

2020-21

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

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Superintendent of Schools*



2020-21

Evaluation of Selected Human Capital Management Title Workscopes

Approved Report of the Department of Evaluation and Assessment

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This report (as well as the executive summary) is available for download at www.dallasisd.org/Page/888. For more information, please contact Program Evaluation at evaluation@dallasisd.org.

TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
PROGRAM DESCRIPTION	4
PURPOSE AND SCOPE OF THE EVALUATION	5
EVALUATION QUESTIONS AND RESULTS	5
What was the amount of funding for selected programs?	5
Methodology	5
Results	5
How was the Teacher Residency program implemented?	5
Methodology	5
Results	6
How was the Teacher Recruitment and Retention program implemented?	7
Methodology	7
Results	7
How was the Dallas ISD Alternative Certification program implemented?	9
Methodology	9
Results	9
KEY FINDINGS AND RECOMMENDATIONS.....	13
Key Findings	13
Recommendations.....	13
REFERENCES.....	14
APPENDIX	15

TABLE

Table 1: 2020-21 Enrolled Interns by Certification Area	11
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LIST OF FIGURES

Figure 1: 2020-21 Number of Resident Teachers by Role.....	7
Figure 2: 2020-21 Number of Newly Hired Teachers by Campus Category.....	8
Figure 3: 2017-18 to 2020-21 Alternative Certification Intern Retention by Cohort	12

APPENDIX

A	Appendix A: 2020-21 Human Capital Management Teacher Recruitment Calendar of Events.....	16
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ACRONYMS AND ABBREVIATIONS

ESL	English as a second language
HCM	Human Capital Management
ISD	Independent School District

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

The purpose of this report was to provide context and process evaluation information related to three federally funded Dallas Independent School District (Dallas ISD) Human Capital Management (HCM) programs: Teacher Residency Program, Teacher Recruitment and Retention, and Dallas ISD Alternative Certification program. The Teacher Residency program was funded through Title I, Part A at \$2,593,174, an increase of \$88,525 from 2019-20's budget of \$2,504,649 (Watson, 2020). The amount of Title II, Part A funding the district budgeted for Teacher Recruitment and Retention in 2020-21 was \$2,122,147, an increase of \$300,000 from 2019-20's budget of \$1,822,147 (Watson, 2020). Alternative Certification was budgeted \$794,774 of Title II funding in 2020-21. This figure was unchanged from 2019-20 (Watson, 2020).

The focus of the 2020-21 evaluation was to determine the level of implementation of the grant-funded programs and to examine participant perceptions of the programs, as applicable. Data for this report were obtained from interviews with program staff members assigned to each grant component, a review of internal documents, and analyses of available survey data.

EVALUATION QUESTIONS/OUTCOMES

How was the Teacher Residency program implemented?

Context of the Program

The primary purpose of the Teacher Residency Program was to increase student achievement by improving teacher and student support at campuses with the highest need. Resident Teachers provided a range of services to schools and students by providing co-teaching assistance, small group instruction, substitute teaching, help with formative assessments and diagnosis of student needs, along with support for classroom management.

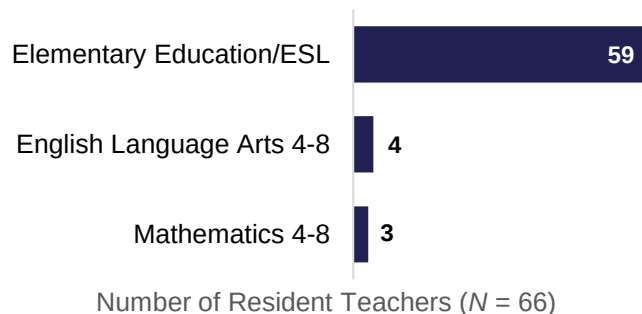
Throughout the school year, a persistent need exists in Dallas ISD for certified teachers in critical shortage areas, especially at high needs campuses. Specifically, vacancies are highest in the areas of elementary bilingual, secondary mathematics and science, and special education and English as a second language (ESL) at all levels. More pipelines are needed to help address this need and bring more teachers into the district. Resident Teachers are hired

from Relay Graduate School of Education and serve in co-teaching roles in classrooms on high-needs campuses until they graduate and become full-time teachers of record. The goal is for resident teachers to complete all training on one campus so that they can transition into a teacher role at the same campus where they were trained. The expectation is that this will help improve student outcomes because they are trained to meet the needs of their assigned campus.

2020-21 Resident Teachers

By August 2020, HCM hired 66 resident teachers to serve in critical shortage roles (bilingual, mathematics, science, Special Education, and ESL) (Figure E1). The departmental goal was to transition 90 percent of resident teachers into full-time teaching roles in high-needs campuses by August of 2021. These data will be available in Fall 2021.

Figure E1: 2020-21 Number of Resident Teachers by Role



Source: Human Capital Management internal records retrieved 04/23/21.

Going back a year to the 46 2019-20 resident teachers, 89 percent ($n = 41$) were hired for the 2020-21 school year as full-time teachers of record in Dallas ISD. The departmental goal was 90 percent. This rate was unchanged from the previous year, as 89 percent ($n = 24$) of the 27 2018-19 resident teachers were hired for the 2019-20 school year as full-time teachers of record (Watson 2020).

Response to Impact of COVID-19

Throughout the academic year, resident teachers continued to support campuses' implementation of at home and in person learning. Teacher training activities and meetings continued as in previous years, through virtual learning platforms.

How was the Teacher Recruitment and Retention program implemented?

Context of the Program

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet the state certification and federal legislative requirements. HCM's Campus Staffing Team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team¹ of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

HCM staff members attended 90 recruitment events and visits between September 2020 and May 2021 (66 during the 2019-20 year) (Watson, 2020), including university job fairs, the Association of Latino Professionals for America (ALPFA) Dallas Chapter, National Association for Bilingual Education (NABE), and virtual international recruitment visits with Spain and Mexico. The department participated in 69 virtual job events. The department continued an initiative expanding the use of early contracts to attract and retain the most qualified candidates. As of May 1, 2021, HCM had issued 97 early contracts to applicants for teaching positions in the 2021-22 school year. This was a decrease of 50 from the 147 issued in 2020-21 (Watson 2020).

The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component of the hiring process was the hiring and onboarding occurring after principal recommendation. The HCM Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state policies.

2020-21 Teachers Recruited and Retained

As of May 2021, HCM employees hired 2,287 new teachers.² The total number of new 2019-20 hires as of May 2020 was 1,760 (Watson, 2020). The total number of new 2018-19 hires as of May 2019 was 1,936 (Watson, 2019).

To recruit and retain international talent for critical-needs areas, in 2020-21, the district processed 332 new H1-B visas in addition to extending existing visas. This was an increase of 39 visas over the 293 processed in 2019-20 (Watson 2020). HCM offered a permanent residence

process, known as "PERM," to help teachers qualify to begin the permanent residence process and potentially provide sponsorship.³ HCM accepted 26 candidates to PERM in 2020-21, joining the 31 PERM candidates in 2019-20 and 31 candidates added in 2018-19.

For a seventh year, HCM partnered with the TechTeach Program, a Texas Tech University initiative⁴ that requires students to student-teach a full year, rather than a semester, before graduating. TechTeach participants student-teach four days a week and, then come together at a central Dallas facility to take classes together as a cohort for the remaining weekday each week. Courses are available online, supplementing the in-person classes⁵ led by Texas Tech faculty; this allows students to simultaneously complete courses and student-teach throughout the year. Dallas ISD's partnership enables TechTeach participants in the Dallas Fort Worth (DFW) area to student-teach in Dallas ISD. Currently, all participants are bilingual candidates, creating a beneficial pipeline for one of the district's greatest needs. Currently, 16 district teachers were hired as TechTeach alumni.

Response to Impact of COVID-19

The Teacher Recruitment and Retention team continued to increase the applicant pool and provide principals with highly effective teachers by attending and creating virtual recruitment events. From holding virtual job fairs to facilitate principals interviewing applicants to holding virtual interviews, HCM maintained this crucial function to ensure preparedness for the school year despite travel constraints.

How was the Dallas ISD Alternative Certification program implemented?

Context of the Program

In 2020-21, Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Alternative Certification staff members first screened intern candidate applications for program eligibility. If accepted into the application pool, candidates were granted a phone interview. Upon passing the phone interview, candidates were invited to an on-site interview, which included a group interview and a one-on-one interview with an Alternative Certification staff member. The final pool of candidates attended a

¹ HCM's Talent Acquisition Team consisted of one student teacher coordinator, one data coordinator, seven recruitment coordinators, and the Talent Team Leader. Recruitment coordinators were primarily responsible for specific recruitment activities, such as marketing or special events.

² The data were collected in May 2020. This number only includes teachers new to the district. That is, it does not include internal transfers, in which a teacher moved from one campus to fill a vacancy at another campus.

³ To qualify, teachers must have a standard Texas teacher certification, at least two years of teaching experience in Dallas ISD, and be rated Proficient I or higher under the Teacher Excellence Initiative (TEI). Once selected, the district continued to pursue the teacher's permanent residence process if legal avenues were available.

⁴ More information about the TechTeach Program can be found in this Texas Tech article: <http://today.ttu.edu/2013/10/innovative-techteach-program-aims-to-better-prepare-teaching-candidates>.

⁵ In-person classes shifted to virtual instruction in March 2020.

seven-week pre-service training program prior to program acceptance.

During the pre-service program, Alternative Certification staff members trained on teaching techniques and best practices; interns received field experience in classrooms. A new policy required interns to pass a content examination in the certification area before teaching in the program. After pre-service training, interns were assigned to a campus, a mentor, and a teacher effectiveness coordinator. Mentor teachers were required to observe and provide continual feedback. Teacher effectiveness coordinators observed interns at least three times during the year. During observations, coordinators provided support and immediate feedback to allow interns to monitor progress and adjust their teaching practices.

Interns were fully certified as teachers after passing the *Assessment of Classroom Effectiveness (ACE)* and committee approval. The committee reviewed principal and mentor teacher recommendations and decided whether an intern should become certified, stay in the program for one more year, or be denied certification.

2020-21 Alternative Certification Interns

A total of 127 interns enrolled in the Alternative Certification program between summer 2020 and spring 2021 (see Table E1). For comparison, 134 interns enrolled between summer 2019 and spring 2020 (Watson, 2020). A total of 93 interns enrolled between summer 2018 and spring 2019 (Watson, 2019).

Table E1: 2020-21 Enrolled Interns by Certification Area

Certification Area	Interns N
Core Subjects Early Childhood-6 & Science of Teaching Reading (STR)	52
Social Studies 7-12	20
Core Subjects Early Childhood-6 & STR with Bilingual	11
Core Subjects Early Childhood-6 & STR with English as a Second Language	11
English Language Arts and Reading 7-12 with English as a Second Language	10
Languages Other Than English: Spanish	6
Science 7-12	6
Art Early Childhood-12	4
Core Subjects Early Childhood-6/Special Ed & STR with Bilingual	3
Mathematics 7-12	2
Music Early Childhood-12	1
Social Studies 7-12 with English as a Second Language	1
Total	127

Source: Alternative Certification internal records retrieved 04/15/21.

Interns were asked to take a survey to rate their satisfaction with the Alternative Certification program and the level of support they received during their time in the program. A total of 26 interns responded to the survey. Most interns (n

$= 21$; 80.8%) indicated that after their experience in the program, they felt “well prepared” for the realities of the classroom. All remaining interns ($n = 5$; 19.2%) indicated that after their experience in the program, they felt “sufficiently prepared” for the realities of the classroom.

Of those who completed the Alternative Certification program in 2019-20, 81.3 percent ($n = 26$) continued to teach in Dallas ISD during the 2020-21 school year. From the 2018-19 cohort, 66.3 percent ($n = 67$) continued to teach in Dallas ISD during the 2020-21 school year. As for those who completed the program in 2017-18, 63.3 percent ($n = 69$) continued to teach in Dallas ISD during the 2020-21 school year.

Response to Impact of COVID-19

In response to the COVID-19 pandemic, the Dallas ISD Alternative Certification offered a virtual test preparation platform and virtual pre-service training platform for interns. Through these virtual platforms, the Alternative Certification Teacher Program also offered Content Study Groups to teacher candidates to support them with content test and Pedagogy and Professional Responsibilities exam support. The Alternative Certification Teacher Program transitioned to a virtual video-based observation platform to better support candidates in meeting field-based experience requirements. Additionally, the Dallas ISD Alternative Certification Teacher Program candidates completed over 150 hours of pre-service training via a virtual platform.

RECOMMENDATIONS

Based on the key findings, along with the transition to remote work, the following recommendations are offered for stakeholders.

Continue utilizing remote work tools to supplement recruitment and training efforts.

Determine whether teachers hired through alternative certification programs are successful.

2020-21

Evaluation of Selected Human Capital Management Title Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

Dallas Independent School District (Dallas ISD) received federal funds for training and recruiting teachers for 2020-21 through Titles I and II, Part A. According to the U.S. Department of Education website, Title I, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The two-fold purpose of Title II, Part A funds is to: (1) increase student academic achievement through strategies such as improving teaching and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

Dallas ISD used grant funds to assist in the areas of teacher training and recruitment through three programs in 2020-21. The primary purpose of the Teacher Residency Program was to increase student achievement by improving teacher and student support at campuses with the highest need. Resident Teachers provided a range of services to schools and students by providing co-teaching assistance, small group instruction, substitute teaching, help with formative assessments and diagnosis of student needs, along with support for classroom management. In the Teacher Recruitment and Retention program, district staff members were responsible for recruiting and screening highly qualified teachers to meet state certification and federal legislative requirements. The purpose of the Dallas ISD Alternative Certification program was to prepare and certify new teachers who had not completed traditional teacher certification. The program provided support and training to new teacher interns.

On March 13, 2020, in alignment with federal recommendations, the Governor of Texas issued a disaster proclamation certifying that the novel coronavirus COVID-19 posed an imminent threat of disaster for all counties in the state of Texas. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23 following spring break (March 16 – 20) until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. The district also modified the school calendar from a six-week schedule to a nine-week schedule. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and

parents could then choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities. The district also continued to implement the Center for Disease Control (CDC) as well as state and local COVID safety protocols.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report is to provide context and process evaluation information related to key components of three federally funded Human Capital Management programs. The focus of the 2020-21 evaluation was to determine the level of implementation of the grant-funded programs and to examine participant perceptions of the programs, as applicable. Data for this report were obtained from interviews with program staff members assigned to each grant component, a review of internal documents, and analyses of available survey data.

EVALUATION QUESTIONS AND RESULTS

What was the amount of funding for selected programs?

Methodology

The amount of funding allotted for each program was obtained from funding workscopes for Titles I and II, Part A. Additional information was collected from grant services and individual program managers.

Results

Dallas ISD used Titles I and II grant funds to assist in the areas of teacher training and recruitment through three programs in 2020-21. The Teacher Residency program was funded through Title I, Part A at \$2,593,174, an increase of \$88,525 from 2019-20's budget of \$2,504,649 (Watson, 2020). The amount of Title II, Part A funding the district budgeted for Teacher Recruitment and Retention in 2020-21 was \$2,122,147, an increase of \$300,000 from 2019-20's budget of \$1,822,147 (Watson, 2020). Alternative Certification was budgeted \$794,774 of Title II funding in 2020-21. This figure was unchanged from 2019-20 (Watson, 2020).

How was the Teacher Residency program implemented?

Methodology

Evaluation of the Teacher Recruitment and Retention program included interviews with the Human Capital Management (HCM) Manager of Talent Acquisition and a review of internal documents. The purpose of the interview was to gather information about program requirements and activities. Follow-up information was collected by email.

Results

Context of the Program

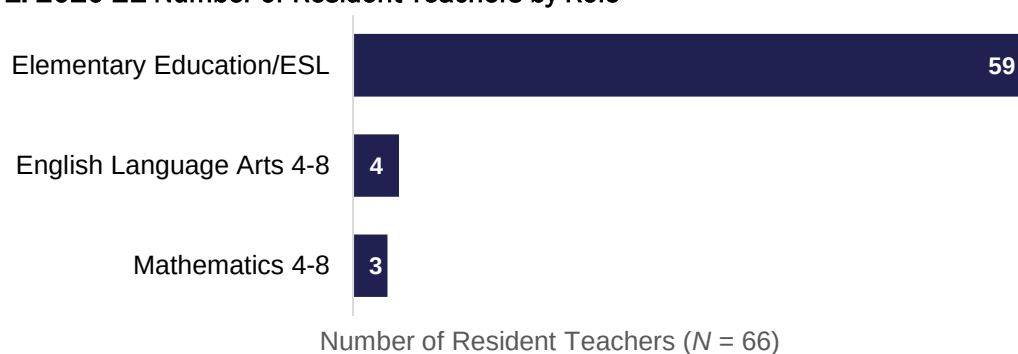
The primary purpose of the Teacher Residency Program was to increase student achievement by improving teacher and student support at campuses with the highest need. Resident Teachers provided a variety of services directly to campuses and teachers.

Resident teachers were assigned outside support and engaged in year-long professional learning. During the 2020-21 school year, the teacher residency program was implemented through Relay Graduate School of Education (GSE). Relay/GSE is an intensive teacher training program designed for working professionals with or without prior teaching experience. Upon successful completion of the two-year program, graduates earned a Master of Arts degree, a Texas Teaching License, and a yearlong apprenticeship under the guidance of a mentor teacher in a partnering school district. The program's curriculum was delivered in a hybrid format. Most assignments consisted of video submissions of teaching in action along with work samples (e.g., lesson plans). Degree candidates set academic and career growth goals for their students, tracked their progress, and analyzed student performance to inform and adapt instruction. This structure was designed to provide resident teachers with many opportunities for practice and individualized feedback from professors.

Throughout the school year, a persistent need exists for certified teachers in critical shortage areas, especially at high needs campuses. Specifically, vacancies are highest in the areas of elementary bilingual, secondary mathematics and science, and special education and English as a second language (ESL) at all levels. More pipelines are needed to help address this need and bring more teachers into the district. Resident Teachers were hired by the district from Relay Graduate School of Education and served in co-teaching roles in classrooms on high-needs campuses until they graduate and become full-time teachers of record. The goal is for the resident teacher to complete all training on one campus so that they can transition into a teacher role at the same campus where they were trained. The expectation is that this will help improve student outcomes because they are trained to meet the needs of their assigned campus.

2020-21 Resident Teachers

As of August 2020, HCM hired 66 resident teachers to serve in critical shortage roles (such as mathematics and ESL) (Figure 1). The departmental goal is to transition 90 percent of these resident teachers into full-time teaching roles in high-needs campuses by August of 2021. These data will be available in Fall 2021. Going back a year to the 46 2019-20 resident teachers, 89 percent ($n = 41$) were hired for the 2020-21 school year as full-time teachers of record in Dallas ISD. The departmental goal was 90 percent. This rate was unchanged from the previous year, as 89 percent ($n = 24$) of the 27 2018-19 resident teachers were hired for the 2019-20 school year as full-time teachers of record (Watson 2020).

Figure 1: 2020-21 Number of Resident Teachers by Role

Source: Human Capital Management internal records retrieved 04/23/21.

Note: ESL = English as a Second Language

Response to Impact of COVID-19

Throughout the academic year, resident teachers continued to support campuses' implementation of at home and in-person learning. Teacher training activities and meetings continued as in previous years, through virtual learning platforms.

How was the Teacher Recruitment and Retention program implemented?

Methodology

Evaluation of the Teacher Recruitment and Retention program included an interview with the Human Capital Management Manager of Talent Acquisition and a review of internal documents. The purpose of the interview was to gather information about teacher recruitment and screening activities. The evaluator reviewed internal documents including the 2020-21 recruitment calendar, program-administered surveys, H-1B application information,⁶ and descriptive information related to the Dallas ISD teacher recruitment model. Follow-up information was collected by email.

Results

Context of the Program

HCM staff members were responsible for recruiting and screening highly qualified teachers to meet state certification and federal legislative requirements. HCM's Campus Staffing Team routinely recorded resignations in Oracle, which notified HCM's Talent Acquisition Team⁷ of openings that needed to be filled. The Talent Acquisition Team was responsible for using the information to connect candidates with campus principals.

HCM staff members attended 90 recruitment events and visits between September 2020 and May 2021 (66 during the 2019-20 year) (Watson, 2020), including university job fairs, the Association of Latino

⁶ Per the U.S. Citizenship and Immigration Services government website: "U.S. businesses use the H-1B visa program to employ foreign workers in specialty occupations that require theoretical or practical application of a body of highly specialized knowledge." <http://www.uscis.gov>

⁷ HCM's Talent Acquisition Team consisted of one student teacher coordinator, one data coordinator, seven recruitment coordinators, and the Talent Team Leader. Recruitment coordinators were primarily responsible for specific recruitment activities, such as marketing or special events.

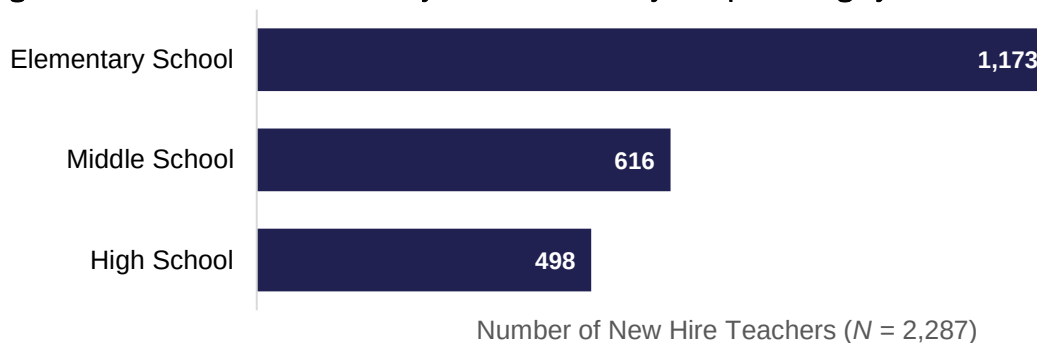
Professionals for America (ALPFA) Dallas Chapter, National Association for Bilingual Education (NABE), and virtual international recruitment visits with Spain and Mexico. The department participated in 69 virtual events. A full listing of events can be found in Appendix A.

The department continued an initiative expanding the use of early contracts to attract and retain the most qualified candidates. As of May 1, 2021, HCM had issued 97 early contracts to applicants for teaching positions in the 2021-22 school year. This was a decrease of 50 from the 147 issued in 2020-21 (Watson 2020). The hiring process consisted of two components. The first component was the application process, which took place prior to a principal recommendation. The second component of the hiring process was the hiring and onboarding which occurred after principal recommendation. The HCM Campus Staffing Team managed the hiring process, ensuring that all candidates met district and state policies.

2020-21 Teachers Recruited and Retained

As of May 2021, HCM employees hired 2,287 new teachers (see Figure 2).⁸ The total number of new 2019-20 hires as of May 2020 was 1,760 (Watson, 2020). The total number of new 2018-19 hires as of May 2019 was 1,936 (Watson, 2019).

Figure 2: 2020-21 Number of Newly Hired Teachers by Campus Category



Source: Human Capital Management internal records retrieved 04/23/21.

Note: Only includes teachers who were new to the district.

HCM staff members relied on Title II funds to process visas and extensions. The Dallas ISD H1-B visa program allows the district to recruit and retain international talent for critical-needs areas. During the 2020-21 school year, the district processed 332 new H1-B visas for teachers in addition to extending existing visas. This was an increase of 39 visas over the 293 processed in 2019-20 (Watson 2020). HCM offered a permanent residence process, known as “PERM,” through which the district helped teachers qualify to begin the permanent residence process and potentially provide sponsorship. To qualify, teachers must have a standard Texas teacher certification, at least two years of teaching experience in Dallas ISD, and be rated Proficient I or higher under the Teacher Excellence Initiative (TEI). Once selected, the district continued to pursue the teacher’s permanent residence process as long as legal avenues were available.

⁸ The data were collected in May 2021. This number only includes teachers new to the district. That is, it does not include internal transfers, in which a teacher moved from one campus to fill a vacancy at another campus.

HCM accepted 26 candidates to PERM in 2020-21, joining the 31 PERM candidates in 2019-20 and 31 candidates added in 2018-19.

For a seventh year, HCM continued to partner with the TechTeach Program, a Texas Tech University initiative⁹ that requires students to student-teach a full year, rather than a semester, before they graduate. TechTeach participants typically student-teach four days a week, then come together at a central facility in Dallas to take classes together as a cohort for the remaining weekday each week. Courses were available online, supplementing the in-person classes¹⁰ led by Texas Tech faculty, allowing students to simultaneously complete courses and student-teach throughout the year. Dallas ISD's partnership with TechTeach enables TechTeach participants in the Dallas-Fort Worth area to student-teach in Dallas ISD. Currently, all of the TechTeach participants are bilingual candidates, creating a beneficial pipeline for one of Dallas ISD's greatest recruitment needs. Currently, 16 district teachers were hired as TechTeach alumni.

Response to Impact of COVID-19

The Teacher Recruitment and Retention team continued to increase the applicant pool and provide principals with highly effective teachers by attending and creating virtual recruitment events, including holding virtual job fairs and supporting principals with applicant virtual interviews. HCM maintained this crucial function to ensure preparedness for the school year despite pandemic travel constraints.

How was the Dallas ISD Alternative Certification program implemented?

Methodology

Evaluation of the Dallas ISD Alternative Certification program included an interview with staff members and a review of internal documents. The purpose of the interview was to gather information about admission requirements, training curriculum, and the certification approval process. Internal documents included Alternative Certification database reports for the 2020-21 interns, retention records, and a calendar of recruitment activities. Additional information was collected by email.

Results

Context of the Program

In 2020-21, Alternative Certification staff members used Title II funds to supplement the recruitment, screening, and training efforts of the program. Alternative Certification staff members first screened intern candidate applications for program eligibility. If accepted into the application pool, candidates were granted a phone interview. Upon passing the phone interview, candidates were invited to an on-site interview, which included a group interview and a one-on-one interview with an Alternative Certification staff member. The final pool of candidates attended a seven-week pre-service training program prior to program acceptance.

⁹ More information about the TechTeach Program can be found in this Texas Tech article: <http://today.ttu.edu/2013/10/innovative-techteach-program-aims-to-better-prepare-teaching-candidates>.

¹⁰ In-person classes shifted to solely virtual instruction in March 2020.

During the pre-service program, Alternative Certification staff members provided training on teaching techniques and best practices; interns also received field experience in classrooms. A new program policy required interns to pass a content examination¹¹ in their desired certification area before teaching in the program.

After the pre-service training program, interns were assigned to a campus, a mentor, and a teacher effectiveness coordinator. Mentor teachers¹² were required to observe the intern and provide continual feedback. Teacher effectiveness coordinators observed interns on their campuses at least three times during the year. During these observations, coordinators provided support and immediate feedback to allow interns to monitor their progress and adjust their teaching practices. In addition to teaching, Alternative Certification interns attended training on weeknights twice a month; training topics included content-specific instruction and teaching strategies.

Interns were fully certified as teachers after passing the *Assessment of Classroom Effectiveness* (ACE) and committee approval. The committee reviewed principal and mentor teacher recommendations and decided whether an intern should become certified, stay in the program for one more year, or be denied certification. Occasionally, the committee overrode a principal's recommendation to deny certification, especially if the principal did not provide adequate documentation. In those cases, the committee usually required the intern to participate in the program an additional year at another campus.

The Dallas ISD Alternative Certification Teacher Program also played a key role in district initiatives, including the Adjunct Teacher Dallas Residency Program. This program was designed to recruit Black and Latino male teachers to serve in high-priority campuses. The Dallas ISD Alternative Certification Teacher Program responsibilities included: providing test preparation support, providing intensive pre-service training, and serving as field experience supervisors once the adjunct teachers began their internship.

2020-21 Alternative Certification Interns

A total of 127 interns enrolled in the Alternative Certification program between summer 2020 and spring 2021 (see Table 1). For comparison, 134 interns enrolled between summer 2019 and spring 2020 (Watson, 2020). A total of 93 interns enrolled between summer 2018 and spring 2019 (Watson, 2019).

¹¹ The content examinations were known as *Texas Examinations of Educator Standards* (TExES) and are "criterion-referenced examinations designed to measure a candidate's knowledge in relation to an established criterion rather than to the performance of other candidates." <http://cms.texas-ets.org/texas>.

¹² Qualified mentors had at least three years of teaching experience, including one year in Dallas ISD, and were rated as "proficient" or "exceeds expectations" for the previous three years on a rubric. They had a valid Texas teaching certificate, a full-time teaching assignment, and the principal's recommendation. attended face-to-face or online new teacher mentor training and received a stipend for attending.

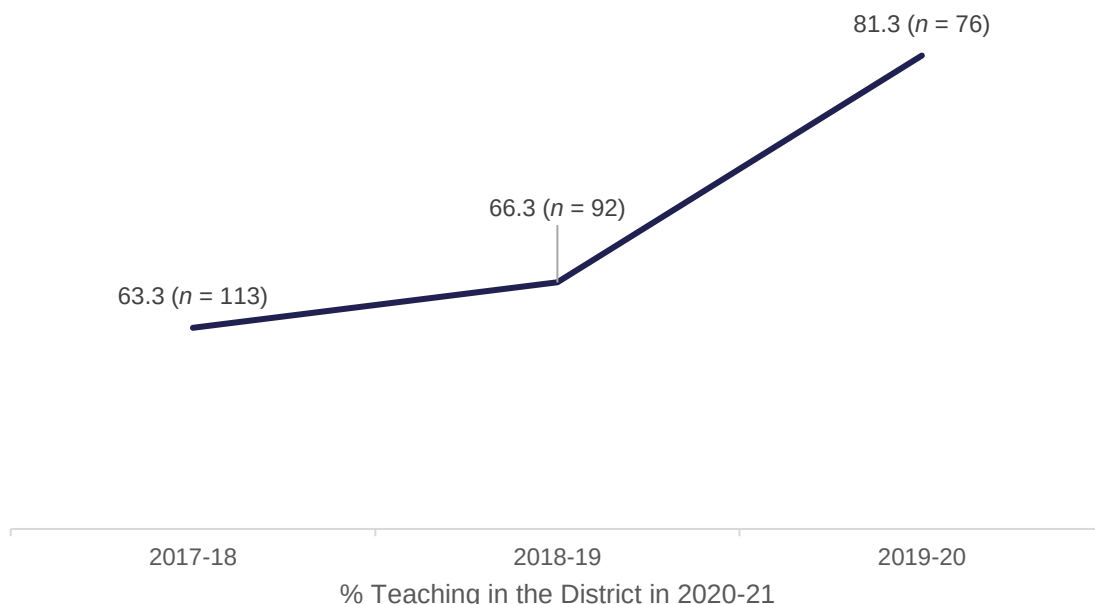
Table 1: 2020-21 Enrolled Interns by Certification Area

Certification Area	Interns N
Core Subjects Early Childhood-6 & Science of Teaching Reading (STR)	52
Social Studies 7-12	20
Core Subjects Early Childhood-6 & STR with Bilingual	11
Core Subjects Early Childhood-6 & STR with English as a Second Language	11
English Language Arts and Reading 7-12 with English as a Second Language	10
Languages Other Than English: Spanish	6
Science 7-12	6
Art Early Childhood-12	4
Core Subjects Early Childhood-6/Special Ed & STR with Bilingual	3
Mathematics 7-12	2
Music Early Childhood-12	1
Social Studies 7-12 with English as a Second Language	1
Total	127

Source: Alternative Certification internal records retrieved 04/15/21.

Interns were asked to take a survey to rate their satisfaction with the Alternative Certification program and the level of support they received during their time in the program. A total of 26 interns responded to the survey. Most interns ($n = 21$; 80.8%) indicated that after their experience in the program, they felt “well prepared” for the realities of the classroom. All remaining interns ($n = 5$; 19.2%) indicated that after their experience in the program, they felt “sufficiently prepared” for the realities of the classroom.

Of those who completed the Alternative Certification program in 2019-20, 81.3 percent ($n = 26$) continued to teach in Dallas ISD during the 2020-21 school year. From the 2018-19 cohort, 66.3 percent ($n = 67$) continued to teach in Dallas ISD during the 2020-21 school year. As for those who completed the program in 2017-18, 63.3 percent ($n = 69$) continued to teach in Dallas ISD during the 2020-21 school year. (Figure 3).

Figure 3: 2017-18 to 2020-21 Alternative Certification Intern Retention by Cohort

Source: Alternative Certification Internal Records dated 06/04/21.

Response to Impact of COVID-19

In response to the COVID-19 pandemic, the Dallas ISD Alternative Certification offered a virtual test preparation platform and virtual pre-service training platform for interns. Through these virtual platforms, the Alternative Certification Teacher Program also offered Content Study Groups to teacher candidates to support them with content test and Pedagogy and Professional Responsibilities exam support. Experienced Dallas ISD teachers led the Content Study Groups.

According to 2019 Texas Academic Code §228.35 (b)(1), interns require a minimum of 30 clock-hours of field-based experience. Up to 15 clock-hours of this field-based experience may be provided by use of electronic transmission or other video or technology-based method. The Alternative Certification Teacher Program transitioned to a virtual video-based observation platform to better support candidates in meeting this requirement. Alternative Certification Teacher Program staff led these virtual video-based sessions.

Additionally, the Dallas ISD Alternative Certification Teacher Program candidates completed over 150 hours of pre-service training via a virtual platform. These evening sessions were held over a six-week period and included a variety of skills and topics including classroom management, time management, and differentiating instruction, to prepare the candidates for their classroom experience.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The purpose of this report was to provide context and process evaluation information related to three federally funded Dallas ISD HCM workscopes: Teacher Residency Program, Teacher Recruitment and Retention, and Dallas ISD Alternative Certification program. The Teacher Residency program was funded through Title I, Part A at \$2,593,174, an increase of \$88,525 from 2019-20's budget of \$2,504,649 (Watson, 2020). The amount of Title II, Part A funding the district budgeted for Teacher Recruitment and Retention in 2020-21 was \$2,122,147, an increase of \$300,000 from 2019-20's budget of \$1,822,147 (Watson, 2020). Alternative Certification was budgeted \$794,774 of Title II funding in 2020-21. This figure was unchanged from 2019-20 (Watson, 2020).

- The departmental goal was to transition 90 percent of the 2019-20 resident teachers into full-time teaching roles in high-needs campuses by August of 2020. As of August 2020, HCM hired 66 resident teachers trained in partnership with Relay Graduate School of Education to serve in critical shortage roles (bilingual, math, science, SPED, and/or ESL). Of the 46 2019-20 resident teachers, 89 percent ($n = 41$) were hired for the 2020-21 school year as full-time teachers of record in Dallas ISD.
- In 2020-21, HCM hired 2,287 new teachers and processed 332 new H1-B visas for teachers in addition to extending existing visas. As of April 2021, HCM issued 97 early contracts to applicants for 2021-22 teaching positions. HCM offered a permanent residence process, known as "PERM," to help teachers qualify to begin the permanent residence process and potentially provide sponsorship. HCM accepted 26 candidates to PERM in 2020-21. For a seventh year, HCM partnered with the TechTeach Program, a Texas Tech University initiative. Currently, all participants are bilingual candidates, creating a beneficial pipeline for one of the district's greatest needs. Currently, 16 district teachers were TechTeach alumni.
- A total of 127 interns enrolled in the Dallas ISD Alternative Certification program between summer 2020 and spring 2021. Of those who completed the Alternative Certification program in 2019-20, 81.3 percent ($n = 26$) continued to teach in Dallas ISD during the 2020-21 school year.
- In response to COVID-19, training and recruitment functions successfully transitioned to virtual formats, ensuring continuous service for candidates and teachers.

Recommendations

Based on key findings, the following recommendations are offered for stakeholders.

Continue utilizing remote work tools to supplement recruitment and training efforts. Departments should examine successful practices (increased efficiency, cost effectiveness, or other benefits) during the remote and hybrid work period since March 2020 and consider incorporating these practices on a more permanent basis.

Determine whether teachers hired through alternative certification programs are successful. As more Dallas ISD teachers are being hired through alternative certification programs, it will be important to ascertain that the programs are producing high-quality teachers by tracking teachers' effectiveness through TEI or other measures.

REFERENCES

- Watson, C. E. (2019). 2018-19 Evaluation of Title II Programs. Dallas, TX. Dallas Independent School District.
- Watson, C. E. (2020). 2019-20 Evaluation of Title II Programs. Dallas, TX. Dallas Independent School District.

APPENDIX



Appendix A

Appendix A: 2020-21 Human Capital Management Teacher Recruitment Calendar of Events

Date	Recruitment Event	Location
9/2/20	Texas Teachers	Virtual
9/10/20	University of Houston	Virtual
9/16/20	iTeach Virtual Teacher Job Fair	Virtual
10/7/20	University of North Texas Employer Panel	Virtual
10/8/20	University of Mary Hardin-Baylor	Virtual
10/9/20	Stephen F. Austin State University	Virtual
10/9/20	University of Texas - Dallas Job Hunt Panel	Virtual
10/14/20	University of Texas - Dallas	Virtual
10/15/20	University of Houston - Dallas - Student Recruiting Initiatives	Virtual
10/15/20	Dallas College El Centro Campus	Virtual
10/27/20	University of Louisiana at Lafayette	Virtual
10/28/20	EDWeek Online Job Fair	Virtual
10/28/20	Louisiana State University	Virtual
10/28/20	University of North Texas TNT (Teach North Texas)	Virtual
10/28/20	Sam Houston State University	Virtual
10/29/20	University of Texas at Tyler	Virtual
10/29/20	Mexico/International Recruitment Virtual Information Session	Virtual
11/3/20	Texas State University	Virtual
11/4/20	University of Texas - Austin	Virtual
11/4/20	Alabama A&M	Virtual
11/4/20	Texas State University	Virtual
11/6/20	University of Texas - Rio Grande Valley	Virtual
11/6/20	University of North Texas & Texas Woman's University	Virtual
11/6/20	University North Texas - Dallas	Virtual
11/11/20	Texas A&M University - Corpus Christi	Virtual
11/13/20	University of Texas - El Paso	Virtual
11/18/20	Criswell College Job Panel	Virtual
11/18/20	Texas A&M University-Commerce	Virtual
11/18/20	Criswell College Job Panel	In Person
11/19/20	Texas Southern University	Virtual
12/8/20	Texas Teachers Virtual Job Fair	Virtual
12/9/20	Florida Regional Event	Virtual
12/10/20	Mexico/International Recruitment Interviews	In Person
12/14/20	Puerto Rico Recruitment Event	In Person
12/16/20	Louisiana Regional Event	Virtual
12/17/20	Workforce Solutions Hiring Event	In Person
1/20/21	MLK Celebration Virtual Job Fair on Workforce and Educational Opportunities	Virtual
1/27/21	Historically Black Colleges and Universities Teachers Fair	Virtual
2/10/21	INSPIRE TEXAS Virtual International Teacher Conference and Job Fair 2021	Virtual
2/10/21	Georgia Regional Event	Virtual
2/23/21	Austin College	Virtual
2/24/21	Mock Interview (Student Teachers)	Virtual
3/3/21	Texas State University	Virtual
3/3/21	Oklahoma Regional Event	Virtual
3/8/21	Virtual Red River Career Expo at Cameron University	Virtual
3/9/21	Virtual ACE/HPC Small Scale Event	Virtual
3/11/21	Association of Latino Professionals for America (ALPFA) Dallas Chapter	Virtual

table continues

Appendix A (continued)

3/16/21	MOJOE - Missouri Job Opportunities in Education	Virtual
3/18/21	Alcorn State University	Virtual
3/19/21	University of North Texas - Dallas & Paul Quinn Career Fair	Virtual
3/23/21	Texas Tech University (Career Eco)	Virtual
3/24/21	Texas A & M - Commerce	Virtual
3/24/21	EDWeek Online Job Fair	Virtual
3/25/21	Baylor University	Virtual
3/26/21	University of Texas - Rio Grande Valley	Virtual
3/27/21	Virtual Large Scale District - Wide Job Fair	Virtual
3/29/21	University of Louisiana at Lafayette	Virtual
3/30/21	Prairie View A&M University	Virtual
3/30/21	Louisiana State University	Virtual
3/30/21	Texas State University	Virtual
3/31/21	University of Texas - Austin	Virtual
3/31/21	University of Oklahoma	Virtual
3/31/21	University of Texas - San Antonio	Virtual
3/31/21	Mexico/International Recruitment Virtual Information Session	Virtual
4/1/21	Western Governors University	Virtual
4/2/21	Mexico/International Recruitment Interviews	In Person
4/6/21	Texas Job Fair - Houston Area Consortium of Career Centers (HACCC)	Virtual
4/7/21	Angelo State University	Virtual
4/8/21	Tri-University Teacher Job Fair (Abilene Christian University, Hardin Simmons University, and McMurry University)	In Person
4/8/21	Teach for America Virtual Hiring Fair	Virtual
4/9/21	Tarleton State University	Virtual
4/9/21	University of North Texas & Texas Woman's University	Virtual
4/13/21	The University of Texas at Tyler	Virtual
4/14/21	Texas A&M - Corpus Christi and Texas A&M - Kingsville	Virtual
4/14/21	Dallas Baptist University	In Person
4/14/21	Sam Houston State University: Virtual Spring Teacher Career Fair	Virtual
4/15/21	Lamar University	Virtual
4/15/21	Hispanic-Serving Institutions (HSI) Expo	Virtual
4/15/21	Teach North Texas' District Night	Virtual
4/19/21	VIT Program (Spain Visitor International Teachers)	In Person
4/20/21	VIT Program (Spain Visitor International Teachers)	In Person
4/20/21	Virtual Content Focused Small Scale Event	Virtual
4/21/21	VIT Program (Spain Visitor International Teachers)	In Person
4/22/21	VIT Program (Spain Visitor International Teachers)	In Person
4/22/21	Texas Teachers Alternative Certification Program Job Fair	Virtual
4/23/21	University of Texas - El Paso Teacher Job Fair	Virtual
4/26/21	VIT Program (Spain Visitor International Teachers)	In Person
4/28/21	National Association of Black Educators Virtual Conference	Virtual
4/28/21	University of Texas System Virtual Career Expo	Virtual
4/29/21	Virtual Large Scale District - Wide Job Fair	Virtual

Source: Human Capital Management records dated 04/23/21.