

# Increasing Educator Diversity Plan



COVER PAGE	
<b>District:</b>	East Windsor Public Schools
<b>Vision:</b>	EWPS supports a culturally aware, engaged, and diversified staff that supports the growth, sense of belonging, and development of the students they serve. This will promote our Portrait of The Graduate approach: that all East Windsor graduates be informed life-long learners, responsible citizens, and self-aware individuals.
<b>Theory of Action</b>	If the leadership of EWPS identifies strategies to recruit, select, and retain a highly-skilled and diverse teaching faculty, and the district strategically incorporates practices to bolster its hiring pool, ensure equitable opportunities for candidates, and cultivates a supportive staff culture for staff of diverse backgrounds, then the school experience and academic outcomes will improve for all students.
<b>Team Lead:</b>	Erin Barazza, Human Resources Manager and Cheryl Gustafson - Safe School Climate and Equity Director
<b>Team Members:</b>	Justin Martin - Director of Operations and Communications, Lynda Daitch - Asst. Principal, Dr Christine Johnson - School Psychologist, Michelle Wylie - Teacher / Teacher in Residency Cooperating Teacher, Kate Carey-Trull - Board of Education, Elizabeth Leborious - BOE member, Frances Neill - Board of Education, Gabriella Resto - Board of Education

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RECRUITMENT								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Create a system for potential candidates to learn about the EWPS district.	Justin Martin, Director of Communications and Operations	Expand social media presence in career-related platforms.	Justin Martin, Director of Communications and Operations	Spring 2025	Track number of posts, views, and shares on social media.	Communications Director (in place) and allocation of current technology resources.	Staff reluctance to appear in video. We can mitigate this by offering to record in a comfortable setting, assist with a script, videotape them teaching and take a voice over recording.	Communications Director and Building Admins to identify teachers to be featured.
		Create media highlighting the diversity of EWPS student body and staff featuring it as an inclusive, welcoming, employer.	Justin Martin, Director of Communications and Operations	Spring 2025	Completed video for distribution.	Video footage and media of staff.		
		Direct correspondence regarding employment opportunities to educator prep programs at HBCUs and local colleges and universities.	Erin Barraza, HR Manager	Spring 2025	Increase in number of communications disseminated to colleges. (Baseline in 23-24: Not yet begun)	Utilize current hiring platform to collect feedback from potential candidates.		
Track "How did you hear about us?" responses from applications submitted.								
Create career pathways for EWPS students to learn about careers in education.	Darryl Rouillard, Asst Superintendent of Curriculum and Personnel	Expand current Educators Rising program and curriculum to be integrated with EWHS program of study (as credit-bearing class including practical / apprenticeship experience).	Barbara Kaminski, Asst. Principal	SY 2027-28	Enrollment in EdRising program will increase at least 10% each year. (Baseline 2023-24 - 9 students)	Curriculum will need to be written and approved by BOE.  Teacher to teach curriculum.	Funding is not available to support the additional course offering.  Shortage of staff available with appropriate CTE certification.	Asst Superintendent of Curriculum and Personnel and EWHS building will need to be consulted to discuss feasibility of program.  University programs to offer dual-enrollment opportunity.
Expand recruitment efforts to attract a larger candidate pool.	Erin Barraza, HR Manager	Participate in career fairs hosted by colleges and various professional organizations	Erin Barraza, HR Manager	Spring 2025	Track number of visitors to EWPS tables through sign in sheet (ie Google Form, QR code, that collects contact info for follow up.) (Baseline 23-24 - 0; Practice not started)	Schedule time out of office to attend job fairs.  Marketing merchandise to represent district.  Laptop / Google Suite to collect information. Portable monitor to play video / media about EWPS.	Low attendance at fair.  Failure to follow up (both prospective employee / employer)	Professional organizations / university (teacher prep) programs offering fairs need to be contacted so that EWPS can sign up to participate.  Utilize district social media (Facebook / LinkedIn) to advertise our presence at career fairs.
Create pathway opportunities for current support staff members to pursue higher level careers in education.	Darryl Rouillard, Asst Superintendent of Curriculum and Personnel	Utilize new educator evaluation plan to identify support staff (paras) with an interest in pursuing certification  When possible, assign staff where work responsibilities will fulfill clinical / practicum hours.  Open professional development opportunities to support staff with an interest in pursuing certification.  District will commit to participating in Teacher Residency program as long as state continues to support this initiative	Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel  Building Administrators and Program Directors  Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel	SY 2025-26  SY 2025-26  Spring 2025	Track number of staff interested in pursuing teaching certification.  Feedback from employee surveys: "Does your current position align with your career goals?"  Track number of support staff participating in optional professional development opportunities.	Time will be needed to collaborate with building administrators regarding collection of staff interest (per eval plan).  Development of survey question and time to evaluate staff responses (technology platform already is in place).  Process to track support staff participation in teacher PD.	Low interest in pursuing teaching credentials by support staff. Can be mitigated by supportive conversations with administrators who see potential talent.	Building administrators, program directors need to be made aware of initiative.  When clinical / practicum hours can be offered, coordination of schedule, documentation, and supervision will need to be established with building admin / directors, university supervision / professor, and staff member.  Communicate optional PD offerings to support staff.

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HIRING & SELECTION								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
EWPS will improve hiring practices to reduce unconscious bias in the screening and interview process.	Erin Barazza, Human Resources Manager	<p>Establish applicant screening question to identify applicants who can best support our diverse student community.</p> <p>Create a universal tool to screen applications such as a checklist of attributes sought by district / school.</p> <p>Establish interview committees at all levels that includes a representative group of staff and stakeholders.</p> <p>Create an unbiased, easy-to-understand universal tool to rate interview responses.</p> <p>Train building leadership and hiring teams in unconscious bias in hiring.</p>	<p>Erin Barraza, HR Manager</p> <p>Erin Barraza, HR Manager</p> <p>Building Administrator</p> <p>Erin Barraza, HR Manager</p>	Spring 2025	<p>New screening tools will be developed and implemented district wide.</p> <p>Compliance with hiring practices at every level.</p> <p>Increase number of diverse certified staff by 5% by SY 2030-31</p>	<p>Time to create screening tools and time to review with building administrators.</p> <p>Time for train the trainer on inclusive hiring practices.</p> <p>Time for Vector training on DEI hiring practices.</p>	<p>District does not receive a high number of qualified, diverse applicants. To mitigate this, we would need to reevaluate our recruitment efforts.</p> <p>Staff does not volunteer to participate in hiring committees because time requirements to train. We can mitigate by offering release time for training.</p>	Building administrators will need to learn about new practices. Will provide training during ATM.

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RETENTION								
Goal	Who Manages the Goal?	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress	Resources Required	Risks and Mitigation	Communication/ Engagement Efforts
(What are we trying to do?)	(name, position)	What?	Who Owns This?	By When?	(How will we know if we are on track for success?)	(What people, time, money, and technology will be needed?)	(What could go wrong? How will we make that less likely to happen?)	(Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
Expand initiatives to reduce turnover and retain / maintain current staffing.	Erin Barazza, Human Resources Manager	<p>Provide a buddy teacher to all new hires to support transition into school responsibilities.</p> <p>Establish monthly check-ins with building administrator for the first three months of the job, and as needed thereafter.</p> <p>Establish affinity groups for new teachers to meet one another as well as district level administration.</p> <p>Continue to enhance our New Teacher Orientation process (possible tour of town, meet and greet with students such as EdRising students, buddy teacher, etc)</p>	<p>Building Admin</p> <p>Building Admin</p> <p>Erin Barazza, HR Director Cheryl Gustafson, TEAM District Facilitator</p> <p>Darryl Rouillard, Asst Superintendent of Curriculum and Personnel</p>	<p>SY 2025-26</p> <p>SY 2025-26</p> <p>SY 2025-26</p> <p>SY 2025-26</p>	Number of staff resignations from district (to work in another district) will reduce. Baseline SY 23-24 approx 7.5%.	<p>Time for check-ins with staff (could be informal).</p> <p>Food for potential gatherings, and if appropriate, transportation.</p>	Time and funding restraints for New Teacher events. Can be mitigated through advanced planning / building time into professional development schedule.	Ryan Galloway, Director of School Finance and Business to determine funding possibilities and Darryl Rouillard, Asst Superintendent of Curriculum and Personnel to establish how to integrate into professional development / New Teacher initiatives.
Support non-certified staff in advancing their education to become a certified staff member.	Darryl Rouillard, Asst Superintendent of Curriculum and Personnel	<p>Utilize new educator evaluation plan to identify support staff (paras) with an interest in pursuing certification</p> <p>When possible, assign staff where work responsibilities will fulfill clinical / practicum hours.</p> <p>Open professional development opportunities to support staff with an interest in pursuing certification.</p>	<p>Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel</p> <p>Building Administrators and Program Directors</p> <p>Darryl Rouillard, Asst. Superintendent of Curriculum and Personnel</p>	<p>SY 2025-26</p> <p>SY 2025-26</p> <p>Spring 2025</p>	<p>Track number of staff interested in pursuing teaching certification.</p> <p>Feedback from employee surveys; "Does your current position align with your career goals?"</p> <p>Number of support staff participating in optional professional development opportunities.</p>	<p>Time will be needed to collaborate with building administrators regarding collection of staff interest (per eval plan).</p> <p>Development of survey question and time to evaluate staff responses (technology platform already is in place).</p> <p>Process to track support staff participation in teacher PD.</p>	<p>Low interest in pursuing teaching credentials by support staff. Can be mitigated by supportive conversations with administrators who see potential talent.</p>	<p>Building administrators, program directors need to be made aware of initiative.</p> <p>When clinical / practicum hours can be offered, coordination of schedule, documentation, and supervision will need to be established with building admin / directors, university supervision / professor, and staff member.</p> <p>Communicate optional PD offerings to support staff.</p>