

An aerial photograph of Austin, Texas, showing the city skyline with various skyscrapers and buildings. In the foreground, there is a large body of water, likely Lady Bird Lake, with a park area and a marina. The sky is blue with some light clouds, suggesting a clear day.

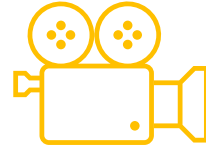
Talent Pipelines Working Group

October 13, 2022

Welcome



Please make sure you are muted.



If you are able, turn on your camera.



Locate your participant video and click on the more icon to rename yourself with your name and district.

Welcome to Working Group 2: Talent Pipelines



**Jessica
McLoughlin**

Director, Talent
Pathways



Melissa Yoder

Director, Educator
Residencies and
Talent Pipelines



Mark Olofson

Director, Educator
Data, Research, and
Strategy



**Dr. Xóchitl Anabel
Rocha**

Programs Manager,
Bilingual/ESL
EL Support Division



**Camille
Davenport**

Education Specialist,
Educator
Residencies and
Talent Pipelines

Introducing Our Task Force Leads



Ashley Osborne

Executive Director, Talent
Development, Ector
County ISD



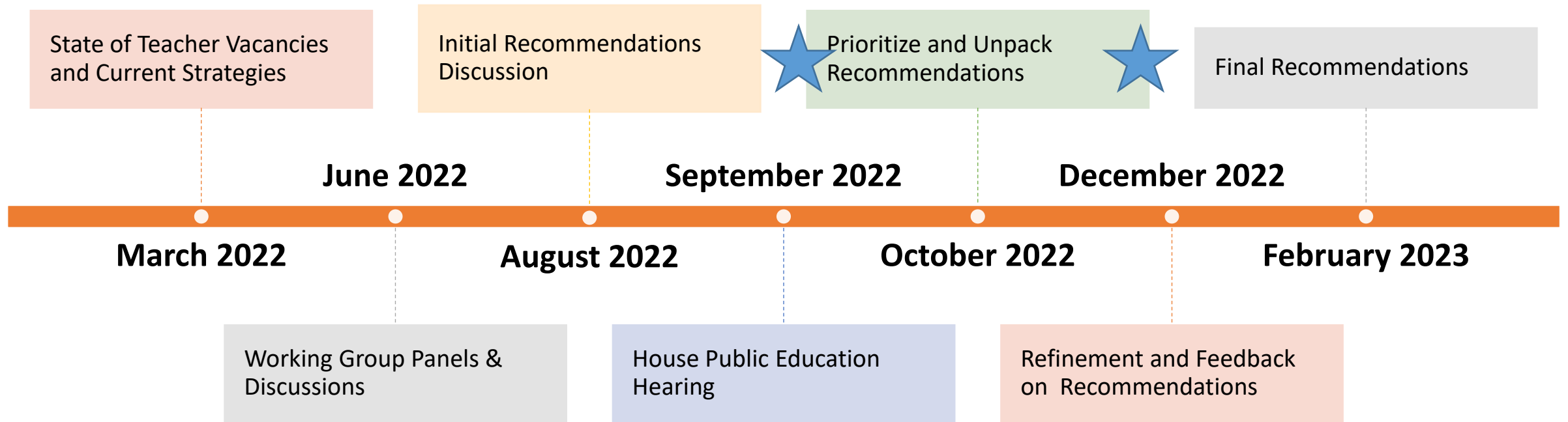
Dr. Justin Terry

Superintendent, Forney
ISD

Working Group Session Objectives

- To identify and prioritize key recommendations based on background data/research, feasibility, and impact
- For identified recommendations, deeply unpack to better understand potential outcomes, key actors and their roles, and possible challenges/barriers/etc.
- To assist in identifying next steps between the October and December meeting

TVTF Recommendations Roadmap



Today's Working Group Agenda



Introduction & Discussion of Whole Group Session Content (*10 minutes*)

Discuss Research Generated From August Meeting (*30 minutes*)

- Preparing for Key Priorities Working Session (5 minutes)
- Prioritization Survey (15 minutes)

10:30-11:45

11:45 – 12:15

Lunch

- Share Prioritization Survey Results (10 minutes)
- Unpack Prioritized Recommendations (115 minutes, break built in)
 - Bucket 1: Prioritized Teacher Candidate Recruitment Recommendations
 - Bucket 2: Prioritized Re-entry Recommendations
 - Bucket 3: Prioritized Retention Recommendations
- Review and Next Steps– (*10 minutes*)

12:15-2:30



Whole Group Session: Key Ideas from House Public Education Hearing Overview

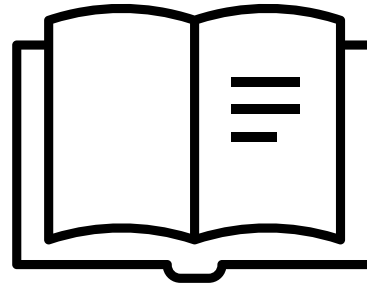
Policy Recommendations:

1. Consider ways to improve the pipeline and training for teachers through expanding support for high-quality, paid residency & apprenticeship preparation models.
2. Consider ways to increase compensation for teachers not only through overall funding increases, but also through more strategic staffing supports
3. Consider ways to improve working conditions for teachers through expanded supports for districts related to improved master scheduling, staffing patterns, and increasing availability of instructional materials engineered to align with these alternative scheduling approaches.

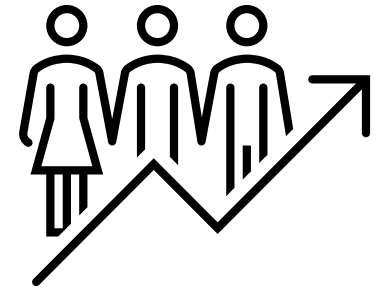
Since our time in August...



Codified August working group recommendations into key themes and redistributed if needed



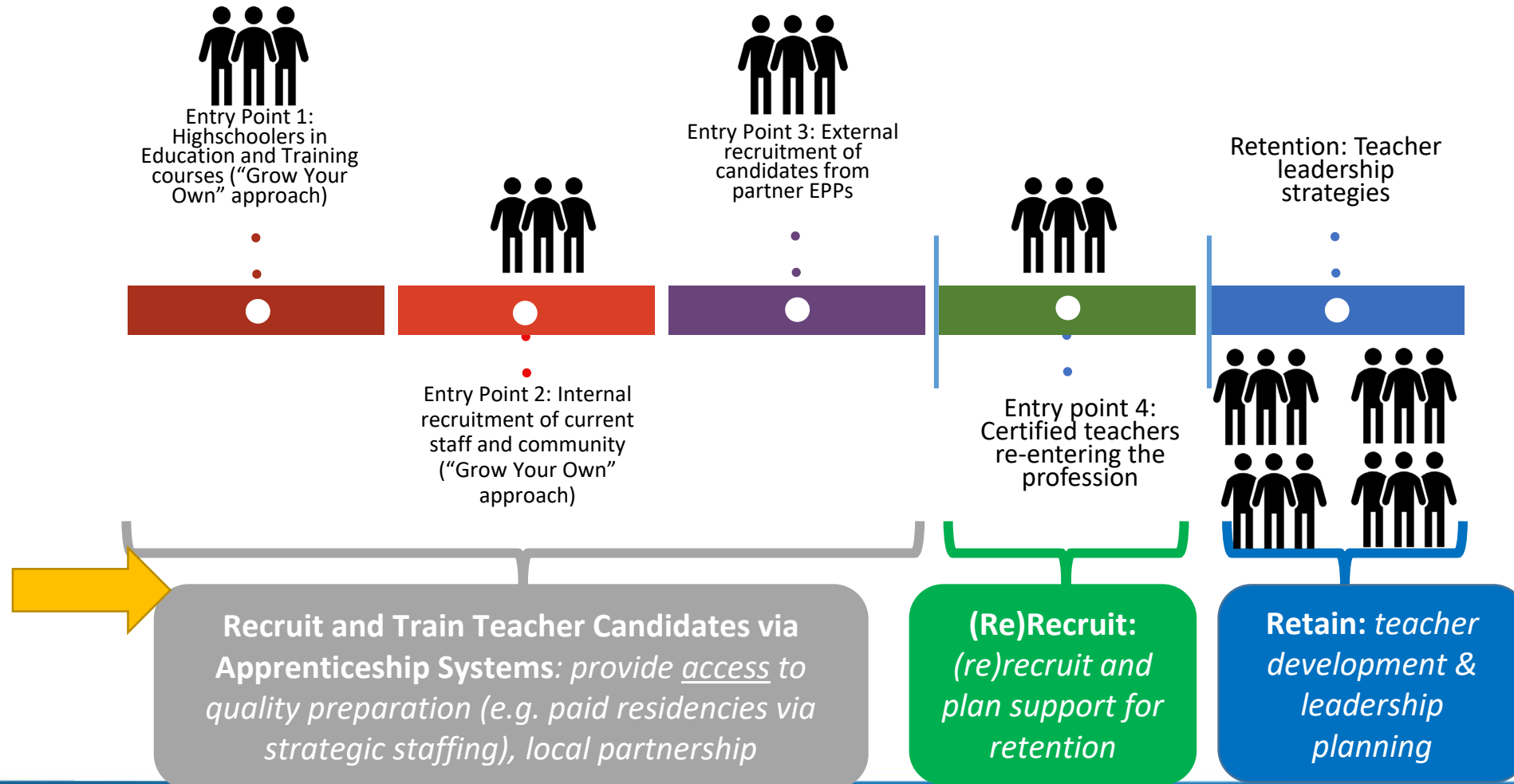
Gathered examples of recruitment and retention strategies in other professions.



Gathered additional data on District of Innovation plans


Our Three Prioritized Buckets for Talent Pathways

Candidates **enter** the pipeline to the profession through multiple paths and through various certification routes. Candidates **stay** in the profession as a result of intentional development and likely leadership opportunities.

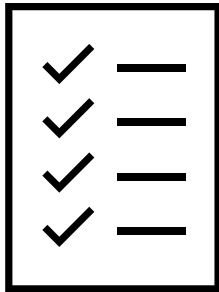


Re-Cap of the Key Outcomes Shared:

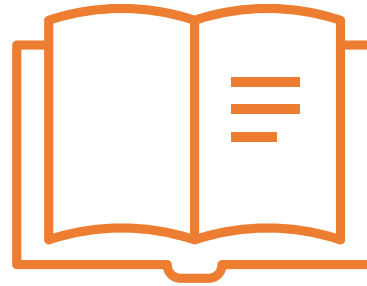
Take a few minutes to review the proposed strategies to address talent pipelines coming out of our August meeting.

Talent Pipelines		
<ul style="list-style-type: none"> Strengthen and incentivize Grow Your Own pathways and teacher residencies Implement a statewide job board Remove barriers for teacher re-entry Support and incentivize teacher mentor and leader roles 		
Theme 1: Supports and Incentives for Teacher Preparation and Recruitment	Theme 2: Remove Barriers and Provide Incentives for Teachers to Re-enter the Profession	Theme 3: Supports and Incentives to Implement and Scale Strong Teacher Leadership and Mentorship Practices
<ul style="list-style-type: none"> Incentives (funds, technical assistance) for LEAs to design and implement staffing models to enable funded quality preparation and leadership pathways for teachers Establish strong HR recruitment systems (establish statewide job board, fund recruitment incentives for hard to staff areas) Create strong supports for early Grow Your Own pathways via high school education and training courses (pathway planning, incentives, technical assistance) Supports for Grow Your Own and teacher residency (apprenticeship) pathways (LEA/CC/ EPP partnerships support, related funding to offset preparation costs and provide salary stipends, and technical assistance to support local pathway design) 	<ul style="list-style-type: none"> Implement targeted marketing and recruitment strategies for new and returning educators (statewide campaign, social media, leveraging community, recruiting from other states) Consider implementation of a statewide exit survey Creating incentives or increasing pay for returners, including provision of wraparound services like childcare Streamline certification renewal and OOS certification processes Streamline district application and interview processes for rehires Create options for flexible workdays, including flexible schedules and job shares Provide statewide guidance on best practices in rehire induction, including differentiated induction and training supports 	<ul style="list-style-type: none"> Development of clear competency progression from teacher candidate through campus and district leader Development of clear job descriptions for teacher leader and mentor roles Support with data infrastructure to plan for and forecast talent trends Design and implementation of staffing models and financial support to compensate and provide time for teacher mentorship and leadership roles Provide statewide mentorship training (micro-credential) with district level embedded coaching. Provide quality training and coaching support for teacher leaders and mentors to implement instructional leadership strategies (including effective coaching) Expansion of the mentor program allotment

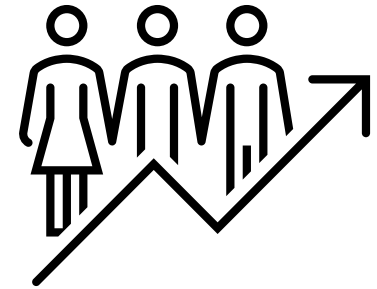
Since our time in August...



Codified August working group recommendations into key themes and redistributed if needed



Gathered examples of recruitment and retention strategies in other professions.



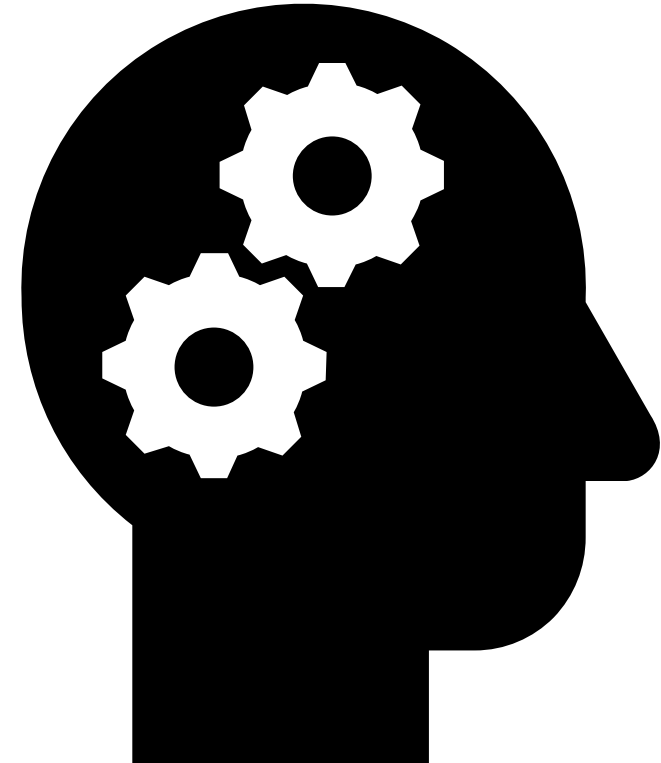
Gathered additional data on District of Innovation plans



Case Studies



- **What strategies reinforce our working group's 3 prioritized buckets:** teacher candidate recruitment and training, re-entry pathways, and teacher retention?
- What did these fields prioritize that may be missing from our current recommendations?





Nursing



Texas Workforce Commission

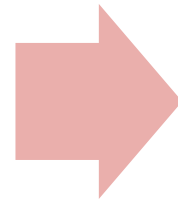
The [Texas Workforce Commission](#) (TWC) is a **governmental agency** in the U.S. state of Texas that provides **unemployment benefits and services** related to employment to eligible individuals and businesses. A [Local Workforce Development Board](#) (Board) is a group of community leaders appointed by local elected officials (County Judges and City Mayors) and charged with planning and oversight responsibilities for workforce programs and services in their area.

Recruitment Challenges & Goals

Challenges:

Nurses leaving traditional positions to become travelling nurses

Preparation pathway to become a RN: Some candidates getting 'lost' or are unsure of how to get started



Focus:

Invest in training and hiring nurses via targeted recruitment systems and leveraging an apprenticeship pathway for training.

Recruitment Strategies: Approach taken in the nursing field

Boards partner with the TWC: Work collaboratively with TWC to access funds from TWC, address and meet requirements for fund usage, and use local context/data to make local decisions

Recruit through Work in Texas Online Portal: The TWC uses an online portal to engage and track individuals interested in becoming nurses.

Enacted a “media blitz” to attract people to the field

Push notification of events to those in database: Leverage 211 system for text notifications about training opportunities and jobs

Recruitment Strategies via Healthcare Convenings: Background

- Healthcare Workforce Convenings:
 - The Texas Workforce Commission held 4 healthcare convenings within the last year. Attendees included the Board of Nursing, 46 Employers (healthcare institutions/providers), nursing preparation programs, and the Texas Workforce Development Commissioner
 - Goals included: Address challenges with nursing shortage.

Recruitment Strategies via Healthcare Convenings: Background

- Enabling factors:
 - **Incentives to the field:** The Board provided incentives to employers to offset costs of attending the convenings.
 - **Prioritized collaborative decision-making:** Strong facilitator capable of managing different mindsets and perspectives to drive the group toward consensus.
 - **Strong champion who brought everyone together:** The convenings were successful because a strong champion, the Texas Workforce Commissioner, who was able to bring all the parties together.

Recruitment Strategies via Healthcare Convenings

- Results of Healthcare Convenings:
 - **Early employer investment:** 51% of employers pledged their own funding to develop the pipeline
 - **Addressing policy needs:** The Board is currently revisiting policies to eliminate obstacles to enter the field and accelerate the pipeline
 - **Prioritizing earlier entry points into the workforce:** Individual employers work directly with high schoolers
 - **Coordinating early training opportunities with high quality mentors:** Big hospitals providing summer internships for high schoolers; senior nurses provide mentorship
 - **Enable data systems to support continuous improvement:** Local Boards track outcomes



Private Sector



Recruitment Goals & Challenges

- Recruitment goals are simple and straightforward.
- Recruiters are equally accountable for two anchor metrics:
 1. Fill open positions
 2. Select a skilled, diverse pool of candidates
- The recruitment goals (above) are also the recruitment challenge

Recruitment Strategies

- **Recruiters utilize LinkedIn Recruiter to find qualified candidates**
 - Recruiters perform key word searches and also search by degree and by schools that have a history of supplying qualified and diverse candidates
- **ATS (Application Tracking System)**
 - Applicants are immediately added to the internal ATS
 - ATS to search for candidates who previously applied; most candidates are hired from this database
 - Clean and easy to use system
- **Professional Websites**
 - Recruiters find applicants on professional websites where people upload their portfolios
- **Screen for skills**
 - Hiring is completely skills-based and the first step after applying is to do a skills screening
 - The commitment to skills-building is intentional. Even “bubble” candidates (who don’t quite meet the requirements of the job) may get a first interview and given feedback on the skills needed to go further in the process in the future. These candidates are added to the ATS and may be recruited for positions in the future.
- **Straightforward, simple, fast applications**
 - Job descriptions are simple, straightforward, short, and easy to read. The language about the job and its requirements is simple and colloquial language that candidates do not have to decipher.
 - Applications are short and take 5 minutes to complete
- **Recruitment Dashboard tracks:**
 - The recruitment dashboard that recruiters use is easy to understand. It provides snapshots of the # of jobs to fill, offers accepted, and applicants needed
 - The dashboard makes it easy for recruiters to meet their targets.

Recruitment Challenges

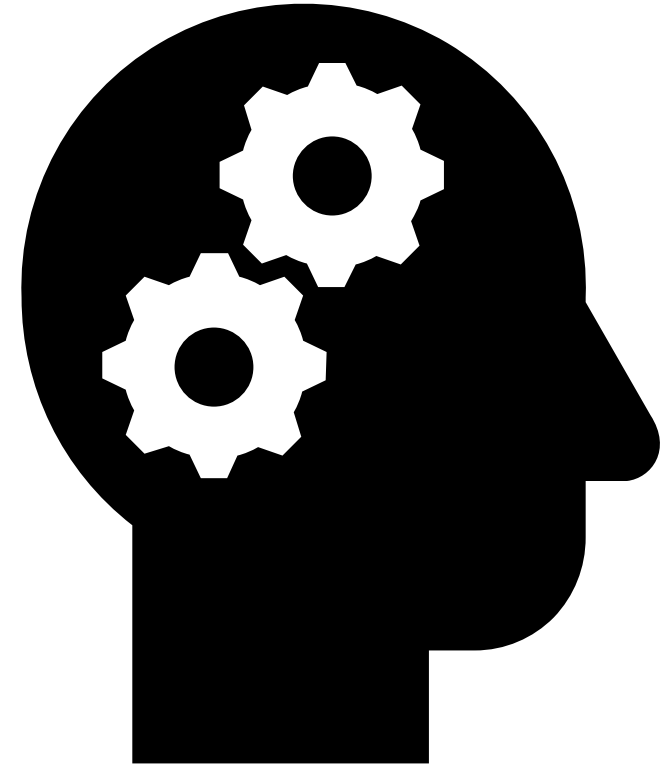
1. Hard to hire diversity for senior managers

- a. History of recruiting practices and access have excluded diversity in the past
- b. Emphasis on providing feedback to applicants

2. Recruiters are gatekeepers for hiring:

- a. Hiring managers may refer candidates, but recruiters build the pipeline for the role and ensure non-biased practices
- b. Hiring managers have no say in compensation; compensation is based on equitable practices and standards
- c. Recruiters often push back on senior managers who want to hire specific people; recruiters must open up the pool, seek to meet their target goals, and select the best candidate for the role.

- What strategies reinforce our working group's 3 prioritized buckets: teacher candidate recruitment and training, re-entry pathways, and teacher retention?
- What did these fields prioritize that may be missing from our current recommendations?

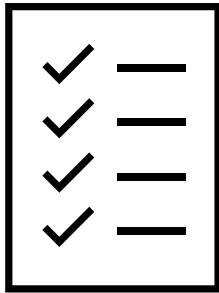


Company Name: Google

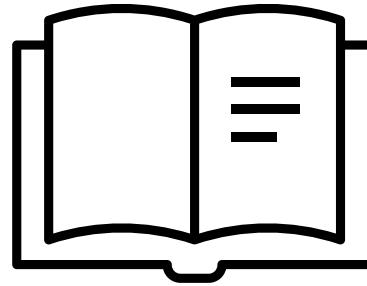
Retention is not a strategic priority; Retention is high due to:

1. Good Pay
2. Good Benefits (ie: fully paid parental leave, stress-free PTO)
3. Good treatment (ie: family-focused & flexible, utilizing research-based best practices in team-building and leadership)
4. Clear and simplified job functions, goals, and metrics

Since our time in August...



Codified August working group recommendations into key themes and redistributed if needed



Gathered examples of recruitment and retention strategies in other professions.



Gathered additional data on District of Innovation plans

Districts of Innovation

Potential benefits of becoming a District of Innovation include:

- **Local control:** Districts decide which flexibility best suits their local needs.
- **Customization:** Districts can create an innovation plan for a level of school (e.g., only high schools), grade level, or a single campus.
- **Autonomy:** Districts must submit a district of innovation plan to the commissioner of education, but approval is not required.
- **Flexibility:** Districts will have the flexibility to implement practices similar to charter schools, including exemptions from mandates such as:
 - **School start date (first and last day of school)**
 - **Length of school day**
 - **Class-size ratios**
 - **Educator certification**
 - Site-based decision-making processes
 - Use of planning and preparation periods
 - Teacher appraisal requirement

DOI Trends: Class Sizes and Scheduling

- **Class Sizes:**
 - 45% have class size waivers in their plans
 - Districts must have clear rational for increased class sizes, such as plans for flexible grouping, etc.
 - Recommendation Connection:
 - Some strategic staffing models require increased class size (i.e. closing a teacher vacancy and redistributing students) though focus on lower student to teacher ratios (i.e. using funding from closed vacancy to fund resident, teacher leader, or paraprofessional positions)
- **Creative Scheduling/Calendar:**
 - 98% have creative calendaring as part of their plan. Examples include: early release for professional development, extended school days, extended school year, 4-day work week, etc.
 - There are some limits to scheduling 'creativity' due to ADA requirements
 - Recommendation Connection:
 - Could be leveraged as a strategy to re-recruit teachers to the profession (job-share, 4-day week, etc)
 - Could support creating time for teacher leadership and mentorship activities

DOI: Hiring Flexibilities

- Certification Flexibilities:

- While 88% of DOI Districts have flexibilities to hire teachers (e.g. non-certified teacher in hard to fill areas)...
 - Many districts note that they are only waiving certification requirements for a small % of teachers (i.e. CTE teachers)
 - Districts have really clear parameters in place about the time in which they need to actually fulfill certification requirements
 - Districts are often hesitant to use or expand this flexibility

Today's Working Group Agenda

10:30-11:45



- Introduction & Discussion of Whole Group Session Content (*10 minutes*)
- Discuss Research Generated From August Meeting (*30 minutes*)
- Preparing for Key Priorities Working Session (5 minutes)
- Prioritization Survey (15 minutes)

11:45 – 12:15

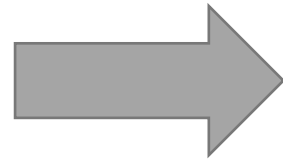
Lunch

12:15-2:30

- Share Prioritization Survey Results (10 minutes)
- Unpack Prioritized Recommendations (115 minutes, break built in)
 - Bucket 1: Prioritized Teacher Candidate Recruitment Recommendations
 - Bucket 2: Prioritized Re-entry Recommendations
 - Bucket 3: Prioritized Retention Recommendations
- Review and Next Steps– (*10 minutes*)

Today's Goal: Prioritize and Further Unpack Recommendations

Part 1: Prioritize key recommendations for each bucket for feasibility and impact



Part 2: Unpack those prioritized recommendations to inform our working group's recommendations on the final report



Context Setting: What will the recommendations/reports include?

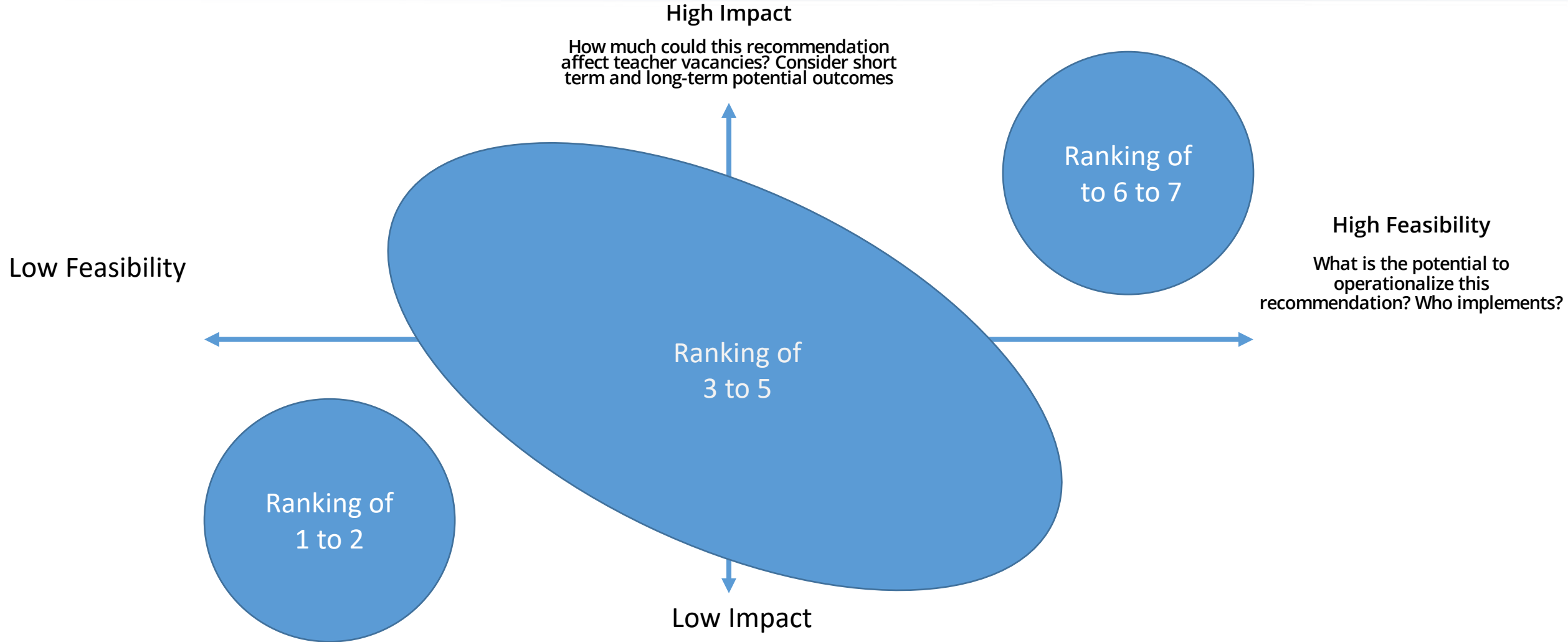
- Synthesized trends of the highest leverage challenges/opportunities to address teacher vacancies
- Recommendations for ways to address these challenges/scale these opportunities, divided into:
 - Statutory changes that require a change in statute or action taken during the legislative session
 - Regulatory changes that require a change in rule by the SBOE, SBEC, or Commissioner through the rule-making process
 - State-level practice changes that would require a change in practice or implementation by the Commissioner/TEA staff
 - District-level practice or policy changes that would require a change in district policy or practices (some of which may require changes in local school board policies)

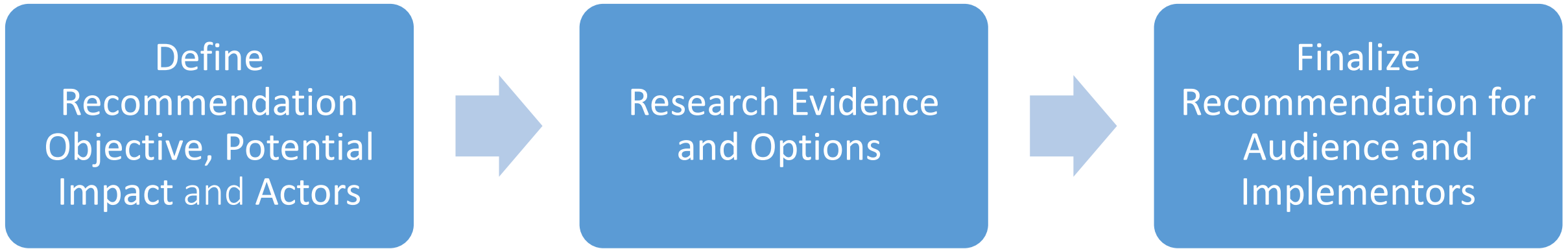
Key Idea: The actors involved are important and can contribute to a recommendation's feasibility and impact

Part 1: Prioritize Recommendations

- Note: This will be first round prioritization to help us focus our efforts during today's working session. There will be opportunities going forward to revisit all recommendations and re-prioritize.
- Out of the initial 16 recommendations, you will rank their feasibility and impact using the guiding considerations:
 - **Feasibility:** *What is the potential to operationalize this recommendation? Who has to implement it?*
 - **Impact:** *How much could this recommendation affect teacher vacancies? Consider short term and long-term potential outcomes.*
- You will capture your rankings on the survey and provide feedback on additional data or research that would be important to inform further prioritization.

Considering Impact and Feasibility: Guidance for Initial Rankings





Bucket	Objective – What?	Impact – Why?	Actor – Who?	Actor – How?	Next Steps?
Subgroup	Define the goals for change of this recommendation	Identify the rationale and possible outcomes if this recommendation is broadly implemented	Identify the implementers for this type of recommendation	Begin to describe the method the implementers would use to enact this change	What research or other steps need to be taken to finalize this recommendation ?

Discuss objectives through the lens of the “Actors”:
 Recommendations aligned to the strategy at the legislative/regulatory level, state-agency level, and district level.

[Survey Link](#)

- Rate each Recommendation for its feasibility and impact- do not rank order.
- Survey is organized by theme for readability, but we will focus on the top 3 overall
- Ratings Reminders:
 - High Feasibility and Impact = 6-7
 - Medium or varied feasibility and impact = 3-5
 - Low feasibility and impact = 1-2

Today's Working Group Agenda

10:45-11:50

- Introduction & Discussion of Whole Group Session Content (*10 minutes*)
- Discuss Research Generated From August Meeting (*30 minutes*)
- Preparing for Key Priorities Working Session (5 minutes)
- Prioritization Survey (15 minutes)

11:50 – 12:20



Lunch

12:20-2:30

- Share Prioritization Survey Results (5 minutes)
- Unpack Prioritized Recommendations (115 minutes, break built in)
 - Bucket 1: Prioritized Teacher Candidate Recruitment Recommendations
 - Bucket 2: Prioritized Re-entry Recommendations
 - Bucket 3: Prioritized Retention Recommendations
- Review and Next Steps– (*10 minutes*)

Today's Working Group Agenda

10:45-11:45

- Introduction & Discussion of Whole Group Session Content (*10 minutes*)
- Discuss Research Generated From August Meeting (*30 minutes*)
- Preparing for Key Priorities Working Session (5 minutes)
- Prioritization Survey (15 minutes)

11:45 – 12:15

Lunch

12:15-2:30



- Share Prioritization Survey Results (10 minutes)
- Unpack Prioritized Recommendations (115 minutes, break built in)
 - Bucket 1: Prioritized Teacher Candidate Recruitment Recommendations
 - Bucket 2: Prioritized Re-entry Recommendations
 - Bucket 3: Prioritized Retention Recommendations
- Review and Next Steps– (*10 minutes*)

Bucket 1: Teacher Candidate Recruitment

2. Create strong supports for early Grow Your Own pathways via high school education and training courses (pathway planning, incentives, technical assistance)
3. Establish strong HR recruitment systems (establish statewide job board, fund recruitment incentives for hard to staff areas)

Bucket 2: Re-entry

Add top prioritized 1-2 areas

Bucket 3: Teacher Retention

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

Today's Protocol:

For each prioritized strategy, we'll look through three lenses:

- What would this strategy look and sound like if we recommended action at the:
 - legislative/regulatory level,
 - state-agency level, and/or
 - district level
- Review the draft objectives for each lens
- Through each lens, we'll discuss:
 - What would be the impact? Who are the actors and what do they do? What additional information do we need?

Independent Reflection

[Jam Board Part 1](#)

[Jam Board Part 2](#)

Whole Group share-out

Today's Working Group Agenda

10:30-11:45

- Introduction & Discussion of Whole Group Session Content (*10 minutes*)
- Discuss Research Generated From August Meeting (*30 minutes*)
- Preparing for Key Priorities Working Session (5 minutes)
- Prioritization Survey (15 minutes)

11:45 – 12:15

Lunch

12:15-2:30

- Share Prioritization Survey Results (10 minutes)
- Unpack Prioritized Recommendations (115 minutes, break built in)
 - Bucket 1: Prioritized Teacher Candidate Recruitment Recommendations
 - Bucket 2: Prioritized Re-entry Recommendations
 - Bucket 3: Prioritized Retention Recommendations
- Review and Next Steps– (*10 minutes*)



Next steps before December:

- 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
- Consider additional prioritization

Looking at our top recommendations, what additional next steps should we prioritize between October and December?

Transition to Whole Group:

- Summarize to the group our discussion of our top 3 prioritized recommendations and ask “what is the one other thing we should be prioritizing”?
- Opportunity for all groups to share and members to respond and ask questions



Transition to Whole Group