

Blytheville Public Schools
Minority Teacher and Administrator Recruitment Plan
2023-2024

Blytheville School District's top priority is to attract, hire, and retain highly-qualified teachers and administrators of diverse racial and ethnic backgrounds. We recognize that the number of minority teachers and administrators employed by our school district will need to continue to increase so that we can offer more diverse educational opportunities for our students. As our minority population continues to grow, it is equally important that we offer a diverse experience of leadership and role models for our students to assist them in their development.

I. Data

Racial composition of teachers and administrators for 23-24 school year

Race	Number	Percentage
African-American	71	50%
Caucasian	69	49%
Hispanic/Latino	0	0
Asian, Native Am, HI/PI	1	.007

Racial composition of teachers hired in the past five (5) years

New Hire Teachers	African American	Caucasian	Hispanic/Latino	Asian,Native Am, HI/PI
2018-19	9	6	1	
2019-20	12	22	1	
2020-21	5	3		
2021-22	21	9		
2022-23	5	7		

2023-2024	11	6		
-----------	----	---	--	--

Racial composition of administrators hired in the past five (5) years

New Administrators	African American	Caucasian	Hispanic/Latino	Asian, Naive Am, HI/PI
2018-19		2		
2019-20				
2020-21				
2021-22	4			
2022-23	2			
2023-24	1	1		

Racial composition of the current student body. (as of 8/11/2023)

Race	Number of Students	Percentage of Students
Black	1155	82.74%
White	154	11.03%
Hispanic/Latino	58	4.15%
Asian	5	0.36%
Two or More Races	24	1.72%

II. Analysis and summary of data collected

Based on the data collected from the Arkansas Department of Education, the Blytheville School District shows 50% of our district's teachers and administrators are African-American, and 1% are Asian. Over the last five years, we have increased the number of African-American teachers and administrators districtwide from 25% to 50%. The student body is 82.74 % African-American, 11.03% Caucasian, 4.15% Hispanic/Latino, .36% Asian and 1.72% are two or more races. The district currently has 50% of the teachers and administrators who are African-American which has increased from previous years so the faculty/staff has increased its diversity. The district will continue its efforts to increase the number of minority staff members so that the staff is more reflective of the student population.

III .Short-term goals:

1. Form a Minority Recruitment and Retention Team that will recruit more minority teachers and administrators by attending the job fairs and/or keeping in contact with the education departments at colleges and universities that are in close enough proximity to Blytheville that students would come to interview. This team will consist of district and school level staff members and students that reflect the minority population of our district. The goal would be to recruit and hire early.
2. Place a focus on developing relationships with historically black colleges and universities such as University of Arkansas Pine Bluff, Lance, Jackson State University, Alcorn State University, Dillard University, Philander Smith College, Grambling State University, Mississippi Valley State, and Alabama A&M. There will be a focus to contact these colleges during the academic year so we will be aware of the career fair opportunities in the spring.
3. Develop relationships with local minority retired teachers, professional organizations, churches, businesses, Chambers of Commerce, fraternities and sororities as liaisons for recruitment.
4. Revise retention strategies to retain the minority teachers that we currently have. As an effort to retain teachers, we are offering opportunities for leadership through the PLC process, and Opportunity Culture as teachers commit to sharing their knowledge with their peers.
5. Promoting the use of non-traditional programs to recruit minority candidates that meet AQT requirements from our local community and surrounding areas into the teaching profession with the hope that they will stay with us longer because they know our community.
6. Continue to recruit minority teachers from all colleges and universities. District openings will be listed on our website through the online job site -TalentEd, in job bulletins, on the Arkansas Association of Education Administrators' website, and School Spring to reach teachers both in and out of state.
7. Partner with Arkansas Teacher Corps (ATC), the ARPEP program, ABCTE, PPTL, and other non-traditional licensure options in order to recruit teachers to the district and use their requirements in our recruiting.
8. Stay competitive in the areas of salary, technology, professional development, curriculum, and instruction because many minority teachers are looking for employment in cities where the social and economic status is more appealing than it is in Blytheville, Arkansas.

9. When fiscally able, the district will engage the use of recruitment and retention bonuses with satisfactory performance evaluations.
10. Provide a recruitment letter, welcome letter, and gift bag from local businesses to all those who apply in order to share with them onboarding resources which will link them to the community outside of education.
11. Introduce minority teachers to members of local sororities and fraternities that they were involved in at college to provide another layer of support.
12. Stay competitive in the areas of salary and technology.

IV. Long Term Goals

- Consult with the Equity Assistance Center to determine how and what funds can be used to include some of the following financial incentives:
- Staff compensation for recruitment and outreach.
- Staff candidate referrals.
- Assist in license cost:
 - Loan forgiveness
 - Bonuses (signing and retention)
 - Graduate degree scholarships
 - Stipends for student interns in high needs fields
 - Housing incentives (funds for rent/relocation/down payment assistance)
 - Relocation costs
- Use what we have studied through data collection, recruitment and retention training from "The National Teacher Project", the Professional Learning Communities, and surveys from those who are hired and those who leave our district in order to implement successful recruitment and retention strategies and to develop a process for working with other teacher minority programs.
- Continue to allow teacher interns from Arkansas State University and Field 1 Experience interns from Arkansas Northeastern College to intern in all of our schools, in hopes that they will learn about what we have to offer and build interest in working in our district.

- Continue our partnerships with groups such as the Arkansas Leadership Academy and Solution Tree to create a culture of learning where teaching is engaging, learners are empowered, and technology enables students which makes recruitment of new teachers easier. We are replicating these strategies to create a positive culture district-wide in order to recruit and retain high quality teachers.
- Continue to work to attract high school students into the Educator Rise Program, in hopes that they will teach in the Blytheville School District.
- Continue to use the practices of building capacity in teachers as leaders and in a focus on high quality teaching and learning through groups such as Arkansas Leadership Academy and the Professional Learning Community at Work with Solution Tree and DESE in order to create a climate in which teachers will want to work.
- Continue book studies that focus on cultural competence, poverty, trauma in students, inequities and how to reduce bias in their teaching in order to help them develop stronger relationships and stay in the district longer.
- Several paraprofessionals have continued their education and have become teachers in the Blytheville District and we are in continued communication with ADE regarding new programs that will allow paraprofessionals an accelerated route to teacher licensure.
- Continue to encourage paraprofessionals to pursue certifications in the field of teaching and will provide opportunities for them to attend professional development along with our teachers in order to train them in effective teaching strategies.
- Monitor the progress of paraprofessionals interested in education by tracking their educational progress and keeping a record of those hired by the district.
- Adjusting work schedules for paraprofessionals involved in furthering their education. If we can retain our minority teachers rather than losing them to other districts, then our instruction will be stronger.

V. Improvements needed to increase recruitment

The following areas have been identified as areas of improvement:

- increase positive community awareness about education in order to increase the minority teacher and administration applicant pool.
- recruit students from within the district into the educational field with our "grow our own" future teachers program and Educators Rising. Invite more teachers from the community and within the district to speak with high school students taking the Introduction to Education course to continue efforts in supporting teachers to become licensed in their fields and offer financial incentives to recruit and retain highly effective teachers to work with community stakeholders to provide support and encouragement for teachers to live in our community and participate in community activities to reduce the likelihood that they will move.

VI. Objectives, strategies, and activities used in recruitment for encouraging students to pursue a career in education.

1.Objective: Develop a minority recruitment and retention team

Strategies/Activities	Person(s) Responsible	Timeline
Invite minorities (teachers, paraprofessionals, administrators) within the district to be a part of the team.	School Improvement Specialist/Curriculum Director/Superintendent	September 2023
Invite external stakeholders from the community to be a part of the team (parents/those in civic and professional organizations)	School Improvement Specialist/Curriculum Director/Superintendent	September 2023

2.Objective: Encourage minority teachers to pursue graduate studies in educational leadership in order to be considered for administrative positions

Strategies/Activities	Person(s) Responsible	Timeline
-----------------------	-----------------------	----------

Send out announcements from colleges and universities regarding opportunities for	Family/Community Program Director	Spring 2024
graduate work in educational leadership		
Allow recruiters to come to each school to share information about graduate programs with staff (online/campus)	Superintendent Building administrators	Spring 2024

3.Objective: Develop relationships with college and university education department chairs in an effort to actively recruit minority students.

Strategies/Activities	Person(s) Responsible	Timeline
Generate list of target colleges and universities, including HBCUs mentioned in plan.	Minority Recruitment Team	Spring 2024
Visit Career/Job Fairs	Minority Recruitment Team	Spring 2024

4.Objective: Develop recruitment materials to distribute and display in the community, surrounding areas, and during college visits/job fairs.

Strategies/Activities	Person(s) Responsible	Timeline
Create a recruiting brochure that will highlight our schools and communities.	Family/Community Program Director Minority Recruitment Team Technology Director	Spring 2024

Add webpage features to highlight the work of our schools and community in the human resource section of our district webpage	Family/Community Program Director Minority Recruitment Team Technology Director	On-going
---	---	----------

5.Objective: Provide opportunities for minority teachers to attend ADE summit

Strategies/Activities	Person(s) Responsible	Timeline
Revise budget to allocate funds for additional personnel to attend summit	Director of Federal Programs Director of Finance	Spring 2024
The district will sponsor 5 teachers to attend the ADE conference (travel expenses/registration fees)	Curriculum Director Building Administrators	Summer 2024

6.Objective: Objectives and Strategies for Encouraging Students to Pursue a Career in Education

Strategies/Activities	Person(s) Responsible	Timeline
Encourage students to take the Introduction to Education course offered as a part of the CTE program (partner with ANC).	BHS Counselors, Career Coaches, and staff	Annually
Encourage students to shadow teachers in their field of interest (ANC Workforce Alliance)	BHS Counselors, Career Coaches, and staff ANC Education Department Chair	Annually

Identify sources of funding to assist minority students in attending college to prepare for a career in education, including district funds and scholarships offered by local organizations	<p>Director of Federal Programs Director of Finance</p> <p>Family/Community Program Director</p> <p>Minority Recruitment Team</p>	Annual budget meetings
---	---	------------------------

7. Action Plan, including procedures for implementing, monitoring progress, and evaluating for 2023-24.

The Blytheville School District will implement the long and short term goals discussed above in order to recruit and retain highly qualified minority teachers. The district will continue to visit job fairs in hopes of recruiting more minority teachers. The Blytheville School District will continue to evaluate all teachers and administrators according to state standards and support teachers through teacher leadership opportunities and professional growth in order to retain those we have. The district will continue to collect data regarding the reasons teachers leave our schools and why teachers remain at our schools in order to recruit highly qualified staff. All of these actions will be monitored through the leadership team meetings at the district and school levels.

The district is committed to implementing, monitoring, and evaluating the goals and strategies included in this report. We have had a strong effort through our partnership with Solution Tree and Crowley's Ridge Education Service Cooperative to build capacity in teachers and to offer them opportunities to grow professionally and lead efforts in their schools. Each school is intentional about providing space for teacher leadership and encourages each teacher to participate in opportunities in order to build their confidence as leaders. Both classroom and administrative positions are posted for at least five days in each school allowing district staff the opportunity to apply for open positions. Rigorous, relevant, and consistent staff development programs are provided that are consistent with the current educational practices and state laws and provide differentiated learning to allow teachers to grow in their areas of interest including leadership, classroom management, and instructional support. Professional learning opportunities for administrators called Learn and Grow are held monthly by the district leadership team in order to train new administrators and retain those that we have as highly qualified

administrators. The curriculum director and district school improvement specialist will work with principals to support professional growth. They will also collaborate monthly with each building team of administrators and instructional facilitators in order to help them grow as leaders. The evaluation of implementation will include quarterly monitoring sessions throughout the year to ensure the goals and objectives are being implemented. The evaluation will include assessing the number of minority teachers and administrators we are able to recruit, hire, and retain.

Plan Submission

INSTRUCTIONS: Complete this page and post on your website along with the finalized Teacher and Administrator Recruitment and Retention plan before August 1.

SCHOOL DISTRICT/CHARTER SCHOOL: Blytheville School District	LEA NUMBER: 4702	COUNTY: Mississippi
Pursuant to A.C.A. S 6-17-1902, an employee must be designated to coordinate recruitment and retention plan implementation.		
COORDINATOR NAME/TITLE: Dr. Veronica Perkins/ Superintendent	COORDINATOR TELEPHONE NUMBER/EMAIL: (870)762-2053 vperkins@blythevilleschools.net	
<u>The signatures below certify that the district is in compliance with Ark. Code Ann. S 6-17-1901. et seq. and Standard 2-A for Accreditation of Arkansas Public Schools:</u>		
<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p style="text-align: center;">Name of Superintendent or Chief Academic Officer:</p> <p style="text-align: right;">(Please Print)</p> </div> <div style="width: 35%; text-align: right;"> <p>Signatures</p> <p>Superintendent/Chief Academic Officer</p> <p>Date</p> </div> </div>		

Board President	Date
Board Secretary	Date