

# **Recruitment, Retention and Diversity**

## **December 15, Workshop**

**A Comprehensive Strategy to Stabilize and Improve Our Human  
Capital**

# Alachua County School Board Mission

**“We are Committed to the Success of Every Student”**

- ▶ Comprehensive Human Capital Management:  
Teacher and Principal Quality
- ▶ Research shows the major factors in Student Success – Teacher and Principal

# Alachua County School Board's Vision

We will graduate students who have the knowledge, skills and personal characteristics to be lifelong learners and independent thinkers. Our graduates will excel in their chosen careers and be productive and contributing members of the global community.

## Foundation:

- ▶ TALENT ACQUISITION
- ▶ RECRUITMENT AND RETENTION

# Critical Issue: Hiring Highly Effective Teachers

- ▶ Hiring teachers who are out of field according to state regulations and NCLB
- ▶ Instructional Applicant pool is shallow
- ▶ Problem retaining teachers at high needs schools
- ▶ National trend: fewer college bound students going into education as a career; this is not the norm for Alachua County

## Vacancies

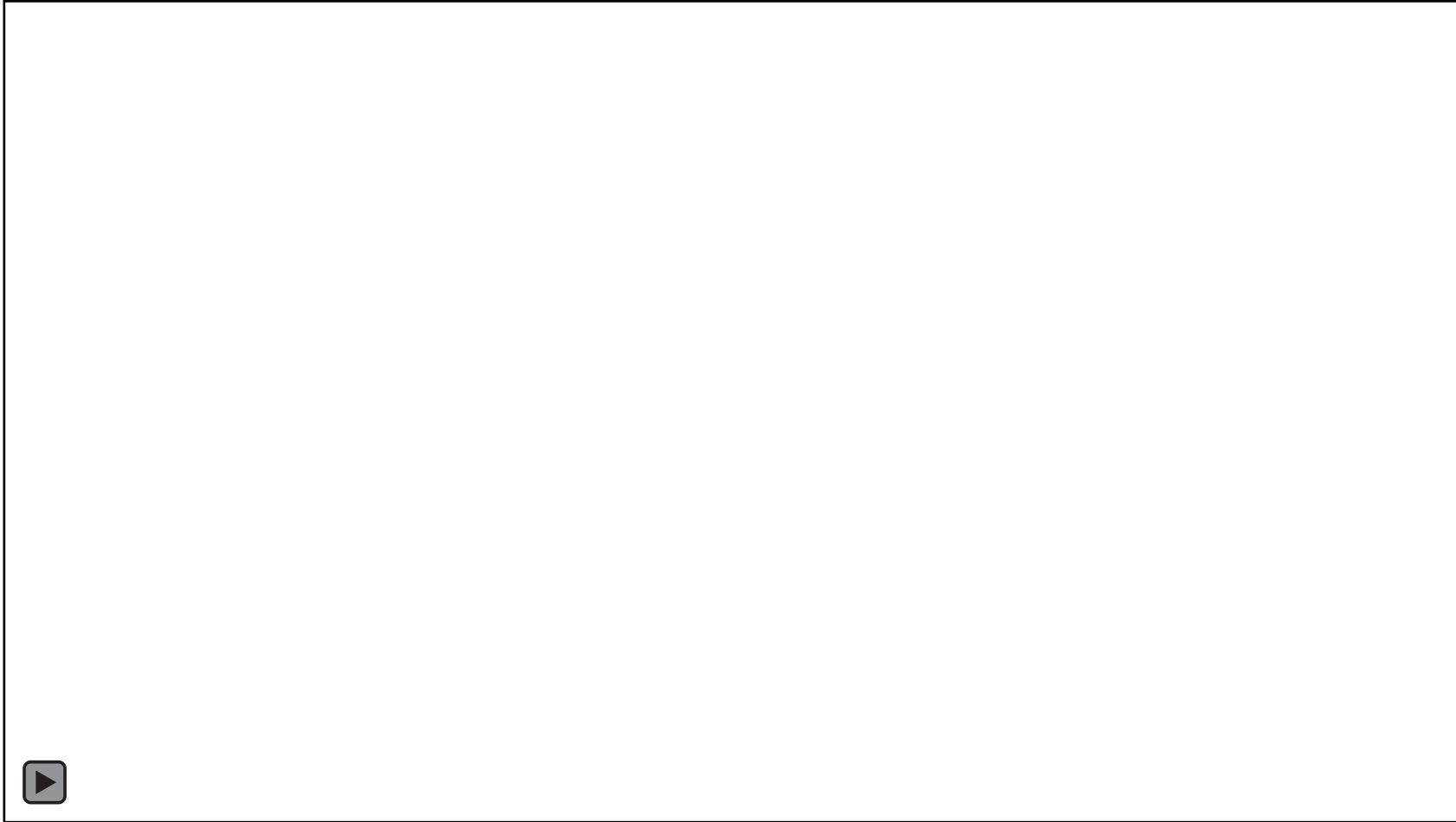
Vacancies	
August 17	31
October 23	24
November 18	30



# Hiring and Retaining Highly Effective Teachers

- Critical Shortage of Teachers in all Core Subject Areas including: Elementary, English, Science, ESE Visual/Hearing Impaired, Guidance, Music, Art and Media
- On-going attrition throughout the year: 16% overall, turnover rate
- Experienced teachers needed at High Needs Schools

# The Pool of Available Quality Teachers has Shrunk Like this Lake



# 2015 – 2016 Instructional Onboarding

- Instructional Vacancies Filled 225
- Instructional Vacancies as of August 17 31
- Instructional Vacancies as of October 24 24
- Instructional Vacancies as November 18 30

The average teacher positions filled each year 235

# High Needs Schools vs. High Performing Schools

**Veteran Teachers Make The Difference: They Lead the Way!**

% of 1st and 2nd Year Teachers

- Hidden Oak Elementary 15%
- Rawlings Elementary 56%

**(Note: Entire 3<sup>rd</sup> grade team are 1<sup>st</sup> year teachers)**

- Lake Forest Elementary 65%

**(Note: Entire 1<sup>st</sup> grade team are 1<sup>st</sup> year Teachers)**

“We need to find a way to Recruit and Retain quality veteran teachers”.

-- Elementary Principal



# Quotes from Principals

“Need a way to recruit veteran teachers, some leadership on the team would be extremely valuable in moving these hires from good to great.” Elementary Principal

“To date only one applicant.” Elementary Principal

“No applicants for media specialist position.” Elementary Principal

“I’ve been without a Counselor for 3 months.” HS Principal

“To date **zero** applicants for science teacher, posted for two weeks”  
Middle School Principal



# Declining Enrollment in Education Majors

- |                            |            |                     |    |
|----------------------------|------------|---------------------|----|
| ▶ Florida A & M University | May 2015   | Teacher Career Fair | 15 |
| ▶ St. Leo University       | Dec. 2015  | Teacher Career Fair | 9  |
| ▶ University of Florida    | April 2015 | Teacher Career Fair | 30 |
- ▶ At every career fair the competition is great from other districts
  - ▶ Declining enrollment in education majors
  - ▶ No longer getting career changers

*Alachua County has the top University in the nation, however, the reality is there a shortage of qualified teachers nationally and in our district*

# Retirements and Resignations

August 17 to November 30 : Trend is highly unusual for ACPS

Month	Retirement	Resignation
September	1	4
October	4	6
November	5	4
Total	10	14



# National Teacher Attrition

## Trends:

- 1 in 5 teachers leave the profession by Year 3
- According to Education Week, 50% of teachers leave within 5 years

# TEACHER ACQUISITION

***Ensure that every day, in every school, every student has a teacher that is as good as the best you ever had.***



# Reality: ACPS Must Retain Quality Teachers

2015 – 2016

Teachers Ending DROP	41
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Teachers with one year of DROP Extension	2
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Teachers with 2 years DROP Extension	1
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➤ Florida Retirement allows for 3 additional years of DROP for Teachers ONLY

# Staff Exiting DROP 2015-2016 by Subject Areas

## This accounts for 20% of the 235 hired each year

<b>Science</b>	<b>3</b>
<b>Social Studies</b>	<b>2</b>
<b>Visual Impaired</b>	<b>1</b>
<b>Math</b>	<b>1</b>
<b>ESE</b>	<b>2</b>
<b>Hearing Impaired</b>	<b>1</b>
<b>Elementary</b>	<b>10</b>
<b>Media Specialist</b>	<b>2</b>
<b>ESE Teacher Specialist</b>	<b>2</b>
<b>Music</b>	<b>2</b>

<b>PE</b>	<b>2</b>
<b>Art</b>	<b>3</b>
<b>Drivers Education</b>	<b>2</b>
<b>Language Arts</b>	<b>2</b>
<b>BRT/CRT</b>	<b>2</b>
<b>Guidance</b>	<b>2</b>
<b>Business</b>	<b>1</b>
<b>Reading Coach</b>	<b>1</b>
<b>Ag</b>	<b>1</b>
<b>Teacher Tutor</b>	<b>2</b>

# Critical Teaching Positions Exiting Drop

<b>Art, Music, P.E.</b>	<b>9 Positions- 2016</b>	<b>2 Positions- 2018</b>	<b>3 Positions 2019</b>	<b>5 Positions- 2020</b>	<b>19 Total</b>
<b>Varying Exceptionalities</b>	<b>4 Positions- 2016</b>	<b>2 Positions- 2018</b>	<b>1 Position- 2019</b>	<b>1 Position- 2020</b>	<b>8 Total</b>
<b>Guidance Counselors</b>	<b>5 Positions- 2016</b>	<b>1 Position- 2017</b>	<b>1 Position- 2018</b>	<b>1 Position- 2019</b>	<b>8 Total</b>
<b>K-5</b>	<b>19 Positions- 2016</b>	<b>2 Positions- 2017</b>	<b>3 Positions- 2018</b>	<b>3 Positions- 2020</b>	<b>27 Total</b>
<b>Gifted</b>	<b>2 Positions- 2016</b>	<b>1 Position- 2018</b>	<b>1 Position- 2019</b>	<b>1 Positon-2020</b>	<b>5 Total</b>
<b>Math</b>	<b>4 Positions- 2016</b>	<b>3 Positon- 2018</b>	<b>2 Positons- 2020</b>		<b>9 Total</b>
<b>Media Specialist</b>	<b>3 Positions- 2016</b>	<b>2 Positions 2018</b>	<b>2 Positions 2019</b>	<b>1 Position- 2020</b>	<b>8 Total</b>

# Instructional Drop Exiting 2016-2020

Teachers Ending Drop:	
2016-2017	12
2017-2018	18
2018-2019	27
2019-2020	9

# Hiring Challenges: Highlights from National Research

- ▶ National average cost to replace a teacher - \$12,500 (this includes mentoring, professional development, induction, benefits, recruitment costs, etc.)
- ▶ Over 100 percent increase in minority teachers in past 15 years, yet minority teachers quit at a higher rates than non-minority teachers
- ▶ National reform efforts are successful at bringing new teachers in, but then many leave
- ▶ Shift occurs among teachers moving from poor to non-poor schools, from high-minority to low-minority schools



# RETAINING THE TALENT

- ▶ Retain quality teachers who are committed to the success of students
- ▶ **Stabilize** faculty to build a strong foundation for students
- ▶ Retain teachers who are vested in the community who have fostered and nurtured students
- ▶ Retain teachers who have established relationships with parents, community partners and other stakeholders
- ▶ Retain teachers who we have as a district have invested time, money and resources

# Concerns Summary

- ▶ Critical shortage of teachers in all core areas
- ▶ Experienced teachers needed in high needs schools
- ▶ Fewer college graduates in education majors
- ▶ Fewer Career Changers
- ▶ Trend: Teachers leaving between 3-5 years
- ▶ Increased vacancies at beginning of year and throughout the year
- ▶ Fewer Highly Qualified applicants in applicant pool
- ▶ Losing veteran teachers through DROP
- ▶ Currently, 30 instructional positions posted

# Recruitment and Retention

Robust Recruitment Plan in place, however, the competition with other districts is great.

1. To assist with meeting Goal Three (3) of the School Board's Strategic Plan:
  - increase placement of minority staff by 15% in three years
  - sustain retention of 90% of highly effective teachers
  - provide incentive programs that ensure the retention of highly effective teachers
2. Reduce the number of instructional vacancies
3. Other districts have designated recruiters (Lake, Polk, Brevard, Duval, Palm Beach)

# Recruiter

- Recruitment is needed for critical shortage areas
- Increase community and stake-holder buy-in, create a Diversity Recruitment Team
- Human Resources does not have enough staff to effectively implement a full time recruitment program
- Thinking Out of the Box, creative and new ideas for recruitment

# What is our Competition Doing?

- ▶ We have researched DES and similar mechanisms:
- ▶ Marion County sent a letter to Retired teachers 3 weeks ago asking if any retirees would be willing to come back. Marion County has 23 vacancies.
- ▶ The following districts have started DES in their districts for teachers: Gadsden, Polk, Hillsborough, Sarasota, Pinellas, Nassau , and Marion.
- ▶ It is our understanding that other districts are discussing DES .

# Superintendent's Recommendations

## Teachers

- ▶ **Expand development of recruitment efforts, particularly for areas of critical concern by having a focused recruitment effort.**
- ▶ **In light of the diminished levels of education graduates:**
  - a. **Authorize the Superintendent to offer DROP Extensions until the end of this school year to all teachers whose DROP dates fall within the school year.**
  - b. **Authorize the Superintendent to offer annual DROP Extension through 2019-2020 to teachers deemed to be essential.**
  - c. **Authorize Superintendent to offer short term contracts with companies (ex. DES, A & Associates) to retain experienced teachers.**

# Teacher Salary Schedule Comparison

Teacher 1 –Another County	Teacher 2-Alachua County
Years experience - 35	Years experience - 36
<b>Retired from another district</b>	Alachua County Public Schools
Completed DROP	Completed DROP and 1 year of DROP Extension
Stayed out one year	Stayed out one year
Hired August 17, 2015	Hired August 17, 2015
<b>Salary - \$56,000</b>	<b>Salary \$41,000*</b>

**\*Salary Schedule: Teachers who have completed at least one year of extended DROP and are rehired by ACPS will be placed on Step 13 of the Grandfathered Schedule.**



# Superintendent's Recommendation

- d. Hire high quality teachers by allowing post-DROP extension teachers to be hired back based on their experience similar to post DROP teachers hired from other districts.

# Administrative Staff

# Critical Issue: Administrative Staffing

Currently:

Principals	40
Assistant Principals	46
District	60

**It is critical that we maintain a strong, experienced administrative team at both the school and district level to provide crucial leadership, guidance, and stability.**

# **Administrative Staff Exiting DROP - 20% are Scheduled To Leave Within the Next Five Years**

2015-2016

Director Head Start

Supervisor II, Curriculum

Principals (2)

Director of Small/Rural Districts

Director, Research

# **DROP Administrators Exiting 2017-2018**

2017

Manager, Transportation

Supervisor I, Migrant

2018

Coordinator, Instructional Tech

2 Principals

Supervisor II, HR

# DROP Administrators Exiting 2019-2020

## 2019

Supervisor I, Tech Support

Officer-Chief, Technology

Manager, Physical Distribution

Assistant Principal

Supervisor I, Food & Nutrition

Director of Title I/III

Principal

## 2020

Chief-Finance Accountant



# Post DES Administrators Exiting 2016

Supervisor II, ESE

Executive Director, ESE/Student Services

Principal

Supervisor II, Human Resources



# Administrators

Eleven (11) administrators have not entered DROP. These administrators are in addition to the 20% that are in DROP. These administrators may retire at any time. 20% of administrators are scheduled to leave within the next five years

## Drop Participation For 12 Month Employment:

- . If you have thirty years and are 57 you must enter DROP or you are no longer eligible for DROP
- . You may enter DROP at age 62 or 30 years of service, whichever comes first as long as you are vested

# Factors contributing to the critical need for Employment Beyond Retirement

- ▶ DROP: Change in rate from 6.5% to 1.3%
- ▶ Growth in student population
- ▶ Increase in training requirements for administrators
- ▶ Nationally, principals are leaving at the same rate as teachers – 2 to 5 years

# Post Retirement Employment is a Valuable Option

- ▶ Retain subject matter experts in Administration
- ▶ Teachers may also be included under short term contracts (DES)
- Cost, less expensive
- District sets the salary or hourly rate
- District can be highly selective – Only the best
  - Preserve institutional knowledge
  - At-will employee
  - District has precise control over the position

# DROP Administrators Exiting by Year

<b>Principals/Asst Principals</b>	<b>2 Positions-2016</b>	<b>1 Position-2018</b>	<b>2 Positions-2019</b>		<b>Total 5</b>
<b>Supervisor 1 &amp; II</b>	<b>1 Position-2016</b>	<b>1 Position-2017</b>	<b>1 Position-2018</b>	<b>3 Positions-2019</b>	<b>Total 6</b>
<b>Director</b>	<b>3 Positions-2016</b>	<b>1 Position-2019</b>			<b>Total 4</b>
<b>Chief Technology Officer</b>	<b>1 Position-2019</b>				<b>Total 1</b>
<b>Coordinator</b>	<b>1 Position-2017</b>	<b>2 Positions-2018</b>	<b>1 Position-2019</b>		<b>Total 4</b>
<b>Accountant</b>	<b>1 Position-2018</b>	<b>1 Position-2019</b>	<b>1 Position-2020</b>		<b>Total 3</b>
<b>Analyst</b>	<b>2 Positions-2019</b>				<b>Total 2</b>

# Concerns Summary:

## Retaining Experience Administrators

- ▶ Nationally, principals are leaving at the same rate as teachers – 2 to 5 years
- ▶ High stress position
- ▶ Losing experienced administrators with institutional knowledge
- ▶ Need for a Succession Plan
- ▶ Developing administrators takes time
- ▶ Total years of experience: **27 principals have 0 to 5 years of experience (68%)**
- ▶ Stabilization for District – Most important for student achievement –  
Principal + Teacher

**It is critical that we maintain a strong, experienced administrative team at both the school and district level to provide crucial leadership, guidance, and stability.**

# Superintendent's Recommendations

## Administrative

- ▶ Employ interim measures:
  - a. Utilize Board approved short term contracts with companies (e.g., DES, A & Associates) to retain employees with critical skills and experience.
  - b. Advertise positions prior to the conclusion of the contractual period.
  - c. Offer re-employment starting at midpoint on salary schedule.

# Superintendent's Recommendations Administrative continued

- d. Authorize the Superintendent to extend Post-DROP employees for the 16-17 school year at midpoint on salary schedule.
- ▶ Develop succession plan models for positions with experience and skill sets, including opportunities to shadow current administrators for faster development.

# **Educational Support Professionals and Professional Technical**



# **Critical Issue: Essential Education Support Professionals**

- ▶ **Certain Education Support Professionals possess job skills and experience that are not easily replaced.**
- ▶ **While we are in the process of developing succession plans for various positions and areas, it is critical to maintain the ability to provide service at the highest levels and to maintain stability.**

# Essential ESPs/PTs Exiting DROP by Position

<b>Executive Assistants</b>	<b>1 Position-2016</b>	<b>1 Position-2017</b>	<b>2 Position-2018</b>	<b>5 Positions-2019</b>	<b>1 Position-2020</b>
<b>Data Base Clerk</b>	<b>2 Position-2016</b>	<b>1 Position-2017</b>	<b>1 Position-2018</b>	<b>1 Position-2019</b>	<b>1 Position-2020</b>
<b>Custodian</b>	<b>5 Positions-2016</b>	<b>3 Positions-2017</b>	<b>3 Positions-2018</b>	<b>2 Positions-2019</b>	<b>3 Positions-2020</b>
<b>Managers</b>	<b>4 Positions-2016</b>	<b>1 Postions-2018</b>			
<b>Mechanic</b>	<b>3 Positions-2016</b>	<b>2 Positions-2019</b>			
<b>Secretary</b>	<b>4 Positions-2016</b>	<b>1 Position-2018</b>	<b>1 Position-2019</b>		
<b>Paras</b>	<b>5 Positions-2016</b>	<b>5 Positions-2017</b>	<b>2 Positions-2018</b>	<b>4 Positions-2019</b>	<b>1 Position-2020</b>
<b>Bus Driver</b>	<b>2 Positions-2016</b>	<b>1 Position-2017</b>	<b>1 Position-2018</b>	<b>1 Position-2019</b>	

# Exiting DROP By Department 2016-2020

Finance	4
Information Resources	5
Research	3
Facilities	11
Transportation	3
Information Technology	5
ESE (Manning)	10
<b>Total</b>	<b>41</b>

# Non-Instructional Shortage Examples

## Executive Assistants DROP Dates

Santa Fe High	2016
Glen Springs	2017
Buchholz High	2018
A. Quinn Jones	2019
Chiles Elementary	2019
Talbot Elementary	2019
Irby Elementary	2019
Adult Education	2019

# Exiting DROP Non-Instructional Examples

Zoning	Specialist	2016
Payroll	Specialist	2016
Facilities	Maintenance Foreman	2017
Finance	Senior Accountant	2018
IR	Coordinator Tech	2018
IR	Programmer	2018
IT	Electronics	2019
Finance	Senior Accountant	2019
Payroll	Specialist	2020

# Post DES Non-Instructional 2016

Head Start  
Westwood

Pre-School Specialist  
Executive Assistant

Shell

Custodian

Facilities

Tech.-Energy Sys.

# Exiting DROP Support Personnel

## 2016

Ten Month Career Service	15
Twelve Month Career Service	19

## 2017

Ten Month Career Service	7
Twelve Month Career Service	9

## 2018

Ten Month Career Service	15
Twelve Month Career Service	15

# Exiting DROP Non-Instructional

## 2019

Ten Month Career Service	9
Twelve Month Career Service	22

## 2020

Ten Month Career Service	4
Twelve Month Career Service	1



# Concerns Summary : Essential Education Support Professionals

- ▶ Certain Education Support Professionals possess job skills and experience that are not easily replaced.
- ▶ While we are in the process of developing succession plans for various positions and areas, it is critical to maintain the ability to provide service at the highest levels and to maintain stability.

# Superintendent's Recommendation

- **Work with ACEA to develop training/apprentice models to ensure employee development.**
- ▶ Employ interim measures:
  - a. Utilize short term contracts with companies (e.g., DES, A & Associates) to retain employees with critical skills and knowledge.
  - b. Advertise positions prior to the conclusion of the contractual period.
  - c. Offer re-employment starting at midpoint on salary schedule.
  - d. Authorize the Superintendent to extend Post-DROP employees for the 16-17 school year at midpoint on the salary schedule.
- ▶ Develop succession plan models for positions with unique knowledge and skill sets.

# Summation

- ▶ **Critical loss of talent across the board.**
  - **Short Term Recommendations**
    - **Extend DROP**
    - **Extend Post DROP employment**
    - **Designated Recruiter**
  - **Long Term Recommendations**
    - **Succession Plan implementation 2016-2017**
    - **Continue a focused effort in recruitment**

# Superintendent's Recommendations

## Teachers

- ▶ Expand development of recruitment efforts, particularly for areas of critical concern by specific focus on recruiting.
- ▶ In light of the diminished levels of education graduates:
  - a. Authorize the Superintendent to offer DROP Extensions until the end of this school year to all teachers whose DROP dates fall within the school year.
  - b. Authorize the Superintendent to offer annual DROP Extension through 2019-2020 to teachers deemed to be essential.
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- c. Hire high quality teachers by allowing post-DROP extension teachers to be hired back based on their experience similar to post DROP teachers hired from other districts.

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## Administrative

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# **Superintendent's Recommendations**

## **ESPs/PTs**

**Work with ACEA to develop training/apprentice models to ensure employee development.**

- **Employ interim measures:**
  - a. Utilize short term contracts with companies (e.g., DES, A & Associates) to retain employees with critical skills and knowledge.**
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  - c. Offer re-employment starting at midpoint on salary schedule.**
  - d. Authorize the Superintendent to extend Post-DROP employees for the 16-17 school year at midpoint on the salary schedule.**
- **Develop succession plan models for positions with unique knowledge and skill sets.**



# QUESTIONS