

Mt. Diablo Unified School District Proposal

- 1. Capacity and Willingness to accommodate the participation of classified employees in the program:** Mt. Diablo Unified (MDUSD) has over 3,000 employees and 54 school sites. We hired 40 new special education teachers for the 2016-2017 school year. We have a current program with St. Mary's College (SMC) to recruit and train and retain classified staff as special education teachers. Starting in August 2016 a cohort of 12 students started attending classes held in MDUSD provided by SMC to earn their education specialist credential. Three of these employees have already started in classrooms this fall on waivers. The requirement for that program was to already hold a Bachelor's degree. This new program will allow us to support our classified employees who have an Associate's or two years of college to reach their dream of becoming a teacher. Last February when we held an informational meeting we had over fifty interested classified staff members. MDUSD welcomes the opportunity to grow our capacity from within.
- 2. Need for Credentialed Teachers and Requested Number of Program Participants:** MDUSD is suffering from the teacher shortage as every district is. This past summer we pushed hard to attempt to start the school year fully staffed. We pulled from our substitute teachers, every application on edjoin, and even used craigslist to fill our positions. We hired 40 new special education teachers this fall. Three of these teachers were special education assistants last school year who join a local cohort we offered through SMC to encourage our classified staff to reach their dreams of becoming a teacher. In February 2016 we held an informational meeting regarding the program with SMC and over fifty classified staff members attended, due to this level of interest and the needs of our District we feel that we would be able to support twenty five program participants. If we are awarded this grant, we would hold informational meetings throughout our District to find eligible participants. After we have a list of potential participants we would have our credential analysts review their transcripts to make sure they meet the requirements of the program. We would then meet individually with each qualified applicant to review the commitment and steps to complete the program.
- 3. Developmentally sequenced job descriptions:** Our classified positions often start at the substitute level and build up from there. The obvious classified position to start at as an entry point is Special Education Assistant or Instructional Assistant. Many of these classified team members have spent years in classrooms supporting teachers and working with students. We welcome these MDUSD team members to become teachers and continue to support our students.
- 4. Recruitment Plan and Implementation:** In order to recruit participants we will hold informational meetings at various locations throughout our district and have SMC in attendance to answer questions and share what our collaboration means to the classified employee. We already have an active cohort with SMC in which 12 students are working on earning their mild/moderate education specialist credential. Our current cohort participants held a bachelor's degree prior to enrolling in the program. We will work with SMC to build support and a cohort for those who hold an associate's degree or have complete two years of college. The priority would fall to applicants with the most college experience and those with permanent positions in MDUSD.

5. Program Design:

- a. **Program Overview and Focus:** The program will focus on educational specialist credentials. We have a large student population with special needs and we are constantly looking to hire qualified people to serve them. We also have a large population of classified team members who currently work as special education assistants who we want to help grow and build capacity from within.
- b. **Program Planning, Implementation, key staff and governance:** The executive director of Human Resources and the Assistant Director of Personnel will be the point people for the program. They will communicate with the staff at SMC and the applicants to convey the information and address needs. The plan will be implemented starting with planning meetings in December 2016 with SMC and informational meetings in January 2017 to share with the potential classified staff member applicants. Application to the program would begin in January 2017 and be completed in February 2017. Meetings would then be held to orient the applicants and discuss the commitment required in March 2017. Applications would be reviewed by our governance board made up of one member from each of our classified unions and the teacher's union (MDEA) and one member representing the administration of the district (a total of five members). The unions will determine who will represent them on the governance board. Applicants will be screened and will be notified by March 31, 2017. The applicants will then apply to SMC and enroll into classes there. The cohort will start classes in August 2017. Each term they will be expected to earn 4 credits per academic year to maintain their status in the program and receive financial support. Our fiscal department will oversee the payments to the college on behalf of the participants. As needed to fill positions in the program informational meetings and applications will be received. As students become eligible for an intern credential we will hire them into positions in our District.

Timeline:

December 2016 – Planning /Meeting with SMC

January 2017 – Informational Meetings for Potential Participants

February 2017 – Application to the Program (Internal) completed

March 2017 – Individualized Meeting with Applicants & Governance Board Reviewing Applications

March 31, 2017 – Final Notification of Applicants

July 1, 2017 - Enrollment at SMC completed

August 2017 – 1st term starts (Undergrad or Teaching Credential)

February 2018 – 2nd term starts (Undergrad or Teaching Credential)

June 2018 – 3rd term starts (Undergrad or Teaching Credential)

August 2018 – 4th term starts (Undergrad or Teaching Credential)

February 2019 – 5th term starts (Undergrad or Teaching Credential)

June 2019 – 6th term starts (Undergrad or Teaching Credential)

August 2019 – 7th term starts (Undergrad or Teaching Credential)

February 2020 – 8th term starts (Undergrad or Teaching Credential)

June 2020 – 9th term starts (Undergrad or Teaching Credential)

August 2020 – 10th term starts (Undergrad or Teaching Credential)

February 2021 – 11th term starts (Undergrad or Teaching Credential)

June 2021 – 12th term starts (Undergrad or Teaching Credential)

Key Staff Members	Responsibility
Executive Director of Human Resources, 1.0 FTE	Overall Management of the Project
Assistant Director of Personnel, 1.0 FTE	Fiscal Management and Providing Required Project Data

- c. **Collaboration with Public and Private Institutions of Higher Education, including Articulation Agreements:** We have an established collaboration with SMC to help build capacity within our classified employees. We would expand our current agreement to include those who need to complete their bachelor's degree. Currently we provide the facility for the cohort to meet and provide support to the staff members in teaching positions to help them to be successful.
 - d. **Participant Advisement:** Applicants will meet with a credential analyst to determine their status and eligibility for the program. They will then meet with an academic advisor at SMC to determine which classes are needed to move them on the path to becoming a teacher. They will continue to meet with an academic advisor throughout the program to stay on the path.
 - e. **Participant Support:** Support will include coursework at optimal times that are outside of work hours (current cohort classes are 4-7pm), cohort classes will be scheduled at locations within the district (current cohort classes are held at the district office), and professional support will be provided through regular quarterly check-ins with the Assistant Director of Personnel throughout the program. Support will also include funding provided to the school to cover a portion of the tuition, books, and fees. Upon being eligible for an intern teaching credential we would provide a mentor and coach to support them in the classroom setting. Participants will also be provided with 16 hours of paid release time each academic year to be used at their discretion.
 - f. **Progress Monitoring:** At least at the end of each term while enrolled in SMC students will submit copies of their grades to the Assistant Director of Personnel to monitor their progress in the program. Students will be required to earn a minimum of 2 units per academic term. Participants will be surveyed at least once a term to determine any issues or needs to be addressed.
6. **Mandatory Data Collection and Reporting Requirement:** Data will be collected during the individualized meetings with each applicant and maintained by the Assistant Director of Personnel. Annual reports will be provided to the Superintendent on the progress of the program and shared with the union leadership and school board.
 7. **Budget and Cost Effectiveness:** In year 1- Direct Participant Support for 25 employees 95% of the funding provided will be paid to the school to partially cover the cost of tuition, books, and fees. 5% of the funding will go to the budget paying for the program administration not limited to the cost of release time and custodial support.