

Asheville City School's Educator Diversity Initiative and Recruitment Plan

Presented by the ACS Recruitment/Diversity
Committee to the Asheville City Board of
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Mission Statement

To recruit educators who are highly qualified to teach in the diverse demographic of Asheville City Schools so that staff is reflective of the community it serves.

Background

Finding a highly qualified, diverse workforce is a challenge for many school districts across the country. It is especially challenging in the Southeast where the number of graduates from teacher education programs are just a fraction of those needed. For example, in North Carolina the state needs about 11,000 new teachers each year. However, the state's colleges only produce about 3,000 teachers each year. To keep highly qualified teachers in all the state's classrooms, many districts actively recruit out-of-state, especially in those states that have a surplus of teachers.

The American Association for Employment in Education (AAEE), through their research, has published the following statistics for 2006:

- This is the first year since data has been kept that there is no longer a surplus of elementary teachers nation-wide.
- Of the 64 education fields reported in their survey, 50% nation-wide are in some or considerable shortage.
- Four of the eight severe shortage areas are in special education, and seven of the top eleven shortage areas are in special education.
- The others in the "top 11" shortage areas are: math, physics, chemistry and bilingual education.

In recruiting and retaining minority teachers, greater challenges are present. According to statistics from the American Board for Certification of Teacher Excellence:

- 90% of teachers in the United States are white.
- 40% of students in the United States are minority.
- 40% of schools in the United States have no teachers of color.
- Only 2% of African American males with college degrees go into teaching.

Other groups have stated that only 6% of African American college students plan to graduate with a teacher license.

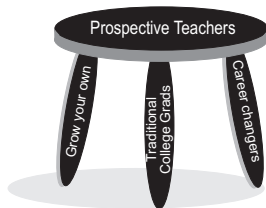
In North Carolina in 2005-06, 14.4% of the teachers and 34% of the administrators were African American. In Asheville City Schools where 42% of the students were African American, 11.4% of the teachers and 20% of the school administrators were African American. In October 2006, 12.1 of teachers employed were African American and 25% of administrators were African American.

Looking at total minorities, 49% of Asheville City Schools students are minority. In October 2006-07, 14.7% of Asheville City Schools teachers employed were minority, and 25% of administrators were minority. In North Carolina in 2005-06 (the last for which data are available) 28.9% of principals and assistant principals were minority and 17% of teachers were minority.

In the 2006-07 school year, 5 new hires were minority, with 4 of those being African American. One new administrator was minority (African American).

Recruitment Plan

The pool of prospective educators available to Asheville City Schools primarily comes from three sources: traditional college graduates, career changers, and those students and employees who currently in Asheville City Schools (named *Grow Your Own*). See diagram below.



To be effective, Asheville City Schools must market and recruit from each group. To reach the state average in terms of minority teachers and administrators as well as African American teachers and administrators, Asheville City Schools needs to hire:

- 4 additional African American administrators
- 8 additional African American teachers
- 2 additional minority administrators (who are not African American)
- 7 additional minority teachers (who are not African American)

Marketing Plan

Since the prospective pool of educators is primarily from three distinct groups: traditional college graduates, career changers, and people already in the district (i.e. *Grow Your Own*), a marketing plan must address each group.

Traditional College Graduates

The best way to reach this pool of applicants is through internships, student teaching, NC Teaching Fellows visits, our local job fair, and college recruitment fairs. Previous market research indicated that this group of applicants is interested in working in Asheville City Schools because of its location. The marketing plan developed last year, *Life is good in Asheville, NC* is effective because the beauty of the surrounding area is emphasized.

Strategies to Recruit Traditional College Graduates

1. Target states with a surplus of teachers (Michigan, New York, Pennsylvania).
2. Enhance our ACS website to make it easier for potential job seekers to learn about the area.
3. Work closely with colleges/universities who want to place interns and student teachers in our district.
4. Provide recruitment packets to interns and student teachers.
5. Provide financial incentives to those teachers in hard-to-fill areas.
6. Work closely with the NC Teaching Fellows Program so that those students spend time in ACS.
7. Accept student teachers from out-of-state.
8. Work actively with WCU in *SUTEP* (School-University Teacher Education Partnership) and UNCA in *USTEP* (University-School Teacher Education Partnership).
9. Attend job fairs at the community colleges to speak to those who might become teachers.
10. Continue to hold the Tour of Asheville for African American/Minority candidates.
11. Develop a recruitment CD.

Strategies to Recruit Career Changers

1. In strategic areas of high minority and/or African American population, sponsor an informational session about teaching in Asheville.

2. Create a separating marketing brochure and other aids to target this group that is aimed at the theme, *Making a Difference*, because research tells us that that is the main reason people leave their current jobs to become teachers. Emphasize the quality of life for families.
3. Enhance the ACS website so that there is a link on the first page that says, *So You Think You Want to Teach?* The link will lead to a webpage that outlines how a person can become a teacher even if they did not graduate with a teacher license.
4. Attend job fairs at military bases.
5. Work with the local media to “spotlight” successful career changers.
6. Invite African American/Minority candidates to the Tour of Asheville.
7. Work with local major employers to find jobs for spouses.
8. Continue financial incentives (signing bonuses, relocation supplements) for minority teachers and administrators as well as incentives for the hard-to-fill areas.

Grow Your Own

1. Working with UNCA, implement a version of the *Teacher Cadet* program in both AMS and AHS that would interest Asheville City Schools students in the teaching profession.
2. Provide an opportunity for job shadowing of AMS and AHS teachers.
3. Bring back former ACS student who are now teachers and have them present at a *Celebrate Teaching Day*.
4. Co-author grants with UNCA that would provide paraprofessionals with resources to complete teacher licensure and enroll them in the UNCA teacher licensure program. Upon completion of license provide job and housing incentives.
5. Provide incentives for ACS graduates to attend UNCA and upon graduation, teach in ACS for five years.
6. Work with AB Tech and speak to students who are taking education courses.

Additional Strategies

1. Continue the Tour of Asheville for all minority teacher and administrator candidates who might be a good fit for ACS.
2. Collaborate with the City of Asheville to build workforce housing with affordable rents/purchase prices.
3. Collaborate with UNCA's TEDI Committee (Teacher Education Diversity Initiative).
4. Hire the best candidates by:
 - a. Providing training in effective hiring practices for administrators;

- b. Having a rotating interviewing team that consists of district and school administrators with the authority to offer early contracts.
5. Review and streamline the application process.
6. Seek additional funds from the district and through Title II to support the Recruitment Program.