

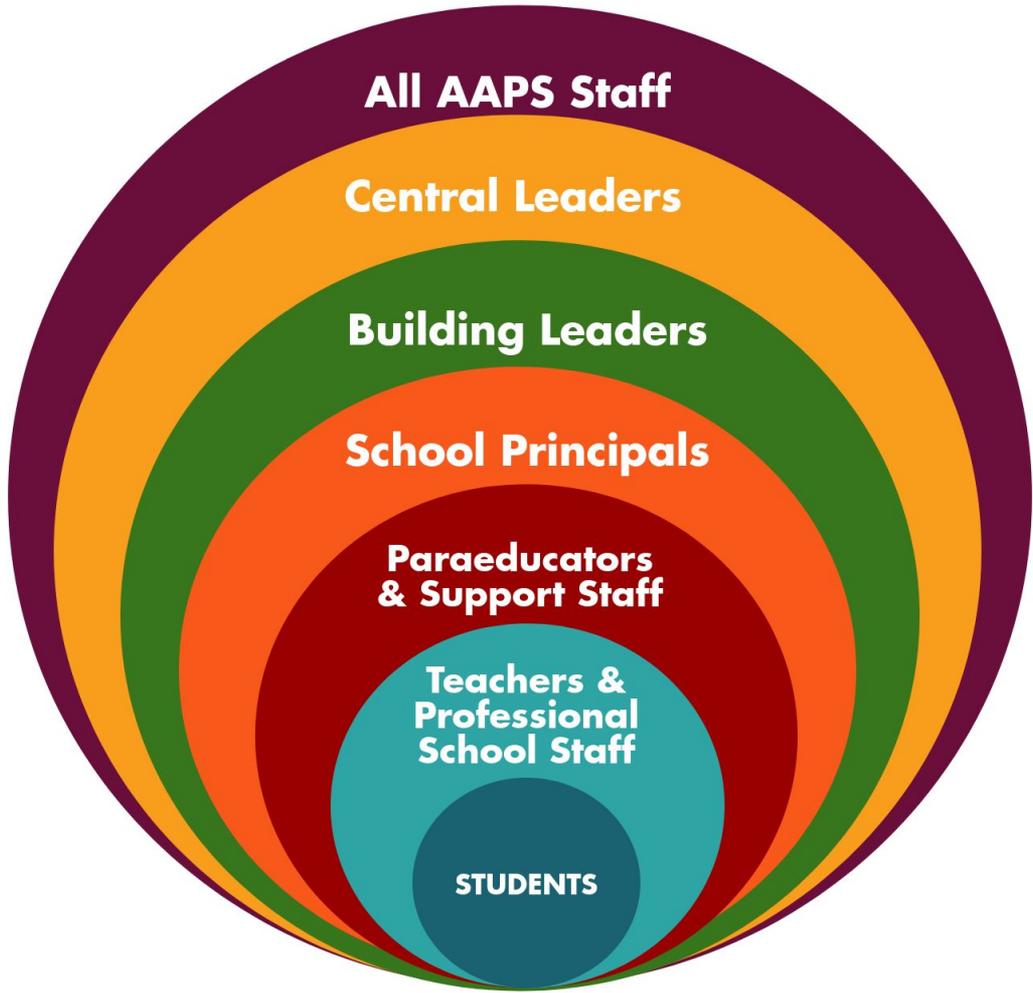
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Recruitment and Staffing 2025-26 Annual Report

Board of Education
December 17, 2025





Diversity, Core Values, Sense of Belonging & Inclusiveness

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.

2025-26 Staffing Goals

- ✓ Address unique and continuing challenges of staffing
- ✓ Support increased staffing needs in Special Education
- ✓ Continue commitment to hire a highly-skilled and diverse staff
- ✓ Continue our commitment to right size staff
- ✓ Retain valuable employees
- ✓ Increase staff engagement opportunities for staff retention



Staff FTE Totals by Group

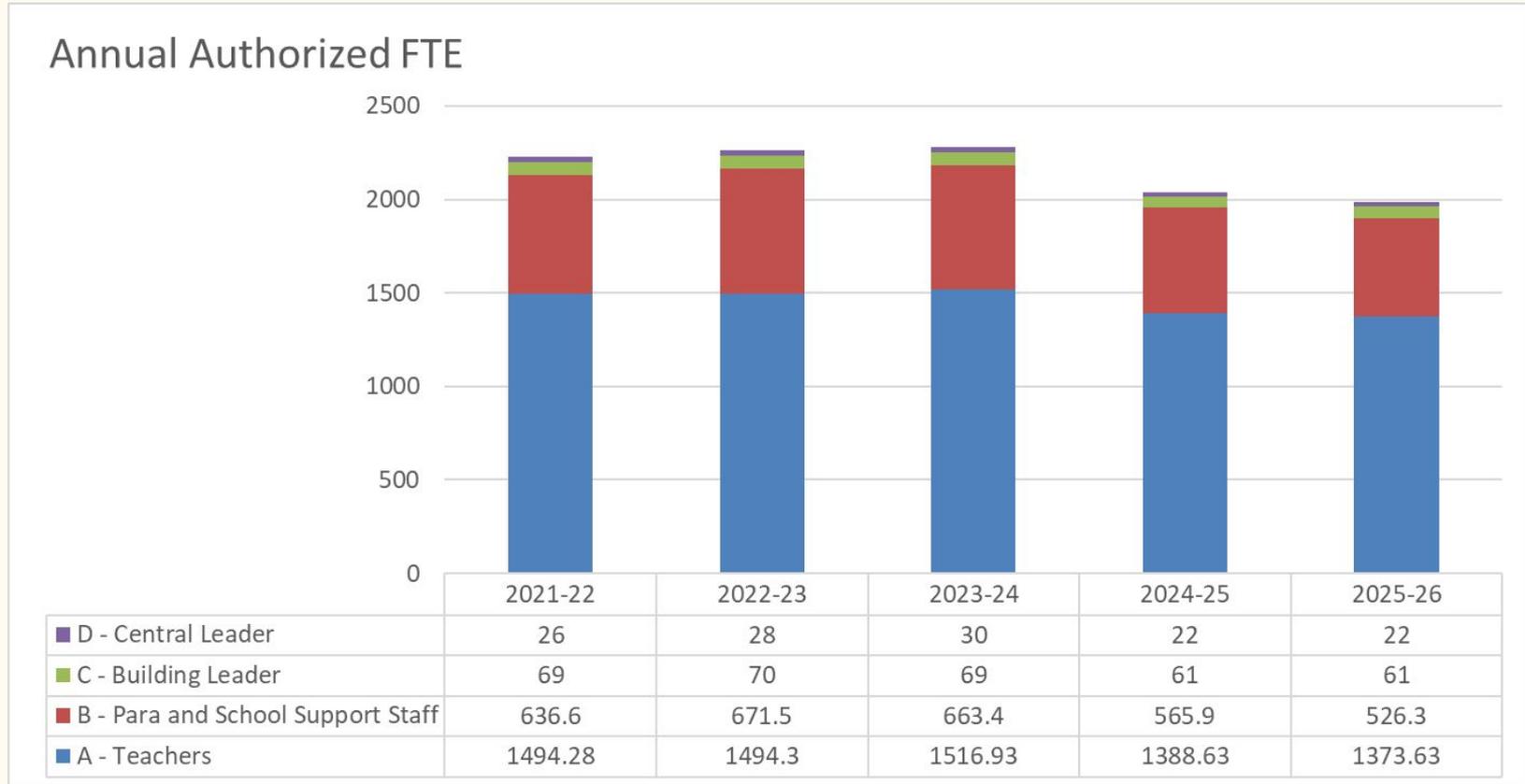
	2025-26 FTE[^]
Teachers & Professional School Staff (Teachers, Counselors, School Social Workers, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses, Coordinators)	1347.03
Para Educators & Other School Support Staff (Para Educators, Office Professionals, Community Assistants, Rec & Ed Coordinators & Technical Support Personnel)	452.7
Building Leaders (Principals and Deans, Assistant Principals, Class Principals, Assistant Deans, Athletic Directors)	59
Central Leaders (District Leadership Team, Directors, Assistant Directors)	20
TOTAL*	1878.73

[^]This number represents Full-Time Equivalency (FTE), not headcount, as of October 10, 2025.

*Staffing numbers are fluid and change daily

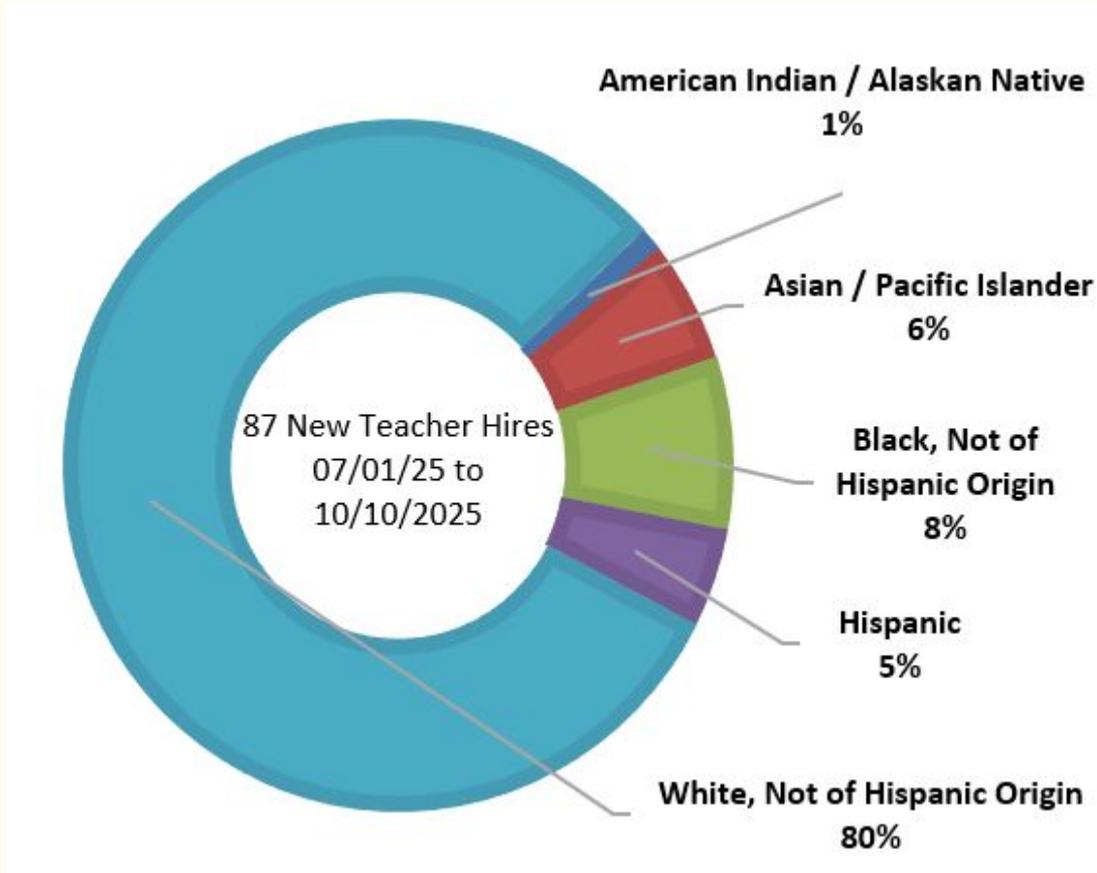
Authorized FTE Over Past 5 Years

Includes Vacancies



Authorized FTE includes both filled and vacant positions
 This number represents full time equivalency (FTE), not headcount, as of October 10, 2025.

Teachers* New to AAPS



*Teachers include all AAEA (including Non-Certified Professional Staff)

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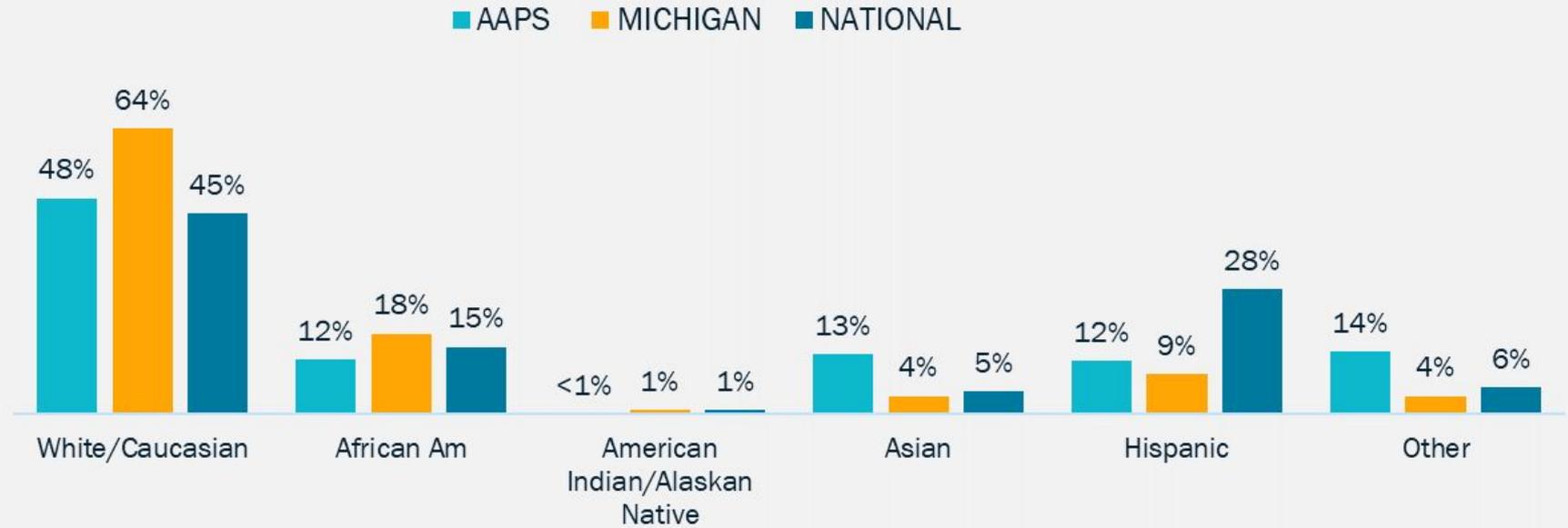


Student and Teacher Race/Ethnicity Data State and National Comparison



Student Comparison

AAPS / State / National



Categories as defined by State and Federal Staffing Guidelines

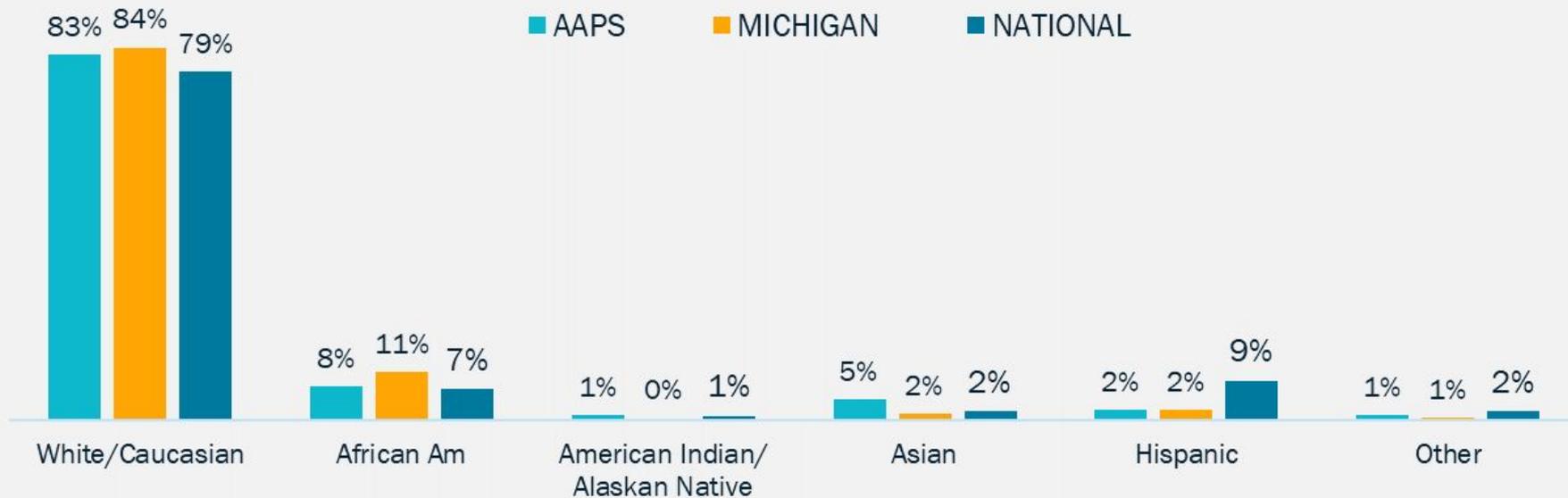
AAPS Source: 2025-26 Student Enrollment Data

Michigan Source: 2023-24 [MI School Data Student Count](#) Snapshot

National Source: [National Center for Education Statistics](#), Fall 2021

Teacher Comparison

AAPS / State / National



Employees self-select their Race/Ethnic Category upon hire

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

AAPS Source: 2025/26 New World Data 10-10-2025

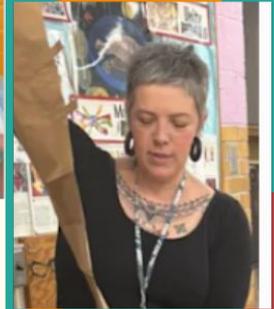
Michigan Source: [2022/23 MI School Data Staffing](#) Count Snapshot

National Source: [National Center for Education Statistics](#), 2017/18

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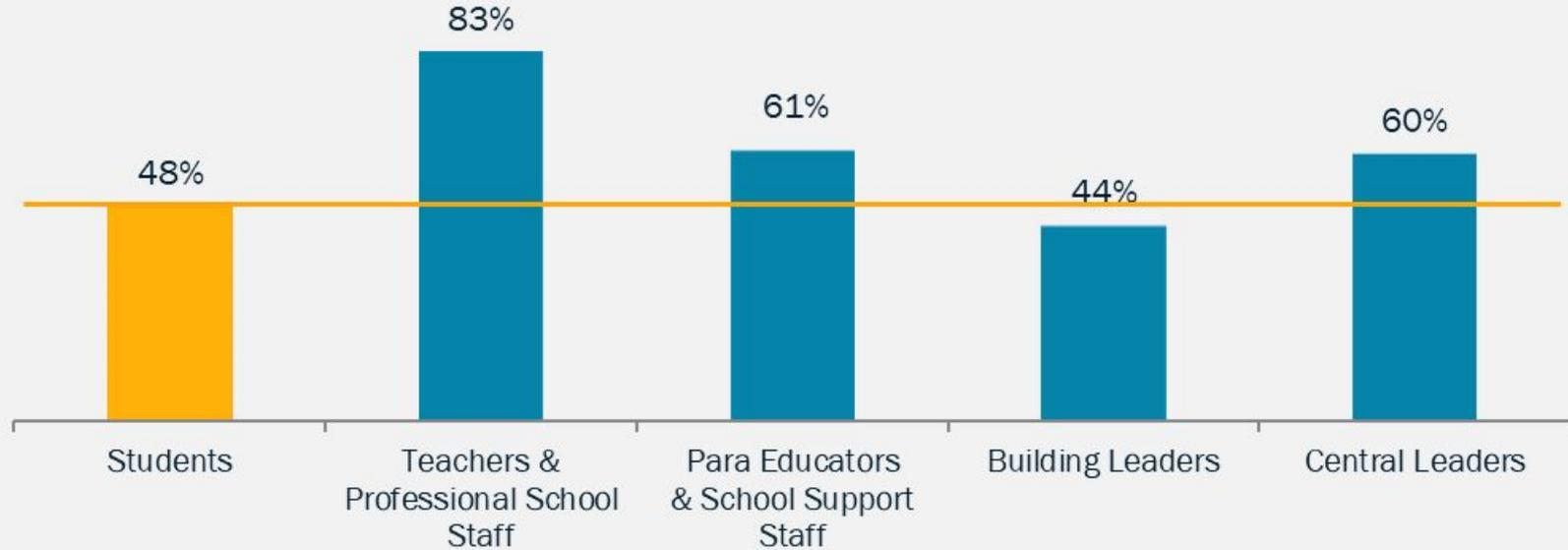


Student and Staff Race/Ethnicity Comparison



AAPS Staff/Student Comparison

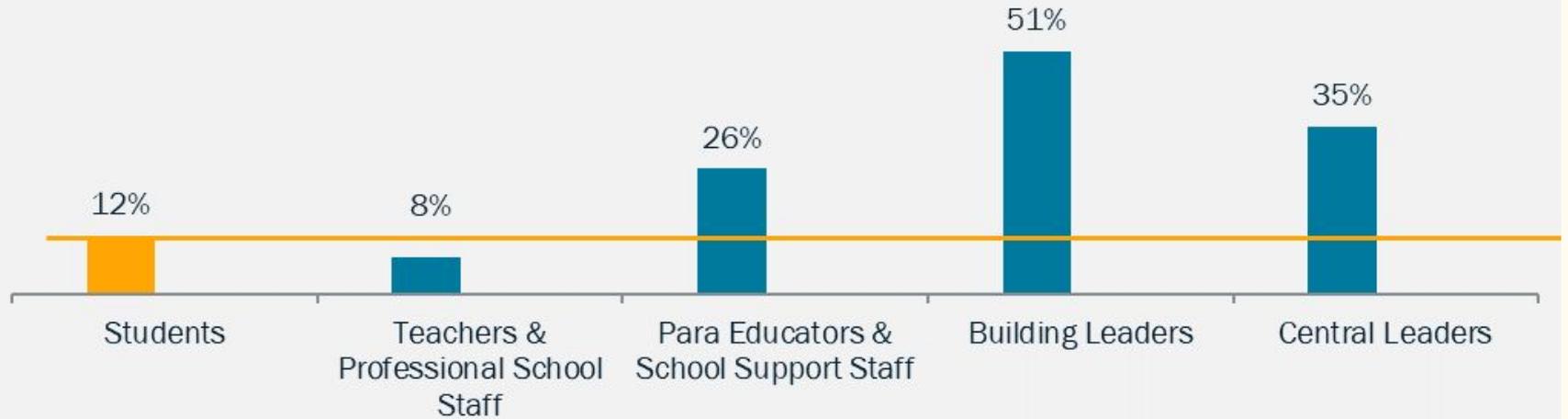
White/Caucasian Representation



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

AAPS Staff/Student Comparison

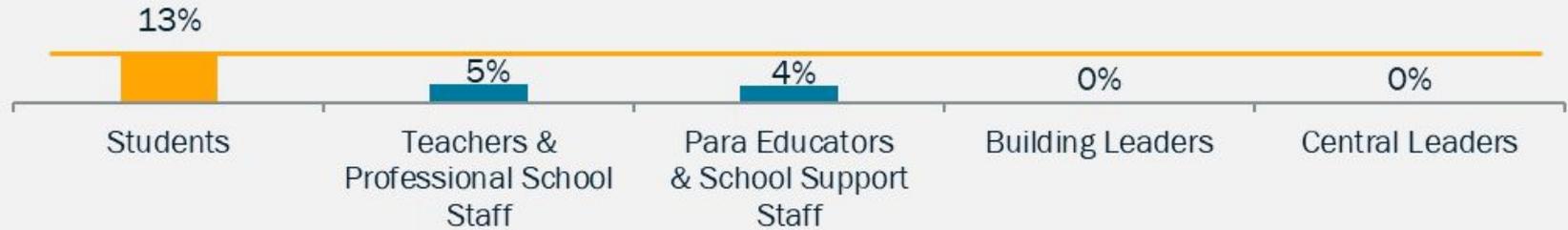
African American Representation



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

AAPS Staff/Student Comparison

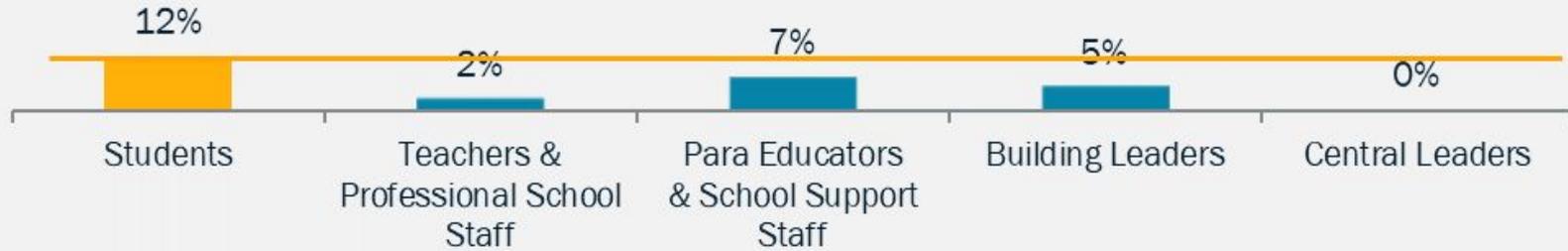
Asian Representation



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

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

2025-26 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**

- Hired 146 employees since July 1st; 87 of these are from the AAEA group
- 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

- Working to build partnerships with AsEA (Asian Educators Alliance) and Latinos in Education Organization

- Continue to **assist and follow student teachers** and substitute minority candidates to contact when positions become available. We are currently hosting over 100 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.**

Teacher and Staff - Retention and Engagement

Ongoing Action Plan

- **Reimagined** our **HR Roadshow** to provide an ongoing positive HR presence and access for and in the buildings.
- HR Drop In for Administrators Bi-Weekly
- Quarterly **New Administrator training**
- “Resource-Full” HR Monthly Newsletter
- Collaborate with **AAEA Minority Affairs Committee** to support and retain minority candidates
- **Exit Interviews** since we started in November, 2024 we have had 40 responses and top 3 reasons for leaving AAPS included:
 - Retirement
 - Compensation
 - Family obligations
- **Stay Interviews** since we started in November, 2024 we completed 15 interviews and the top 3 reasons for staying with AAPS included:
 - Working in a building where my students attend school - and stayed
 - Working in a diverse community
 - Enjoy working with the staff and administration in my building



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 and student teacher placements for staff pursuing educational advancement.
- AAPS continues **collaboration with EMU and WISD to support AAPS paraeducators in pursuit of teaching certification in emotional impairment.**
- Michigan Department of Education Grow Your Own Grants

Grow Your Own Programs

AAPS, EMU & WISD Partnership

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 graduated December 2024 - 5 candidates; 2 were hired and continue to teach for AAPS
- Cohort 4 will begin student teaching in Fall 2025 - 6 candidates
- Cohort 5 will begin student teaching in Spring 2025 - 9 candidates

Grow Your Own Programs

Michigan Department of Education

- 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).
 - TESOL Cohort 1 graduated June 2025 - 43 teachers
 - TESOL Cohorts 2, 3 and 4 currently in progress and will finish by next Fall including 2 staff working on their initial certification
 - Special Education cohorts 1a and 1b started in the Spring and Fall, and will finish by Fall 2026. 19 staff are in the Special Education cohort
 - We are working on one final mixed cohort to begin January 2026 - stay tuned

Staff Spotlight - TESOL (Teaching English to Speakers of Other Languages)

Jill Koeppe

- **Years in Education:** 19 years
- **Years with AAPS:** 15+ years
- **Roles Before Teaching:** Paraprofessional, Title I Tutor, WIDA Tester, Title III EL Tutor, Long-Term Substitute in Special Education
- **Elementary Teaching Experience:** 12th year as an elementary teacher; 10th year teaching second grade (10 years at Carpenter Elementary; Year 2 at Bryant Elementary)
- **Why TESOL:** Passion for supporting multilingual learners began through work at the U-M Family Housing Child Development Center and volunteering as a Conversation Partner for international adults and children. This commitment became personal after adopting from China in 2010 and experiencing the early stages of language acquisition at home.
- **TESOL Experience:** Extremely appreciative of the opportunity. A rigorous, transformative, collaborative program that strengthened equitable and culturally responsive teaching practices and helped elevate access and meaningful learning for all students.

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University Partnerships





Learning to Take Action Professional Learning Community (PLC)

SPARX (Stepping Up Against Racism and Xenophobia)

Professional development opportunity, offered through a partnership between **AAPS and the University of Michigan**.

- Program started in Fall 2024
- In the initial launch nine employees participated.
- Program continues for Fall 2025 with nine additional enrolled

Employees were compensated for participation and are also eligible for professional learning credits.

New for 2025 - stipend for principals who have participants in their building.



Staff Spotlight

Chris Erickson

- Employed with AAPS 13 years
- Currently Teaches at Huron High School
- Holds National Board Teaching Certification
- One of the nine cohort participants first round



HR Partners with Local Universities

UNIVERSITIES

- Eastern Michigan
- University of Michigan
- Western Michigan
- Central University
- Michigan State University

HOW:

- Job Fairs
- Student Teachers
- PD opportunities
- Grow Your Own Programs



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Substitute Report


**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.

Substitute Recruiting Efforts

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

- To date, 488 EduStaff guest teachers are actively working in the AAPS.
- In addition to EduStaff guest teachers:
 - AAPS recruits retired teachers and to date has 74 retired teachers working as additional guest teachers in the district.
 - AAPS has identified paraeducators who are qualified to guest teach and to date 29 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.
- Continued Pilot Program - EduStaff is continuing its program to recruit and train individuals interested in being Paraprofessional subs. We currently have 5 individuals working under this pilot.
- Expansion of Pilot Program - EduStaff is exploring ways to recruit in the Speech Pathologist and Social Worker areas, and unique virtual ways to provide options in these disciplines to fill shortages starting in Summer 2025.

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Next Steps



Next Steps – Strengthening Pipelines

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

- Increase partnerships with universities and organizations that offer our staff additional learning opportunities for development and growth
- Set expectations to ensure staff are able to work in a diverse environment by establishing forums and opportunities for open dialogue to share experiences in a safe space
- Enhance programs to retain minority staff once hired (i.e., equity teams, affinity groups)
- Collect and review data from surveys to help strengthen our practices (NHO, stay & exit interviews, etc.)
- Recruit for strong, diverse candidate pools to hire the very best candidates
- Continue to work with and include AAEA Minority Affairs Committee in our recruitment and hiring and retention efforts
- Continue to require annual diversity and sensitivity training to all staff
- Continue to host both AAPS Virtual & In-person job fairs

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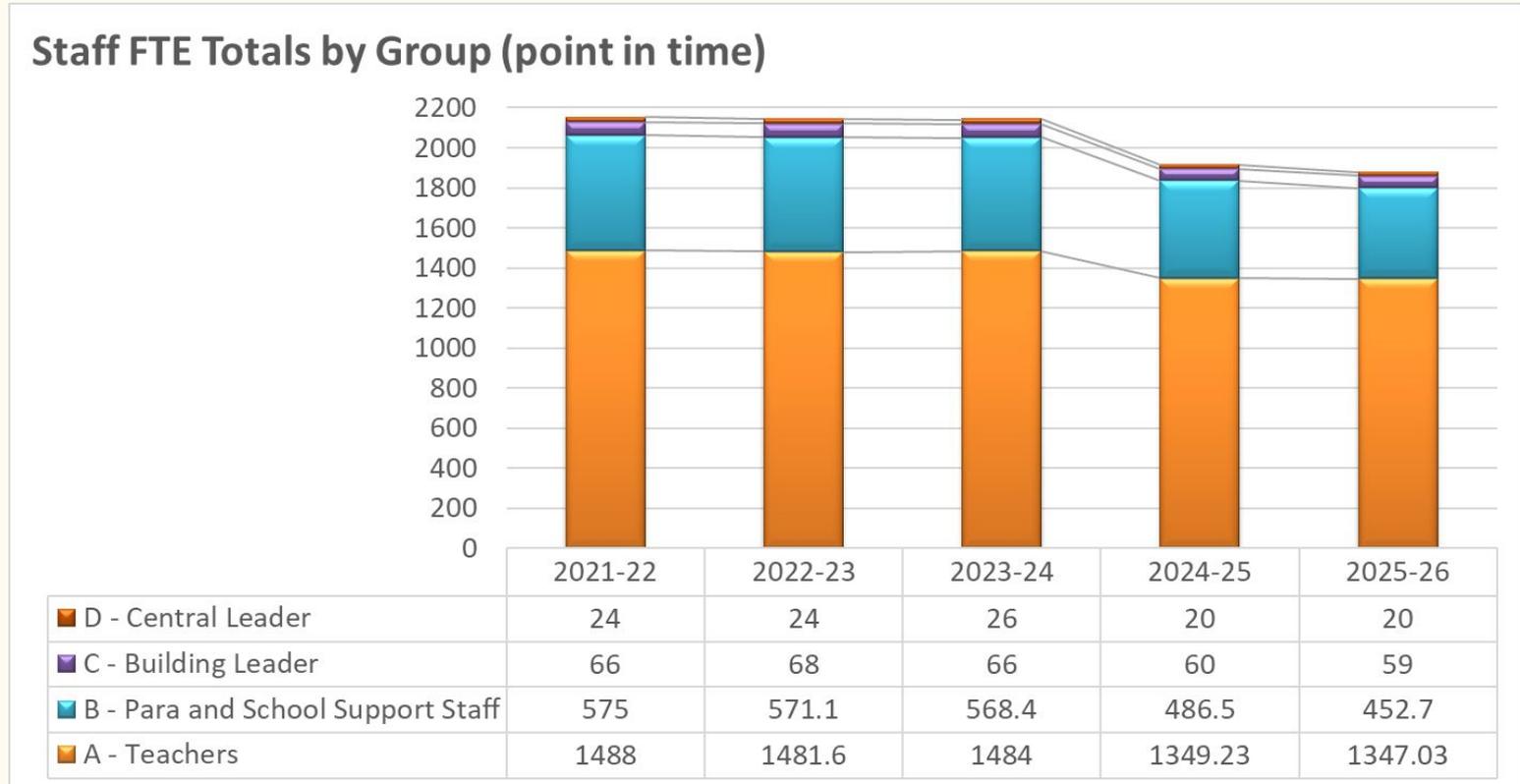


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Appendix



Authorized FTE includes both filled and vacant positions
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