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Memo

To Board of Education

From Tara Gard, Deputy Chief, Talent Division
Jenine Lindsey, Executive Director, Labor Strategy & ADR

Board Meeting Date July 2, 2019

Subject Memorandum of Understanding – Teacher Retention Grant Implementation

Action Requested and Recommendation Approval by the Board of Education of MOU between the District and Oakland Education Association (OEA) regarding Teacher Retention Grant Implementation for the period of July 1, 2019 through June 30, 2023.

Background and Discussion In recognition of the ongoing challenge of attracting and retaining high quality, certificated teachers who represent the cultural, racial and linguistic diversity of our communities and families, the attached MOU provides multiple pathways and support for aspiring educators from high school through teacher leader, including Special Education teachers.

Fiscal Impact Funding of this MOU has been obtained through the Local Solutions Grant. This partnership will carry no fiscal impact on the District.

Attachments • Memorandum of Understanding

**MEMORANDUM OF UNDERSTANDING BETWEEN
OAKLAND EDUCATION ASSOCIATION AND OAKLAND UNIFIED SCHOOL DISTRICT
Teacher Retention Grant Implementation**

Preamble

The Oakland Education Association (OEA or Association) and the Oakland Unified School District (OUSD or District) share the goal of attracting and retaining high quality, certificated teachers who represent the cultural, racial and linguistic diversity of our communities and families. We are committed, both as organizations and as individuals within those organizations, to strive for a working partnership focused on providing the best possible learning environment for students. We believe such a partnership is strongest when based upon mutual trust and respect, shared beliefs, and a commitment to making that partnership work. We acknowledge that the many challenges facing public education in general and Oakland Unified in particular must be met by our partnership's sustained collective effort. We also believe that risks will need to be taken and that some degree of experimentation, based on research, best practice and knowledge of our students and teachers will need to occur. The parties agree that educators must be part of the decision-making process to promote innovative solutions in attracting and retaining educators in Oakland Unified.

The purpose of the teacher retention grants are to promote the attraction and retention of high quality, credentialed teachers to OUSD through multiple research-based pathways.

Our Goals

Support pathways for aspiring educators from high school through teacher leader, including:

- 1) Tuition support for earning a BA degree and/or a clear teaching credential
- 2) Licensure support, including paying for related fees for testing and tutoring, including the CBEST, CSET, RICA, and edTPA
- 3) Creation of a substitute teacher pipeline modeled after the Classified to Teacher Program.
- 4) Support for paying fees associated with teacher development, including National Board Certification, Mills Teacher Scholars, Cornerstone Teacher Leadership development, and other professional development opportunities
- 5) Development of mentor programs targeted at hard to staff subject areas to provide increased support
- 6) Development of residency mentors, including for hard to staff subject areas, who will train and develop aspiring teachers in a high-retention pathway

- 7) Debt repayment as a retention strategy for highly qualified teachers in hard to staff subject areas

Special Education Teacher Retention Committee

Many of the below solutions for the various special education related grants involve a selection process. The district and union together will establish a Special Education Teacher Retention Committee ("Committee") of a minimum of four participants. One person will be from the Talent office, one will be from Special Education leadership, and two will be credentialed teachers. This committee will undertake the role of selecting recipients of grants from application pools and selecting mentors to serve in various roles for PLCs and the teacher residency. The committee will meet six times per year with additional meetings scheduled as needed. The scope of work for committee members may include: 1) recruitment and marketing of opportunities available across teachers and schools; 2) review of potential applicants; 3) continuous improvement of supports; and 4) data collection collection and review to improve programs. All participants will be awarded a stipend for participation of \$1,800 annually. Committee members will be jointly interviewed and selected between the union and the district.

Tuition Support

In order to implement this solution, OUSD will create an application process for employees currently enrolled or set to enroll in a Education Specialist credential program. The district will provide tuition support of \$5,000 through the Local Solutions Grant for 15 teachers annually, with a total of 60 over the lifecycle of the program. The Special Education Committee will help to assess candidates' qualifications for tuition support through the application process that includes an intent to stay in the District as a result of receiving funding, recommendations from current site leader, and a statement of interest in teaching Special Education for two additional years in OUSD. In addition, tuition support will be paid *after* completion of the credential program and requirements for the Preliminary Education Specialist credential to ensure that candidates receiving support pass all required licensure exams as well as fulfill all expectations of their credential program.

Tutoring & Licensure Support

The Retention team has been, and continues to, identify a variety of effective test preparation solutions to both meet the different learning needs of those we support and to minimize the number of times participants need to take a test before passing. Test preparation might involve joining a teacher-led study group, intensive one-on-one support, access to test prep books, access to online test prep software, and/or attending full day test prep sessions. Once teachers have passed a test successfully, they will be able to receive reimbursement for the cost of that test. Teachers who passed any of the tests in the past two years would also be able to access the reimbursement solution. This solution would target 50 current or aspiring Special Educators annually over the life cycle of the grant, with a total of up to 200 teachers. In order to implement this solution, we will continue to recruit and develop teacher tutors, as well

as partner with Teachers Test Prep and Teach Bar, services designed to support teachers with test passage.

Substitute to Teacher Pipeline

Many Substitute Teachers support Special Education staffing annually, and some are attracted to the process of earning a credential but may need counseling, support, and incentives to navigate the process. We will model the Substitute to Teacher program after the Classified to Teacher (C2T) program, providing regular check ins, a personalized plan for achieving an Education Specialist credential, quarterly cohort meetings, academic and testing support, and tuition support with accredited partner universities. This program will help to attract and retain Special Education teachers in OUSD who are already familiar with the context, schools, students, and families with whom they will work. In order to implement this solution, the Talent Development team, in collaboration with the Special Education retention committee, will launch a recruitment campaign that targets current Substitute Teachers, and will build on the successes of the C2T program in its implementation. We will support and track 10 Substitute Teachers annually who participate, with a total of 40 Substitute to Teacher participants over the life cycle of the program.

Teacher Professional Development Programs

Support workforce development for OUSD's experienced, qualified middle school teachers to stay and grow in the profession (including tuition support for professional learning programs, certificate programs or optional student loan debt relief) leading to more highly qualified teacher leadership and growth into school site administration.

The Talent Recruitment and Retention Specialist will develop an application process open to all certificated teachers across middle schools. This process will help to identify teachers and teacher leaders invested in growing their career as a teacher leader or early career administrator. Opportunities and events will be organized to recruit experienced teachers into local, effective professional development programs.

Mentor Teacher Development

Professional development for Special Education teachers can often feel very piecemeal - teachers are split between their sites, and sometimes across multiple sites as Resource Specialists. Additionally, Special Education teachers often do not have colleagues at their sites with whom they can collaborate in job-alike roles. Due to the lack of job-aligned professional development available at sites for Special Education teachers, professional learning communities (PLCs) are a solution to support teachers in their professional development and sense of growth. Mentors will serve a term of one school year, and may continue in subsequent years subject to an annual application and review process.

In order to effectively lead the Professional Learning Communities, we will pay 12 OUSD Special Education Experienced Teacher Mentors \$3,000 annually, with a resulting \$36,000 investment for leading PLCs during the summer orientation and for 40 hours throughout the year. We set aside 12% in addition to the stipends to cover benefits overhead, as calculated by our payroll department, at \$4,360. This will cover their facilitation of 40 hours of professional development for participating teachers. We will also pay them for 7 hours of training

throughout the year, in addition to the two days of orientation at 8 hours at the hourly OEA training rate of \$38.50, with the addition of 12% for benefits overhead. This results in \$6,930 of hourly training, with \$831.60 set aside for benefits. In total, this results in investments in mentors and their preparation and compensation at \$48,121.60. We will pay them twice annually, once in February and again in June (\$ 1500.00 disbursements)

The PLCs will be established within the first month of the school year for 19-20 and before the end of the school year in subsequent years. The PLCs will begin as part of a Special Education orientation for new and returning staff. Having the time and space to come together as Special Educators early on will help connect the educators with one another and set a community-oriented tone for the year. We will facilitate teachers to share ideas and resources as they adjust to unavoidable and often-changing compliance tasks and departmental shifts that happen over the summer. PLCs would also provide the opportunity to incorporate dual capacity training with staff and students and families in the Special Education Community Advisory Committee around best serving our students. We know from our data that establishing strong relationships among teachers and families are key to setting teachers up for success. By establishing the PLCs during this time, new and returning teachers will begin the year knowing that they have support and feeling like part of a professional learning community.

The benefit of this solution is that it can offer both career advancement and ongoing support of teachers at various stages of their careers. It recognizes that Oakland Unified has a wealth of knowledge and expertise in Special Education to draw on in strengthening District-wide programming and teacher support, preparation and retention. The solution targets about 45 PLC participants each year of the grant with between five and ten individual PLC groups. The Special Education Committee will identify 10 mentors able to commit to around 40 hours over the year to facilitate the PLCs. Priority will be given to establishing PLCs at schools with three or more new staff for the coming school year. These teachers will receive training and time to plan the implementation of their PLCs in the first month of school for 2019-2020 and in the summer for subsequent years. Mentors will lead two PLC sessions each month for the duration of the school year based on the needs of teachers. Participating teachers and mentors will be compensated for their participation in the PLCs. Each PLC will have a budget to operate and to obtain any necessary resources for the group or individual programs in order to address teacher needs. These Special Education PLCs will provide job-alike, meaningful professional learning for Special Education teachers among peers. Teachers will feel more supported and gain the sense that there are opportunities to advance their leadership skills as Special Education professionals.

Residency Programs

As a result of CTC grant funding awarded in 18-19, the Talent office is implementing a residency in Special Education and STEM, in partnership with UC Berkeley, CSU-EB, and Loyola Marymount University. As part of these programs, we will select and train 24 mentors, 12 in STEM, 12 in Special Education. The amount of mentors we need is contingent on resident candidate numbers, so recruitment of both is interdependent. Funding is also contingent on ongoing fundraising efforts. At minimum, Special Education and STEM resident mentors will earn \$3500 per year. In exchange for the stipends, mentors across programs agree to intensively mentor teacher residents in their classrooms daily, schedule a meeting with their resident for one hour weekly, participate in PD two hours per month with other mentor

teachers, and participate in four days of professional development annually outside of contracted time.

Debt Repayment Programs

In order to implement this solution, the District will create an annual application for current Special Education teachers with clear credentials that includes an intent to remain in the District as a result of receiving funding, recommendations from current site leader, statement of current student loan debt, including where/how it was generated, and a statement of interest in receiving debt repayment. The Special Education Committee will use a generated rubric to assess applicants, and 15 will be selected annually over the course of the five-year program, with a total of 75 debt repayment grants administered.

Duration

The above provisions shall be effective July 1, 2019 through June 30, 2023 unless the funding to support these efforts are not received or has exhausted. Either party may reopen this agreement after one (1) year by submitting a written notice to the Deputy Chief of Talent.

This memorandum shall not be construed as a waiver of the rights of either party regarding the negotiation of the evaluation process. The parties acknowledge this MOU is not precedential and is intended for the specific circumstances and during the specific time in which it is approved.

This agreement shall expire 6/30/21 and shall only be extended by mutual written consent of the parties.

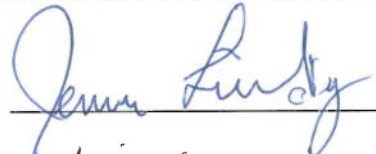
In witness whereof, the parties hereto have executed this agreement effective June 18 2019.

OAKLAND EDUCATION
ASSOCIATION

By: Keith D. Brown

By: _____

OAKLAND UNIFIED SCHOOL DISTRICT

By: 
Aimee Eng

By: President, Board of Education 7/2/19


Secretary, Board of Education 7/2/19