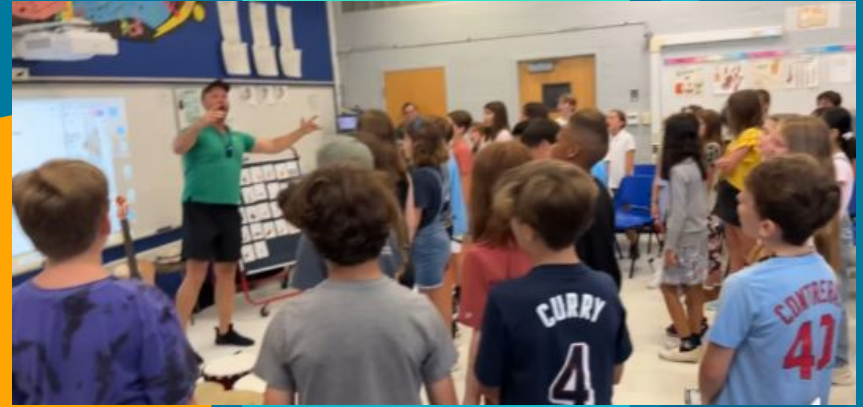


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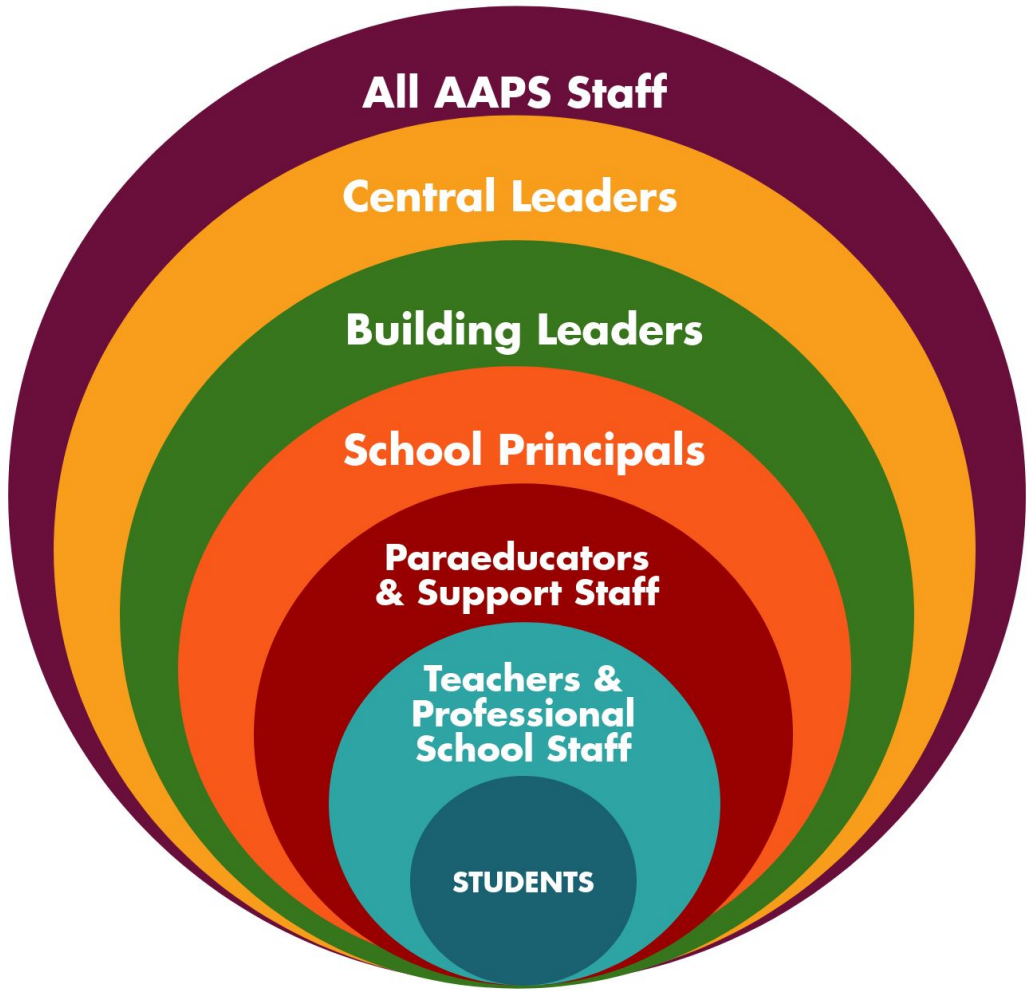


Recruitment and Staffing 2024-25 Annual Report

Board of Education
December 18, 2024



DRAFT



Diversity Core Values

In the Ann Arbor Public Schools, we:



- ✓ Respect diversity, celebrate and benefit from a rich, diverse learning and work environment, and understand that diversity strengthens the organization.
- ✓ Recognize that diversity supports all creative energies and cultivates new talent not before recognized.
- ✓ Acknowledge diversity as a strength both within the Ann Arbor community and in the Ann Arbor Public Schools.
- ✓ Understand that our students and staff benefit from the many perspectives and rich culture of a diverse educational environment.
- ✓ Know that it is beneficial for students to have diverse and positive role models at school, and across our AAPS organization.
- ✓ Know that students who learn, grow, and succeed in a diverse K-12 environment will be much better prepared to take their next steps in a diverse world.

2024-25 Staffing Goals

- ✓ Address unique and continuing challenges of staffing
- ✓ Support increased staffing needs in Special Education
- ✓ Support increased staffing needs to ensure compliance with health and safety protocols
- ✓ Continue commitment to hire a highly-skilled and diverse staff
- ✓ Continue commitment to maintain class sizes at all levels
- ✓ Retain valuable employees
- ✓ Expand efforts for recruitment of highly qualified staff



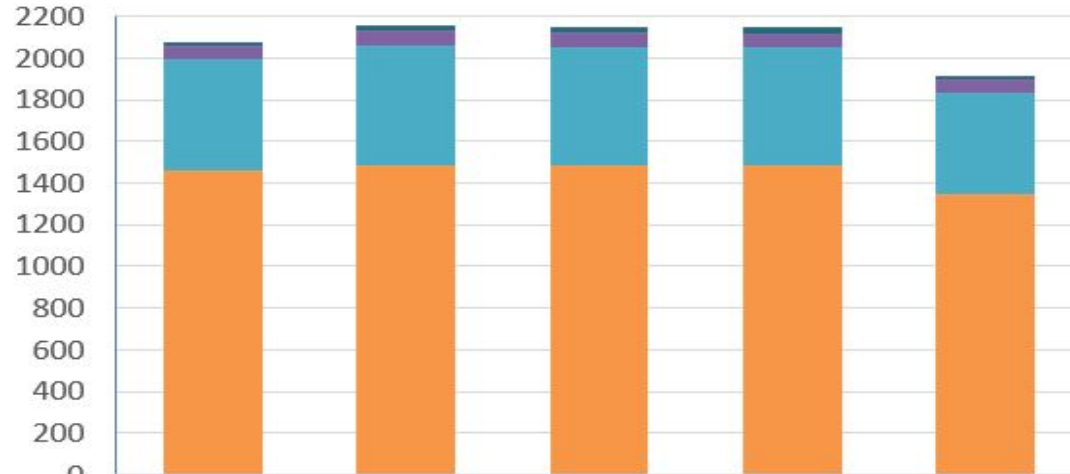
Staff Totals By Group

| | 2024-25 |
|--|----------------|
| Teachers & Professional School Staff (includes Teachers, Counselors, School Social Workers, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses, Coordinators) | 1349.23 |
| Para Educators & Other School Support Staff (includes Para Educators, Office Professionals, Community Assistants, Rec & Ed Coordinators & Technical Support Personnel) | 486.5 |
| Building Leaders (includes Principals and Deans, Assistant Principals, Class Principals, Assistant Deans, Athletic Directors) | 60 |
| Central Leaders (includes District Leadership Team, Directors, Assistant Directors) | 20 |
| TOTAL* | 1915.73 |

*Staffing numbers are fluid and change daily
This number represents full time equivalency (FTE) not headcount
2024/25 FTE as of November 11, 2024.

Historical FTE Over Past 5 Years

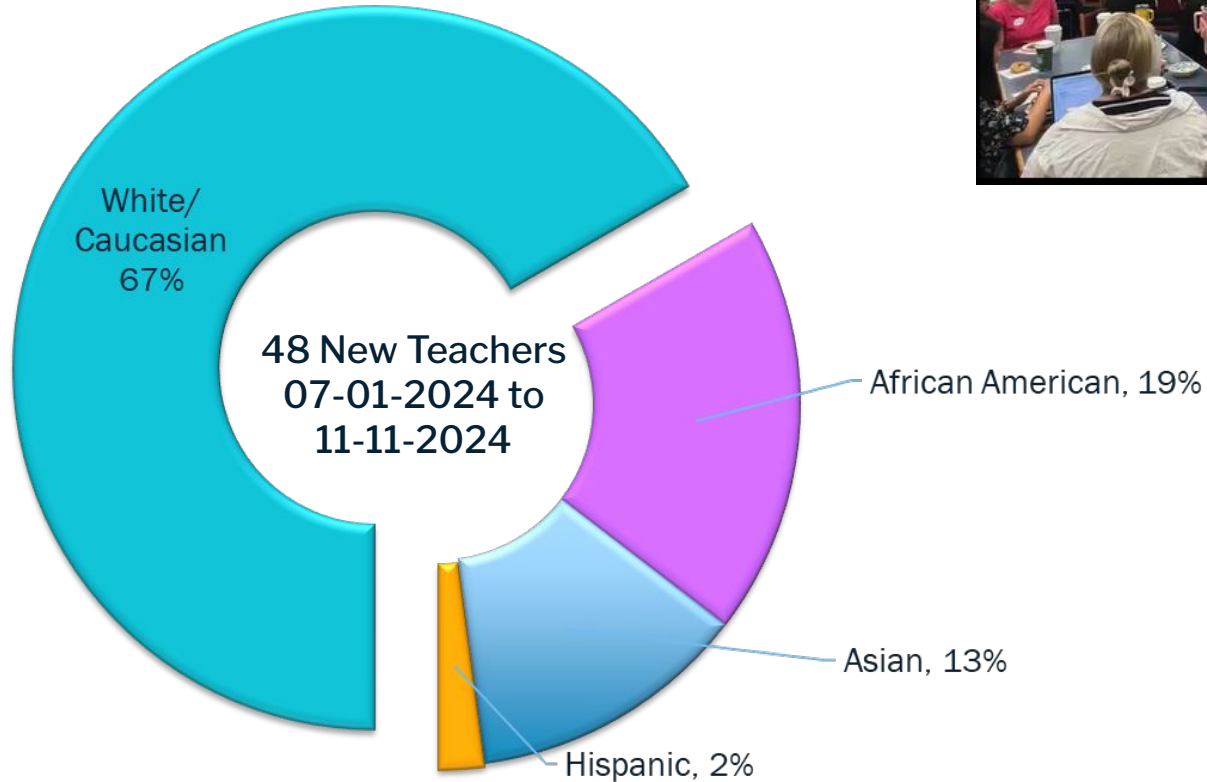
Staff FTE Totals by Group



| | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 |
|-----------------------------------|---------|---------|---------|---------|---------|
| D - Central Leader | 21 | 24 | 24 | 26 | 20 |
| C - Building Leader | 63 | 66 | 68 | 66 | 60 |
| B - Para and School Support Staff | 533 | 575 | 571.1 | 568.4 | 486.5 |
| A - Teachers | 1462 | 1488 | 1481.6 | 1484 | 1349.23 |

*Staffing numbers are fluid and change daily
 This number represents full time equivalency (FTE) not headcount
 2024/25 FTE as of November 11, 2024.

Teachers New to AAPS



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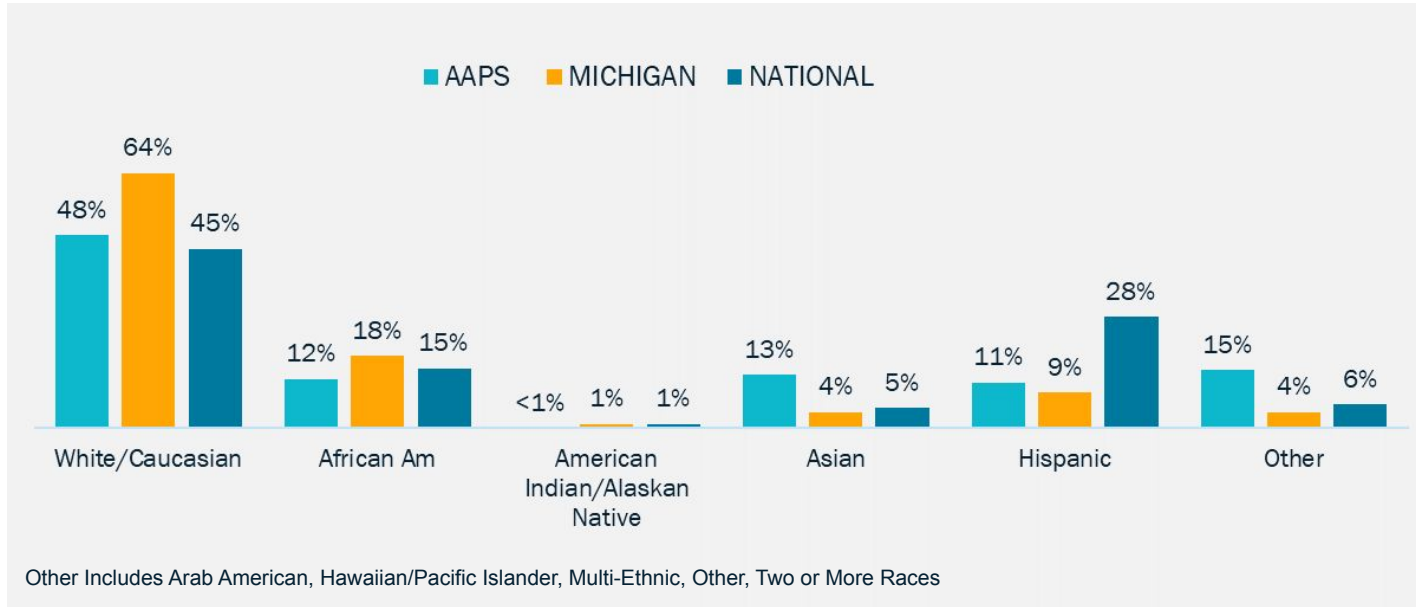


Student and Teacher Race/Ethnicity Data State and National Comparison



Student Comparison

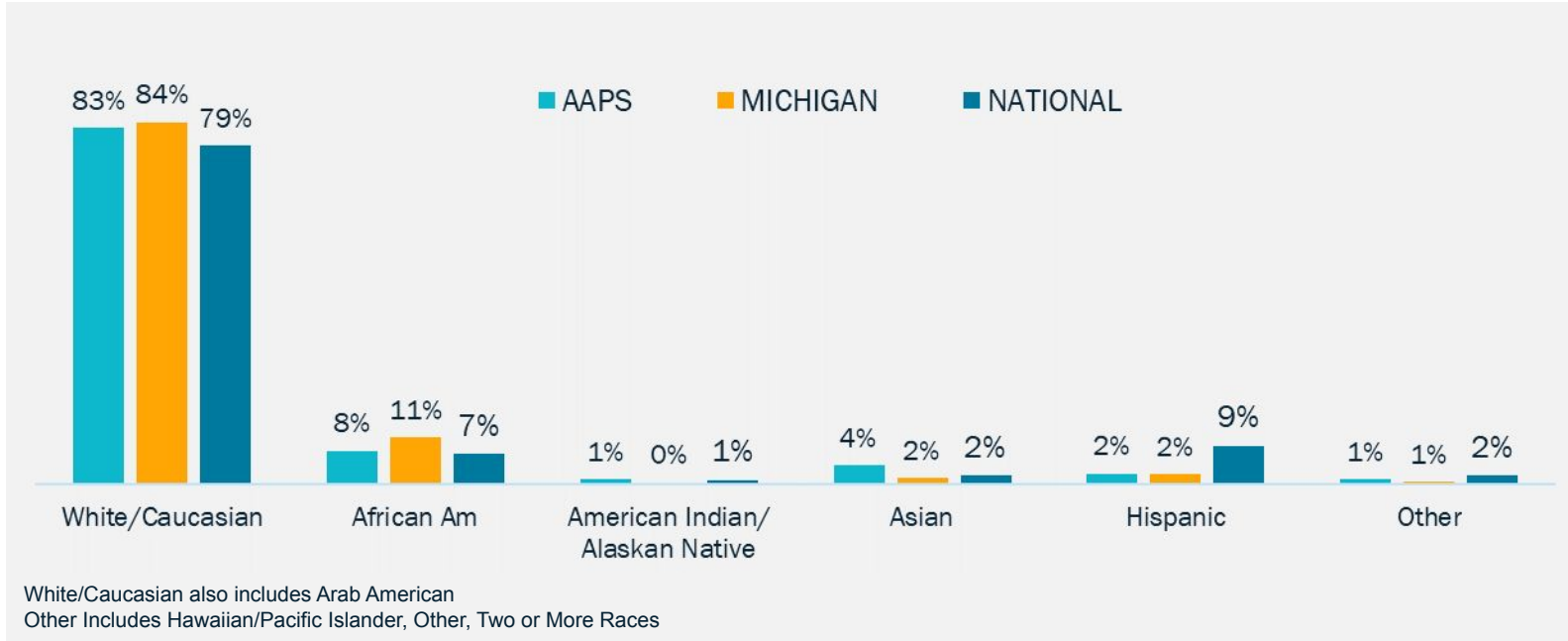
AAPS / State / National



AAPS Source: 2024-25 Student Enrollment Data
 Michigan Source: 2023-24 [MI School Data Student Count](#) Snapshot
 National Source: [National Center for Education Statistics](#), Fall 2021

Teacher Comparison

AAPS / State / National



Teacher race/ethnicity is determined according to federal/state reporting requirements.

AAPS Source: 2024/25 New World Data 11-11-2024
Michigan Source: [2022/23 MI School Data Staffing](#) Count Snapshot
National Source: [National Center for Education Statistics](#), 2017/18

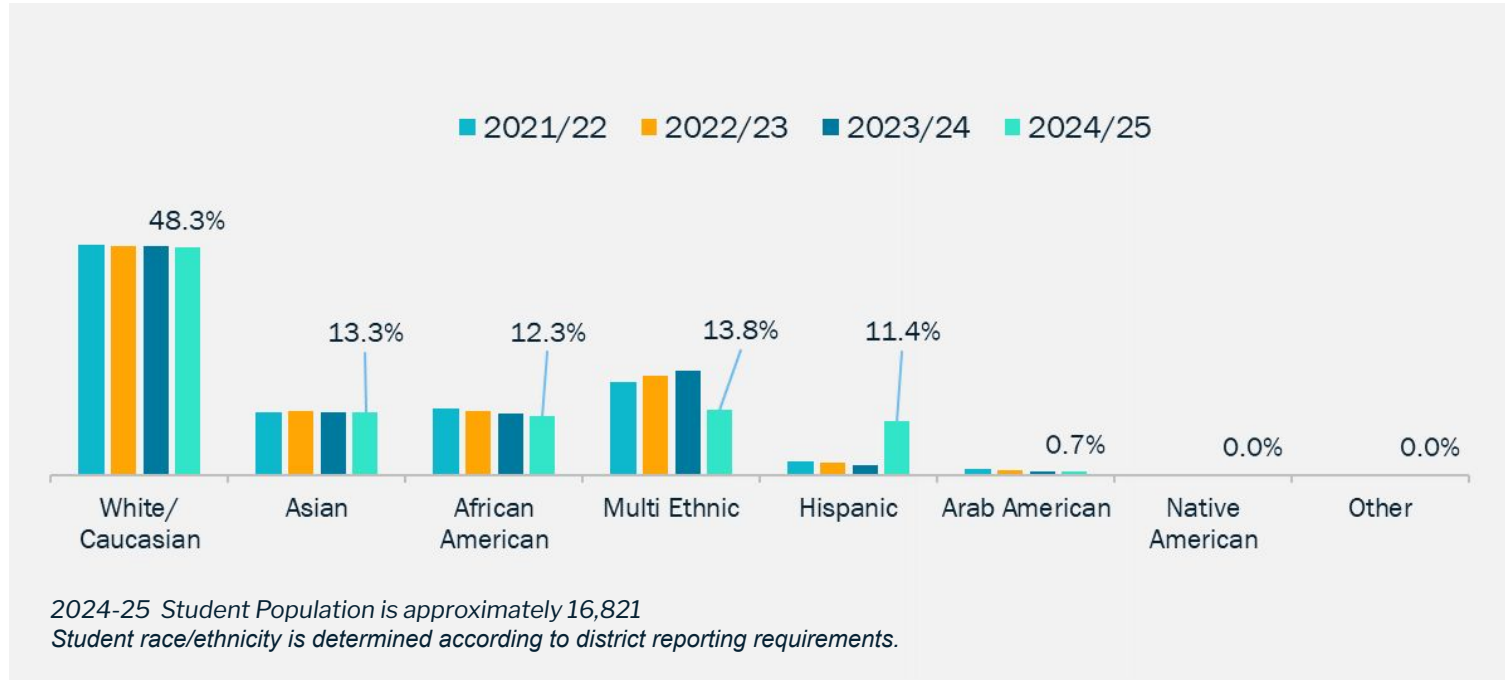
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Student and Staff Race/Ethnicity Data 4-Year Comparison

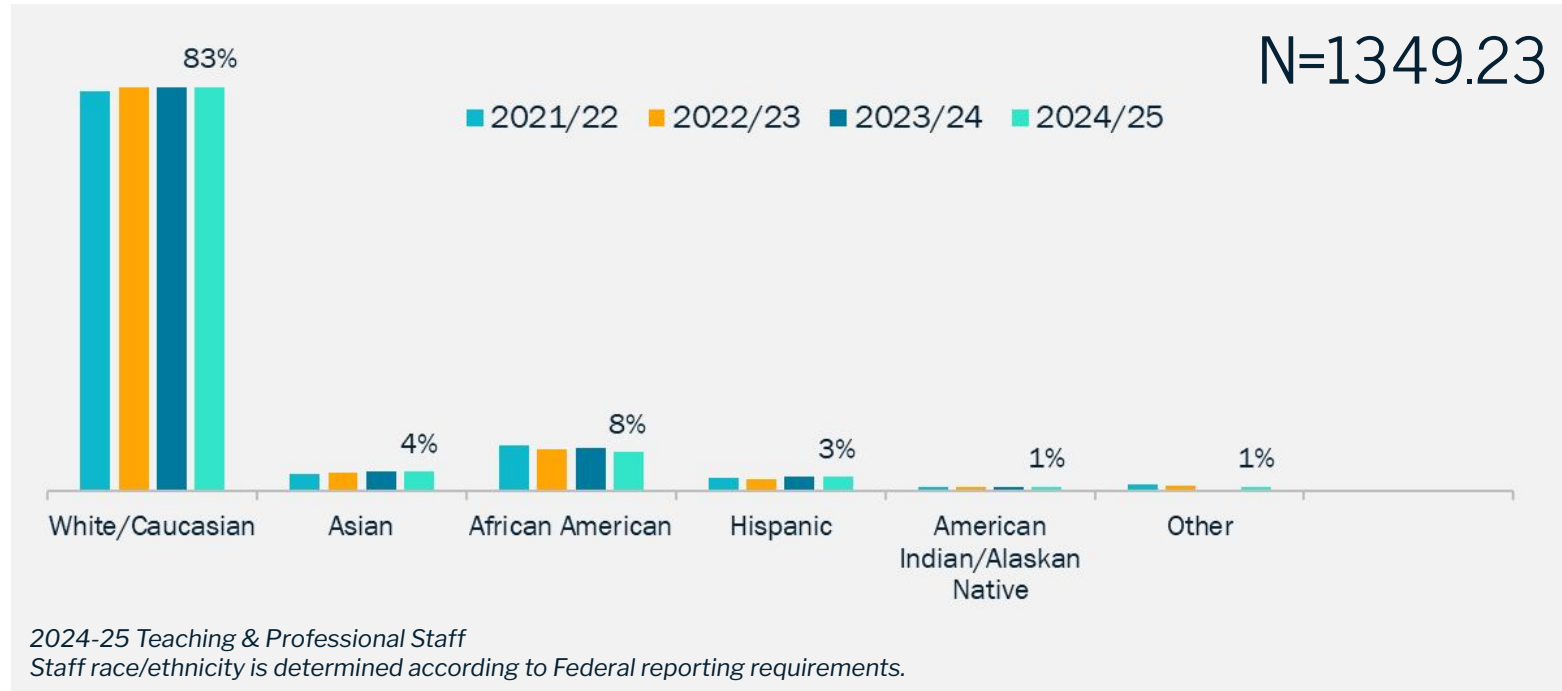


AAPS Student Population



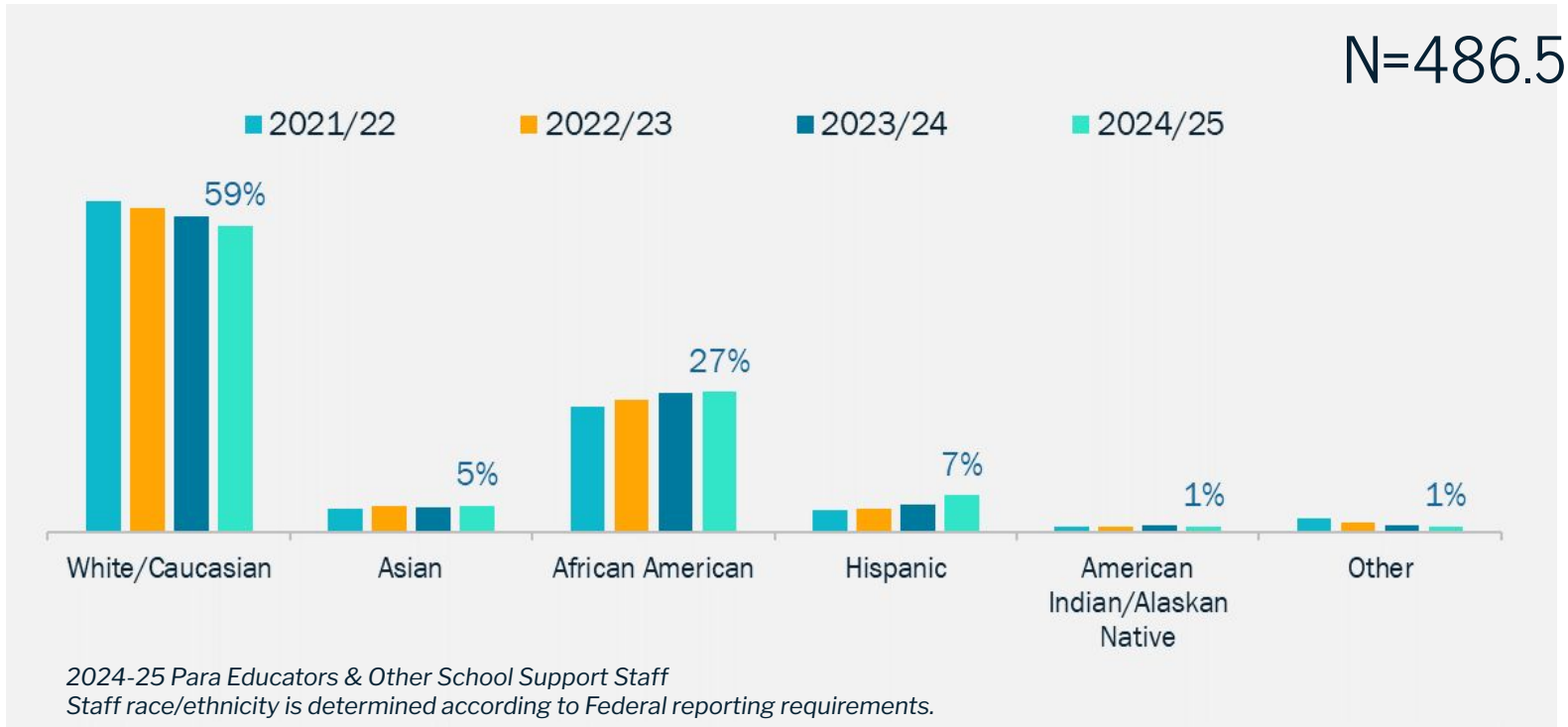
Teachers & Professional School Staff

(Teachers, Counselors, School Social Workers, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses)



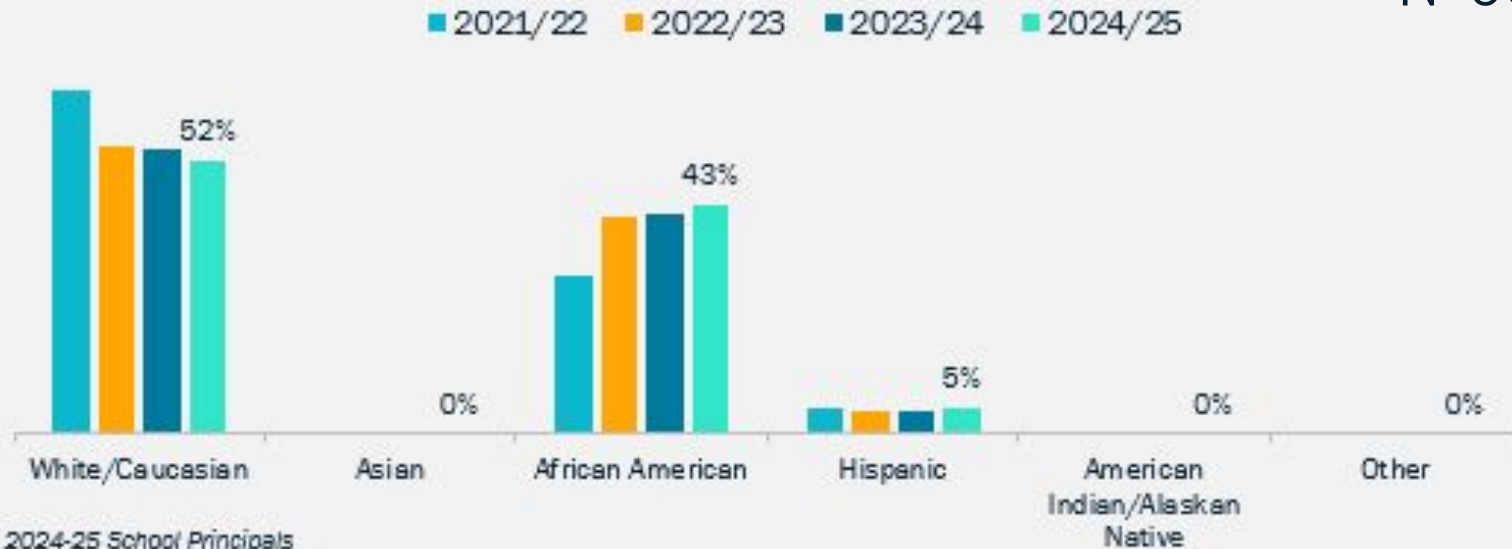
Para Educators & Other School Support Staff

(Para Educators, Office Professionals, Rec & Ed Coordinators & Technical Support Personnel)



Building Leaders

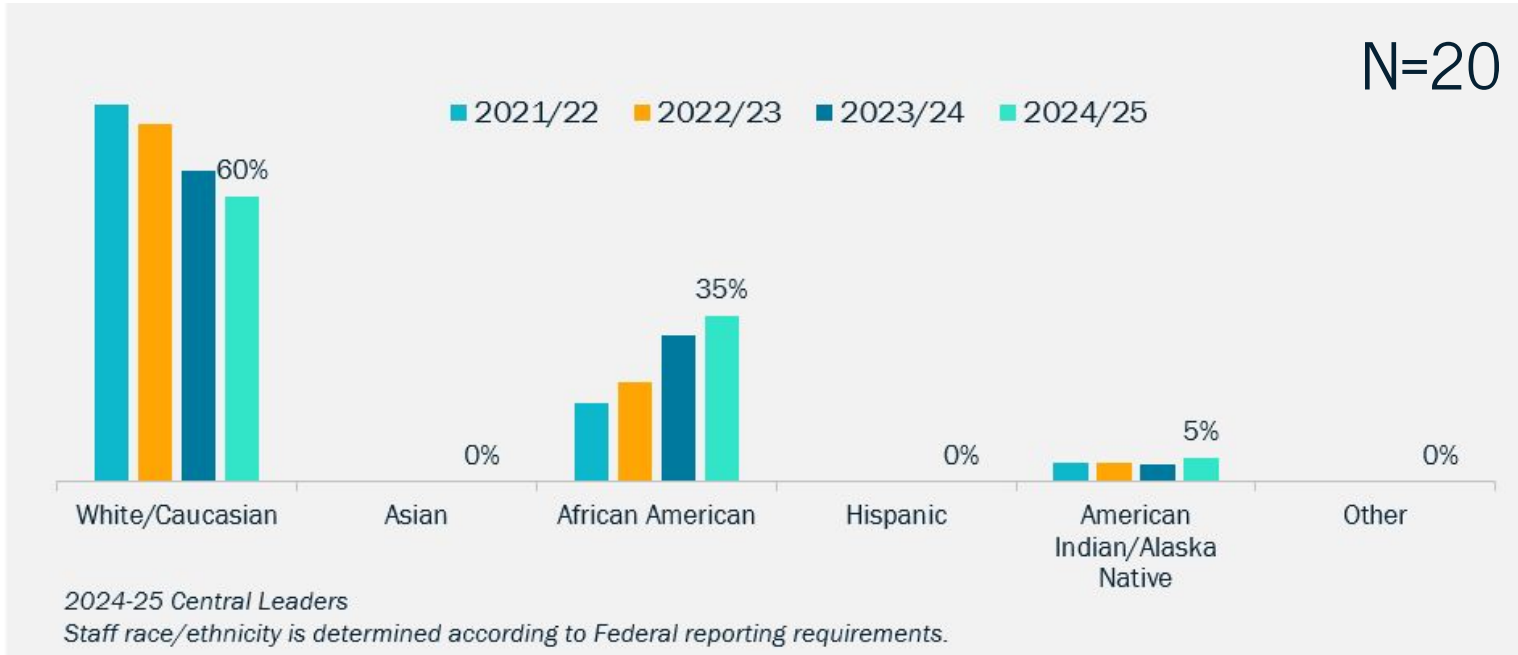
N=60



2024-25 School Principals
Staff race/ethnicity is determined according to Federal reporting requirements.

Central Leaders

(District Leadership Team, Executive Directors, Assistant Directors)



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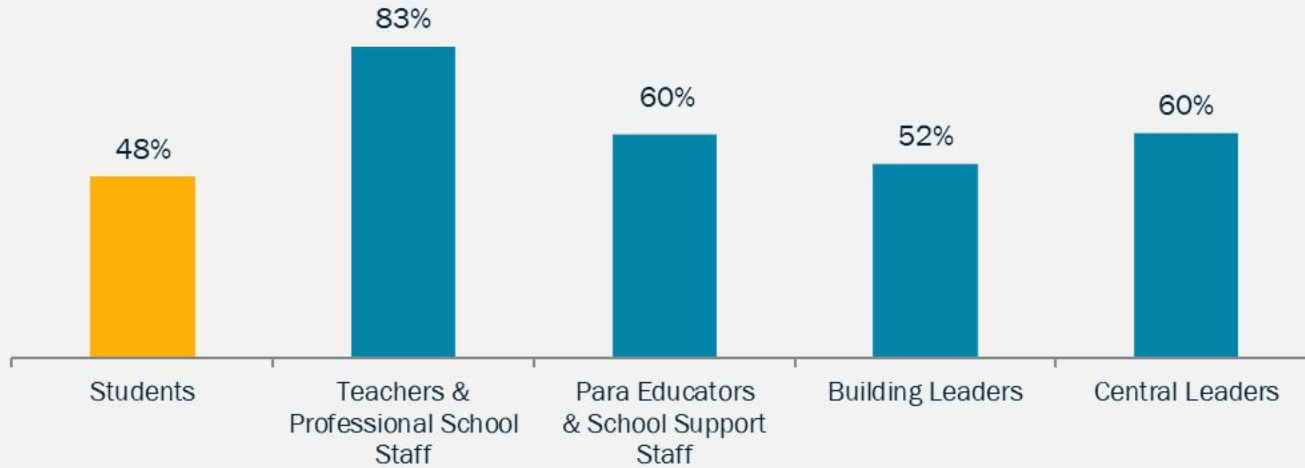


Student and Staff Race/Ethnicity Comparison



AAPS Staff/Student Comparison

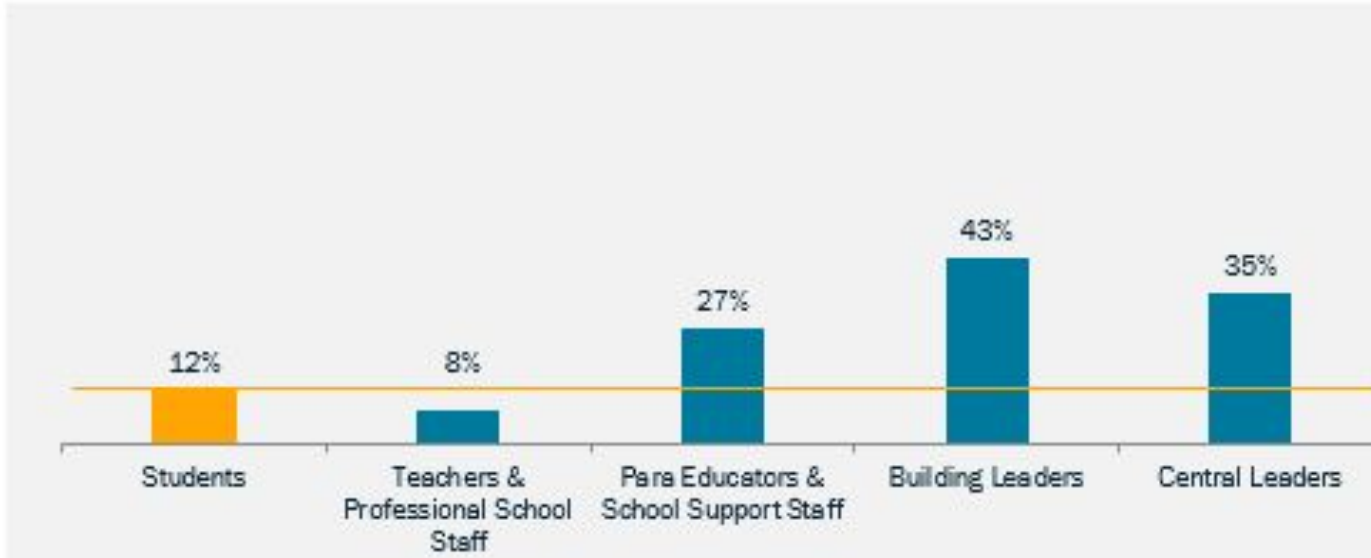
White/Caucasian Representation



*Student race/ethnicity is determined according to District reporting requirements.
Staff race/ethnicity is determined according to Federal reporting requirements.*

AAPS Staff/Student Comparison

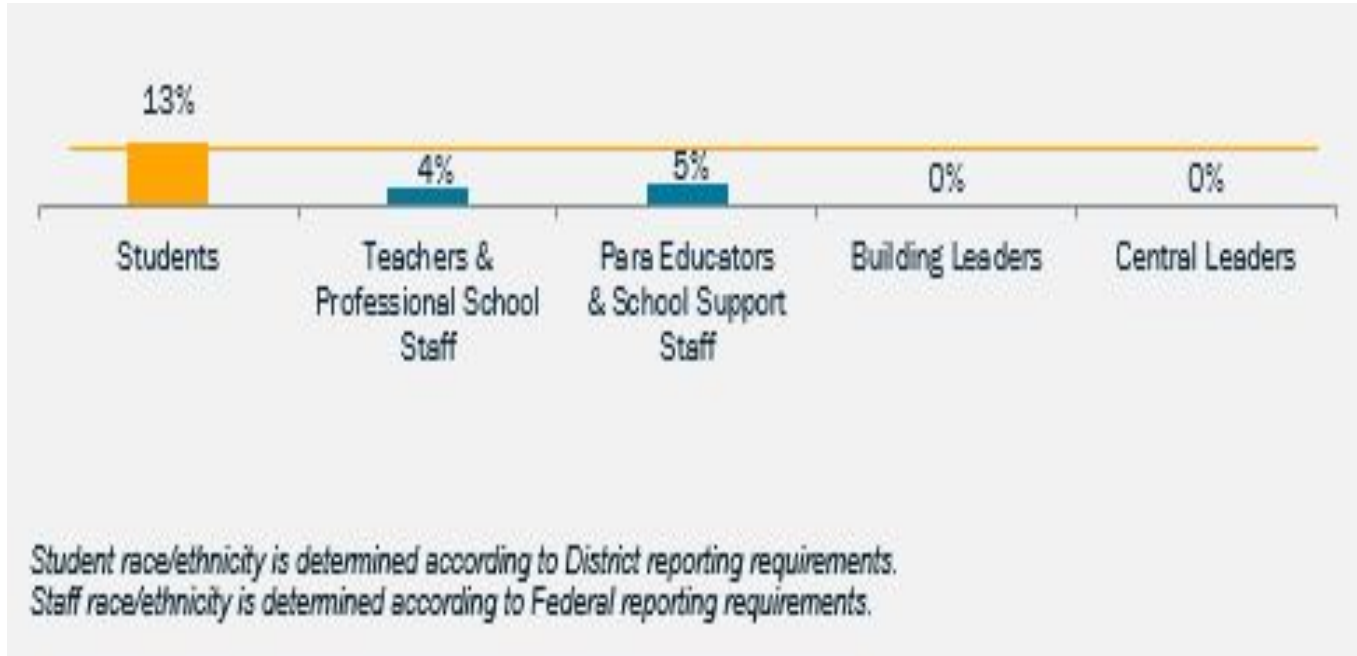
African American Representation



*Student race/ethnicity is determined according to District reporting requirements.
Staff race/ethnicity is determined according to Federal reporting requirements.*

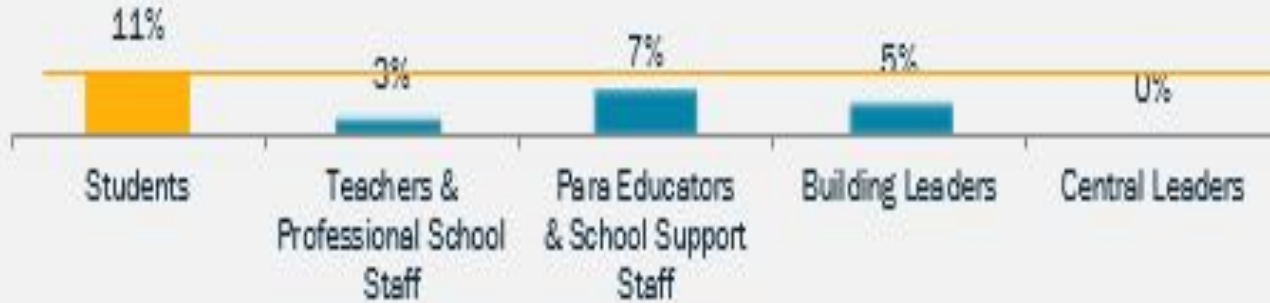
AAPS Staff/Student Comparison

Asian Representation



AAPS Staff/Student Comparison

Hispanic Representation



*Student race/ethnicity is determined according to District reporting requirements.
Staff race/ethnicity is determined according to Federal reporting requirements.*

Teacher & Staff Recruitment & Hiring

2024-25 Staffing Processes

- ▶ Hosted **AAPS Teacher and Support Staff Virtual Job Fairs**
 - ▷ Diverse group of applicants were considered
 - ▷ On the spot screening interviews were held
 - ▷ Pool of viable candidates shared with principals to move forward in the hiring process
 - ▷ Several applicants were offered positions
- ▶ Held **weekly new hire orientations** to introduce and reinforce district values on diversity, equity and dignity.
 - ▷ Hired 187 employees since July 1st; 48 of these are teachers
 - ▷ New hire orientations continue to average 6-10 participants each week
- ▶ Attend **annual teacher fairs** to recruit and provide AAPS materials to local and historically black universities
- ▶ Continue to **assist and follow student teachers** and substitute minority candidates to contact when positions become available. We are currently hosting 96 student teachers.
- ▶ **Expand our 'Grow Your Own'** program for outreach to AAPS paraeducators and other support staff interested in pursuing teaching certification. Continued **collaboration with EMU and WISD to support AAPS paraeducators in pursuit of teaching certification in emotional impairment.** (currently 30 AAPS paraeducators are participating over the 5 cohort periods)

Grow Your Own Programs

AAPS continues to support staff interested in pursuing teaching certification in a growing variety of Grow-Your-Own opportunities,

- ▶ AAPS Collective Bargaining Agreements support leave opportunities for staff pursuing educational advancement.
 - ▶ ShaRhonda Jones Peoples, our original grow your own, was an AAPS OP and began her teaching career in 2019; continues to teach for AAPS today.
- ▶ AAPS continues **collaboration with EMU and WISD to support AAPS paraeducators in pursuit of teaching certification in emotional impairment.**
 - ▶ Cohort 1 graduated December 2023 - 6 candidates and 4 were hired and continue to teach for AAPS, 1 candidate did not pursue teaching and another was hired with a neighboring district.
 - ▶ Cohort 2 graduated May 2024 - 2 candidates and both were hired and continue to teach for AAPS
 - ▶ Cohort 3 graduates December 2024 - 5 candidates; 5 of which are in long term sub assignments pending issuance of certification
 - ▶ Cohort 4 will begin student teaching in Spring 2025 - 8 candidates
 - ▶ Cohort 5 will begin student teaching in Fall 2025 - 9 candidates
- ▶ Michigan Department of Education Grow Your Own Grants
 - ▶ AAPS was awarded a grant from MDE and through a partnership with WMU, this initiative will offer up to 150 AAPS teachers the opportunity to earn a free Master of Arts in Teaching English to Speakers of Other Languages (TESOL). Cohort 1 Fall 2023; Cohort 2 Spring 2024
 - ▶ MDE grant expanded final cohort Fall 2024 to include applicants interested in adding endorsement in Learning Disabilities (LD), Autism Spectrum Disorder (ASD) or Emotional Impairment (EI).

AAPS “Grow Your Own” Spotlight

Partnership with EMU & WISD

- ▶ There have been three cohorts since 2023.
- ▶ The third cohort staff are currently finishing their student teaching.

Spotlight – Viviana Vogiatzi

- ▶ Her early career goals were in the medical field. She worked with children who were patients in hospitals in Rome and Italy.
- ▶ After completing her Medical Degree, she continued her studies as a geneticist and completed her Ph.D. program in Medical Genetics at Temple University in Philadelphia, PA.
- ▶ After having her third child, she started working at Clague Middle School, which was rewarding and child-centered.
- ▶ March 2021: she enrolled in the Para-to-Teacher certification program and continued to work in schools. April 2024: she graduated with a GPA of 4.0..
- ▶ Today, she works as a Resource Teacher at Huron HS. She has many biology classes, and says her job is super cool. She loves working with teenagers! She says “It feels like magic; teaching at Huron feels like home.”



Teacher and Staff - Retention and Engagement

Ongoing Action Plan

- Continue **HR On the Road** to provide an ongoing positive HR presence and access for and in the buildings.
- Evaluation HR Drop In
- “Resourceful” HR Monthly Newsletter
- Collaborate with **AAEA Minority Affairs Committee** to support and retain minority candidates
- **Exit Interviews** new for Fall 2024
- **Stay Interviews** new for Fall 2024

Stay Interviews - Retention and Engagement

Stay Interviews

- What is a Stay Interview? A one-on-one interview with an employee to learn about the employee's job satisfaction, concerns and to improve their experience.
- The HR Department started conducting Stay Interviews in Fall 2024 and will continue throughout the school year.
- The initial staff selection was based on the HR Newsletter Work Anniversaries.
- Interviews are face to face, last approximately 10 minutes and are voluntary.
- All classifications can participate in Stay Interviews; we will reach out to staff periodically for continuing updates.

Feedback:

- Staff have expressed that they started working because their children attended the school, their children are now in college and they still work in the building.
- Staff are happy with the team they work with including the leadership in the building.
- Staff like working in their community.

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Guest Teacher Report

EDUStaff
**OUR DISTRICT
NEEDS YOU!**

EDUStaff is an educational staffing company that specializes in training and providing quality substitute teachers (or guest teachers), substitute paraprofessionals, and other employee types to our partnering school districts. Founded in 2010, EDUStaff has quickly become known in the educational community for providing outstanding customer service to our partnering school districts our external employees, and our substitute paraprofessionals.

Guest Teacher Recruiting Efforts

We continue to partner with EduStaff who continuously recruits and market for additional guest teachers

- To date 588 EduStaff guest teachers are actively working in the AAPS.
- In addition to EduStaff guest teachers:
 - AAPS is recruiting retired teachers and to date has 72 retired teachers working as additional guest teachers in the district.
 - AAPS has identified paraeducators who are qualified to guest teach and to date 43 paraeducators are actively sub-teaching (in accordance with an AAPS/AAEA-P MOU)
 - AAPS offers AAEA teachers an opportunity for additional hourly work to sub during their planning periods.
- ITD continues to provide Schoology training on a weekly basis with 8-10 new guest teachers participating each week.
- New 2024-25 Pilot Program - EduStaff has initiated a new initiative this year too recruit and train individuals interested in being Paraprofessional subs. We currently have 3 individuals working under this pilot.

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Next Steps



Next Steps – Building Pipelines

We are committed to continuing our efforts to hire, support, and engage staff

- Continue to increase partnerships in an effort to collaboratively obtain additional resources and partnerships that focus on minority recruitment
- Set expectations to ensure current AAPS staff are able to work in a diverse environment
- Enhance programs to retain minority staff once hired
- Continue to provide annual diversity and sensitivity training to all staff
- Recruit for strong, diverse, candidate pools and hire the very best candidates
- AAPS Virtual Job Fairs will continue
- Interview teams require diverse representation of staff
- Professional Development incorporates equity throughout
- Continue to work with and include AAEA Minority Affairs Committee in our recruitment and hiring and retention efforts

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