

What is a strategic CFO's role in recruiting and retaining staff?

As strategic CFOs, our job is to support our districts in providing students with excellent education through the most effective uses of the districts' resources.

Many districts are finding it more challenging than usual to recruit and retain teachers and staff this year. We, as strategic CFOs, can help meet these challenges by collaborating with district leadership teams to identify and implement creative strategies for recruiting and retaining teachers that align with our districts' priorities.

What does a strategic CFO need to know, do, and ask when considering investments in teacher recruitment and retention?



Know

- What financial resources are available (e.g. redeployment, reallocation, new funds) to fund these potential strategies?
- What flexibility do we have to offer benefits other than salary (e.g. health insurance, daycare, housing)?



Do

- Develop and share analysis of potential ways to fund potential strategies (incl. potential trade-offs).
- Determine and share plan(s) for long-term financial sustainability of potential strategies.



Ask

- What are the moments in teachers' careers when they're most likely to leave our district?
- Which strategies best align to district needs and priorities?
- What data do we have available to help us evaluate the effectiveness of our current strategies?

What do I want to know, do, and ask in my own district?

Notes:

Possible strategies to strengthen recruiting & retention

Approach	Theory of change	Challenges	Resources
<p>Alternative classroom staffing</p>	Extend the reach of teachers to more students, with additional support from non-teaching staff or community volunteers	<ul style="list-style-type: none"> • More complex • May reduce staff time available for other roles or may require hiring of additional non-teaching staff 	<ul style="list-style-type: none"> • Growing Great Teachers Playbook • Team teaching at Brookside Elementary • ERS-Educators for Excellence (slides 20-27)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Do now</p>	<p>Part-time positions</p>	<p>May draw from a different applicant pool (e.g. parents with some child care responsibilities)</p>	<ul style="list-style-type: none"> • Won't reach people who are avoiding school settings for health reasons <p><i>Consider part-time roles in the context of "Alternative classroom staffing" resources above</i></p>
	<p>Retention or hiring bonuses</p>	<p>May motivate teachers to stay longer; can be funded through ESSER if documented appropriately</p>	<ul style="list-style-type: none"> • Bonuses for new teachers only won't appeal to teachers' associations/ existing staff <ul style="list-style-type: none"> • Education Week on bonuses in the pandemic • Teacher compensation overview
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Build toward</p>	<p>Career ladders</p>	<p>Develop a career ladder that begins with scaffolded support for new teachers and provides high-quality, experienced teachers with time and opportunity to coach and mentor.</p>	<ul style="list-style-type: none"> • Less useful in hiring new staff <ul style="list-style-type: none"> • Opportunity Culture Overview • Schools Start Here: Funding Professional Learning with ESSER • Teacher Turnover (Actions)
	<p>Differentiated compensation</p>	<p>Provide high-quality teachers who have the greatest impact on student learning outcomes with higher pay, especially in hard-to-staff schools that serve higher-need students.</p>	<ul style="list-style-type: none"> • Less useful in hiring new staff • Requires ongoing funding <ul style="list-style-type: none"> • Opportunity Culture in Ector County ISD • Teacher Incentive Allotment
	<p>Teacher pipeline</p>	<p>Over time, expand applicant pool by starting or partnering with an alternative certification program, or by partnering with a local university to create teacher residencies.</p>	<ul style="list-style-type: none"> • Takes longer to implement and see results <ul style="list-style-type: none"> • Case study: San Francisco USD • Case study: Tulsa Public Schools • "A Path to a More Diverse Teaching Workforce"