Minority Student Achievement Advisory Committee

Diversity Recruitment

Department of Personnel Services
February 17, 2016
Recruitment

- Recruit and retain high-performing teachers in an emerging shortage environment
- Develop a diverse workforce to serve our diverse community
• Decrease nationally in number of individuals entering teaching (Title II Higher Education Act Report, 2014)
• Decrease has caused hardships nationally with hard-to-fill positions such as math, science, ELL, special education (Henderson, 2015; McKenna, 2015; Newton, 2015; Rich, 2015; Westervelt, 2015)
• Virginia among states recognized nationally as having a decreased enrollment in teacher preparation programs, with a 4.23% year-over-year decrease from 2012 to 2013 (Title II Higher Education Act Report, 2014)
Recruitment – National Data

National Data on Teacher Preparation Program Enrollment 2009-10 to 2012-13

Source: Department of Education Title II Higher Education Website
Recruitment – Virginia Data

Number of Students Enrolled in Teacher Preparation Programs in Virginia 2009-10 to 2012-13

Source: Department of Education Title II Higher Education Website
National Teacher Ethnicity/Race*  

- White: 82%
- Black: 7%
- Hispanic: 8%
- Pacific Islander: 0.1%
- Asian: 2%
- American Indian: 0.5%
- Two or More: 1%

National Student Ethnicity/Race**  

- White: 52%
- Black: 16%
- Hispanic: 24%
- Two or More: 3%
- Pacific Islander: 0%
- American Indian: 1%
- Asian: 5%

Sources:
* NCES Schools and Staffing Survey 2011-12
** Virginia Department of Education

Note: Totals may not sum to 100.0% due to rounding.
Virginia Teacher Ethnicity/Race Statistics 2012

Virginia Teacher Ethnicity/Race*

- White: 85%
- Black: 10%
- Hispanic: 3%
- Asian: 2%
- Pacific Islander: 0%
- Two or More: 1%
- American Indian: 0%

Virginia Student Ethnicity/Race**

- White: 54%
- Black: 24%
- Hispanic: 12%
- American Indian: 0%
- Asian: 6%
- Pacific Islander: 0%
- Two or More: 4%

Sources:
* NCES Schools and Staffing Survey 2011-12
** Virginia Department of Education

Note: Totals may not sum to 100.0% due to rounding.
LCPS Ethnicity/Race Statistics
Ethnicity/Race Statistics
Administrator: Students
SY 2015-2016

Administrator Ethnicity/Race:
- White: 82%
- Black: 10%
- Hispanic: 4%
- Two or More: 2%
- Pacific Islander: 0%
- American Indian: 1%
- Asian: 1%

Student Ethnicity/Race:
- White: 52%
- Hispanic: 17%
- Pacific Islander: 5%
- Two or More: 2%
- Black: 7%
- Asian: 19%
- American Indian: 0%
Ethnicity/Race Statistics
 Classified : Students
 SY 2015-2016

Classified Ethnicity/Race

- White: 61%
- Pacific Islander: 0%
- American Indian: 8%
- Asian: 7%
- Black: 8%
- Hispanic: 14%
- Two or More: 2%

Student Ethnicity/Race

- White: 52%
- Pacific Islander: 0%
- American Indian: 0%
- Asian: 19%
- Black: 7%
- Hispanic: 17%
- Two or More: 5%
Diversity Recruitment Efforts

- **LCPS Job Fairs**
  - SPED, ELL, Student Teachers, Elementary, All Subjects
  - Diverse LCPS teachers attend to represent their schools

- **College Fairs (32 formal recruitment events)**
  - HBCUs and other areas with diverse populations

- **Targeted Advertising**
  - Washington Post, Bilingual Radio-Richmond/DC, Teachers of Color

- **MSAAC presentation at Beginning Teacher Institute**
  - Personnel department facilitated workshop

- Surveyed minority teachers and facilitated roundtable group of diverse teachers

- **Park View/Dominion Cluster personalized events**

- **Expanded partnerships and affiliations**
  - National Alliance of Black Educators
  - University and college schools of education
Ethnicity/Race Statistics
Licensed New Hires: Students
SY 2015-2016

Licensed Ethnicity/Race
- White: 88%
- Pacific Islander: 0%
- Hispanic: 2%
- Two or More: 0%
- Asian: 5%
- American Indian: 1%
- Black: 4%

Student Ethnicity/Race
- White: 52%
- Hispanic: 17%
- Two or More: 5%
- Pacific Islander: 0%
- Black: 7%
- Asian: 19%
- American Indian: 1%
Why Focus on Recruitment and Hiring?
# LCPS Licensed Resignations
## SY 2013-2014

<table>
<thead>
<tr>
<th>Ethnicity Categories</th>
<th>Total # of Employees</th>
<th># of Employees Resigned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>20</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>135</td>
<td>14</td>
<td>10.37%</td>
</tr>
<tr>
<td>Black</td>
<td>178</td>
<td>13</td>
<td>7.30%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>285</td>
<td>12</td>
<td>4.21%</td>
</tr>
<tr>
<td>Two or More</td>
<td>118</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>White</td>
<td>4698</td>
<td>260</td>
<td>5.53%</td>
</tr>
<tr>
<td>ALL</td>
<td>5438</td>
<td>303</td>
<td>5.57%</td>
</tr>
</tbody>
</table>

* Less than 10 people in the category.
<table>
<thead>
<tr>
<th>Ethnicity/Race Categories</th>
<th>Total # of Employees</th>
<th># of Employees Resigned</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>19</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td>140</td>
<td>11</td>
<td>7.86%</td>
</tr>
<tr>
<td>Black</td>
<td>185</td>
<td>11</td>
<td>5.95%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>183</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Two or More</td>
<td>118</td>
<td>11</td>
<td>9.32%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>*</td>
<td>*</td>
<td>0.00%</td>
</tr>
<tr>
<td>White</td>
<td>4950</td>
<td>285</td>
<td>5.76%</td>
</tr>
<tr>
<td>ALL</td>
<td>5598</td>
<td>333</td>
<td>5.95%</td>
</tr>
</tbody>
</table>

* Less than 10 people in the category.
• Data is for all licensed applicants (e.g. counselors, librarians in addition to teachers).

• Preliminary data suggests that more than one of five of all LCPS applicants for licensed positions does not show evidence of qualifying for any VDOE license.

• Legacy data system makes it difficult to match historical applicants to specific licensure for last job for which they applied and not possible to match applicants to every job for which they historically applied.

• Legacy data system requires many manual processes, but new reports and more required fields are being requested through the Oracle project for the future.
• Candidate’s Endorsement = Elementary Education PreK-6
  – Applied for nine (9) positions: 4 elementary positions, 2 middle school special education positions, and 3 ELL positions.
  – Position Eligibility: 4 elementary positions

• Candidate’s Endorsement = Middle Ed. 6-8: Science
  – Applied for three (3) positions: 1 middle school science position, 1 high school biology position, and 1 high school earth science position.
  – Position Eligibility: 1 middle school science position
Applicants for Licensed Positions
October 1, 2014-September 30, 2015

- White, Non-Hispanic: 75.81%
- Minority: 19.48%
- No response: 4.71%
Percentage of Applicants Hired for Licensed Positions, October 1, 2014-September 30, 2015

- Percentage of Minority Candidates Hired: 8.32%
- Percentage of White, Non-Hispanic Candidates Hired: 15.81%
Diversity Recruitment Proposals Included in the School Board’s FY 17 Proposed Budget
## Resources In Other School Divisions
### Region IV

<table>
<thead>
<tr>
<th>School System #1</th>
<th>School System #2</th>
<th>School System #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Supervisor</td>
<td>Coordinator of Recruitment</td>
<td>Talent Acquisition Supervisor</td>
</tr>
<tr>
<td>Recruitment Coordinator</td>
<td>Employment Specialist – recruits teacher positions &amp; organizes recruitment trips</td>
<td>Two (2) Talent Acquisition Specialists</td>
</tr>
<tr>
<td>Recruitment Specialist (classified*)</td>
<td>Employment Specialist – recruits support and hourly positions</td>
<td>Administrative Assistant (classified)</td>
</tr>
<tr>
<td>223-Day Licensed Position – focuses on teacher cadet programs and teacher engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Classified position indicated where known
• Coordinate LCPS job fair participation
• Create a sourcing plan for all LCPS recruitment needs
  ✓ Inviting presence for more diverse candidates
  ✓ Colleges and universities—network
  ✓ Internal referrals
  ✓ Social media
  ✓ Associations
  ✓ Websites
• Institute a candidate care program
• Encourage candidates to accept offers with LCPS over those of other organizations.
  ✓ Mitigate the impact of declined offers
  ✓ Mitigate the impact of resignations prior to the start of school
  ✓ Improve retention before start date
• Network with current LCPS teachers to create a flow of new teachers
• Build on Teacher Cadet and Educators Rising programs
• Facilitate roundtable discussions with current LCPS teachers on recruitment and retention, to include discussions regarding minority recruitment and retention
Personnel Specialist, Diversity Recruitment

• One Level 1, Administrative Position
• Focused on building a diverse workforce
• FY 17 Salary and Benefits $122,350
• Build a network of recruiting resources for diverse talent
  ✓ Colleges/universities
  ✓ Local organizations
  ✓ National nonprofits
  ✓ Referral systems and sourcing plans developed with input of diverse group of LCPS employees

• Design recruiting materials that are inviting to diverse candidates
  ✓ Print
  ✓ Web-based
• Utilize social media and web resources to attract more diverse candidates
  ✓ HBCU Connect
  ✓ LatPro
  ✓ LinkedIn

• Work with DPS staff and hiring managers to increase diversity on interview committees
• Work with licensed recruiter to develop and implement a candidate care program which attracts and retains diverse talent

• Work with mentoring and coaching staff to consider how onboarding programs support diverse talent
Consulting services relating to creating a more diverse workforce ($40,000 included in FY 17 proposed budget)

☑ Developing a plan to create a more diverse workforce
☑ Sharing best practices utilized by diverse organizations
☑ Providing training for hiring managers and interview committees on subconscious biases
☑ Sharing evidences of success
**Summary**

- **Strategic Goal:** Cultivate a high-performing team of professionals focused on our mission and goals
- **Core Belief:** A culture of continuous improvement drives the fulfilment of our mission

- Recruit and retain high-performing teachers in an emerging shortage environment
- Develop a diverse workforce to serve our diverse community