

# 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	
<b>District:</b>	Bristol Public Schools
<b>Vision:</b>	At BPS, we are committed to proactively recruit, retain, and value a teaching faculty that is as diverse and inclusive as our student body. We will cultivate an environment in which varied perspectives and backgrounds enrich the learning experiences and empower every student and teacher to thrive.
<b>Theory of Action</b>	If BPS identifies explicit actions which create the conditions, systems, and supports to recruit, retain and value candidates from underrepresented backgrounds, then we will increase our diversity among educators and enrich the learning experiences of the BPS community.
<b>Team Lead:</b>	Kimberly Culkin, Chief of Talent Management
<b>Team Members:</b>	Danielle Autencio, Tanya Bulls, Kim Culkin, Amy Devine, Michael Dietter, Mariliz Fitzpatrick, Molly Goodine, Michael Higgins, Michelle LeVasseur

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RECRUITMENT								
Goal (What are we trying to do?)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and (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?				
We will attract a diverse pool of educator applicants that is reflective of our student enrollment.	Kimberly Culkin, Chief of Talent Management	Our recruiting and advertising materials will highlight the strengths of BPS as an educational system including those that may be particularly pertinent to educators of color including BPS's commitment to equity, diversity, and inclusion	Office of Talent Management and Executive Director of Community Partnerships, and Strategic Planning	By April 1, 2024	A recruitment flyer will be developed and utilized for marketing, highlighting workplace attributes, values, and benefits	Time and research for compiling district attributes; access to graphic art design for development of flyer	Time and research for compiling district attributes; access to graphic art design and publishing for development of flyer and other printed recruitment materials	Office of Talent Management communication with staff to identify attributes that are meaningful and beneficial; communication between Office of Talent Management and Executive Director of Communications, Community Partnerships, and Strategic Planning to design and develop recruitment materials
We will attract a diverse pool of educator applicants that is reflective of our student enrollment.	Kimberly Culkin, Chief of Talent Management	Our recruitment and related advertising strategies will reach potential candidates beyond current and traditional platforms and venues to actively seek educators of color and diverse backgrounds.	Office of Talent Management	By May 15, 2024	Advertising will be presented in at least 3 additional social media sites. Measured Social Media impressions	Use of platforms including Twitter/X and LinkedIn; ESS as a recruiting partner	Staying updated with social media posts and colleges (also making sure the posts are closed when positions have been filled). Information regarding CSDE Certification requirements may need to be available to candidates; Recruitment platforms may not successfully target a diverse candidate pool-will need to assess candidate "traffic" on social media platforms	Office of Talent Management communication with staff to identify attributes that are meaningful and beneficial; communication between Office of Talent Management and Executive Director of Communications, Community Partnerships, and Strategic Planning to design and develop recruitment materials
We will attract a diverse pool of educator applicants that is reflective of our student enrollment.	Kimberly Culkin, Chief of Talent Management	In addition to our traditional (college campuses, etc.) recruiting grounds we will market and recruit at historically black colleges and nontraditional (work force, military) settings to network with a broad range of diverse backgrounds.	Office of Talent Management	On-going. By July 1, 2024 we will have increased our recruitment sites by 6 locations.	We will create a list of Historically Black Colleges as well as diverse community organizations in the Bristol and the larger New England area. We will connect with 3 HBCs and 3 community based settings to develop a recruitment plan/arrangement. We will aim to attend career fairs, we will update our recruitment materials and disseminate updated materials to identified contacts. By July 1, 2024 we will have increased our recruitment sites by 6 locations.	List of community and HBC sites; list of alumni schools of BPS employed teachers; contact information for site representatives, updated recruitment materials, funding for travel (if in person), funding for reciprocity of CSDE endorsement from out of state candidates, time/scheduling, follow up with candidates after events	Recruiting candidates who will require reciprocity for CSDE endorsement which will take time and funds (\$50 for enhanced reciprocity states)	Communication with new recruitment locations; teachers/staff are provided with the necessary support and professional development in support of recruitment

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## HIRING & SELECTION

Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if)	Resources Required (What people, time,	Risks and (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Applicants for all positions will reflect the demographics of the school and district will move forward through the hiring and selection process at a significantly higher rate than currently moving forward.	Kimberly Culkin, Chief of Talent Management	Hiring procedures will be updated to ensure: hiring committees' memberships reflect the diversity of the talent we seek in candidate pools; the process for screening applications will be revised to seek diverse backgrounds and experiences among candidates and will include hiring committee members; decision making process for moving candidates from screening to interview- to demo lesson-and so on will be tightly aligned with the BPS equity statement and beliefs; procedure for articulating justification for not moving candidates forward in hiring process; decision making process will explicitly include guidance for consideration of the positive impact and influence diversity has on teaching experience and students' learning experiences.	Building Admin and Office of Talent Management-Planning committee to meet quarterly to review action steps and indicators of progress	By May 1, 2024	Number of candidates of color and of diverse experiences moving through the hiring process will increase and will be measured by the number of teacher candidates of color recommended for interview and subsequently recommended for hire	Revised process for committee member selection; training for committee members for application screening; screening guide; access to application packets for committee member review and screening; review of rate by which candidates move through the process as compiled through reporting by Office of Talent Management (to include total number of applicants, total number of applicants who identified as race other than white or two or more races, number of candidates of color/two or more races invited to interview, number of candidates of color who moved forward to demonstration lesson and ultimately recommendation to hire.)	Time dedicated by interview committee members beyond the interview sessions required to screen applications before conveying interviews; discomfort that may arise for committee members when determining candidates to move forward or not to move forward; and tools/norms needed to effectively and respectfully challenge the input among committee members	Communication between OTM and hiring managers for review of statistics; communication of process for applicant screening to be between OTM and hiring managers
Diverse educators will be hired as reflective of enrolled students' racial demographics.	Kimberly Culkin, Chief of Talent Management	Provide continued training to hiring committees regarding recognizing and mitigating unconscious biases that might arise on a BPS recruitment committee and during hiring procedures; and monitor that each person on hiring committee has received such trainings	Office of Talent Department and Building Leaders	By May 1, BPS tailored training and monitoring systems will be in place	Percentage of candidates of color moving through the hiring process to recommendation for hire will increase by at least 50% from baseline	Training materials; monitoring of training built into the recommendation for hiring packets; revised process for committee member selection; training for committee members for application screening; screening guide; review of rate by which candidates move through the process-reports of candidates by race to be reviewed by district and building hiring managers to determine effectiveness of practices	Time needed for developing, adhering to, and reflecting upon revised practices and outcomes.	Communication between OTM and hiring managers regarding the hiring procedures and monitoring for completion of unconscious bias trainings for all committee members

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RETENTION								
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if)	Resources Required (What people, time,	Risks and Mitigation (What could go wrong?)	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
BPS-certified teaching staff will reflect the demographics of our students.	Kimberly Culkin, Chief of Talent Management	Explore providing benefits incentives (i.e., tuition reimbursement or program fees, increase starting step on the salary scale, pay for participation in certification programs while serving in non-certified positions)	Office of Talent Management and Superintendent/Central Office	By implementation of FY25 budget	Increase enrollment of BPS staff who are future educators of color attending teacher preparation programs.	Access to preparation programs for teachers of color structured so that participants can be employed as non-certified, full-time staff while preparing for certification; funding for salaries; tuition reimbursement, program fees, etc.)	Financial resources; contractual obligations if salary schedule is impacted	Communication between OTM and Superintendent's office regarding approval for funding; communication between OTM and State of CT preparation programs (i.e., CREC TRP); advertisement to communities of color regarding the opportunities for the professional growth and credentialing
BPS-certified teaching staff will reflect the racial demographics of our students.	Kimberly Culkin, Chief of Talent Management	Offer educator benefits that support the needs and experiences of teachers of color such as developing an affinity mentoring program; developing affinity groups; promoting teacher collaboration among teachers of color; build in racial bias awareness in diverse teaching collaboratives (i.e., common planning, huddles, departments)	Office of Talent Management and Building Leaders	Affinity Groups scheduled by April 1, 2024; Affinity mentors by July 1, 2024; Collaboration among teachers of color by September 1, 2024; Unconscious bias training for teacher collaboratives by September 1, 2024	Schedule is developed and implemented. Affinity groups will have been developed and schedule created. There are specific practices designed and implemented as part of educator collaboration regarding unconscious racial bias. There are specific times afforded for collaboration of teachers of color.	Affinity group facilitators; Affinity mentors; time scheduled for collaboration; time and training materials identified for racial bias awareness for teacher collaborative groups	Time identified for affinity mentors to meet; time identified for collaboratives to engage in unconscious bias training; training provided and identifying trainers (in district or from out of district)	Communicate programs of affinity groups and mentors to solicit interest and identify participants; identify the materials for teacher collaboratives to use for unconscious bias training for small professional groups
We will retain a diverse educator staffing	Kimberly Culkin, Chief of Talent Management	Interview current staff regarding their experiences and seek feedback from newly hired educators (i.e., regarding onboarding, acclimating in their new position, understanding why they chose BPS, understanding why they choose to remain in BPS ('stay interviews')). Identify barriers to retention. Identify elements that support retention.	Office of Talent Management	Interviews of new hires will be scheduled within 90 days from start date. By April 30, 2024, all educators hired in 2023-24 will be invited to and scheduled for such interview. A standard operating procedure to ensure internal systems of operation are in place for coordinating such interviews following hire will be developed by April 15, 2024.	Staff earn tenure at BPS and continue with BPS afterwards for additional 5 year minimum  80% of staff will complete feedback survey on commitments. 80% of all newly hired staff will have participated in interview. The Standard Operating Procedure will be finalized and included in the Office of Talent Management manual.	Creation of the standard operating procedures for coordinating interviews; creation of the interview protocol, creating of survey	Scheduling challenges and conflicts for teaching staff. Will arrange interview times with input from the participating teacher and with scheduling assistance from the building administrator.	All newly hired staff will be informed at time of hire that they will receive an invitation for interview within 90 days from start date. Principals and hiring committee will be informed of the revised hiring operating process. All current employees will be informed of invitation for interview.