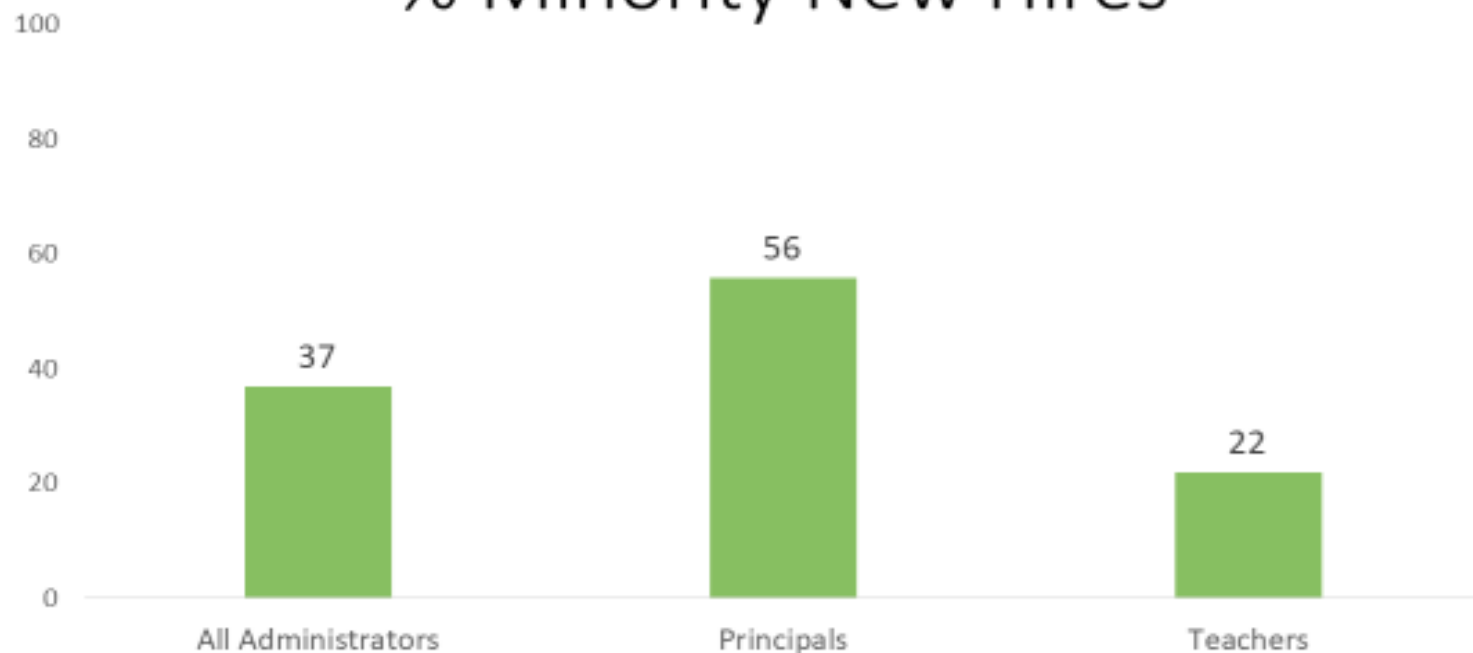


JCPS Minority Recruitment and Retention

of teachers, school administrators, vendors, skilled tradespeople, and others

Jefferson County Board of Education
July 16, 2019

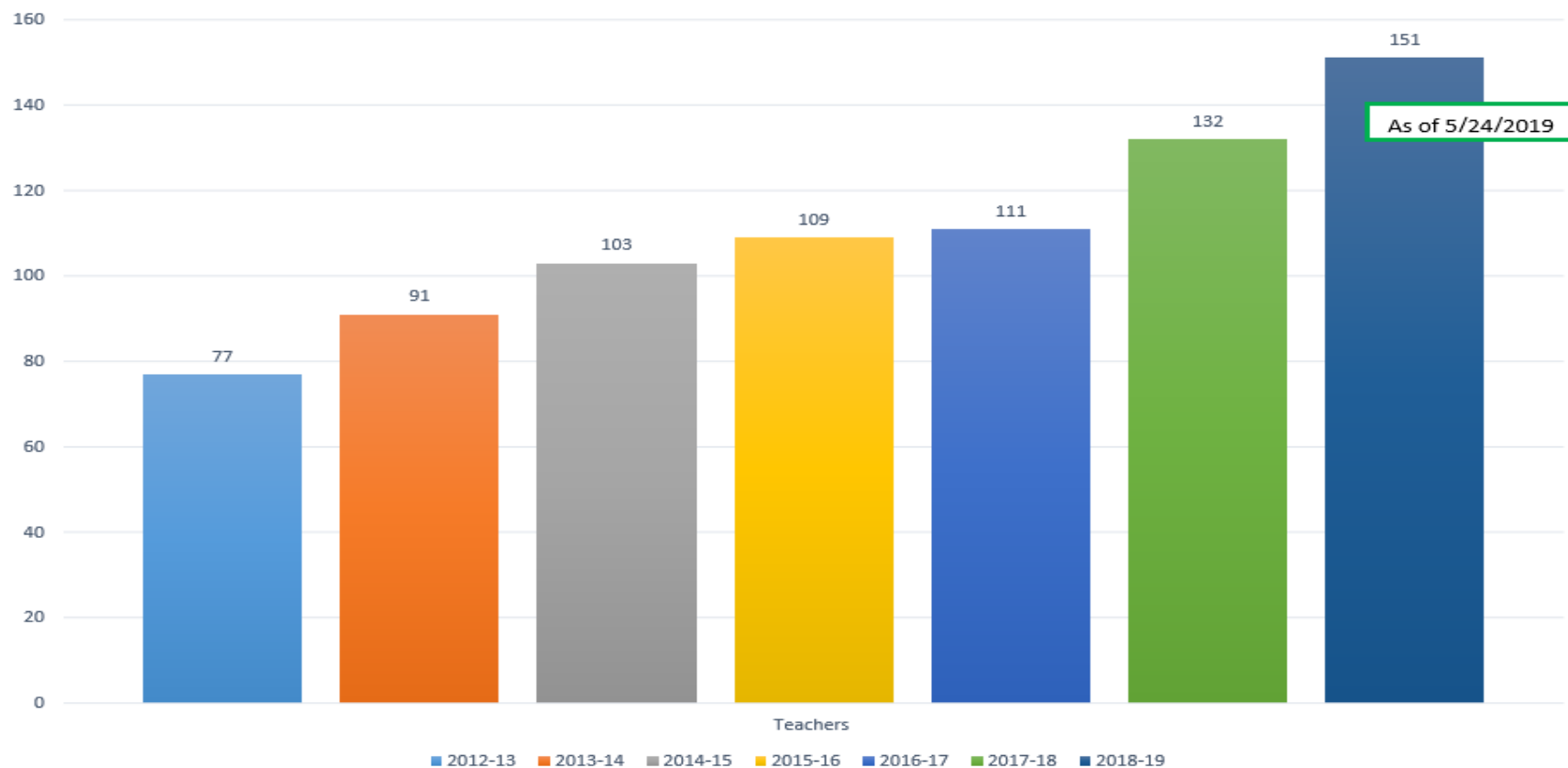
% Minority New Hires



Data represents administrator hires since January 2018 and teacher hires in the 2018-19 school year



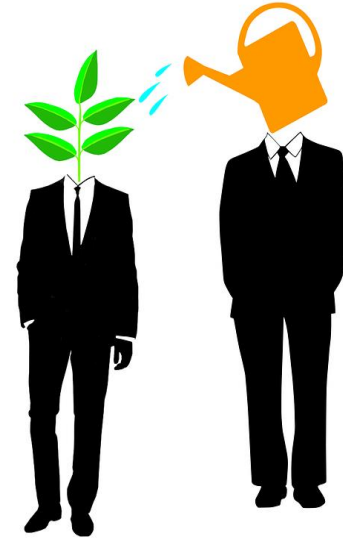
ANNUAL ACTIVE MINORITY HIRES



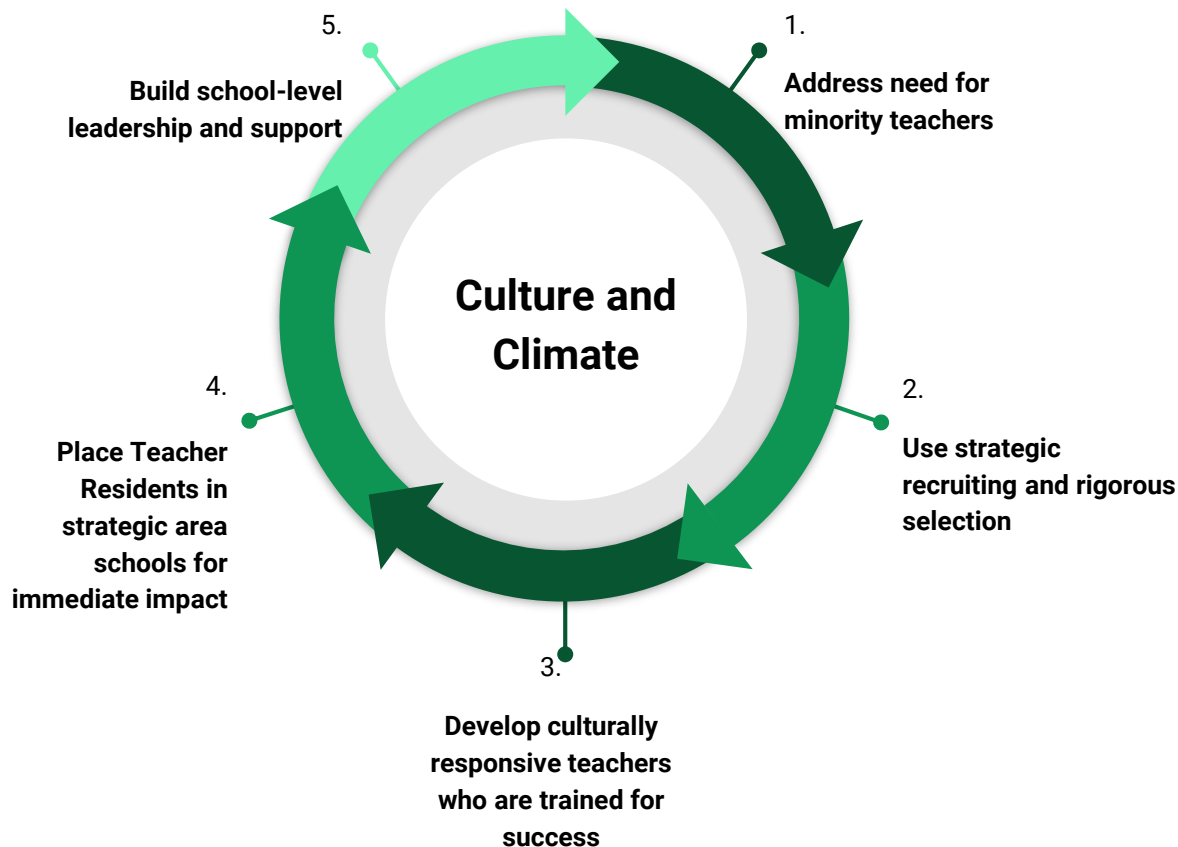
Jefferson County Public Schools Teacher Residency Model

Key Elements of the model:

- Build Alternative Certification model
- Increase diversity pool
- Recruit master teachers to mine their expertise and build leadership
- Equip residents with tools for their careers



Why Teacher Residency in JCPS



University Partnership:

- Prepares aspiring teachers for certification and success
- Trains and provides ongoing support for aspiring master teachers
- Works with EPSB and Human Resources for appropriate certification and placement
- Provides rigorous coursework at a Master's level



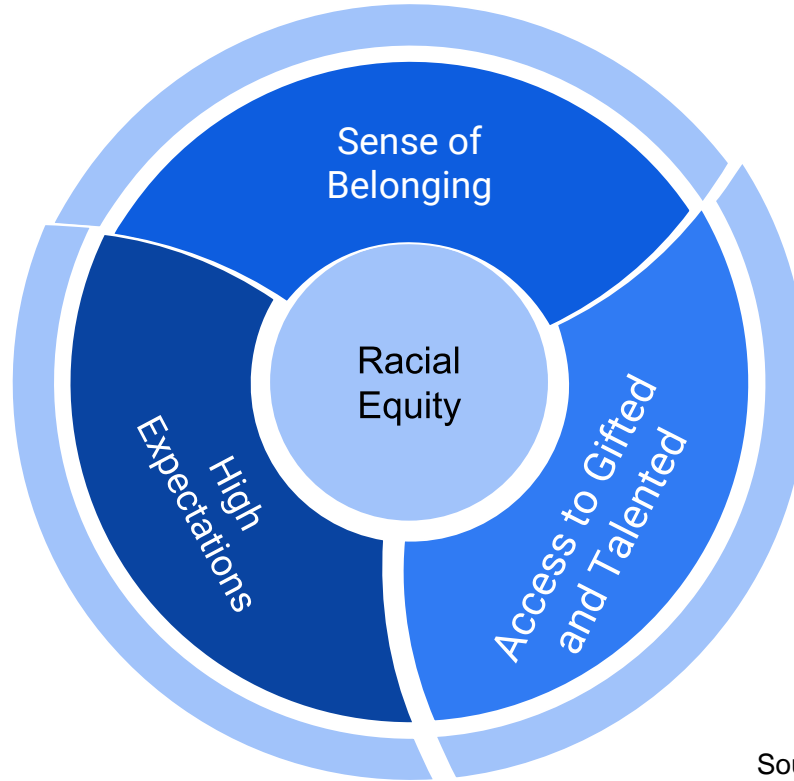
Hiring Minority Teachers Improves Racial Equity

BLACK STUDENTS WHO HAVE

at least one Black teacher in kindergarten through third grade were about 10 percent more likely to be described by their fourth-grade teachers as “persistent” or kids who “made an effort” and “tried to finish difficult work,” the researchers found.

BLACK STUDENTS WHO HAVE

just one black teacher in elementary school are more likely to graduate and more likely to enroll in college—and significantly more likely if they have two black teachers.



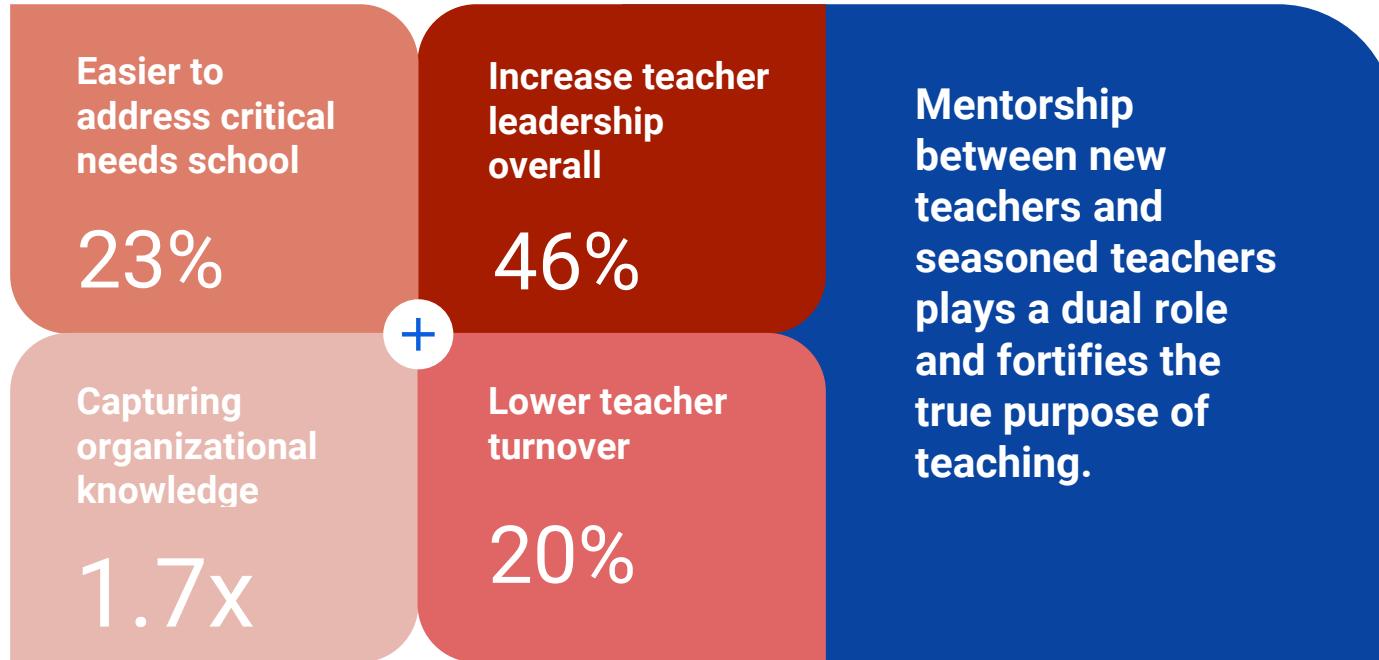
JOHNS HOPKINS AND AMERICAN

UNIVERSITY outline findings that show that Black students who are exposed to one Black teacher by third grade were 13 percent more likely to enroll in college

Source:

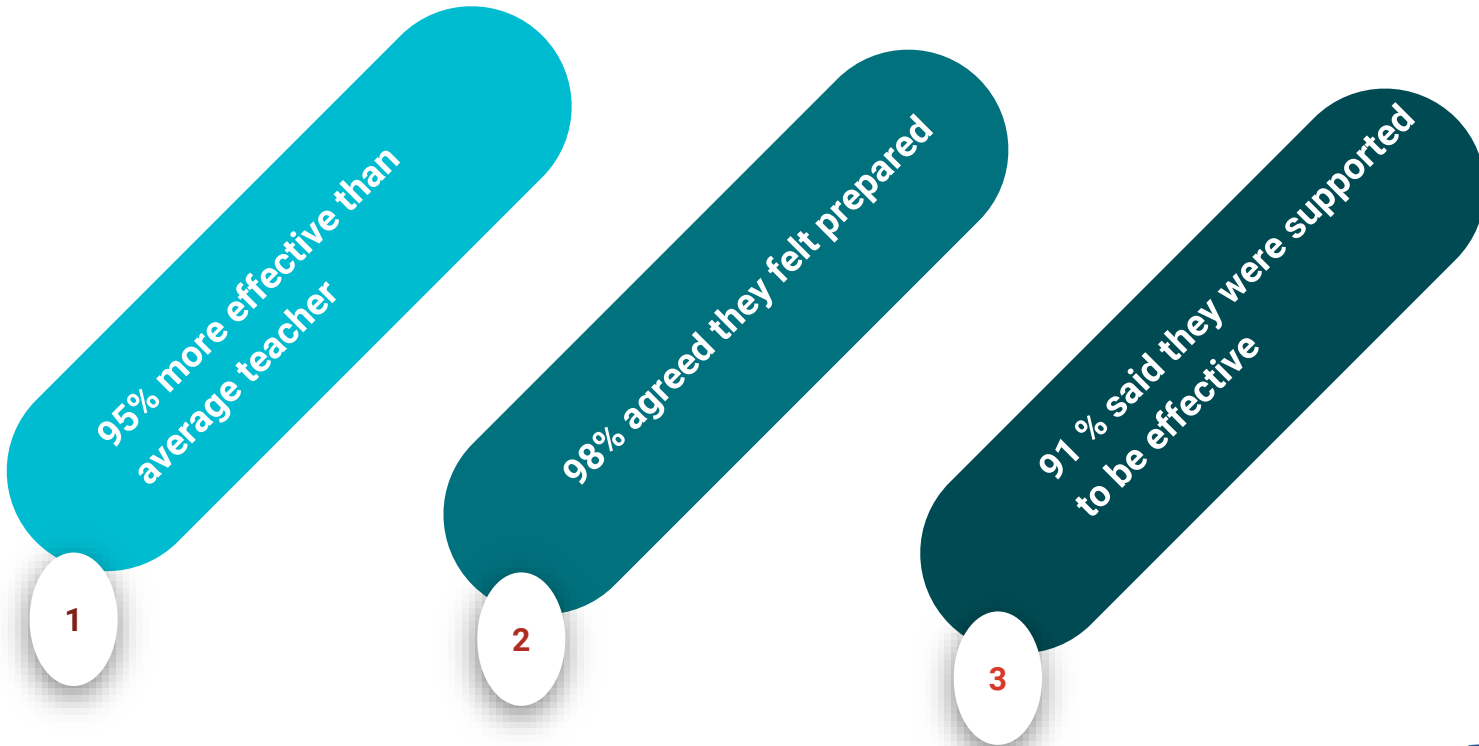
<https://www.usnews.com/news/education-news/articles/2018-11-23/black-teachers-improve-outcomes-for-black-students>

Mentorship to Support Teacher Residents



Teacher Residency Graduate

Teacher Residencies



Teacher Residencies

91%

of Principals said that Teacher Residents outperform new teachers.

Culture and
Climate

91%

of Principals said that the residency program improves achievement and student learning at their school.

Backpack of
Success

94%

of Principals would recommend hiring a residency graduate to another principal.

Racial Equity

Minority and Women Owned Business Enterprise Policy



Background of M/W/VBE Purchasing Policy

Definition

Explanation

Racial
Equity

Goals

- ❖ Less than **3%** of district expenditures over the past three years have been awarded to minority, women, or veteran-owned businesses.
- ❖ To reflect the demographics of the district, the Purchasing Policy establishes a goal of **15%** of purchases to be from minority-owned businesses and **10%** of purchases from women-owned businesses.

Keys to Policy

01	Understanding how to navigate Jefferson County Public Schools (JCPS)	<ul style="list-style-type: none">• Guidance for doing business with JCPS• Onboarding sessions for potential new vendors
02	Contracting and subcontracting opportunities	<ul style="list-style-type: none">• Working with general contractors to encourage hiring of minority, women, and veteran-owned businesses as subcontractors
03	Access to capital programs from state and federal levels	<ul style="list-style-type: none">• Setting a goal to increase bids and contracts with minority, women, and veteran-owned businesses
04	Public directories and free exposure	<ul style="list-style-type: none">• Networking• Ongoing identification of and outreach to minority, women, and veteran-owned businesses
05	Broad coverage across all aspects of JCPS procurement	<ul style="list-style-type: none">• Construction• Architecture and Engineering• Professional Services• Goods and Other Services

Goal of 15% minority and 10% women



Minority and Women Business Policy Major Changes

- **Monitor** good faith efforts.
- Require good faith efforts around **minority participation** when reviewing bids.
- Make site visits to **confirm** minority participation.
- Chief Equity Officer or designee **monitors** policy implementation across Divisions.
- Use intentional **outreach** to under-represented businesses.
- **Require** at least three price quotes on purchases less than \$20,000 with good faith effort to include at least one M/W/VBE.
- Require active **participation** from all departments/personnel doing purchasing and create a culture of racial equity.



Opportunities

Over the next five years, JCPS will spend more than **\$170 million** for school construction and renovation of schools!

- The number of businesses owned by **African-American women** has grown **322%** since 1997, making black women the fastest growing group of entrepreneurs in the U.S., according to *Fortune magazine*.
- According to *the 2018 State of Women-Owned Businesses Report*, commissioned by American Express, while the number of women-owned businesses grew an impressive **58%** from 2007 to 2018, the number of firms owned by African-American women grew **164%**, nearly three times that rate.
- Overall, the number of women-owned businesses grew by **74%** between 1997 and 2015—a rate that's 1.5 times the national average, according to the *2015 State of Women-Owned Businesses Report*.
- Opportunity to connect Academies of Louisville students with career and technical learning in building, construction, architecture, and related fields, and create a pipeline of new tradespeople and business owners.



TRADES

A JCPS WORKFORCE EQUITY PROGRAM

AN INITIATIVE TO ENSURE RACIAL EQUITY AMONG THE SKILLED TRADES WITHIN JCPS

TARGETED
RECRUITMENT
ADVANCEMENT
DEVELOPMENT and
EQUITY in the
SKILLED TRADES



PRIMARY BENEFITS

- Create a workforce that mirrors our student body
- Significantly expand the number of skilled tradespeople from under-served and under-represented populations
- Develop wider and more diverse leadership pipeline



SECONDARY BENEFITS

- Grow our own skilled tradespeople
- Create sustainable infrastructure support
- Preserve institutional knowledge
- Create established advancement ladder
- Improve employee morale and retention

DIGITAL CONTROL SHOP

TRADES

DC TECHNICIAN III (IB/GRADE 11)

KY HVAC LICENSE

DC TECHNICIAN II (IB/GRADE 9)

4,000 HOURS ON-THE-JOB TRAINING

DC TECHNICIAN I (IB/GRADE 7)

6,000 HOURS
ON-THE-JOB TRAINING

DC SHOP WORKER
(IB/GRADE 5)

THE PROPOSAL

- Create a graduated, tiered system for Digital Control Shop where employees automatically graduate to the next tier based upon OJT and obtaining licensure and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Fund first licensure test fee.
- Fund continuing education.
- Add two positions in the Digital Control Shop.
- To create organizational coherence with other like positions, decrease Digital Control Technician top salary from IB/12 to IB/11. No current employees adversely impacted.

ELECTRIC SHOP

TRADES

ELECTRICIAN (IB/GRADE 11)

KY ELECTRIC LICENSE

**ELECTRIC TECHNICIAN II
(IB/GRADE 9)**

**4,000 HOURS
ON-THE-JOB TRAINING**

**ELECTRIC TECHNICIAN
(IB/GRADE 7)**

**6,000 HOURS
ON-THE-JOB TRAINING**

**ELECTRIC SHOP WORKER
(IB/GRADE 5)**

THE PROPOSAL

- Create a graduated, tiered system for the Electric Shop where employees automatically graduate to the next tier based upon OJT and obtaining licensure and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Fund first licensure test fee.
- Fund continuing education.
- Add two positions in the Electric Shop.
- To create organizational coherence with other like positions, elevate the Electrician salary from IB/10 to IB/11.

FIRE ALARM SHOP

F/A TECHNICIAN III (IB/GRADE 11)

F/A CERTIFICATIONS

F/A TECHNICIAN II (IB/GRADE 9)

4,000 HOURS
ON-THE-JOB TRAINING

**F/A TECHNICIAN I
(IB/GRADE 7)**

6,000 HOURS
ON-THE-JOB TRAINING

**F/A SHOP WORKER
(IB/GRADE 5)**

THE PROPOSAL

- Create a graduated, tiered system for Fire Alarm Shop where employees automatically graduate to the next tier based upon OJT and obtaining certification and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Fund continuing education.
- Add one position in the Fire Alarm Shop.
- To create organizational coherence with other like positions, decrease Fire Alarm Technician top salary from IB/12 to IB/11.

GENERAL MAINTENANCE SHOP

TRADES

GENERAL MAINTENANCE TECH II
(IB/GRADE 9)

4,000 HOURS
ON-THE-JOB TRAINING

GENERAL MAINTENANCE TECH
(IB/GRADE 7)

6,000 HOURS
ON-THE-JOB TRAINING

**GENERAL MAINTENANCE
WORKER** (IB/GRADE 5)

THE PROPOSAL

- Change the Carpenter job description to General Maintenance Tech II.
- Create a graduated, tiered system for the General Maintenance Shop where employees automatically graduate to the next tier based upon OJT and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Add one position in the General Maintenance Shop.

KITCHEN EQUIPMENT REPAIRMAN

TRADES

KITCHEN EQUIPMENT REPAIRMAN
(IB/GRADE 10)

6,000 HOURS
ON-THE-JOB TRAINING

KITCHEN TECHNICIAN
(IB/GRADE 7)

6,000 HOURS
ON-THE-JOB TRAINING

KITCHEN EQUIPMENT WORKER
(IB/GRADE 5)

THE PROPOSAL

- Create a graduated, tiered system for the Kitchen Equipment Repairman (KEP) where employees automatically graduate to the next tier based upon OJT and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Add one position.

LOCK SHOP

TRADES

LOCKSMITH (IB/GRADE 9)

4,000 HOURS
ON-THE-JOB TRAINING

LOCK TECHNICIAN (IB/GRADE 7)

6,000 HOURS
ON-THE-JOB TRAINING

LOCK SHOP WORKER
(IB/GRADE 5)

THE PROPOSAL

- Create a graduated, tiered system for the Lock Shop where employees automatically graduate to the next tier based upon OJT and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Add one position to the Lock Shop.

MECHANICAL MAINTENANCE SHOP

TRADES

MM TECHNICIAN III (IB/GRADE 11)

KY HVAC LICENSE

MM TECHNICIAN II (IB/GRADE 9)

**4,000 HOURS
ON-THE-JOB TRAINING**

MM TECHNICIAN I (IB/GRADE 7)

**6,000 HOURS
ON-THE-JOB TRAINING**

**MM SHOP WORKER
(IB/GRADE 5)**

THE PROPOSAL

- Create a graduated, tiered system for the Mechanical Maintenance Shop where employees automatically graduate to the next tier based upon OJT and obtaining licensure and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Fund first licensure test fee.
- Fund continuing education.
- Add two positions in the Mechanical Maintenance Shop.

PAINT/GLAZIER

TRADES

PAINT/GLAZIER (IB/GRADE 7)

6,000 HOURS
ON-THE-JOB TRAINING

PAINT SHOP WORKER
(IB/GRADE 5)

THE PROPOSAL

- Create a graduated, tiered system for the Painter/Glazier where employees automatically graduate to the next tier based upon OJT and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Add two positions to the Paint Shop.

PLUMBING SHOP

TRADES

PLUMBER (IB/GRADE 11)

KY PLUMBING LICENSE

**PLUMBING TECHNICIAN II
(IB/GRADE 9)**

4,000 HOURS
ON-THE-JOB TRAINING

**PLUMBING TECHNICIAN
(IB/GRADE 7)**

6,000 HOURS
ON-THE-JOB TRAINING

**PLUMBING SHOP
WORKER (IB/GRADE 5)**

THE PROPOSAL

- Create a graduated, tiered system for the Plumbing Shop where employees automatically graduate to the next tier based upon OJT and obtaining licensure and not vacancies.
- Fund training; seek possible partnership with local technical schools.
- Fund first licensure test fee.
- Fund continuing education.
- Add two positions in the Plumbing Shop.
- Elevate the Plumber salary from IB/10 to IB/11.
- Provide Plumber positions training in Pipefitting.

ROOF SHOP

TRADES

ROOFER
(IB/GRADE 9)

4,000 HOURS
ON-THE-JOB TRAINING

ROOF TECHNICIAN
(IB/GRADE 7)

6,000 HOURS
ON-THE-JOB TRAINING

ROOF SHOP WORKER
(IB/GRADE 5)

THE PROPOSAL

- Create a graduated, tiered system for the Roof Shop where employees automatically graduate to the next tier based upon OJT and not vacancies.
- Fund training; seek possible partnership with local technical schools.

School Administrator

Districts Struggle to Hire Black Teachers. Is the Solution Hiring More Black Principals?

- *The research suggests that hiring principals of color could be a strategy to increase the percentage of teachers of color who work in school districts.*
- *Leadership diversity is important by itself, Grissom said, but “we document in the paper that there are achievement differences for black students that are associated with the presence of a black principal.”*
- *There is a clear connection between...leadership diversity and teacher diversity.*
- *"What our analysis suggests is that given that pool of teachers throughout a state...having a diverse principal workforce can actually serve to increase the diversity of the district even without increasing the [teacher] pipeline."*

New Principal Slating Process

- All applicants are assigned an ID number and a list of candidates is compiled without names.
- A redacted list of the candidates is produced and shuffled in random order.
- This list is then presented to the slating committee for review.
- The slating committee selects candidates based on qualifications and creates a slate.

New Principal Slating Process

- To ensure a balanced slate, the race/gender of the candidates is shared and discussed. If the composition of the slate is not balanced, the committee reviews the original list for additional possible candidates and, once again, reviews the balance of the slate.
- Once the slating committee approves the balance of race and gender, candidates' names are revealed. If there is a significant reason for removing someone from the list, the concern must be presented by a member of the committee. The committee must then reach consensus before removing the candidate from the slate.

Commitment to Staffing for Equity

