K–12 Basic Education Compensation Advisory Committee
March 24, 2022
Meeting Summary

Committee Members Present: Cindy Kelly, Denise Reddinger, Keri Hutchins, Lyn Nakashima, Michelle Scott, Naila Prieto-Duval, Nancy Chamberlain, Shawn Lewis, Shreya Shaji, Tom Seigel

Time	Agenda Item	Summary
4-4:15	Welcome, Land Acknowledgement, and Introductions	Committee Chair, Shawn Lewis led the welcome and introductions for Committee members. Denise Reddinger led the land acknowledgement.
4:15	Presentation (University of Washington): Recruiting and Retaining a Multicultural and Multilingual Educator Workforce: Considerations Beyond Compensation	University of Washington professors Marge Plecki, Manka Varghese, and Ana Elfers led the Committee through a presentation and recommendations on recruiting and retaining multicultural and multilingual educators. (PPT PDF attached) Based on their research, they provided the following recommendations to the Committee: **Induction Supports** • Offer full time positions and equitable assignments to early career teachers • Target and align supports culturally and racially for educators of color • Bolster the BEST program with increased, reliable funding that includes 2nd and 3rd year teachers • Diversify the cadre of teacher mentors • District attention to induction efforts sustained over time and through changes in leadership • Dismantle preparation and certification barriers for individuals of color

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		Perspectives of State and District Leaders • All of us must work to disrupt settler colonialism, racism, and whiteness in educational systems • Address inequities created by the regionalization factor • Improve the capacity of school and district leaders to support early career teachers • Engage in critical policy analyses/equity audits at all levels of the system • Change must be led by students, families, and communities of color/of indigenous backgrounds **Educators' Perspectives** • Union and district goals and culture must include centering racial justice • We must move towards non-normative and standardization in educational practices and pedagogies **Teacher Education** • Programs must change to welcome and support teachers of color and multilingual teachers (inc. curriculum, identity work, placements) • Placements must include classroom models that show non-normative ways of practicing education **Dual Language/Multilingual Teachers vs. ESL** • Increasing the number and quality of programs and teachers in these areas will help students and also disrupt normative racial and linguistic practices **Questions/Comments from Committee members:** • What is the difference between Novice vs. Early Career teachers? (It depends on the study; however, Novice is typically 1-3 years and Early Career is more than first year teachers). • How can we capture and include data from small districts that may not have many teachers of color?

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		• How do you define equitable assignments? (In an elementary school, it could mean a new teacher given an assignment of students in one classroom and that class seems to have many more needs, compared to other classrooms of the same grade. In a high school it may be a teacher having more time for prep compared to other teachers).
		• What is the BEST program? What does it do for teachers? Is it only applied to first year teachers? (We have a BEST presentation next).
		• Regarding retention and exiting of early career educators, do you see anything in the data which suggest that we are having to deal more with mental health and the need to increase school counselors? Does that factor into their decision to exit? (We did not follow up with those teachers who did exit but we did suggest that districts seek that feedback from those exiting teachers and see what the experience has been and what would make for a more welcoming environment. A first or second year teacher may be facing disparities across families in terms of access to education as well. The mental health of teachers, especially with teachers of color and not having those supports is a big concern. Some staff are also being treated in certain ways and when a teacher or staff members speaks up about something and the veteran teachers ostracize them, it's very difficult to be in that environment every day).
		• How do we increase the Native American student and teacher population within our schools? Students are looking for people that look like them to feel comfortable. The native language is not documented. We need a pathway to get more native teachers in schools. (It is very critical and does not get talked about enough. It is not just about the presence; it is about increasing pathways).
		• Is the lack of support teachers feel due to not being able to **find** other teachers that are in similar positions to them? Or is it not being able to **connect and communicate** with teachers in similar positions as them? (It's both. There is a need to look for a more defined and transparent way to access the support and mentoring that teachers need. Not all mentoring is created equal and there are different types of mentoring models that we can look at. Some districts lack the

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		resources to do that as well as keep them running and sustainable over time). • Schools have clubs for students to join to participate and discuss similar interests and make connections. Can we look at support programs like this that would be a similar path for teachers/staff to join? Even if they are not in the same building, they still have connections to those other staff.
5	Presentation (OSPI): Beginning Educator Support Team (BEST) Mentoring Program	OSPI staff Sue Anderson and Bawaajigekwe Boulley lead a presentation to the Committee on the Beginning Educator Support Team (BEST) program and a collective responsibility approach. (PPT PDF attached) **Questions/Comments from Committee members:** • Is there a list of BEST districts? What are the incentives for school districts to have this program in their schools? (Yes, there is, Carrie will send it out to the Committee. Districts receive funding and supports from OSPI and/or ESDs for the BEST program. It is a competitive grant process so currently, not all districts receive it. However, we are now able to provide funding to all districts that applied which is about 200 districts (some are part of an ESD consortium). We have so many new teachers and districts that would like funding it may be time to move to a universal funding model). • Once districts have the money to start a BEST program, is it ongoing or are they responsible for keeping up with the funding? If we wanted to recommend a universal funding model, what would that cost? (The BEST program is now up to $10.5 million and has been for a few years. Districts reapply every year and we do not ever kick them out. We support them with elements of the program they may be needing). • Do you have the number of Novice educators that were NOT served in the BEST program? (Yes, the amount for last year is with a total of 1,855 Novice educators, 1,573 were served in the BEST program). • Where do you find the mentors within the districts? Can they be retired teachers

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		that come back? (Yes, we have some that are retired and some that are practicing in the classroom. We also have some district administrators and policy makers. Some districts will hire mentors and release them from their classroom to mentor Novice teachers on a part or full-time basis. Sometimes ESDs will provide mentoring services as well). • Mentoring is essential to building a multilingual and multicultural workforce. • Enjoyed Nakia program and will share that with new teachers. • Could the BEST program become self-sufficient or managed through OSPI? How is this going to continue for years to come? (We believe there needs to be accountability and some caretakers and stewards ensuring support is there and to capture feedback and evolve over time. Yes, we hope it is in every single school and every single training program). • Are the Tribal Compact Schools participating in this program? (Yes, they are).
6:15	Presentations Debrief and Key take-aways	**Questions/Comments from Committee members:** • A lot of this was new and I'm not an educator, I'm a classified employee and these presentations were very eye opening for me. This is a compensation committee, so these two presentations didn't monetize anything for me. How do we include these in a recommendation? (We are not focused on compensation alone and want to ensure we capture non-compensation related items as the Committee has discussed, to attract and retain staff in these professions). • BEST is great, however my concern is—from a Committee perspective, we need to ensure we are looking at similar offerings in regards to classified staff and not just fully centralized in certificated staff. (We can dedicate a meeting to focus on only classified staff issues. Shawn will reach out to organizations such as WASBO and WAMOA to see if they have proposals). • Could one of our recommendations be to expand on the BEST program and include a mentoring academy with a monetary incentive for mentor teachers to take student teachers into their classrooms? Colleges pay different amounts so

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		perhaps we could look deeper into this. • Regarding classified staff—at my school, we have substitute paraeducators that can't pass the paraeducator test because it is very difficult. We should not lower standards but how can we create a pipeline/pathway for people that are dedicating their career to this but cannot pass this test? Is there anyone we can reach out to for paraeducator certificates? (PESB is coming to the next meeting so they can speak to the paraeducator requirements and certificates. We could add another recommendation that would waive some of those requirements for paraeducators and rather have it included in an apprenticeship program). • Would like to see more information on attracting multicultural and multilingual students into college and into choosing education as a career—not just on retaining but also attracting to this field. • The Washington Education Association (WEA) sent out information earlier this week on a new program they are developing that includes new classroom apprenticeships. Could we hear a little about that? (WEA will come in May and will include that as part of their presentation).
6:20	Review of Proposals • Benefits and Concerns	The list of proposals was sent out to Committee members and can be accessed via Google doc. Committee members will go through each proposal and provide their feedback, comments, or suggestions to each proposal. At the next meeting, we will review each proposal and comments from Committee members.
6:45	Stakeholder Comment Period The amount of time provided to each stakeholder will be limited up to 3 minutes – or less if the number of commenters exceed the time available before the end of the scheduled meeting.	• No comments were received