

Diverse Future Teacher & Aspiring Leaders Program Update and Diversity Recruitment Efforts

March 24, 2021

Vision

All NUSD students
graduate as college
and career ready,
productive,
responsible, and
engaged global
citizens

Objectives

- Provide an update on the results of our Diverse Future Teacher and Aspiring Leaders Programs
- Share recommendations for our continued plan to recruit diverse teacher talent committed to working in NUSD

Core Beliefs

**Every student
can learn and
succeed**

**Disparity and
disproportionality
can and must be
eliminated**

**Our
Diversity is a
Strength**

**Staff must be
committed,
collaborative,
caring, and
exemplary**

Leadership Standards

1. Effectively supervises, evaluates and supports staff, school or department
2. Effectively establishes, supports and monitors collaborative teams
3. Effectively uses data and evidence to improve performance
4. Successfully manages change
5. Makes courageous, responsible and ethical decisions
6. Aligns resources to support student achievement
7. Communicates effectively
8. Implements a process of continuous improvement
9. Recognizes diversity as an asset
10. Provides high quality service to schools (Ed Center leaders only)

Goals 2017-2022

1. Increase student success in ELA, math, science, literacy, and civics
2. Prepare students to be college and career ready
3. Engage parents and families to support student success in school
4. Create safe and welcoming learning environments where students attend and are connected to their schools
5. Recruit, hire, train, and retain high quality staff who are committed, collaborative, caring and exemplary

Goal 5 Strategic Directions



5.1 Expand support and training to all staff to increase performance outcomes in each area of service

5.2 Expand site ownership and empowerment to make innovative, responsible and ethical decisions for student success

5.3 All staff take responsibility for improving communication and collaboration amongst staff upwards, downwards and across the district to better meet the district's vision, goals and core beliefs

5.4 Expand opportunities to staff that invite and encourage them to grow and continuously improve

5.5 Expand opportunities to recognize staff for their contributions, successes and commitment to Natomas Unified's students

5.6 Expand recruiting and 'onboarding' processes for a diverse and exemplary staff to provide ongoing support and encourage retention in NUSD

5.7 All staff take responsibility for recruiting diverse talent and onboarding new hires for their success in NUSD



Let's Review:
Diverse Future Teacher Program

In 2017, We Needed to Be Innovative...

In October 2017, the Board approved a multi-year plan in an effort to address our need to recruit qualified teaching candidates that reflect the diversity of our community and students.

In 2017.....

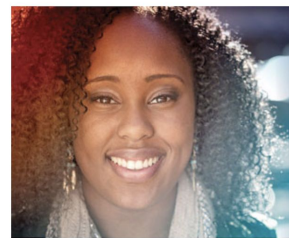
- Fewer high school students were interested in becoming teachers
- Nationally, there were fewer enrollments in teacher credential programs
- In California, there were fewer enrollments in teacher credential programs

This means, we had to work harder than ever to recruit teachers to our growing district.

Looking Nationally in 2017

Sections

The Washington Post
Democracy Dies in Darkness

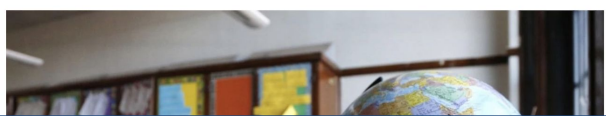


Enhance Your Teaching Career with Top-Ranked UVA Curry School

Answer Sheet • Analysis

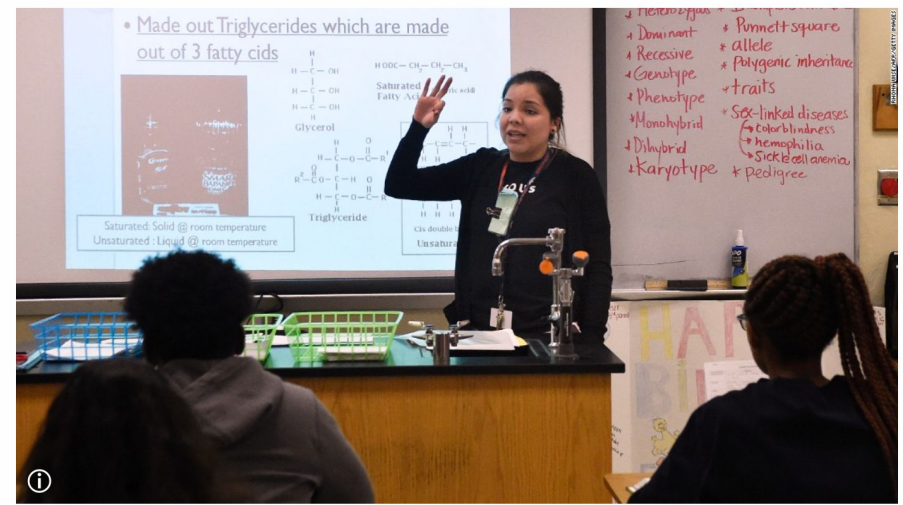
Teacher shortages affecting every state as 2017-18 school year begins

By Valerie Strauss August 28



Health » Diet + Fitness | Living Well | Parenting + Family

Live TV U.S. Edition



Schools throughout the country are grappling with teacher shortage, data show



News » Opinion Photos Video Best Countries Best States

A new report examines the multipronged problem of teacher supply and demand.



By Lauren Camera, Education Reporter | Sept. 14, 2016, at 9:00 p.m.

21, 2017

What Other Districts Were Doing to Recruit...2017

Review

The Livable Communities Housing Support Program

Mayor Byron W. Brown has committed \$250,000 Housing Incentive Program aimed at attracting Firefighters and Police Officers to live in the City. August 15, 2006, is designed to attract middle and the City of Buffalo by reducing downpayment, etc. associated program area and officers choices.



Scholarships, Incentives, and Special Programs

[Recruitment & Special Programs](#) > [Housing Support Program](#)

HOUSING SUPPORT PROGRAM FOR MATHEMATICS, SCIENCE AND SPECIAL EDUCATION TEACHERS

Program Overview

The Housing Support Program is aimed at attracting experienced, certified talent in critical nationwide shortage areas- specifically, math, science and special education at the secondary levels-to teach in New York City. This program recognizes the challenges of relocating to or living in the metropolitan area and encourages both previous NYCDOE teachers and current teachers in other districts to consider New York City as an alternative to other career choices or other competitive school districts.

Fully certified teachers in these shortage areas who have taught a minimum of two years in the shortage area - either in their previous career or currently, will be eligible to participate (the DOE may elect to reduce the eligibility...

Why School Districts Are Operating as Landlords

Rising housing costs in Colorado are making it hard for teachers to stay in the area, so officials are moving in to help.

ANN SCHIMKE | JAN 6, 2017

The
Mercury
News

To attract teachers, pricey Bay Area school...

News > Education

f Share

t Tweak

To attract teachers, pricey Bay Area school districts are becoming their landlords

Recruiting a More Diverse Teacher Workforce

Review

We started by recruiting NUSD graduates who are currently earning their bachelor's degree

- Current seniors in college
- They know our community and have been a part of our culture
- There would likely be more investment in the success of NUSD students
- Our community has been named 2nd most diverse multiple times

Recruitment Incentives

Program Component	Details
Provide 80% of 1-Year Teacher Credential Program Cost	<ul style="list-style-type: none"> • Basic requirements from undergraduate program • Participants will sign a multi-year agreement regarding commitment to work in NUSD upon completion of credential program
NUSD Laptop	<ul style="list-style-type: none"> • Support for completion of credential program
NUSD Resident Allowance	<ul style="list-style-type: none"> • Choose to live in NUSD while participating in credential program • Investment in our community, student success • Begin connecting with our students & families
Diversity Incentive	<ul style="list-style-type: none"> • Lived as a student in ZIP Code that reflects our demographic • Bilingual • Demonstrated academic interest in race, gender or multicultural studies • Involvement with organizations that support underserved students
Hard-to-Fill Position Incentive	<ul style="list-style-type: none"> • Math, Science, Special Education, World Language • Career-Technical Education

Cost to Implement for 45 Participants

Review

Program Component	Per Person Cost	Participants	Total Cost
<u>80%</u> of 1-Year Teacher Credential Program	\$10,000 <i>(on average)</i>	45	\$450,000
NUSD Resident Allowance	\$6,000 <i>(\$500/mo.)</i>	20	\$120,000
NUSD Laptop	\$1,500	45	\$67,500
Diversity Incentive	\$5,000	20	\$100,000
Hard-to-Fill Position Incentive	\$5,000	20	\$100,000
Funded by One-Time Money			\$837,500

Cost to Implement

\$11,500 per Participant

+Resident Allowance

+Diversity Incentive

+Hard-to-Fill Position Incentive

on average, participants could receive

\$18,000

of support

Program Component	Per Person	Participants	Total Cost
80% of 1-Year Teacher Credentialing Program	\$10,000 (on average)	45	\$450,000
NUSD Resident Allowance	\$6,000 (\$4,000/mo.)	20	\$120,000
NUSD Laptop	\$1,500	45	\$67,500
Diversity Incentive	\$5,000	20	\$100,000
Hard-to-Fill Position Incentive	\$5,000	20	\$100,000
Funded by One-Time Money			\$837,500

Our work begins...

Roaring start for NUSD's new support program to attract diverse future teachers: 101 applicants

— Published on January 26th 2018 —

FILED UNDER:

News & Alerts



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Getting an innovative Natomas Unified teacher recruitment program off to a roaring start, a total of 101 prospective teachers have applied for financial supports to earn their credential in return for a three-year teaching commitment to help meet the diverse needs of our students.

Past NUSD graduates are a priority for recruitment by the program, which is open to current district employees in non-teaching positions as well as to college graduates planning to pursue their teaching credential next year. The goal is to create a pool of diverse future teachers with solid ties to Natomas and its students.

NUSD's 101 applicants will be interviewed by panels of teachers, site leaders, and district leaders on Saturday, Monday and Wednesday (Jan. 27, 29 and 31). Fifty-three teachers and administrators will participate in the interviews, giving future teachers and current staff an opportunity to interact.

The district plans to select its first cohort of recruits, perhaps 20 members, by mid-February. The program is expected to continue for three years, providing financial support of up to \$18,000 per teacher to a total of about 45 credential candidates.



Natomas Unified @NatomasUSD · Oct 24, 2017

Check out NUSD's new program to recruit diverse future teachers by providing incentives to earn a credential:
natomasunified.org/departments/hu...



Natomas Unified School District

August 28, 2019 · 🌐

NUSD is looking for alumni who are in their final stages of earning their bachelor's degree and considering a career in education to apply to our Diverse Future Teachers program. We are also looking for current district employees with a bachelor's degree who plan to pursue their teaching credential. If you know anyone interested in a career in education with their bachelor's degree, please share this information with them:
<https://natomasunified.org/.../recruiting-diversity-in-nusd/>.
#NatomasUSD #Proud2beNUSD #TeamNUSD



Steps We Took

- Identified former NUSD graduates in appropriate timeframe and sent emails and mailers to last known contacts info
- Recruited NUSD classified employees
- Did extensive advertising through various mediums
- Received mainstream media attention regarding the program with stories published/aired
- Set up interest forms, applications, and selection process which included significant participation from a cross-section of NUSD staff
- Launched the program

A Review of the "Diverse Future Teachers"

Credentials earned or will be earned of the 18 teachers who are now teaching in NUSD, combined with the 9 "Future Diverse Teachers" working towards earning their credential. (27 total) :

- Biology and Chemistry - 1
- Chemistry - 1
- Dual: Multi Subject/Mild-Mod - 1
- Multi Subject - 7
- Multi Subject Bilingual Auth - 2
- PE - 1
- PPS School Psychology - 1
- Single Subject English - 2
- Single Subject Science/Art - 1
- Single Subject Social Studies - 2
- Single Subject Spanish - 1
- SpEd - 1
- SpEd Mild/Mod - 4
- SpEd Mod/Severe- 2

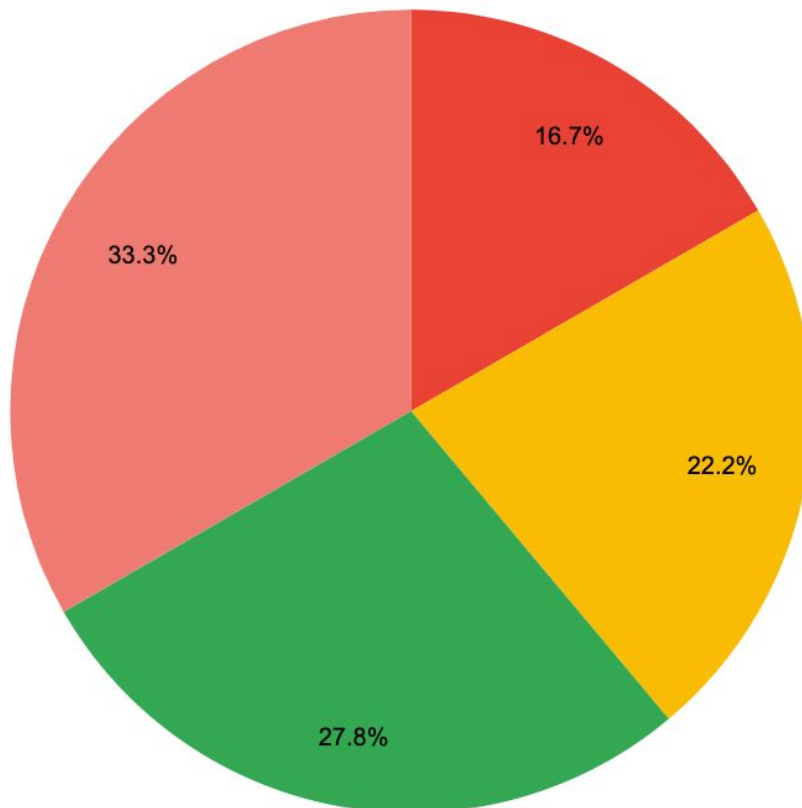
Site placement of the 18 teachers who are now teaching in NUSD.

- American Lakes School - 3
- H. Allen Hight Elementary - 1
- Heron School - 2
- Inderkum High School - 2
- Jefferson School - 3
- Leroy Greene Academy - 1
- Natomas High School - 2
- Natomas Middle School - 1
- Natomas Park Elementary - 1
- Paso Verde School - 2

A Review of the "Diverse Future Teachers"

The chart below includes the ethnicity of the 18 teachers who are now teaching in NUSD as a result of the Diverse Future Teachers program*.

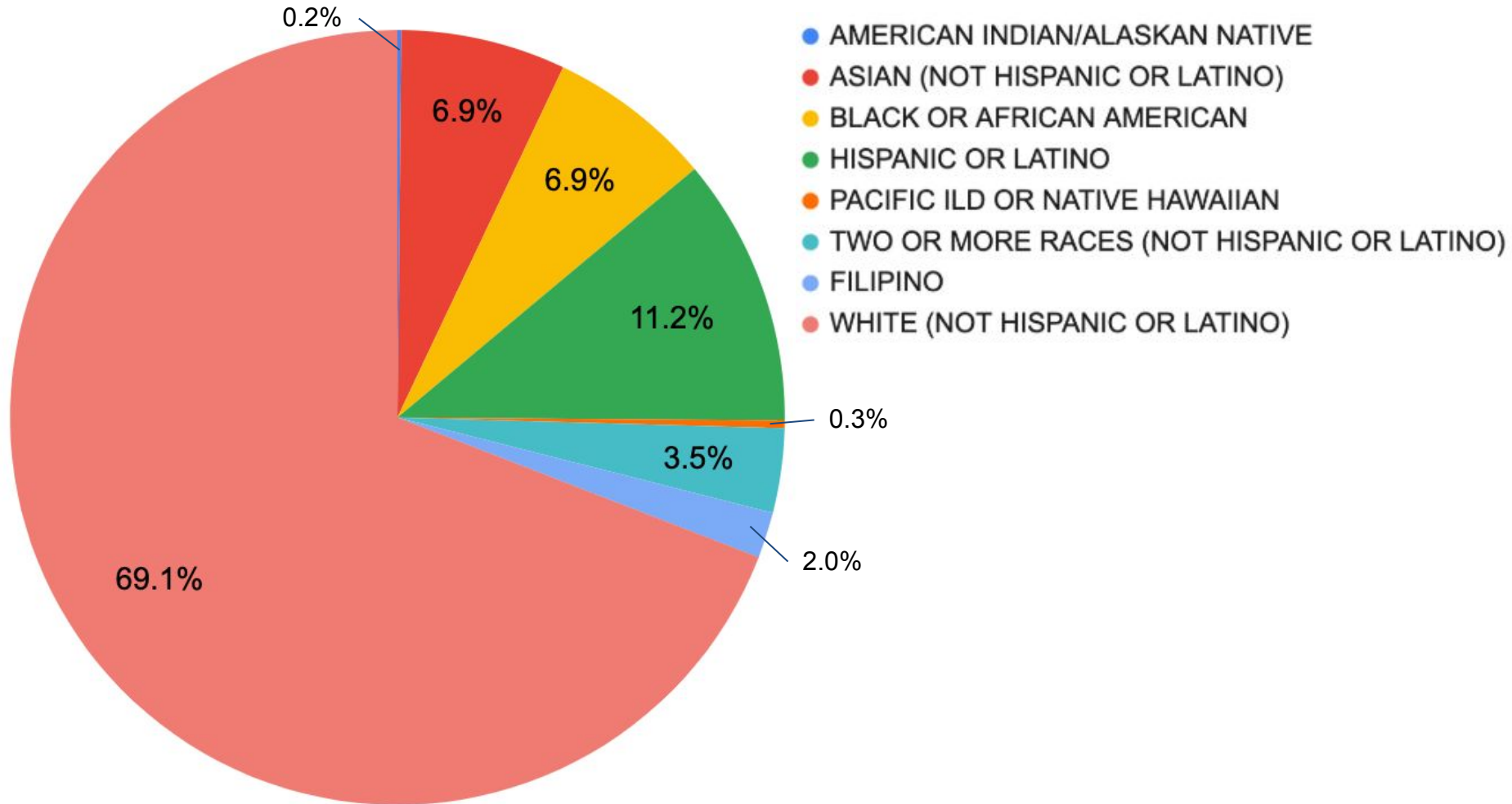
Ethnicity



- Asian (not Hispanic Or Latino)
- Black Or African American
- Hispanic Or Latino
- White (not Hispanic Or Latino)

*For the 9 who are currently in the program, pre-employment: We do not ask for ethnicity as a part of the program process. We collect ethnicity information when they become employees as a part of our onboarding process.

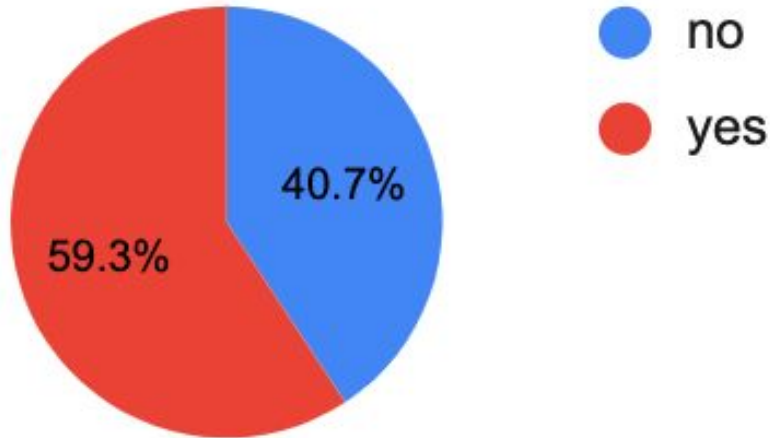
2020-21 Certificated Staff



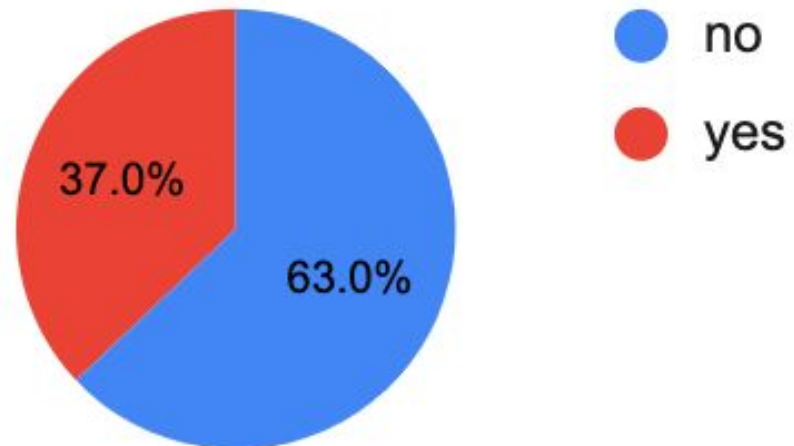
A Review of the "Diverse Future Teachers"

The charts below share the percentage of the Diverse Future Teachers (18 teachers who are now teaching in NUSD and the 9 working towards earning their credential) who are NUSD graduates or classified employees.

NUSD Graduate



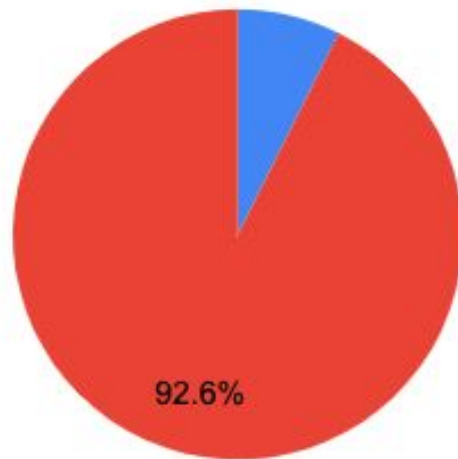
Classified Staff



A Review of the "Diverse Future Teachers"

The charts below shares the percentage of the Diverse Future Teachers (18 teachers who are now teaching in NUSD and the 9 working towards earning their credential) who received a \$5000 diversity incentive.

Diversity Incentive

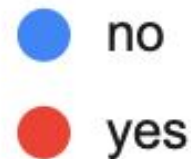
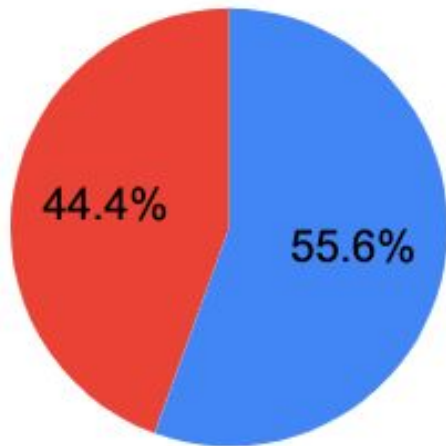


- Lived as a student in ZIP Code that reflects our demographic
- Bilingual
- Demonstrated academic interest in race, gender or multicultural studies
- Involvement with organizations that support underserved students

A Review of the "Diverse Future Teachers"

The charts below shares the percentage of the Diverse Future Teachers (18 teachers who are now teaching in NUSD and the 9 working towards earning their credential) who received a \$5000 hard-to-fill incentive.

Hard to Fill Position Incentive

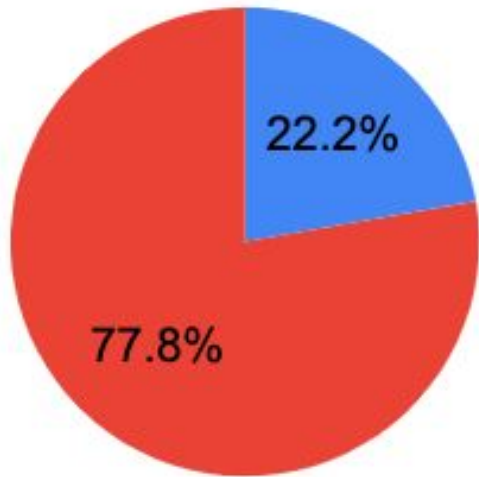


- Math, Science
- Special Education
- World Language
- Career-Technical Education

A Review of the "Diverse Future Teachers"

The charts below shares the percentage of the Diverse Future Teachers (18 teachers who are now teaching in NUSD and the 9 working towards earning their credential) who received a \$500/month residence allowance (up to 12 months).

NUSD Resident Allowance



- Choose to live in NUSD while participating in credential program
- Investment in our community, student success
- Begin connecting with our students & families

Actual Cost to Implement

Program Component	Per Person	Participants	Total Cost
80% of 1-Year Teacher Credential Program	\$10,000 (on average)	45	\$450,000
NUSD Resident Allowance	\$6,000 (\$500/mo.)	20	\$120,000
NUSD Laptop	\$1,500	45	\$67,500
Diversity Incentive	\$5,000	20	\$100,000
Hard-to-Fill Position Incentive	\$5,000	20	\$100,000
\$11,490 per Participant +Resident Allowance +Diversity Incentive +Hard-to-Fill Position Incentive On average, participants received \$27,490 of support			One-Time Money \$837,500



Other Diversity Recruitment Efforts

Partnership with United College Action Network, Inc. (U-CAN)

In 18-19 and 19-20, the District worked with United College Action Network, Inc. (U-CAN) collaboratively to:

- Assist with the implementation of NUSD's Recruiting Diverse Future Teachers Plan to meet the diverse needs of the District's growing student population by identifying and practicing effective recruitment strategies, "grow your own" plans/programs, improving hiring/retention practices, etc.
- Establish a diverse and qualified pool of candidates to meet the projected teacher shortage openings for the 2018-2019 school year, as well as future school years.
- Collaborate and build long-term relationships with some of the over 40 HBCUs known for their exceptionally strong teacher education programs.
- Specifically target campuses who offer Speech and Language Pathologist (SLP) programs as SLPs continue to be a hard-to-fill position. As a result, we gained 4 interns, of which 2 are now employed.

Partnership with United College Action Network, Inc. (U-CAN)

Together, a U-CAN leader and a District leader visited and built relationships at HBCUs such as:

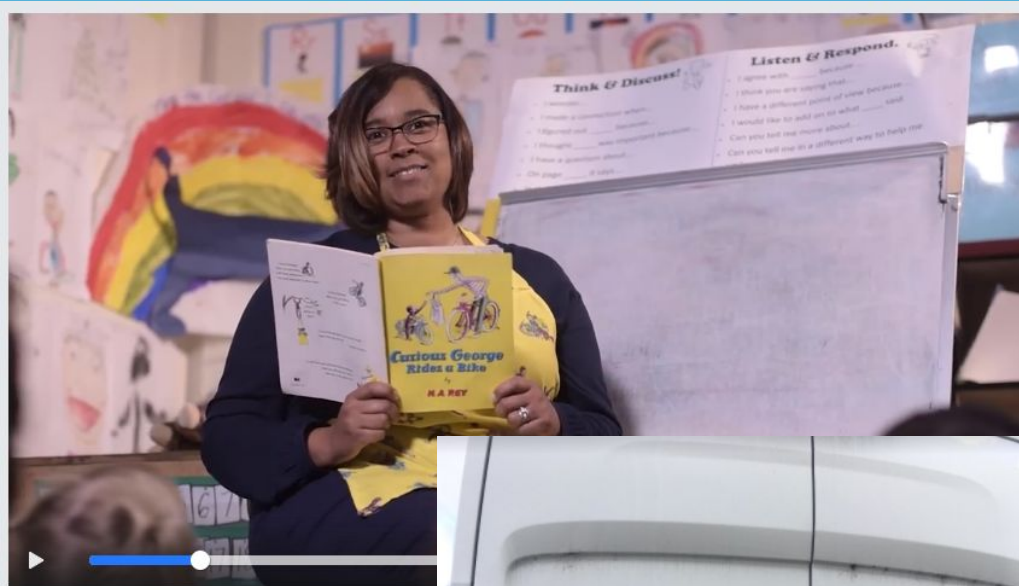
- Morgan State University, Maryland
- Hampton University, Virginia
- Norfolk State University, Virginia
- Bowie State University, Maryland
- Huston-Tillotson University, Austin, TX
- Texas Southern University, Houston, TX
- Southern University and A&M College, Baton Rouge, LA
- Xavier University, New Orleans, LA

At each university, the audience varied, ranging from talking to freshmen and sophomores who are considering teaching as a career, juniors and seniors who are about to earn their teaching certification, and faculty and staff that drive the direction of the respective schools of education and career centers at the universities.

Job Fairs - Virtual and In-Person

- Aligning our focus to those programs that were producing the candidates we most need.

Expanding Our Presence in the Community and Beyond



We're hiring! NUSD Certificated Employee Job Fair planned March 12

— Published on March 05th 2019 —

FILED UNDER:

News & Alerts



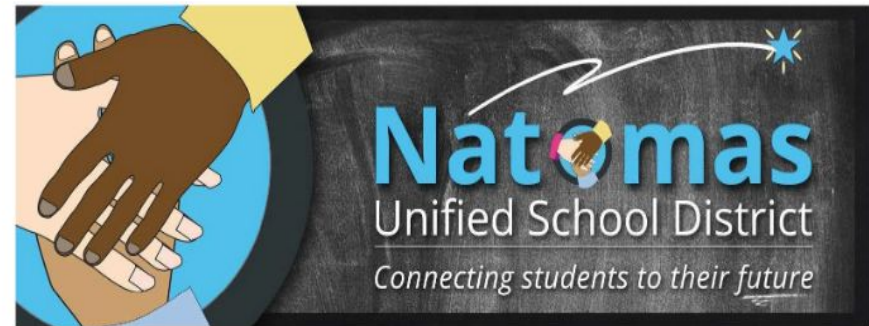
SHARE THIS ARTICLE:

Tweet

Like 1

Email

If you're a job-seeking teacher or certificated school employee, this event could change your life forever ...



Certificated Employee Job Fair

Tuesday, March 12, 2019

2:30 p.m. – 5:00 p.m.

1931 Arena Boulevard, Sacramento, CA 95834

Currently Recruiting Certificated Positions!

Come Join Our Team -- NUSD

Natomas Unified School District
February 13, 2019 ·

Come Join Our Team!

We're hiring right now -- and we're always looking for

The "Come Join Our Team" message was placed rece

work for NUSD are explored in the lighthearted video

For a list of available NUSD jobs, click here: <https://w>

If you're a teacher, we've got even more good news fo

featuring on-the-spot interviews. Hours are 2:30-5 p

Spanish Teacher

Natomas Unified School District
Sacramento, CA (+1 other)

Apply on Glassdoor

Apply on ZipRecruiter

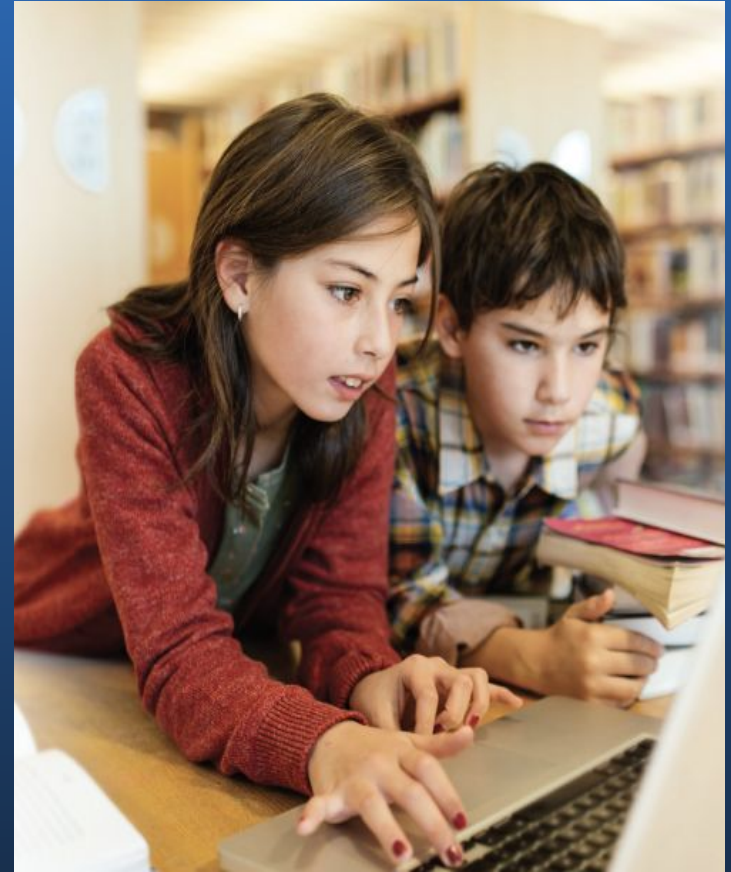
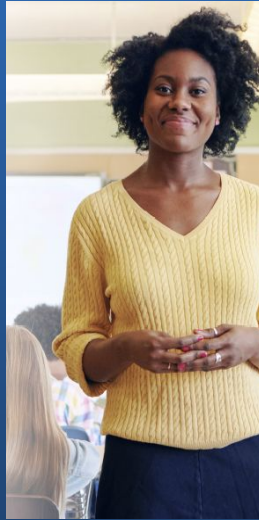
Apply on Recruiterflow



Developing Community Relationships

Examples of targeted recruitment efforts:

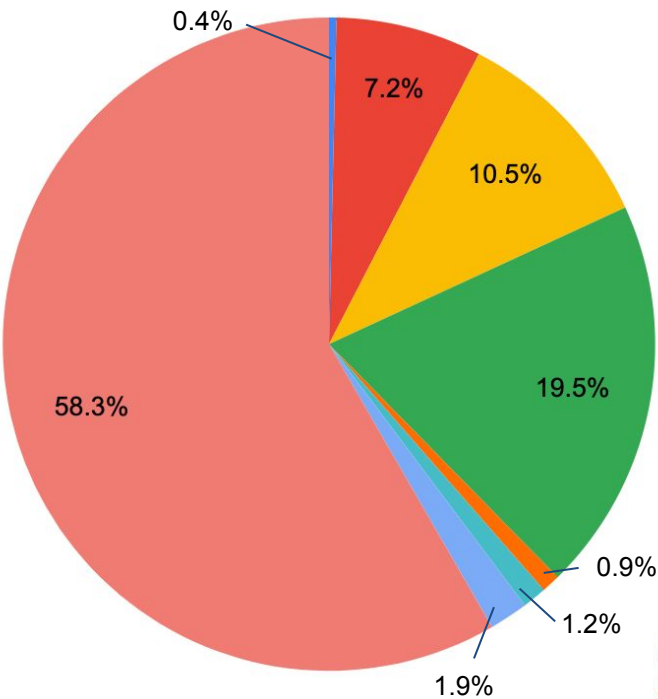
- Mexican Consulate
- Univision
- IB Organization
- AVID Organization
- Communications and Family Engagement Department



Progress Over Time

All Staff

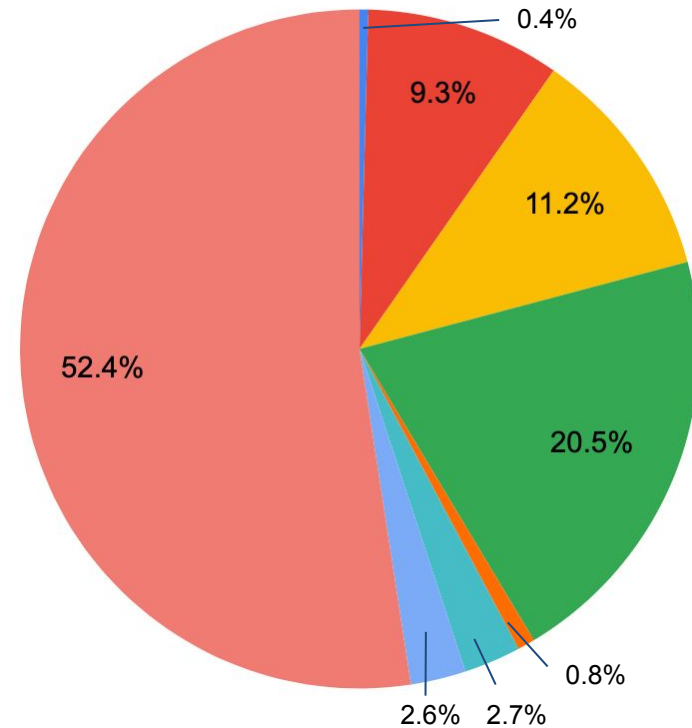
All Staff 2016-17



*As illustrated, in 2016-17, NUSD had **41.6%** of its employees who were from a diverse background.*

*In 2020-21, we have increased to **47.5%** who are from diverse backgrounds.*

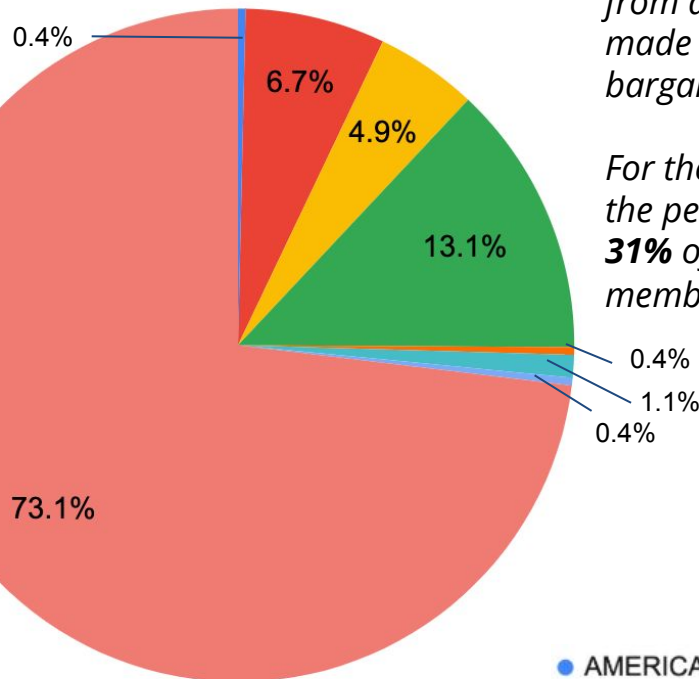
All Staff 2020-21



- AMERICAN INDIAN/ALASKAN NATIVE
- ASIAN (NOT HISPANIC OR LATINO)
- BLACK OR AFRICAN AMERICAN
- HISPANIC OR LATINO
- PACIFIC ISLAND OR NATIVE HAWAIIAN
- TWO OR MORE RACES (NOT HISPANIC OR LATINO)
- FILIPINO
- WHITE (NOT HISPANIC OR LATINO)

Certificated Staff

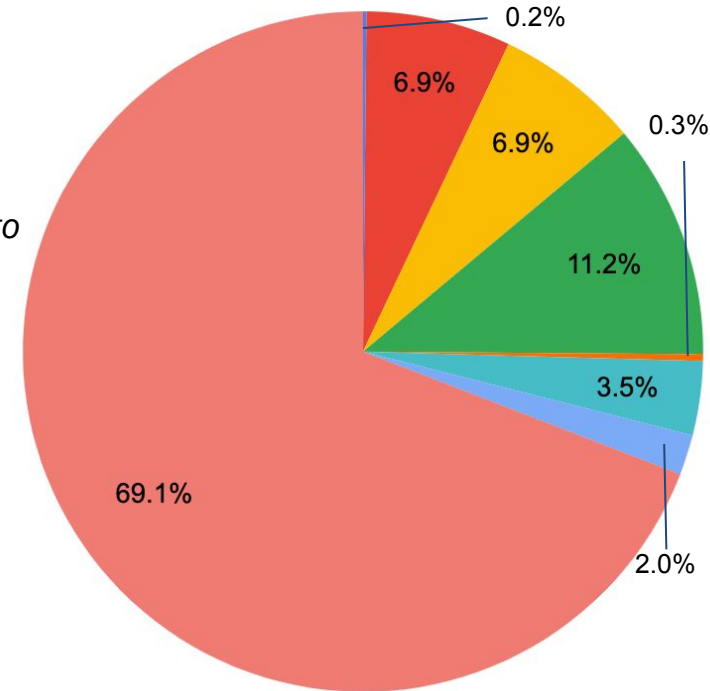
Certificated Staff 2016-17



In 2016-17, **certificated staff** from a diverse background made up **27%** of all NTA bargaining unit members.

For the 2020-21 school year, the percentage has increased to **31%** of NTA bargaining unit members.

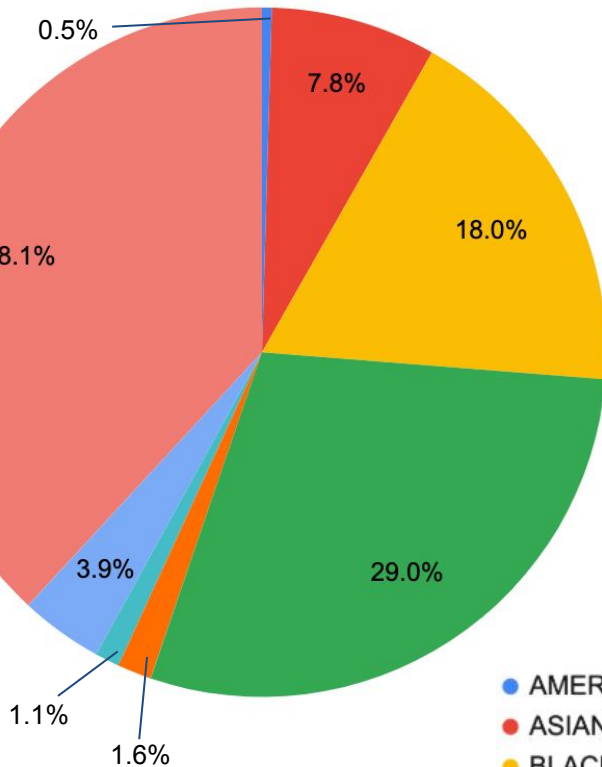
Certificated Staff 2020-21



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Classified Staff

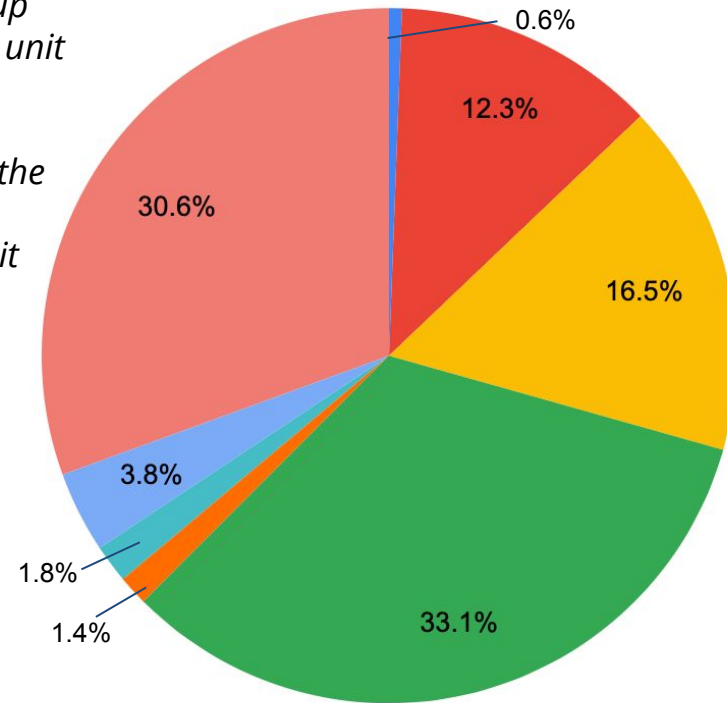
Classified Staff 2016-17



In 2016-17, **classified staff** from a diverse background made up **61.9%** of all CSEA bargaining unit members.

For the 2020-21 school year, the percentage has increased to **69.5%** of CSEA bargaining unit members.

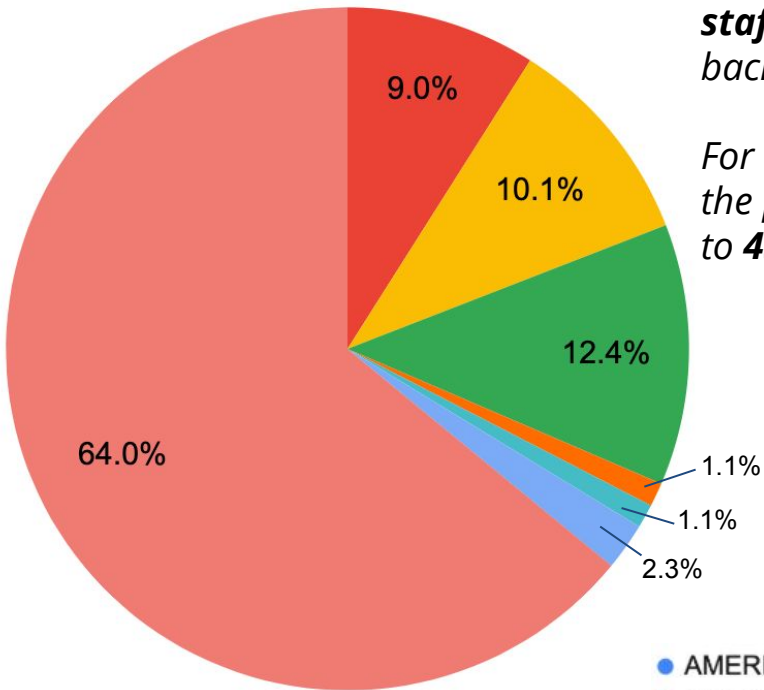
Classified Staff 2020-21



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- WHITE (NOT HISPANIC OR LATINO)

Management Staff

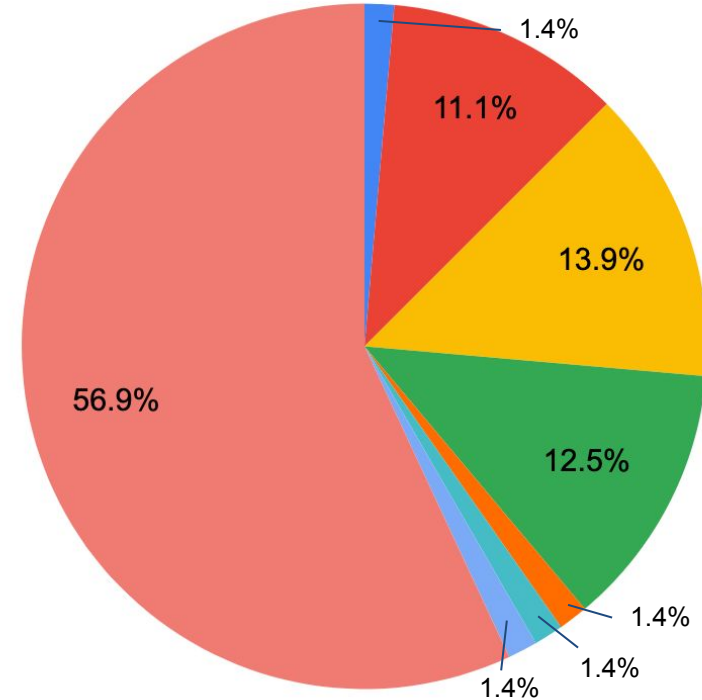
Management Staff 2016-17



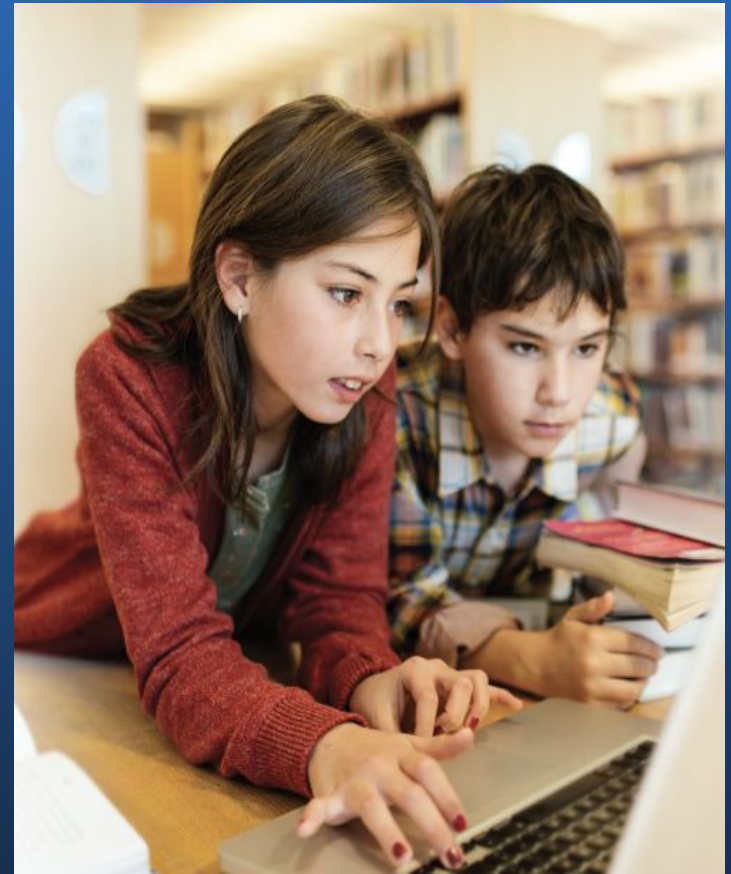
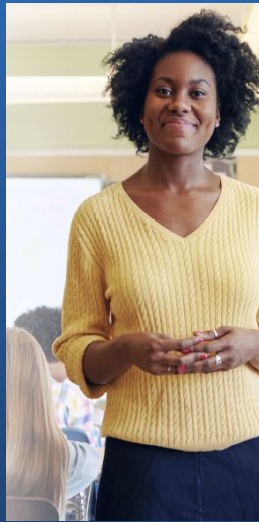
*In 2016-17, **management staff** from a diverse background made up **36%**.*

*For the 2020-21 school year, the percentage has increased to **43.1%**.*

Management Staff 2020-21



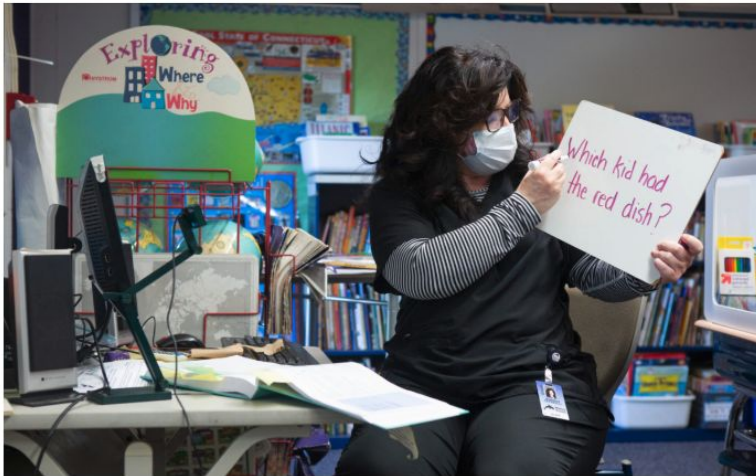
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- FILIPINO
- WHITE (NOT HISPANIC OR LATINO)



Current Challenges
In light of COVID...

California Teacher Shortage In light of COVID.....

California teacher shortages could make reopening schools for in-person instruction difficult



CREDIT: ALLISON SHELLEY FOR AMERICAN EDUCATION

The ongoing teacher shortage, exacerbated by the Covid-19 pandemic, means more under-prepared teachers will be in California classrooms when school campuses fully reopen, according to a [study released today](#) by the Learning Policy Institute.

Stipends, jobs for student teachers needed to diversify California's teaching force



CREDIT: ANDREW REED/EDSOURCE

California requires 600 hours of student teaching, nearly double the requirement of other states. Student teachers are not paid and student teaching typically lasts for an entire academic year. Thus, most teacher candidates cannot work and student teach at the same time (or it is very difficult to do so). Taking a year off of work is a barrier for potential teachers, especially teachers of color, wanting to enter the teaching profession.

Every person in California preparing to become a teacher needs a \$20,000 stipend to offset tuition costs and living expenses to complete student teaching. Those training in such programs also would benefit from a job as a teaching assistant or substitute teacher in the public school district where they are completing their student teaching. This is essential to have teachers in the classroom who look like and understand the histories, knowledge and experiences of California's public-school students.

SPECIAL COVERAGE - UPDATED DAILY

How the coronavirus is reshaping education in California



- Latest updates on education and the coronavirus crisis
- Quick Guide: California's plan for getting more kids back to school
- California colleges and universities respond to the coronavirus: a quick guide

THE INVERNESS INSTITUTE

Teachers speak out on teaching during the pandemic



Nationwide Teacher Shortage In light of COVID.....

Pandemic makes teacher shortages even worse



by: Rudabeh Shahbazi, Nexstar Media Wire

Posted: Jan 22, 2021 / 12:30 PM CST / Updated: Jan 22, 2021 / 05:33 AM CST

CHICAGO ([NewsNation Now](#)) — A staffing shortage is leaving some school districts across the county understaffed or in a bind. Teacher shortages predate the coronavirus pandemic — there is reduced funding in many states since the last recession — and the virus has only made the problem worse, prompting many teachers to leave the profession or take early retirement.

Mississippi has a critical teacher shortage. No one knows how bad it really is.

by Kelsey Davis Betz
February 9, 2021



Teacher shortage hits schools in rural, urban districts across Minnesota

A new report finds half of Minnesota licensees aren't in classrooms; deficits span urban, rural, suburban areas.

By Erin Golden Star Tribune | FEBRUARY 10, 2021 — 5:15AM



Credential Requirements In light of COVID.....

California teacher credentialing requirements continue to be eased during pandemic



Commission on Teacher Credentialing

1900 Capitol Ave Sacramento, CA 95811 (916) 322-6253 Fax (916) 445-0800 www.ctc.ca.gov

Office of the Executive Director

MEMORANDUM

DATE: April 17, 2020

TO: California Credential Candidates

FROM: Tine Sloan, Commission Chair
Mary Vixie Sandy, Executive Director

The California Commission on Teacher Credentialing extended the deadline for the April 17, 2020 credentialing exam to Thursday, May 14, 2020. This extension will allow those in teacher preparation programs to finish required exams, coursework and other requirements while they finish required exams, coursework and other requirements. This was the latest in a series of state actions to ease teaching requirements during the COVID-19 pandemic.

We at the Commission on Teacher Credentialing know the angst that COVID-19 is creating for all of you. We write to you now to convey where we are and what we know.

If you are a credential candidate who cannot finish your credential requirements as a result of COVID-19, we are seeking solutions that will allow you to defer requirements so you can be hired into your profession this fall. Many of you lost out on opportunities to prepare as you had

Credential Requirements In light of COVID.....

Governor suspends California teacher testing requirements for candidates impacted by coronavirus closures

Unable to complete student teaching requirements prospective teachers may soon get reprieve

Commission to consider temporarily reducing student teaching hours



Gov. Gavin Newsom takes questions from kindergarten students during his visit to the Ethel I. Baker Elementary School in Sacramento on Oct. 7, 2019.

PHOTO: AP PHOTO/RICH PEE

Gov. Gavin Newsom has suspended state testing requirements for teacher candidates impacted by the coronavirus pandemic in an [executive order](#) issued Saturday morning.

The order allows eligible teacher candidates to earn preliminary credentials without taking either the California Teaching Performance Assessment or the Reading Instruction Competence Assessment. It also allows students to enter teacher



PHOTO: SMITA PATEL/EDSOURCE

Thousands of teacher candidates in California who are preparing to graduate this year in the midst of the coronavirus pandemic may not have to complete all their student-teaching hours or take all required tests before teaching in their own classrooms next year.

SPECIAL COVER

How the
is reshaping
in Ca



- Latest updates on the coronavirus
- Quick Guide: Getting more k
- California colleges respond to the guide

Recommendations

No Action Tonight

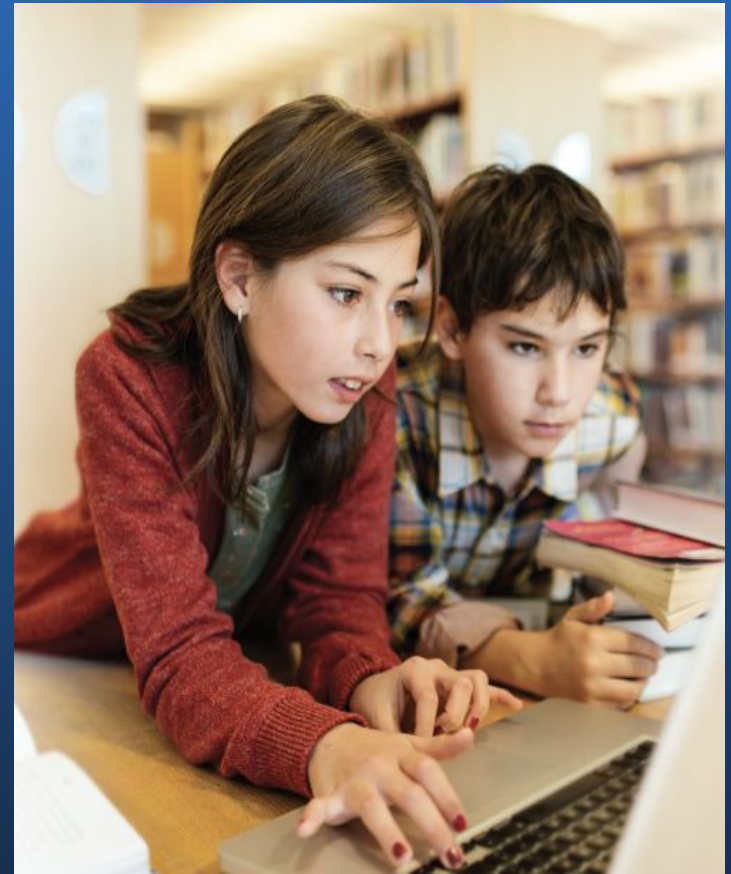
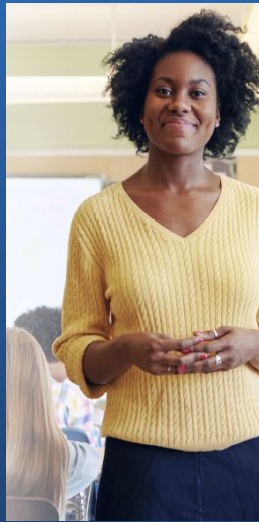
- Invest one-time money in continuing our diversity recruitment efforts, with flexibility on district contribution for program costs and incentives.
 - While the ethnicity of these cohorts is significantly greater than the district average in the areas we are trying to grow, we understand that it represents a small portion of the staff of approximately 640.
 - We have moved the dial slowly but it takes time because these are small cohorts.
 - We'd like to invest in continuing our efforts to bring more diverse staff into NUSD.
 - We may adjust our level of district contribution to program costs, with a maximum of up to 80% per participant in the next cycle.
 - We are seeking direction regarding a multi-year budget item to run this program beginning in 2021-22. *(Funding source will be discussed in next presentation)*
 - We will provide our annual updates for each cohort, as well as interim updates as we make progress.

Recommendations

No Action Tonight

- Possibly utilize a vacant leadership position in the CAO's office to focus on Recruitment and Retention Efforts, which includes on on-the-job supports to new teachers beyond our already existing Beginning Teacher Induction Program, as well as leading the work of the program implementation.

QUESTIONS



Pipeline for Aspiring Leaders

Pipeline for Aspiring Leaders

Also in October 2017, the Board approved a program designed to attract aspiring leaders who currently work as teachers in NUSD, to build leadership capacity and help connect them to programs that prepare them for administrative credentialed leadership positions in NUSD.

Cost to Implement for 25 Participants

Review

Program Component	Per Person Cost	Participants	Total Cost
80% of Preliminary Administrative Services Credential Program (PASCP) - <i>Part 1</i>	\$7,200	25*	\$180,000
NUSD Leadership Series - <i>Part 2</i>	Cost to Run Program		\$25,000
Funded by One-Time Money			\$205,000

For example:	Year 1	Year 2	Year 3	Year 4
Part 1 w/ PASCP	5	12	8	
Part 2 w/ NUSD		5	12	8

*This does not mean we will have 25 admin vacancies in the next three years. We are building capacity to prepare for eventual vacancies and anticipated growth.

Our work begins...

- Developed Aspiring Leader agreement
- Created recruitment plan
- Identified candidates for Aspiring Leaders program
- Connected with credential programs to establish formal pipelines for aspiring leaders
- Created NUSD training for those interested in leadership positions in NUSD once they have an admin credential

Results to Date

Cohort	Number of Participants	Progress
1 (2017-2019)	10	Working in administrative roles or other informal leadership roles at their sites
2 (2018-2020)	11	Currently completing NUSD Leadership Series
3 (2019-2021)	6	Currently completing SCOE's Leadership Institute

Results to Date

Of the 27 NUSD staff who have completed or are in the credential program:

Sites Represented:

- JFS (2)
- TRE (1)
- IHS (8)
- LGA (3)
- BCS (1)
- PVS (6)
- HAH (1)
- NHS (3)
- DHS (1)
- Multi-site (1)

Types of Leadership Roles

(all 27 have taken on one or more):

- Teachers in Charge
- Department/Grade Level Leads
- PLC/PBIS/Technology Team Leads at Sites
- Activities/Athletic Directors
- Instructional Coach
- IB/AVID Coordinators
- Assistant Principal
- Principal
- Coordinator

Paths to Promotion and Formal Recognition of Top Talent (BP 0100 TOA for Student Success)

“...When that staff does not demonstrate an interest in promotion, the district will work to develop **formal recognition and roles for staff** (classified, certificated and management) **that allow them to coach or mentor colleagues**, therefore further expanding the district’s culture of high expectations and support.”

Recommendations

No Action Tonight

- We would like to bring back a proposal this spring through the budget process for how we can continue to lead this work, but welcome any direction the Board is interested in giving tonight.

QUESTIONS