

K-12 Basic Education Compensation Advisory Committee

January 13, 2022 (Zoom)

Meeting Summary

Committee members present: Brandy Strait, Cindy Kelly, Denise Reddinger, Keri Hutchins, Lyn Nakashima, Michelle Scott, Naila Prieto-Duval, Nancy Chamberlain, Shawn Brehm, Shawn Lewis, Shreya Shaji, Tom Seigel

Time	Agenda Item	Summary
4 pm	Land Acknowledgement, Welcome and Introductions	Committee Chair, Shawn Lewis led the welcome and introductions for Committee members. Naila Prieto-Duval welcomed the Committee and led the land acknowledgement. If any Committee members would like to lead the Committee with a land acknowledgement at any future meetings, please let Shawn or Carrie know. Carrie updated the Committee on the Call for Proposals survey link and announcement. The Call for Proposals survey is available in English and Spanish and is currently posted on the K-12 Basic Education Compensation Advisory Committee webpage. The announcement will go out on Friday to all ESD and school district superintendents and will then be shared with education organizations and partners. This announcement will also be shared on Facebook and Twitter. Committee members should share this announcement with their organizations.
4:30	Educator Workforce Research	Dan Goldhaber led a presentation on educator workforce research (PPT). Questions/Comments from Committee members: • A lot of teachers are burned out and leave. How do we keep those teachers and staff and avoid the burnout? • There are not direct policies for some workplace conditions or cultures. If staff do not feel supported or perhaps are not happy with their principal, there is no direct policy lever for these kinds of things.

		• What is the longitudinal data pre-pandemic? • On slide 4, the 1999-2000 data point, why are SPED vacancies so high? (This is national data) • What is the relationship between attrition in WA and what the unemployment rate looks like? • Is the "other" category substitute teachers, paraeducators, coaches, etc.? (Yes) • Interested in addressing some of the geographic issues. • Is there any information on how labor relations factor into these challenging positions that are hard to fill? Wages and working conditions are primarily bargained locally, so when you have challenging positions with state and federal funding, how can we find a solution to this? • Alabama state has an incentive program where the state is providing a supplement for math and science teachers and specifics that are in collective bargaining units such as seniority protection when new positions open. • Teachers are leaving disadvantaged schools to go to more advantaged schools with more funding and resources. • Could pay teachers more in the chronically hard to staff positions. • Teacher prep programs are not well aligned with STEM, for example • Change where student teaching occurs for COVID safety for example, so that student teachers interact remotely. • Where would teachers live in those rural underserved areas? • Teacher pensions are not hugely desirable at the front end. • Pensions are a big chunk of compensation.
5:30	Compensation and Funding Models Outside of the Prototypical Model	T.J. Kelly led a presentation on non-prototypical compensation models (PPT). Questions/Comments from Committee members: • Specialists in these three programs—if you have thoughts or ideas about how school districts might better retain or attract multi-cultural/multi-lingual workforce, the Committee would be interested in hearing those at a future meeting.

		- October 1 is an odd date to pull data for some—if a district must hire more drivers due to higher ridership, they would not be on the S-275. - Does this information include sub status-to regular status? If a sub is hired permanently? No. - Does this include federal indirect rate? Yes.
6	Break	
6:15	Debrief Educator Workforce Research	<u>Process for Reviewing Proposals</u> Shawn will put together in one document all proposals received and bring to each meeting. The Committee will dedicate time at each meeting to discuss pros and cons, etc. for each proposal. Questions/Comments/thoughts/proposals from Committee members: - What does consensus look like and how do we come to a consensus as a group? (Typically, that means most people agree with the document moving forward and no one outright disagrees with it moving forward. We can use thumbs up, thumbs sideways, thumbs down options for each proposal. The goal is to at least not have any thumbs down. The Committee may not always get to consensus on every single item to move forward. Shawn will document the majority of what the Committee liked and did not like. ALL proposals will be part of the supporting documents to move forward to the Governor, Legislature, and Superintendent of Public Instruction. - Is there a way to honor all voices? Maybe offer an opportunity for a dissenting statement? (Yes, we will do that). - Make sure to incorporate student voice! Never been captured before. - Small/Rural schools don't have enough resources to provide the same quality of education. - Shreya will bring to the rural student's group on LYAC and see if they can present at one of our upcoming meetings. - PTA, and the unspoken S (student voice). Nancy is here to bring the family voice which includes students. - Please share with your organizations and encourage them to come in and speak to us. - Shawn will craft this process and email out to the Committee prior to the next meeting.

		Dan Goldhaber’s presentation debrief/thoughts from Committee members: • So much of compensation is wrapped around bargaining. Very intrigued about workplace climate conditions—in the pandemic world we are all super stressed out and people would react positively to improvements of the climate in the workplace. Right now, people are looking for those kinds of things and changing jobs. There is a lot of room for discussion and recommendations that we can make in this arena. • Encourage mentoring for students and staff on multiple levels, but especially for novice level jobs you’re entering. There is benefit to those that were there before you to teach you and this may improve the workplace climate. Staff will feel supported and heard. • Agreed but where do those dollars come from and what is the process for choosing those mentors? • ELL or SPED are typically more challenging and have unique needs. We don’t have standardized best practice type of trainings that are easily and readily available. Also, for our classified staff that are working with those populations, how can we better work to maintain and retain those staff? Can we offer more trainings that are readily accessible and affordable for those smaller districts? Small districts don’t have same opportunities as the larger districts do with trainings and funding for them. • On the Bubble map slide, the larger bubble means larger issue. Wondering if we can figure out an incentive or monetize hard to fill positions including paraeducators, SPED, and bus drivers. • Extreme lack of sub teachers statewide—big concern and big pay differences between subs and full cert teachers. Classified wages are significantly less—how can we pay those jobs more too? • Can we get a map of teacher prep programs? • Colleges are encouraging districts to set their teachers up with jobs/student teaching, but we do not seem to be getting as many students entering teacher-prep programs. • Sub pay has not changed in a long time. • What is the state allocation for emergency cert teachers? • Contract perspective for employees—they get 3 personal days, 12 sick days, and 0 sub compensation for classified employees.
--	--	---

		• Almost every district in the state is operating well above the state funded FTE. • Work closer with our universities to let students know what is going on and what they are getting into with this career. • Education is different now than it was before the pandemic. • Hard time recruiting Native American employees. • We need Native student voices too. • Really appreciated Dan's presentation. Great information on challenges in the education workforce and great ideas on how to address those challenges such as pension benefits and how that is folded into overall compensation. • Need better marketing to show this industry has a lot of great benefits. • Need better student teacher programs and how to work with them and get that pipeline in place. • How do we come up with proposals/recommendations that won't be bargained away in the manner that they're not meant to be? • The mention of Alabama state and how they incentivize for the hard to fill positions—What other states are doing this where the legislature provides a supplement or a bonus so that it doesn't become bargained? for additional information, see attached document, In Demand, The Real Teacher Shortages and how to Solve Them, by Sandi Jacobs with Lynn Olson, October 2021). • LYAC observed some legislation for official sexual assault nurses for rural areas and encourages those nurses to go to those areas. • Need to make training and education more available—such as online so all can access it from remote areas. • There isn't a lot of advertising being done to highlight student to teacher prep programs. • We added to bargaining, a retention bonus for paraeducators where they get that bonus at the end of year and then the next year too, etc. • College for classified employees—is there remote colleges that have teaching certs to get online? • There may be movement of some school districts to return to the standard allocation model because bargaining is so difficult, and we don't have the experience to bargain.
--	--	---

		• In my district, we offer a 2-hour Careers in Tech Education course (CTE funded). One of the goals is to build a pipeline. Maybe there's a way we could elevate this type of program? • Take up the issue of Basic Education, probably not right now is the sense from legislature. • How do we create a model to move in that direction of the charge of this group? • School districts are operating above their allocation model—can we look at the FTE allocation for small and rural districts but also across the board? • Recruiting Native Americans into the teaching force is a challenge. Reservations are not positive environments for our kids. • Speech language and SPED teacher programs—universities are not increasing their programs or the level of education you need to qualify for these positions. • Attracting people of different race or background or ethnicity—not enough people in the pipeline. We need to encourage our kids to go into that pipeline earlier and fill those hard to retain positions. • Hiring same group of ethnicities together and have a self-monitoring program/process. • Can we have a Rural schools and/or Tribals schools presentation? There is a WEA Rural Community group—Shawn Brehm could reach out to them. We are interested in programs that have been successful in attracting and retaining. • Washington has a large immigrant community. How can we advertise better? • There is a lot of potential to reach out in the pockets of cultures, if we can find a way to get into those pockets from all over the world. • Pensions and longevity for classified employees—To get to the highest level of pay to augment my retirement, I must work for 25 years to get to the top level. It's hard to attract people when you must wait so long, and you do not have to wait that long in the private sector.
6:45	Stakeholder Comment Period	• No comments received from guests
No later than 6 pm	Next meeting:	The next meeting is February 3, 4-7 pm via Zoom.

	February 3, 4-7 pm via Zoom	If you have any agenda items, please send them to Shawn Lewis or Carrie Hert. If you wish to share a picture of yourself, please send it to Carrie Hert. Carrie will add it to the member roster and share with the Committee.
--	-----------------------------	--