

**LCS Task Force on the Future of Education
Talent Management Committee
Meeting Minutes
Wednesday, Oct 23, 2019, 3 pm
(Approved by Committee on Nov 8, 2019)**

This meeting of the LCS Task Force on the Future of Education Talent Management Committee was held in room 106 of the Central Virginia Governor's School.

Committee members in attendance included **Pat Price (Committee Chair), Steve Smith, Scott Douglass, Lea Ingram, Larry Jones, Consuella Woods, and Marie Gee.**

Committee members who were not in attendance included **Atul Gupta, Chris Rhoades, and Gloria Simon.**

1. Introductions

Committee members introduced themselves and described their relationship to the City of Lynchburg and the Lynchburg City Schools.

2. Task Force Charter and Committee Charge and Deliverable(s)

Pat Price provided committee members with a meeting agenda, copies of the Task Force Charter, the Talent Management Committee charge, and the deliverable(s) the committee is to provide. Scott showed committee members the Task Force website, and committee members were encouraged to mention their involvement with others in the community and invite them to provide their input via the website.

Pat made committee members aware that we might receive confidential information or mention specific employees' names in our discussions. If that occurs, identifying information should be held in confidence. Other than those cases, any electronic communications related to our work, such as email, should be saved in case they are requested.

3. Request for information from the Lynchburg City Schools Administration

Pat shared a copy of the request for information she sent to the Task Force Co-Chair (Mike Gillette) which was then forwarded to Marie Gee, Director of Personnel with the Lynchburg City Schools (LCS) (Attachment A).

Marie then walked the group through a copy of a recent presentation she made to the LCS School Board (Attachment B).

The committee discussed the presentation and the following issues/items:

- a. LCS has been working with paraprofessionals to help them gain their teaching credentials. This includes providing free testing materials, paying for testing, and providing professional development. As a result, this past year several instructional assistants and substitute teachers have been hired as teachers.

- b. In the past a housing allowance was offered for teachers with hard to find credentials, like certifications for math and science.
- c. The use of signing bonuses was discussed, and opinions differed on their effectiveness in the educational setting. It appeared more data were needed on options and results.
- d. Tuition assistance/remission was noted as a strategy that has been used by LCS in the past but was no longer available.
- e. There was discussion about the Historically Black Colleges and Universities included for recruitment trips, who goes on those trips, and how many employees are recruited. This led to a discussion of “grow your own” programs and possible grant opportunities for “grow your own” programs in collaboration with local organizations, colleges, and universities.
- f. The reasons teachers leave the profession were discussed. Scott Douglass mentioned some of the results from his dissertation, and he noted that he has access to related survey items written and used by national organizations. He summarized some research findings by noting that stress associated with teaching, salary satisfaction, and perceived administrative support were all significant predictors of job satisfaction among the teachers who responded.
- g. The rate of turnover of teachers in the 0-5 year group was discussed, and committee members brainstormed ways that the number of new teachers who resign might be decreased. Ideas mentioned include, but are not limited to, the following
 - a. examining the number of student contact hours, preparations, and types of courses new teachers are given,
 - b. allowing for fewer extra duties,
 - c. providing a mentor who is available for assistance and is vetted and compensated for that service,
 - d. providing additional administrative support for classroom management, including providing options for students in need of emotional or mental health services and/or educational placements outside the typical school setting,
 - e. providing additional professional development related to meeting students’ needs, both in terms of behavior and instruction,
 - f. providing parenting classes as a part of a community wide response to student behavior.
- h. The number of sections of secondary courses being taught by teachers teaching “out of certification” was shared, and Marie provided specifics related to these situations. For example, a single Career Technical Education teacher who didn’t have all required credentials would result in multiple sections being reported as taught “out of certification,” but the only other option currently would be to close the program.

Several other items were discussed, and Pat reminded the group to stay focused on its specific area (talent management). Pat mentioned that she could bring these other topics to the Task Force so they might be addressed by other committees.

While this presentation and its resulting discussions were helpful, there were other items in the request for information which the committee did not have time to discuss. Therefore, Marie agreed to go back to the original request and provide bulleted lists of current strategies

and related information for each of the four initial items requested (recruitment, retention, training, and support).

Additionally, some of the information provided, including the demographics for certificated employees, still needs to be provided by level (elementary, middle, high, central office) and by job classification (teacher or administrator). Finally, for future discussion of the teacher pay tables, the group would still like to see the number of teachers currently on each individual level of the pay tables.

4. Scheduling the date, time, and location of the next committee meeting

The group chose **Friday, November 8, at 2 pm at the Central Virginia Governor's School** for the next meeting. By that time all committee members will have read back over the information Marie shared to consider what additional information the group might need.

CLASSIFIED/CERTIFIED NEW HIRE REPORT
2018-19

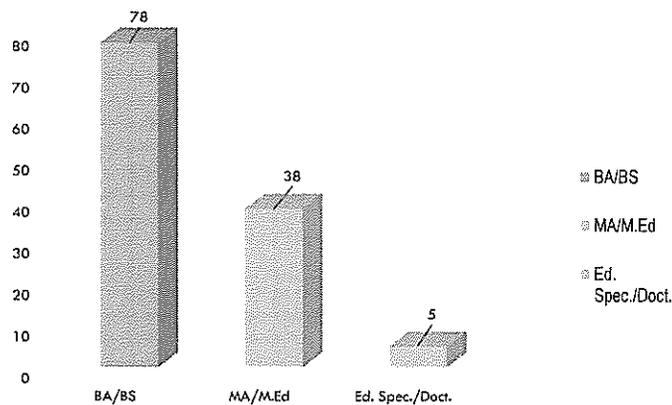
CLASSIFIED NEW HIRES

Instructional Assistants, Therapeutic Educational Assistants & Personal Care Assistants	68
Bus Drivers, Bus Assistants	10
Clerical	12
RNs & LPNs	0
Technology Related	0
Custodians & Delivery	11
Other	5
Total	106

BREAKDOWN BY SUBJECT AREA

- MATH - 6
- ENGLISH - 9
- HISTORY - 6
- MOVEMENT ED/MUSIC/ART - 17
- SCIENCE - 6
- PRE-K - 1
- ELEMENTARY - 30
- CAREER TECH - 6
- WORLD LANGUAGE - 4
- SPED - 11
- GUIDANCE - 1
- SCHOOL PSYCHOLOGIST - 1
- LITERACY COACH/STREAM COACH - 5
- ADMINISTRATORS (PRINCIPAL/AP/DIRECTOR/OTHER) - 6
- RODEO - 3 PT (hourly)
- THEATRE - 2
- ECSE - 1
- LIBRARY MEDIA - 3
- ALT/ED - FAMILY INSIGHT - 5
- SCHOOL SOCIAL WORKER - 1
- BEHAVIOR COACH - 1

CERTIFIED NEW HIRES BY DEGREE



HIRING AND RETENTION

- ATTEND HIGH TRAFFIC CAREER FAIRS, INCLUDING HBCU'S
- DIGITAL MARKETING STRATEGIES
- HOST A LARGE NUMBER OF STUDENT TEACHERS
- WORK WITH CURRENT EMPLOYEES AND APPLICANTS ON ALTERNATE PATHS TO LICENSURE
- COVER THE COST OF PRAXIS II AND STUDY GUIDE
- COLLABORATE WITH LOCAL COLLEGES
- PROVIDE TEACH FOR TOMORROW AT BOTH HIGH SCHOOLS – ENCOURAGE STUDENTS TO ENROLL
- ENCOURAGE PROMISING APPLICANTS NOT SELECTED TO BECOME SUBSTITUTE TEACHERS TO GET EXPERIENCE AND EXPOSURE
- STRONG MENTORING AND SUPPORT PROCESS

2019-20 RECRUITMENT SITES

NC A&T
 NORFOLK STATE UNIV
 VA STATE UNIV
 JMU
 HAMPTON
 FAYETTEVILLE
 LONGWOOD

UNIV OF LYNCHBURG
 LIBERTY UNIV
 RANDOLPH COLLEGE
 RADFORD UNIV
 PERK (PA)
 OTHERS TBD

CRITICAL SHORTAGE - TEACHERS

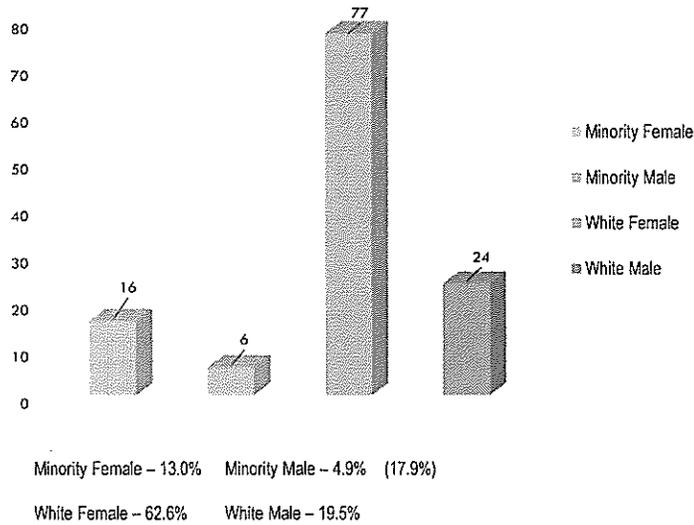
Barriers

- TUITION COSTS AND LIMITED FINANCIAL AID
- TEACHER SALARIES (VA BELOW NATIONAL AVERAGE)
- VA TEACHERS EARN 31% LESS THAN COMPARABLE COLLEGE-EDUCATED
- DECREASING ENROLLMENT IN TEACHER LICENSURE PROGRAMS – 46% ENROLLMENT DECLINE IN HBCU TEACHER PREP PROGRAMS
- HIGHER TURNOVER RATE FOR CANDIDATES ENTERING THE PROFESSION UNDER NON-TRADITIONAL ROUTES

Possible Solutions

- STATE INVEST RESOURCES IN NATIONAL GROW YOUR OWN TEACHER PROGRAMS
- CONTINUE LOCAL GROW YOUR OWN PROGRAMS (HIGH SCHOOL STUDENTS, PARAPROFESSIONALS, AFTER SCHOOL PROGRAM STAFF, ETC.)
- VCU – 5 NEW UNDERGRADUATE DEGREES IN TEACHING
- SHIFT HIRING TIMELINES – OFFER INCENTIVES FOR ANNOUNCING RETIREMENT, RESIGNATIONS IN EARLY SPRING TO ALLOW FOR EARLIER HIRING.
- STRENGTHEN MENTORING PROGRAM FOR NEW TEACHERS FOR RETENTION – ADDITIONAL SUPPORT FOR STRUGGLING TEACHERS.

CERTIFIED NEW HIRES BY GENDER & RACE



REGIONAL TEACHER TURNOVER/DIVERSITY

Division	Turnover Rate	Teacher Diversity	African American	Hispanic	Asian	Other
Division 1	10.00%	9.00%				
Division 2	14.00%	7.20%				
Division 3	7.00%	2.60%				
Division 4		5.60%	4.00%	1%		0.60%
Division 5	9.25%	15.50%	4.43%	11.17%		
Division 6	10.00%	11.00%				
Division 7	12.00%	3.27%				
Lynchburg City	12.00%	15.50%	14.00%	>1.00%	1%	>1.00%

EXIT INTERVIEWS

- AN ELECTRONIC SURVEY IS SENT TO ALL TEACHERS LEAVING THE DIVISION
 - WHAT FACTORS LED YOU TO ACCEPT A POSITION WITH LCS?
 - WHAT FACTORS LED YOU TO YOUR DECISION TO LEAVE LCS?
 - WHAT COULD WE HAVE DONE TO PREVENT YOU FROM LEAVING LCS?
 - IF YOU CAME BACK TO LCS, WHAT CHANGE WOULD YOU NEED OR LIKE TO SEE?
- FACE TO FACE INTERVIEWS ARE DONE FOR THOSE THAT REQUEST IT

EXIT INTERVIEW RESPONSES

Reasons for leaving

- RETIREMENT – NO FINANCIAL BENEFIT TO STAY, IT'S TIME,
- WORK LOAD/LESSON PLAN DETAIL
- STUDENT BEHAVIORS/DISRESPECT IN THE CLASSROOM
- STRESS
- SPOUSE RELOCATION
- OFFERED ANOTHER POSITION
- PART-TIME POSITION/NO BENEFITS
- ISSUES WITH ADMINISTRATOR
- HEALTH REASONS
- SPEND TIME WITH MY CHILDREN
- SALARY/OVERALL FUNDING INSUFFICIENT
- CLOSER TO HOME/FAMILY
- NOT UPFRONT ABOUT THE CLASS OR BEHAVIORS
- LACK OF PLANNING TIME
- ROLES OF POSITION BLURRY
- THINKING OUTSIDE THE BOX IS DISCOURAGED

What would have gotten you to stay

- NOTHING/NOT DISSATISFIED WITH LCS
- MORE STRAIGHTFORWARD ABOUT BEHAVIORS
- FOCUS ON STUDENTS WITHOUT BEHAVIOR PROBLEMS. CHANGED SINCE STARTING HERE
- REZONING SOME SCHOOLS
- RESPONSIVE AND CONCERNED ADMINISTRATION
- PART TIME POSITION
- FOCUS ON SYSTEMATIC PROBLEMS AND FIXING THEM
- FAMILY IN LYNCHBURG
- MORE EMPHASIS ON CAREER TECH OPTIONS FOR STUDENTS. NOT ALL ARE COLLEGE BOUND
- STUDENT AND PARENT RESPONSIBILITY FOR INAPPROPRIATE BEHAVIOR