

Date: October 13, 2022

Talent Pipelines Working Group

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### 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 at the August meeting. The facilitator shared recruitment case studies from two



## 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

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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 couple with school improvement?

The group continued to walk through the recommendations 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 ID 36 (t)0.6o (a)-4.2 (t6.5 (e)0.8



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 (e.g.: 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 a long-term recruitment strategy. (e)-(h)2b:alratibeeo 4.1 (o)

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



ESC's: Twenty Regional Service Centers were established to provide services to school districts throughout the state. The Centers are service organizations, not ~~regula~~ arms of the Texas Education Agency, and participation by schools in services of the centers is voluntary.

FTE: FTE stands for ~~full~~ the equivalent. It is a unit of measurement that represents the number of hours worked by a single employee in a week.