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# Minority Teacher Recruitment Task Force



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November 30, 2015

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# Consultant to Hartford Public Schools

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Hired to research and write a strategic plan to increase the representation of black and latino teachers in Hartford.

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# Research Process

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**Examined** how **teacher retention** affects recruitment

**Reviewed research** on

Best practices in minority teacher recruitment *and* retention

Long-term efficacy of incentives

**Reviewed past plans** from the

Regional Education Service Center (RESC) Minority Teacher Recruitment Program

**Conducted intensive qualitative research to inform short and long-term planning:**

174 people were interviewed

Additional 31 were surveyed

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# Relevant Findings

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Consistent profile of urban teachers who are happy with their jobs and being retained

In-state programs are not producing enough black and latino candidates

Hartford *is* attracting strong, qualified candidates from other states, but can't hire them



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# Relevant Findings

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**Lack of true reciprocity and other certification-related issues are the most *significant* barriers to out-of-state recruitment**



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# Re-Consider Policy on Reciprocity

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Examine Connecticut's policy on **reciprocity** as it relates to  
Minority Teacher Recruitment

CT has the some of the highest standards for teachers,  
but yet has one of the widest achievement gaps for students.

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# Re-Considering This Policy Would:

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Allow CT to **compete** with other states for the best teachers

**Hire** the interested and qualified candidates who are applying

**Deepen relationships** with HBCU's who have native CT students

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# Consensus on District Strategy

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**Existing** HPS Bachelor-prepared  
paraprofessionals, CDAs and support staff  
are the most likely candidates for *consistent*  
recruitment of minority educators



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# Process for the “Lift”

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Hartford Public Schools OTM Hosts Fall and Spring Certification Planning Fairs  
*(advertised publicly and through union reps for all interested internal staff)*

Target is the Bachelor-educated non-certified minority staff  
144 Paras, 17 CDAs, 100 HESP

UCONN

CCSU

USJ

UHART

CSDE

ARC

TFA

University Partners, ARC, TFA, and the CSDE  
each bring their own certification officers and/or curriculum advisors to counsel individual  
staff about **general** next steps and **general** certification planning

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# Breakdown Points:

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## **BREAKDOWN POINT #1**

There are not enough certification officers to counsel 261 adults individually about their own unique paths to certification. Each person will need different information about course requirements depending on his or her respective transcripts and areas of interest.

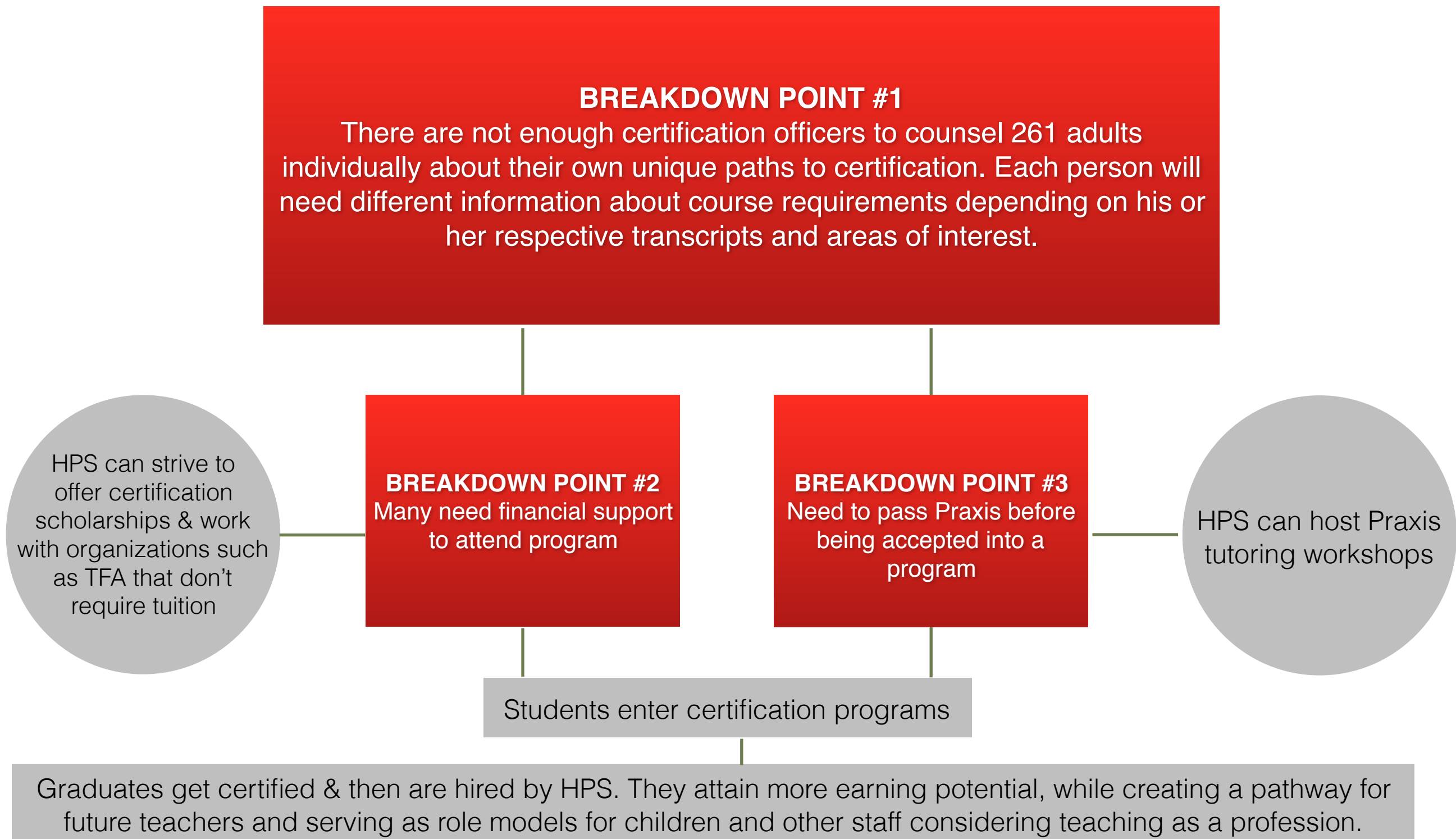
## **BREAKDOWN POINT #2**

Many need financial support to attend program

## **BREAKDOWN POINT #3**

Need to pass Praxis before being accepted into a program

# Support for Breakdown Points



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# Suggestions

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1. Examine Connecticut's policy on **reciprocity** as it relates to  
Minority Teacher Recruitment
2. Add more support to the path to certification
  - guidance officers
  - financial assistance

Thank You