

STATE PARTNERS PLC



Session Objectives

- Build connections with State PLC peers
- Learn about other states' equity-centered leadership pipeline efforts
- Discuss strategies for navigating complex systems/environments



[STATE PARTNERS DIRECTORY](#)



[RESOURCES ON BASECAMP](#)

Participants from CA, MD, NC, OH, and OR discussed what would make the State PLC experience a “win” for them. The group used these ideas to develop the following.



Purpose of the State PLC

To provide a protected space to discuss and share learnings related to opportunities, challenges, and sustainability:

- *Learn from each other and borrow/ share resources*
- *Hear how states are collaborating with partner districts, balancing compliance and authentic thought partnership*
- *Plan for sustainability beyond ECPI, scaling out to districts across the state*



Participants also shared updates on...

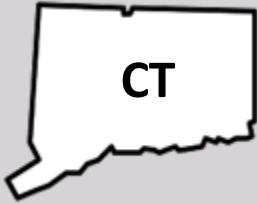
How have your states spent ECPI funds to date (Years 1-3)?

SUCCESES/INPUTS

- funding salaries for ECPI (4)
- identifying principal supports along the pipeline (2)
- leveraging state- or district-wide data analyses (2)
- professional learning to learn from other states/orgs. (1)
- understanding the 7 pipeline domains (1)
- understanding the continuum (leader prep through retirement) (1)

CHALLENGES

- navigating multiple state agencies and districts (3)
- start/stop delays in ECPI spending plans (2)
- scaling out ECPI work to all districts with differing contexts/needs (2)
- not involved in ECPI spending decisions (1)



Problem of practice:

Diversifying the educator workforce

Panelist:

[Charlene M.](#)

[Russell-Tucker,](#)

Commissioner for the Connecticut State Department of Education

Strategies

- Engage in two-way communication with stakeholders
- Promote inter-agency collaboration
- Grow our own educators
- Utilize reciprocity

Strategy example: Connecticut connects regularly with diverse stakeholder groups - e.g., the Governor, superintendents; family and community roundtable; teachers and students; teacher's union, principal association, superintendent association, local board. We practice group forming, norming, and storming; we listen, analyze data, and take action. Working with interrelated agencies (education, health, etc.) helps us support the overall educational ecosystem.

Resources:

- [Diversifying and Increasing CT's Educator Workforce \(2024\) | pdf version](#)
- [Educator Recruitment By the Numbers \(2024\) pdf](#)
- [Addressing the Educator Shortage Overview \(2024\) pdf](#)
- [Five-year Comprehensive Plan for Education 2023-2028 | pdf version](#)

Strategies:

- Collect and analyze data, and identify root causes
- Listen to and advocate for districts that need the most help
- Promote inter-agency collaboration
- Support innovative funding solutions
- Create policy briefs to share successes, challenges, and strategies with the field

Strategy example: A small percentage (20%) of the 852 school districts in were holding most of the teacher vacancies (80%). These select districts needed the most help getting full funding access, writing grants, and managing data. Illinois targeted support to these districts by creating a teacher vacancy grant program and offering technical assistance (TA) to every single district that needed it.

Resources:

- [Illinois Teacher Vacancy Grant Pilot Program Overview](#)



Problem of practice:

Addressing chronic teacher vacancies

Panelist:

[Mack Eisen](#), Senior Assistant to Deputy Governor for Education Martin Torres, Office of Governor JB Pritzker of Illinois

Panel: Equity-centered leadership pipeline efforts in other states



Problem of practice:

Shifting the state's role in leader preparation from solely compliance-driven to a more thought partnership approach

Panelist:

[Marco A. Nava, Ed.D.](#);
Administrator; Induction,
Credentialing &
Contracts; Human
Resources; Los Angeles
Unified School District

Strategies

- Update the state's leadership standards (around 2015)
- Revise administrator credentialing (i.e., preliminary credential before the clear administrator credential)
- Engage graduate feedback on preparation quality and offer them professional learning

Strategy Example: Each credential from a university or county office of education had cost about \$12k-\$42k, and many who want to become administrators could not take on the financial burden. California made a commitment to invest in equity. They offered all credentialing at no cost to educators, including paraprofessionals.

Resources:

- [L.A. Unified School District's Strategic Plan 2022-26](#) | [pdf version](#)
- [CCTC Administrative Services Credential Program Standards \(2013\)](#) | [pdf version](#)
- [CDE Greatness By Design Summary Report \(2012\)](#) | [pdf version](#)

Presentation: Leveraging the Assistant Principal Position for Equity-centered Leadership Pipelines and Succession Planning

Takeaways: This presentation highlighted how some states are bolstering their leadership pipelines using district and candidate profile data to help districts identify and prioritize their leadership needs. Aligning these identified priorities with candidate competencies can help districts drill down their search into specific attributes that their assistant principals can bring to the role that will best support their schools.

Resources:

- [Leveraging the Assistant Principal Position for Equity-centered Leadership Pipeline and Succession Planning.pdf](#)
- [Assistant Principal Advancement to the Principalship: A Guide for School Districts \(2023\)](#) | [pdf version](#)



Presenter:

[Tiara Booker-Dwyer](#),
Policy Studies Associates