>2</td>
<td>66</td>
<td>129</td>
<td>2</td>
<td>2716</td>
<td>939</td>
<td>2577</td>
<td>3,516</td>
</tr>
<tr>
<td><strong>2009-10</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/ Latino</td>
<td>377</td>
<td>16</td>
<td>103</td>
<td>278</td>
<td>4</td>
<td>6876</td>
<td>2001</td>
<td>6214</td>
<td>8,215</td>
</tr>
<tr>
<td><strong>% Change</strong></td>
<td>-47.5</td>
<td>-87.5</td>
<td>-36</td>
<td>-53.6</td>
<td>-50</td>
<td>-60.5</td>
<td>-53.1</td>
<td>-58.2</td>
<td>-57.2</td>
</tr>
</tbody>
</table>
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

Outcomes:

Outcome Level 1: Increase # of Black and Latino individuals interested in education careers

Outcome Level 2: Increase # of Black and Latino individuals eligible to be hired as educators

Outcome Level 3: Increase # of B & L persons who are recruited, hired & retained

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:
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\textsuperscript{st} year)** – Five Paras
- **Cohort 2 (2\textsuperscript{nd} 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

<table>
<thead>
<tr>
<th>Goal 1</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Initiate interest building and extracurricular activities</td>
<td>• Continue interest building and extracurricular activities</td>
</tr>
<tr>
<td></td>
<td>• Identify and partner with a CCSU education course</td>
<td>• Continue CCSU partnership</td>
</tr>
<tr>
<td></td>
<td>• Plan for ECC course</td>
<td>• Initiate ECC course</td>
</tr>
<tr>
<td>Goal 2</td>
<td>• Support pilot cohort of 5 students</td>
<td>• Identify second CREC/CCSU cohort of 8 students</td>
</tr>
<tr>
<td></td>
<td>• Develop and disseminate marketing materials</td>
<td>• Continue to revise marketing materials</td>
</tr>
<tr>
<td>Goal 3</td>
<td>• Conduct audit of hiring practices</td>
<td>• Train new administrators as needed</td>
</tr>
<tr>
<td></td>
<td>• Train administrators in revised processes</td>
<td></td>
</tr>
</tbody>
</table>
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.