

GOODWIN UNIVERSITY MAGNET SCHOOL SYSTEM
INCREASING EDUCATOR DIVERSITY PLAN, MARCH 2024

**Increasing Educator Diversity
Plan Template**



District: Goodwin University Magnet School System (GUMS)

Team Leads: Dr. Salvatore Menzo / Superintendent

Facilitator: Gretchen Osodipe, LEARN Office of Teaching and Learning, Education Consultant (LEARN Regional Educational Service Center)

Vision: To ensure the best learning and work experience for all stakeholders, including scholars, educators, staff, and families. With dedication to diversity, equity, inclusion and belonging, ensuring educators of color are valued contributors to the educational community. While embracing the unique perspective of all.

DEI Website: [Goodwin University Magnet School System Equity Statement](#)

Team Members: Michelle Strawder / DEI Coordinator, Johanna Acosta / HR Executive Assistant, David Daye / Director of Operations, Jessica Gomez-Bedosky / Assistant Superintendent of Curriculum and Instruction, Sarah Burke / Assistant Superintendent of Student Support Services / Colleen Large, Marketing Coordinator

Theory of Action:

If we are intentional in our effort to support high quality educators of color through the various stages of the employee life cycle by:

- 1. Recruiting/Hiring (creating a culture of inclusivity and belonging),*
- 2. Onboarding/Providing Early Career Support (sustaining a place for educators), and*
- 3. Providing ongoing Professional Growth (improving the visibility of growth opportunities)*

Then we will:

- 1. Ensure a transparent process for recruitment and selection,*
- 2. Support employees throughout their career with GUMS, and*
- 3. Help employees grow their unique skills and abilities.*

So that:

We maximize the number of high-quality candidates who are referred for hire, accept positions, sustain employment over time, and experience an equitable working environment that results in students, educators, staff, and families having the best learning and work experience possible.

GOAL	WHO MANAGES THE GOAL (name/ Position)	STRATEGIES/KEY ACTIVITIES (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communications/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)	
		What	Who Owns This?	By When?					
RECRUITMENT	1. Increase our ability to attract and recruit diverse candidates to work at GUMS (Establish baseline end of SY 23-24).	Assistant Superintendent of Human Resources and Talent	What: Increase recruitment through job fairs, hiring events, college career fairs, social media campaigns, web presence, and cross-marketing. (Emphasis on diversity job boards, HBCU's, and target diverse audience).	Who: The HR department will collaborate with other departments. Recruitment efforts will be a collaborative effort throughout the school system leadership and staff.	When: At designated times throughout the year, particularly in advance of December and May graduation dates. Maintain a strong online presence and utilize social media platforms consistently.	Indicators of Progress: Diversity Metrics (Track and Monitor) -Track the overall diversity within the candidate pool and compare it to established goals. -Increase in the number of candidates of color with whom we connect at recruitment events. -Monitor the metrics at various stages of the recruitment process (application, interview, offer, hire) - Retention Rates -Track the source of hire and assess the effectiveness of recruitment initiatives.	Required Resources: - Budget for Recruitment Initiatives: Allocate funds for job fairs, hiring events, college career fairs, and other recruitment events. -Social Media Advertising Budget: Invest in targeted social media campaigns to reach a diverse audience. -Diversity Job Board Memberships: Subscriptions to diversity-focused job boards may require a budget allocation. -Travel and Accommodation: budget for HR staff travel and accommodation expenses.	What: Low turnout at recruitment events. How: Be proactive and communicate information about the dates and times of the events via social media, on college notice boards, and on GUMS websites to generate interest.	Who: Schools of Education at Institutions of Higher Education, GUMS Marketing Coordinator, Staff who will represent GUMS at recruitment events. What: Information about each event, the date, time, and location, and a list of positions for which GUMS are recruiting need to be communicated in advance of each event.

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RECRUITMENT	<p>1. Cont'd.</p> <p>Increase our ability to attract and recruit diverse candidates to work at GUMS, (Establish baseline end of SY23-24).</p> <p>*Note GUMS will hire their first employees 7/1/2024.</p>	Assistant Superintendent of Human Resources and Talent	<p>What: Marketing our competitive tuition reimbursement program.</p> <p>Implement a new hire incentive program (including employee referral fee and sign on bonus):</p> <ul style="list-style-type: none"> - New hire receives \$1000 paid out in increments of 4 installments -quarterly over the first year of employment. -GUMS staff referral of high quality candidates of color who are hired and remain with GUMS for six (6) months - \$500 referral bonus and \$500 at (12) months of consecutive employment. 	Who: HR staff and Payroll staff	When: Ongoing / /throughout the year.	<p>Indicators of Progress: Utilization (Track and Monitor):</p> <p>Tuition Reimbursement Program utilization: Implement a tracking system using the HRIS system and monitor.</p> <p>Incentive Program participation: Implement a tracking system using the HRIS system. Review activity twice a year to track success.</p> <p>Feedback from all involved stakeholders for continuous improvement with these programs</p> <p>Track and monitor offer acceptance rates</p> <p>Track and monitor retention rates</p>	<p>Required Resources:</p> <p>-HR Staff-: Designated for implementing and managing the incentive programs.</p> <p>-Budget for Tuition Reimbursement: Allocate funds for the tuition reimbursement program.</p> <p>-New Hire Incentive Program Budget: Allocate a budget for the new hire incentive program, covering sign-on bonuses, referral fees, and other associated costs.</p> <p>Applicant Tracking System (ATS): Implement the ATS to track applicants, monitor programs, and manage the recruitment process.</p> <p>Networking and DIA Committee (employee resource group) support.</p> <p>Employee engagement incentive cost.</p>	<p>What: Low participation/utilization in these programs.</p> <p>The employee incentive /tuition programs are not well communicated or monitored.</p> <p>How: Ensure programs are transparent and well communicated.</p> <p>Ensure School leaders promote benefits to staff.</p> <p>Ensure HR staff market these programs at recruitment events.</p>	<p>Who: GUMS Marketing Coordinator, HR/IT Teams, and all GUMS staff/GUMS Board</p> <p>What: All stakeholders need to be engaged so that they are aware of these program opportunities and can access and/or market them to others.</p>

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RECRUITMENT	<p>2. Expand Community Outreach (Establish baseline end of SY23-24)</p> <p>*Note GUMS will hire their first employees 7/1/2024.</p>	Assistant Superintendent of Human Resources and Talent	<p>What: GUMS sponsored community events and partnerships. (implementing targeted outreach initiatives to diverse communities and community partner organizations)</p>	<p>Who: HR Staff Marketing Coordinator</p>	<p>When: Commence immediately and then becomes ongoing work.</p>	<p>Indicators of Progress: Increase the number of community partnerships throughout the Hartford region.</p>	<p>Required Resources: A timeline is needed to identify who and when to engage or re-engage partners. This will be a joint HR / Marketing and Operations dept effort.</p> <p>HR and Marketing collaborate to define, use, and analyze website/social media analytics reports regarding related recruitment advertisements.</p>	<p>What: Relationship building with community organizations goes slowly or is challenging. We will need to identify ways for partnerships to be mutually beneficial.</p> <p>How: Embed data reporting about website, LinkedIn, and social media traffic into monthly HR/ Marketing meetings.</p>	<p>Who: Community agencies, private industry, non-profits, workforce boards, post-secondary institutions, faith-based organizations, etc.</p> <p>What: Enter through inquiry – What if we...? How might we...? What value is there in...? while making GUMS's reasons explicit and connecting to each prospective partner 'why'.</p>
	<p>3. Analyze and continuously improve the candidate experience. (Establish baseline end of SY23-24)</p> <p>*Note GUMS will hire their first employees 7/1/2024.</p>	Assistant Superintendent of Human Resources and Talent	<p>What: Survey: Implement candidate feedback surveys after each stage of the recruitment process. Gather insights on their experiences, including the application process, communication, interviews, and overall experience.</p>	<p>Who: HR Staff</p>	<p>When: Surveyed as they occur; engage in quarterly review to inform future actions.</p>	<p>Indicators of Progress: Net promoter score above 0 for candidates.</p> <p>Gather feedback on the applicant/candidate experience. Look for improvements in overall satisfaction scores over time.</p>	<p>Required Resources: Candidate Experience Budget: Allocate a budget for initiatives aimed at improving the candidate experience.</p> <p>Survey Tools: Implement survey tools to gather feedback to analyze trends.</p>	<p>What: Low survey response rates How: create short and simple surveys – possibly embed them in the applicant tracking system.</p> <p>What: Low net promoter score How: Respond promptly and seek additional details: implement corrective actions such as process improvements, adjustments to communication strategies.</p>	<p>Who: All recent applicants/new hires.</p> <p>HR Team.</p> <p>School and Department Leadership</p> <p>What: Continuous improvement and employee satisfaction</p>

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HIRING and SELECTION	<p>1. Increase the number of diverse candidates in our pipeline by 20% per year, to better reflect the racial and ethnic diversity of our students. (Establish baseline end of SY 24-25)</p> <p>*Note GUMS will hire their first employees 7/1/2024.</p>	Assistant Superintendent of Human Resources and Talent	<p>What: Create career counseling responsibilities within HR, to respond to internal and external inquiries.</p> <p>Train school admin to have career pathway conversations.</p>	<p>Who: HR Staff</p> <p>School and Department Leaders</p> <p>HR Staff</p>	<p>When: <u>External:</u> Provide career guidance and information about opportunities to external candidates at hiring events, through application review, pre and post interview and at networking events.</p> <p><u>Internal:</u> Annually to coincide with performance evaluation.</p> <p>During performance evaluation goal setting meetings.</p> <p>Upon request.</p>	<p>Indicators of Progress: Increased number of candidates of color are being interviewed.</p> <p>Increased number of candidates of color are offered employment and are accepting.</p> <p>-Analyze percentage of educators of color who move from the application stage to the interview stage. -Assess the conversion rates for educators of color at each stage of the application process to gauge the impact of career counseling on their progression.</p> <p>-Measure percentage of educators of color who receive job offers and accept them and understand if the career counseling has contributed to a positive perception of the organization.</p>	<p>Required Resources: Staff who provide this training will need to be trained using a turnkey method to ensure that all subsequent training is delivered with fidelity.</p> <p>Invest in professional development for HR staff and school administrators to effectively conduct career counseling conversations.</p> <p>Plan for the long-term sustainability of the initiative by embedding it into the organizational culture and processes.</p>	<p>What: Staff who do the screening, interviewing, selecting, and offering positions to candidates of color may allow bias to hinder their fair evaluation of candidates of color during the process. How: HR facilitates processes/ discussions that ensure candidates of color are evaluated fairly. School and Department Hiring Managers will be training in how the "hiring funnel" to mitigate teachers of color from 'falling out' of the process.</p> <p>What: Career counseling may not effectively consider the diverse cultural backgrounds and needs of educators of color. How: Diversity Training to include cultural competence as part of HR or any appointed career counselor professional development.</p>	<p>Who and What: GUMS Leadership, all School and Department Hiring Managers, anyone who has completed the CSDE Anti-Bias Interview Training and will serve on an interview committee.</p>

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HIRING and SELECTION	2. Increase number - diverse candidates hired by at least 10% per year, to reflect the racial and ethnic diversity of our students.	Assistant Superintendent of Human Resources and Talent	<p>What: HR to monitor applicant tracking system (ATS) to ensure qualified candidates of color are not excluded and make it into the pipeline.</p> <p>HR to ensure anti-bias Training for School and Department Leaders, Hiring Managers, and any staff serving on Interview Committees.</p> <p>Quarterly evaluation of the hiring funnel. (Are we maximizing each of the steps)?</p>	<p>Who: HR Staff</p> <p>HR staff, School Administrators, and GUMS School/Department Leaders</p> <p>HR staff</p>	<p>When: At least weekly and throughout the year.</p> <p>Anti-Bias Interview training will be conducted annually and throughout the year integrated in the onboarding process.</p>	<p>Indicators of Progress: HR Staff will report on data from the applicant tracking system to the DIA committee and CORE leadership and Admin leadership meetings quarterly to share the success of candidates advancing in the hiring process (specifically diversity metrics).</p> <p>100% of administrators, department leaders, and interview committee staff will be training (HR will track and monitor this indicator for success).</p>	<p>Required Resources: HR staff will need access to the analytic resources available in ATS.</p> <p>HR to provide 90-minute required training annually to all staff and each onboarding session.</p> <p>HR Staff, Hiring Managers, and new hires will be invited to quarterly meetings to discuss needed improvements.</p>	<p>What: Candidates may not opt to identify their race or ethnic background. While a challenge, How: HR staff will engage in a review of why candidates are not advancing.</p> <p>What: Staff who do not attend scheduled training. How: Follow-up and reschedule training or said staff will lose the opportunity to participate in interviews.</p>	<p>Who: HR Staff, Leaders, School / Dept. Hiring Managers</p> <p>What: Encourage candidates to share demographic info. to help HR see their advancement through the pipeline.</p> <p>HR Staff, leadership and staff who will serve on interview committees. Explain legal requirements for this training and align it to GUMS Core Values.</p> <p>HR Staff, Hiring Managers, new hires. Explain hiring funnel and the need to examine practice / improve IED hiring outcomes.</p>

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HIRING and SELECTION	<p>3. Articulate Three Career Pathways at GUMS:</p> <p>(1) Paraeducator to Early Childhood / Elementary Teacher (CT TRP program)</p> <p>(2) Substitute to Certified Staff (HR Career Counseling)</p> <p>(3) RBT to BCBA. SLPa to SLP (HR and SSS Career Counseling)</p>	Assistant Superintendent of Human Resources and Talent	<p>What: Co-create career learning experiences and Micro-Credentials that align to each pathway through collaboration with school / department leaders and school / department-based staff.</p>	<p>Who: HR Staff</p> <p>School Administrators and GUMS Department Leaders</p> <p>Certified school staff as assigned to this goal.</p>	<p>When: SY24-25 by Nov. – complete Paraeducator to Early Childhood / Elementary Teacher</p> <p>SY24-25 by Feb. – complete Substitute to Certified Staff</p> <p>SY24-25 by May – complete RBC to BCBA and SLPa to SLP.</p>	<p>Indicators of Progress: Full articulation of each career pathway will be completed by their respective due date.</p>	<p>Required Resources: HR Staff, School Administrators, staff in the respective professions will need to collaborate to ensure that the pathways provide clarity of requirements and success criteria for prospective staff interested in pursuing these opportunities.</p>	<p>What: Career Pathways may initially seem too complicated for some. How: Host information sessions and offer career counseling through HR to support candidate success.</p>	<p>Who and What: HR Staff, School Administrators, and all staff in non-certified or non-licensed roles. Provide school administrators and all staff in non-certified, non-licensed roles with the full articulation documents for their reference/use. For all non-certified or non-licensed staff, guide them through the documents and list opportunities for support.</p>

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RETENTION	1. Decrease the attrition rate of teachers of color.	Assistant Superintendent of Human Resources and Talent	<p>What: Create New Hire 30-60-90-day check-ins.</p> <p>Administer new hire feedback surveys.</p> <p>Conduct Stay interviews.</p> <p>Use online exit surveys/data to identify retention gaps.</p> <p>Partner with CT Teacher Residency Program (TRP) to encourage educator career opportunities of non-certified staff</p>	<p>Who: HR Staff</p> <p>School Administrators and GUMS Department Leaders / Elementary School Principal</p>	<p>When: New hires at 30-60-90-days</p> <p>15th and 30th of each month.</p> <p>At ½ point, full year, and 2-year anniversary dates.</p> <p>Throughout the year, at least quarterly.</p>	<p>Indicators of Progress: 100% of remaining new hires participate in check-ins.</p> <p>At least 80% of identified staff engage in stay interviews.</p> <p>Survey data illuminate the corrective actions needed.</p> <p>Participation in the Teacher Residency Program (TRP) - tracking and monitoring the successful completion and retention</p> <p>Compare the retention rates of employees who have participated in the teacher residency program with those who have not.</p>	<p>Required Resources: HR Staff, School Administrators and Department Leaders will need access to the applicant tracking system. HR will need to generate reports that list staff at 30-30-90-days of hire as well as those at their ½, full, and 2-year anniversary date.</p> <p>Investment required as a participating district in the CT Teacher Recruitment Program.</p>	<p>What: Staff are unavailable for check-in or stay interviews.</p> <p>How: Schedule them well in advance with the staff member and HR staff will meet with them..</p> <p>What: Risks of TRP – mismatched expectations. Also there will be limitations on participation rates which may cause some employees to perceive it as favoritism or unfair treatment, leading to decreased morale and engagement among non-participants.</p> <p>How: HR can create a transparent process that is fair and equitable for selection into the program and to ensure it's well communicated.</p>	<p>Who and What: HR Staff and identified new hires based on the goal and in the strategies listed, and school and department leaders. Share the importance of gathering this feedback and enlist the support of leaders to ensure staff are able to participate.</p>

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RETENTION	2. Formalize recognition aligned with the employee life cycle.	Assistant Superintendent of Human Resources and Talent	What: Bi-annual review of disaggregated data among certified / non-certified staff. Creating a culture of inclusivity and belonging.	Who: HR Staff School Administrators and GUMS Department Leaders	When: Begin immediately and then ongoing throughout each employee's life cycle.	Indicators of Progress: Staff are being recognized for a variety of contributions to the school system: including length of service, committee membership contribution, volunteerism, community engagement, performance, retirement, etc.	Required Resources: HR Staff, School and Department Leaders - communicate names of staff members with recognition. HR will formalize the recognition process together with the GUMS leadership team.	What: Names are not submitted to HR. How: Create a process through which leaders provide the who (name), what (recognized for), and why (is this recognition-worthy) to HR on a monthly basis.	Who and What: Superintendent - states purpose in providing the recognition; Assistant Superintendent of HR and Talent – explains desired outcomes, creates process to support recognition of staff. HR staff will train building and department leaders so names are submitted in a timely manner.
RETENTION	3. Expand DIA initiatives and engagement of affinity groups to provide more opportunities for belonging and community.	DIA Coordinator in collaboration with Assistant Superintendent of HR and Talent	What: GUMS staff of Color Affinity Group	Who: HR Staff DIA Committee IED Committee	When: Begin immediately and then ongoing throughout each employee's life cycle.	Indicators of Progress: Educators of Color Affinity Group events - 90% of newly hired and veteran educators of color will participate. Survey affinity group - feedback on successes and experience (track, monitor and report out on feedback) Implement process improvement based on feedback.	Required Resources: HR Staff identify and engage with employees of color in a variety of ways including outreach, surveys, career counseling, and virtual meetings.	What: Educators of color – especially new hires – feel overwhelmed in their new roles in a new context. How: Creating space to ensure affinity groups are accessible and does not feel like another "to do".	Who: HR Staff, School and Department Leaders, DIA Committee, newly hired and veteran staff who are staff of color. What: Make clear to all the intention and purpose to support all GUMS staff.