



Staffing Enrichment Workgroup

August 23, 2019

Office of Superintendent of Public Instruction

Chris Reykdal, State Superintendent



Vision:

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission:

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Our Charge

“...make recommendations to the legislature on a possible phase-in plan of staffing enrichment that prioritizes the enrichments that are research or evidence-based strategies for reducing the opportunity gap, assisting struggling students, enhancing the education outcomes for all students, or strengthening support for all school and school district staff.”



Reviewing August 1st Meeting

- Concluded learning with Mentoring and English Language Learners
- Discussed and ranked example value statements
- Agenda revisions based on feedback



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Today

1. Review value statement ranking
2. Align top value statements with staff positions/funding streams
3. Determine staffing priorities
4. Review next steps



Today, Continued

Submittal to Governor's budget office (OFM) on September 20

Placeholder for Workgroup



Getting Started

1. Phrase or sentence on ranking value statements
2. Advice or tip as phase in priorities are determined?



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Break



Revisit Interest Table Activity

Interest Table Activity

Rank 20 interests in order of priority

1 = **Highest** priority



20= **Lowest** priority



Round 1: Individually Rank

- No discussion
- Record (first column)

Round 2: Small Group Rank

- Identify a Recorder (middle)
- Reach Consensus!

Round 3: Large Group Rank

- Identify a Recorder (far right)
- Reach Consensus!



Interest Table: What was learned?

Top Ranked

- SEL
- Culturally relevant anti racist training
- Culturally relevant family involvement

Lowest Ranked

- WSIF
- CEP/Provision II data
- Square footage
- Local flexibility
- Individual planning time



At Your Tables

1. Review:

- Top and lowest ranked
- Review tally results

2. Discuss:

- Which should move forward?
- Which ideas or principles are missing?



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Working Lunch—Table Group “Blurb”

1. Stay with Table Group
2. Prepare one “blurb” on values to move forward
3. Share out following lunch—5 minutes each



Crafting the "Blurb"

We recommend that insert values moves forward.

We recommend insert training to increase impact.

We found insert new value statement is missing and should be included



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Top Ranked Value Statements with Staffing Information

T.J. Kelly
Michelle Matakas



State Resources for Categorical Programs

- Learning Assistance Program - \$450 million (Estimate for SY 2019–20).
- Transitional Bilingual - \$200 million (Estimate for SY 2019–20).
- Highly Capable - \$32 million (Estimate for SY 2019–20).
- Funding is generated based on an assumption of additional hours per week of instruction for certain students.
- Funding must be **spent** within the program with priority on certain services as directed in statute.



Learning Assistance Program

Allowable uses:

1. Extended Learning Time beyond the regular school day
2. Tutoring
3. Professional Learning for educators working with LAP students

Common misuses:

1. LAP high poverty funds are used at non-high poverty schools
2. English Language (EL) endorsement
3. General professional learning that is not targeted to the needs of the identified students
4. Serving 10th graders in graduation assistance activities



Transitional Bilingual

Allowable uses:

1. Language development services, with qualified EL Certificated staff, including Els who qualify for special education
2. Program evaluation, in-depth evaluation, data analysis, program design and improvement
3. Academic support to Exited TBIP students

Common misuses:

1. Basic Education uses including core content courses, school supplies, staffing
2. Translation services outside EL program design and Family Engagement
3. Non-EL Professional development
4. Services not directly related to TBIP



Highly Capable

Allowable uses:

1. Professional development for teachers serving HCP identified students
2. Independent Projects
3. Collaborative partnerships with other districts, ESDs, Industry

Common misuses:

1. Basic education instruction with no HCP services provided
2. Field trips that are not tied to goals set for HCP students
3. Program services are specific to a grade level; the law requires a continuum of support services grades k-12.
4. HCP funds must be used in the grant period (Sept. 1-August 31) and may not be carried over.



How does this fit in to our conversation?

- Staff hired through these resources were not included in the staffing comparison shown in meeting #2.
- These funds must be spent in the program which they were generated.
- What would expansion of the allowable usages in statute mean for the conversation about the prototypical school model?



Table Group Work

Consider and share out first as individuals...

1. Categorical and prototypical staffing impacts on blurb?
2. Changes to staffing recommendation
3. Where your thinking deviates?



Return to Your Blurb

Share your change(s) and the underlying interests

Were the changes consensus or majority?

Changes to your staffing recommendation?



Revised Blurb Share Out



Break



Take a Walk!

- ✓ Visit each poster—7 minutes total
- ✓ Answer the question:
What are compelling reasons this must move forward?
- ✓ One idea per Post-it (use initials)



Table Discussion

- ✓ Gather your thoughts from the activity
- ✓ Each person shares for 30 seconds



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Staffing Enrichment Workgroup Next Steps



Thank you!

Next meeting:
September 18, Olympia SD

