



## ARKANSAS DIVISION OF ELEMENTARY AND SECONDARY EDUCATION MINORITY TEACHER AND ADMINISTRATOR RECRUITMENT

Pursuant to Ark. Code Ann. § 6-17-1901, 6-17-1902, 6-17-1903, *et seq.*, school districts and charter schools with more than five percent (5%) African-American or other minority students must prepare and submit annually a Minority Teacher and Administrator Recruitment Plan to the Equity Assistance Center. Plans must include, but not limited to the following:

- Place emphasis on recruitment of African-Americans and other members of minorities for teacher and administrator positions and emphasis on encouraging minority students to pursue a career in education
- Set forth a goal of developing equity in employee composition that reflects racial and ethnic diversity and is at least equal to the percentage of minorities of the district or charter school
- Describe recruitment goals of minority teachers and administrators for the next school year and for the next ten (10) school years
- List steps taken and measures that will be used to meet recruitment goals including how minority students are encouraged to pursue a career in education
- List progress made in recruiting minority teachers and administrators
- Describe reasons for not meeting established recruitment goals, if needed
- List the number and percentage of members of racial minorities who were employed as teachers or administrators in each of the last five (5) years
- List the racial composition of the student body and residents of the district or charter

**INSTRUCTIONS:** Complete this signature page, attach it to the recruitment plan, and send electronically in portable document format (PDF) to [ADE.equityassistance@arkansas.gov](mailto:ADE.equityassistance@arkansas.gov) on or before October 15.

<b>SCHOOL DISTRICT/CHARTER SCHOOL:</b> Bentonville Schools	<b>ADDRESS:</b> 500 Tiger Blvd Bentonville, AR 72712	<b>COUNTY:</b> Benton
<b>TELEPHONE NUMBER:</b> 479-254-5000		
Pursuant to A.C.A. § 6-17-1902, an employee must be designated to coordinate recruitment plan implementation.		
<b>COORDINATOR NAME/TITLE:</b> Tanya Sharp / Chief Operating Officer	<b>COORDINATOR TELEPHONE NUMBER/EMAIL:</b> 479-254-5015 / tsharp@bentonvillek12.org	
<b><u>The signatures below certify that the district is in compliance with Ark. Code Ann. § 6-17-1901, 6-17-1902, 6-17-1903 et seq. and Standard 2-A for Accreditation of Arkansas Public Schools:</u></b>		
<b>Name of Superintendent or Chief Academic Officer:</b> <u>Dr. Debbie Jones</u> (Please Print)		
Signatures: <u>Debbie Jones</u> <u>10-15-2021</u> Superintendent Date		
<input type="checkbox"/> Select this box if District/Charter minority student composition is 5% or less & do not proceed further.		
<u>Eric C. Lester</u> <u>10-15-2021</u> Board President Date		
<u>Don Jones</u> <u>10-15-2021</u> Board Secretary Date		

The recruitment plan should include, but is not limited to, the following:

1. Data

- Racial composition of teachers and administrators for current school year

<b>Ethnic Composition - Licensed</b>	<b>Count</b>	<b>Percentage</b>
American Indian or Alaska Native	20	1.31%
Asian	2	0.13%
Black or African American	15	0.98%
Hispanic or Latino	34	2.23%
White	1456	95.35%
<b>Grand Total</b>	<b>1527</b>	<b>100.00%</b>

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

<b>Ethnic Composition - Licensed Hires</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>	<b>2020-2021</b>	<b>2021-2022</b>
<b>Caucasian / White</b>	140	119	136	141	141
	93.13%	95.59%	93.28%	95.92%	93.38%
<b>African American / Black</b>	3	2	3	0	1
	2.10%	1.22%	2.01%	0.00%	0.66%
<b>Hispanic / Latino</b>	2	2	6	4	8
	1.42%	1.22%	4.03%	2.72%	5.30%
<b>Asian / Pacific Islander</b>	2	0	0	0	0
	1.30%	0.22%	0.00%	0.00%	0.00%
<b>American Indian / Alaska Native</b>	3	2	1	2	1
	2.05%	1.75%	0.68%	1.36%	0.66%
<b>Total</b>	150	125	146	147	151
	100.00%	100.00%	100.00%	100.00%	100.00%

- Racial composition of the current student body

<b>District Primary Race Percentages</b>		
<b>Race</b>	<b>Race Count</b>	<b>Race Percentage</b>
Asian	1,436	7.74%
Black	600	3.23%
Hawaiian/Pacific Islander	129	0.70%
Hispanic or Latino	2,181	11.76%
Native American/Alaskan Native	226	1.22%
Two or More Races	891	4.80%
White	13,087	70.55%
<b>Primary Race - Total</b>	<b>18,550</b>	<b>100.00%</b>

- Racial composition of the current student body by grade level and building

#### Building Primary Race Percentages - Elementary (K-4)

Race	AGES Count	AGES Percentage	CES Count	CES Percentage	CGES Count	CGES Percentage	CPES Count	CPES Percentage
Asian	22	4.41%	4	0.64%	26	3.51%	41	5.62%
Black	8	1.60%	8	1.28%	21	2.84%	25	3.43%
Hawaii/Pacific Islander	1	0.20%	3	0.48%	0	0.00%	12	1.65%
Hispanic or Latino	48	9.62%	60	9.57%	96	12.97%	114	15.64%
Native American/Alaskan Native	10	2.00%	5	0.80%	13	1.76%	8	1.10%
Two or More Races	33	6.61%	28	4.47%	33	4.46%	34	4.66%
White	377	75.55%	519	82.78%	551	74.46%	495	67.90%
<b>Primary Race - Total</b>	<b>499</b>	<b>100.00%</b>	<b>627</b>	<b>100.00%</b>	<b>740</b>	<b>100.00%</b>	<b>729</b>	<b>100.00%</b>

ESES Count	ESES Percentage	ETES Count	ETES Percentage	MJES Count	MJES Percentage	OCES Count	OCES Percentage	REBES Count	REBES Percentage
22	2.72%	24	4.97%	36	8.24%	103	16.64%	29	6.90%
19	2.35%	29	6.00%	28	6.41%	28	4.52%	13	3.10%
5	0.62%	1	0.21%	14	3.20%	3	0.48%	5	1.19%
59	7.30%	48	9.94%	88	20.14%	71	11.47%	75	17.86%
7	0.87%	3	0.62%	14	3.20%	9	1.45%	3	0.71%
36	4.46%	20	4.14%	26	5.95%	41	6.62%	14	3.33%
660	81.68%	358	74.12%	231	52.86%	364	58.80%	281	66.90%
<b>808</b>	<b>100.00%</b>	<b>483</b>	<b>100.00%</b>	<b>437</b>	<b>100.00%</b>	<b>619</b>	<b>100.00%</b>	<b>420</b>	<b>100.00%</b>

SCES Count	SCES Percentage	TJES Count	TJES Percentage	WES Count	WES Percentage	VRTL K-4 Count	VRTL K-4 Percentage	Total Count	Total Percentage
10	2.16%	4	0.98%	280	33.06%	145	55.77%	746	10.16%
11	2.37%	7	1.71%	24	2.83%	13	5.00%	234	3.19%
1	0.22%	1	0.24%	5	0.59%	2	0.77%	53	0.72%
25	5.39%	31	7.56%	41	4.84%	20	7.69%	776	10.57%
9	1.94%	13	3.17%	6	0.71%	3	1.15%	103	1.40%
24	5.17%	30	7.32%	33	3.90%	12	4.62%	364	4.96%
384	82.76%	324	79.02%	458	54.07%	65	25.00%	5,067	69.00%
<b>464</b>	<b>100.00%</b>	<b>410</b>	<b>100.00%</b>	<b>847</b>	<b>100.00%</b>	<b>260</b>	<b>100.00%</b>	<b>7,343</b>	<b>100.00%</b>

#### Building Primary Race Percentages - Middle (5-8)

Race	AAMS Count	AAMS Percentage	BFMS Count	BFMS Percentage	CMS Count	CMS Percentage	OHMS Count	OHMS Percentage	RBMS Count	RBMS Percentage
Asian	14	2.61%	73	12.35%	46	7.46%	9	1.69%	22	4.59%
Black	28	5.21%	12	2.03%	26	4.21%	8	1.50%	12	2.51%
Hawaii/Pacific Islander	5	0.93%	2	0.34%	7	1.13%	2	0.38%	8	1.67%
Hispanic or Latino	61	11.36%	65	11.00%	89	14.42%	45	8.44%	76	15.87%
Native American/Alaskan Native	5	0.93%	8	1.35%	7	1.13%	3	0.56%	3	0.63%
Two or More Races	29	5.40%	19	3.21%	40	6.48%	27	5.07%	28	5.85%
White	395	73.56%	412	69.71%	402	65.15%	439	82.36%	330	68.89%
<b>Primary Race - Total</b>	<b>537</b>	<b>100.00%</b>	<b>591</b>	<b>100.00%</b>	<b>617</b>	<b>100.00%</b>	<b>533</b>	<b>100.00%</b>	<b>479</b>	<b>100.00%</b>

FJHS Count	FJHS Percentage	GJHS Count	GJHS Percentage	LJHS Count	LJHS Percentage	WJHS Count	WJHS Percentage	VRTL 5-8 Count	VRTL 5-8 Percentage	Total Count	Total Percentage
76	11.55%	47	5.56%	15	2.28%	19	2.86%	61	34.27%	382	6.63%
28	4.26%	33	3.90%	36	5.48%	11	1.66%	7	3.93%	201	3.49%
3	0.46%	7	0.83%	2	0.30%	4	0.60%	2	1.12%	42	0.73%
60	9.12%	136	16.08%	78	11.87%	75	11.30%	14	7.87%	699	12.14%
10	1.52%	7	0.83%	10	1.52%	8	1.20%	2	1.12%	63	1.09%
37	5.62%	50	5.91%	33	5.02%	30	4.52%	9	5.06%	302	5.24%
444	67.48%	566	66.90%	483	73.52%	517	77.86%	83	46.63%	4,071	70.68%
<b>658</b>	<b>100.00%</b>	<b>846</b>	<b>100.00%</b>	<b>657</b>	<b>100.00%</b>	<b>664</b>	<b>100.00%</b>	<b>178</b>	<b>100.00%</b>	<b>5,760</b>	<b>100.00%</b>

### Building Primary Race Percentages - Secondary (9-12)

Race	BHS Count	BHS Percentage	BHS ALE Count	BHS ALE Percentage	BWHS Count	BWHS Percentage
Asian	179	6.14%	0	0.00%	108	4.99%
Black	60	2.06%	1	1.06%	91	4.20%
Hawaii/Pacific Islander	15	0.51%	1	1.06%	15	0.69%
Hispanic or Latino	313	10.73%	17	18.09%	342	15.80%
Native American/Alaskan Native	30	1.03%	1	1.06%	26	1.20%
Two or More Races	116	3.98%	7	7.45%	84	3.88%
White	2,204	75.56%	67	71.28%	1,499	69.24%
<b>Primary Race - Total</b>	<b>2,917</b>	<b>100.00%</b>	<b>94</b>	<b>100.00%</b>	<b>2,165</b>	<b>100.00%</b>

BWHS ALE Count	BWHS ALE Percentage	VRTL 9-12 Count	VRTL 9-12 Percentage	Total Count	Total Percentage
1	1.75%	20	9.43%	308	5.66%
3	5.26%	10	4.72%	165	3.03%
2	3.51%	1	0.47%	34	0.62%
11	19.30%	22	10.38%	705	12.95%
1	1.75%	2	0.94%	60	1.10%
4	7.02%	14	6.60%	225	4.13%
35	61.40%	143	67.45%	3,948	72.51%
<b>57</b>	<b>100.00%</b>	<b>212</b>	<b>100.00%</b>	<b>5,445</b>	<b>100.00%</b>

- **Racial composition of the community supported by our school district**

All Topics ▼	Q Bentonville city, Arkansas ✕	Q Bella Vista city, Arkansas ✕	Q Centerton city, Arkansas ✕	Q Cave Springs city, Arkansas ✕
Population estimates, July 1, 2019, (V2019)	54,909	28,872	16,244	5,276
<b>Race and Hispanic Origin</b>				
White alone, percent	78.5%	94.5%	86.9%	92.5%
Black or African American alone, percent (a)	3.5%	0.7%	4.7%	0.4%
American Indian and Alaska Native alone, percent (a)	0.7%	1.3%	0.3%	1.3%
Asian alone, percent (a)	12.2%	1.0%	3.4%	1.8%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.1%	0.1%	0.1%	0.0%
Two or More Races, percent	3.5%	2.3%	3.9%	3.9%
Hispanic or Latino, percent (b)	10.2%	3.6%	9.0%	3.3%
White alone, not Hispanic or Latino, percent	70.2%	91.3%	79.0%	89.5%

- Racial and gender composition of the students in our Ignite education cohort

Gender Composition	Count	Percentage
Female	38	95.00%
Male	2	5.00%
Total	40	100.00%

Ethnic Composition	Count	Percentage
Caucasian / White	36	90.00%
African American / Black	1	2.50%
Hispanic / Latino	1	2.50%
Asian / Pacific Islander	0	0.00%
American Indian / Alaska Native	2	5.00%
Total	40	100.00%

- Racial composition of the college interns placed in our district for Fall 2021

Ethnic Composition - College Interns	U of A	HU	JBU	ATU	UCA	SAU	MSSU	LU	WGU	Totals
Caucasian / White	13	5	5	1	3	2	1	1	1	32
	92.86%	100.00%	71.43%	100.00%	100.00%	100.00%	50.00%	100.00%	100.00%	88.89%
African American / Black	0	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Hispanic / Latino	0	0	2	0	0	0	1	0	0	3
	0.00%	0.00%	28.57%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	8.33%
Asian / Pacific Islander	1	0	0	0	0	0	0	0	0	1
	7.14%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	2.78%
American Indian / Alaska Native	0	0	0	0	0	0	0	0	0	0
	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Totals	14	5	7	1	3	2	2	1	1	36
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%

- Racial and gender composition of the licensed applicants in our district (3/1 to 9/30 - Note: Applicants could be counted in multiple licensed groups)

#### Administrative District (148 applicants)

Gender			Race/Ethnicity		
Chose No Response	1	0.7%	American Indian or Alaska Native	4	2.7%
Did Not Respond	20	13.5%	Black/African-American	4	2.7%
Female	81	54.7%	Chose No Response	1	0.7%
Male	46	31.1%	Did Not Respond	20	13.5%
			Hispanic	2	1.4%
			Two or more races	5	3.4%
			White	112	75.7%

#### Administrative Licensed (223 applicants)

Gender			Race/Ethnicity		
Chose No Response	1	0.4%	American Indian or Alaska Native	4	1.8%
Did Not Respond	31	13.9%	Black/African-American	7	3.1%
Female	115	51.6%	Chose No Response	1	0.4%
Male	76	34.1%	Did Not Respond	31	13.9%
			Hispanic	9	4%
			Two or more races	5	2.2%
			White	166	74.4%

#### District Licensed Academic Coaches (112 applicants)

Gender			Race/Ethnicity		
Chose No Response	1	0.9%	American Indian or Alaska Native	2	1.8%
Did Not Respond	14	12.5%	Asian or Pacific Islander	1	0.9%
Female	84	75%	Black/African-American	2	1.8%
Male	13	11.6%	Chose No Response	2	1.8%
			Did Not Respond	14	12.5%
			Hispanic	2	1.8%
			Two or more races	5	4.5%
			White	84	75%

#### District Licensed Instructional Specialists (150 applicants)

Gender			Race/Ethnicity		
Did Not Respond	21	14%	American Indian or Alaska Native	3	2%
Female	115	76.7%	Asian or Pacific Islander	2	1.3%
Male	13	8.7%	Black/African-American	1	0.7%
NonBinaryGender	1	0.7%	Chose No Response	1	0.7%
			Did Not Respond	21	14%
			Hispanic	6	4%
			Two or more races	5	3.3%
			White	111	74%

#### High School Licensed (685 applicants)

Gender			Race/Ethnicity		
Chose No Response	8	1.2%	American Indian or Alaska Native	11	1.6%
Did Not Respond	52	7.6%	Asian or Pacific Islander	4	0.6%
Female	373	54.5%	Black/African-American	17	2.5%
Male	251	36.6%	Chose No Response	16	2.3%
NonBinaryGender	1	0.1%	Did Not Respond	52	7.6%
			Hispanic	32	4.7%
			Two or more races	26	3.8%
			White	527	76.9%

**Junior High Licensed (645 applicants)**

<u>Gender</u>			<u>Race/Ethnicity</u>		
Chose No Response	8	1.2%	American Indian or Alaska Native	8	1.2%
Did Not Respond	32	5%	Asian or Pacific Islander	5	0.8%
Female	382	59.2%	Black/African-American	16	2.5%
Male	222	34.4%	Chose No Response	15	2.3%
NonBinaryGender	1	0.2%	Did Not Respond	32	5%
			Hispanic	33	5.1%
			Two or more races	24	3.7%
			White	512	79.4%

**Middle School Licensed (635 applicants)**

<u>Gender</u>			<u>Race/Ethnicity</u>		
Chose No Response	5	0.8%	American Indian or Alaska Native	10	1.6%
Did Not Respond	34	5.4%	Asian or Pacific Islander	8	1.3%
Female	462	72.8%	Black/African-American	10	1.6%
Male	133	20.9%	Chose No Response	10	1.6%
NonBinaryGender	1	0.2%	Did Not Respond	34	5.4%
			Hispanic	18	2.8%
			Two or more races	26	4.1%
			White	519	81.7%

**Other Licensed (109 applicants)**

<u>Gender</u>			<u>Race/Ethnicity</u>		
Chose No Response	2	1.8%	American Indian or Alaska Native	1	0.9%
Did Not Respond	15	13.8%	Chose No Response	3	2.8%
Female	73	67%	Did Not Respond	15	13.8%
Male	19	17.4%	Hispanic	9	8.3%
			Two or more races	2	1.8%
			White	79	72.5%

**PreK/Elementary Licensed (660 applicants)**

<u>Gender</u>			<u>Race/Ethnicity</u>		
Chose No Response	2	0.3%	American Indian or Alaska Native	9	1.4%
Did Not Respond	47	7.1%	Asian or Pacific Islander	5	0.8%
Female	544	82.4%	Black/African-American	7	1.1%
Male	67	10.2%	Chose No Response	10	1.5%
			Did Not Respond	47	7.1%
			Hispanic	24	3.6%
			Two or more races	19	2.9%
			White	539	81.7%

**Special Education Licensed (216 applicants)**

<u>Gender</u>			<u>Race/Ethnicity</u>		
Chose No Response	1	0.5%	American Indian or Alaska Native	3	1.4%
Did Not Respond	13	6%	Asian or Pacific Islander	4	1.9%
Female	165	76.4%	Black/African-American	2	0.9%
Male	37	17.1%	Chose No Response	1	0.5%
			Did Not Respond	13	6%
			Hispanic	9	4.2%
			Two or more races	9	4.2%
			White	175	81%

## **2. Analysis and summary of data collected**

- The top two minority groups represented in our community and our student body continue to be Hispanic and Asian. We have 11 schools in our district in which minority groups are definitely more prevalent. We also tend to have a higher minority population in our “alternative” and “virtual” school settings.
- We get a relatively small percentage of applicants from minority groups and thus have hired very few over the last five years. We have hired 18 Hispanic licensed staff over the last three years, which is a definite improvement, but we have hired zero Asian licensed staff during this same time period.
- We have 40 students in our high school Ignite education cohort, with 4 of them being from a minority group, which is a slight improvement over last year. We have placed 36 student interns in our district for the Fall 2021 semester from the various colleges in our area and 4 of them are also from a minority group which is much better than last year when we had none.
- We still have work to do in our minority recruitment efforts in order to better align our licensed staff composition with the minority percentages represented in our community and student body.

## **3. Short-term goal(s) and progress in goal attainment**

Our short-term goal is to increase the number of Hispanic, Asian, and African American licensed staff hired annually, especially focusing on those schools who have a higher minority population.

We have made some progress the last three years in hiring Hispanic licensed staff and in hiring minority employees at the schools with the higher minority population. However, our recruitment efforts in general were limited the last couple of years due to COVID, which resulted in an applicant pool with very little diversity. In addition, we have discovered that Asian applicants are difficult to find in the field of education.

## **4. Long-term goal(s) for the next ten (10) school years and progress in goal attainment**

Our long-term goal is to develop a licensed staff composition that better reflects racial and ethnic diversity and is more closely aligned with the minority percentages represented in our community and student body.

Although we have made some progress in hiring Hispanic licensed staff, we still have a significant gap to close between the minority percentages represented in our licensed staff composition compared to that of our community and student body. Therefore, we have formed a Minority Recruitment Committee to review our district’s current minority data and brainstorm ways to increase our recruitment efforts going forward.

## **5. Improvements needed to increase recruitment**

- We need to improve our efforts in recruiting our own high school minority students and our surrounding area college minority students to pursue the field of education. It is important to start the minority recruitment process early in their educational careers



- and to emphasize to them the benefits that come with being a minority teacher (i.e. additional grants & scholarships, increased job opportunities, etc.)
- We need to target recruitment efforts in regions of our state and surrounding states where minority groups are more heavily populated. If we can get a larger minority representation in our application pool, then we will have a much better chance of hiring them in order to be more closely aligned with the minority percentages in our community and student body. However, we have noticed over time that minorities in our region often do not pursue the field of education and those that do prefer not to leave their particular area of the state, which makes recruiting them very difficult.
  - We need to expand our search for qualified teachers to include more applicants with non-traditional licensures because research shows that will likely increase our options for hiring minority teachers. We have hired very few teachers with non-traditional licensures in our district in the past and most of those were at the secondary level due to a need in specialized areas.

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

- We have an Ignite Education Innovation cohort for high school students who are seeking a possible career in education that has a total of 40 students currently enrolled. We will work with the Ignite Program Manager to ensure that minority students at both of our high schools are encouraged to participate in this program each school year.
- We also have a Career & Technical Education (CTE) program at both high schools that offer various courses for those students who are interested in Child Development and Teaching. We will work with the CTE Coordinator to ensure that minority students at both of our high schools are encouraged to participate in this program each school year.
- We are looking into other ways to encourage our secondary minority students to pursue teaching as a career such as holding course/career fair days or visiting advisory classes to intentionally promote the CTE and Ignite teacher education courses and provide further information in a more personal setting rather than just by email or video. As part of this process, we envision our current teachers talking to students about why they love teaching and how they developed a passion for teaching through real-world scenarios and personal stories.
- We strongly believe that the public perception of teachers needs to improve in order to be successful in recruiting minority students into this career path. Therefore, we are looking into various communication avenues such as social media teacher highlights to encourage our current teachers while also demonstrating to the public the vital importance of teachers to our community and society as a whole.
- We are involved in advisory councils at various Arkansas Universities (i.e. U of A, Harding, UCA, etc.) and will continue to work with them on strategies to further recruit minority college students into the field of education. The recruitment of minority students has recently become a focus at several universities as well so we are hopeful that we will see an increase in the number of minorities in the field of education over the next 5 to 10 years.

**7. Action plan, including procedures for implementing, monitoring progress, and evaluating**

- We have formed a Minority Recruitment Committee to review our district's current minority data and brainstorm ways to increase our recruitment efforts going forward. We plan to meet at least once a quarter to gather updates and feedback regarding our current minority recruitment research and efforts as well as continuing to brainstorm additional recruitment strategies.
- We will also review the minority statistics recorded in this plan with our district administrators and encourage them to hire minority licensed staff when reasonable, especially in those schools with a higher minority population.
- We have recently implemented a district protocol in which we require at least one minority staff to be represented on the interview committee for administrator hires and we encourage this same practice at the building level as well where possible.
- We will continue to allow college education students to be placed in our district for observations, practicums and internships and will encourage placement coordinators to recommend minority students for these placements.
- We are currently researching the possibility of collaborating with our regional universities on a focused recruitment plan for placing minority students in our district for internships that could lead to a probationary one-year employment contract upon meeting certain requirements as agreed between the district and the university. As part of this effort, we are also considering a focused mentorship for minority interns, teachers and administrators in our district.
- We will attend recruitment events either virtually or in person in regions of our state and surrounding states where minority groups are more heavily populated. This year we plan to visit at least two historically Black colleges in our region and we are researching other colleges that have a higher Hispanic and Asian population for us to visit in the near future.
- We are also researching strategies for recruiting minority applicants that are already in the workforce such as through community and business partnerships or through a focused recruitment program for our district paraprofessionals. Another piece of this strategy would be further educating the community regarding non-traditional or alternative methods for obtaining a teacher licensure.
- We will continue to increase our use of job boards such as Handshake, ARTeachers, AAEA, Indeed and K12JobSpot to post our positions to a wider minority audience. We did have some success in hiring minority employees through these job boards for this school year.
- We will continue to evaluate minority demographics and hiring statistics in our district to ensure we are focusing our efforts in the correct areas. As a result, the success of our minority recruitment plan will be measured by the decreased gap between the minority percentage represented in our licensed staff composition compared to that of our community and student body.