



FY22 Marin Educators for Equity

Collective Countywide Approach to Increasing Educators of Color

Overview

A strategy for closing the opportunity gap in Marin County schools is to diversify the educator corps. With the student population in Marin County's public schools approaching 50% students of color in the coming years, only 11% of certificated educators and administrators are Educators of Color (EOCs). Research clearly demonstrates that students of color see significant academic and social emotional gains from having EOCs in their schools. Additionally, white students have been shown to benefit as students and citizens from having EOCs.

The Marin Educators for Equity Initiative (MEEI) is focused on increasing the number of Educators of Color (EOCs) in Marin County. This gap between the student and educator populations is the product of multiple systemic barriers. State and national research illuminates barriers including the cost of higher education, the low pay for educators relative to other professional careers, lack of inclusive cultures on K-12 and higher education campuses for BIPOC folks, and a lack of exposure to careers in education. All of these barriers are present in Marin County, but it's important to note that many are exacerbated by the local economy. The soaring cost of housing and severely limited rental units make it difficult to live in the community and results in long commutes. The low percentage of EOCs in the system means there are few informal or organic mentorship opportunities available for early career EOCs from more experienced EOCs. For students of color -- especially those who are also low income -- these factors shape a pathway into careers in education that require overcoming one major hurdle after another.

MEEI aims to create an EOC pipeline that offers a systemic solution to this systemic problem. Rather than addressing one or a few of the barriers along the pathway from first exposures to careers in education in high school through the crucial first five years of teaching, the initiative envisions a comprehensive pipeline that knits together a series of programs, support systems, and experiences into a cohesive pathway that lowers or eliminates all of the current barriers. Successfully building this pipeline requires a collective impact approach to effectively align the values and vision of various stakeholders, collaboratively develop opportunities and support for students, and efficiently leverage resources to ensure sustainability.

This year, the following "Investor Institutions" have committed to data sharing, collaborative reflection, and funding collective action:

- Novato Unified School District
- San Rafael City Schools
- Tam Unified School District
- Sausalito Marin City School District
- Shoreline Unified School District
- Dominican University of California
- College of Marin
- Branson School
- Marin County Office of Education

The Marin Promise Partnership Backbone Team and E3 staff have formed a strong partnership as co-facilitators of the MEEI. Through close coordination, the teams formed a unified Backbone Support

Team for the initiative, leveraging the educational equity expertise of E3 and the collective impact process tools of MPP to create a dynamic and effective facilitation team. This collaboration aims to support MEEI partner institutions in developing key EOC pipeline programs, while also playing the unique role of helping partners knit these programs together into a unified pathway that lowers and eliminates barriers for local students of color to become local EOCs who are well-supported and fulfilled.

With Governor Newsom’s proposed FY22 budget including significant new investments in the development of educator pathways, there is an opportunity to establish collaborative plans and vision for pipeline programs that will be “shovel ready” when state grants become available. Grants may open for applications as soon as Fall 2021.

This proposal aims to support partners in developing and implementing systemic EOC recruitment and retention solutions. The underlying assumptions that define strategy include:

- Recruiting EOCs from existing candidate pools is insufficient to solve the problem -- a “grow your own” approach is essential;
- Time sensitive funding opportunities require developing implementation plans for key strategies that align with state funding that is likely to become available;
- The MEEI database of nearly 800 EOCs in Marin County is an essential tool to leverage in this work;
- Planning of new initiatives is most effective when the Backbone Support Team supports existing partner efforts and convenes interested parties around exploring promising practices.

Investor Approved Goals

Initiative Goal:

Increase the percentage of Educators of Color* (currently 11%) to match the Student of Color population (currently 46%).

FY22 Contributing Indicators:

1. Increase the percentage of BIPOC applicants for certificated and administrative positions in FY22 by 20% over FY21 for K-12 district partners.
 - Measured by districts running reports in EdJoin on the racial/ethnic makeup of candidate pools.
2. Increase the number of EOCs attending facilitated racial affinity groups in FY22 by 300% over FY21 (from 54 to >162).
 - Measured by attendance data shared with the Backbone Support Team by districts.
3. Improve K-12 retention rate of EOCs in FY22 by 10% over FY21.
 - Measured utilizing district reported retention rates shared with the Backbone Support Team.

FY22 Strategies:

The strategies listed below are proposed as the bulk of the MEEI work for the Backbone Support Team and partners for FY22. However, it is also anticipated that partner institutions will develop new initiatives

of their own accord, and the Backbone Support Team will aim to provide support wherever welcome and appropriate.

1. **Support Partner Capacity to Convene and Facilitate Affinity Groups** -- To build upon and scale the success of racial affinity groups, shift convening and facilitation to a “train the trainer” model. Partners designate a staff member at either the district or site level to serve as Affinity Space Coordinator. This position is responsible for calendaring and promoting affinity spaces, and ensuring stronger positioning and alignment of these spaces with district priorities and operations. The Coordinators are then trained and supported by the Backbone Support Team using E3’s tools for leadership in educational equity.
 - Goal: *Develop the capacity for each partner institution to successfully convene and facilitate racial affinity groups at least three times per academic year.*
 - Potential Funding: *LCAP Campus Climate Goals*
 - Key Stakeholder Roles:
 - Each partner will need a compensation model for the Affinity Space Coordinator for each district (e.g. stipend, .25 FTE).
 - MEEI Backbone Support Team provides training to the Coordinators:
 - 2-day initial onboarding and orientation
 - 8 monthly meeting with coordinators to co-design
 - 3 - 1:1 coaching and support meetings for each district representative
 - MEEI Backbone Support Team plans and leads the annual Equity Forum gathering
 - Equity Awards & Grants
 - Resource Raffle (equity resources)
 - Capacity building sessions
2. **Support Partner Led Initiatives to Develop Key Pipeline Programs** -- Provide a suite of backbone services to support partner institutions as they design and implement essential EOC pipeline program components. This suite of support services includes convening and co-facilitating meetings, agenda development, note taking, direct support to project managers, providing data and analysis, ensuring strategies align with the 5 Year Plan, leading communications, and tracking progress. The EOC pipeline program components currently under consideration or development by partners include:
 - **CTE Educator Pathways**
 - Goal: *Support the development and Fall 2022 launch of CTE Educator Pathways at SRHS and NHS that are aligned with each other and key partner institutions including MCOE, COM, and other aligned contributors.*
 - Potential Funding: *MCOE acquired a grant from MCF and state grants to expand CTE pathways.*
 - Key Stakeholder Roles:
 - MCOE serves as a key funder, convener, and provider of expert guidance and coordination for CTE program development and implementation.
 - NHS and SRHS teams composed of administrators, faculty, guidance, and family advocates develop curriculum, programming, and coordinate student support.

- COM aligns education courses in its catalogue to provide either concurrent enrollment opportunities or an aligned pathway into undergraduate studies.
- Backbone Support Team supports each district team and MCOE convenings throughout the year.
- Backbone Support Team conducts E3's The Art of the Master Educator Institute for the CTE Educator Pathway planning and teaching teams.
- MEEI tracks the NHS students starting the CTE Educator Pathway in fall 2021 to understand their experience. This will ensure the database is ready to track SRHS students when their first cohort launches in fall 2022.
- **The COM/SSU Liberal Studies Degree Completion Program**
 - Goal: *Support COM and SSU in aligning Liberal Studies degree completion program at IVC with pipeline efforts throughout the county.*
 - Potential Funding: *No additional funding necessary.*
 - Key Stakeholder Roles:
 - COM and SSU launch the initial course offerings in fall 2021, collaborating on student recruitment, enrollment, and monitoring.
 - Backbone Support Team supports the COM administration in envisioning how the program could evolve to specifically support cohorts of students from the CTE Educator Pathways in the coming years.
 - Backbone Support Team supports SSU School of Education administrators in considering how a Teacher Residency with MEEI partner districts or a 4 year BA + credential program could align closely with the Liberal Studies Degree Completion Program to offer an attractive, affordable, and high quality undergraduate and graduate pathway for EOC credential candidates.
- **Teacher Residencies**
 - Goal: *Facilitate a team to research Teacher Residencies and submit a funding proposal to the CA Teacher Residency Grant program targeting a first residency cohort for Fall 2023..*
 - Potential Funding: *Governor Newsom's proposed FY22 budget includes \$100M for the establishment and expansion of Teacher Residencies. Additionally, it proposes \$100M for expansion of the Golden State Teachers Grant and \$25M for the Classified Employees Credentialing Program. Coupling a Teacher Residency program with the latter two funding sources could result in a high quality credentialing pathway that comes at a very low cost for traditional students and paraprofessionals.*
 - Key Stakeholder Roles:
 - MCOE leaders and NUSD Asst Sup't for Human Resources, Jonathan Ferrer, collaborate to research and develop a recommendation to share with MEEI partner institutions related to the establishment of a Teacher Residency.
 - Backbone Support Team project manages this research and recommendation process, providing administrative and facilitation support,

as well as contributing heavily to the research and drafting the formal recommendation.

- If the project results in a recommendation for the establishment of a Teacher Residency, a group of partners decides to pursue it, and state funding becomes available, the Backbone Support Team will support partners throughout FY22 in pursuit of funds and the design and implementation phases of the project.
- **Affordable Educator Housing**
 - Goal: *Coordinate and facilitate partners in developing a collaborative action plan for developing affordable educator housing.*
 - Potential Funding: *A grant request was submitted to MCF for collaborative action plan development -- including a needs analysis conducted by Godbe Research -- in April 2021, with the expectation of a decision in late June 2021. There are a variety of models for developing affordable teacher housing that come at little to no cost to the districts.*
 - Key Stakeholder Roles:
 - MEEI Investors or their appointees meet quarterly to align around the survey goals, an initial review of the data analysis, and to develop a Collaborative Action Plan for Affordable Educator Housing.
 - Godbe Research conducts a housing demand survey.
 - Backbone Support Team provides facilitation and data support to the Investor team, coordinates the Investor institutions in working with Godbe Research, and drafts the Collaborative Action Plan for Affordable Educator Housing.
 - Additionally, the Backbone Support Team will continue to research and support Investor partners in considering new affordable housing options as they become available.
- 3. **MEEI Database Maintenance & Advancement** -- The MEEI database is a product of three years of collaborative efforts by partners and the Backbone Support Team to [centralize data on current and prospective EOCs in Marin County](#). Its purpose is to enable systemic support of EOC candidates and provide insights into barriers within the EOC pipeline.
 - Goal: *Provide essential and timely insights into individual progress of pipeline participants and systemic barriers to the development of EOCs.*
 - Backbone Support Team will update the database function and content to support the following:
 - Tracking the progress of the first cohorts of CTE Educator Pathway students as they begin to pursue education careers. Through partnership with the pathway program coordinators, the database will regularly be updated with key progress indicators, changes in enrollment, and transitions to new pipeline opportunities.
 - Partner institution data sharing and EOC survey response data will be added to the database by the Backbone Support Team, which will then provide analysis to identify relevant trends and shifts in the experience of EOCs throughout Marin.
 - Key Stakeholder Roles:
 - MEEI partner institutions share data related to EOCs on their staff and CTE Educator Pathway participants.

- The Backbone Support Team updates data, provides analysis to support various MEEI projects, and evolves the database architecture to add new functionality, including long term progress tracking.
4. **Progress Data Acquisition & Analysis** -- Understanding the experience of students of color and EOCs is an essential step in identifying strategies for creating greater equity within the education system. Over the past three years, the Backbone Support Team has worked with partner institutions to gather data on the experience of EOCs through the Listening Survey. Additionally, the Backbone Support Team has accessed publicly available data sets to provide analysis of the position and role of EOCs within the education system.
- Goal: *Utilize data as a tool for understanding the education system through a racial equity lens, while also measuring the impact of strategies employed by the partners to support continuous improvement processes.*
 - Partners and the Backbone Support Team will collaborate to:
 - Conduct another round of the [Listening Survey](#) to provide insights on EOC experiences across the county and identify change over time.
 - Centralize data on existing pipeline programs to allow partners to see the entire system, including:
 - Paraprofessional Credentialing Support
 - CTE Educator Pathways
 - Identify new data projects to illuminate equity concerns related to students and EOCs in the education system. These may include questions identified in the course of program development or questions sector experts point to as key equity indicators.
 - Key Stakeholder Roles:
 - The partner institutions will support distribution of the Listening Survey to EOCs.
 - Participants in the various MEEI supported initiatives will actively identify questions related to student and educator experiences that the Backbone Support Team can attempt to address with available data and analysis.
 - Backbone Support Team will conduct the Listening Survey, analyze the data, and present findings to the partners.
5. **Guidance for EOCs Exploring Credentialing Options** -- The MEEI partner network and database have surfaced more than 20 BIPOC folks in the community in FY21 who have expressed interest in pursuing credentials. Myriad pathways and cost structures often represent daunting barriers. Each of these individuals represents an opportunity to diversify the educator corps in Marin, if they can be provided support in understanding the available pathways to credentials and identifying the resources they need to achieve that end.
- Goal: *Identify and support 20 individual EOC candidates by meeting 1:1 to provide insights on credentialing pathways, funding models, and additional resources.*
 - Partners and the Backbone Support Team will collaborate to:
 - Identify BIPOC folks interested in earning credentials through partner referrals and the MEEI database.
 - Meet 1:1 to provide resources and information tailored to the specific needs and context of each candidate.

- Invite those candidates to participate in other MEEI programming, including affinity spaces and the Equity Forum as a means of including them in the growing community of EOCs in Marin County.
- Key Stakeholder Roles:
 - The partner institutions refer BIPOC folks interested in pursuing credentials to the Backbone Support Team.
 - The Backbone Support Team meets 1:1 with candidates referred by partners and those identified in the MEEI database to share information and resources.

School Year 2021-22 Backbone Support Team Responsibilities and Budget

Tasks	Costs	Notes	Staffing
#1. Support Partner Capacity to Coordinate Affinity Groups	\$45,000	<ul style="list-style-type: none"> • “Train the Trainer” Support to District Coordinator • Annual Equity Forum & Capacity Building Sessions • Equity Awards, Grants, & Raffle Resources • Longitudinal Survey 	Norma
#2. Support Partner Led Initiatives to Develop Pipeline Related Programs: <ul style="list-style-type: none"> • CTE Pathways - \$33,700 • Educator Housing - \$44,000 • COM/SSU Degree - \$5,000 • Teacher Residency - \$20,000 	\$102,700	<ul style="list-style-type: none"> • Convene & Co-Facilitate Partners • The Art of Master Educator Institute for CTE Pathways • Godbe Housing Demand Survey • Develop Agendas & Provide Note Taking • Support Project Management • Provide Data & Analysis • 5 Year Plan to Align All Initiatives • Lead Communications 	Robin & Norma
#3. Database Management & Advancement	\$10,000	<ul style="list-style-type: none"> • Maintain & Update Data • Advance the Functionality of the Database • Track Participants in Pipeline Programs & Report Out 	Michael
#4. Progress Data Acquisition & Analysis	\$20,000	<ul style="list-style-type: none"> • Conduct EOC Listening Survey & Analysis • Centralize Progress Tracking for Pipeline Programs • Address Equity Questions with Data Analysis 	Norma & Michael
#5. Guidance for EOCs Exploring Credentialing Options	\$15,000	<ul style="list-style-type: none"> • Identify BIPOC Folks Exploring Credentialing Options • Provide 1:1 Guidance on Pathways, Funding, & Supports • Incorporate Prospective EOCs in MEEI Community 	Norma
#6. Admin/Leadership: MEEI Investor Reporting and Leadership Team Reporting	Pro-bono	<ul style="list-style-type: none"> • Leadership • Co-Develop & Co-Facilitate Investor Meeting • Raise Funds for the Initiative • Report progress to Investors • Report progress to MPP Leadership Team and Board • Create and maintain Pipeline Strategic Plan w/ Outcomes and Indicators 	Ann & JuanCarlos
#7. Admin Support: Convenings	\$10,000	<ul style="list-style-type: none"> • Calendar & Invites for Meetings • Note Taking 	Cheramie
Backbone Support Team Expenses	\$202,700	<ul style="list-style-type: none"> • \$109,000 for MPP Work Commitments • \$84,700 for E3 Work Commitments • \$4,000 Mini-grants • \$25,000 Housing needs survey 	

FY22 Investor Contributions

Investor Name	Investment Amount
Tamalpais Union High School District (TUHSD)	\$9,500
Dominican University of California (DUC)	\$9,500
College of Marin (COM)	\$9,500
San Rafael City Schools (SRCS)	\$9,500
The Branson School (TBS)	\$9,500
Shoreline Unified School District (SUSD)	\$4,500
Sausalito Marin City School District (SMCSD)	\$4,500
Marin County Office of Education (MCOE)	\$0
TOTAL INVESTOR CONTRIBUTIONS	\$56,500
Marin Community Foundation	\$85,000 (\$15,000 committed for housing work; \$70,000 requested)
County of Marin	\$70,000 (pursuing)
SRCS Teacher Residency Capacity Grant	\$25,000 (pursuing)
TOTAL FY22 FUNDING COMMITTED	\$71,500
TOTAL FY22 FUNDING PIPELINE (committed + being pursued)	\$232,000