

K–12 Basic Education Compensation Advisory Committee

May 19, 2022

Meeting Summary

Committee Members Present: Cindy Kelly, Denise Reddinger, Keri Hutchins, Michelle Scott, Naila Prieto-Duval, Shawn Brehm, Shawn Lewis, Tom Seigel

Time	Agenda Item	Summary
4	Welcome and Land Acknowledgement	Committee Chair, Shawn Lewis welcomed the Committee.
4:05	School Administrator Turnover and Historical Data <ul style="list-style-type: none">High poverty vs. non-high poverty schools and districts	<p>T.J. Kelly, OSPI Chief Financial Officer, led the land acknowledgement and a presentation to the Committee on school administrator turnover in high poverty vs. non-high poverty schools and districts.</p> <p>Questions/Comments from Committee members:</p> <ul style="list-style-type: none">Most administrator pay comes out of levy money.The number of hours worked is much more than teachers and yet the pay is not that different.Is this presentation for principals and longevity in all schools or mainly focused on high poverty schools? (High poverty schools is the initial focus of this presentation)Can we relook at the presentation/proposal that AWSP gave to the Committee earlier in the year?Can we see more detail on the S-275 on central services administrators?It takes principals at least 3-years to become proficient in their jobs. Offering more money will help but also the workload is overwhelming and needs to be adjusted/shared with other staff such as assistant principals.Can we provide a bonus at the 3-year mark for principals that stay at their school?



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		<ul style="list-style-type: none"> • Need to address increased level of administrators in the prototypical school funding model.
4:30	Presentation (WASA/WASBO/WSPA): Proposal	<p>Dan Steele and Wayne Leonard presented to the Committee proposals on behalf of WASA/WASBO/WSPA.</p> <p>The focus of their proposals and recommendations include:</p> <ul style="list-style-type: none"> • Compensation updates to the K-12 basic education salaries <ul style="list-style-type: none"> ○ Increased allocations for CTE and lab science positions ○ Recognition of mental health therapists ○ Increased support for technology personnel ○ Recognition of: classified staffing for para-educators; higher custodial/trades salaries; classified administrative positions; classified substitutes ○ Increased support for certificated substitutes ○ Increased support for SEBB costs • Updates to regionalization data <ul style="list-style-type: none"> ○ Regionalization calculations need to be more transparent ○ Regionalization should be based on a wider geographic area and/or be aligned with the labor market (including beyond state boundaries for border districts) ○ Regionalization data needs to be current ○ Regionalization needs to have a robust appeals process ○ Add a rural incentive and/or increase the Remote and Necessary formula to assist the very small school districts ○ Provide housing allowances (non-bargainable) ○ Provide a commuting allowance (non-bargainable)—especially for rural districts that may not have housing available • Mitigate boundary effects of regionalization policies <ul style="list-style-type: none"> ○ The current inflationary factor—Implicit Price Deflator or IPD—does not reflect consumer purchasing inflation

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		<ul style="list-style-type: none"> ○ As adopted by the voters in Initiative 732 (2000), the Legislature should move back to using the previous calendar year’s annual average Consumer Price Index (or CPI) for Seattle-Tacoma-Bellevue, as compiled by the US Department of Labor’s Bureau of Labor Statistics ○ Whether the Legislature reverts to using CPI or continues to use IPD as the Inflationary Factor, the law needs to be clarified that the Inflationary Factor is determined by the “previous calendar year’s annual average” inflation index to avoid the inflation confusion caused in 2022 ● Updates to experience factors (added in E2SSB 6362) ● Adjustments to inflationary factors <ul style="list-style-type: none"> ○ The current inflationary factor—Implicit Price Deflator or IPD—does not reflect consumer purchasing inflation ○ As adopted by the voters in Initiative 732 (2000), the Legislature should move back to using the previous calendar year’s annual average Consumer Price Index (or CPI) for Seattle-Tacoma-Bellevue, as compiled by the US Department of Labor’s Bureau of Labor Statistics ○ Whether the Legislature reverts to using CPI or continues to use IPD as the Inflationary Factor, the law needs to be clarified that the Inflationary Factor is determined by the “previous calendar year’s annual average” inflation index to avoid the inflation confusion caused in 2022 ● Analysis of and strategies to address workforce needs <ul style="list-style-type: none"> ○ A number of options are available to recruit/retain staff, including hard-to-recruit/retain positions. Any option should be state-funded, used as intended, and not be subject to collective bargaining: ○ Signing bonuses for hard-to recruit positions ○ CDL bonus for bus drivers ○ Relocation assistance for out of state candidates or recent college graduates ○ Student loan forgiveness program ○ Incentive payments for Special Education and additional incentives to

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		<ul style="list-style-type: none"> retain <ul style="list-style-type: none"> ○ Paid internships for para-educators to become teachers ○ Increase substitute funding for both certificated and classified staff ○ Increase insufficient funding for all full-time classified positions • Compensation adjustments to support equity <ul style="list-style-type: none"> ○ "High Poverty" school bonus ○ Multilingual bonus ○ Teachers of color scholarship program • Compensation to recruit and retain a more diverse workforce <ul style="list-style-type: none"> ○ Recruiting/retaining a diverse workforce requires a long-term commitment of resources and energy ○ Recruitment should begin early in high school and higher education institutions must make quality programs available ○ Expanding the BEST program would increase mentor support <p>Questions/Comments from Committee members:</p> <ul style="list-style-type: none"> • Current regionalization—there is no transparency and no process to adjust. It was predicated on median value of housing in your district and assumes teachers live in your district. • Law needs to be clear on the inflationary factor and when it is determined. What are we going to be able to afford next year not knowing what the inflationary number will be? We are competing in a different labor market than we were before. • Important when we are looking at the prototypical model and the adjustments that are used for salaries. Most employees think they get the flat rate base pay but it is not even close to what the districts get. • What would a multilingual bonus look like—at the beginning to recruit them or a bonus every year? It could be first used as a recruitment tool but similar to the NB bonus in a high poverty area, it could be an ongoing payment or stipend, not a one-time thing. Sometimes we use siblings or other staff to translate.

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		<ul style="list-style-type: none"> • What could the scope and amount of potential bonuses be? (Perhaps \$5,000 but it will depend on how many bonuses were offered. If there were only a few, the bonus would be higher than if we had multiple bonuses to offer). • Prototypical model needs to be updated and include certain discrete things such as multilingual staff.
5	Scheduled Break	
5:15	Presentation (PSE): Proposal	<p>Rick Chisa presented proposals to the Committee on behalf of PSE.</p> <p>The focus of PSEs proposals and recommendations include:</p> <ul style="list-style-type: none"> • Expand regionalization factor to more school districts to account for higher cost-of-living expenses. PSE recommends a stair step or “smoothing” approach to reduce dramatic differences in wages/salaries among neighboring school districts. • Consider adding a flat dollar increase to classified base pay every 2/4 years to guard against inequitable school district pay disparities. • Create a new PSFM salary allocation category for classified administration. This approach would provide greater assurance that allocated salary funding is applied to the intended employee sector. Also, it could also make it easier for legislators in the future to better determine whether current staff and salary allocations were inadequate. • In recognition of on-going professional development expectations of the Washington State Paraeducator Certification Program, establish an alternate minimum salary allocation for paraeducators that can be continually adjusted by the Legislature, separate from all other classifications. • Provide grants or other incentives for school districts to continue compensating paraeducators during their student-teaching experience. • Conduct a market survey among restaurant, fast-food, and hospitality industries and adjust the school meal reimbursement formula accordingly. • Revise the STARS funding formula to better respond to actual school district

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		<p>costs to transport students. Consider also increasing base pay for school bus drivers to better compete and recruit against private sector package delivery and transit competitors.</p> <ul style="list-style-type: none"> • Endorse passage and full funding of Senate Bill 5326 to address health insurance and retirement inequities for contracted school bus drivers. • Consider changes to pupil transportation funding to allow school districts to pay new drivers from their date of hire and throughout their training period before they start transporting students. <p>Questions/Comments from Committee members:</p> <ul style="list-style-type: none"> • STARS and Pupil Transportation—is that going back to the classified staffing number? • How might we be able to go about addressing some issues around the classified bus drivers and food services that are not necessarily addressed the same way as the rest of the group? • There are supervisors, directors, and other administrators who are not certificated who have a different level of compensation than what we typically refer to as classified employees. • What does non-bargainable mean? (Example is commuting allowance and housing allowance—we thought those should be non-bargainable).
5:45	Presentation (WEA): Proposal	<p>Julie Salvi presented proposals to the Committee on behalf of WEA.</p> <p>The focus of WEAs proposals and recommendations include:</p> <ul style="list-style-type: none"> • Recruiting and Retaining Education Staff that are Impacted by Trends in other Sectors <ul style="list-style-type: none"> ○ Use CPI or ECI as better measures of wage growth in comparable sectors for the years in between a salary rebase. ○ Update for comparable wage analysis for this rebase. (Recommend that classified supervisors and administrators are separated from other

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		<p>classified staff for future analyses).</p> <ul style="list-style-type: none"> ○ Consider wage premium and/or working condition improvements that may be necessary to overcome certain chronic shortages and high turnover positions, such as paraeducators and bus drivers. ○ Recognize national certification for ESA positions (parity with national board for professional teaching standards bonus) <p>• Regionalization and Experience Mix</p> <p><u>Regionalization</u></p> <ul style="list-style-type: none"> ○ Consider and moderate border effects – recommend no more than 2% difference between neighboring districts. ○ Ensure that all housing is included in analysis and include bordering communities across state lines. ○ When adjustments are made, ensure that no district goes backward. <p><u>Experience Mix</u></p> <ul style="list-style-type: none"> ○ Allow districts to qualify for one or both elements of the experience mix factor ○ Update to reflect current staffing ○ Provide phase down for districts that no longer qualify ○ Consider developing an experience mix factor for classified staff <p>• Reducing Barriers</p> <ul style="list-style-type: none"> ○ Invest in grow your own programs, apprenticeships, free college, and loan forgiveness strategies. ○ Create paid teacher residencies. ○ Pay for CDL and other required training for education professionals. ○ Provide paid time off and free training for interpreters and other specialized skills. ○ Centralize recruitment for transparency and ease of searching.

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		<ul style="list-style-type: none"> ○ Waive fingerprint fees for those applying for education jobs. • Retaining Educators <ul style="list-style-type: none"> ○ Make significant investments in existing mentorship and training for educators—BEST program and Nakia academy. ○ Create mentorship program for paraeducators ○ Consider impact of workload and schedule disadvantages on recruitment and retaining ○ Target supports or lesson workload demands that exacerbate shortages • Supports for Emergency Substitutes and Teacher Residency Certification <ul style="list-style-type: none"> ○ Provide professional development and coaching support to emergency sub teachers around teaching content and instructional skills. ○ Become a state-approved teacher preparation program with a teacher residency focus • Emergency Substitute Learning, Growth and Support Program Develop and implement online and in-person professional development opportunities. <ul style="list-style-type: none"> ○ Trainings will be customized to educators’ needs, which are anticipated to include classroom management; social/emotional learning; curriculum, instruction and assessment practices; inclusionary practices; and culturally sustaining practices to support diverse learners. ○ Information provided on how to achieve teacher certification through a Washington approved preparation program. Coaching support will be available to assist individuals with program selection, application and enrollment. Timeline: <ul style="list-style-type: none"> ○ Summer 2022: Develop and begin offering professional learning courses for emergency substitutes. ○ 2022-23 and 2023-24 SY’s: Maintain and expand course offerings for

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		<p>emergency substitutes.</p> <ul style="list-style-type: none"> <p>• Residency Model Preparation Program</p> <p>WEA is developing a proposal and will seek approval to become a residency teacher program through the Professional Educator Standards Board (PESB):</p> <ul style="list-style-type: none"> ○ The prospective program will offer certification for individuals with bachelor's degrees who are interested in earning a special education endorsement. ○ It will create a certification pathway for Emergency Substitute Teachers interested in a special education teaching career. ○ The program will use WEA and National Education Association (NEA) professional learning resources and will feature member-experts serving as curriculum designers, adjunct faculty, mentors and coaches. ○ The program will be fully grounded in OSPI's Beginning Educator Support Team (BEST) Induction Standards. ○ The program structure is expected to include two intensive summer learning institutes that serve as bookends to a 9-month teaching residency experience. <p>Process:</p> <ul style="list-style-type: none"> ○ WEA submitted the notice of intent to seek preparation program approval to PESB on May 10, 2022. This notification is the first official step indicating an organization's interest in pursuing program approval. ○ Late Summer / Early Fall 2022: WEA plans to submit the pre-proposal. (Step 2 in the program approval process). ○ Winter 2023: WEA plans to submit the full proposal (Step 3 in the program approval process). ○ If granted full approval by Spring 2023 by PESB: The first cohort of candidates would start summer 2023.

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6:15	Committee Next Steps and Remaining Meetings: <ul style="list-style-type: none"> • May 26, 4-7 • June 2, 4-7 • June 16, 4-7 	The next meeting is Thursday, May 26 where the Committee will review and discuss inflationary factors and wage growth by position.
6:45	Stakeholder Comment Period	There were no stakeholder comments received.
No later than 7 pm	Adjournment	The Committee adjourned at 6:55 pm.