



BUSD Town Hall

Educator Recruitment and Retention Ballot Measure

October 10, 2019

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How the 20-minute small sessions will work

1. Short presentation (5 minutes)
2. Trio Discussion (5 minutes)
 - a. Teacher
 - b. Parent
 - c. Community Member
3. Recorded Feedback (10 Minutes)

Two Ways to Give Feedback

Each breakout session will have notecards

BUSD Google Survey

Educator Recruitment and Retention Measure (New)

This new measure would supplement educator compensation and could create small, targeted programs for hard-to-staff positions such as Special Education staff, Bilingual staff, and STEM teachers.

Certificated Salary and Benefits Ranking

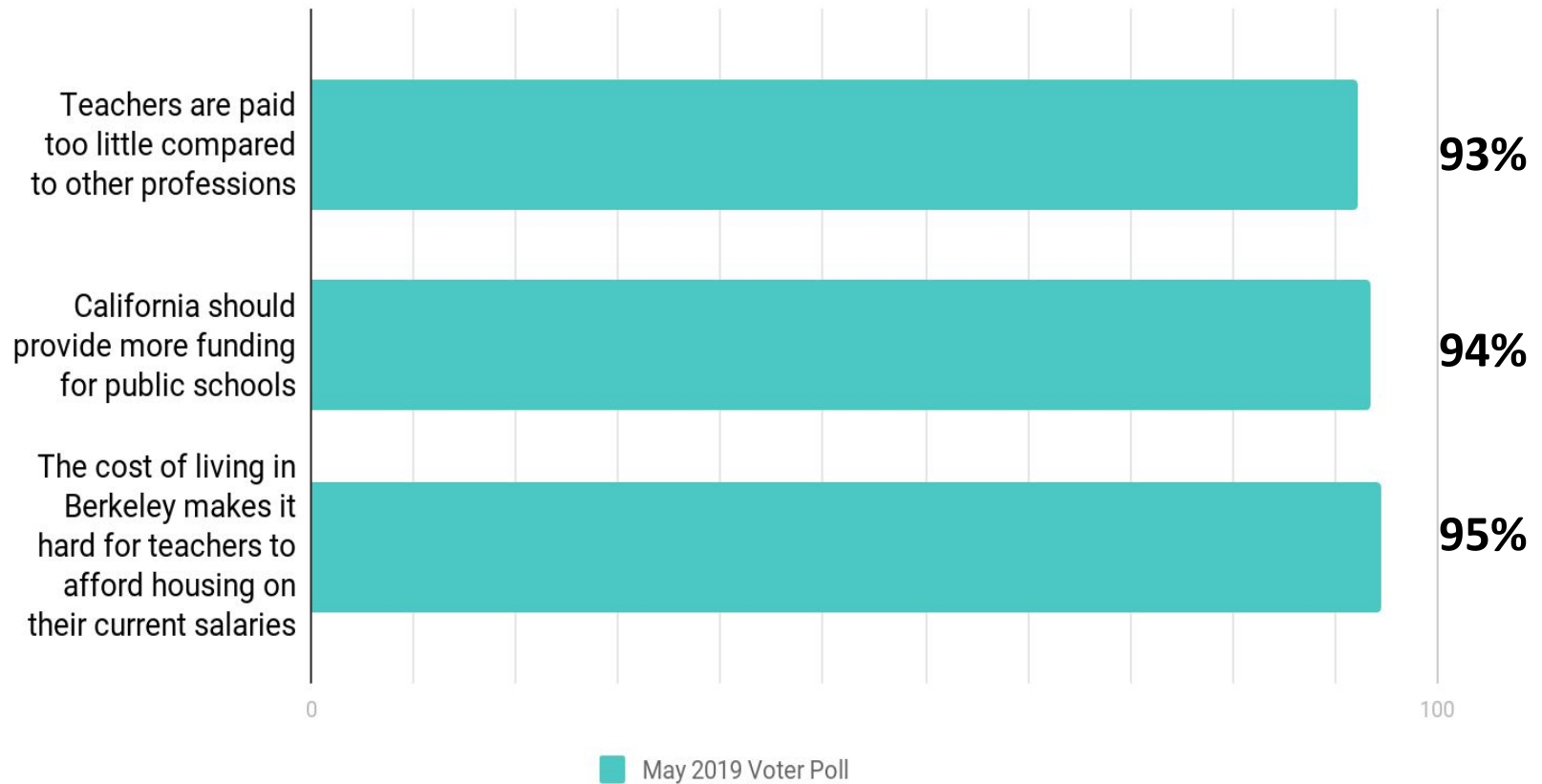
Ranking	Bay Area Comparative Districts	Above/Below Comparative District Average	Above/Below Regional Average
1	New Haven	\$13,704	\$11,805
2	Albany	\$10,054	\$8,155
6	San Leandro	\$5,549	\$3,650
7	San Lorenzo	\$1,569	-\$330
10	West Contra Costa	-\$341	-\$2,240
13	San Francisco	-\$2,025	-\$3,924
15	Emeryville	-\$7,266	-\$9,165
16	Berkeley	-\$8,016	-\$9,915
17	Oakland	-\$10,016	-\$11,915
18	Alameda	-\$10,880	-\$12,779

**2017-18, School Services of California*

August Recruitment Snapshot

Certificated Openings	2017	2018	2019
Classroom Teachers	0	2	7
Teachers on Special Assignment	0	1	3
Special Ed Teachers	0	1	9
Classified Openings	2017	2018	2019
School Bus Drivers	2	2	2
Nutrition Services Assistants	7	5	7
Instructional Assistants (Early Childhood Ed)	8	10	9
Instructional Assistant II (Special Ed)	15	14	13
Instructional Techs (Afterschool)	18	23	21

Over 90% of Berkeley Voters Agree:



Recruitment and Retention Strategies

Research suggests that a number of factors contribute to teachers' sense of satisfaction in their work, including pay, the quality of collegial interactions, working conditions, opportunities for professional growth, and effective leadership. In addition, districts can mitigate against the effects of structural racism by removing barriers to entry that are experienced by many potential educators of color, creating supportive, affinity-based experiences for educators of color; and by developing partnerships to create supportive pipeline opportunities.

Recommendations, 2016

Creating competitive, equitable compensation packages that allow teachers to make a reasonable living across all kinds of communities:

Enhancing the supply of qualified teachers for high-need fields and locations through targeted training subsidies and high-retention pathways:

- Offer forgivable loans and service scholarships to attract and retain teachers to high-need fields and locations.
- Create career pathways and “Grow Your Own” programs to prepare committed individuals from urban and rural school districts.
- Establish teacher residency models for hard-to-staff districts

Improving teacher retention, especially in hard-to-staff schools, through improved mentoring, induction, working conditions, and career development

Hard-to-Staff Differentials

If additional revenue becomes available:

Create a system for providing differential pay for especially hard-to-staff positions.

These could include:

- Special Education teachers and aides
- Bilingual teachers
- STEM teachers

A system of differentials would be developed cooperatively with BFT and BCCE

Classified Recruitment and Retention

Create programs that support the development of classified staff:

- training opportunities on higher level skills
- pathways that may lead to promotional opportunities.

Other ideas could include:

- A. Instructional Assistants on Special Assignment
- B. Classified Professional Development Partnerships with BAS and BCC
- C. Teaching Credential Program
 - a. Intern Credential Model
 - b. Residency Model

Teacher Induction Supports

Establish effective teacher induction support in hard-to-staff areas.

As one example, a non-profit organization called Trellis Education supports the development of secondary STEM teachers through a six-year trajectory, from a residency experience, ongoing mentoring, professional learning communities, and National Board certification in a teacher's fifth year of teaching.

The Trellis Approach.

Trellis' model is unique in its long-term, in-depth engagement with new teachers and mentors. We believe successful teachers need adequate preparation, but also opportunities for professional growth. The teacher mentors (Mentor Fellows) provide five years of individualized support and impart invaluable professional lessons to new teachers (Teacher Scholars).

★ 5th year Scholars become Mentor Fellows

**MENTOR
FELLOWS**



**TEACHER
SCHOLAR**



One-on-one support with a mentor and as part of a community from pre-service through 5th year teaching

Educator of Color Networks

Through a Chancellor's Grant to the Principals Leadership Network (PLI), BUSD will be a partner for the second year in a Leaders of Color Network for certificated administrators. In its first year, researchers studying the experiences of Leaders of Color identified a number of barriers and stressors encountered by educators of color.

CTE: Education, Child Development, & Family Services Pathway

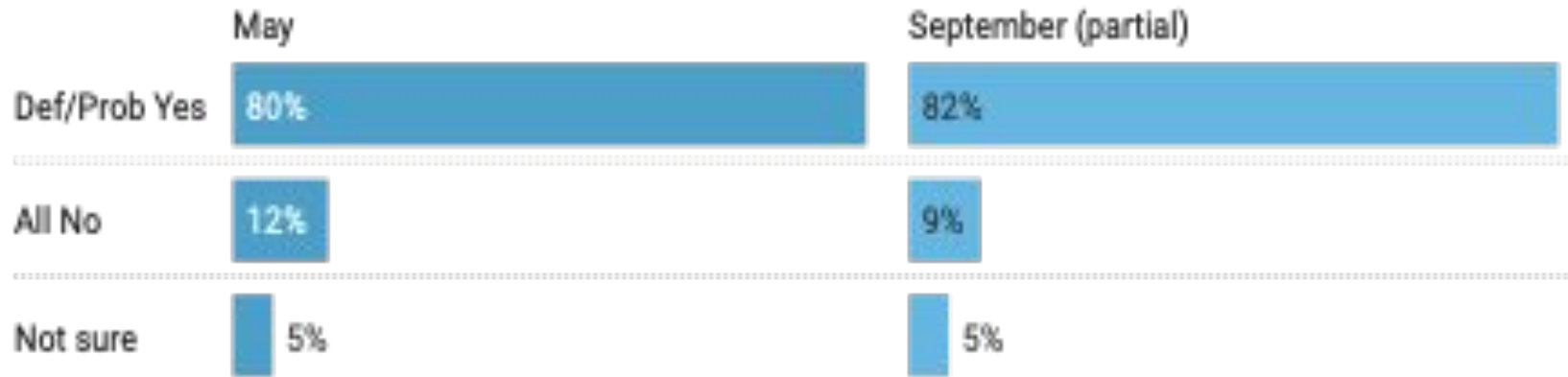
Enrich our support for an Education Pathway at BHS, with the goal of increasing the likelihood that BHS students, and particularly students from diverse cultural and linguistic backgrounds, will return after their undergraduate studies to teach in Berkeley Unified.

Sample of Local District Measures

San Lorenzo Nov 2018	“Provide competitive salaries to help attract and retain highly qualified teachers and staff”
West Contra Costa Nov 2018	“Attract and retain quality teachers”
Alameda Nov 2016	“Attract and retain teachers” (25% of revenue)
Oakland Nov 2016	Teacher and classified staff salaries and benefits (65% of revenue)
Albany Unified Nov 2014	“Attract and retain exceptional teachers and counselors”

Support for Educator Recruitment and Retention

Berkeley Educator Recruitment and Retention Special Tax



Created with Datawrapper

Roadmap to March 2020 Ballot

June 2018-August 2019

Superintendent's Measure Planning Workgroup: Facilities Master Plan and Maintenance Tax
Executive Cabinet: Potential resources to address educator recruitment and retention

September 2019

Sept 4: Board: Overview of Potential Voter Approved Measures
Sept 10-14 Voter Poll
Sept 18: Board: Decision for Measure Approval Timeline

October 2019

Oct 10: Education Town Hall
Oct 17: District and School Committee Leadership Orientation / Workshops
Oct 23: Board Meeting: Update on Public Process and Measure Content

November 2019

Nov 6: First Reading of Measure Language for March Ballot
Nov20: Approval of Measure Language for March Ballot

December 2019

Dec 6: Deadline for Submission of Measures to County
Dec 11/16 Deadline for Ballot Arguments in Favor / Rebuttals

January - Feb 2020

Ongoing Volunteers Campaign
Feb 3 Absentee Ballots go out for March election

March 3 Election Day

Discussion and Feedback