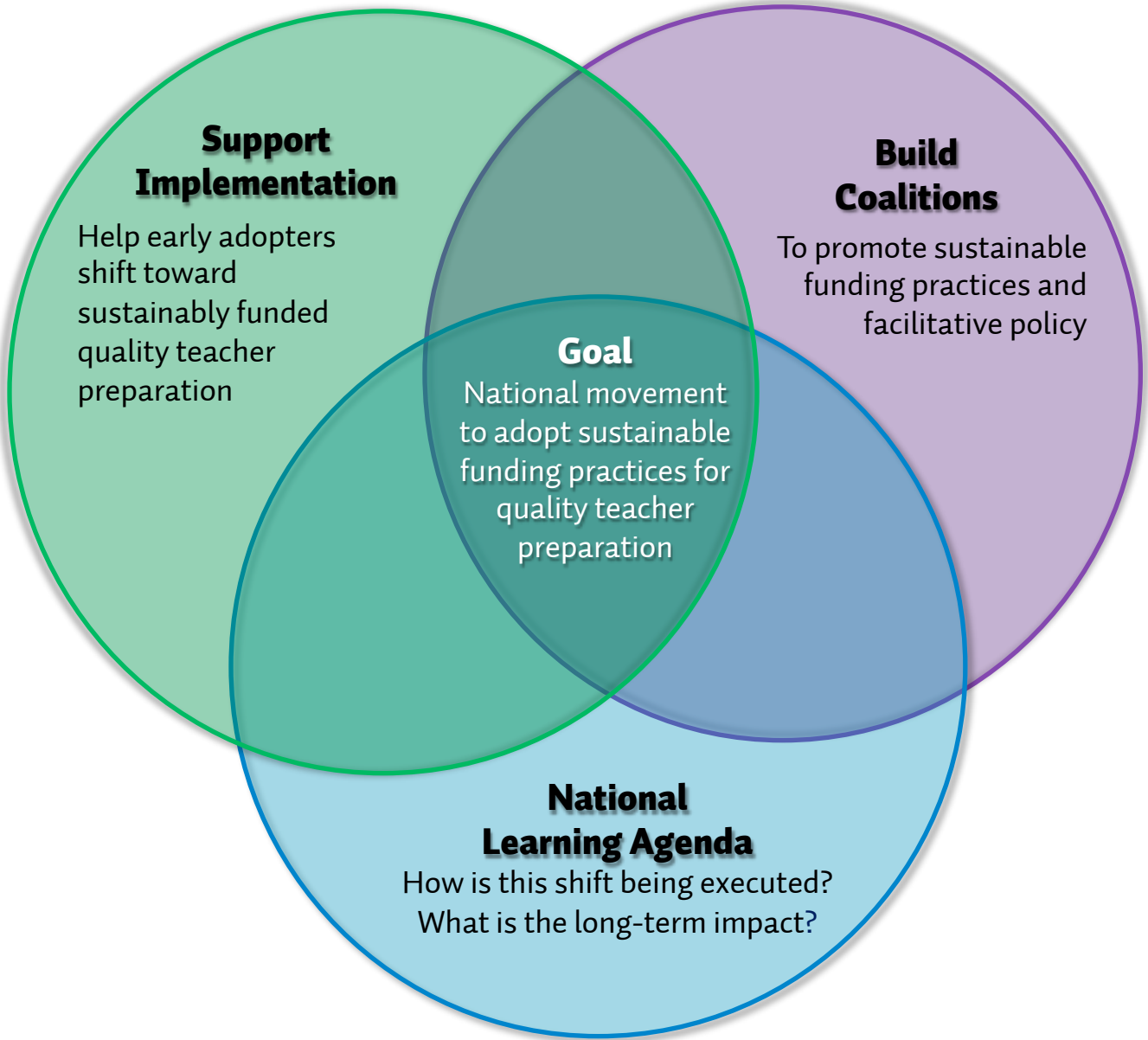




Sustainable Funding Project

May 2, 2016

Our goal: Sustainable funding for quality teacher preparation



Wants and needs across sectors



Districts & Schools

- Strong candidates for every position
- Teachers who reflect and are embedded in the school's community
- Teachers who are ready on day one
- Results for all students, particularly those historically underserved
- Less staff turnover so school cultures are stable
- Ways to make tight budgets stretch



Providers

- Promising, diverse candidates serious about joining the teaching profession
- High quality placement sites for so candidates learn in positive environments from experts
- Ability to use their expertise in service of improving education



Aspiring teachers

- Affordable preparation for their chosen career
- High-quality experiences to feel prepared on day one
- Deep preparation to carry them through their professional lives
- Capacity to meet daily living needs without having to take on extra jobs or debt

Year-long “residencies” offer great promise

Attract

diverse, promising candidates into the profession

Providing stipends for aspiring teachers attracts a diverse, promising teacher pool

Stipends reduce barriers to entry, especially for career changers

Residency programs aligned with districts’ needs facilitate targeted recruitment efforts

Residents develop strong professional ties and knowledge of district contexts

Prepare

effective teachers who promote student growth and learning

Residency-trained teachers are more effective promoting student growth and learning

They are skilled working with adults and promote positive school cultures

Students taught by effective teachers are more likely to do well, saving costs (summer school, retention, tutoring)

Quality education is associated with less social services dependence and increased standards of living, bringing long-term taxpayer savings

Retain

effective teachers, especially in schools serving low-income and diverse families

Residents who work alongside expert teachers in high-functioning schools remain in teaching, even when ultimately hired in less functional schools

Cost-savings could be great:
Attrition costs ~ \$2.2 billion annually, and “finder’s fees” are \$1 million for every 200 recruits

Other recurring costs associated with rapid teacher turnover, such as personnel processing and certification tracking, would be reduced over time

We get what we pay for...and we should pay for the right things

We don't assume resource reallocation will be able to pay for every residency needed in the nation

We know resource reallocation can pay for some residencies

We know it's a good investment

By building a network of partnerships that have done all they can to fund residencies, and tracking the impact, we can make the broader case for increased state and federal funding, as did medicine

Conceptual Orientations

Integrating resident into districts' human resource management philosophy

Clarifying district priorities that align with Residency benefits

Deepening partnerships with providers

Financial Sources

Tuition reduction from cohort savings

Staff lines
(assistant teachers, substitutes, after school...)

Professional development & recruitment budgets

Savings from reduced turnover & student service needs

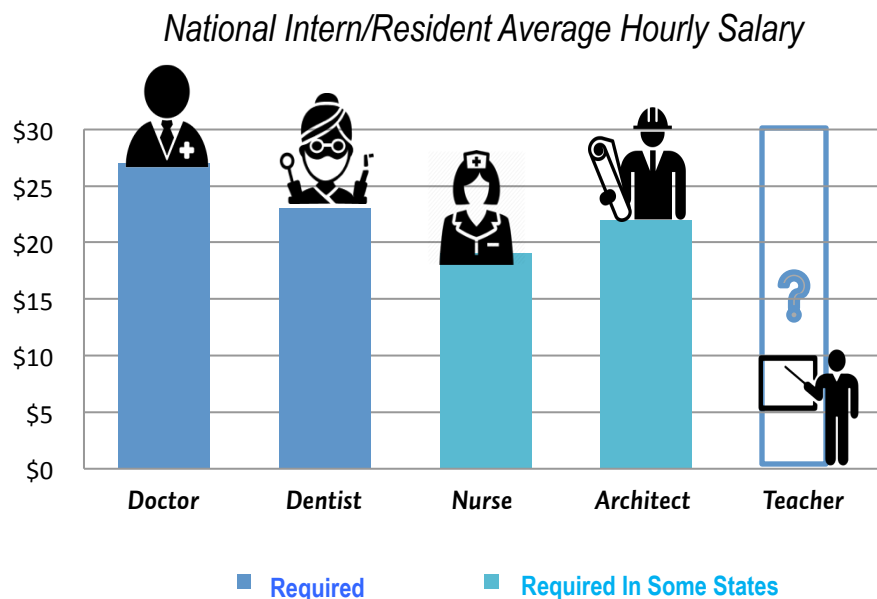
Some quick framings/assumptions

About the Stipends

- Characteristic of other professions
- For full-time students, usually do not include Social Security, Medicare, or benefits
- Residency stipends range from \$0 to \$30K/year (assistant teachers simultaneously serving as residents make as much as \$45K)
- Title I, Title II, and IDEA dollars are eligible for resident stipends

About the Models

- Only 3% of the nation's teaching force are new graduates newly hired. This is a small portion of staffing budgets
- If districts can project employment needs over several years, reallocation efforts will be easier
- The charts present a general picture of options for districts to explore, not all the nuances



Creative reallocation scenario

Possible Streams	Year 1	Year 2	Year 3	Year 4
Assistant teachers (11% of the national teaching force, roughly \$32K/FTE)	3 FTE	6 FTE	6 FTE	9 FTE
Substitutes (7% of the national teaching force, roughly 30K/FTE)	2 FTE	2 FTE	3 FTE	4 FTE
After/before/summer school costs (\$600/week/teacher)	15K	20K	30K	40K
Professional Development (\$6000 to \$18,000 per teacher per year)	50K	65K	80K	80K
Total Dollars	\$221,000	\$337,000	\$392,000	\$528,000
Number of Residents @ \$15K/Year	15	22	26	35

Roll-out scenario

Premise of the model

- External funding for additional residents will, over time, enable the district to transition its public funds to residency funding without impacting the annual number of teachers needed.
- Beginning in year 2, residents who were prepared using external funds will be ready for classroom teaching, freeing up current funds to sustainably support residents.
- How many residents are trained each year using external funding would determine how long the roll-out would take.

Our example brings in 20% of the district’s total need each year, completing the roll-out in 5 years

	Year 1	Year 2	Year 3	Year 4	Year 5	Thereafter
Quick entry teachers for fall employment	100	80	60	40	20	0
Positions needing funding for next phase of roll out	20	20	20	20	20	0
Residents from previous years available for fall employment (external + publicly funded)	0	20	40	60	80	100
Total Available for Fall Teaching	100	100	100	100	100	100

Exploring the Match: Provider and District Needs

		<u>Residency Positions Needed</u>		Mentors Needed	
		Provider Ideal	District Ideal	Provider Ideal	District Ideal
Secondary	Pre-K	7	50		30
	Elementary	45	20	35	
	English	5	5	3	5
	Social Studies	8	5	4	5
	Math	2	20		20
	Sciences		20		20
	Languages	6	6		
	Students with Disabilities		50		25
	ESL		50		35
	Bilingual		20		20
	Total	73	246	42	160

Finding ways to more closely align teacher preparation providers' graduates with districts' hiring needs facilitates the development of funded residencies.

What will it cost in your location?

We suggest starting with figures that capture a successful high quality program, including incentives to recruit and retain strong teachers and mentors

Costs Per Resident

Tuition Costs Required for Residency	
Resident Stipend	
Mentor Teacher Stipend	
Mentor Training/Support Costs	
Supervisor/Coordinator Costs	
Other Personnel Costs	
Other Program Costs	
Recruitment	
Other	
	Total \$-

NOTE: Costs might vary depending on number of residents per mentor or numbers of residents and mentors per site. Divide by number of residents or mentors for per-person costs.

How we support shifts toward sustainably funded quality teacher preparation



Build awareness around possible funding model



Provide analytic support for local funding options



Facilitate the development of strong partnerships



Grant-seeking supports (sharing templates, research, etc.)



Provide case study write-ups of strong practices



Support the construction of policy



Questions? Comments

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