

# Workforce Diversification in the Belmont Public Schools

Chon'tel Washington & Michael McAllister

Belmont School Committee

Tuesday, 5/24/2022

6:30pm



“

*All BPS students deserve to have a teacher that looks like them; a teacher who they can learn from, identify with, and be inspired by.*

*All BPS students also deserve to have a teacher that does not look like them; a teacher who they can learn from, identify with, and be inspired by.*

”



# Re-ordering our priorities

- Traditional approach: *Recruit, then hire, then retain*

- vs. -

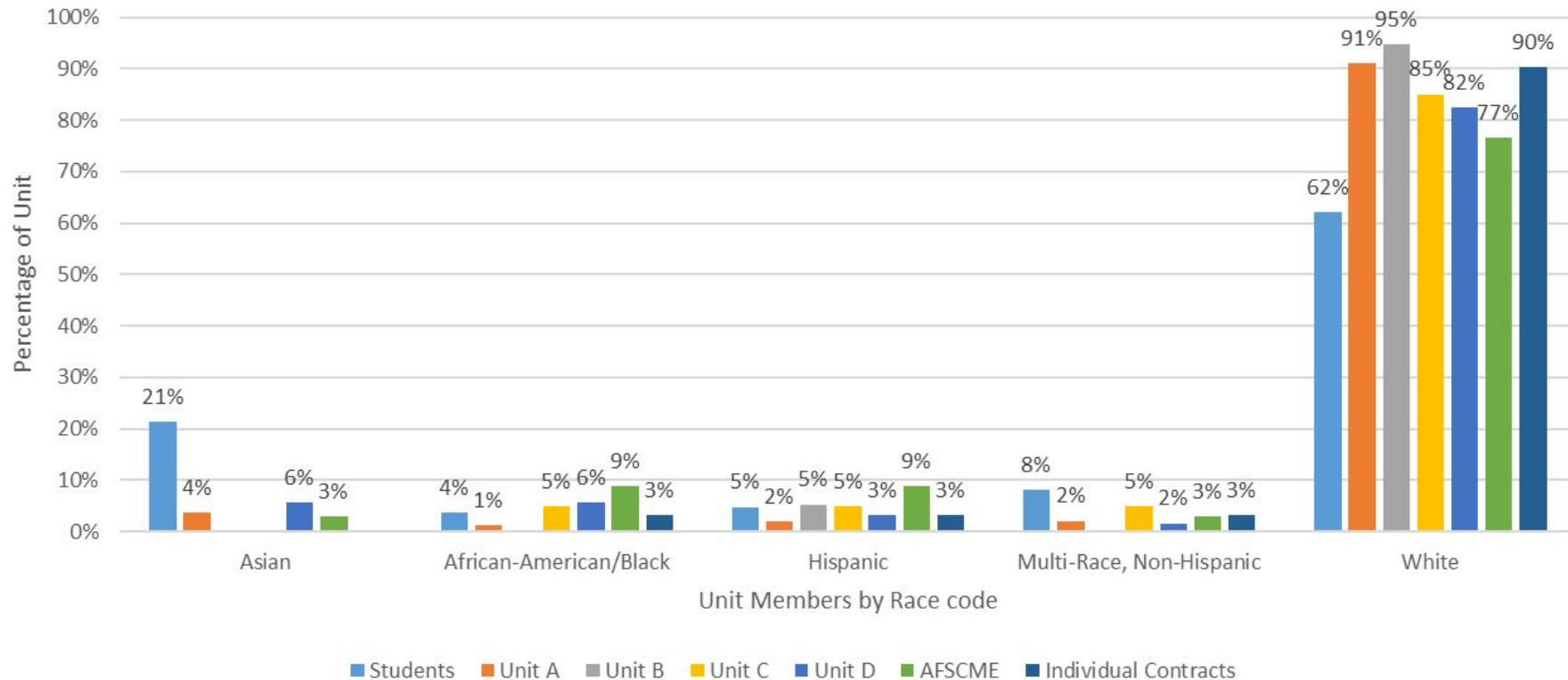
- Proposed approach: *Retain, then recruit, then hire*

# Structures Currently in Place

- School-based, and district-wide Equity Teams for all educators
- Affinity groups for educators of color, specifically
- Workshops, trainings, and graduate-level courses
- Book groups as a part of our PLT structure
- Partnership with BECA (Belmont Educators of Color and Allies) and BAR (Belmont Against Racism)

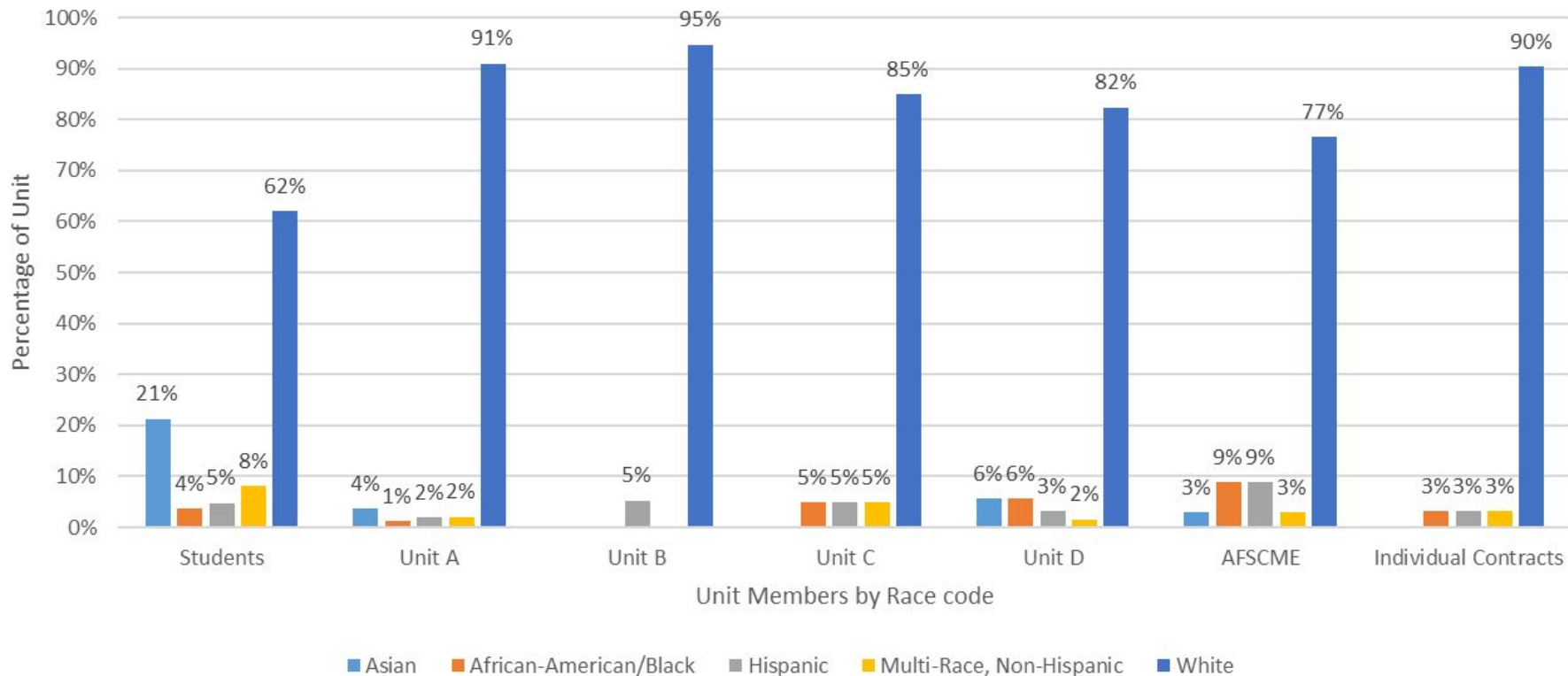
# Demographic Checkpoints

## BPS Student to Educator Demographics



# Demographic Checkpoints

## BPS Student to Educator Demographics





## How Belmont's Demographics Compare to the Commonwealth

**Enrollment by Race/Ethnicity (2021-22)**

<b>Race</b>	<b>% of District</b>	<b>% of State</b>
African American	3.7	9.3
Asian	21.3	7.2
Hispanic	4.8	23.1
Native American	0.1	0.2
White	62.0	55.7
Native Hawaiian, Pacific Islander	0.1	0.1
Multi-Race, Non-Hispanic	8.1	4.3



# Progress: 2021-2022

- 1 Administrator: District-wide
  - Director of DEI
- 6 Unit A (Teachers)
  - Guidance counselor
  - Spanish teacher
  - Social studies teacher
  - Spanish teacher
  - Engineering teacher
  - Art teacher
- 1 Unit C (Administrative Assistants)
  - Administrative assistant
- 7 Unit D (Professional Aides)
  - Campus monitor
  - METCO aide
  - Professional Aide
  - Professional Aide
  - Building Substitute
  - Professional Aide)
  - Classroom Assistant
- 5 Coaches/Extra-Compensatory Stipends
  - Varsity coach
  - 9<sup>th</sup> Grade boys coach & 9<sup>th</sup> Grade girls' coach
  - Varsity coach
  - Lunch aide
  - Lunch aide

# 17 Steps we can take now

- Retaining (4)
- Recruiting (5)
- Hiring (8)

- ✓ 1. Create exit interview protocol for all employees leaving BPS
- ✓ 2. Forge relationships with other districts' diversity development offices
3. Review & incorporate suggestions from Equity Audit, CMS summer brainstorm sessions & BEA summer work
4. Provide ongoing professional development on CRT, cultural proficiency, anti-racist teaching, etc

# 17 Steps we can take now

- Retaining (4)
- **Recruiting (5)**
- Hiring (8)

- ✓ 1. Analyze of local colleges' enrollment data to identify potential higher education partner
2. Establish & support "concentrated partnership" with local university for student teaching opportunities
3. Assess supports currently in place for EoC in BPS; compare against surrounding districts
4. Create brochure/flyer articulating supports as a way of recruiting potential EoC; Benefits of BPS as a place to work
- ✓ 5. Revamp website to more deliberately and publicly state our dedication to creating and supporting a more diverse workforce
- 6.

# 17 Steps we can take now

- Retaining (4)
- Recruiting (5)
- **Hiring (8)**

- ✓ 1. Analyze of BPS hiring and retention data
2. Conduct training for BPS hiring managers on hiring trend data, hiring research, hiring criteria (What do you look for in a candidate?), and unconscious bias
3. Revamp hiring forms to increase reflection for BPS hiring managers
- ✓ 4. Look through our application with fresh eyes for bias
5. Review findings from “Building Bridges” (4/25/2019)
6. Conduct “Belmont-only” online diversity hiring fair (vs. continued participation in ‘diversity’ hiring fairs)
7. Increase presence at local colleges’ hiring fairs
8. Participate in DESE’s “Teacher Diversification PLT”

# Connection to Equity Audit

- Equity Audit Findings:
  - Hiring strategy to not only increase Black teachers and staff, but also Latinx, and Asian teachers and educators
  - It is essential educators are not just representative of students racially and culturally, but can relate to them and their experiences with nuanced understandings, views, and experiences
  - Reframing of interview questions
  - Keep the student experiences of Black and Brown students in all schools at the forefront of hiring initiatives – these students expressed not being understood by their teachers.

- Dedicate ourselves: Be willing to declare *“This is important to us.”*
- Take responsibility: Be humble enough to admit *“We need to get better at this.”*
- Have courage: Be focused enough to maintain *“Among all that we have to do, we will prioritize this.”*