

STATE OF CONNECTICUT
Department of Education

***Waterbury Public School District Action Plan to
Increase Representation of Black and Latino Educators***
June 30, 2015

Abstract

Waterbury, like many districts around the country, is faced with the challenge of increasing the representation of minorities in the educator workforce and recruiting and retaining culturally and linguistically diverse educators. With a student population that is nearly 80% minority, a “Grow Your Own” next generation of teachers program for Waterbury could be highly effective in yielding future teachers who are Black or Latino. According to the FEA, over 60% of teachers teach within 20 miles of where they went to high school. (<http://www.futureeducators.org/about/index.htm>) Waterbury is uniquely positioned to make significant gains toward increasing minority representation among teacher and administrator hires by thoughtfully creating and carrying out a fresh, comprehensive, multi-faceted program for high school students who have an interest in becoming teachers.

A plan has been developed which increases awareness and interest in education as a career among all students and creates a future pipeline of teachers and potential candidates. The local Board of Education and community partners have committed to helping to facilitate this work. The plan seeks to expand student exposure to education as a profession by developing courses, clubs and community partnerships which will create the series of supports necessary for students to pursue education as a career. Additionally, discussions have been initiated which are intended to result in not only augmenting current dual credit offerings from the University of Connecticut, Naugatuck Valley Community College, and the University of Bridgeport, but also expand the student dual credit course options to include courses approved for college credit at Waterbury high schools by Southern Connecticut State University and Western Connecticut State University.

Local community-based organizations have committed to partnering with the district in the planning work proposed at Outcome Levels 1, 2, and 3. These local agencies, which include the NAACP, the Rivera Memorial Foundation, the Hispanic Coalition and the Concerned Black Clergy, have also confirmed their support in assisting future recruitment efforts and student mentoring opportunities. Furthermore, this action plan seeks to improve retention by developing programs and professional development opportunities which support a culturally diverse workforce.

Section I: Introduction

A. Describe your district and community context as it pertains to Black and Latino educator and student representation. This should include a brief history of your previous efforts to increase representation of teachers of color.

Waterbury is a highly diverse community where district leaders strive to increase representation of Black and Latino educators. The district’s 2012-2017 Action Plan, titled “Blueprint for Change”

includes an objective that directly addresses this issue. Waterbury has made a commitment to “Recruit and retain high quality teachers and administrators that reflect the diversity of the community.” (<http://www.waterbury.k12.ct.us>) Although some efforts have been made, a disproportionate ratio of minority students to teachers still exists. According to Waterbury’s strategic school profile, the student population of the Waterbury Public Schools during the 2012-2013 school years was 18,389. A current analysis of the racial composition of Waterbury public school students reveals that 51% of the students are Hispanic, 23% are Black, 21.9% identified themselves as White and 4% were identified as another race or ethnicity. The enrollment of minority students continues to increase with the total number nearing 80%, while the number of minority educators remains underwhelming low. Previous efforts have yielded minimal gains and the total percentage of minority professional staff in 2013 was reported as being only 11.8%. In an effort to increase minority representation among school education personnel, Waterbury has welcomed support from this grant and developed a plan to make still further progress with improving minority teacher representation.

Previous efforts to address the low percentages of minority staff in the district have been met with limited success. Each year, a recruitment calendar is developed which includes institutions of higher learning in the Tri-State area that are hosting recruitment fairs (On average about 15-20). Once the calendar is developed, assignments are made noting who will attend the fairs. Two years ago, the district developed a diverse recruitment team which was composed of both teachers and administrators. The majority of them were Latino and African American, and one member of the group was Albanian. The goal of this diverse team was to recruit other minorities to the district. Around that same time, new marketing materials were developed for Waterbury Public Schools. They provided information on the district (mission/vision/*Blueprint for Change*), the students, the culture and what the City has to offer. Materials also shared information on how to become a teacher and the teacher certification requirements.

Relative to a minority recruitment plan, during the past two years, Dr. Tucker, along with others, visited several Historically Black Colleges & Universities in the Virginia, Maryland, and Washington, DC area in hopes of recruiting minority students to Waterbury. This experience was very enlightening. Although the recruitment team met many talented candidates, some in five year programs graduating with a combined bachelor’s and master’s degree, and some already certified to teach in another state, Connecticut’s certification requirements seemed to present a barrier to some candidates wanting to come to Waterbury. If they did come, the district could only hire them as a substitute pending Connecticut certification. As a result of this, the district altered its recruitment strategy to focus more on Connecticut schools and those within the tri-state area. These combined efforts did very little to increase representation of minority educators in the district.

B. Provide an overview of the process by which your district developed its plan. You may choose to include observations or reflections about what distinguishes this plan from previous efforts to address the issue of recruiting Black and Latino educators.

In order to develop a plan of action an eight member steering committee was formed consisting of Black and Latino teachers, administrators, guidance counselors and two education consultants. The steering committee solicited the input of students, educators, community partners, parents, institutes of higher learning and the local board of education in order to develop a plan. Waterbury’s proposed plan places emphasis first on developing programs that address Outcome Level 1 initiatives. To

begin, the committee conducted a course evaluation of the existing courses/programs already available to students in the district.

Waterbury students can enroll in an early college experience program, and at least one course related to teaching has been approved by UConn for high school students to earn dual high school and college credits. The course is taught at Kennedy High School by a designated high school teacher and is equivalent to UCONN HDFS 1070 which is a required course for family studies, nursing and education majors at UConn. The course is designed as an introduction to the field of Human Development and provides students with an understanding of development over the life span. Students who complete the course with a C or better will receive college credit granted by UConn which is transferable to any college that accepts UConn credit. Students can also take two child development courses approved by Naugatuck Valley Community College. The courses, for dual high school and college credit are taught at Kennedy High school where there is an onsite preschool. Those courses are Early Childhood Education I and II. For Early Childhood Education I, students have the opportunity to work with children in an educational setting at the Kennedy High School Eagles Nest Preschool. The focus is on children from three to five years old. The course covers development theory related to children and teaches students about health, safety and care of children, and how to enhance development through age appropriate activities. Students are required to work with preschoolers in the Eagle's Nest preschool and complete observations and teaching assignments. Training for the child development associate (CDA) is incorporated into the class. The NVCC Early Childhood II course offers students the opportunity to work with children at internship sites in the city for two class periods during the day. Students study art and creative experiences for young children and how to enhance creative ability in the classroom. Students are required to plan and teach developmentally appropriate art experiences. Students receive college credit for taking these courses.

In addition, the district is working with the University of Bridgeport to offer dual credit opportunities. These courses will be a component of a larger future teachers program for the comprehensive high schools, and the courses also provide opportunities for students to engage in college level preparation to become teachers. The steering committee also researched existing state and national programs with similar outcome goals. Programs like "Grow your Own Teacher Cadets," CREC Summer Institutes for Future Teachers, Hartford Teacher Prep Program and a variety of others were evaluated to determine if any of their components could be duplicated in the Waterbury public schools. These efforts differ from previous efforts in that there is a concerted effort to create a pipeline among existing students and increase awareness in order to grow our own teachers.

The committee developed and administered surveys to high school juniors and seniors in order to gauge their interest in teaching as a profession. A students meeting and discussion is also planned in order to have face to face dialogue with students as a plan is crafted. District students were taken to a Future Teacher's conference at Central Connecticut State University, students also attended a Minority Educator's Symposium at Southern Connecticut State University and a Kid's Speak Forum at UCONN. These educational opportunities were seen as a way to expose students to teaching as a profession and to generate ideas and discussion about what students would like to see in any future programs that are developed in the City of Waterbury.

Certified professional teaching staff were asked for their input as well. All Black and Latino educators in the district were invited to have a critical conversation hosted by the two educational consultants

that were hired. At this forum teachers were asked for their perspective on addressing all three outcome levels of the grant. This rich discussion yielded valuable information which was used in the development of a long term plan. The minority workforce was also asked to complete a survey which was sent through survey monkey. The findings from both the ‘discussion’ and the survey were considered as the committee worked to identify areas of focus.

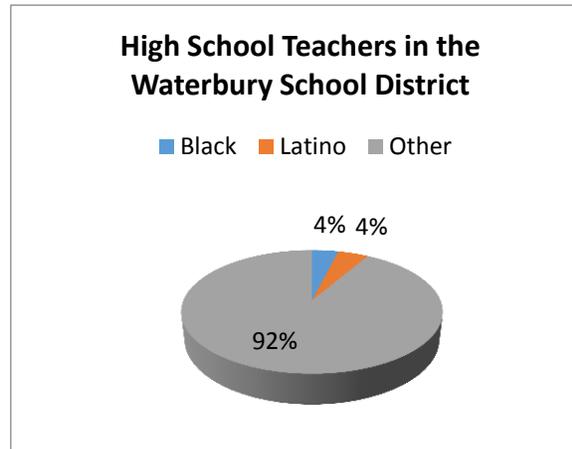
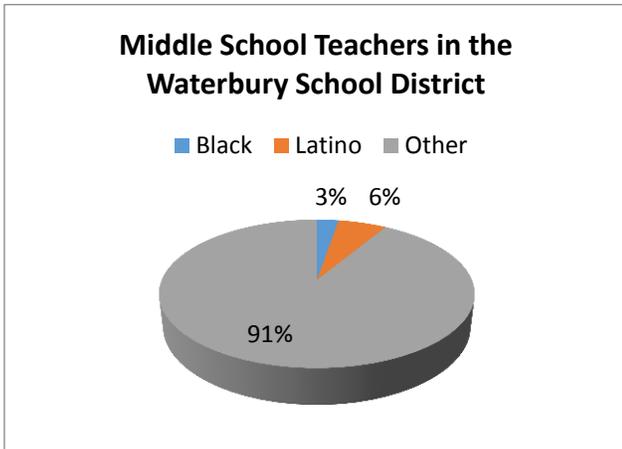
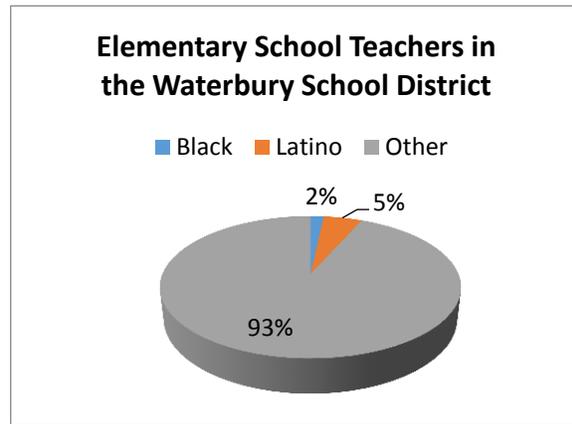
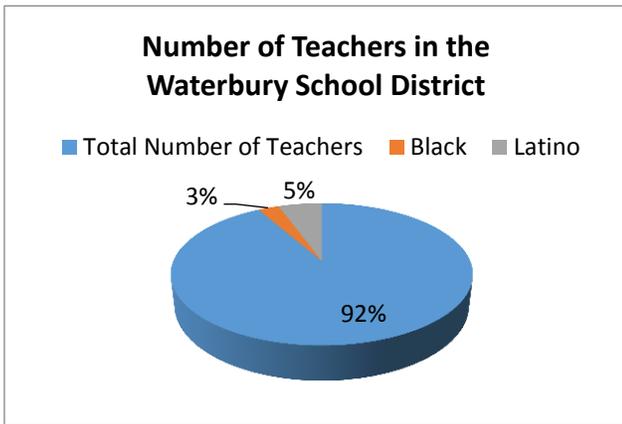
The Committee also hosted a community partner’s luncheon. Community action and religious organizations were engaged in the discussion and asked “what they could do to assist in this effort?” This group offered a perspective that had not previously been considered and enthusiastically committed themselves to assisting in any future efforts. A parent’s forum was hosted at a local church in a very ethnically diverse community. The scope of the grant was shared and parents were asked what they would like to see included in any future programs. Parents were given an opportunity to discuss how they felt about the racial composition of city schools and they too enthusiastically committed themselves to supporting future programs or initiatives.

The Steering Committee devoted some time to developing partnerships with institutes of higher learning and creating a plan to do more to make universities aware of district hiring needs, especially in shortage areas, to establish more partnerships with universities regarding teacher internships which can lead to full time teacher hires, and to enhance the current recruitment strategies to attract and keep the few minorities entering the field of education in Connecticut, knowing that all of the urban/large districts are vying for the same candidates.

Section 2: Review of District’s Workforce Data

A. Present current data that describe your district’s educator workforce. (Graphs and charts showing trends are encouraged.) These data should tell a story about what challenges your district is facing with regard to recruitment and/or retention of Black and Latino educators. Whenever possible, you should disaggregate the data to identify particular areas of need. For example, you could disaggregate retention data for a particular demographic group, grade-level, or content area (e.g., Latino males, high school teachers of color, STEM teachers of color).

The current data collected by the Steering committee reveals that while 11% of the educator workforce is minority, only 5% are Latino and 3% are Black. Of the 19 elementary schools, 8 schools have no Black teachers and 3 schools have no Latino teachers. Two of the nineteen elementary schools have no Black or Latino certified professional staff. The high schools have 4% Black and Latino teachers respectively, while at least one of the middle schools has no black teachers employed in the building. The surveys conducted and the discussions with teachers suggest that some of the city’s hiring practices may have contributed to these low numbers. This information was communicated to the local Board of Education and at least one commissioner has stated that if this perception exists then it needs to be further explored. The following pie charts show the representation of Black and Latino educators in the Waterbury Public Schools workforce.



Certified professional staff also participated in an anonymous survey that was administered using survey monkey. The results of this survey show that there are a disproportionate number of male teachers in several academic areas. Of the 8% of minority teachers, 85% are female, while only 15% are male. The survey results also show that Black and Latino teachers consider leaving the district after five and ten years because of salary, benefits, lack of administrative support, lack of mobility, nepotism, inconsistent discipline and the need for better professional development workshops. This information shows that there are some “systems” issues that need to be addressed at the district level and there is at least some dissatisfaction with the culture in the school district. Of the Black and Latino teachers that were surveyed, 76% say they have considered seeking employment elsewhere.

Salary & Benefits

Certified professional staff cited three main reasons that are a hindrance in the area of salary and benefits. They include:

- Entry level salaries – lower in Waterbury than in other urban districts of this size
- Step increase freezes – veteran teachers have experienced pay freezes in different years which makes their years of experience not equal to that of their salary
- Benefits – districtwide, the benefits plan negotiated by the City of Waterbury has caused an increase in costs, causing employees to incur more out of pocket expenses for health care

Other districts are constantly recruiting minority candidates. Do to the fact that their salaries are higher and benefits costing less, it makes them very appealing to teachers in Waterbury to pursue outside opportunities.

Lack of Administrative Support / Lack of Mobility / Nepotism

The survey administered to certified staff revealed several findings in this area. Staff repeatedly cited the lack of administrative support they feel in their respective schools. This includes, feeling isolated, ignored and not valued by their peers and administrator with limited support from central office.

The lack of mobility in the district was also cited as a major issue. Staff believes that the civil service process which is intertwined with education staff is irrelevant and creates another hurdle for minority teachers to overcome as they attempt to advance themselves. Specifically, the need for a Supervising Vice Principal (SVP) and Teaching Vice Principal (TVP) exam which teachers have to test for to be placed on a ranking list. Many see this process as an insult and injustice as they hold degrees from institutions of higher learning, CT certification, an O92 certification from an accredited program and have passed the CT Administrators Exam (CAT).

Nepotism is an ongoing challenge within the district and one that does not benefit minority teachers but those in the “good ole boy network.” Rules are adjusted to benefit some and not all.

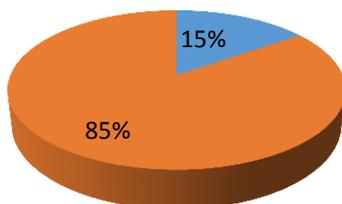
When reviewing teacher comments, one teacher summarized it very well with the following quote, “the primary challenge is the deeply rooted politics in the District which transcends individual schools and administrative and teacher placement decisions; the second challenge is the low expectation of some of my colleagues regarding our student population; and a third challenge is the indirect, and sometimes direct, teacher bullying that frequently occurs.”

Professional Development

Within the school district, teachers referenced the lack of cultural competence towards students and staff. This area was cited for a desperate need for professional development districtwide, and that it should be ongoing. There is a huge gap with the demographics of our students and the teachers that are teaching them as they have no cultural or race sensitivity training.

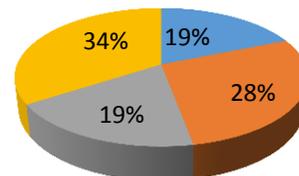
Minority Teacher by Gender in the Waterbury School District

■ Male ■ Female ■



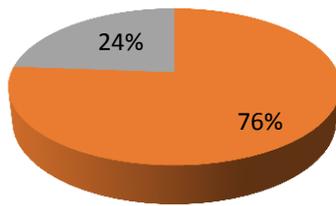
Number of years Blacks & Latino were employed by the Waterbury BOE

■ 1-5 years ■ 6-10 years ■ 11-15 years ■ 15 + years



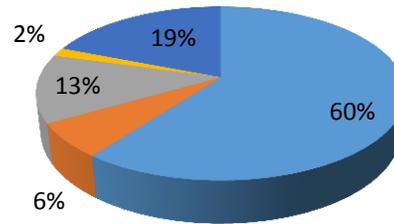
Teachers who have considered seeking employment outside of the district

■ Yes ■ No



Reasons why teachers consider seeking employment outside of the district

■ Salary/Benefits
■ Lack of administrative support
■ Lack of mobility
■ Lack of PD
■ Other reasons



B. Discuss in detail what these data reveal or suggest to your planning team.

The data collected by the Steering Committee reveals a number of things. First the surveys and interaction with students suggest that there is a lack of information and opportunities to compel them to enter teaching as a profession. Only one of the three comprehensive high schools had an active Young Educators Society or YES club, and even with the existence of this club there were no supports in place to assist students with becoming teachers. The club operates in isolation and does not collaborate with other groups within the school to involve students in teaching related or capacity building opportunities. In addition, the surveys taken by students show that only 13% of the 204 Black and Latino high school juniors and seniors would describe themselves as being seriously interested in considering teaching as a career. Although such a low percentage of students say they are interested in teaching as a career, 67% say it is important to them to work a job that will contribute to society and an overwhelming 91% say they want a job that is respected. This was a cause for concern because it indicated that on some level the students did not make a correlation between teaching and having a respected job that would contribute in some ways to society. It became clear to the group that we needed to change the perception that students hold about teachers and teaching as a career.

Further conversation revealed that this task would not be as daunting as expected. While speaking face to face with students on all of our three outings (Future Teacher's Conference/ Minority Educators Symposium/Kids Speak), the students indicated that they were not adverse to teaching as a career they just had not been exposed to any opportunities. Most of the students had no knowledge or understanding of what was needed to become a teacher. The outcome goals in level 1 became that much more critically important because it was evident that the district needed to make a commitment to increasing awareness among students of teaching as a profession.

The meeting with the certified professional staff in the district added another dimension to the conversation. Teachers were separated into three breakout groups where they brainstormed questions specific to all three outcome levels. Some of the ideas generated by students were repeated and some new ideas about increasing awareness emerged. Recruitment and retention seemed to be the areas the staff were most interested in discussing. On chart paper teachers listed recruitment strategies like using the media to portray a more positive image and organizing quarterly networking activities with local community agencies as a recruitment strategy. Potential partnerships with institutes of higher learning was an emerging theme and seen as an effective recruitment tool. Several teachers suggested

offering financial incentives and possible loan forgiveness for teachers to attract candidates. Teachers shared their experiences in the district and indicated how some of those experiences would not be attractive to a teacher seeking employment in the district. Through the conversation the group discovered that there were already programs in existence to help potential teachers but the districtwide communication was lacking. The city currently offers study help with Praxis I and II and the certification exam. Some teachers had been informally mentored by others, but almost all teachers (96%) indicated they were willing to mentor a new teacher. It was also evident that community organizations, religious groups, alumni networks and local education agencies had not been fully utilized as a recruitment tool. The information that came from these groups suggested that better communication was needed and a possible information clearing house would be beneficial make information and resources more centralized.

The Steering Committee continued their work by meeting with a group of community partners. Thirty nine people representing sixteen community organizations were in attendance. Representatives from the NAACP, Hispanic Coalition, the Rivera Memorial Foundation, The Links, Delta Sigma Theta and multiple concerned clergy from various churches throughout the city discussed forming a partnership to collaborate in this effort. The group seemed eager to assist with meeting the stated objectives of the grant in any way possible. Through the conversation it became clear that this group had not felt as if they had a voice in the past. The community partners were asked the question “How can you help us?” and the ideas began to flow. Each group offered a unique perspective on strategies to increase awareness. All seemed open to using their network of resources as a way to share information about potential teaching opportunities. The barriers to the certification process were concerning to the group and they decided amongst themselves that they would educate themselves on pending legislation surrounding teacher certification. The community partners show promise as an essential element at all outcome levels of the grant.

Parents also had a chance to voice their opinions and concerns. After the community partners meeting, one of the local churches invited the group to speak to parents. Twenty two parents attended an information session in which the scope of the grant was outlined. The parents seemed to reiterate over and over that they wished there was more direction for them and supports in place to assist their children who may want to pursue a career in education. Parents indicated that they would be willing to attend workshops or receive information on ways they could help.

The data collected and information from the stakeholder discussions was shared with the Waterbury Board of Education. The Board was excited about the work that had been done and concerned by some of the collective responses from teachers and students. The Board suggested things like using Hispanic media as an advertisement tool and developing subcommittees to assist with future work. They also recognized that there needed to be some professional development that would be more culturally responsive to the needs of the district. The feedback from all of the groups suggests that there is room for improvement in the areas of recruitment and retention of minority teachers.

C. Referring to the RFP’s Dual-Capacity Framework for Increasing Representation of Black and Latino Educators, include two (2) to three (3) broad questions that these data raise for your district. For example, if the data suggest that you have a recurring challenge in recruiting Black and Latino math teachers, what capacity building activities does the district need to consider both for candidates and for

those in charge of recruitment or hiring? Alternatively, you might ask how the district can build the capacity of its Black and Latino students to pursue teaching careers in math, and how might higher education partners assist?

Our district should focus on the following 3 “BIG QUESTIONS” as it pertains to minority teachers, recruitment and retention. These questions were extracted from the data received from student and teacher surveys, parent and community meetings.

1. What can be done to encourage current students to pursue post-secondary education with a focus on teaching as a career? The main thing needed is exposure and awareness to teaching. The students must be exposed to the teaching profession itself, the benefits of the profession, the job security of the profession and the impact on other lives while serving as a positive role model.

2. What types of programs or processes can the district implement to change the culture and attract more minority teachers? Work with the Board of Education and communicate this information to assess all hiring and promotion practices within the district. For example, the Civil Service hiring process for SVP and TVP, removal of all nepotism districtwide, changing the cultural so that all employees feel valued, respected and culturally competent.

3. What “systems” changes need to be made to support a more culturally diverse workforce and retain teachers?

First, the district must admit that there are problems with hiring, retaining and promoting a more culturally diverse workforce. Until this is done, the problems will remain. The problem is systemic and embedded in the Waterbury culture and must change before we can move forward. This was a recurring theme during every conversation with staff and community stakeholders.

Section 3: Actions That Will Address Recruitment and Retention Challenges

A. Referring to the broad questions developed in Section 3, describe the process you carried out to generate ideas about how to tackle these questions. (As a starting point, you may use the programming ideas presented in pages 7 and 8 of the RFP.) This process must include meetings with partners and stakeholders. It is strongly encouraged that teacher, student, and parent voice be included in problem-solving and idea generation, as this lends an added level of credibility to your plan.

- An eight member steering committee was formed consisting of Black and Latino teachers, administrators, guidance counselors and two education consultants.
- The Steering committee solicited the input of students, educators, community partners, parents, institutes of higher learning and the local board of education in order to develop a plan.
- The Steering committee conducted a course evaluation of the existing courses/programs and extra-curricular activities already available to students in the district with a focus on education.
- The steering committee researched existing state and national programs with similar outcome goals. Programs like “Grow your Own Teacher Cadets,” CREC Summer Institutes for Future Teachers, Hartford Teacher Prep Program and a variety of others were evaluated to determine

if any of their components could be replicated in Waterbury Public Schools.

- The committee developed and administered surveys to high school juniors and seniors in order to gauge their interest in teaching as a profession.
- District students were taken to a Future Teacher’s conference at Central Connecticut State University, students also attended a Minority Educator’s Symposium at Southern Connecticut State University and a Kid’s Speak Forum at UCONN Law Center.
- All Black and Latino educators in the district were invited to have a critical conversation hosted by the two educational consultants that were hired.
- The minority workforce was also asked to complete a survey which was sent through survey monkey.
- The Committee also hosted a community partner’s luncheon. Community and religious organizations were engaged in the discussion and asked “what could they do to assist in this effort?”
- A parent’s forum was hosted at a local church in a very ethnically diverse community. The scope of the grant was shared and parents were asked what they would like to see included in any future programs.
- The Steering Committee devoted some time to developing partnerships with institutes of higher learning and creating a plan to do more to make universities aware of district hiring needs, especially in shortage areas, to establish more partnerships with universities regarding teacher internships which can lead to full time teacher hires, and to enhance the current recruitment strategies to attract and keep the few minorities entering the field of education in Connecticut, knowing that all of the urban/large districts are vying for the same candidates.
- The Steering Committee presented all data and information from the planning grant to the Board of Education on June 25, 2015, during a board workshop. Members had time to digest the information, ask questions and provide feedback. The report was well received.

B. Explain how your team prioritized the ideas generated through your stakeholder engagement activities. Describe how you determined which activities are most feasible and/or could have the most impact in the short or long term. This discussion must consider how the proposed activities intersect with the current education reform initiatives that your district is undertaking. It must also describe whether your district has gathered any preliminary evidence or used research that shows your selected activities hold promise for addressing your district’s recruitment and/or retention challenges.

This information was extracted directly from the data received from all stakeholder groups and was prioritized as emerging themes were repeated across the different groups. The Committee disaggregated the data and considered all feedback in order to identify what was most important to the stakeholders involved. The group also reviewed the current research on this topic to inform their decision making process. According to the NEA, a key strategy for the identification, recruitment and retention of minority teachers includes “early prospective teacher identification initiatives through secondary school surveys, counseling, motivational workshops, summer college preparatory courses, courses in educational theory and practice, and promise of financial aid.” (<http://www.nea.org/home/>) A similar study by Gomez in 2002, found that “students of color are not becoming teachers... because of a lack of encouragement from their

own families, communities and peers. Nearly all of the participants- except Asian Americans- also believe that students of color reject teaching because of their own negative experiences in school, which have been fraught with hostility, misunderstanding and distrust.”

It was also made clear that the district needs to implement changes to recruit and retain a more culturally diverse workforce. The plan that is outlined supports working closely with the local board of education and teacher’s union to encourage transformational changes system wide. The research shows any successful recruitment initiative requires: concern and preparation to tackle the critical shortage; commitment to the recruitment effort (i.e., capable leadership, sufficient allocation of resources); collaboration among all parties involved in the effort (faculty, students, parents, others); and creativity in developing the recruitment effort. Whereas there is no perfect model, there are many strategies that different institutions/agencies can effectively combine (AACTE 19). The activities outlined in this action plan hold promise for addressing the city’s recruitment and retention challenges.

C. Include a two-year implementation timeline that depicts (1) the goals and objectives your district will carry out to achieve the priorities presented in Section 4B, (2) the district personnel in charge of each goal/objective, (3) the community and higher education partners that will be included, and (4) the sequence of activities, including the month(s) and year(s) during which they will take place.

Beginning in September of the 2015-2016 school year, programs and initiatives will be instituted to expose students to the field of education as a career. Pilot programs for students will kick off at the elementary/ middle and high school levels. At Jonathan Reed, a city K-8 school with a young Latino male principal, a Young Educator’s Club will be developed and students will be exposed to activities and mentoring opportunities designed to celebrate teaching as a profession. At Kennedy High school a more comprehensive program will begin. The existing Young Educator’s Society will pair with a newly formed Future Teacher’s Club and students will engage in activities and community events which raise awareness of teaching as a profession. A pre and post interest survey will be administered to students and the expectation is that the number of students interested in a career as a teacher will be more than the 13% that was originally reported. These clubs are planned to operate with the assistance of volunteer teachers as advisors, however, with additional funds teachers can attend national conferences to align their clubs with national organizations and duplicate best practices within the local organization. Additional funds could also be used to host guest speakers, plan field trips and take students to visit college and university campuses that have quality teacher preparation programs.

A curriculum committee will be formed specific to the needs of this grant. This committee will map out a plan which will be used by guidance counselors in the fall. This plan will include a list of suggested course options for students interested in pursuing education as a career. The guidance department will hold an information session in early October in which they will identify potential candidates interested in the field of education. Students identified through this process will be assigned to a guidance counselor who will work closely with them throughout their high school years to pair them with all opportunities relevant to their career choice. This committee will also begin work on the curriculum for students to receive high school credits for being a student intern. Students at Kennedy High School will work closely with certified

teachers to explore teaching as a career. In the surveys which were conducted among professional staff, 96% of teachers stated that they would be interested in mentoring a student. The planned course will focus on students as teaching interns. Students will utilize an application process to apply for acceptance as an intern. A list of teachers willing to mentor student interns will be compiled. The students will then go through an interview process to gain practical job experience. An orientation will be held to give students and parents an overview of the internship and the expectations. Students will spend the next five months working alongside a teacher on a daily basis. During this time they will gain knowledge and insight into teaching as a career. The curriculum committee will develop a brief evaluation tool so that teachers can document things like attendance, ability to take direction and growth over time. At the end of the internship students will write a reflection piece which describes their experiences and complete a capstone project chronicling the internship. The plan is to pilot this program at Kennedy High School with twenty students and expand to include a target number of one hundred students over a two year period. This internship is planned with no associated costs, as teachers have expressed an interest in voluntarily mentoring students, however with additional funds these teachers can be paid a stipend and provide additional creative experiences which will offer students more exposure to the profession. Additionally, resources and materials to support this curriculum could be purchased and students could be provided with assistance to complete the fees and testing associated with entering teacher preparation programs. These students could also be sponsored to go to some of the off-site programs and workshops that were researched.

Local community organizations like the Rivera Memorial Foundation and the NAACP have committed to partnering in this effort. The Rivera Foundation plans to develop a “Teens as Teachers” after school program where students will serve as mentors and learning activators who will create lessons, based on their skills and interests. This program will be intended to empower area youth to develop leadership skills and become peer educators in the community. The NAACP will engage students in service activities in the Waterbury area and compel them to make an investment in their community. Through these activities students will see the benefits of teaching as a career but also returning to the city to help improve the quality of education for the students. Both organizations have whole heartedly committed to supporting these efforts and with additional funds they could organize programs and workshops that would include parents and provide more exposure for all. These community groups could also invite guest speakers and pilot additional programs.

Recruitment & Retention

The advisory committee will continue to work with community partners to distribute job information regarding open and upcoming positions in the district. This will include information about the requirements and expectations and done via a distribution list. This will also be used as a vehicle to attract those that might be interested in an education job in the future. To encourage retention efforts, the advisory committee will meet with the Superintendent, the teachers union and other administrators to discuss the infusion of cultural sensitivity/diversity training for all staff so that all will be culturally competent. Regarding the policies and processes around hiring that the teachers saw as a hindrance, while we are unable to make those changes, that information will be conveyed to community stakeholders for them to address. If additional funding were available, it would be used creatively to offer signing bonuses, loan forgiveness,

support of the certification testing process and a stipend for those serving as mentors (i.e. TEAM).

Section 4: Expected Outcomes Impact Outcomes

A. Explain in detail how your district will define its baseline when measuring progress toward increasing representation of Black and Latino educators. For example, if your plan will focus on assisting paraeducators of color with becoming certified and being hired in the district, your baseline could include (1) the number of paraeducators of color currently participating in a certification program and (2) the number of paraeducators of color who transitioned to teaching positions in 2013-2014. In this example, the baseline figures for the first part might be 25 paraeducators and 5 paraeducators for the second part.

The committee will use the data collected during the planning process to establish a baseline. The student's interest surveys as well as the current course enrollment numbers will be used to determine a baseline for students. Some of the programs outlined in the action plan will be new to the district so enrollment numbers and pre-program surveys will be used to determine baselines. The target number of new students enrolled in future activities in year one will be twenty high school students with that number increasing to one hundred by the end of year two. At the elementary and middle school level we expect that 25% of the total student population at Reed School will be exposed to programs/ opportunities related to this initiative. By the end of year two that number will increase to 50%.

B. Once your baseline is explained and established, state the targets that you will commit to meeting at the end of Year 1 and Year 2 of implementation. Your targets must be actual numbers that will demonstrate your progress in increasing Black and Latino representation. These targets must be realistic and attainable.
Intermediate Outcomes

The committee has determined that the low percentage of students interested in teaching as a career is due at least in part to a lack of exposure and limited opportunities. The school and community programs outlined in the action plan will begin to address these issues. As a result of participation in these programs and activities, the committee expects an increase in the number of students interested in teaching as a career. The guidance department will begin to collect data on the number of participants who enter post-secondary teaching programs. The groups have established a target of 5% of high school seniors who participate in these learning opportunities to enter a teaching program at the end of year one, with that number to increase to 10% of participants entering a teaching program by the end of year two.

As students enter teacher training programs and recruitment and retention efforts are supported, city students will experience teachers that look like them and share similar backgrounds. The planned professional development activities will yield teachers who are culturally competent and aware of the diverse needs of students in the district. Current teachers will become role models for those interested in pursuing educational careers and education ambassadors for Waterbury Public Schools. The results of the data that was collected show that 62% of Black and Latino

teacher's surveyed say they have felt discriminated against in their current positions. As a result of these continued professional development and improved hiring practices it is expected that over a two year period this number will fall below 50%.

C. Describe the intermediate outcomes that you will commit to meeting during the implementation phase. Intermediate outcomes demonstrate that you are using a logical approach to achieving your impact targets (i.e., it should be easy to see the connection between the activities you propose in Section 4C and your intermediate outcomes). To illustrate, let's say one of your district's impact targets is to enroll a total of 50 students of color in teacher preparation programs by the end of Year 2—with the expectation that the district will hire these individuals once they are certified. To demonstrate progress along the way, you would document and measure intermediate outcomes such as: (1) the number of high school juniors and seniors who demonstrate an interest in education careers at the end of Year 1, (2) of these students, the number who were able to access academic, social, and financial supports to apply and be accepted into a postsecondary institution, and (3) of these students, the number who chose to enroll in a postsecondary institution by the end of Year 2.

Students will demonstrate that education and a teaching career may be a viable option for them to pursue. They will be able to articulate expectations, requirements and will possess the skills to identify resources to assist them in pursuing this career option.

Section 5: Monitoring and Reporting

A. Describe the mechanisms and frequency by which your district will monitor its progress toward the outcomes stated in Section 6. Include details about who will be responsible for ongoing monitoring and how your district will continue to incorporate stakeholder feedback into the implementation of the plan.

B. Describe how frequently, to which audiences (including local school boards), and through which mechanisms your district will publicly report on its progress.

Data will be collected by the guidance and teachers directly associated with these initiatives to track the number of students participating in the courses/programs. This information will be communicated to the local board of education to evaluate the effectiveness of the programs outlined. At the end of year 1, the stakeholders will be reconvened to evaluate the progress and make any necessary adjustments to the plan. A brief will be prepared at the end of year two to publish on the city's website. The local media has been made aware of this planning grant and have reported on the progress that has been made thus far. The committee will continue to update the newspaper on the current progress. Additionally, the information will be shared with local Hispanic media outlets as well.