



Action Plan to Increase Representation of Black and Latino Educators

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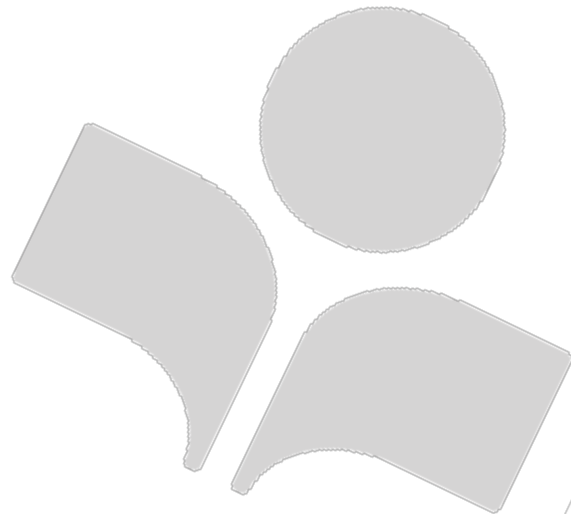


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Abstract

The Capitol Region Education Council (CREC) operates nineteen magnet schools designed to reduce the racial, social, and economic isolation that exists in the Hartford region. CREC schools enroll a diverse population of approximately 8,271 students of which 27.83% are Black, 28.63% are Latino, 32.25% are White, and 46.31% are eligible to receive free or reduced price lunch. Despite disparity in socioeconomic status and past educational opportunities, all CREC students are demonstrating academic growth at rates higher than the Connecticut average. Nonetheless, a disparity in achievement persists at the secondary level. Research shows that when students identify with their teachers, there is a positive impact on academic and social growth (SERC 2014). In contrast to CREC's diverse student body, only 5.78% of its teachers are Black and 5.19% are Latino. CREC acknowledges the need to diversify its teaching force in order to further accelerate the academic achievement of its high school students.

CREC and the Central Connecticut State University (CCSU) Education Department are partnering to identify, attract, develop, and support a cadre of Black and Latino educators. The three tiered strategy includes: enhancing high school programming at the CREC Medical Professions and Teacher Preparation Academy in order to engage more students in education related careers; developing a CREC cohort of minority students in the CCSU Masters of Arts in Teaching program; and enhancing and refining CREC recruitment and hiring practices to increase the number of Black and Latino educators in the district. The partnership seeks to create a pipeline of highly qualified minority educators who graduate from CREC Schools, pursue a degree in education, and return to teach in the district. These potential candidates not only possess a shared ethnicity with CREC students, but a unique understanding of the culture and climate of the towns and neighborhoods represented in CREC schools.

The activities outlined in the action plan are aligned to district and university initiatives. As such, CREC and CCSU are committed to assessing the integrity of the interventions proposed in this grant. In order to facilitate useful progress monitoring and valid assessment of outcomes, the monitoring and reporting plan is designed to reflect the key principles of the results-based model of evaluation. Throughout the grant cycle, all stakeholders will have access to program evaluation data, which will enable any flaws in the program design and/or implementation to be addressed as soon as they are discovered. The partnership is committed to developing a repository of evidence-based, shareable knowledge to increase minority representation statewide.

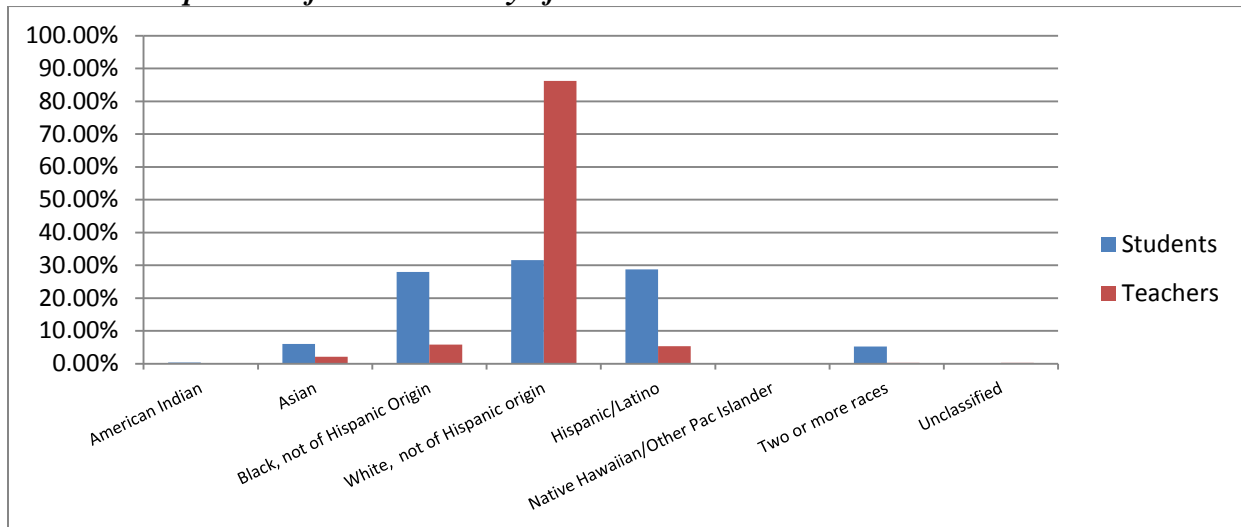
Section 1: Introduction

A. District and Community Context

The Capitol Region Education Council (CREC) operates nineteen magnet schools designed to reduce the racial, social, and economic isolation that exists in the Hartford region. CREC schools enroll a diverse population of approximately 8,271 students of which 27.83% are Black, 28.63% are Latino, 32.25% are White, and 46.31% are eligible to receive free or reduced price lunch. Despite disparity in socioeconomic status and past educational opportunities, all CREC students are demonstrating academic growth at rates higher than the Connecticut average. Nonetheless, a disparity in achievement persists at the secondary level. In contrast to CREC's diverse student body, only 5.78% of its teachers are Black and 5.19% are Latino (see Chart 1 below). CREC has identified the need to increase the diversity of its teaching force in order to further accelerate the academic achievement of its high school students.

Research shows that when students identify with their teachers, there is a positive impact on academic and social growth (SERC 2014). Black and Latino teachers act as a model for minority students and send the message that “college is for you.” Researcher Carol Dweck found that a student’s sense of belonging can predict academic success, and that students who feel a strong sense of school connectedness are less likely to engage in risky adolescent behavior (Dweck, Walton, & Cohen 2014). CREC is committed to building a cadre of teachers who understand the culture and communities of CREC’s diverse student population. This will contribute to a stronger sense of school connectedness as well as build bridges to CREC families and create pathways for meaningful parent engagement.

Chart 1: Comparison of Race/Ethnicity of CREC Students and Teachers



As a district experiencing rapid growth, CREC has hired a large number of teachers in a very short amount of time. For the 2014-15 school year, 354 of CREC’s 675 teachers had been with the district less than three years. Needing to hire a large number of teachers in a short amount of time, CREC’s recruitment efforts have focused on communicating vacancies to as wide an audience as possible. While recruiting talent broadly, CREC has remained conscious of the need

to identify teachers of color. CREC administrators participate in the RESC sponsored Minority Teacher Recruitment Fair, and every effort is made to create inclusive recruitment materials.

Despite success recruiting Black and Latino teachers relative to Connecticut averages, CREC is committed to developing a focused action plan to recruit educators representative of the students it serves. CREC’s current minority teacher recruitment strategies are focused on attracting minority teachers. The new plan differs in that it focuses on developing a candidate pool. The plan was created with the input of a diverse group of stakeholders and is grounded in research-based strategies. Clear targets have been set, and the district is committed to monitoring and evaluating efforts in order to refine strategies and develop a repository of evidence-based, shareable knowledge.

B. Plan Development Process

To ensure sustainable and high quality project implementation, CREC has adopted the following Continuum of Development:



The Continuum aligns to CREC’s three phases of project management:

- **Phase I:** Designing an implementation plan (Developing Awareness and Building Knowledge)
- **Phase II:** Guiding initial implementation (Translating into Practice)
- **Phase III:** Monitoring and evaluating for continuous improvement (Reflecting and Building Capacity)

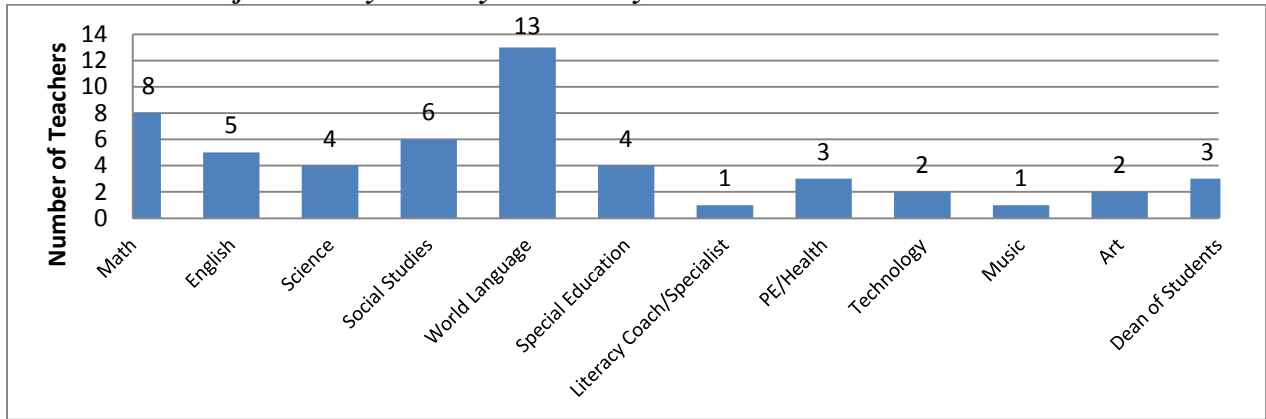
The Action Plan addresses Phase 1 of CREC’s project management approach. The Action Plan phase began with a needs assessment and analysis of workforce data, which informed the development of each area of the tiered strategy. The needs assessment helped to identify the root causes of the shortage and included input from minority high school students as well as minority educators. For each outcome area, CREC and CCSU sought to understand “why” and develop a plan to mitigate barriers and increase access to teaching careers. See Section 3 for a full explanation of CREC’s data collection methods.

Section 2: Review of District’s Workforce Data

A. Current Workforce Data

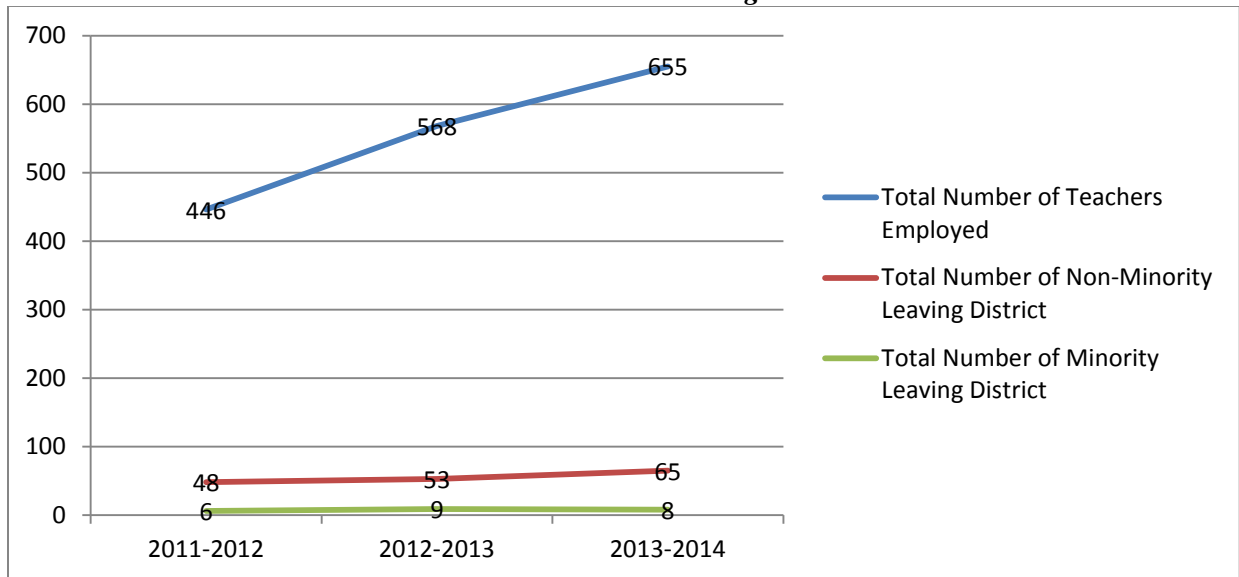
Eleven percent of CREC’s teaching force is comprised of Black and Latino educators. Seventy percent of these teachers work in secondary schools, twenty-six percent in elementary schools, and four percent in the central office. At the secondary level, math and world language have the highest number of minority teachers. For the major content areas, English and science have the fewest minority teachers, but this difference is relatively small in contrast with other areas. Chart 2 shows the breakdown of secondary minority teachers by position type. At the elementary level, approximately half of minority educators are classroom teachers. The remaining individuals teach art, special education, physical education, English language, and world language or serve as theme and literacy coaches.

Chart 2: Number of Secondary Minority Teachers by Position



When looking at teacher retention, the data reveal that CREC has turnover rates lower than the national average. According to the U.S. Department of Education’s Teacher Attrition and Mobility: Results of the 2012-13 Follow-up Survey, 15.8% of the 2012-13 teaching force either left the profession or changed schools. In contrast, CREC experienced a turnover rate of 12.10% in 2011-12, 10.92% in 2012-13, and 11.15% in 2013-14. As illustrated in Chart 3, the total number of teachers employed across the district has increased significantly, while the turnover rate has remained relatively stable. In addition, the turnover rate for minority teachers has risen at a slower rate than non-minority teachers. Nationally, the turnover rate for Latino (21.8%) and Black (20.6%) teachers is higher than non-minority teachers (15%).

Chart 3: Teacher Turnover vs. District Growth 2011-12 through 2013-14



While twenty-three minority teachers left CREC over the past three school years, twenty-six minority teachers were hired over the same period. These twenty-six teachers are still with the district. Sixty percent of CREC’s minority teachers have been with the district for more than three years, signaling a strong retention rate. The minority turnover rate and the non-minority turnover rate reflect the demographics of the district’s teaching force. At the elementary level, retention rates are even stronger. For the past three years, elementary teachers accounted for

approximately 20-30% of termed teachers, while the elementary teaching force accounts for approximately 43% of the district's teachers.

B. Data Analysis

CREC has identified limitations in the available data. CREC's employee data collection system does not provide full position details for inactive teachers. In addition, the system does not provide information related to an employee's reason for leaving, new position, or years of experience/years in the position. This limits the district's ability to draw conclusions about why minority teachers leave or to identify trends related to position type. Systems are being developed to address the limitations of the data, and as further information is made available, it will guide future recruitment and support activities.

Based on available data, strategies have been developed to increase the pool of minority teacher candidates. The number of minority teachers in the CREC district has remained stable over the past three years, and trends in the turnover rate for minority teachers match trends for the overall turnover rate, which are lower than national averages. The data suggest that once CREC hires a minority teacher, that teacher is likely to stay with the district. This is consistent with the findings of researchers Richard Ingersoll and Henry May who identified organizational culture as strongly related to minority teacher retention. CREC's retention rates point towards a positive culture in which teachers are supported and provided autonomy (Ingersoll and May 2011). Consequently, rather than focusing on teacher retention, the action plan includes a variety of strategies to address the issue of supply.

Two possible factors have been identified as potentially contributing to the lack of supply: recruitment/hiring processes and the size of the candidate pool. CREC's data indicate a need for additional candidates in almost all subject areas and across all grade levels. However, given CREC's shortage of elementary openings, development of a minority teacher candidate pool will focus initially on the secondary level.

Additionally, CREC's schools and the Open Choice program have produced a robust population of Black and Latino alumni. Many of these students go on to post-secondary studies and graduate with bachelor's degrees. These young people, already demonstrating success in higher education, frequently return to their CREC schools questioning the next step in life. CREC and CCSU believe this population of successful Black and Latino young adults offers an ideal pool of potential teacher candidates.

C. Guiding Questions

CREC has developed the following guiding questions to direct its action plan:

- How can CREC and CCSU increase the number of Black and Latino high school students interested in pursuing a career in teaching, in particular Black and Latino males?
- What systems and supports can CREC and CCSU implement and provide to increase the number of Black and Latino college graduates prepared to teach secondary English, sciences, and social studies?
- How can CREC enhance hiring and recruitment practices to increase the number of minority teachers employed in the district?

Section 3: Actions That Will Address Recruitment and Retention Challenges

A. Idea Generation

Outcome Level 1: Increase Awareness and Interest in Education Careers in CREC Middle and High School Students.

To address Outcome Level 1, CREC and CCSU reviewed relevant research, surveyed middle and high school students at the CREC Medical Professions and Teacher Preparation Academy (MPTPA), conducted a focus group with minority middle and high school male students, and surveyed incoming parents at MPTPA. Additionally, teachers and administration met with CCSU staff members to identify actions aligned to current programming and university/school initiatives.

MPTPA is a Grade 6-12 magnet school located in New Britain, CT. See Table 1 for the school’s demographics. While MPTPA enrolls a racially and ethnically diverse population, the school has struggled to attract male students. Only twenty-three percent of the student population is comprised of male students.

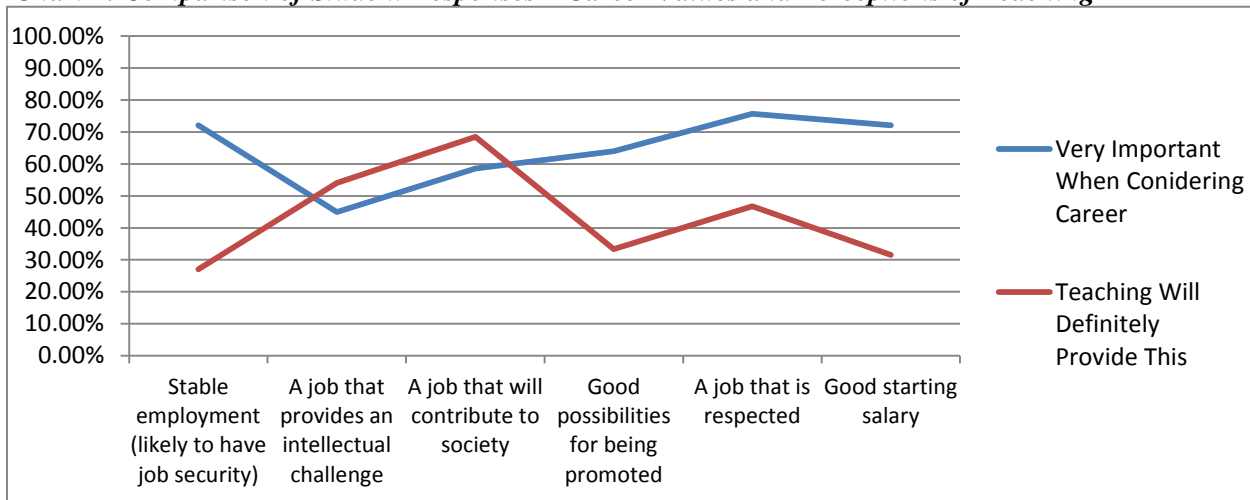
Table 1: Race/Ethnicity of MPTPA Students

Total	American Indian or Alaska Native	Asian	Black	Native Hawaiian / Other Pac Islander	White	Hispanic/Latino	Two or More Race Categories	Unspecified
512	1 (.2%)	30 (5.9%)	155 (30.3%)	2 (.4%)	96 (18.8%)	209 (40.8%)	15 (2.9%)	4 (.8%)

A large percentage of the student body at MPTPA has selected to participate in the medical track of the theme. To understand why students are selecting medical professions over teaching, CREC conducted a teaching career interest survey. Over a hundred students in grades eight, nine, and ten were surveyed. The demographics of the surveyed students mirrored that of the school.

When asked about their interest in a teaching career, 49% of students indicated that they were definitely not interested; 29% might be willing to consider; 7% were seriously considering; and 15% were undecided. Students also rated the importance of stable employment; a job that provides an intellectual challenge; a job that contributes to society; good possibilities for promotion; a job that is respected; and a good starting salary when considering a future career. Over 70% of respondents indicated that salary, a respected job, and stable employment were very important factors. Students were then asked to indicate how likely a teaching career would be to provide these same things. Only 27% of respondents thought that teaching would definitely provide stable employment; 46.8% thought teaching was definitely a respected position; and 31.50% indicated that teaching would definitely have a good starting salary. The survey revealed a misalignment between students’ values and what they perceive a career in teaching can provide. Chart 4 illustrates the gap between values and perceptions. Finally, students were asked to rate how likely they would be to consider teaching if various incentives were offered. Over 60% of students indicated that money for housing would cause them to consider a career in teaching, and 59% would consider teaching if student loan payoff was provided.

Chart 4: Comparison of Student Responses—Career Values and Perceptions of Teaching



The group indicating no interest in teaching showed the largest gap between career values and perceptions related to the field of education. Of this group, 81% of respondents identified salary as very important and only 30% were confident teaching could provide a competitive starting salary. In addition, 67% identified job security as very important and only 25% were confident teaching provides this. For this group, the strongest incentive to consider teaching was related to a housing allowance, with 48% indicating this would cause them to consider the field.

A discrepancy between perceptions of job stability in teaching and how highly job security is valued was consistent and pronounced for both the undecided group and the group possibly willing to consider teaching. Money for housing was the strongest incentives for both groups. In addition, for both groups, over 50% of respondents indicated that any incentive would definitely cause them to consider a career in teaching. Male student responses were also disaggregated and analyzed. For this group, there was a 50% gap between values and perceptions related to job security. The next highest gap, at approximately 20%, was related to salary.

To develop a deeper understanding of what would attract minority males to the school and the teaching profession, a focus group of twenty-seven minority male students in grades eight, nine, and ten was convened. The group included eleven students definitely or possibly interested in education; however, all students contributed to the conversation. Students were asked if they were ever encouraged to become teachers. One student was encouraged to consider teaching by a teacher, while the rest of those encouraged had a family member working in education. When asked if they were ever discouraged from becoming a teacher, several replied yes and that it was due to salary. When asked what things could be offered to generate interest in a career in education, they suggested more hands on experiences starting in middle school and earlier on in high school. They also expressed an interest in physical education, engineering, and technology education. They suggested providing more courses focused on these areas, including the potential for internships and shadowing. There was an interest in opportunities such as joining a senior pursuing the education career path at MPTPA; shadowing science and technology teachers at some of CREC’s STEM focused schools; and visiting related departments at local universities. In all, the focus group suggested that male students would be more likely to pursue teaching if hands-on experiences and activities were emphasized. On a separate but somewhat related note,

many of the focus group participants felt that more boys would attend the school if there were more athletic opportunities.

Parents of incoming students were also surveyed to gain an understanding of their child's interest in the various career paths offered. Twenty-four parents were surveyed at orientation. Seventeen indicated that they were encouraging their child to explore the medical professions and only three were encouraging education. Further research is needed to identify why parents are encouraging their children to explore medical fields over education; however, more parents indicated they had connections to the medical field as compared to education.

The student and parent surveys guided plans to enhance high school level programming related to a career in teaching. The career interest survey revealed that students do not understand the various benefits and incentives that can accompany a career in teaching. These benefits will be emphasized when introducing students to the field of education. Beyond reinforcing the benefits and opportunities inherent in a career in teaching, CCSU and MPTPA will implement four strategies to encourage interest in the profession. These strategies are designed to expose students to a variety of career paths within the field of education, create interactive learning experiences, and develop connections between high school students and teacher preparation programs.

To expose students to the variety of career paths within education, the school will hold an education focused career fair with booths highlighting science, technology, and engineering as well as other related careers such as social work or school counseling. Interested or undecided students will have an opportunity to shadow one of the upper classmen participating in the teaching internship at nearby DiLoreto Elementary School. This will provide an interactive experience in order to create engagement in the profession. In addition, MPTPA students will visit the science and technology education departments at CCSU.

Secondly, CCSU and CREC will connect MPTPA students with CCSU undergraduate and graduate students enrolled in the teacher preparation programs. MPTPA will partner with a specific CCSU course, the course will meet at MPTPA and all field experiences will be conducted at the school. The partnership is exploring the potential for a literacy course to be hosted at MPTPA. The program will provide middle and high school students a connection to educators in a less formal environment, creating another bridge to the field.

For the third strategy, the MPTPA Future Teachers Club will partner with CCSU's Education Club and Education Honors Society. CCSU students will mentor and tutor MPTPA students. This close connection to university students will be used to attract high school students to the club, strengthening the connection to the field. Additionally, CCSU students will act as mentors to MPTPA students, encouraging the high school students to stay committed to career in education. MPTPA's Future Teacher Club will also reach out to the Future Teachers Club at Buckley High School in Hartford. Through this partnership, students will be encouraged to participate in national conferences and competitions.

Finally, MPTPA and CCSU will explore the possibility of implementing an Early College Experience (ECE) style education class at Medical Professions. If CCSU is unable to provide this course, CREC will reach out to other institutions offering ECC courses. The goal is to

provide college credits in education to strengthen high school students' commitment to future studies in education.

Outcome Level 2: Develop systems and supports to increase the candidate pool of Black and Latino educators.

To address Outcome Level 2, CREC and CCSU will collaborate to create a CREC minority cohort for the CCSU Masters of Arts in Teaching (MAT) program. The MAT program is a 13 month program that yields both secondary teaching certification and a Master's degree to candidates with an undergraduate degree in a relevant content area.

CREC and CCSU's plan for a CREC minority cohort was developed through conversations with CREC alumni and CREC minority educators. Through this consultation and a review of the research (SERC 2014), three barriers to teaching were identified: the cost of graduate school; the Praxis exam; and individualized support through the early stages of teaching. All of these concerns are addressed in the design of the CREC/CCSU model.

The partnership has identified an initial cohort of five students, three from the Masters of Arts in Teaching (MAT) program and two from the traditional teacher preparation program at CCSU. This cohort will serve as the pilot group to provide minority teacher candidates support and training to exit the program fully prepared to teach in a CREC school or other local district. By participating in the CREC cohort, teacher candidates have access to support opportunities such as PRAXIS test preparation; a CREC mentor; internships and student teaching opportunities in CREC schools; and career guidance and advice from CREC administrators. The CREC cohort also receives a stipend as compensation for their involvement in the additional support and development opportunities.

The cohort will also serve as a recruitment tool to draw a diverse population to CCSU's MAT program. The current MAT cohort is smaller than typical and includes a limited number of Black and Latino students. The hope is that a larger pool of minority students will be drawn to the program through the possibility of participating in CREC's cohort. Current CREC teachers and school leaders will also serve as assets in cultivating interest in teaching as a profession. CREC will disseminate information about the CREC/CCSU cohort throughout the CREC alumni networks.

In addition to supporting the teacher candidates in the MAT program, CREC will seek to expand its pool of minority candidates by advertising vacancies in Black and Latino networks. When analyzing workforce data through an economics lens, CREC acknowledges that supply can be impacted by perceptions around demand. As a result, CREC will have its recruitment materials reviewed by minority educators and young professionals to ensure the materials are inclusive and welcoming.

Finally, CCSU is committed to investigating barriers that decrease the pool of traditional age Black and Latino teacher candidates. Through Year 1 activities, CCSU will establish a model to predict factors associated with successful persistence of Black and Latino students in teacher preparation programs. This information will be used to tailor recruitment strategies and programming to attract and better serve to this important population.

Outcome Level 3: Enhance hiring practices to increase the number of minority teachers employed in the district.

Strategies for Outcome Level 3 were developed in consultation with CREC minority educators. To further ensure that supply is not impacted by negative demand factors, CREC will conduct a thorough review of the hiring process to ensure culturally responsive practices are understood and implemented. CREC's Coordinator of Minority Teacher Recruitment will lead the review, and the CREC Schools hiring guide will be updated to reflect any recommendations. Additionally, CREC administrators will receive training related to the revised processes. The results of the review will be shared with CCSU and disseminated through the CCSU administrator preparation program.

CREC and CCSU will also partner to ensure that the CREC MAT cohort is well prepared to navigate the job search process. Through the seminars series and CREC mentors, cohort students will have access to interview coaching and resume writing support. CREC's vision is that after moving through the MAT/CREC collaboration, teaching candidates will be prepared for a successful career in CREC schools. If hired, targeted support opportunities will continue to promote retention during the critical early years of teaching.

B. Activity Prioritization

When determining specific strategies, priority was given to activities that addressed the identified needs, demonstrated evidence of success, were aligned to current university and district initiatives, and could be evaluated using readily available data. Priority was also given to activities that could be sustained financially. The on-going costs to maintain the program reflect the enhancements of existing programs and efforts that are already occurring as part of CREC and CCSU's respective missions. Once the efficacy of the program is established, the reputation of the program for enabling CREC Black and Latino alumni to become successful teachers will embed itself as part of the CREC culture. Students will be aware of the program because the program alumni and their mentors will be teaching in CREC schools. The greatest recruiting tool will be the presence of teachers in CREC schools who successfully complete the program and motivate future CREC students to do the same.

CREC's survey results indicated that loan payback is an important incentive in attracting students to a career in education. Additional funding from the state will support the continuation of a stipend model, with the goal of developing either a loan payment program or full tuition coverage for the MAT program for qualifying students. The first year of the Action Plan is also a development year. Programming and initiatives will be consistently reviewed and reworked to ensure efficacy. Continued funding will ensure a smooth start and adequate resources to fully develop the proposed actions.

This action plan leverages CREC and CCSU's existing resources and expertise to diversify CREC's teaching force. Through cultivating awareness and interest in the teaching profession among Black and Latino CREC high school students and alumni and providing a support system for Black and Latino graduate students as they obtain their teaching credentials, CREC is creating a pipeline of teacher candidates with a deep understanding of the culture and context of CREC's community of learners.

C. Timeline

<p>Goal 1: Increase the number of CREC middle and high school students interested in pursuing a career in education.</p>		
<p>Objective 1.1: Expose MPTPA students to diverse career options within the field of education through a variety of methods, including hands-on, interactive experiences, college visits, and career fairs. Indicators: 90% of Grade 8-10 students are exposed to a variety of career options related to the field of education; 20% of Grade 8-10 students shadow an upperclassman during his/her internship; 95% of Grade 10 students visit the various CCSU education department.</p>		
Activity	Dates	Responsible Party
Host a career fair at MPTPA highlighting a variety of career paths in education.	November 2015 & 2016	Gina Gadue/Andy Skarzynski, MPTPA Partners include CCSU and other preparing institutions.
Offer shadowing opportunities for students undecided about their interest in the field of education.	Ongoing	Gina Gadue, MPTPA
Host guest speakers from different aspects of education.	Quarterly 2015 & 2016	Gina Gadue, MPTPA
Visit STEM departments in local education programs.	Spring 2015 & 2016	Gina Gadue, MPTPA
<p>Objective 1.2: Connect CCSU education students to MPTPA middle and high school students. Indicators: CCSU class held at MPTPA; 30 hours of field experience work conducted with middle and high school students.</p>		
Activity	Dates	Responsible Party
Identify CCSU course.	September 2015 & 2016	Sally Drew, CCSU Andy Skarzynski, MPTPA
Review coursework for alignment to school curriculum/instructional practices.	Fall 2015 & 2016	Professor TBD, CCSU Andy Skarzynski, MPTPA
Match CCSU students to groups of MPTPA students.	January 2016 & 2017	Andy Skarzynski, MPTPA
Observe and support CCSU field experience activities.	January- May 2016 & 2017	Andy Skarzynski, MPTPA Professor TBD, CCSU
Survey CCSU and MPTPA students to determine the value of the collaboration.	May 2016 & 2017	Andy Skarzynski, MPTPA Professor TBD, CCSU
<p>Objective 1.3: Expand and enhance extracurricular activities related to the education professions. Indicators: CCSU Education Club and Honors Society meet with Future Teachers Club monthly; Buckley High School and MPTPA Future Teachers Club collaborate for special events three times per year; MPTPA Future Teacher Club members engage in two national competitions and/or conferences per year.</p>		
Activity	Dates	Responsible Party
Recruit MPTPA students for the Future Teachers Club, advertising new opportunities.	September 2015 & 2016	Gina Gadue, MPTPA
Contact Gayle Allen-Greene, Principal of the Teacher Prep & Humanities Academy at Bulkeley Upper School, to coordinate Future Teachers Club special events.	September 2015 & 2016	Gina Gadue, MPTPA

Pair CCSU Education Club and Honors Society students with MPTPA Future Teacher Club members and create schedule for mentor meetings/events.	October 2015 & 2016	Gina Gadue, MPTPA CCSU Club Advisors
Survey students to identify areas of specific interest related to competitions and conferences.	October 2015 & 2016	Gina Gadue, MPTPA
Survey students to learn about their experience with CCSU and Bulkeley High School and plan for following year's activities.	Spring 2016 & 2017	Gina Gadue, MPTPA
Objective 1.4: Increase incentives for MPTPA students to pursue a degree in education upon graduation. Indicators: ECC style course offered at MPTPA; 10 students enrolled in course during the 2016-17 school year.		
Activity	Dates	Responsible Party
Identify a preparing university to collaborate in course offering and credit accrual.	September/October 2015	Andy Skarzynski, MPTPA University TBD
Identify an education related course (i.e. Introduction to Education, Educational Psychology).	October/November 2015	Andy Skarzynski, MPTPA University TBD
Develop course content and summative exam.	February-August 2016	Andy Skarzynski, MPTPA University TBD
Offer course.	2016-17 School Year	Andy Skarzynski, MPTPA University TBD

Goal 2: Increase CREC's candidate pool of Black and Latino educators.		
Objective 2.1: Support Black and Latino teacher candidates through a CREC/CCSU minority MAT cohort. Indicators: 5 students participating in the cohort in Year 1; 8 students participating in the cohort in Year 2; monthly mentor meetings between CREC staff and CCSU students; quarterly CREC led seminar series for CCSU cohort students; CCSU students placed in CREC schools for in-service and student teaching.		
Activity	Dates	Responsible Party
Identify cohort and cooperating teachers/field placements.	April 2015 & 2016	Sally Drew, CCSU Laura Lyon, CREC
Provide participation stipend to cohort.	June 2015 & 2016	Laura Lyon, CREC
Identify CREC mentors and establish mentor schedule.	July 2015 & 2015	Maryellen Manning, CREC
Survey students to identify seminar series topics.	August 2015 & 2016	Laura Lyon, CREC
Offer quarterly seminar series.	2015-2016 School Year 2016-2017 School Year	Maryellen Manning, CREC
Survey CCSU cohort to learn about their experience and improve program.	May 2016 & 2017	Laura Lyon, CREC
Market program and CREC cohort at local universities and high schools, through the CREC alumni network, and at historically Black colleges.	Ongoing	CREC/CCSU
Develop an application and screening process for entry into the CREC/CCSU cohort.	November/ December 2015	Maryellen Manning, CREC

Objective 2.2: Advertise teacher vacancies in Black and Latino networks.		
Indicators: At least five Black and Latino venues identified to advertise vacancies; vacancies advertised in Spanish and English.		
Activity	Dates	Responsible Party
Host focus group (Urban League of Young Professionals) to review CREC's recruitment materials.	November 2015	Laura Lyon, CREC
Identify venues to target with advertisements.	November/ December 2015	Laura Lyon, CREC
Collaborate with community representatives to begin marketing/recruitment activities (distribute materials, host information sessions, etc.).	January 2016 and ongoing	Laura Lyon, CREC

Goal 3: Increase the number of Black and Latino educators in CREC Schools.		
Objective 3.1: Review and enhance hiring process and recruitment strategies to ensure culturally responsive practices.		
Indicators: Review conducted; culturally responsive practices and strategies addressed in CREC Schools' hiring guide.		
Activity	Dates	Responsible Party
Coordinate with CREC's Coordinator of Minority Teacher Recruitment to review hiring materials and process.	October 2015	Laura Lyon, CREC
Update policies and procedures.	November/ December 2015	Laura Lyon, CREC
Provide training to administrators.	January 2016	Maryellen Manning, CREC
Share training materials with CCSU administrator preparation program.	January 2016	Laura Lyon, CREC
Objective 3.1: Employ CREC/CCSU cohort members in CREC schools or the CREC region.		
Indicators: 100% cohort members employed in school districts in the following school year.		
Activity	Dates	Responsible Party
Provide CREC/CCSU cohort with job search support, including resume review and interview practice.	March 2016 & 2017	Maryellen Manning, CREC
Identify CREC vacancies for cohort. If CREC does not have applicable vacancies, connect candidates to position throughout the greater Hartford region.	March- June 2016 & 2017	Maryellen Manning, CREC

Section 4: Expected Outcomes

Impact Outcomes

A. Baseline Data

- *Goal 1: Increase the number of CREC middle and high school students interested in pursuing a career in education. As the baseline for this goal, CREC will use the percent of senior students participating in education courses, and the percent of these students enrolling*

in teacher preparation programs. Percent will be used instead of number as a baseline as MPTPA is a growing school and class size is expected to increase over the next three years. Currently, 24.4% (10 out of 41) seniors participate in education classes. Of these ten students, three intend to enroll in education programs, three are undecided, and three intend to pursue other interests. Goals around the race and ethnicity of the students pursuing education are not needed at this time. Of the current senior cohort, nine out of ten students are Black or Latino. Race/ethnicity will continue to be monitored to ensure the school population is accurately represented, and goals will be established as needed.

- *Goal 2: Increase CREC's candidate pool of Black and Latino educators.* The baseline data for this will include the percent of Black and Latino students enrolled in the MAT program at CCSU. Percentages will be used for this target as cohort size varies year to year. In the current MAT program, three out of eleven students are Black or Latino (27.27%). For 2014-2015, four out of eighteen MAT students were Black or Latino (22.22%). CCSU is committed to increasing enrollment in the MAT program. As the program grows, the number of Black and Latino students will increase as well. Depending on future enrollment and CREC's employment needs, targets may be adjusted to include programs outside of the MAT program.
- *Goal 3: Increase the number of Black and Latino educators in CREC Schools.* Baseline data for Goal 3 will also be based on percentages as CREC continues to grow as a district. Baseline data for this action plan will focus specifically on secondary teachers. Currently, 13.47% of secondary teachers are Black or Latino.

B. Targets

- *Goal 1*
 - By the end of Year 1, of the MPTPA seniors participating in education courses, the percent of students successfully enrolled in a teacher preparation program will increase from 30% to 35% as measured by college acceptance data.
 - By the end of Year 2, of the MPTPA seniors participating in education courses, the percent of students successfully enrolled in a teacher preparation program will increase to 40% as measured by college acceptance data.
- *Goal 2*
 - By the end of Year 1, the percent of minority students enrolled in the MAT program will remain stable at twenty-five percent, but increase in number as overall enrollment in the program increases.
 - By the end of Year 2, the percent of minority students enrolled in the MAT program will remain stable at twenty-five percent, but increase in number as overall enrollment in the program increases.
- *Goal 3*
 - By the end of Year 1, the percent of minority secondary teachers in CREC schools will increase from 13.47% to 19% as measured by district staffing data.
 - By the end of Year 2, the percent of minority secondary teachers in CREC schools will increase from 19% to 25% as measured by district staffing data.

Intermediate Outcomes

- **Goal 1**
 - The percent of students in grades 8, 9, and 10 interested in pursuing a career in education will increase from 7% to 15% by the end of Year 1, and from 15% to 25% by the end of Year 2 as measured by the career interest survey.
 - The percent of students participating in the teaching career path at MPTPA will increase from 24.1% to 30% by the end of Year 1, and from 30% to 35% by the end of Year 2 as measured by course enrollment date.
 - 95% of graduating students will have taken the SAT, completed the FAFSA, and applied to college as tracked by Naviance.
- **Goal 2**
 - By the end of Year 1, five minority students will have successfully completed the CREC/CCSU cohort. By the end of Year 2, eight minority students will have successfully completed the CREC/CCSU cohort.
- **Goal 3**
 - By the end of Year 1, at least three candidates from the CREC/CCSU cohort will be hired in CREC schools.
 - By the end of Year 2, at list five of the eight candidates from the CREC/CCSU cohort will be hired in CREC schools.
 - By the end of Year 1, 100% of CREC administrators will demonstrate an understanding of culturally responsive hiring practices as measured by the TAFEP Fair Employment Self-Assessment Tool or similar instrument.

Section 5: Monitoring and Reporting

A. Monitoring

CREC and CCSU are committed to assessing the integrity of the interventions proposed in this grant. In order to facilitate useful progress monitoring and valid assessment of outcomes, the monitoring and reporting plan is designed to reflect the key principles of the results-based model of evaluation. Results-based evaluation provides frequent feedback on important questions regarding the legitimacy of the program goals, whether or not progress had been made towards the goals, and if achievement can be attributed to the program activities. Throughout the grant cycle, all stakeholders will have access to program evaluation data, which will enable any flaws in the program design and/or implementation to be addressed as soon as they are discovered.

The activities outlined in the action plan are aligned to district and university initiatives. As such, mechanisms are in place to track necessary data. The table below outlines the two year monitoring plan.

Goal	Data Collection Mechanisms/ Frequency	Responsible Party
Increase the number of CREC middle and high school students interested in pursuing a career in	<ul style="list-style-type: none"> • Career Interest Survey, given annually in the fall. • Enrollment in Teaching Related Courses, analyzed each semester. • Graduating students’ enrollment in teacher preparation programs, reviewed annually. • Attendance at Future Teachers Club, ongoing. 	<ul style="list-style-type: none"> • Gina Gadue, MPTPA • Andy Skarzynski, MPTPA • CCSU Professor, TBD

education.	<ul style="list-style-type: none"> • Number of attendees at the Teaching Career Fair, collected annually. • Number of shadowing opportunities, reviewed biannually. • Log of guest speakers and college visits, tracked annually. • CCSU field experience journals, reviewed weekly. • CCSU and MPTPA student surveys, given annually in the spring. 	
Increase CREC's candidate pool of Black and Latino educators.	<ul style="list-style-type: none"> • Evaluations for each meeting of the CREC-led seminar series. • Log of CREC mentor/CCSU student meetings, monitored quarterly. • Number of Black and Latino applicants applying and enrolling in the MAT program, tracked annually. • Number of vacancies posted in Black and Latino networks, tracked annually. • Survey of CCSU students' experience in the cohort, collected annually in the spring. • Survey of cooperating teachers related to their experience working with CCSU cohort students, collected annually in the spring. 	<ul style="list-style-type: none"> • Sally Drew, CCSU • Maryellen Manning, CREC • Laura Lyon, CREC
Increase the number of Black and Latino educators in CREC Schools.	<ul style="list-style-type: none"> • District staffing data by race/ethnicity, tracked annually. • District turnover rates, tracked annually. • Number of CREC cohort members hired by the district, tracked annually. • Evaluations for training related to cultural responsive hiring practices, collected and analyzed annually. 	<ul style="list-style-type: none"> • Maryellen Manning, CREC • Laura Lyon, CREC

Evaluation of targets and intermediate outcomes will provide an objective assessment of the project, including its design, implementation, and results, with a focus upon why and how targets and outcomes are or are not being achieved (Kusek & Rist, 2004). The evaluation plan will ensure that project team members, teacher candidates, and administrators are able to measure the quality of implementation of the activities as well as the impact of the project. CREC and CCSU partners will meet quarterly to review project's progress towards outcomes and targets.

B. Reporting

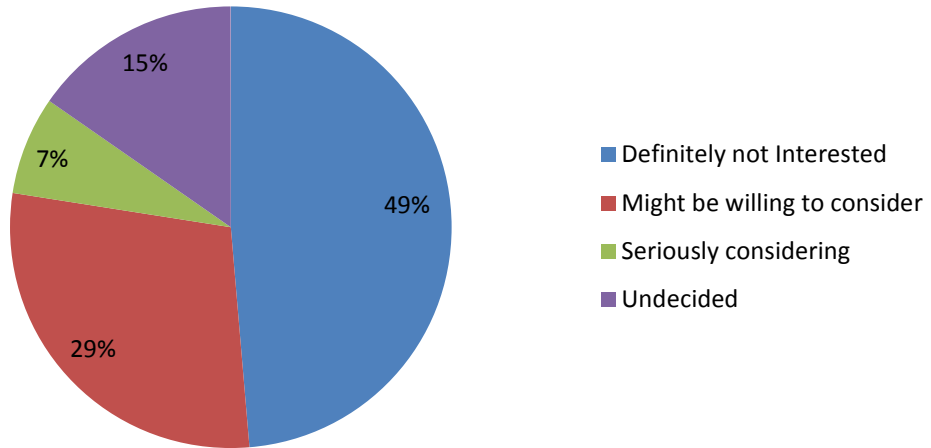
The Minority Teacher Recruitment plan is a strategic initiative for the CREC district. As such, progress towards goals will be reviewed and reported quarterly. In addition, CREC reports on the progress of major initiatives to the CREC Council, comprised of representatives from all local districts, on an annual basis.

REFERENCES

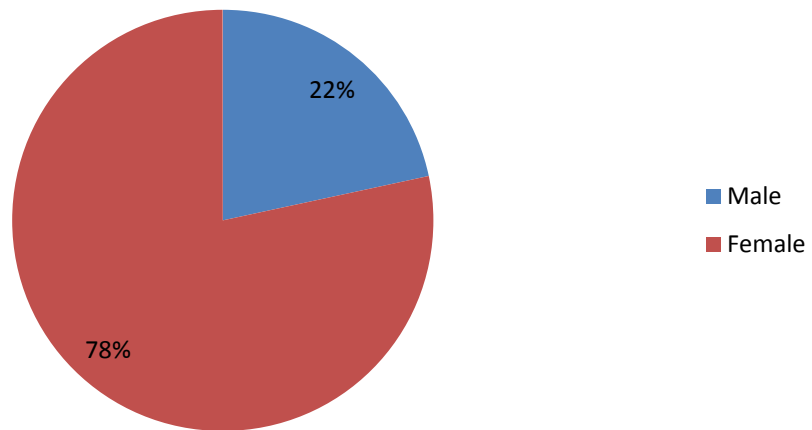
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Attachment 1: Career Interest Survey Results

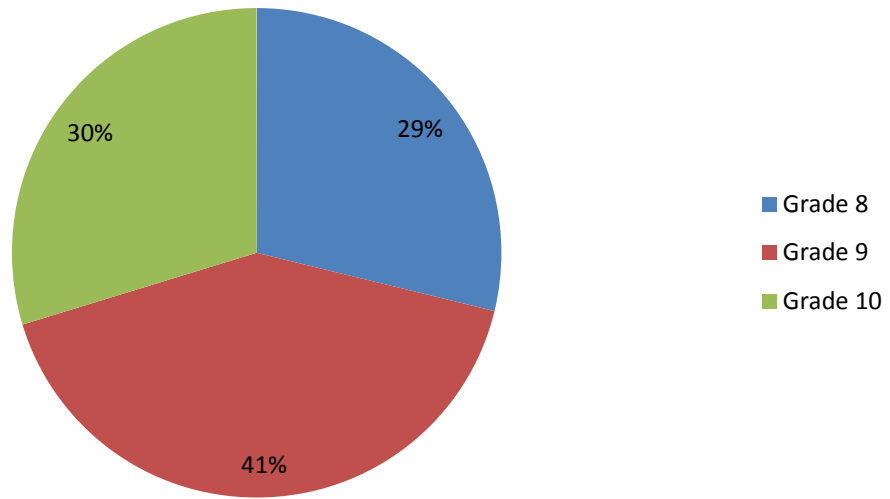
How likely are you to consider a career in teaching?



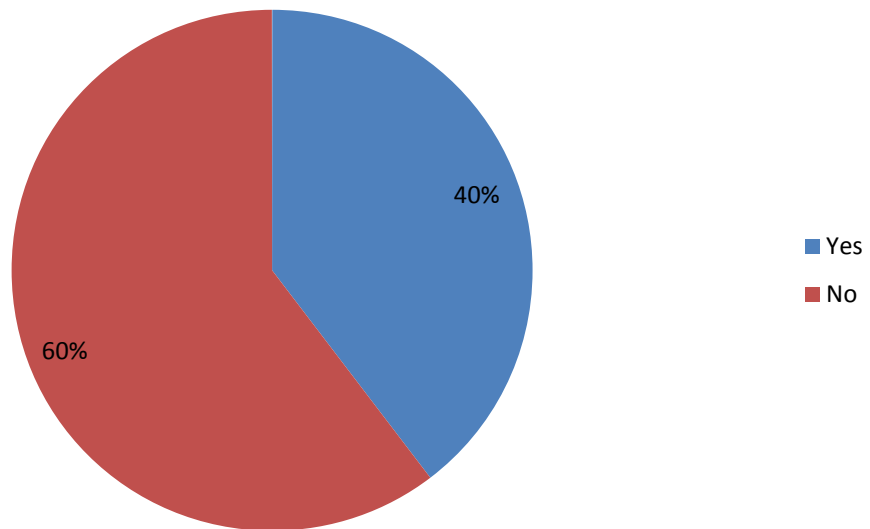
Gender



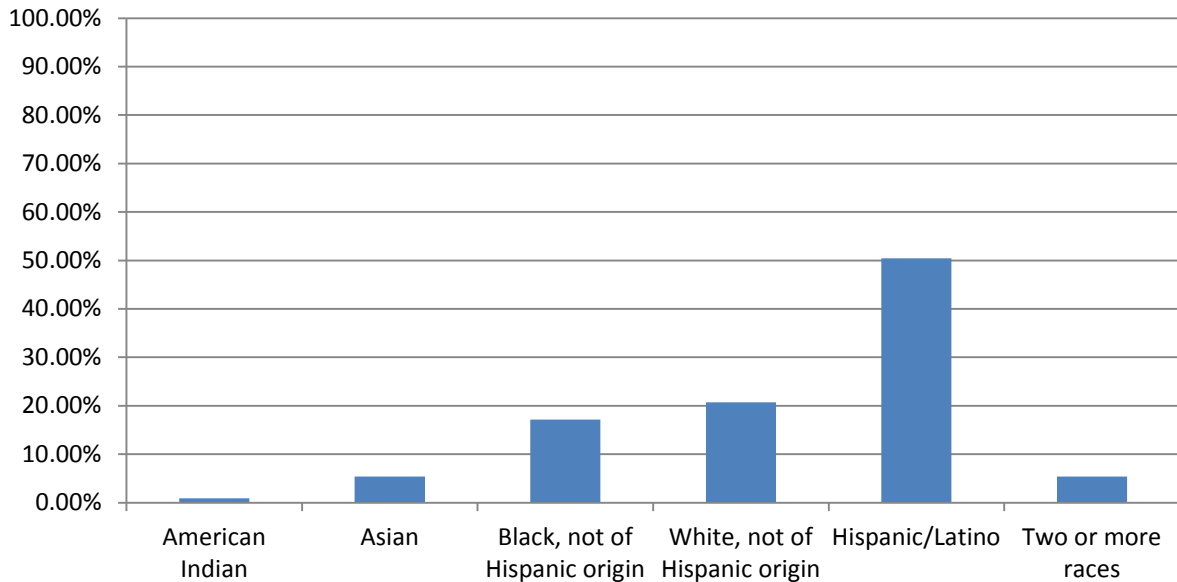
Grade Level



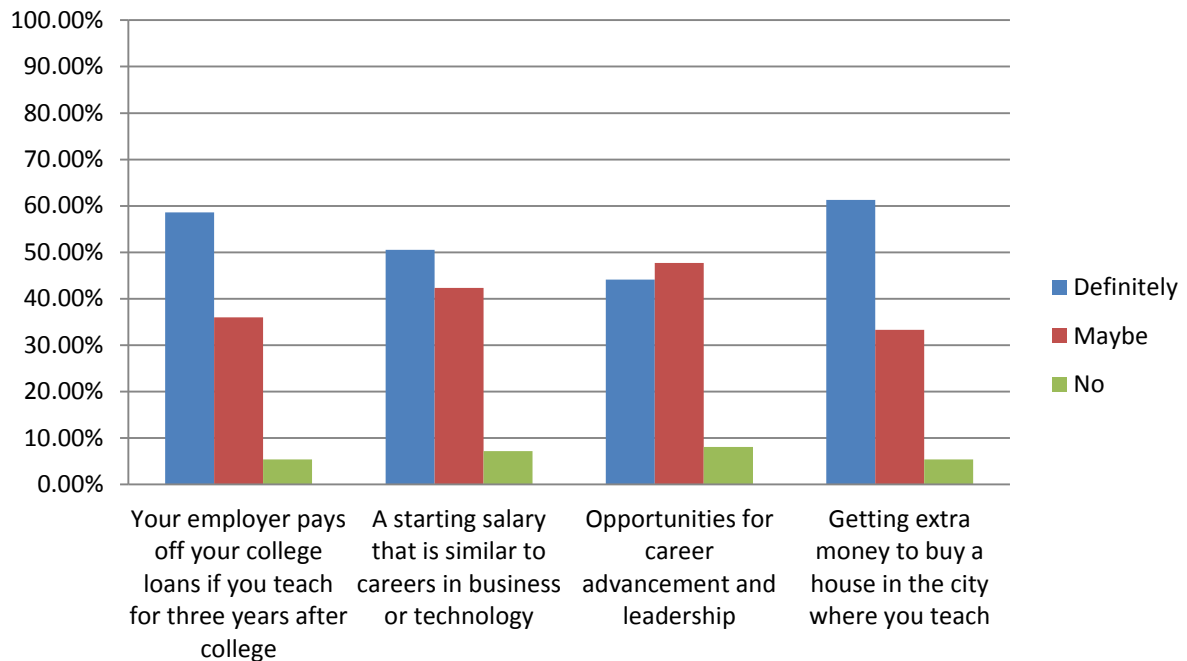
Is anyone in your family a teacher?



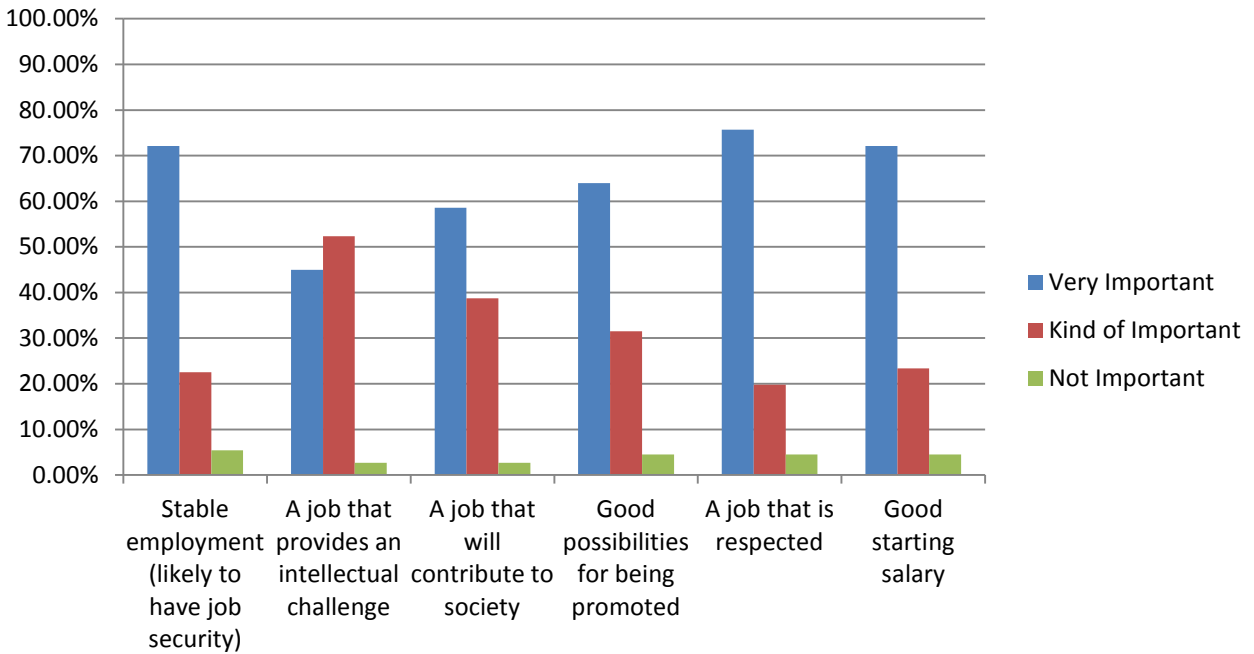
Race/Ethnicity



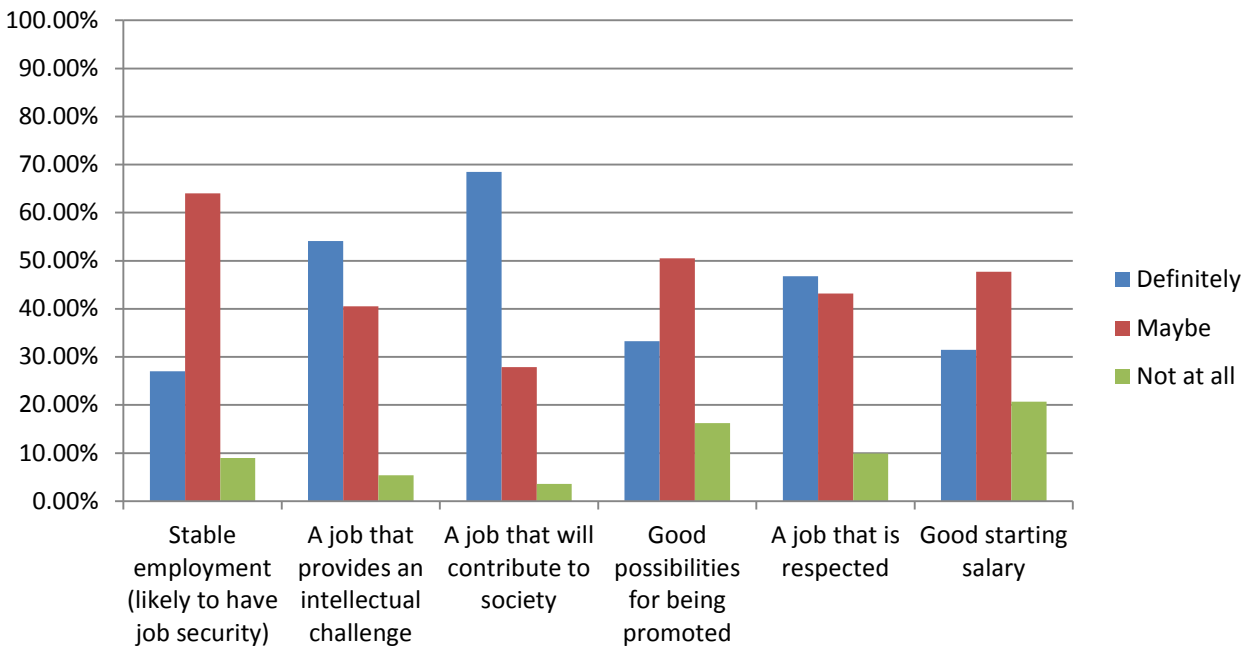
If a teaching job came with the following things, would you be more likely to consider becoming a teacher?



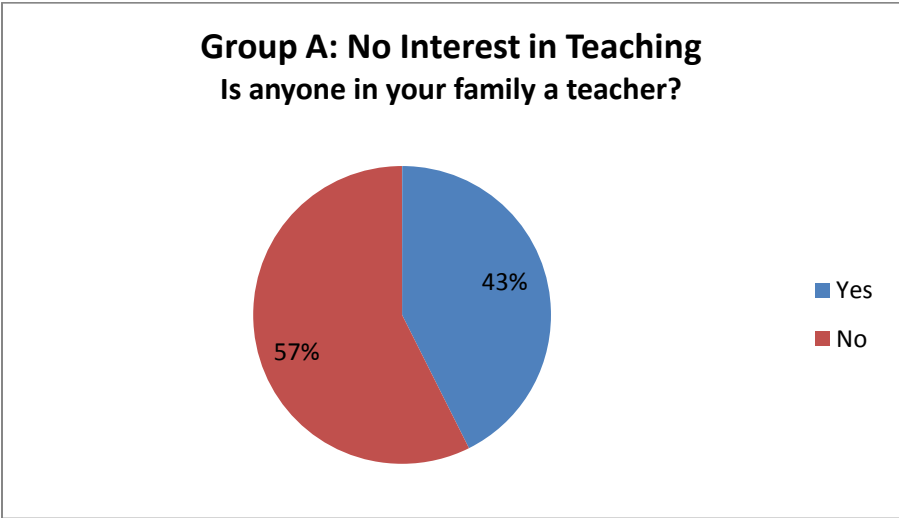
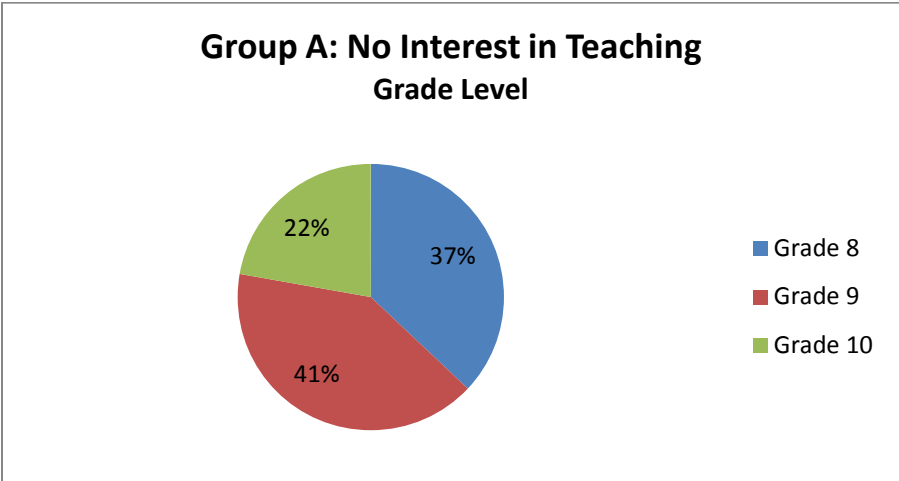
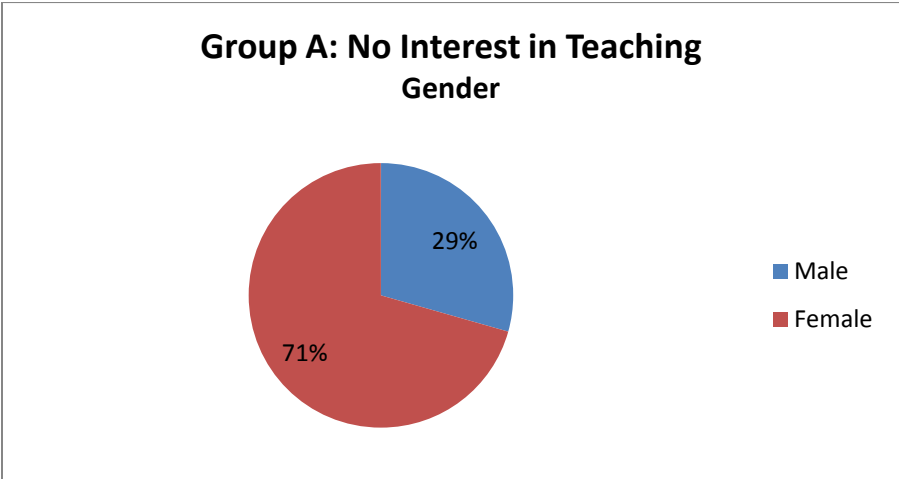
Please rate how important you consider the following things when thinking about your future career.



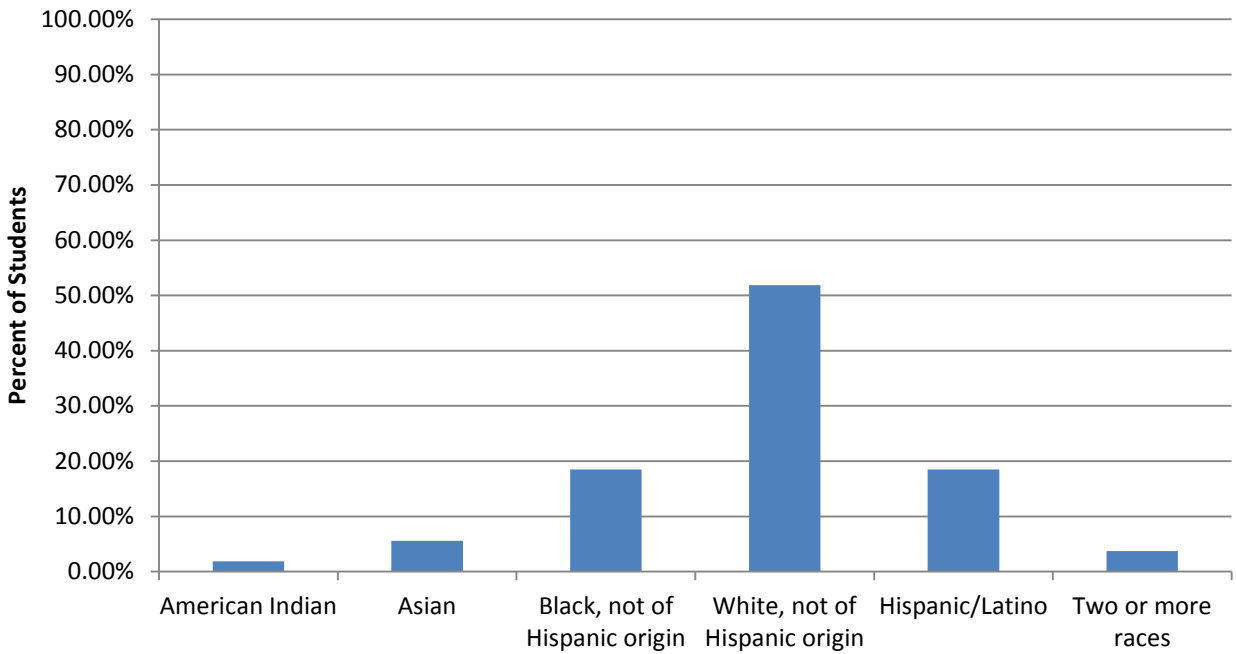
Please rate how likely you think it is that a teaching career will give you these things



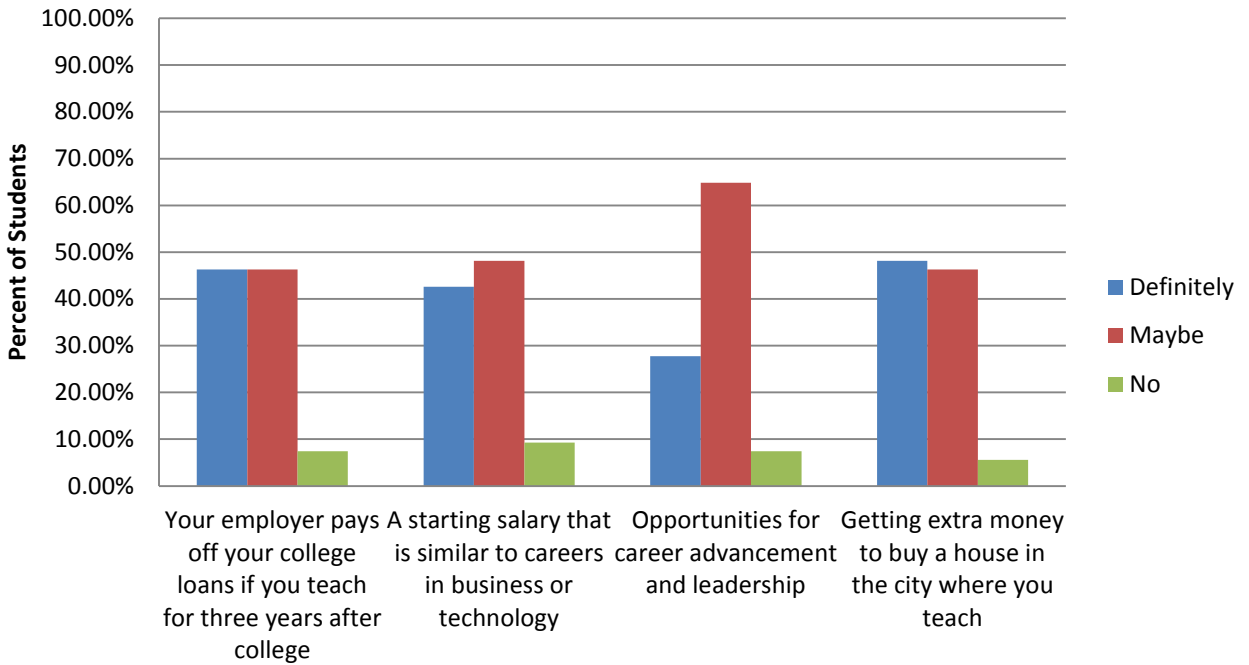
Group A: No Interest in Teaching



**Group A: No Interest in Teaching
Race/Ethnicity**

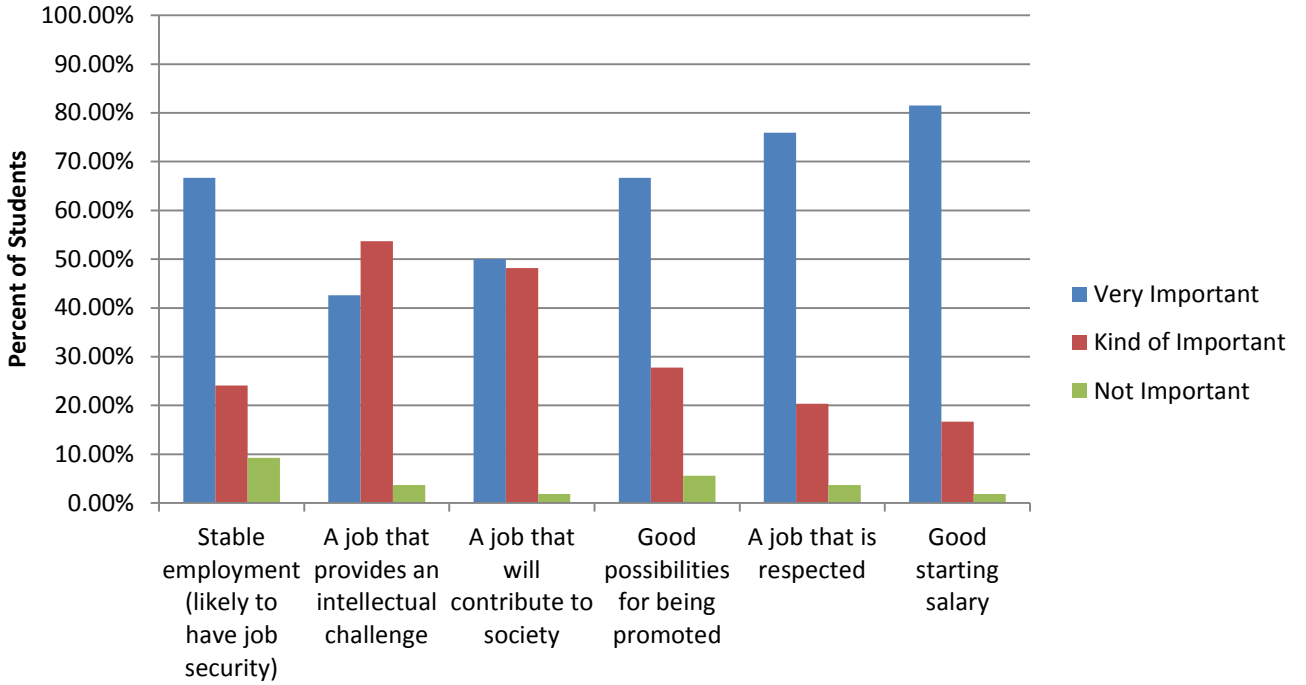


**Group A: No Interest in Teaching
If a teaching job came with the following things, would you be more likely to consider becoming a teacher?**



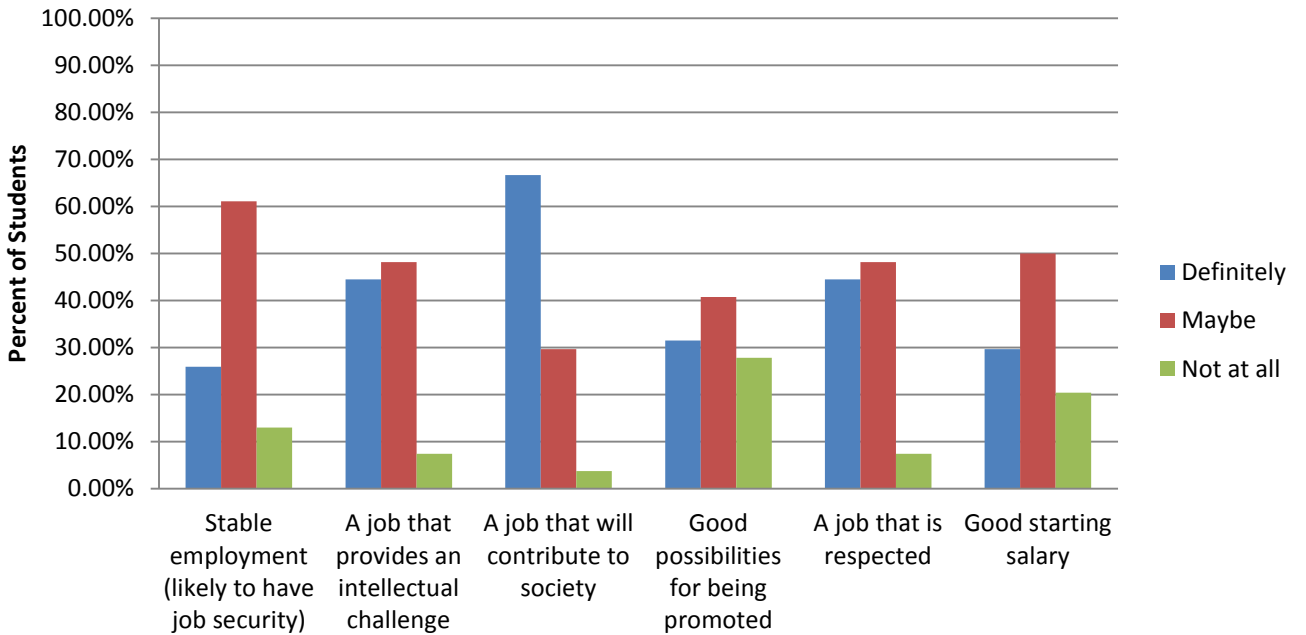
Group A: No Interest in Teaching

Please rate how important you consider the following things when thinking about your future career.

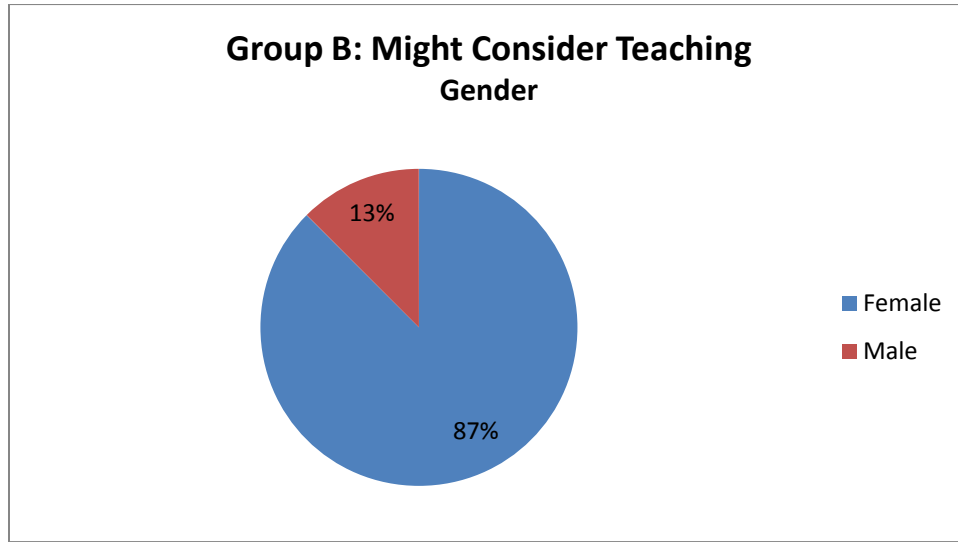


Group A: No Interest in Teaching

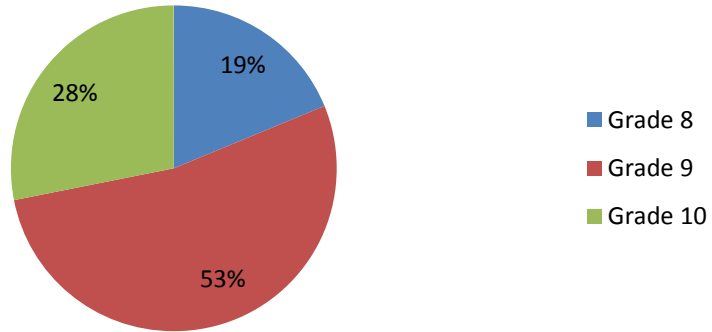
Please rate how likely you think it is that a teaching career will give you these things.



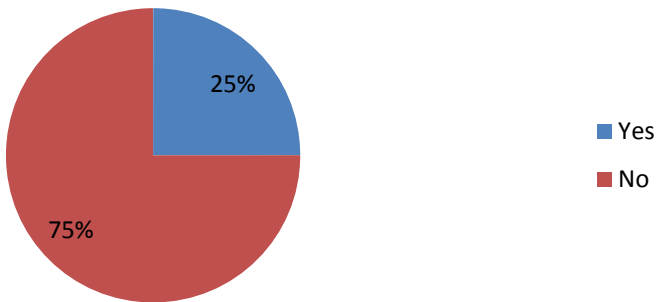
Group B: Might Consider Teaching



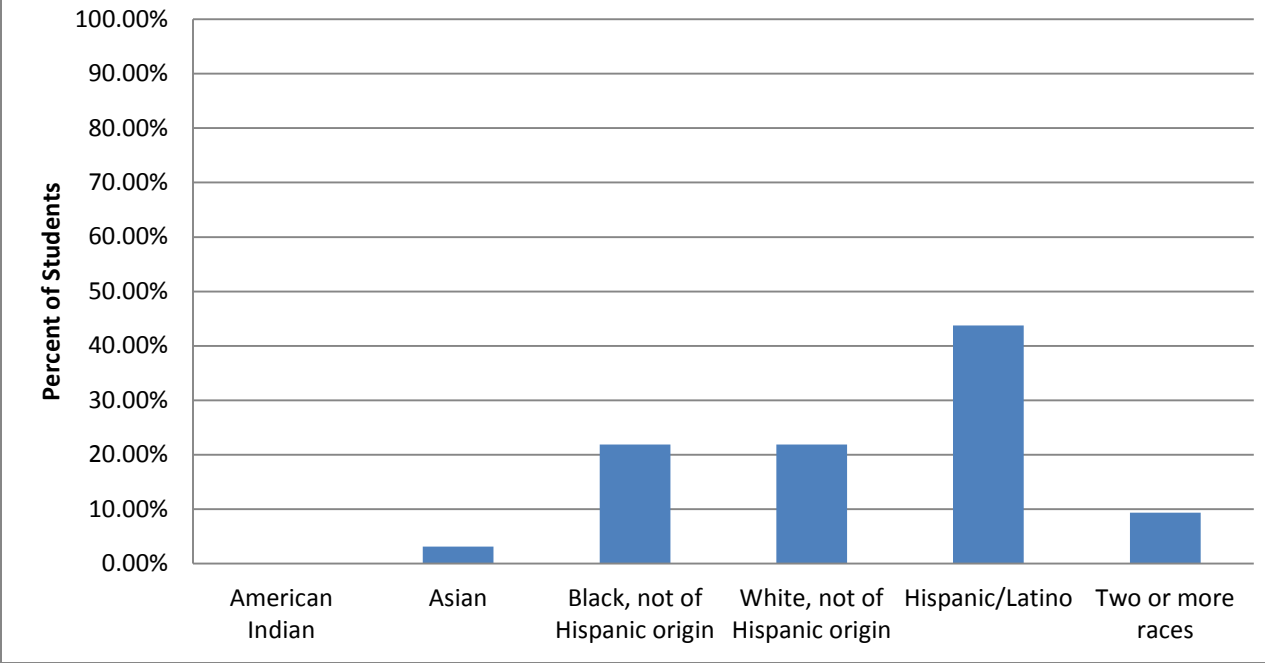
**Group B: Might Consider Teaching
Grade Level**

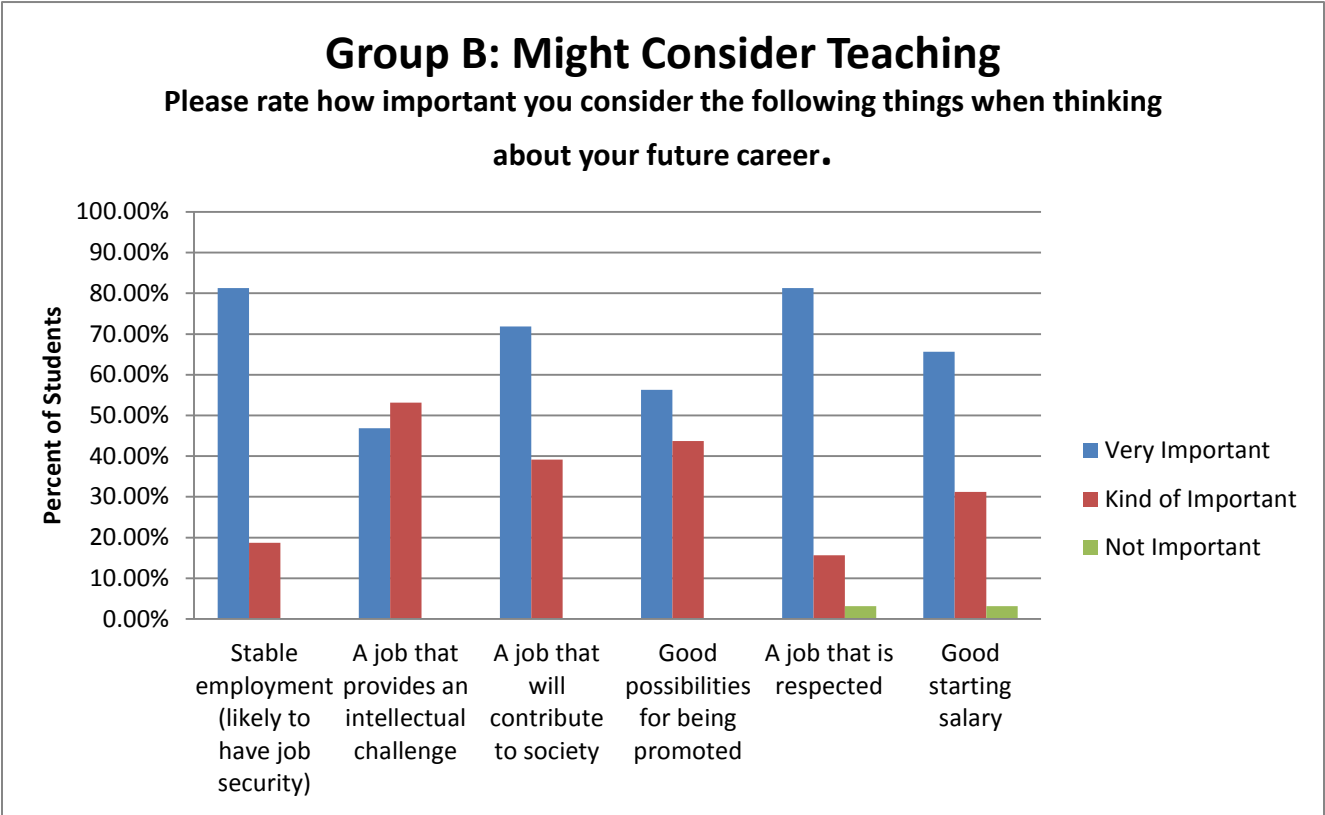
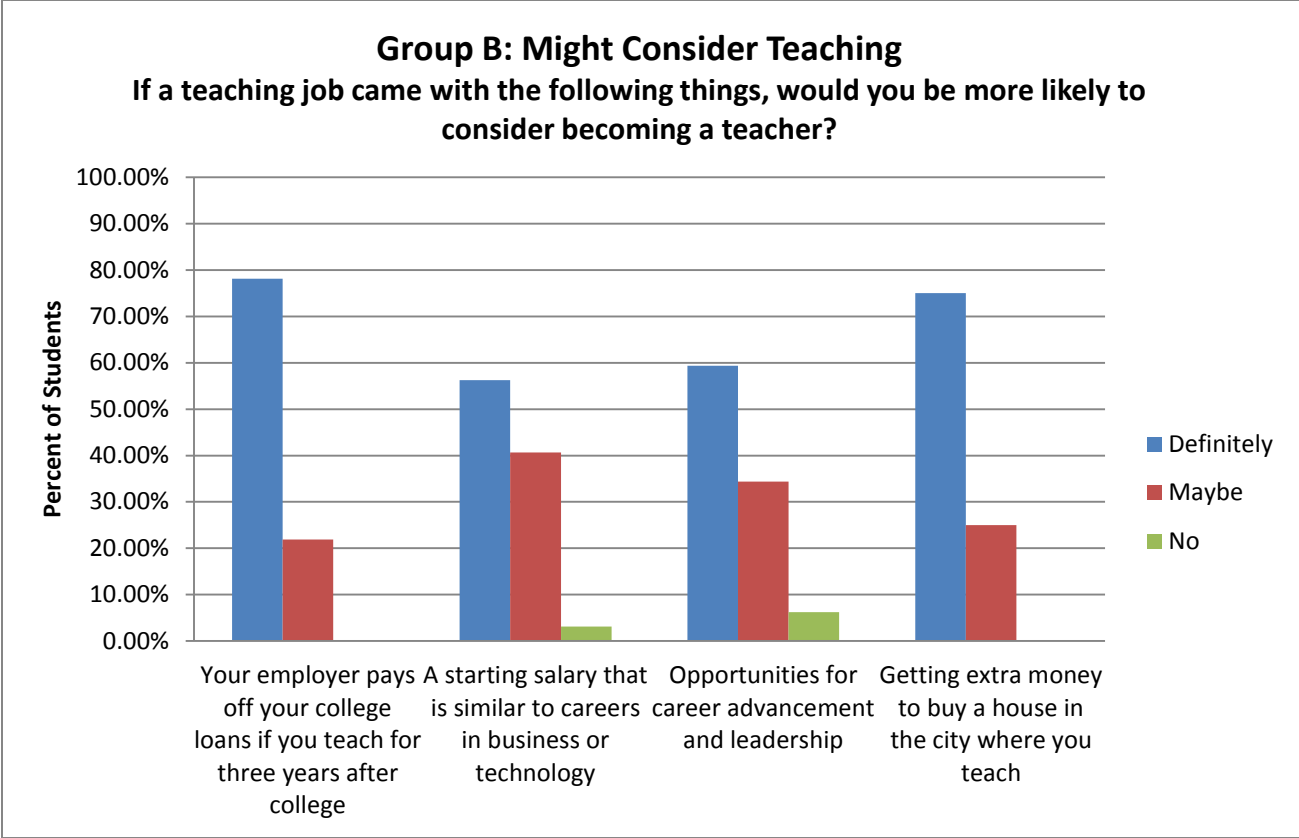


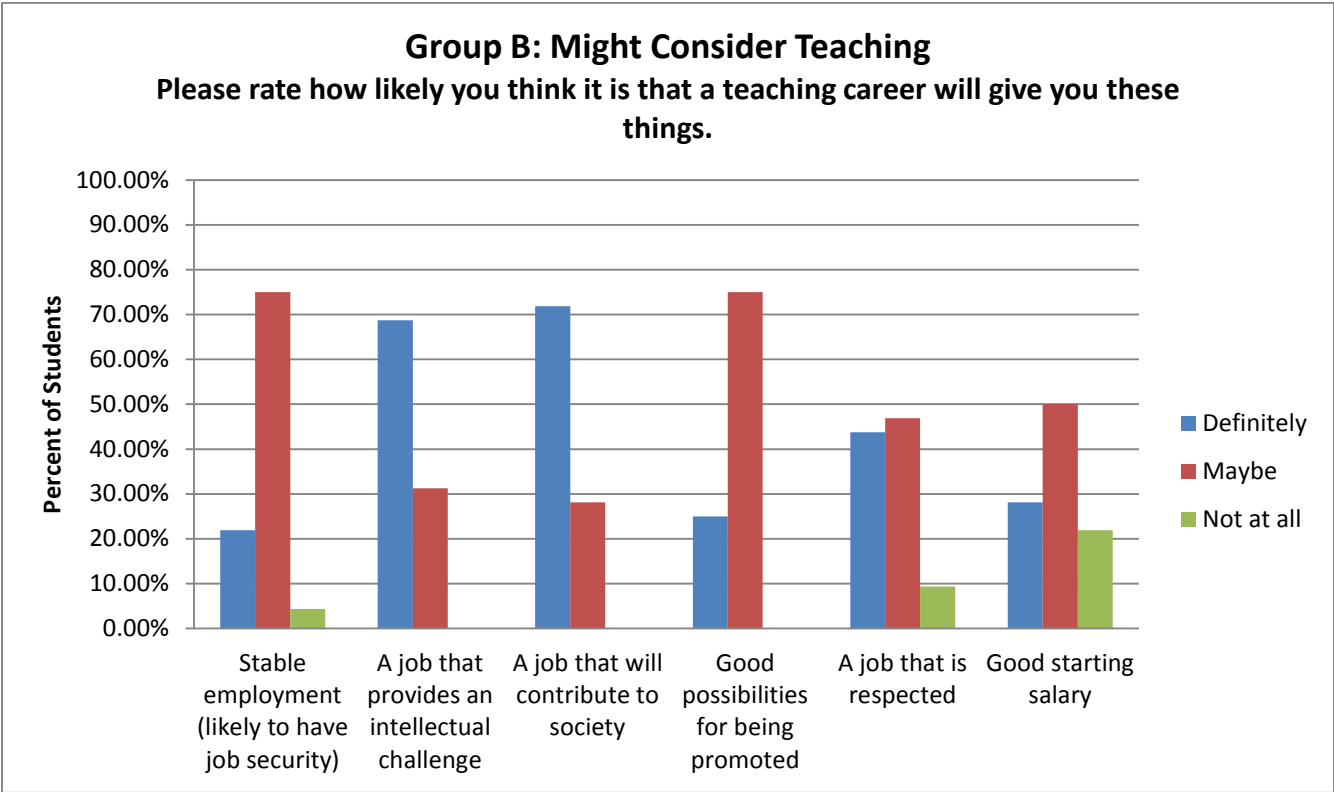
**Group B: Might Consider Teaching
Is anyone in your family a teacher?**



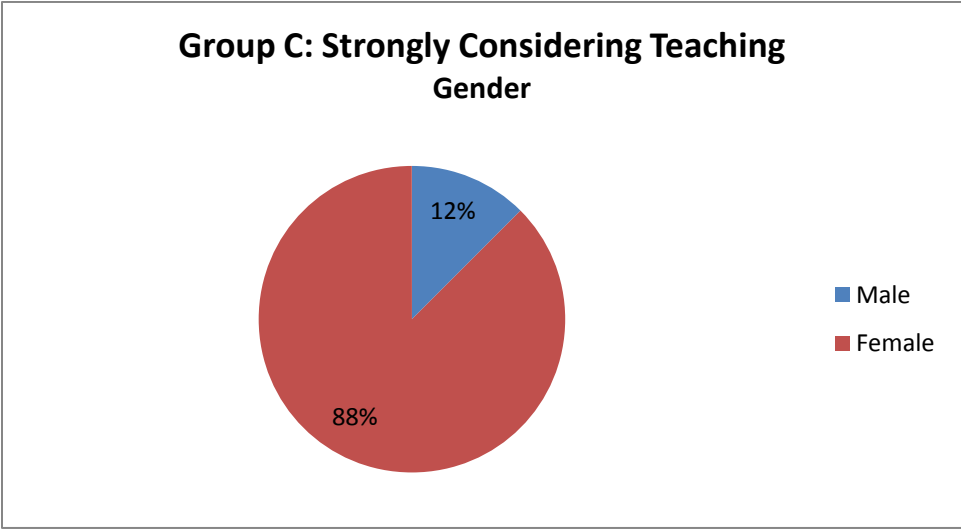
Group B: Might Consider Teaching Race/Ethnicity



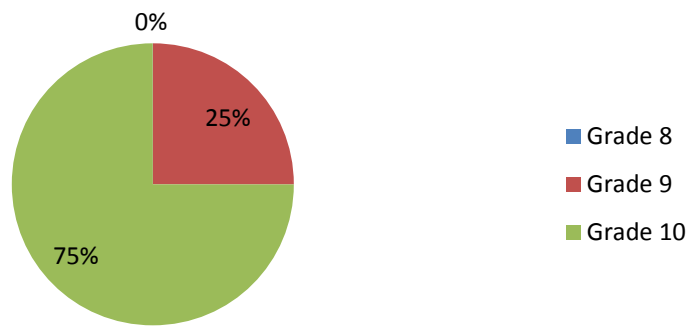




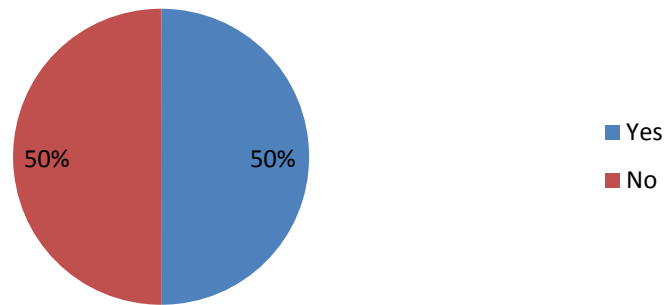
Group C: Strongly Considering Teaching



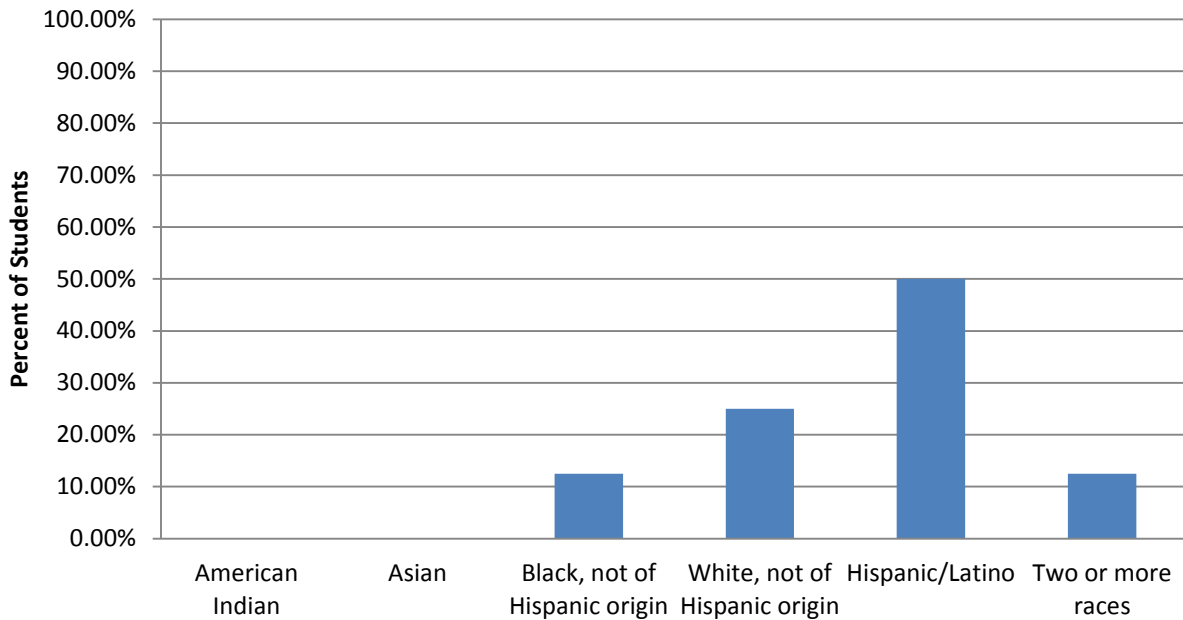
**Group C: Strongly Considering Teaching
Grade Level**



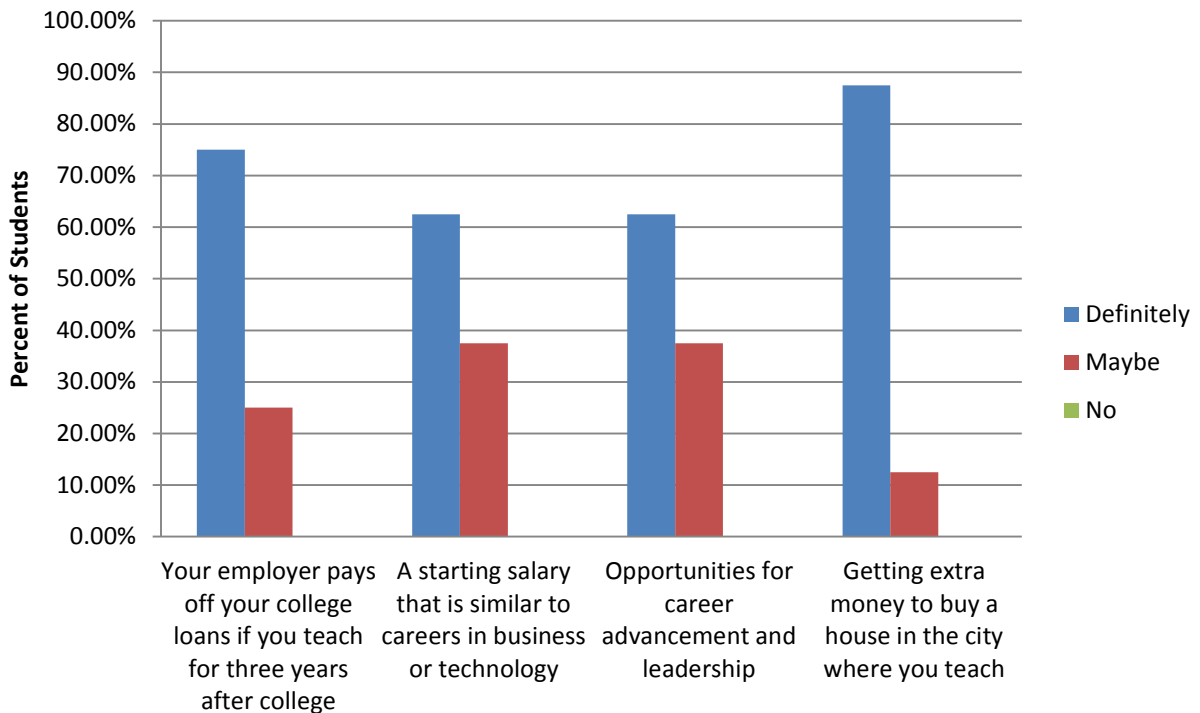
**Group C: Strongly Considering Teaching
Is anyone in your family a teacher?**



Group C: Strongly Considering Teaching Race/Ethnicity

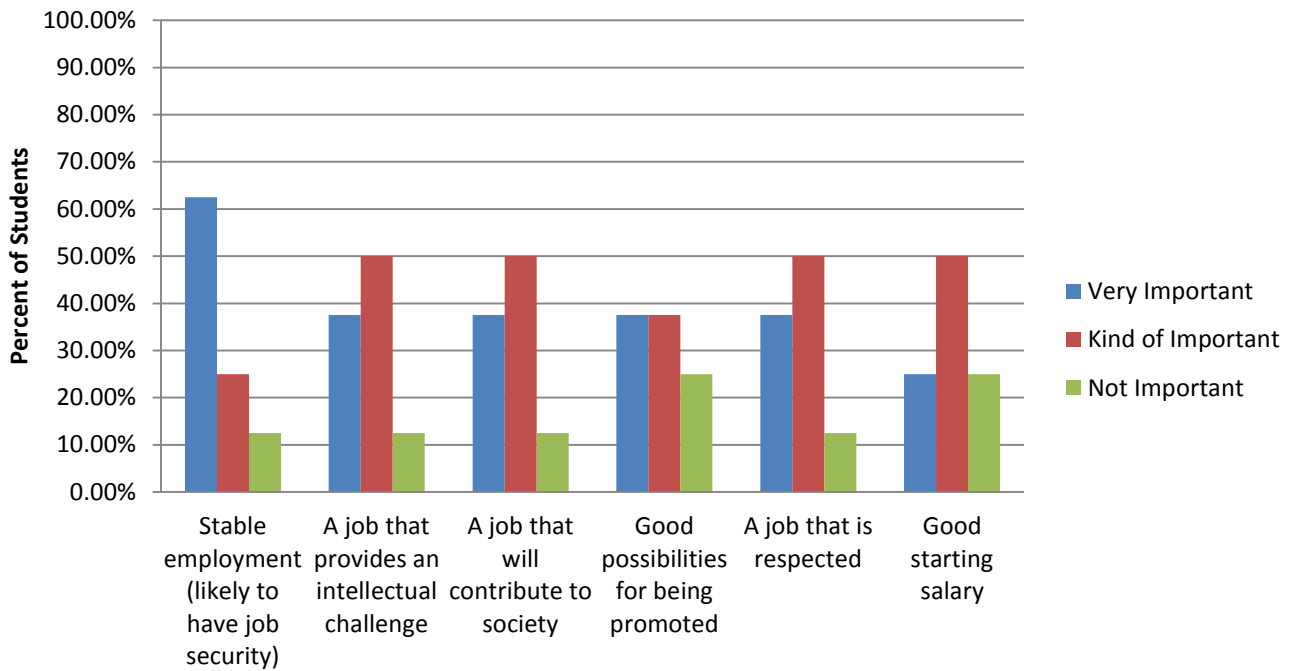


Group C: Strongly Considering Teaching If a teaching job came with the following things, would you be more likely to consider becoming a teacher?



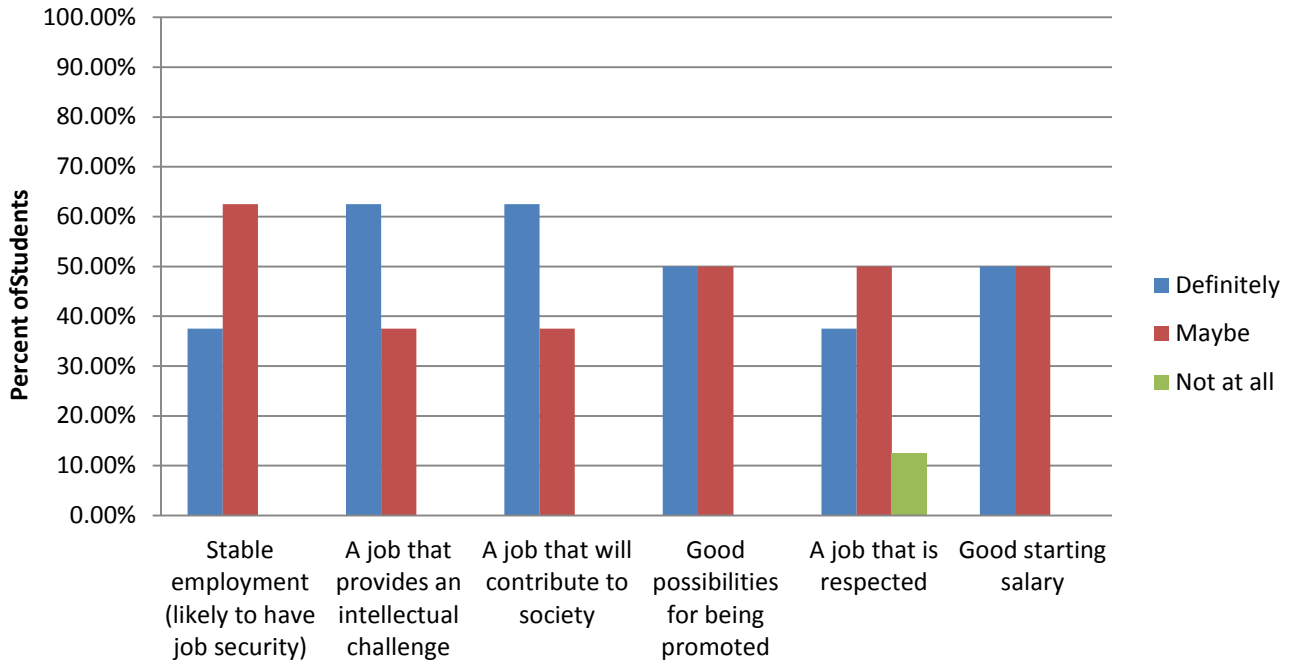
Group C: Strongly Considering Teaching

Please rate how important you consider the following things when thinking about your future career.



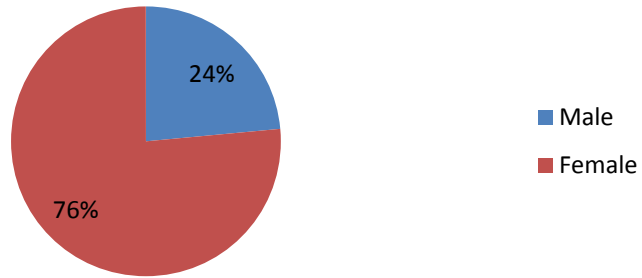
Group C: Strongly Considering Teaching

Please rate how likely you think it is that a teaching career will give you these things.

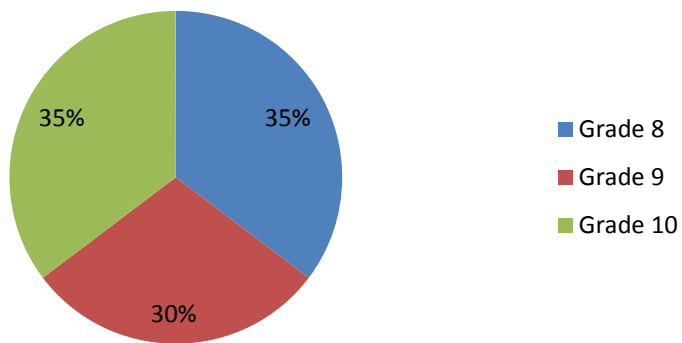


Group D: Undecided

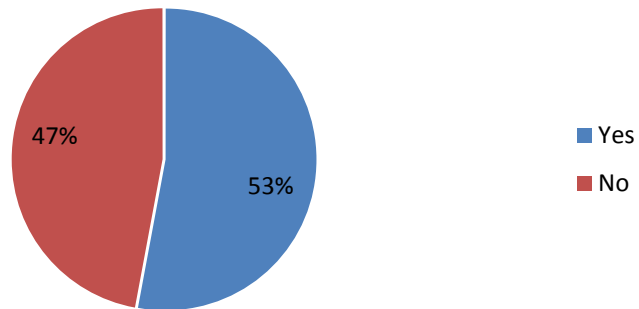
**Group D: Undecided
Gender**

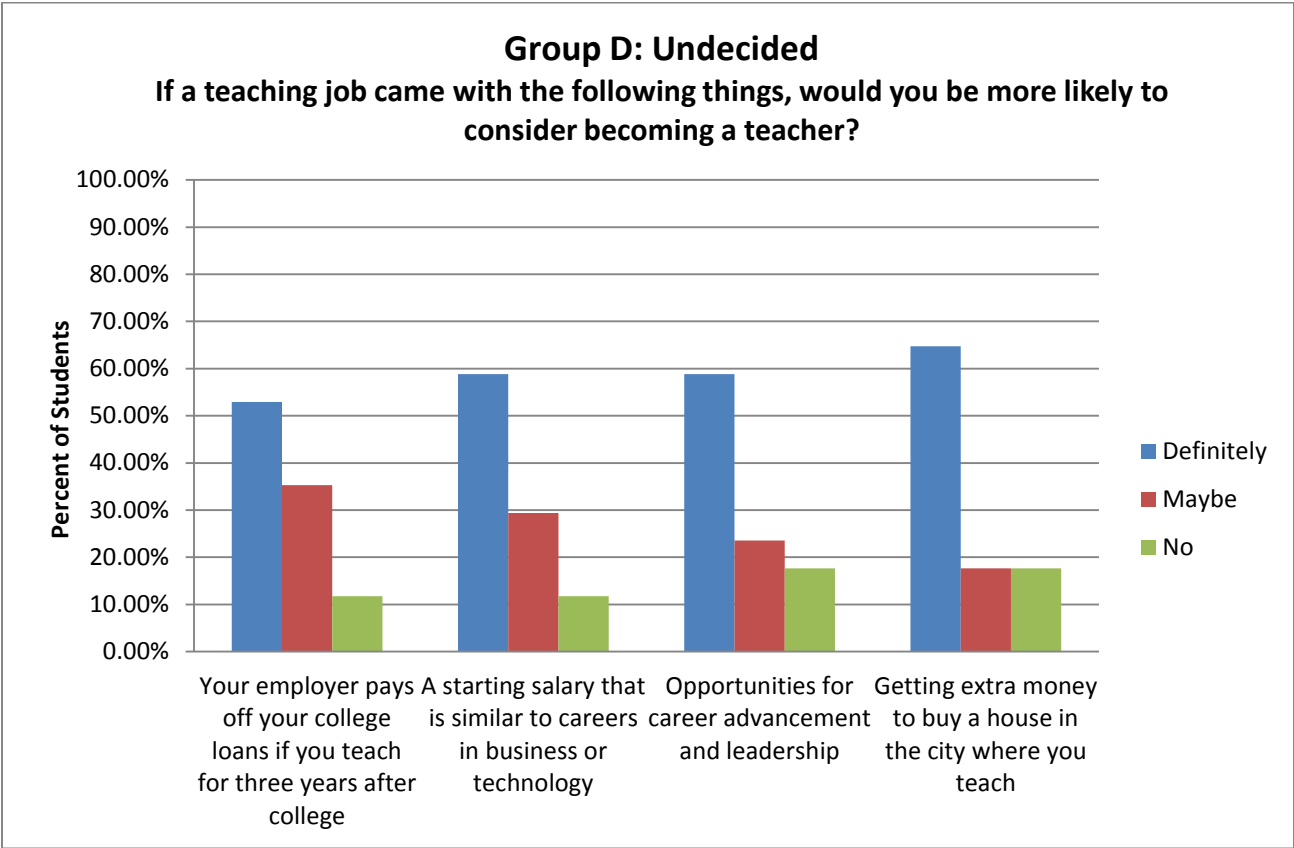
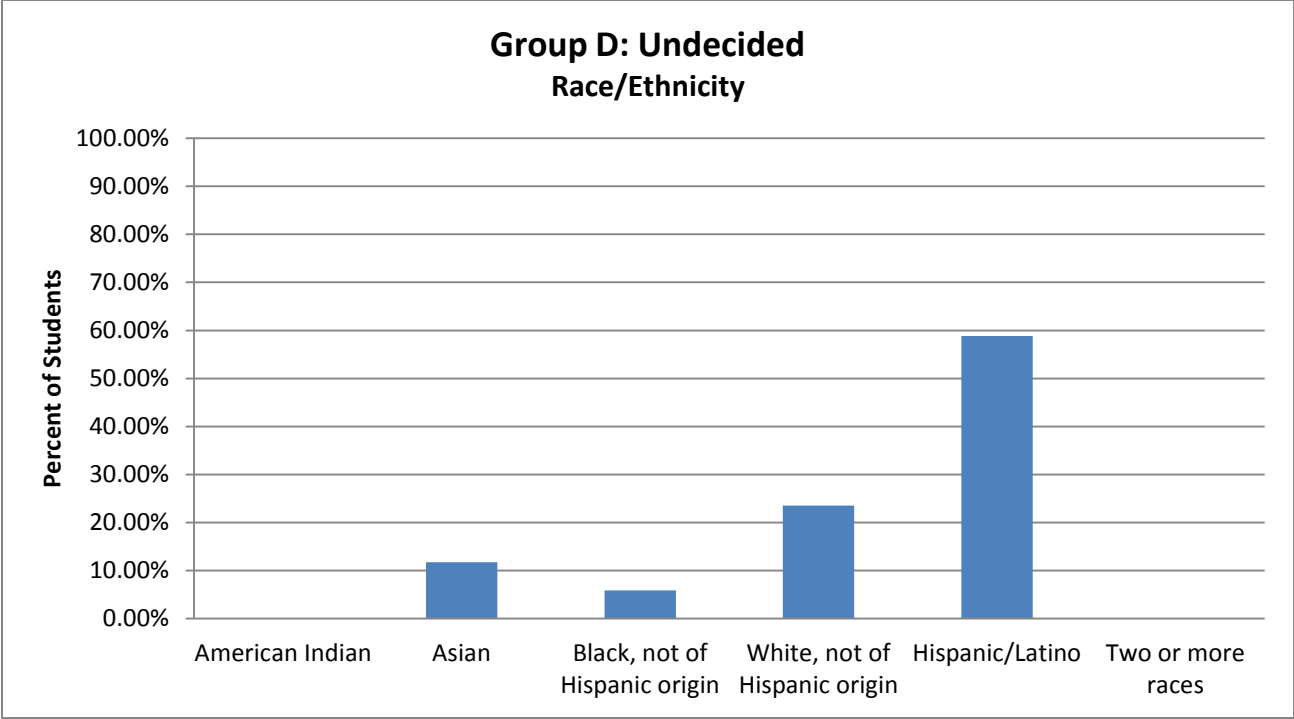


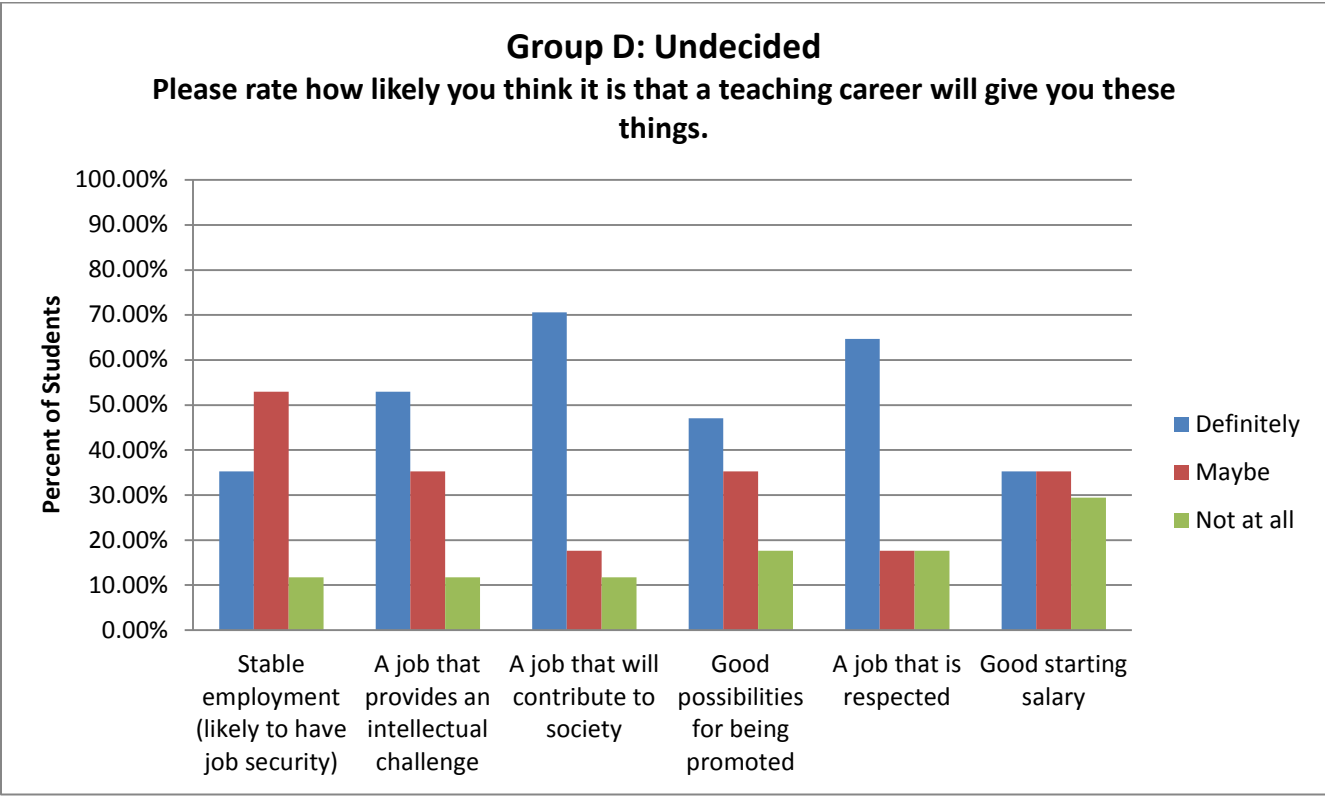
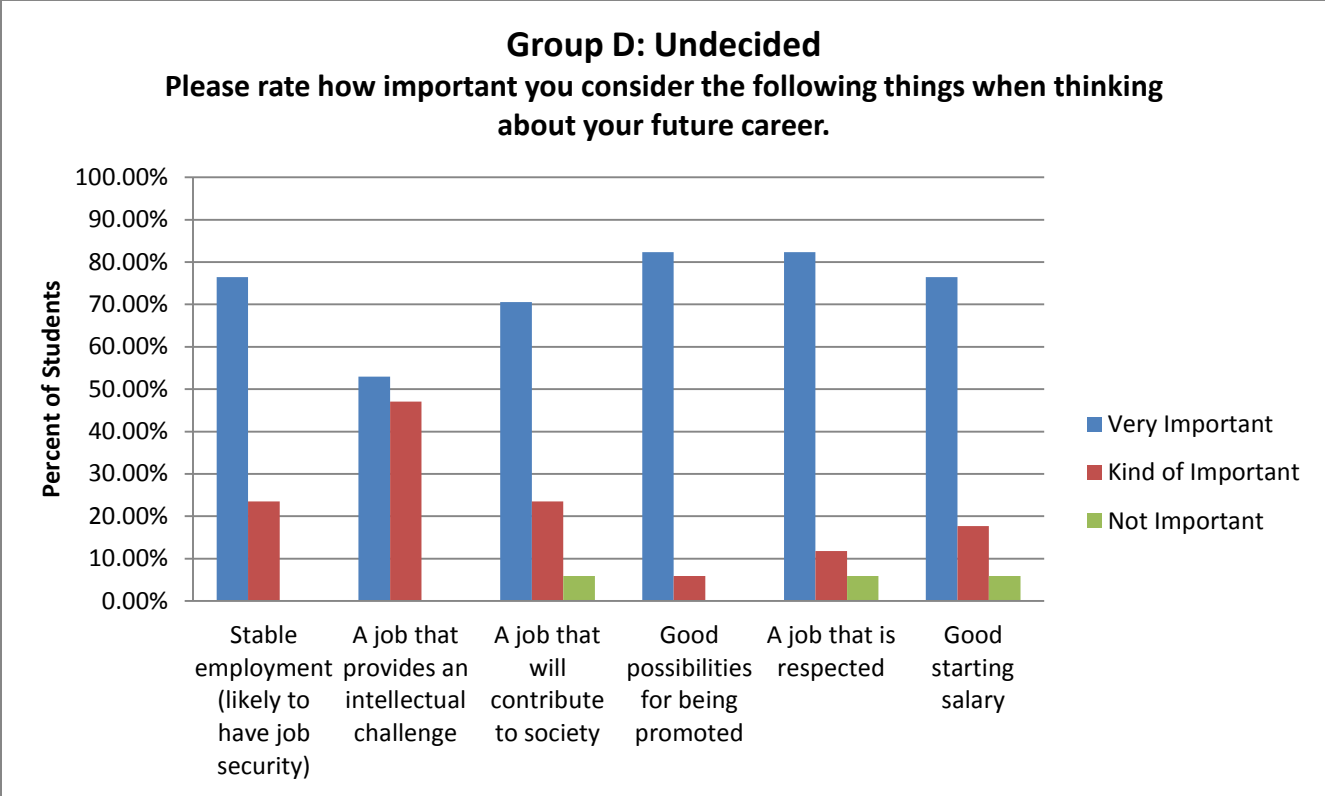
**Group D: Undecided
Grade Level**



**Group D: Undecided
Is anyone in your family a teacher?**

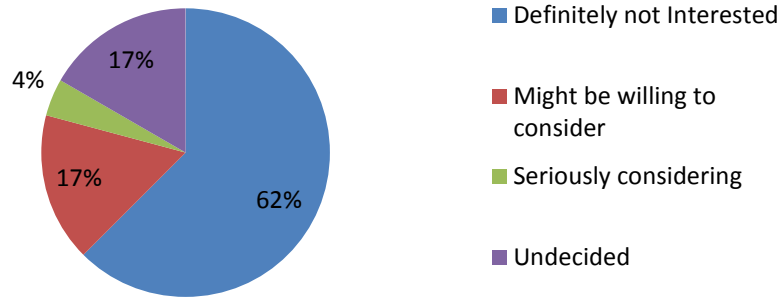




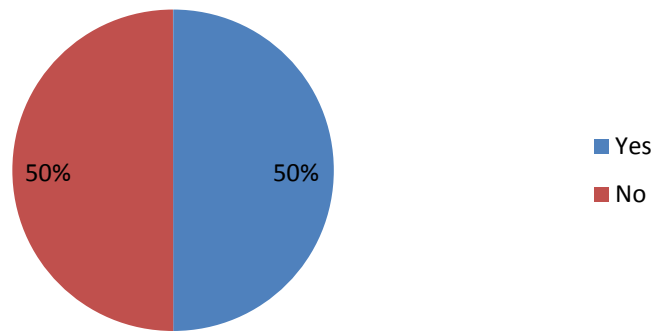


Male Students: Interest in Teaching Survey Results

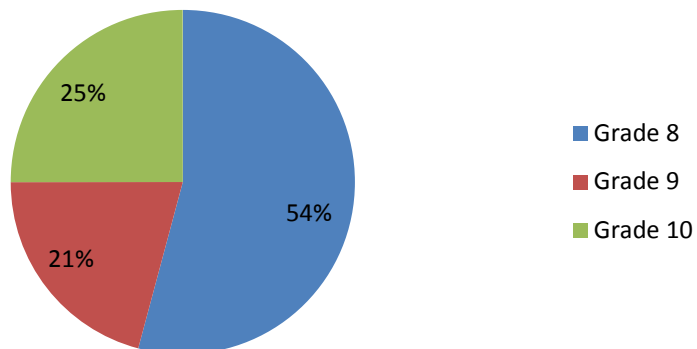
Male Students: How likely are you to consider a career in teaching?

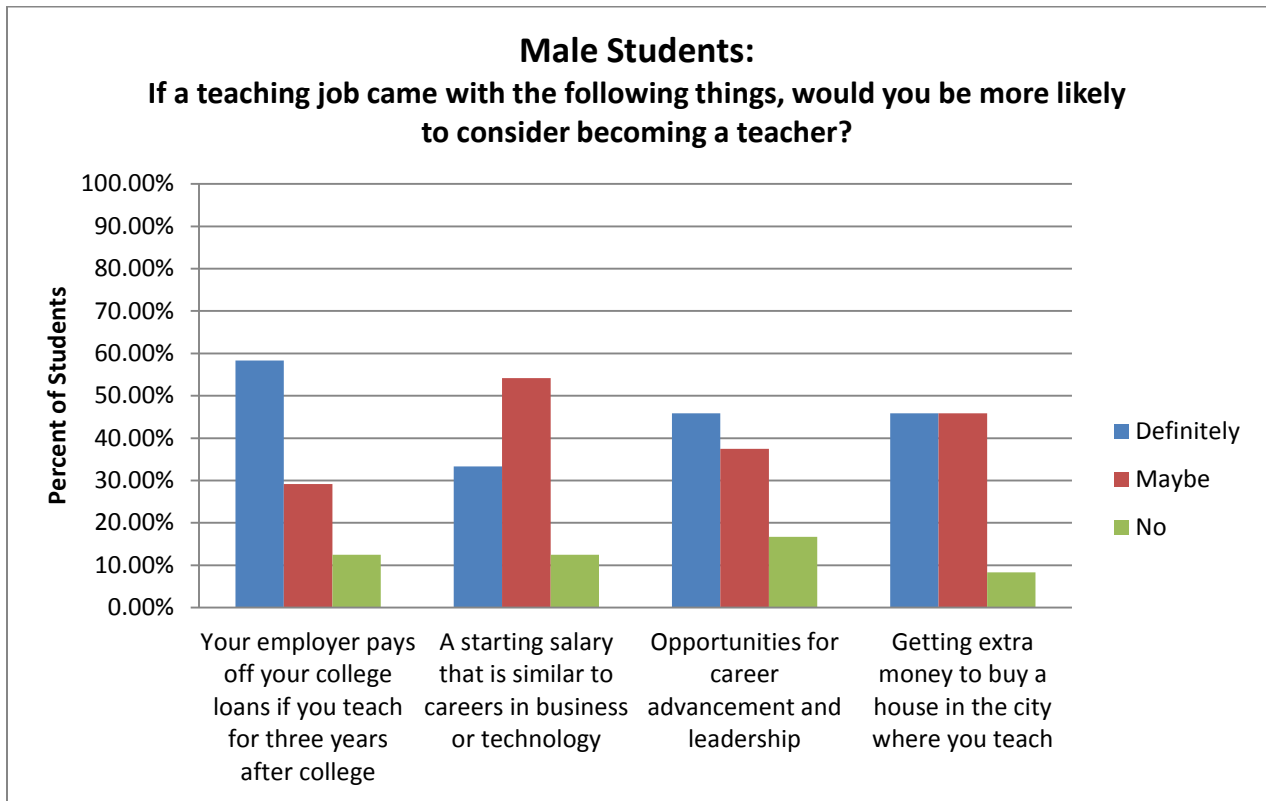
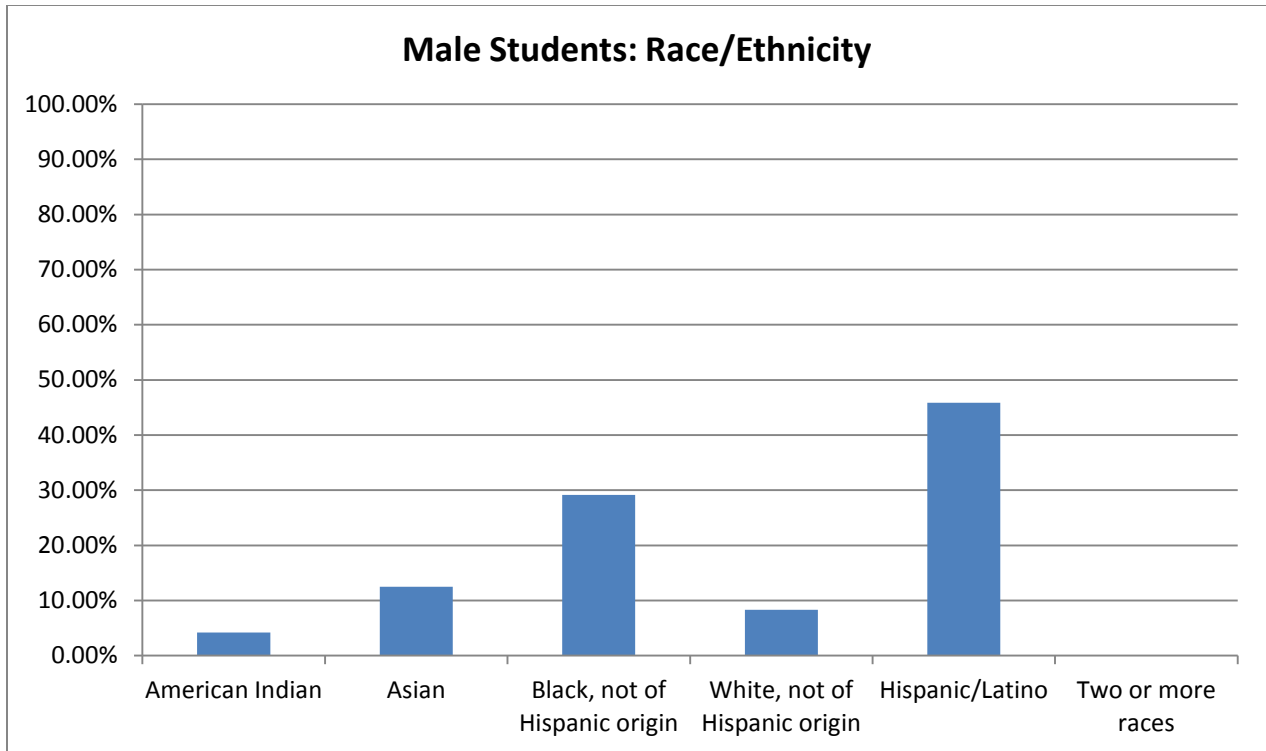


Male Students: Teacher in Family

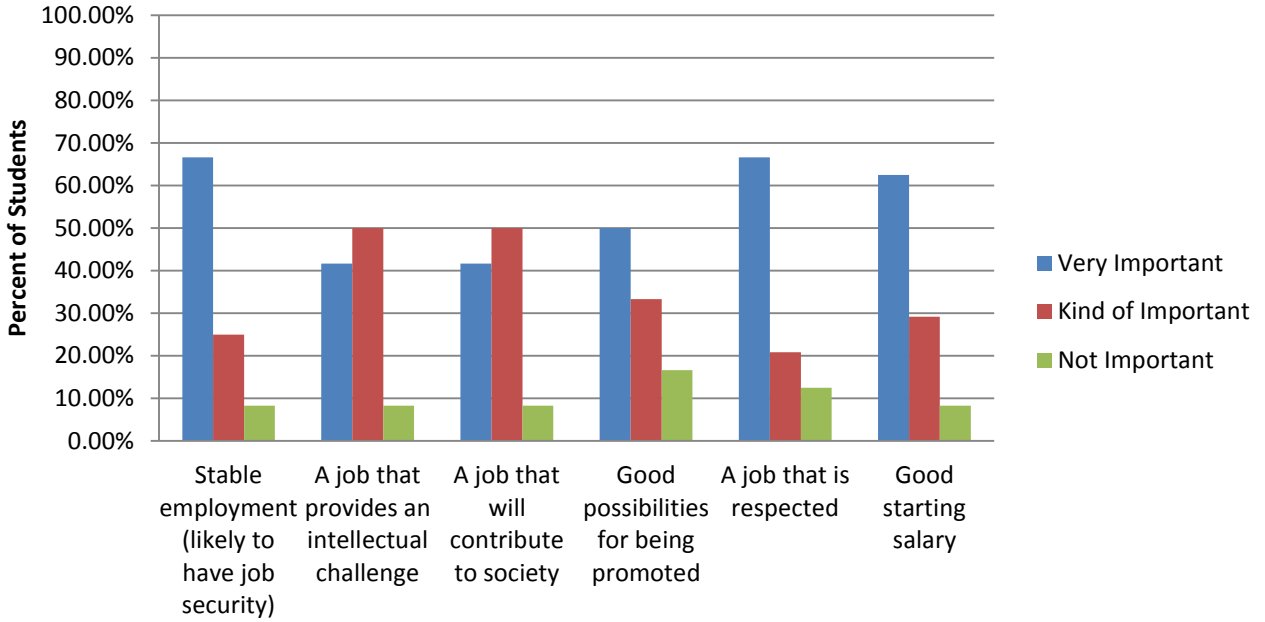


Male Students: Grade Level





Male Students:
Please rate how important you consider the following things when thinking about your future career.



Male Students:
Please rate how likely you think it is that a teaching career will give you these things.

