

Program Manager

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BSEP Measure E1 Stated Purpose and Uses?

The Berkeley Educator's Recruitment and Retention (BERRA) funded by Measure E of 2020, sets aside five percent (5%) of revenues to "providing programs designed to strengthen recruitment, retention and development strategies for certificated and classified District personnel, especially in hard-to-fill positions."

"It is the intent of this sub-section of the Measure to provide funding for strategic programs and mechanisms to address needs in key positions that directly serve students in District-operated schools.

These strategies may include, but are not limited to:

- a. salary differentials and/or recruitment pipelines for hard-to-staff positions
- b. classified staff professional development and pathways for paraprofessionals
- c. educator career pathways for high school students
- d. enhanced induction programs for new teachers

Rationale

Diverse and highly qualified teachers and support staff are the key to successful schools. In support of the District's mission "*to enable and inspire our diverse student body to achieve academic excellence and make positive contributions to our world*" it is essential to recruit and retain the most qualified candidates.

Goal

To recruit and retain qualified teachers and prevent shortages of essential school staff by addressing educator recruitment and retention, building more pathways for both classified and certificated staff, so that our students are supported by a stable team of highly qualified professionals.

Description

Staffing

Classified Professional Development Coordinator	1.0 FTE
Pathway to Achieve Credentialed Teachers (BPACT) Coordinator	0.2 FTE
Recruitment, Retention and Support TSA	0.7 FTE
Special Education Development Coach/TSA	1.0 FTE
Teacher Induction Program Coordinator	0.5 FTE
Berkeley Peer Assistance and Review (BPAR) Coach	0.2 FTE

Program

Materials, Supplies, Contracts	\$35,000
Recruitment and Retention Stipends	\$41,500
ACOE Teacher Residency Program	\$46,000

Classified Staff Pathways and Professional Development

Classified Employee Teacher Pathway Coordinator	0.2 FTE
Classified Professional Development Coordinator	1.0 FTE

In August 2022, Berkeley Unified was awarded a grant from the California Commission on Teacher Credentialing to recruit and encourage classified employees to complete their undergraduate education and/or teacher preparation program. BUSD was awarded funding to support 12 participants annually, for a total of \$48,000. Each participant may be reimbursed up to \$4,000 annually for tuition and related education expenses. The majority of participants aspire to teach in Special Education, while others are on pathways to a multiple subject or single subject teaching credential.

BERRA funds a 0.2 FTE Teacher on Special Assignment to coordinate all aspects of the BPACT program, offering academic guidance and support to participants with their unique teacher pathway. The coordinator maintains contact with each participant, tracking academic progress and assisting with reimbursements. The coordinator publicizes the BPACT program and handles all inquiries related to the application and the program in general. Academic progress of participants are evaluated in the fall and spring. Any vacancies identified determine if the program can reopen the application window to new applicants. Complete applications are reviewed by representatives from the Teachers of Color Network and the coordinator. The coordinator reports participant data to the California Commission on Teacher Credentialing. This grant sunsets June 30, 2026. Additionally, the Berkeley Public Schools Fund awarded the BPACT program a \$30,000 Leading for Equity grant, recognizing its efforts and commitment to developing more teachers of color. Funds from the Leading for Equity grant supplement educational reimbursements to BPACT participants.

Classified Professional Development

Throughout the 2024-25 school year, the Classified Professional Development Coordinator will continue to support our classified staff through ongoing professional development opportunities for classified staff to improve job skills to build capacity and/or work toward promotions in hard-to-fill positions. Potential programming will be derived from staff surveys, upcoming needs, and the implementation of District-Wide programs.

Enhanced Induction and Teaching Support Programs

- **Teacher Induction Program Coordinator TSA** **0.5 FTE**
- **Peer Assistance and Review (BPAP) Coach** **0.2 FTE**
- **Special Education IEP Coach/ TSA** **1.0 FTE**

In 2024-25 the **Teacher Induction Program Coordinator** was increased from a 0.4 FTE to a 0.5 FTE. Since 2019, new teacher enrollment in the program increased 65%, resulting in a greater need for program coordination including participant and mentor support. The overall increase for this position is 0.2 FTE with 0.1 FTE funded by BERRA Recruitment Retention and Development and 0.1 FTE funded by the Educator Effective Funds Block Grant, which brought the position up to a 0.6 FTE.

The 0.5 FTE Teacher Induction Program Coordinator TSA coordinates and supports new teachers who are working toward clearing their credential. Teacher Induction is a two-year job embedded program where participating teachers meet weekly with an experienced mentor to create an Individualized Learning Plan, using the California Standards for the Teaching Profession to align with district goals and expectations. Senate Bill 2042 (1998) requires completion of an induction program for any teacher with a Preliminary Credential in order to earn a Professional Clear Credential. BUSD contracts with the Contra Costa County Office of Education’s induction program, accredited by the California Commission on Teacher Credentialing.

The induction coordinator is the main point of contact between BUSD, CCCOE, new teachers and mentors. The coordinator recruits and pairs mentors with new teachers and ensures all complete induction assignments throughout the school year. Mentors are experienced teachers who meet with the new teachers every week, for at least one hour. Mentors observe the participating teachers at least three times during the school year, providing feedback both before and after observations. BUSD pays mentors an annual \$1792 stipend. Mentors attend required trainings provided by the Contra Costa County Office of Education.

The **Peer Assistance and Review Coach** supports and improves instructional practice and supports teachers through challenging stages of their profession. If teachers need support in their instructional practice, the Berkeley Peer Assistance and Review (BPAP) Coach can provide support through coaching and mentoring.

The Special Education IEP Coach provides support to Special Education Teachers as a retention strategy. The Individualized Education Plans (IEPs) that special education teachers must adhere to are a significant

challenge; with the support of an IEP coach, new and veteran Special Education teachers can better navigate the IEP process, improve compliance with legal mandates, and meet each student’s needs.

The **Special Education IEP Coach:**

- Conducts new teacher onboarding for IEP writing
- Supports special education teachers and administrators in meeting the timelines for Individual Education Plan (IEP) development, annual Case Reviews, Evaluations, Re-Evaluations, 30-day Conferences, Manifestation Determination Meetings, Case Conferences, and Progress on Goals
- Provides professional development to Instructional Aides and Case managers on best practices for serving students and compliance measures

Recruitment and Support for Hard to Fill Positions

• Recruitment, Retention & Support TSA	0.7 FTE
• Recruitment Support (Materials, Contracts)	\$30,000
• Recruitment Stipends	\$50,000
• Teacher Residency Program through Alameda County Office of Education	\$46,000

BUSD is committed to hiring and supporting an excellent teaching staff who reflect the diversity of our student body. Early outreach and consistent support for teachers of color makes the difference in recruitment and retention. The Teacher on Special Assignment for recruitment and retention supports the District in efforts to fill all positions with strong candidates in hard to fill areas with a focus on hiring and retaining teachers of color. The TSA supports retention by partnering with our BUSD Teachers of Color Network to build and bolster relationships, by liaising between teachers, schools, and district to provide equitable support to our new and seasoned teachers of color, and solicit regular feedback from our teachers of color to inform continual improvement. The TSA coordinates the ACOE resident teachers and their BUSD mentor placements, ninety percent of which are educators of color or from other diverse backgrounds. This position supports year round recruitment efforts focusing on establishing and strengthening partnerships with surrounding university teacher prep programs to increase the number of recruits to BUSD.

This fall, the TSA for Recruitment and Retention has increased our collaboration with external partners and internally collaborated with Human Resources and the Teachers of Color Network to recruit teachers of color and hard to fill areas. Activities include:

- Coordinating our March 2024 BUSD Hiring Fair
- Formalized partnerships with Alameda County Office of Education/Alder Graduate School to secure three resident teachers in mentorship program in hard-to-fill areas

- Planning and outreach to recruit special education teachers
- Collaborate with BUSD Teachers of Color Network on recruitment systems
- Collaborate with Berkeley Public Schools Fund to seek professional growth opportunities for our existing teachers of color
- Codified ongoing collaboration with Educational Services departments (Local Resources, State, Federal & Special Projects, and Equity, Achievement and Belonging) and Human Resources

The Teacher Residency Program through Alameda County Office of Education/Alder Graduate School partnership with BUSD recruits and retains residents in our hard-to-fill areas (special education, physics, math, etc.) to partner with a seasoned BUSD educator. This one-year program will help create sustainable pipelines and community partnerships, with a focus on securing BIPOC teaching residents, who after the residency program, will be highly qualified to teach in our BUSD schools. In addition, we recently partnered with ACOE to participate in the Diverse Education Leaders Pipeline Initiative Grant, which aims to recruit and retain educational leaders of color in our schools, and provide equitable supports to new school leaders.

The budget also supports recruitment costs, including advertising beyond Edjoin, NeoGov, and the BUSD website. Getting out early, often and widely to promote working at BUSD means expanding to use EDCAL, college events, purchasing recruitment materials/technology, paying staff to attend hiring events (CABE), and hosting BUSD-focused hiring events. Additionally, funds will support BPAR voluntary teacher coaching hours to assist BPAR participants in improving their teaching practice.

Targeted Student Groups

The Classified professional development and pathway supports are one way to increase opportunities for BUSD staff while also providing role models for our diverse student body.

The Berkeley Pathway to Achieving Credentialed Teachers (BPACT) reimburses participants for educational expenses such as tuition, books, and fees to classified staff earning degrees and teaching credentials. The grant is funded by the State, while BERRA funds provide for a 0.2 FTE Teacher on Special Assignment to manage the program and provide ongoing support to program participants. A 0.7FTE Teacher on Special Assignment for Recruitment, Retention and Support focuses on recruiting and supporting educators of color and special education staffing.

The BERRA recruitment and retention program includes support for recruitment, retention and support of Teachers of Color, as well as classified pathways, in order to better reflect our student population. Research has shown that students benefit from having teachers and other staff of color as well as a diversity of backgrounds and identities. In 2024-2025 we aim to continue to target and expand our recruitment outreach as well as maintain a strong relationship with the BFT Teachers of Color Network.

The BERRA program components described above, including professional development for classified,

recruitment and retention for hard to fill positions such as Special Education, and support for Teachers of Color, are all devised to support high quality instruction from a diverse and well-supported certificated and classified staff.

Resources and Information

[Pathway to Achieve Credentialed Teachers \(BPACT\) Website](#)

[Teacher Induction Program \(TIP\) Webpage](#)

Budget

While this program continues to intentionally deficit spend, the fund balance has reserves which can be drawn upon.

Outcomes

Classified Professional Development

Potential programming will be derived from staff surveys, upcoming needs, and the implementation of District-Wide programs.

Teacher Induction Program

In 2023-24:

- 68 teachers participated in program: 38 first or second-year teachers and 30 mentors
- 100% of mentors are BUSD teachers; none are contract mentors
- 53% of teachers are teachers of color
- 23% of mentors are teachers of color
- 27% of mentors are new to mentoring, receiving 20+ hours of mentor training
- 19 teachers will complete induction in May 2024 and have a clear credential

Berkeley Pathway to Achieve Credentialed Teachers (BPACT)

In 2023-24:

- 53% of participants identify as African-American, 35% are Hispanic/Latinx, 5% are Asian and 6% identify as multiracial.
- 5 participants are SpEd instructional assistants, working directly with SpEd students
- 2 participants are working as Special Education intern teachers
- 1 participant was recommended for a Special Education preliminary credential in March 2024
- 7 are enrolled at four-year universities and earning a bachelors
- 2 transferred from community colleges to four-year universities
- 2 will earn a MA + credential in Spring 2025

Data and Measures

Implementation and Participation Measures

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data	2020-21	2021-22	2022-23	2023-24
Participants making academic progress	100%	100%	100%	94%
Number of New Participants accepted into the program	N/A	5	6	4
Percentage of Participants who self-identify as BIPOC and/or multiracial	83%	92%	100%	94%
Percentage of Participants who endeavor to teach in hard-to-staff areas of education (special education, bilingual, STEM).	58%	75%	75%	65%

Recruitment and Retention Data	2020-21	2021-22	2022-23	2023-24
Percentage of New Hires Who Identify as BiPOC	47.6%	48.3%	53.9%	43.9%
Percentage of Overall Teachers Who Identify as BiPOC	NA	34.1%	41%	47.4%

Outcome Measures

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data	2020-21	2021-22	2022-23	2023-24
Number of Participants who earned a preliminary credential	3	0	0	1
Number of Past Participants who are teachers of record in BUSD with preliminary and/or clear	3	6	6	6

Berkeley Pathway to Achieve Credentialed Teachers (BPACT) Participant and Outcome Data	2020-21	2021-22	2022-23	2023-24
credential				
Number of Participants who teach SpEd with an intern credential	N/A	1	3	3

LCAP Outcome Measures

LCAP Goal	Program Actions Related to Goals
1 - High quality classroom instruction & curriculum	The recruitment and retention efforts and positions ensure that BUSD is proactively seeking out the highest quality candidates from universities and colleges that align with our commitment to diversifying our teaching staff. In addition, our partnership with Alameda County Office of Education places high quality teaching candidates in classrooms for one year under a highly qualified BUSD teacher, which amplifies access to high quality instruction, lowers the educator to student ratio, and allows for increasingly dynamic curriculum and instruction.
3 - Safe, welcoming and inclusive climates	The BERRA team, in collaboration with the BFT Teachers of Color Network and Special Education work to ensure diversity and visibility among staff and faculty. By increasing the diversity of our staff, we increase inclusion, and elevate student safety and belonging.

Budget Details

2024-25 BSEP Budget Overview - Proposed

2024-25 Budget Summary for Educator Recruitment, Retention, & Development	
Measure E, Resource 0615	
April 23, 2024	
1st Reading P&O	
	DRAFT
	2024-25
Revenue	577,022
Expense	
Staffing	585,911
Recruitment Support (Materials, Contracts)	35,000
Recruitment & Retention Stipends	41,500
Teacher Residency Program	46,000
Unallocated Reserves 5%	29,296
Indirect Costs 7.78%	57,394
Total Expenditures	<u>795,100</u>
Net Change to Fund Balance	(218,078)
Beginning Fund Balance	379,175
Net Increase/(Decrease) in Fund Balance	<u>(218,078)</u>
Ending Fund Balance	161,097