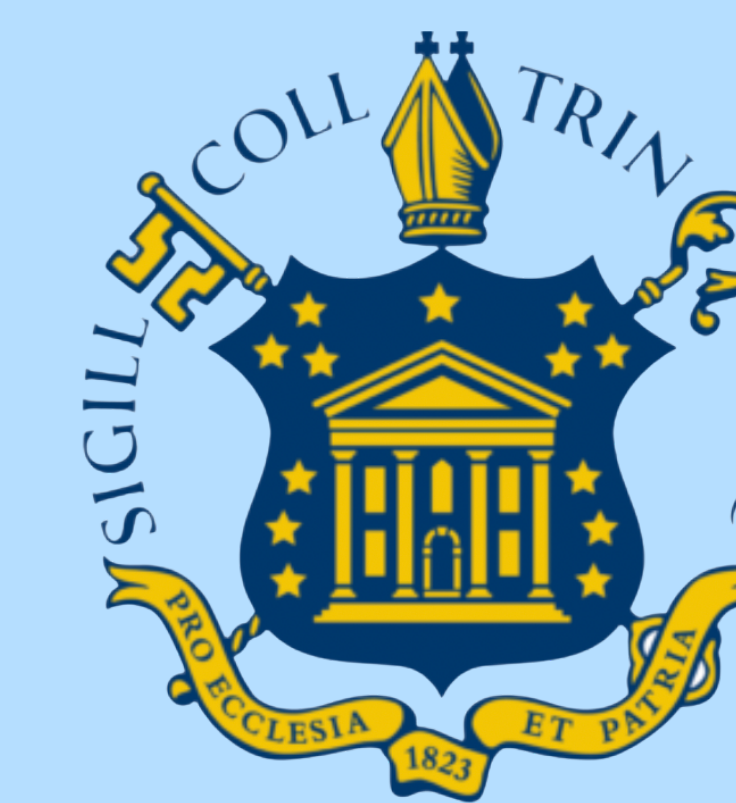




Race & Equity in Education: School-Based Equity Teams Recruitment Process



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Overview

1/3 of US K-12 public schools serve 75% students of color

- Racial inequities within schools affect millions of students of color, especially in comparison to white students. These structural barriers of opportunity cause gaps in outcomes.
- For example, in CT schools, Black and Hispanic males are **2-3X** more likely to be suspended or expelled compared to white students (ct.gov, 2017).

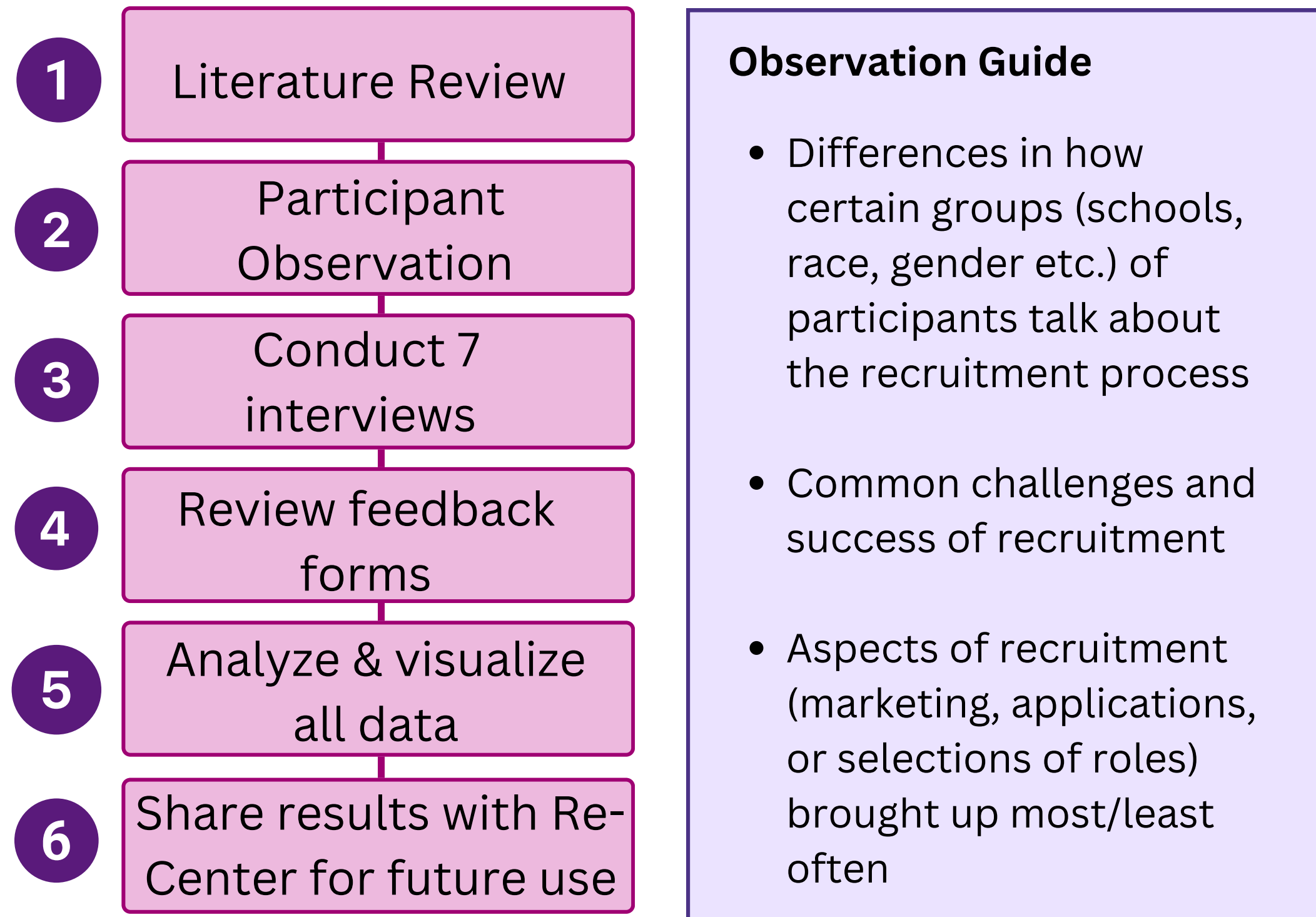


This project investigates a way schools can address racial inequity.

Research Questions:

- What are the greatest challenges the SELT leads experience in the recruitment process and establishing their SELT?
- What support from their RE-Center coach and school administration has been and could be most helpful to SELT leads?

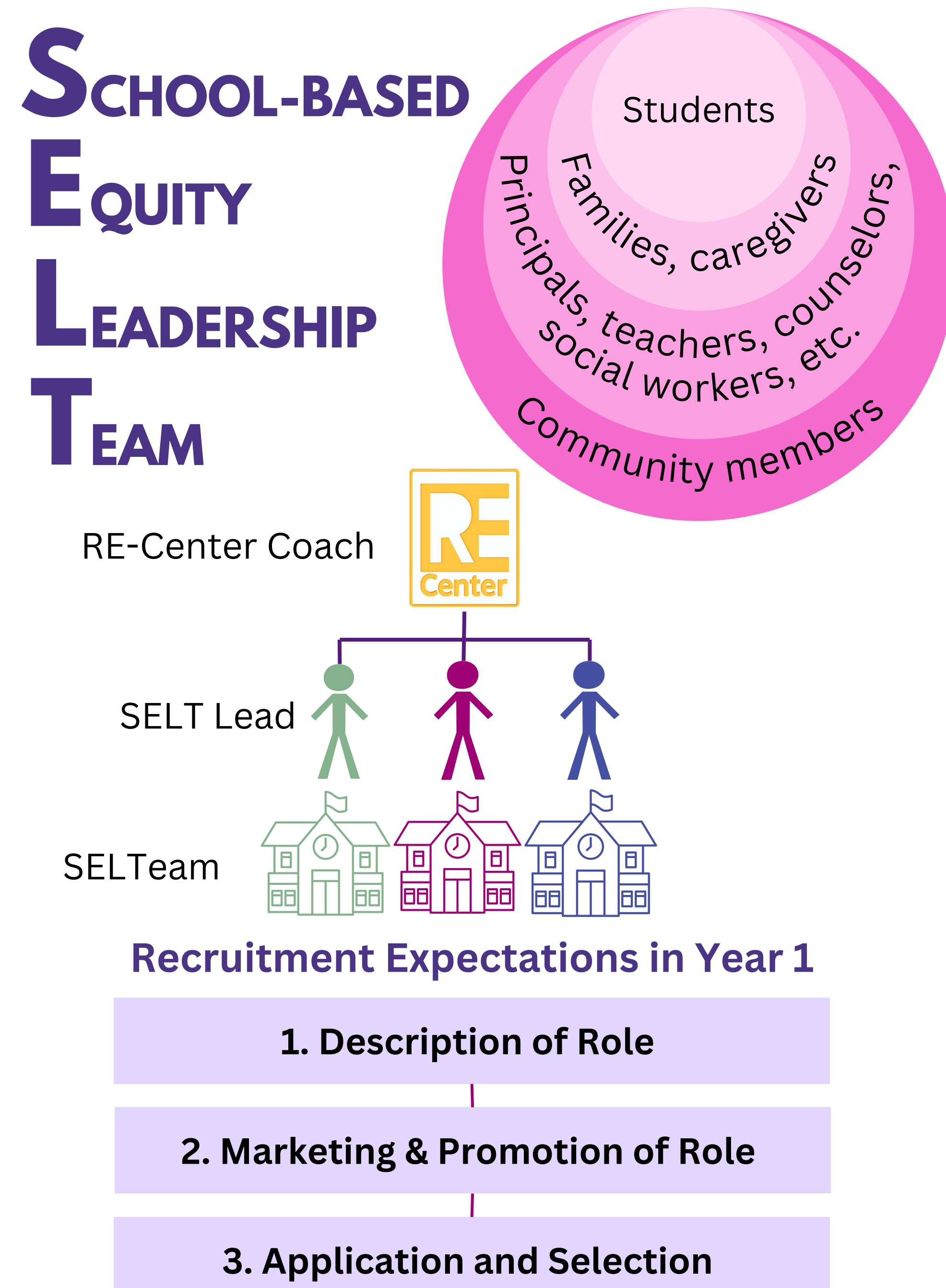
Methods



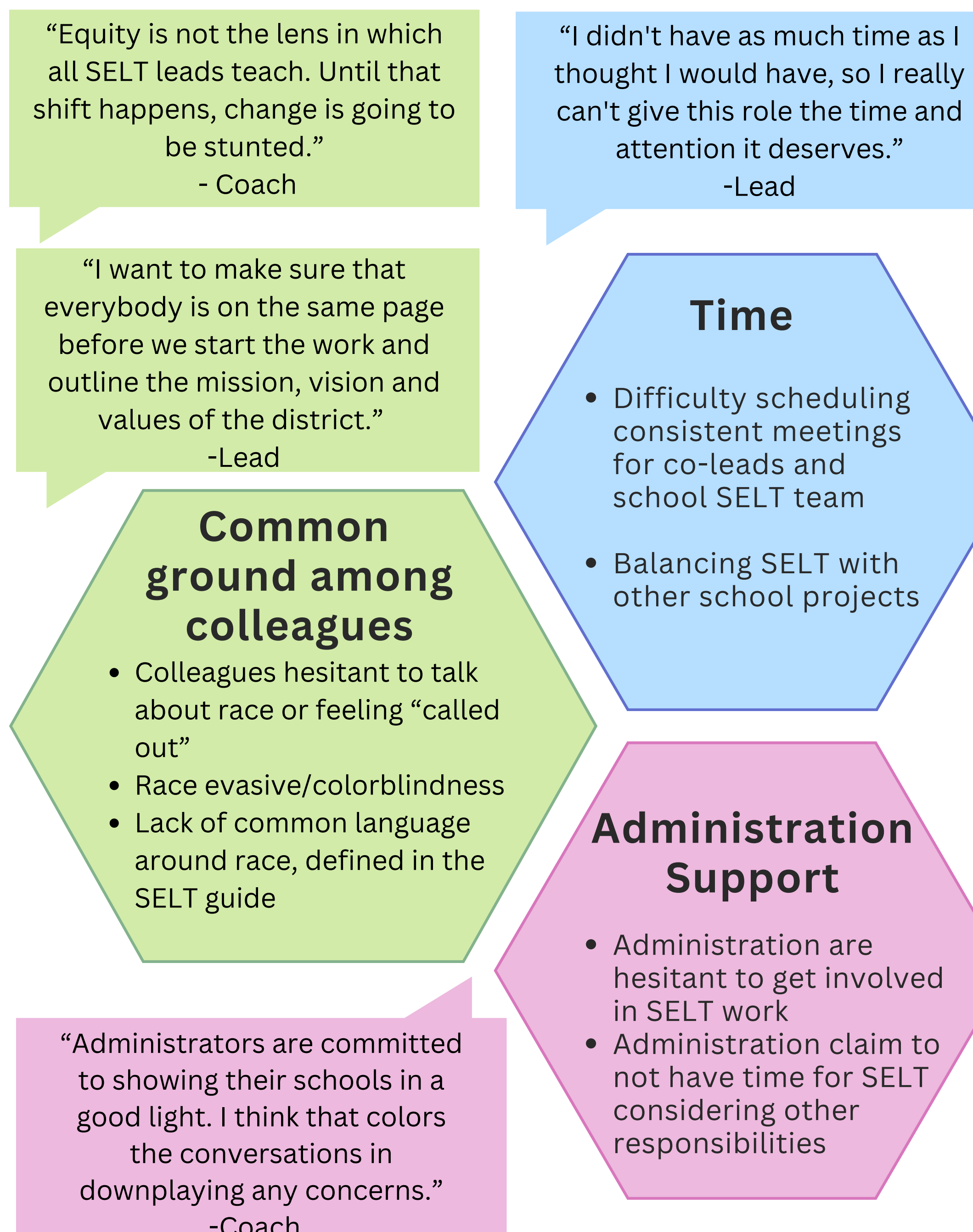
Interview Content

- Involvement with SELT team
- Experiences in the recruitment process system
- Largest challenges faced during recruitment
- Effective advice & support received from SELT coach

Structure of SELT



Findings: Key Challenges



Implications for RE-Center

- RE-Center should continue providing trainings and consistent meetings with coaches
- RE-Center should emphasize timing, common ground and administration/school support in the SELT recruitment process in the SELT Guide
- RE-Center should consider reevaluating expected timeline of recruitment
- RE-Center could build stronger relationships with district administration to prioritize the SELT work

“At times I feel a little alone in this, but I just remind myself that we're just in the first few phases. It's going to be effective at some point. Right now, we have to start from where we are.” - Lead

“Everybody always thinks there's not enough time, but there is. It's about putting it on the calendar and not saying we *have* to meet but we *are* meeting.” - Lead

Limitations

- Individuals were at various parts of the recruitment process, while interview questions assumed that teams had begun recruiting
- Semester-based timeline restricted us from the full SELT recruitment process

Suggestions for Further Research

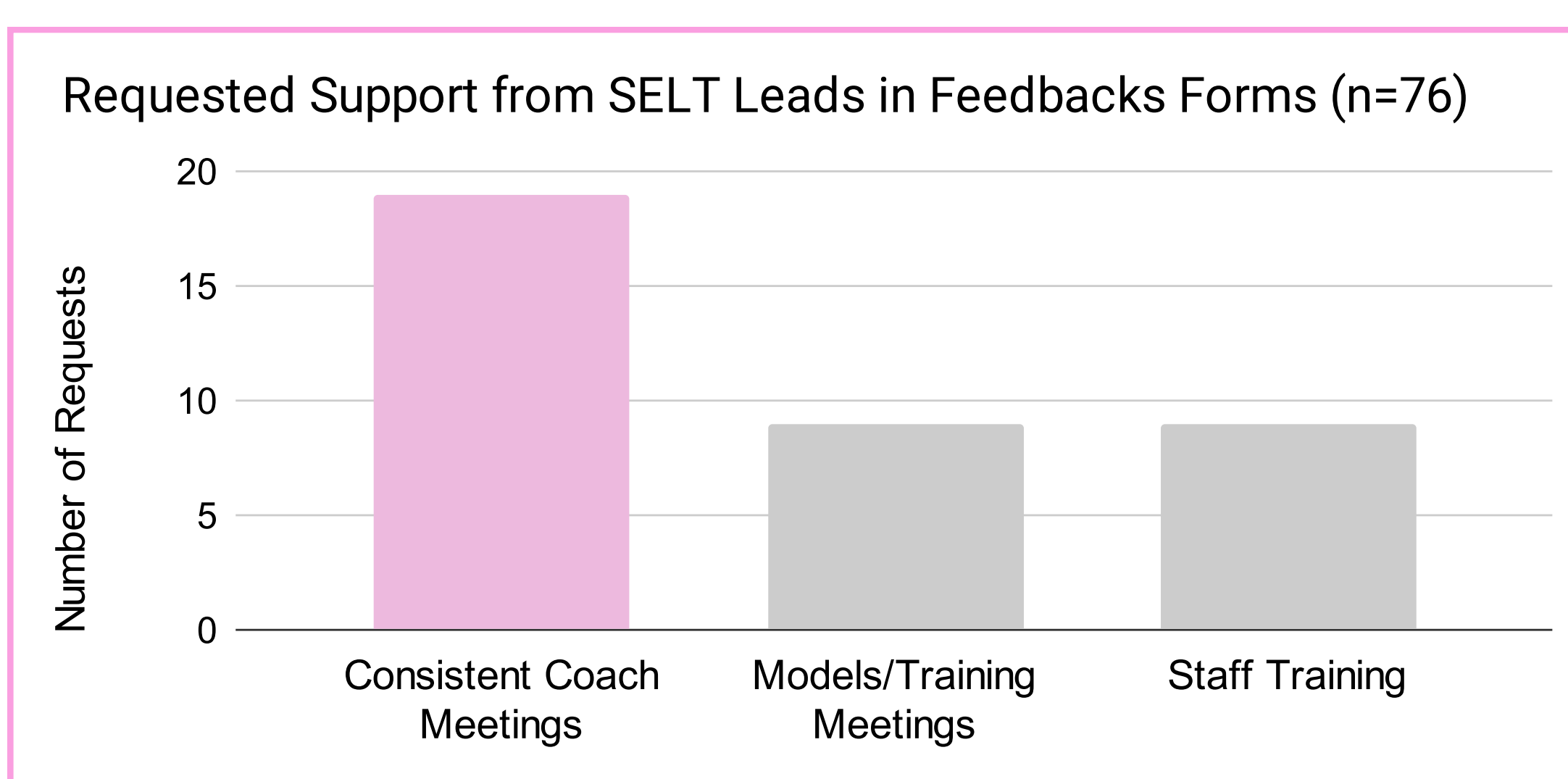
- Further investigate how to effectively to recruit family and students
- Explore how to make the SELT framework non dependent on the RE-Center and individuals
- Examine best ways to connect SELT Teams and school building administration

Acknowledgements

We would like to express our greatest appreciation to Professor Holt and Erica Crowley. We would also like to thank Professor Wong for her constant guidance, support, and advise. Finally, we want to thank Sophia Bolt, Natalie Zwerger, and the rest of the RE-Center SELT coaches and leads for their generous collaboration and for welcoming us into their work.

Findings: Most Helpful Support

1) Consistent Coach Meetings



About 25% (19 of 76) of responses expressed that **consistent meetings with their coach have been and would be beneficial.**

→ Consistent meetings would provide coach support for challenges faced by SELT leads.

2) RE-Center Training/Modeling

Through SELT training meetings, leads see **activities in real time, which allow leadership readiness.**

→ Examples make concepts clearer and are useful for their own teams.

“The resources are great, but seeing them brought to life and absorbing the methods by which they're brought to life are what truly prepares us to be SELT leads.” -Lead

3) Staff Training/PD

Leads often requested staff training and more Professional development (PDs) days to **educate school leaders (admin, teachers, staff) on equity and the work of the SELT team.**

→ Trainings/PDs would prepare school leaders on having a racial justice lens.