

Staffing Enrichment Workgroup
 Agenda
 August 23, 2019 | 9 am to 4 pm
 OSPI, Brouillet Conference Room | 600 Washington Street SE, Olympia, WA 98504

Time	Activity	Presenter	Notes
9 am	<p>Welcome and Introductions</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Review the group’s ranking of example value statements 2. Align the top ranked example value statements with staff positions or dedicated funding streams within the prototypical school model 3. Determine if, within the context of prototypical school and categorical funding, these staff positions should take priority within the recommendations 4. Discuss next steps for the Workgroup 	Facilitators	<p>Cindy Rockhold: Welcome & logistics, vision, mission and values. Read the charge. The past several meetings we’ve focused on evidence-based practices. We pulled together value statements- they were sample examples to bring forward. At the last meeting we did some switching around with the agenda to meet your needs based on what you were wanting. This is your meeting. Today we’re going to spend some time reviewing value statements and will give the opportunity to bring forward ideas that were omitted or have bubbled up for you since the last meeting. We’ll align the value statements with staffing and possible funding streams. Knitting together of big ideas. Determining our staffing priorities, we need to think about where we might go first and reviewing next steps. The governor will expect decision packages by Sept 20. OSPI is coming forward with a decision package and it may have things we’ve talked about thus far, we recognize it may not be what this group wants to put forward.</p> <p>Introduction prompt—what advice or tip do you have as phase-in priorities are determined?</p> <p>Think big, this is our opportunity to see and make a difference, we can reign in it later, but let’s put it out there and move forward.</p>

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			<p>Tennille Jeffries-Simmons: Make use of parking lots around the room today, we're hoping for feedback on what's missing or what else we need to consider.</p> <p>Think big, what's best for the kids in the state, think about what the system needs to provide the level we expect.</p> <p>Timeframe is optimistic, shift mind set as we come up with these priorities, rather than come to a point of compromise, encourage to start with things we can agree on and commit to building list so we can reach recommendation that doesn't cause people to walk away without something that's important to them.</p> <p>Holly Koon: I wish I knew how this money was coming, allocation or categorical, it's so incremental that you don't approach desired effect policy makers thought they'd get for all that money. We know what we want, it's going to cost a lot of money. As we prioritize, we have to think about how to actually move the wheel on the ground.</p> <p>Glenn Jenkins: Want the room to remember racial equity, focus on opportunity gap and students of color, racial equity is good for all students.</p> <p>Liz Pray: One thing to remember we need to keep in mind that our focus is on mental health, physical needs and safety of kids, no matter what, we need to remember to include that on our decision.</p>

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			<p>Ted Howard: Stay focused on kids.</p> <p>Dawna Hansen-Murray: Trickle down that happens, just want to see that we look at what they've been trying to do for how many years, the opportunity we have it huge and we need to take risks</p> <p>Kurt Hatch: The charge talked about research for evidence based- quote from Ron Edmonds that says we can successfully teach all children... I want us to put that in mind- evidence based practices- he said that in the 70's so we've known for a long time.</p> <p>Dave Mastin: The thing I wonder about is- I look at graduation opportunity gaps that we see and we have a lot of gaps and I wonder if existing prototypical school system is directed at that or not, when we're going to send out money are we doing to do it the way we've done it for years?</p> <p>Marcus Morgan: This might be our once in 10–15 year opportunity, I think about implementation.</p> <p>Jennifer Priddy: I echo what many have said, this is a rare opportunity, we've been advocating for resources for many years, we should not shy away from this opportunity. We have to keep saying what schools need and keep pushing.</p> <p>Michaela Miller: This is so far away from what you're thinking about on a day to day basis, one thing facilitators continue to</p>

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			<p>focus on was to bring practice into the policy, I think that it is vital.</p> <p>Joshua Boe: We have all created and participated in the system. Keep that in mind for continuing conversations.</p> <p>Lorrell Noahr: We should make sure whatever comes out of this group, we have a solution that works for all students across all programs.</p> <p>Cindy Rockholt introduces visitors for zoom participants:</p> <ol style="list-style-type: none"> 1. Abigail Westbrook 2. Lorrell Noahr 3. Simone Sangster 4. Tammy Campbell
9:45 am	Workgroup Potential Impact	Superintendent Chris Reykdal	<p>It's a complicated time and many of you have reflected that in your comments. It's a difficult contemplation for the governor and law makers. I continue to remind us to put it in the bigger context- relentless about our purpose but respectful for our timeline. It took a long time to get where we are and it will takes us a long time to get out of it. What is key? We'll go through the exercise of looking at responses from the last meeting. What is it you think will make the enhancements? Be specific, it has to be researched-based and has to have impact on kids. Not an easy task. Do they really have impact on students? How is the structure, is it categorical? Or is it really general and flexible dollars, do you seek to add lines to categorical? There's the question on what interventions for support and structure. When...the timing, be respectful about</p>

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			<p>that. We will respectfully present the needs for students, meaningful first steps and middle steps. We'll do it in a way that meets the urgency in this space. What is it exactly you want to change the impacts, how do you want that structure, when is the right timing for these things? Given what students, teachers, and law makers need.</p> <p>Holly Koon: There's a recommendation and we're considering what we want to recommend. That comes in a report- in which I'm assuming we'll have some larger recommendations than the first steps, at what point as a group do we talk about how we want to package that. Versus what the recommendation actually is. What it really takes to get what we're asking for. We want to make sure our recommendation has that far reaching acknowledgement- this is what it actually takes. Does this group participate in that piece as well?</p> <p>Chris Reykdal: Yes, we'll discuss that today. You all have an opinion. We will capture where you think the system reaches that point of significant impact. There are student populations that need... whether that is in phase 1 or not it will be part of that conversation. It's not about the 3 billion, it's about the kids that never cross the finish line. We know what it takes to make an impact about where we're going. We should be really specific about that. Don't be offended by place holders. Your work persists. I read economic revenue forecasts, there is all sorts of national stuff going on. Predicting a downturn, revenue slow down. Want to be very intentional about the times we face. I never think it's healthy to put your hand out without taking risks.</p>

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			<p>Ted Howard: Do you feel levy conversations will continue?</p> <p>Chris Reykdal: Yes, I think there's some momentum to keep talking.</p>
10:45 am	Break		Break was skipped to continue work
11 am	Group Ranking of Example Value Statements	Facilitators	<p>Tennille Jeffries-Simmons: You gave your individual interests, then got into groups for share out, you wanted to know what it would have looked like if you had been in different groups.</p> <p>Review of individual feedback. Blue means most of you had those items in your top four, orange means most of you had those items in your bottom four. The columns on the top of the sheet are organized by respondent. The columns on the bottom of the sheet are organized by question.</p>
12 pm	Working Lunch: Continuation of Group Ranking of Example Value Statements	Facilitators	<p>Dawna Hansen-Murray: Question on the precision of the math.</p> <p>Marcus Morgan: It seems as though you might combine 4, 5, and 6 as just being Social Emotional Learning.</p> <p>Tennille Jeffries-Simmons: Now that I've explained the tool, we're going to talk about it. Here's what we want you to do. You'll talk in circle groups. It's important that we reflect what you think in our work together.</p> <p>Holly Koon: The priority statements mixed outcomes or staffing with the funding model or role out model, it seems like there was 3 distinct areas and it felt like we were prioritizing apples, oranges and watermelons. If it gives you a skewed... if you want</p>

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			<p>us to pull them apart at another meeting we can do that, the purpose. If I look at the blue they're all staffing units, if I look at the orange they were all phase in.</p> <p>Glenn Jenkins: #6 we want to remove "staffing units" it the training.</p> <p>Tim Garchow: One challenge is a staffing unit for one district might fund a TOSA or a coach that can provide that training, or it it's a staffing model we can choose that to buy an extra day in the summer to train all staff. You're right, it's about training, not one person being the keeper, it's about the support.</p> <p>Glenn Jenkins: I agree, but there was training, I'd like that to brought to this group, we trained people to train, we have a huge cadre.</p> <p>Tennille Jeffries-Simmons: This is about where we're going to go next. You're the experts and here for a reason. (slide 14)</p> <p>Stay with your table group, you'll be crafting a blurb:</p> <p>WE recommend that (insert values) moves forward.</p> <p>We recommend (insert training) to increase impact.</p> <p>WE found (insert new value statement) is missing and should be included.</p> <p>Group Share out of blurb:</p>

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			<p>Group 1: Dawna Hansen-Murray, Kurt Hatch, and Dave Mastin: We recommend that we have four separate groups to prioritize; staffing, phasing priority, professional development, and accountability.</p> <p>TJ Kelly question- accountability to whom? When I read accountability I read compliance.</p> <p>Cindy Rockholt: Curious about table discussion in coming up with overarching blurb.</p> <p>Group 2: Jennifer Priddy, Joshua Boe, and Michaela Miller. We recommend increased staffing units to improve SEL and healthy outcomes, we recommend racial bias, restorative justice, culturally relevancy equity training, and we find that state allocations for professional development days for all staff missing and should be.</p> <p>Group 3: Chris Reykdal, Holly Koon, Glenn Jenkins, and Tim Garchow: All students can learn and meet high standards for post secondary success. Most students are successfully doing this under the current prototypical school model, however, some students require more:</p> <ul style="list-style-type: none"> • They need more teachers for smaller class sizes • More IAs for additional instructional support • More training for adults in the system to be anti-racist and culturally relevant • More ESAs for more wraparound services

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			<p>Missing from current climate—Willingness to provide more for the most needy first.</p> <p>Group 4: Liz Pray, Jamila Thomas, and Ted Howard: One of things we talked about was student engagement and family engagement- when Superintendent Chris Reykdal was talking he wanted us to remember about revenue- to capture revenue you have to have kids in the seats. Wraparound ESA services. Another thing we talked about that Ted brought up, is the specifics in how that money is being driven out, who is it going to? Building or district and how are the funds going to be accounted for. WISF- sometimes disconnect between district and actual school building how resources are driven out. When looking at phasing in what kind of framework can we use to make sure where the money should go, the idea to think bout how to share so that what we want to happen gets down to the school level. Flexibility to meeting individual student needs. We don't always meet those needs by bringing in FTE, we can use those funds for external resources, if you bring in teachers they are only serving so many kids, but if you take those funds outside to say tutor.</p> <p>ZOOM Group: Tammy Campbell and Lorrell Noahr: Values that should move forward with additions. We liked that the opportunity gap was addressed in the additional staffing units. We don't think a new model should be created. If that was to happen districts would spend their time figuring out a new funding system instead of focusing on students and what programmatically is best for them.</p>

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			<p>For example, changing PL days to staffing units diverges from current allocation methods. Why recreate a process which hasn't been fully phased in?</p> <p>Local flexibility is important so districts can respond to local priorities. However, for some statewide programs where there is concern about if implementation will occur, there should be some directive provided. Examples of this would be the need for statewide anti-racist training and comprehensive sex ed curriculum.</p> <p>What new things should be explored? We have concern about the phase-in metrics that were provided to the group. They all seem to be economic-focused. We would like to see other metrics that are student-focused. We under the constitutional considerations that need to be made for these types of metrics, so we recommend a larger discussion about it.</p> <p>Revise the third bullet by adding a value to the priorities that ALL students will see an increase in staffing not just students in the prototypical school funding model. There should be a multiplier to make sure all categories of funding are increased.</p> <p>Tennille Jeffries-Simmons organized the poster notes, collective values, collective thoughts about how to make an impact and what's missing.</p> <p>Thinking in terms of staffing, phase in, professional development and accountability</p>

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			<p>All students can learn, we need to have high expectations</p> <p>Engagement and student support is revenue.</p> <p>What's missing, ESAs for wraparound supports, state provided professional development dates, willingness to target resources for some students, even more school level flexibility to use dollars in various ways.</p>
12:45 pm	Public Input on Recommendations	Superintendent Chris Reykdal	<p>Superintendent Chris Reykdal made the decision to have a feedback loop that is broader than the Staffing Enrichment Workgroup. Picking a middle ground for additional public comment. After the October meeting, putting a DRAFT out to the public to give the outside groups a chance to review and react to it. Small window after October and then suggest a November meeting, to bring back public comment to the Staffing Enrichment Workgroup. Then final submission to the Legislature.</p> <p>Thoughts from Workgroup?</p> <p>Upcoming meetings— September 18, Olympia School District October 24, TBD November 15, TBD</p> <p>Cindy Rockholt: Thanks Superintendent Chris Reykdal. I do want to remind you that it's this workgroups recommendations that we'll be putting forward.</p>

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			<p>Initial blurbs, Tennille organized and captured thinking about what was missing. The next share out will show what we've learned from hearing from everyone. After this share out we'll hear from TJ Kelly and Michelle Matakas about the funding.</p> <p>Table share out—</p> <p>Liz Pray: We didn't modify, one of the things missing is how to phase in.</p> <p>Dawna Hansen-Murray: Ours focused on- phase in, staffing enhancement to focus on WSIF. We recommend that staffing enhancement should focus on closing opportunity gap, teacher coaches to eliminate the gaps, examples:</p> <p style="padding-left: 40px;">Additional teachers to lower class size, teacher coaches, more ESA for wraparound services. Professional development focused on closing opportunity gap be mandated for all staff- culturally relevant, anti-racism, restorative justice, and PBIS.</p> <p>Superintendent Chris Reykdal: Providing resources for the most disproportionately impacted students first- instead of needy. High value discussion, level of appropriateness, policy makers will want more focus on professional development, some districts with flexibility with largest gap and targeted populations. Not one sized fits all.</p> <p>Jennifer Priddy: Our value is we recommend the current model be retained but increased values to improvement.</p>

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			ZOOM Participants, Tammy Campbell and Lorrell Noahr: All categories would be increased
1:30 pm	Top Ranked Example Value Statements with Staff Positions or Dedicated Funding Streams	T.J. Kelly & Michelle Matakas	<p>Want to be clear about phase in – use metric that determines at what point a student group has access to funding, and once they have access it stays. Intentional and sequential pathway, not a light switch of funding on and funding off.</p> <p>We’ve had a lot of policy conversation and good feedback regarding distinct pieces of conversation. First piece prototypical school models, 2nd conversation, how do we have this phase in conversation and how do we determine what that bucket looks like? Once we determine what that is we have the 3rd conversation, a blended conversation. This afternoon we’ll talk about value statements, categorial funding, the work from this morning, the assessment of the value statements from the last meeting. What does that mean in a prototypical school model, does that mean new nurses, etc., we can gradually make this more specific to get into draft form that you can respond to.</p> <p>Jennifer Priddy: In our packet today there were two documents, one on maintenance custodial services, it has recommendations that show to me the amount school districts are spending on that, research. Our table was focused on social emotional learning and you’re trying to drive us toward a specific path.</p>

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			<p>TJ Kelly: There are other researched ratios we have access to that we can distribute that could show where the values are.</p> <p>Cindy Rockholt: Those papers were a result of us offering an opportunity to participants to bring forward thinking about your priorities. We got two responses, one was robust, another was bulleted great ideas. We wanted to be able to flush those out with the work that has already be created.</p> <p>Holly Koon: In attempt to get specific a lot of people say SEL means we need added ESAs for wraparound- is there a mechanism around recommendation for prototypical school model.</p> <p>TJ Kelly: Additional line item in prototypical radio. There is a way to be flexible either as you are driving out the resource or monitoring as it relates to SEL.</p> <p>Liz Pray: Based off of evidence-based practice, WEA providing that document on evidence-based practice that's putting positions in there with general revenue.</p> <p>Chris Reykdal: I would hate for us to leave this process with sophisticated conversations about the level of supports we want.</p> <p>Tim Garchow: If the net result of this is not more for kids, I'm not going to support it.</p>

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			<p>Jennifer Priddy: I don't know if this is the right time to talk about accountability options. One of the documents in our packets- they took a prototypical model, you can then create an accountability model for overall staffing instead of accountability at line item.</p> <p>Kurt Hatch: There are some categories we really do need more people in. If we're ready going to talk about school mental health. It's a systemic solution. Racial literacy – invites people into the conversation, AWSP is taking. Teacher's estimates of student achievement – basically teacher's believe in the achievement of their kids. The behavior and bias. the 3rd highest indicator of what will improvement outcomes in MTSS. Not people who are health providers, but people. MTSS is the school improvement framework. It's the equity framework in ways to make this happen.</p> <p>TJ Kelly: Good conversation- hearing- still wrestling with how what works for bottom line.</p> <p>Categorical funding.</p> <p>State resources for categorical programs. Funding driver is percentage based on assumption learning assistance program.</p> <p>LAP high poverty funds are used at non-poverty funds.</p> <p>Lorrell Noahr: These dollars are subject to recovery as well.</p>

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			<p>TJ Kelly: CTE is not categorical program per say- they have different funding ratios with minimum threshold</p> <p>Skills centers don't have minimum expenditure threshold.</p> <p>What would be useful for you to have or look at?</p> <p>Glenn Jenkins: Question on last slide- LAP slide, can we agree that most of students in LAP are students of color?</p> <p>T.J. Kelly: No.</p> <p>Glenn Jenkins: Can LAP funds be used for racial equity? How does this fit into our conversation?</p> <p>Holly Koon: The majority of students are making it under the current model.</p>
1:15 pm	Break		
1:30 pm	Continuation of Top Ranked Example Value Statements with Staff Positions or Dedicated Funding Streams	T.J. Kelly & Michelle Matakas	<p>Tennille Jeffries-Simmons: Write down your additional questions for TJ Kelly on post its.</p> <p>TJ Kelly will review and answer.</p> <p>Decision made to give you preview, how it can be used and not used. Think about the impacts of categorical pro prototypical staffing impacts on blurb. Revise blurb</p> <p>If you have a different idea than your group it needs to be captured.</p>

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			<p>TJ Kelly has identified several questions he can answer for us.</p> <p>What would happen in a categorical model if a district doesn't use a category, is it roll over or free money?</p> <p>No.</p> <p>Could re-create a new category? Climate culture & student safety?</p> <p>Sure.</p> <p>LAP, ELL, special education– the intent and how money is being spent in current accountability?</p> <p>Intent we talked about- the accounting structure for all four of these programs is general the same. We have data that could show by object whether money in the lap program is going to show how lap is being spent. Starting with 2019–20 we can show by school.</p> <p>Accountability for current allotment is with respect to allowable usage. Our staff does internal review that goes out and looks at programs in certain districts to make sure it's being used in allowable usage and that students being claimed for funding and there is a function.</p> <p>Two questions that TJ Kelly was not able to answer:</p> <ul style="list-style-type: none"> • statewide demographics of lap • REAP
1:45 pm	Group Poster Time and Gallery Walk	Facilitators	Small groups create posters

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			<p>Brief share out of each recommendation</p> <p>Group 4: Liz Pray, Jamila Thomas, and Ted Howard 4 main focuses: ESA staffing ratios- roll out to schools based on improvement framework Incremental- percentages can be changed based on timeframe we want to roll them out. Gives districts time to recruit, retain, and train.</p> <p>Next, looking at family engagement coordinator, rolling out the same way. Allowing flexibility to contract without side agency based on student needs. Some need more rehab, some need McKinney Vento, more mental health more academic supports</p> <p>Relevant professional development for all staff. Cultural literacy/relevance personalized based on student engagement. ***See Staffing Enrichment Workgroup Poster Notes, section Small Group Poster</p> <p>Group 3: Chris Reykdal, Holly Koon, Glenn Jenkins, and Tim Garchow: big picture, legislature would do what they said they would do, fully fund Initiative 1351. Create new category, safety, health, equity and guidance- would fully fund at 1351 levels, within category would have flexibility. Couldn't spend outside the category, would free up money. Then add three additional professional development days. ***See Staffing Enrichment Workgroup Poster Notes, section Small Group Poster</p>

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			<p>Group 2: Jennifer Priddy, Joshua Boe, and Michaela Miller: Work out way up to 8 days for classified and certified- SEL, racial literacy, MTSS, PBIS, etc., categorical funding we say take psychologist and add mental health specialist to that. 1.0 for prototypical school, whether that's mental health specialist, counseling, nurses. 1 per prototypical model. ***See Staffing Enrichment Workgroup Poster Notes, section Small Group Poster</p> <p>Group 1: Dawna Hansen-Murray, Kurt Hatch, and Dave Mastin: Recommend that staffing enhancements, accountability and professional development should focus on closing opportunity gaps. Funding is driven out, like highly capable. ***See Staffing Enrichment Workgroup Poster Notes, section Small Group Poster</p> <p>Rotate with small groups, spend 5 minutes at each poster & capture "what are compelling reasons this must move forward"</p>
3:15 pm	Workgroup Recommendations	Superintendent Chris Reykdal	<p>Hopeful we're starting to move from where we've been to a vision about where we're going. I am always enlightened by the work because I never presume that we're going to end somewhere. Task: we will be able to come back to you and do some modeling financially- we'll start with Initiative 1351 numbers, you should know what that is as a baseline. The purpose of 1351 is to close gaps and prepare every student for post-secondary aspirations. We're going to cost that out so you see the price tag, most of this is consistent but comes down to phasing. That'll give this group a chance to kick it around and can start shaping that. We'll be ready to draft something for</p>

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			you- in September we start kicking around numbers, October we'll have something to show you, it'll go for public comment then in November it comes back to you and our launch. Keep thinking about this and continue to submit research-based evidence for why you're advocating for.
4 pm	Workgroup Next Steps & Adjournment	Facilitators	

Next meeting: September 18, 2019 | Olympia School District, Olympia, WA