Boston Public Schools

Office of Human Capital
Office of Recruitment, Cultivation and Diversity (RCD)

Annual Hiring & Workforce Diversity Update

December 1, 2021

Albert Taylor, Jr., Chief Human Capital Officer
Raecia Catchings, Interim Deputy Chief Human Capital Officer
Jon Barrows, Director of Human Resources, Office of Human Capital
Dr. Charles Grandson, Chief of Equity and Strategy
Ceronne Daly, Managing Director, Recruitment, Cultivation, and Diversity Programs
Theory of Action

Clear Expectations
- School Diversity Hiring Goals
- Diversity Commitment Form

Targeted Supports
- Diversity Focus Schools Initiative
- Anti-Bias Training
- Early Hiring Pool Cultivation
- BPS “Grow Our Own” Teacher Pipeline Programs
- BPS MTEL Support Programming
- Retention Programming

Monitoring & Intervention
- Dashboard & Bi-weekly monitoring
- Both Proactive (based on data) and Reactive (based on request) Outreach

Accountability
- School Leader Evaluation (last year), School Supt Evaluation (this year)
Workforce Diversity 2017-2021

Garrity Educators (Teachers & Guidance Counselors)

Race/Ethnicity

- Asian
- Black
- Latinx
- Other
- Decline
- White

Data is as of 10/1 each year.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Total/Emp Count</td>
<td>60.91%</td>
<td>59.97%</td>
<td>59.75%</td>
<td>58.80%</td>
<td>57.64%</td>
</tr>
</tbody>
</table>

Total Educators

- 2017: 4,740
- 2018: 4,637*
- 2019: 4,564*
- 2020: 4,570
- 2021: 4,573

% Educators of Color

- 2017: 37.91%
- 2018: 38.80%
- 2019: 38.58%
- 2020: 39.45%
- 2021: 40.65%
Schools Set Ambitious Diversity Hiring Goals

Aspirational Goals:
- Two-thirds of our schools set a goal of hiring 66% teachers of color or higher.

Impressive Outcomes:
- 56 Schools hired more than 66% teachers of color,
- Another 30 schools hired more than 50% teachers of color
- 96 schools hired a higher percentage of teachers color than the last year’s district average.
Hiring an increasingly diverse workforce

Garrity Educators (Teachers & Guidance Counselors)

Race/Ethnicity
- Asian
- Black
- Decline
- Latinx
- Other
- White

Data is as of 10/1 each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Educator Hires</th>
<th>% Educator Hires of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>1,111</td>
<td>44.4%</td>
</tr>
<tr>
<td>2018</td>
<td>969</td>
<td>45.8%</td>
</tr>
<tr>
<td>2019</td>
<td>931</td>
<td>47.0%</td>
</tr>
<tr>
<td>2020</td>
<td>944</td>
<td>53.6%</td>
</tr>
<tr>
<td>2021</td>
<td>810</td>
<td>58.7%</td>
</tr>
</tbody>
</table>
Hiring: EXTERNAL ONLY

EXTERNAL Garrity Educators (Teachers & Guidance Counselors)

Race/Ethnicity
- Asian
- Black
- Decline
- Latinx
- Other
- White

Data is as of 10/1 each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total External Educator Hires</th>
<th>% External Educator Hires of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>378</td>
<td>43.9%</td>
</tr>
<tr>
<td>2018</td>
<td>338</td>
<td>39.4%</td>
</tr>
<tr>
<td>2019</td>
<td>277</td>
<td>36.1%</td>
</tr>
<tr>
<td>2020</td>
<td>263</td>
<td>48.3%</td>
</tr>
<tr>
<td>2021</td>
<td>238</td>
<td>55.8%</td>
</tr>
</tbody>
</table>

**Total External Educator Hires**
- 2017: 378
- 2018: 338
- 2019: 277
- 2020: 263
- 2021: 238
### Demographics by Hire Type

<table>
<thead>
<tr>
<th>Hire Type</th>
<th>n</th>
<th>% Hires</th>
<th>% EOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Transition to Teacher</td>
<td>14</td>
<td>1.7%</td>
<td>71%</td>
</tr>
<tr>
<td>Rehire former employee</td>
<td>30</td>
<td>3.7%</td>
<td>43%</td>
</tr>
<tr>
<td>Para to Teacher</td>
<td>67</td>
<td>8.3%</td>
<td>75%</td>
</tr>
<tr>
<td>Excessed Teacher</td>
<td>76</td>
<td>9.4%</td>
<td>50%</td>
</tr>
<tr>
<td>Sub to Teacher</td>
<td>78</td>
<td>9.6%</td>
<td>57%</td>
</tr>
<tr>
<td>Perm. Internal Mover</td>
<td>83</td>
<td>10.2%</td>
<td>43%</td>
</tr>
<tr>
<td>Provisional Rehire</td>
<td>224</td>
<td>27.7%</td>
<td>69%</td>
</tr>
<tr>
<td>External Hire</td>
<td>238</td>
<td>29.4%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**Race/Ethnicity**

- **Asian**: [Color Information]
- **Black**: [Color Information]
- **Latinx**: [Color Information]
- **Other**: [Color Information]
- **Decline**: [Color Information]
- **White**: [Color Information]

- Other(s): [Color Information]
Linguistic Diversity in Hiring Continues Upward Trend

Teacher & Guidance Counselor hires, as of 10/1 each year.

Official BPS Languages:
- Arabic
- Chinese Cantonese
- Chinese Mandarin
- Cabo Verdean Creole
- French
- Haitian Creole
- Portuguese
- Somali
- Spanish
- Vietnamese
Recruitment

Outcomes

● Recruitment efforts have yielded:
  ○ a larger Early Hiring Pool (EHP), 16% greater than last year (687 to 794)
  ○ And a More Diverse Early Hiring Pool, from 41% to 49% educators of color
● The Priority Pool is derived from the EHP and reflects preferred candidates. This year, the candidates of color in the Priority Pool, increased from 150 last year to 233, a 55% increase.
● BPS issued hiring bonuses to attract 37 Latinx, 11 Black & 3 Asian New to district educators
The racial and district position breakdowns of MTEL requests/interest forms and enrollment

### MTEL Interest by Race

<table>
<thead>
<tr>
<th>Race</th>
<th>Percentage</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black/African American</td>
<td>55%</td>
<td>440</td>
</tr>
<tr>
<td>Latinx</td>
<td>24%</td>
<td>192</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>40</td>
</tr>
<tr>
<td>White</td>
<td>16%</td>
<td>128</td>
</tr>
</tbody>
</table>

### MTEL Interest by Position

<table>
<thead>
<tr>
<th>Position</th>
<th>Percentage</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals</td>
<td>31%</td>
<td>248</td>
</tr>
<tr>
<td>Substitute teachers</td>
<td>24%</td>
<td>192</td>
</tr>
<tr>
<td>School/District Staff</td>
<td>11%</td>
<td>88</td>
</tr>
<tr>
<td>Teachers and Teachers on Waivers</td>
<td>34%</td>
<td>272</td>
</tr>
</tbody>
</table>
BPS MTEL Prep Progress

Between 2018-2021: 419 Aspiring Educators of Color Passed an MTEL

➢ Winter 2018-Winter 2020:
  199 Aspiring Educators of Color Passed an MTEL

➢ July 2020 to September 2021 ():
  220 Aspiring Educators of Color Passed an MTEL
Retention of Non-Renewed Provisionals

Overall **84%** of non-renewed provisional educators were retained for the 2021-2022 school year.

**89%** of non-renewed provisional educators of color were retained.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Non-Renewed Provisionals (n = 366)</th>
<th>Retained Provisionals (n = 305)</th>
<th>% of Retained Non-Renewed Provisionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>4.37%</td>
<td>4.92%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Black</td>
<td>36.34%</td>
<td>37.38%</td>
<td>85.7%</td>
</tr>
<tr>
<td>Latinx</td>
<td>20.22%</td>
<td>21.97%</td>
<td>100%</td>
</tr>
<tr>
<td>Other</td>
<td>35.25%</td>
<td>31.15%</td>
<td>74%</td>
</tr>
<tr>
<td>Decline</td>
<td>3.55%</td>
<td>4.26%</td>
<td>100%</td>
</tr>
<tr>
<td>White</td>
<td>133</td>
<td>114</td>
<td><strong>90.5%</strong></td>
</tr>
</tbody>
</table>

Non-Renewed

Retained

Overall

- **84%** of non-renewed provisional educators were retained for the 2021-2022 school year.
- **89%** of non-renewed provisional educators of color were retained.

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</tr>
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<td>Other</td>
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<td>31.15%</td>
</tr>
<tr>
<td>Decline</td>
<td>3.55%</td>
<td>4.26%</td>
</tr>
<tr>
<td>White</td>
<td>133 Tally</td>
<td>114</td>
</tr>
</tbody>
</table>
Exits (Retirements, Resignations, Non-Renewal, etc.)

Garrity Educators (Teachers & Guidance Counselors)

Race/Ethnicity
- Asian
- Black
- Decline
- Latinx
- Other
- White

Data is as of 10/1 each year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Educator Exits</th>
<th>% Educator Exits of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>396</td>
<td>33.6%</td>
</tr>
<tr>
<td>2018</td>
<td>360</td>
<td>39.4%</td>
</tr>
<tr>
<td>2019</td>
<td>361</td>
<td>42.7%</td>
</tr>
<tr>
<td>2020</td>
<td>275</td>
<td>43.6%</td>
</tr>
<tr>
<td>2021</td>
<td>328</td>
<td>39.0%</td>
</tr>
</tbody>
</table>
BPS TEACHER PIPELINE PROGRAMS

IMPACT & OUTCOMES of BPS TEACHER PIPELINE PROGRAMS

75 Teacher Cadets in 2021-22

88% of 2021 ACTT Cohort are candidates of color

83% were BPS paraprofessionals or substitute teachers before entering

73% of graduates are currently classroom teachers

100% of graduates increased their income

Some by 25% up to 66%

K-8 Schools (4)
Lilla Frederick
Sarah Greenwood
Higginson Lewis
King K-8

Elementary Schools (2)
Mozart Elementary
Trotter Elementary

High Schools (4)
Boston Adult Technical
Boston Community Leadership Academy
Boston Day and Evening, TechBoston
Teacher Cadet Program
We believe the next generation of BPS teachers is in our classrooms right now.

Teacher Cadet Program to include grades 7 to grades 16 - 75 Teacher Cadets

- 15 of TC in Middle School
- 46 of TC in High School
- 14 of TC in College who will receive MTEL Prep
- First Teacher Cadet class graduates from college in 2024

- Teacher Cadet Program is an Algebra 1 Grand Challenge Winner!
- Partnered with the Young People’s Project to launch Math Literacy Workers Design/Teaching Lab at the William Monroe Trotter School taught by 10 Teacher Cadets, July-August 2021
BPS TEACHER PIPELINE PROGRAMS

George B. Cox Equity in Urban Education Fellowship

Undergraduate cohort launched Summer 2020

67% Male (4) & 33% Female (2)

100% identify as African American

Schools Represented:
1. Bentley University
2. Curry College
3. Howard University - HBCU
4. Columbia University
5. Morehouse College - HBCU
6. Wentworth Institute of Technology

Expansion for 2021-22
- Early Career cohort to be launched December 2021
- 1.0 FTE Fellow to support the expansion of the BPS Teacher Cadet program

George B. Cox Equity in Urban Education Fellowship is named in honor of a beloved educator, leader, writer, mentor, and advocate for Boston’s children and families. In memory, his college-mate, Charles Yancey, who later served as a Boston City Councilor, remembered George Cox, as “a dedicated warrior for human rights, high-quality integrated education, diversity, and justice. He fought against racism, sexism, intolerance, and discrimination. He was strategic in his approach and he was a strong mentor to many young people in our country. To learn more about George B. Cox, click here.
Bilingual Educators & Accelerated Community to Teacher Program [BE/ACTT] for Preservice Teachers

54 Pre-service Candidates
15 Bilingual Candidates

Demographics of Candidates:
- Black 54% - 29
- Latinx 22% - 12
- White 20% - 11
- Asian 4% - 2

MIT Teaching Systems Lab, Partner Study: “Teacher Moments and Beginning Teachers’ Equity-minded Responses”

SY22-23 Targets:
- Increase ACTT from 54 to 125
- Increase BE/ACTT from 15 to 45

Program Description
The **BPS Bilingual Educators & Accelerated Community to Teacher** is an intensive 12-month program designed to prepare racially, culturally and linguistically diverse Boston residents, career-changers, or BPS paraprofessionals and substitutes who hold a Bachelor’s degree and experience working with children in a classroom setting to become novice BPS teachers with a provisional license.
BPS TEACHER PIPELINE PROGRAMS

SY 20-21 BPS Teaching Fellowship - Relaunch

100% Licensed in either ESL or Moderate Disabilities

100% certified in Sheltered English Immersion (SEI)

100% hired as Full-time Teachers

64% were BPS paraprofessionals or substitute teachers

86% of the cohort are Educators of Color

8 Black (57%) 2 Latinx (14%)
2 Asian (14%) 2 White (14%)

SY22-23 Target:

Increase BPSTF from 14 to 33
(more than double the cohort size)
Moving Forward

- There is a nation-wide labor shortage, which has been compounded by the influx of ESSER funds, which have enabled districts to create new positions.

- In November 2021, the Office of RCD and BPS Office of Engagement, in coordination with the Office of Human Capital and the communications team have launch the BPS Community Recruitment and Hiring Campaign - Faith-based community organizations.

- In November 2021, the BPS, Office of RCD has been granted a Parapro testing site and will be launching a prep course to support aspiring Paraprofessionals - using the MTEL Prep Support model.
Summary

● BPS continued to increase the diversity of hires over prior years, leading to an increase in workforce diversity.
● Our framework of clear expectations, targeted support, progress monitoring and accountability is paying off.
● We are doubling the size of our pipeline programs, increasing the number of licensed paraprofessionals and bilingual teachers.
● We are expanding our summer and after school programs for Teacher Cadet.
● We adding a bilingual education endorsement program.
● BPS will continue to work on diversifying the entire workforce to better reflect the ethnic and linguistic diversity of our students.
● Our intentional focus on retention has been the key to retaining more educators of color.
Appendix
Workforce Diversity SY21-22

Garrity Educators include teachers & guidance counselors. Itinerant educators are centrally-budgeted.

Race/Ethnicity
- Asian
- Black
- Decline
- Latinx
- Other
- White

Data is as of 10/1/2021
## Hiring Update – 11/23/21

<table>
<thead>
<tr>
<th>Division</th>
<th>Remaining Vacancies</th>
<th>Positions Filled</th>
<th>Hires of Color</th>
<th>Hires in Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-Based</td>
<td>300</td>
<td>2,244</td>
<td>59.9%</td>
<td>73</td>
</tr>
<tr>
<td>Academics</td>
<td>77</td>
<td>173</td>
<td>54.3%</td>
<td>4</td>
</tr>
<tr>
<td>Accountability</td>
<td>6</td>
<td>6</td>
<td>16.7%</td>
<td>0</td>
</tr>
<tr>
<td>Chief of Schools</td>
<td>2</td>
<td>10</td>
<td>60%</td>
<td>1</td>
</tr>
<tr>
<td>Chief of Staff</td>
<td>1</td>
<td>3</td>
<td>33.3%</td>
<td>0</td>
</tr>
<tr>
<td>Communications</td>
<td>2</td>
<td>0</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Equity &amp; Strategy</td>
<td>5</td>
<td>7</td>
<td>71.4%</td>
<td>0</td>
</tr>
<tr>
<td>Family &amp; Community Advancement</td>
<td>7</td>
<td>25</td>
<td>88%</td>
<td>4</td>
</tr>
<tr>
<td>Finance</td>
<td>11</td>
<td>12</td>
<td>83.3%</td>
<td>0</td>
</tr>
<tr>
<td>Human Capital</td>
<td>8</td>
<td>32</td>
<td>56.2%</td>
<td>1</td>
</tr>
<tr>
<td>Office of the Superintendent</td>
<td>0</td>
<td>1</td>
<td>100%</td>
<td>0</td>
</tr>
<tr>
<td>Operations</td>
<td>232</td>
<td>321</td>
<td>86.3%</td>
<td>15</td>
</tr>
<tr>
<td>Student Support</td>
<td>20</td>
<td>247</td>
<td>59.1%</td>
<td>0</td>
</tr>
</tbody>
</table>

### Select Position Types (Divisions)

<table>
<thead>
<tr>
<th>Division</th>
<th>Remaining Vacancies</th>
<th>Positions Filled</th>
<th>Hires of Color</th>
<th>Hires in Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers/Guidance</td>
<td>72</td>
<td>853</td>
<td>57.9%</td>
<td>12</td>
</tr>
<tr>
<td>School-Based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus Monitors</td>
<td>Rolling (target ~150)</td>
<td>116</td>
<td>96.6%</td>
<td>0</td>
</tr>
<tr>
<td>Finance, Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Custodians</td>
<td>Rolling</td>
<td>62</td>
<td>82.3%</td>
<td>8</td>
</tr>
<tr>
<td>Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food Service</td>
<td>Rolling (target ~175)</td>
<td>136</td>
<td>83.1%</td>
<td>6</td>
</tr>
<tr>
<td>Operations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>89</td>
<td>582</td>
<td>71.3%</td>
<td>15</td>
</tr>
<tr>
<td>School-Based, Academics,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>0</td>
<td>15</td>
<td>80%</td>
<td>0</td>
</tr>
<tr>
<td>School Leaders</td>
<td>0</td>
<td>15</td>
<td>80%</td>
<td>0</td>
</tr>
<tr>
<td>School-Based</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESSER-Funded</td>
<td>43</td>
<td>81</td>
<td>55.6%</td>
<td>7</td>
</tr>
<tr>
<td>(Orange rows include ≥1 position funded by ESSER)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teacher Licensure

Garrity Educators (Teachers & Guidance Counselors)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>All Educators n=4573</th>
<th>Emergency License n=345</th>
<th>Hired on Waiver* n=162</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>57.64%</td>
<td>22.9%</td>
<td>28.4%</td>
</tr>
<tr>
<td>Black</td>
<td>22.57%</td>
<td>46.96%</td>
<td>40.12%</td>
</tr>
<tr>
<td>Latinx</td>
<td>11.13%</td>
<td>3.48%</td>
<td>5.56%</td>
</tr>
<tr>
<td>Other</td>
<td>0.20%</td>
<td>0.23%</td>
<td>19.75%</td>
</tr>
<tr>
<td>Decline</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*estimate of waiver hires, based on School Leaders' waiver request submissions.

Data is as of 10/1/21.
Retention: Exit Interview data informs practice

The need for more professional growth and development opportunities was highlighted by 24% of the individuals who left BPS. Therefore, the Office of RCD has focused efforts on increasing our degree completion partnerships. As of last year we had a total of 55 BPS EOC staff engaged in degree completion attending 6 institutions - BU, Regis, NU, Endicott, Emmanuel, Duet/SNHU. This year we have added BC and Excelsior College

- Associates Degree (2)
  - DUET/Southern New Hampshire University - 2 enrolled
- Bachelor's Degree (14)
  - Boston College - NEW in 2021
  - DUET/Southern New Hampshire University (6 enrolled)
  - Excelsior College - NEW in 2021
  - Regis College (8 enrolled)
- Certificate Programs
  - Boston College - NEW in 2021

- Master's Degree & Certificate of Advanced Graduate Study (27)
  - Boston University - Wheelock College of Education (11 enrolled)
  - Emmanuel College
  - Endicott College
  - Northeastern University (4 enrolled)
    - 4 Educators of Color each received a $20,000 MacFarland Scholarship
  - Regis College (12 enrolled)
- Doctorate (12)
  - Boston University - Wheelock College of Education (4 enrolled)
  - Regis College (8 enrolled)
The Garrity Order requires BPS to achieve and maintain a desegregated faculty and staff (teachers and guidance counselors), “comprised of not less than 25% blacks and 10% other minorities.”

The Order expires when black and other minority teachers and guidance counselors “have attained seniority to such an extent that, were a RIF [reduction in force] to occur based on the seniority provisions of applicable collective bargaining agreements reducing faculty and staff by 3%, the racial/ethnic proportions of faculty and staff would, in the written opinion of the Superintendent of Schools, be substantially the same as those existing before it.”