

Date: October 13th, 2022

Talent Pipelines Working Group

Task Force Members Present: Brandon Chandler, Christie Volmer, Chris Tatum, Leah Tunnell, Suzanne Kirkland, Ashley Osborne, Kim Davis, Sherry Blankenship

Staff Members Present: Jessica McLoughlin, Melissa Yoder, Camille Davenport, Kelvey Oeser

Introduction & Discussion of Whole Group Session Content

The facilitator shared the session objectives, the recommendation roadmap, and agenda for the day. She continued with key policy recommendations from the House Public Education Hearing and shared the actions that had occurred since the August meeting:

1. Codified August working group recommendations into key themes and redistributed if needed.
2. Gathered examples of recruitment and retention strategies in other professions.
3. Gathered additional data on District of Innovation plans.

Task Force members shared reflections on the recommendations related to increased teacher pay and school staffing models.

Review Research Generated from August Meeting

The group reviewed research gathered since the August meeting. The facilitator shared recruitment case studies from two industries: The nursing field (via Texas Workforce Commission) and Google. The key strategies from the case study included engaging with people through an online database, removing obstacles to entry, and collaborative problem-solving. Participants shared connections from these case studies to the current recommendations, including utilizing applicant tracking systems and working with the Texas Workforce Commission.

The facilitator also shared information about Districts of Innovation (DOI), which was a topic brought up at the last meeting, including the benefits of becoming a DOI.

Preparing for Key Priorities

The facilitator shared the goals of the session. She reviewed what the final report will entail.

Then, the group transitioned into an activity to rank the feasibility and impact of the initial 16 recommendations in order to work through the framework for developing and refining recommendations.

Share Prioritization Survey Results

The facilitator reviewed the groups prioritized strategies:

- Teacher candidate recruitment (supporting Grow Your Own pathways and establishing strong HR recruitment systems)
- Teacher re-entry to the profession
- Teacher retention via strong staffing models and financial supports to compensate, and providing mentorship and leadership roles.

Unpack Prioritized Recommendations

The facilitator shared the protocol instructions, which included three considerations regarding what the strategy would look and sound like if we recommended action at the legislative/regulatory level, state-agency level, and/or district level. Next, the group reviewed the draft objectives from each lens, and then discussed the impact, the actions that actors will take, and additional information needed. The facilitator showed the group an example of the protocol.

For Recommendation 1, the group considered the objectives through each lens.

Recommendation 1: Design and implementation of staffing models and financial support to compensate and provide time for teacher mentorship and leadership roles

- Legislative/Statutory Draft Objective: The group discussed a statutory allotment that provides provisions to 1) fund LEA/EPP technical assistance for Staffing Model design and implementation supports and 2) to fund teacher leaders as mentors or coaches as well as district infrastructure/supports. A Task Force member added the consideration of funding not only for mentors, but also district staff to support infrastructure.
- Impact: Task Force members shared about the impact on teacher support and retention and how the funding will allow districts to design and implement innovative staffing models as well as provide funding for sustainable professional learning for key roles.
- Actors: Participants named the legislature, teachers, TEA, ESC's, district and school-level administrators, and school boards as actors in the recommendation.
- Questions: The group had questions around the support to LEA's, sustainable funding support, and training.

The group continued to work through the same recommendation through the State Agency lens, thinking about the Impact, Actors, and Questions (information needed).

- State Agency Draft Objective: Vet and/or develop quality technical assistance to support LEAs and EPPs to design and implement staffing models

- **Impact:** Districts will be assured quality and sustainability of staffing models and support in implementation.
- **Actors:** Participants named the legislature, teachers, TEA, Educator Service Centers (ESC's), district and school-level administrators and leaders, local boards.
- **Questions:** Questions include needing more information on case studies about models and impact, what mechanisms can be leveraged at the state level to make the technical assistance more affordable or attractive to districts? The group also wondered if it could be incentivized or couple with school improvement?

The group continued to walk through the recommendation, thinking about the Impact, Actors, and Questions. A Task Force member emphasized the value of thinking innovatively and going beyond the status quo.

- **District Level Draft Objective:** Commit personnel and any matching funds to incorporate strategic staffing models into overall strategic plan.
- **Impact:** The working group said that teachers benefit from the increase in compensation, they would be compensated based on their responsibility, their experience would improve, and teacher retention rates would improve. The group also discussed that matching funds or FTEs at the LEA level could be minimal depending on current district trends, size, and enrollment.
- **Actors:** Participants named the stakeholders in the LEA and the community.
- **Questions:** Participants want to know more about how to promote buy-in from the district for release time, monetary incentives, and more information about innovative funding ideas.

For Recommendation 2, the group considered the objectives through each lens of the framework.

Recommendation 2: Create strong supports for early Grow Your Own pathways via high school education and training courses (pathway planning, incentives, technical assistance)

- **Legislative/Statutory Draft Objective:** Increased funding for GYO programs to incentivize implementation (funding for program, stipends for course instructors and field site teachers, pre-apprenticeship pathway incentives) and create clear requirements for articulation agreements with E&T coursework hours. There were no clarifications needed or other approaches shared by the working group.
- **State Agency Draft Objective:** Invest current allowable funding sources to fund GYO pathways (particularly dual credit), TEA/THECB coordinate on articulation agreements regarding high school E&T coursework, provide guidance and technical assistance resources for best practices in HS GYO programs. There were no clarifications needed or other approaches shared by the working group.
- **District Level Draft Objective:** Implement dual credit high school Education & Training courses. There were no clarifications needed or other approaches shared by the working group.

- Impact: The group said that this is a long-term solution for local teacher pipelines, increases the diversity of teaching candidates, provides teachers with better preparation, and also removes barriers for potential teachers (i.e.: funding for college courses).
- Actors: The group named the Legislature, TEA, media (for perception/narrative change), Colleges & Universities, LEA's, teachers, students, parents, and High School counselors.
- Questions: The group asked the following questions:
 - State/District: Is there a way to support dovetailing strategies to help support sustainability and efficiency?
 - How do we change the narrative across the state to encourage students to take this pathway?
 - How can we ensure students receive appropriate credit at the collegiate level?
 - How can we connect the work as a paraprofessional?

For Recommendation 3, the group considered the objectives through each lens in the framework.

Recommendation 3: Establish strong HR recruitment systems (establish a statewide job board, fund recruitment incentives for hard-to-staff areas).

- Legislative/Statutory Draft Objective: Fund the development of a statewide job board and provide funding (dedicated Rider for grants, specified allotment, etc.) for recruitment incentives or stipends for critical shortage area roles. There were no clarifications needed or other approaches shared by the working group.
- State Agency Draft Objective: Identify sources of state funds to redirect to fund recruitment incentives. There were no clarifications needed or other approaches shared by the working group.
- District Level Draft Objective: Reallocate or reinvest district dollars in recruitment incentives or stipends for critical shortage areas. Invest in a streamlined job board/applicant tracking system. There were no clarifications needed or other approaches shared by the working group.
- Impact: The group shared that the potential impact could be a streamlined processes for potential candidates, strong pro-education voices in the industry landscape, and recruitment incentives may make working in hard-to-staff districts more appealing.
- Actors: The group named the Legislature, TEA, job board Programmers, LEAs
- Questions: The group asked the following questions:
 - **Job Board & ATS**: What would the job board and application tracking system look like, including the unintended costs, capacity at the state-level to pursue without legislative

action, usability, consolidating many different systems across the state, integration with local HR information systems

- **Local Workforce Development:**
 - How would we engage in Local workforce development around developing a pipeline of teachers?
 - Can we target incentives around the hard-to-staff areas? Who identifies hard to staff areas? How could this be differentiated across the state?
- **Recruitment Systems:**
 - How do we ensure the recruitment system will work for both small and large districts as well as very rural and urban districts?
 - Who will provide the ongoing training to HR professionals?
 - How will we ensure technology across Districts will support the HR recruitment systems?
- **Funding:** How would funding be allocated across the state (large districts vs rural areas)?
- **Connections to Other Recommendations:**
 - What other strategies currently captured in other recommendations can we connect to this one as well?
 - Could identifying hard to staff areas inform local Texas Workforce Development funding to support apprenticeship pathways for those specific fields?

Review and Next Steps

The facilitator shared that prior to the next meeting in December, the group would surface additional relevant research pertaining to recommendations, draft connection points across recommendations for streamlining/dovetailing, draft financial prospects to provide schema for cost and to better understand return on investment, and consider additional prioritization. The facilitator also asked for input on next steps from the group to prioritize between October and December. Members want to add retirees into the recommendation list, perhaps in the 3rd recommendation. The facilitator shared that there were many areas of duplication across the working groups, and that they will map connections across working group recommendations.

Acronyms:

- LEA: Local Education Agency (LEA) A public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. School districts and county offices of education are both LEAs.
- EPPs: Educator Preparation Programs provides numerous services for students seeking to earn teacher certification.
- ISDs: Independent School Districts are a type of school district in some US states for primary and secondary education that operates as an entity independent and separate from any municipality, county, or state.

- ESC's: Twenty Regional Service Centers were established to provide services to school districts throughout the state. The Centers are service organizations, not regulatory arms of the Texas Education Agency, and participation by schools in services of the centers is voluntary.
- FTE: FTE stands for full-time equivalent. It is a unit of measurement that represents the number of hours worked by a single employee in a week.
- THECB: The Texas Higher Education Coordinating Board (THECB) was created by the Texas Legislature in 1965 to represent the highest authority in the state in matters of public higher education.