



# Osceola Public Schools



## 2021-2022

### Minority Teacher and Administrative Recruitment Plan

- Racial Composition of the teachers and administrators for 2021-2022.

	Minority Certified	Non-Minority Certified
Teachers	51	43
Administrators	<u>11</u>	<u>3</u>
Total	62	46 = 59% minority

- Racial Composition of teachers and administrators hired for the past five (5) years

Year	#of Minority Certified Employed	Percentage of Staff
2020-2021	62	59%
2019-2020	42	44%
2018-2019	45	39%
2017-2018	39	33.3%
2016-2017	25	21%

- Racial Composition of the present student body.

The 2021-2022 student body (Pre-K – 12) is comprised of 1071 students. 981 of the students are minority. Minority population is 89%.

White= 90 Black= 899 Hispanic= 22 Asian= 7 Native American= 0 Two or More= 53

Total= 1071

1. Analysis and Summary of the data collected – The total population of students within the district has decreased this year. Within this population, the minority population has increased. The percentage of minority staff remained the same as last year.
2. List short-terms goals
  - a. Continue to utilize administrators in the recruitment process of minority teachers.
  - b. Leverage partnerships with the University of Arkansas through the Academy of Educational Equity
  - c. Develop a partnership with the University of Arkansas’ Impact Fellowship to recruit or develop leaders with the district.

- d. Recruit minority teachers by attending job fairs, especially those hosted at Historically Black Colleges and Universities.
    - e. Utilize the Arkansas Teacher Recruitment and Retention Office, teachers, staff and alumni to recruit minority teachers.
    - f. Involve board members and community leaders in the recruitment process.
    - g. Post openings on district web page, local newspaper, and Jonesboro Sun.
    - h. Utilize one-on-one recruiting tools such as Teacher-Teacher.com, Teach for America and AAEA on-line job posting.
3. List long-terms goals
  - a. Contact teacher candidates early by writing them a letter informing them of the district's interest, salary schedule and benefits, and incentives for the district.
  - b. Utilize the local Chamber of Commerce Education Committee to assist with recruitment
  - c. Solicit the support of the local churches in recruitment campaigns.
  - d. Inform senior high students who are interested in pursuing a teacher career of financial aid and scholarship offerings, and loan forgiveness opportunities for teachers.
  - e. Implement Future Teachers of Tomorrow Club
  - f. Contact Career Placement Offices at colleges/universities across the state for a list of minorities in the teaching program to establish communication expressing interest in employing them in the district.
  - g. Contact districts that have consolidated or getting ready to consolidate for minority teacher candidates.
  - h. Collaborate with the Arkansas State University Educational Renewal Zone for assistance in recruiting.
  - i. Collaborate with the University Of Arkansas Academy Of Educational Equity for assistance in recruiting candidates that are considering relocation to the state.
4. Identify improvements needed to increase recruitment.
  - a. Consistent meetings to discuss plan for recruitment.
  - b. Dissemination of opportunities available or those candidates interested in teaching.
  - c. Use of available incentives to recruit teachers to district.
  - d. Develop a District Resource Guide informing future teachers of resources for lodging, childcare, churches, and other resources in the community.
  - e. Identifying paraprofessionals that want to pursue teaching as a profession.
5. Give objectives; identify strategies, and activities used in recruiting administrators.
  - a. Advertise in local, regional, and state newspaper.
  - b. Advertise in AAEA Bulletin
  - c. Post throughout district and on district webpage
  - d. Solicit help from other administrators for recommendations of administrators that could be contacted for recruitment to the district.
  - e. Encourage minorities in district to pursue Administrative certification, such as utilizing minority administrators to mentor potential administrators.
6. Give objectives; identify strategies and activities for encouraging students to pursue a career in education.
  - a. Make students aware of career opportunities in education through Future Teachers of Tomorrow, visiting college education preparedness programs, and participating in education exploration programs such as reading programs at elementary campuses.

- b. Provide students with opportunities to shadow teachers at other campuses.
- c. Provide students with information about colleges with accredited teacher programs.
- d. Inform student of scholarships, financial aid, and loans that will be forgiven at the completion of a teacher program.
- e. Offer employment binders to students willing to return to the district to teach after graduation.

7. Give action plan, include procedures for implementing, monitoring progress and evaluation

#### Action Plan

- Recruit minority teachers and administrators
- Establish communication (list-serv) of teacher candidates
- Attend Career Fairs at Historically Black College and Universities
- Solicit recommendations from other administrators
- Utilize resources such as ERZ, Office of Teacher Recruitment and Retention, and AAEA.

#### Implementation

- Travel to colleges to recruit minority teachers
- Attend college job fairs and ADE job fair at least 2 times a year.
- Encourage minority teachers and administrators to participate in the recruitment process

#### Monitoring/Evaluation

- Progress will be determined by the increase in minority teachers recruited
- Retention of minority teachers and administrators

Data Used: Race and Sex Totals as of October 7, 2021