Recruiting & Retention Initiatives

Department of Personnel Services
November 10, 2015
Strategic Goal # 2

Cultivate a high performing team of professionals focused on our mission and goals.

The work of the Department of Personnel Services provides a vital function in the recruitment and retention of highly qualified employees to the school division, and the Department consistently strives to meet and exceed the high expectations of the school division, students, parents, and members of the community that LCPS serves.
There is a decrease nationally in individuals entering the teaching profession (Title II Higher Education Act Report, 2014).

This decrease has caused significant hardships in staffing in hard-to-fill teaching areas (e.g., Math, Science, ELL and Special Education) (Henderson, 2015; McKenna, 2015; Newton, 2015; Rich, 2015; Westervelt, 2015).

Virginia is among those states recognized nationally as seeing a decrease in enrollment in teacher preparation programs, with a 4.23% year-over-year decrease from 2012 to 2013 (Title II Higher Education Act Report, 2014).
National Data

National Data on Teacher Preparation Program Enrollment 2009-10 to 2012-13

Source: Department of Education Title II Higher Education Website
Virginia Data

![Graph showing number of students enrolled in teacher preparation programs in Virginia from 2009-10 to 2012-13.]

Source: Department of Education Title II Higher Education Website
Regional Data

Number of Students Enrolled in Teacher Preparation Programs in Maryland 2009-10 to 2012-13

Number of Students Enrolled in Teacher Preparation Programs in D.C. 2009-10 to 2012-13

Source: Department of Education Title II Higher Education Website
Teacher Shortage Impact to LCPS

- While LCPS has no dedicated recruitment staff, the Department of Personnel Services has begun several new programs at little or negligible cost in an effort to recruit and retain high quality teachers:

  - Hosted a job fair exclusively for both special education and ELL candidates
  - Hosted a job fair for only ELL candidates
  - Hosted a job fair exclusively for student teachers
  - Hosted a job fair exclusively for elementary candidates
  - Developed and hosted a recruiting event for Dominion and Park View Clusters

- Despite ongoing efforts, the national teacher shortage data presented above has begun to have an impact on recruitment and hiring for LCPS.
Teacher Shortage Impact to LCPS

# Teacher Shortage Impact to LCPS

<table>
<thead>
<tr>
<th>Week</th>
<th>Number of Vacancies 2015-16 SY</th>
<th>Number of Vacancies 2014-15 SY</th>
<th>Number of Vacancies 2013-14 SY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/3/15</td>
<td>135.5</td>
<td>116</td>
<td>115.8</td>
</tr>
<tr>
<td>7/10/15</td>
<td>107.1</td>
<td>95</td>
<td>97.3</td>
</tr>
<tr>
<td>7/17/15</td>
<td>103.6</td>
<td>73.5</td>
<td>96.5</td>
</tr>
<tr>
<td>7/24/15</td>
<td>87</td>
<td>71</td>
<td>74.5</td>
</tr>
<tr>
<td>7/31/15</td>
<td>88</td>
<td>60</td>
<td>58.5</td>
</tr>
<tr>
<td>8/7/15</td>
<td>72</td>
<td>58</td>
<td>51</td>
</tr>
<tr>
<td>8/14/15</td>
<td>65</td>
<td>45</td>
<td>34</td>
</tr>
<tr>
<td>8/21/15</td>
<td>41</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>8/28/15</td>
<td>28</td>
<td>16.7</td>
<td>12</td>
</tr>
<tr>
<td>9/4/15</td>
<td>28</td>
<td>17.7</td>
<td>10</td>
</tr>
<tr>
<td>9/11/15</td>
<td>31</td>
<td>16.5</td>
<td>11</td>
</tr>
<tr>
<td>9/18/15</td>
<td>31</td>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>9/25/15</td>
<td>32</td>
<td>12.5</td>
<td>10</td>
</tr>
<tr>
<td>10/2/15</td>
<td>36</td>
<td>9.1</td>
<td>9</td>
</tr>
<tr>
<td>10/9/15</td>
<td>34</td>
<td>12.9</td>
<td>10</td>
</tr>
<tr>
<td>10/16/15</td>
<td>39</td>
<td>14.9</td>
<td>11</td>
</tr>
</tbody>
</table>

This is an LCPS comparison of the number of vacancies by week. Compared to last year and the 2013-14 school year, LCPS has seen increased vacancies every week since July 1, 2015.
## Resources In Other School Divisions

<table>
<thead>
<tr>
<th>School System #1</th>
<th>School System #2</th>
<th>School System #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment Supervisor</td>
<td>Coordinator of Recruitment</td>
<td>Talent Acquisition Supervisor</td>
</tr>
<tr>
<td>Recruitment Coordinator</td>
<td>Employment Specialist – recruits teacher positions &amp; organizes recruitment trips</td>
<td>Two (2) Talent Acquisition Specialists</td>
</tr>
<tr>
<td>Recruitment Specialist (classified*)</td>
<td>Employment Specialist – recruits support and hourly positions</td>
<td>Administrative Assistant (classified)</td>
</tr>
<tr>
<td>223-Day Licensed Position - focuses on teacher cadet programs and teacher engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Classified position indicated where known
Resources Needed – 1.0 FTE Level 1 Administrator

The role of this Personnel Specialist would be to provide expertise in sourcing candidates and building upon LCPS’s established recruitment initiatives.
Resources Needed – 1.0 FTE Level 1 Administrator

• The anticipated duties of the Level 1 Administrator include the following:

  ✔ Coordinating LCPS job fair participation (Such events would include LCPS-sponsored, college/university, and industry specific job fairs.)

  ✔ Creating a sourcing plan for all LCPS recruitment needs (This duty would include researching and building a network of recruiting sources within colleges/universities, internal referrals and other external resources, such as social media outlets, websites, industry associations, and print and radio advertisements.)

  ✔ Creating marketing materials aimed at recruitment, to include advertisements that are inviting to diverse candidates

• The Total Annual Compensation Package (FY 17 Budget Estimate) associated with this position = $122,350
Resources Needed – 1.0 FTE 212-Day Licensed Position

The role of this licensed position would fill two long-standing needs of the Department of Personnel Services: providing candidate care and building upon the resources already within the school division.
Resources Needed – 1.0 FTE 212-Day Licensed Position

• The anticipated duties of the 212-Day Licensed position include the following:

  ✓ Instituting a candidate care program (The goal of this research-based recruiting strategy is to influence candidates to accept offers with LCPS over those of other organizations and to mitigate the impact of declined offers and resignations prior to the start date of school.)

  ✓ Networking with current LCPS teachers, with emphasis on recent college graduates, to create a flow of new teachers to LCPS

  ✓ Building upon the Teacher Cadet and Educator Rising (formerly Future Educators of America) programs that function as a potential source of future teachers (This year LCPS hired 100 LCPS graduates as new licensed employees.)

  ✓ Facilitating roundtable discussions with current LCPS teachers on recruitment and retention, to include discussions targeted at minority recruitment and retention

• The Total Annual Compensation Package (FY 17 Budget Estimate) associated with this position = $98,447
Resources Needed

The requested resources would allow the Department of Personnel Services to greatly enhance its recruitment and retention initiatives, which is critical given a national teacher shortage - an issue that is currently affecting LCPS.
Differentiated Recruiting in Support of the Dominion & Park View Clusters
Why Do We Need Differentiated Recruiting in the Dominion & Park View Clusters?

What Does the Research Show?

- It is generally more **difficult** to recruit and retain high quality teachers at schools with higher poverty rates (Beardsley, 2007).

- Attempts to recruit and retain teachers in schools with high numbers of free and reduced lunch students through the use of financial incentives have met with **mixed results** (Clotfelter et al., 2006; Glazerman et al., 2012; Liu, Johnson, & Peski, 2004; Steele, Murnane, & Willett, 2010).

- **Proximity** of a school to a teacher’s home was the most salient school-level recruitment facilitator for teachers in both high and low poverty schools (Kennedy, 2014).
Why Do We Need Differentiated Recruiting in the Dominion & Park View Clusters?

What Does the Research Show?

- The largest constraint to teacher recruitment in high poverty schools among teachers who did not already work there was a **negative perception of the teaching environment** (Kennedy, 2014).

- The most common teacher-level recruiting facilitator for high poverty schools was the **desire to make a difference** for a needy population (Kennedy, 2014).

- **Principal leadership** was found to be one of the most important school-level retention factors in several other studies (Boyd et al., 2011; Kapadia & Coca, 2007; Ladd, 2011), and Berry and King (2005) found **welcoming colleagues** to be an important retention factor.
Why Do We Need Differentiated Recruiting in the Dominion & Park View Clusters?

How Does the Research Translate to LCPS?

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Average Percent of Licensed Classroom Teachers: First Three Years of Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominion</td>
<td>30.66%</td>
</tr>
<tr>
<td>Park View</td>
<td>34.28%</td>
</tr>
<tr>
<td>LCPS Overall</td>
<td>22.00%</td>
</tr>
</tbody>
</table>
Why Do We Need Differentiated Recruiting in the Dominion & Park View Clusters?

How Does the Research Translate to LCPS?

Route 7 poses a challenge – teachers who live farther west generally want to teach near where they live to avoid the long commute times on Route 7.
Why Do We Need Differentiated Recruiting in the Dominion & Park View Clusters?

Principals in our Dominion and Park View Clusters have asked for help in recruiting teachers to work in their schools.

In response, we are doing the following:

- Created a pilot program targeted at recruiting events exclusively for the Dominion and Park View Clusters
- Developed and distributed Look Fors to use during interviewing at colleges/universities and at our local, LCPS hosted job fairs

✓ These Look Fors were created by the principals in the Dominion and Park View Clusters. They include skill sets the principals wanted to add to their schools and/or had been successful for them in the past.
Why Do We Need Differentiated Recruiting in the Dominion & Park View Clusters?

- The **Look Fors** for highly preferred candidates for these schools are as follows:

  ✓ Classroom experience in urban settings (student teaching or post licensure)
  ✓ Bilingual
  ✓ Experience in high poverty settings of any type
  ✓ Experience in locations in which a high ELL population is likely (e.g. Texas, Florida, California or New York), where they are more likely to have received training on instructional strategies for ELL students during or after their preparation programs
  ✓ Training in culturally responsive teaching and/or SIOP training
  ✓ Experience working with immigrant populations or first-hand experience as an immigrant
  ✓ Ethnically diverse
What Are Our Current Differentiated Recruiting Initiatives?

• During the Spring 2015 pilot program recruiting event, candidates identified as having one or more of the Look Fors did the following:

  ✓ Interviewed with three administrators at three different schools in the Dominion and Park View Clusters

  ✓ Attended a luncheon hosted by the Department of Personnel Services at a Sterling Park restaurant

  ✓ Took a narrated bus tour of the Sterling area

• We hired 47% of the candidates who attended this event
What Are Our Current Differentiated Recruiting Initiatives?

• We are also doing the following:

  ✓ Re-examining and re-distributing Look Fors

  ✓ Providing information about the federal loan forgiveness program at local job fairs

  ✓ Providing housing information to new and prospective hires to LCPS
What Will Our Spring 2016 Dominion & Park View Clusters Events Look Like?

• Candidates will receive a welcome by principals and the Department of Personnel Services, hosted at Dominion or Park View High School, including an ice breaker event for candidates.

• Candidates will receive interviews at three different schools, during which the schools will also provide the candidates with a snapshot of their schools through tours or a chance to sit in on a class or other school event.

• Candidates will have lunch at a Sterling Park community restaurant, which will include a 2nd Year Teacher Forum, giving candidates the chance to ask questions about working for LCPS.

• Candidates will be taken on a bus tour showcasing the Sterling Park community, housing areas, shopping, restaurants, and other Sterling area activities and landmarks.
What Will Our Spring 2016 Dominion & Park View Clusters Events Look Like?

- A brochure on **living and working in Sterling, Virginia** will be provided to candidates.

- **A Wrap Up event** at one of the schools, which will include a presentation by Personnel and will give candidates the chance to talk with Personnel’s Licensure team, ask questions, and complete a survey regarding the day’s events.

- Following the event, Principals will give feedback on the candidates, and **candidates who match a current approved vacancy may receive a job offer**, be considered for an **early contract** (to secure for future positions), or be considered **highly preferred** as a referral to another school that may have an opening.
How Are We Preparing for the Spring 2016 Dominion & Park View Clusters Events?

- Personnel will build on the knowledge and resources of teachers from the Title I schools for input and participation in recruitment programs supporting the Dominion and Park View Clusters.

- Personnel will work with the Federal Programs Office to develop education programs for recruiters on the Loan Forgiveness Program and what makes a new teacher eligible to apply, will continue to provide brochures at all recruitment events, and will train the personnel recruiter representative at each event on how to present this program as a potential benefit to working at our Dominion and Park View Clusters.
How Are We Preparing for the Spring 2016 Dominion & Park View Clusters Events?

• Personnel will provide staff attending recruitment fairs with additional education on the Look Fors so they are prepared when interviewing potential strong candidates for Dominion and Park View Clusters.

• If one or more Look Fors are present during an interview at a recruitment event and the candidate interviews well, the recruiter will extend the candidate an invitation to a Dominion and Park View Clusters event. The candidate’s resume will be highlighted as having received an invitation.

• The number of candidates interviewed at any job fair will vary depending on the length of the event and the size of the team.
How Are We Preparing for the Spring 2016 Dominion & Park View Clusters Events?

• At the conclusion of the recruiting trip, the highlighted interview feedback and resumes will be given to the appropriate personnel administrator for follow-up with the candidate.

• After receiving an invitation, the candidate will be contacted by the appropriate level supervisor to introduce him/herself as the contact person with LCPS and to encourage the candidate to attend a Dominion and Park View Clusters event. Following initial contact, subsequent contact will be more specific to each individual candidate and his/her questions.

• At least three (3) contacts will be made with each candidate who has been invited to an event to encourage participation and keep interest level high for an LCPS position.
What Differentiated Recruiting Initiatives Do We Plan To Add?

- Explore creating a **promotional video**, in conjunction with the Public Information Office, to be used at recruitment events and on the LCPS employment website.

  ✓ This video would highlight **outstanding student achievement** at the schools in the Dominion and Park View Clusters as well as special events showing the **partnership between these schools and the community**.

- Explore **community partnerships** to try and secure donation packages of teacher supplies/classroom library materials to provide new teachers at the schools in the Dominion and Park View Clusters.
What Differentiated Recruiting Initiatives Do We Plan To Add?

With additional resources we plan to do the following:

• Use relevant and targeted social media (e.g., LatPro, hbcucareers.com, Diversity in Ed)

• Provide ongoing and updated housing information electronically to aid in recruitment