



# **MINORITY TEACHER AND ADMINISTRATOR RECRUITMENT PLAN October 12, 2020**

## **1. DATA**

### **a. Racial composition (percentage) of the teachers and administrators for each of the past five (5) years**

<u>School Year</u>	<u>White</u>	<u>Black</u>	<u>Latino</u>	<u>Asian</u>	<u>Hawaiian/ Pacific Islander</u>	<u>Native Am/ Alaskan Native</u>	<u>Two Or More Races</u>	<u>Total Minority Percentage</u>
2020-2021	87.42	4.39	3.36	.60	.09	2.24	1.89	12.57
2019-2020	87.95	4.33	3.06	.68	.08	2.04	1.87	12.06
2018-2019	87.92	4.05	3.13	.51	.08	2.36	1.94	12.07
2017-2018	88.65	3.51	2.75	.67	.08	2.25	2.09	11.35
2016-2017	88.99	3.26	2.61	.42	.08	2.10	2.44	10.91

### **b. Racial composition (teachers and administrators) hired each of the past five (5) years**

<u>School Year</u>	<u>Hired Number of Minority Teachers/Administrators</u>	<u>Percentage of Total Hired</u>
2020-2021	21*	20.59*
2019-2020	8	8.16
2018-2019	12	18.18
2017-2018	10	8.33
2016-2017	14	12.61

\*This is the first year to include the Hispanic ethnicity new hires to the total.

### **c. Racial composition of student body for October 1, 2019 and October 1, 2020**

<u>Year</u>	<u>Students</u>	<u>White</u>	<u>Black</u>	<u>Latino</u>	<u>Asian</u>	<u>Hawaiian/ Pacific Islander</u>	<u>Native Am/ Alaskan Native</u>	<u>Two Or More Races</u>
2020	14,837	39.58	10.81	33.87	5.22	.12	.88	9.52
2019	14,757	40.26	11.18	33.39	5.33	.12	.85	8.87

## **2. ANALYSIS AND SUMMARY OF THE DATA COLLECTED**

- Based on data collected for the Arkansas Department of Education for the past five years, the total teacher/administrator minority population increased by .51% (as of 10-1-20) for the 2020-21 school year. This is the largest increase in total minority staff since 2017-18. The increase occurred due to an increase in retention of minority employees, participation and recruitment in career fairs and working with the local university.
- In the new hire teacher and administrator group for 2020-21, 20.59% were minorities as of October 1, 2020. The method of calculating the total number of minority new hires has changed to include Hispanic staff members. Previously, Hispanic new hires were included in the Race Category of White. We are now using the Ethnicity Category of Hispanic to capture an accurate representation of our new hire minority population.
- A comparison of the 2020 Census of Students by Ethnicity/Race Status to the 2019 data indicates a decrease in the number of students in two minority student population categories. There was an increase in the Latino, Hawaiian/Pacific Islander, Native American/Alaskan Native, and two/or more races categories. Race and ethnicity reporting categories specified by the federal government which allow a student to be reported in more than one racial category has resulted in 9.52% of the total 2020 student population being identified as multiracial. The Black category reflects a decrease of .37% and the Asian category a decrease of .11%. The Latino category showed an increase of .48%, the Hawaiian/Pacific Islander category increased by .01%, the Native American/Alaskan Native category increased by .03%, and the two or more races category showed an increase of .65%. The White category, the largest student population category decreased by .68%.

### 3. SHORT-TERM GOALS

**Fort Smith Public Schools, a dynamic district where innovation creates excellence, is dedicated to providing an equitable, challenging educational experience by engaging families and community partners as we prepare students to embrace their roles in our culturally diverse community and rapidly changing world. We recognize the diversity of needs and aspirations among our students, and we are committed to the development of each individual as a successful, responsible, and productive citizen who is prepared for the challenges of the 21st century.**

- One of the District's current and ongoing goals is to: **"Promote awareness and appreciation for the uniqueness of each individual in a diverse student population with emphasis on expanding education and employment opportunities."** In order to provide teacher/administrator leadership to assist our diverse student population in fulfilling this goal, we realize the importance of enriching our staff with well-qualified minority educators and shall continue to focus on recruiting well-qualified minority applicants.
- Increase the counselors' and career development facilitators' awareness of the shortage of minority teacher applicants. The Human Resources department will continue to request that counselors and career development facilitators provide students with information regarding a career in teaching. The Minority Recruitment Committee can analyze the student inventory/interest data from the Keystone and Career Development courses as well as information from Student Success Plans that have indicated an interest in education. A Minority Recruitment Committee meeting was held on October 6, 2020 with quarterly follow-up meetings planned for the future.
- Provide all minority students with specific career-planning activities and opportunities focusing on teaching careers. A request relative to this goal is made at the beginning of each school year to counselors, the career education supervisor, and orientation to teaching and career orientation teachers.
  - An Orientation to Teaching program of study continues to be held at Northside High School, with the current enrollment being 41 with 30 minority students and at Southside High School, with the current enrollment being 14 with 5 minority students.
  - The Educators Rising student organization at Northside High School, which began in the 2002-2003 school year as Future Educators of America remains active, with a current membership of 41 with 30 minority students. At Southside High School the 2020-21 Educators Rising student organization has 14 members with 5 minority students.
  - Each year the City Council PTA awards scholarships to two students who are pursuing teaching careers, one to a Northside High School senior and one to a Southside High School senior.
- Implement year-round recruitment activities through virtual career fairs, information brochures, and contact persons.
- Identify possible minority applicants in the community within the field of education and other degree fields where nontraditional licensure is available.
- Expand recruitment activities to additional states. High minority colleges have been a primary focus. Regardless, efforts to recruit minority applicants via Zoom, Google Hangouts, and Skype/Facetime have been employed.
- Provide identified minority applicants with community information and resource information.
- Assisting minority applicants with licensure process information during telephone calls and on-site career fairs is a routine practice.
- Provide minority teachers/administrators with assistance and guided visitation when offers of employment are made.
- Utilize minority staff members and board of education representatives in district recruitment activities.

#### **4. LONG-TERM GOALS**

**The goal of the Fort Smith Public School District for the next ten (10) years is to continue active recruitment of qualified minority teachers and administrators and to fill open positions with qualified minority applicants until the percentage of minority teachers and administrators equals that of the student population.**

*Note: The U.S. Court of Appeals, the Equal Employment Opportunity Commission (EEOC), and the Office of Civil Rights (OCR) do not apply the criteria of the Arkansas requirement that the "District goal for recruiting minorities (minority teacher/administrator goal) shall at least equal the percentage of minority students."*

Under the leadership of Dr. Doug Brubaker, Superintendent of Fort Smith Public Schools, we shall continue in our efforts to move beyond quotas and litigation and focus on the goal of selecting staff members not by the color of their skin but by their skills and "by the content of their character" the attributes most likely to achieve one of our primary District goals: *Promote an awareness and appreciation for the uniqueness of each individual in a diverse student population with emphasis on expanding education and employment opportunities.* This goal is an integral part of the District's mission statement.

#### **5. IDENTIFY IMPROVEMENTS NEEDED TO INCREASE RECRUITMENT**

- An increased number of minority graduates in the field of education.
- Expedient access to the state's list of minority graduates from individual universities.
- Minority applicants who are geographically mobile and willing to relocate

#### **6. IDENTIFY OBJECTIVES, STRATEGIES AND ACTIVITIES FOR RECRUITMENT AND FOR ENCOURAGING STUDENTS TO PURSUE A CAREER IN EDUCATION**

The District has taken the following steps to meet its recruitment goals:

- Recruitment materials reflect the cultural diversity of Fort Smith Public Schools and graphically reinforce the District goal when recruiting minority personnel to serve all students.
- Recruitment visits are made via virtual platforms and recruitment information distributed to area and regional colleges. Recruitment contacts associated with current minority staff alma maters are sought in an effort to attract more minorities
- The District enlists the assistance of minority staff members and community members in identifying minority applicants.
- Information from patrons relative to minority applicants is noted and filed for reference.
- Minority professional staff members assist in the Fort Smith Public School District's booth during recruitment activities.
- Applications are available on the district website through TalentEd and are accepted when a position is posted.
- The District uses the services of the American Association of School Personnel Administrators.

The District takes the following steps to encourage minority students to pursue a career in education:

- Counselors, career orientation teachers, and the Career Technology Center and District Innovation Director are encouraged to assist minority students in considering a career in education.
- At virtual career fairs, undergraduate as well as senior students receive recruitment information.
- The Assistant Superintendent of Human Resources and Campus Support, as well as minority staff members, are available to speak to groups regarding a career in education.
- Fort Smith Public Schools will continue the partnership with Dr. Monica Riley, UAFS Executive Director of the School of Education and with Ron Orick, UAFS Executive Director of the Babb Center for Student Professional Development. With this partnership, we will pursue scholarships for current FSPS students (two minimum) who commit to careers in education and working in the Fort Smith Public schools upon graduation.

**7. ACTION PLAN, INCLUDING PROCEDURES FOR IMPLEMENTING, MONITORING PROGRESS AND EVALUATION**

- The District will continue its active recruitment plan both within the state and outside of the state targeting high minority colleges/universities.
- The cultural diversity of the District is a matter of pride and is reflected in the District's public relations materials verbally and pictorially, and these materials are used in recruitment activities.
- Progress is monitored on a regular basis in the District and is evaluated annually in the Arkansas Department of Education reports.
- The Human Resources administrators participate in EEOC training which included a focus on minority recruitment. Opportunities to attend equity workshops are extended to staff members.

Sherri Penix  
Coordinator - Minority Recruitment

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