

Staffing Enrichment Workgroup Meeting 8/23/19

Poster Notes

Opening

Implementation over two – three biennia

Don't be shy! :)

Practice and policy

Deeply examine system-learn from past

Solution for all kids across funding sources

Relentless on purpose? Respectful of timeline

Build on common ideas

How the funding comes matters-move the needle on the ground

Worthy risks! Huge opportunity

Racial equity is good for all students

Mental health and safety

Student focused

We know what is needed for all students

Are we going to allocate as we always have?

Values	Impact	Missing
Staffing Phase in PD Accountability SEL for healthy outcomes All students can learn & high expectations Some need more and we must provide it Engagement and support is revenue Do not recreate the funding system	Racial bias Cultural relevance Restorative justice Train all staff Framing the shape of \$ (e.g., WSIF?) Local flexibility and directives when needed (e.g. antiracism culturally responsive)	ESAs for wrap around State provided PD days The willingness to target resources for some students Even more school level flexibility to use \$ in various ways (e.g. tutors) Student focused Phase in considerations
After lunch		
Staffing enhancements on opportunity gap	More teachers, paras, teacher coaches, ESAs	How will we phase in?

<p>"Disproportionately impacted students" need more (language change)</p> <p>Retain staffing model, increase SEL values for outcomes</p> <p>Increased staffing for prototypical and categorical</p>	<p>Training on anti-racist (required) all ideas in #17 with some flexibility to target so there is an impact on opportunity gaps</p>	<p>Effective, embedded PD that is year-round</p>
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The following was reformatted into the above tables

No new funding system

Local flexibility and directives when needed- antiracism, culturally responsive

Student focused phase in

Student engagement and family engagement PD and staffing- counselors, nurses, family support roles

Specifics on \$ driven out → to who building vs. district (WSIF?)

Flexibility to meet individual student needs (FTE vs external resources)

Staffing phasing in

PD

Accountability (to whom?) *compliance*

Staffing for SEL healthy outcomes

Racial bias cultural relevance training & restorative justice

State allocated PD days are missing

All students! Can learn & high expectations some students need more, and we must provide teachers, paras, training for anti-racism, culturally responsive ESAs for wrap around

Parking Log

"racial literacy" as wording option/alternative to "anti-racist"

MTSS

Collective teacher efficacy

Previously submitted WEA feedback on staffing levels

Categorical assumption= more hours per week

Lap= K-3 reading

CTE/skill centers/institutional Ed

Could LAP funds → racial literacy PD?

Do we need categorical program staff to tell us more about potential uses?

How will the Workgroup discuss the packaging of requests in the report?

Include opinions on revenue if Workgroup has them not sure if there will be much levy convo this session

Should we recategorize values differently?

What happens if an idea on the values sheet isn't /doesn't require staffing?

Staffing/position papers for any of the SEL position types? For closing opportunity gaps

Can be flexible on the apportionment or the compliance to provide LEAS with flexibility to staff SEL to meet their needs

500 FTE recapping of staffing was helpful

How would it work if state categorical funds could be bundled and then spent across funding source within the overall total **post it "presentation by Tracy Castro-Gill on Ethnic Studies?

Small Group Poster	Post-it notes
<p>Holly, Tim, Glenn & Chris</p> <p>1-Long-term goal is to fully fund equitable outcomes for all kids (fully fund the research-based 1351) get to full-funding by FY 2024-25 (we recommend the legislature do what they said they'd do)</p> <p>2-Roll-out First Biennium</p> <p>1st: create a new category in the PSM called: "Safety, Health, Equity & Guidance" and roll the current PSM lines of:</p> <ul style="list-style-type: none">-Health & Social Services Grouping<ul style="list-style-type: none">-Nurse-Social Worker- Psychs-Guidance Counselors-Staff & Student Safety-Parent involvement coordinators <p>Fund new category with the full 1351 amount for the above line items. Provide flexibility within the category but PSM staffing ratios must be met w/ the aggregate in this new category (can't spend outside this category) but it would free up local money already being spent within the category.</p>	<p>WSIF is not a good way to implement. It incentives districts to make sure they remain in enhanced funding status.</p> <p>Safety, Health, Equity does this specify and FTE for this group? Or will there be subgroups?</p> <p>Yes!</p> <p>:)</p> <p>Like</p> <p>Teacher Coaches</p>

<p>2 (3)-Recommend 3 additional PD days (mandate some portion for mandatory antiracist/cultural competency training)</p> <p>3(4) Build flexibility into the existing categorical funding (LAP etc.*) so that it can be used to enhance anything in the new Safety, Health, Equity & Guidance category as well as Math & ELA.</p> <p>*Not HC</p>	
<p>Liz, Ted & Jamila</p> <p>*ESA Staffing Ratio</p> <p>Recommend roll out schools based on Improvement Framework</p> <p>20 - 40 - 60 - 80 - 100%</p> <p>Yr1 yr2 yr3 yr4 yr5</p> <p>Nurses 1:750 Psychs 1:500-700 Counselors 1:250 Social workers 1:250</p> <p>*Family Engagement Coordinator (CIS)</p> <p>Roll out Same</p> <p>*Flexibility to contract w/ outside agency based on student needs</p> <p>→services 0 avail. →Rehab →MV/Mental Health →Academic-support, tutor, etc.</p> <p>*Relevant Professional Development for All staff</p> <p>-cultural literacy/relevance Personalized based on student engagement</p>	<p>Could it be a new category? I like the ratios</p> <p>Bus drivers? Cooks?</p> <p>Big City Idea! Rural?</p> <p>Yes please</p> <p>Other Mental Health Professionals</p> <p>Psychs + Mental Health = (Behavioral Certificate) 1:750</p> <p>Counselor E 1 to 400 M 1 to 400 H 1 to 250</p> <p>HS Guidance counselor only 2</p> <p>Is this the right ratios?</p> <p>Is social worker allocation too rich?</p>
<p>Marcus, Jennifer, Michaela & Josh</p> <p>Professional Development for All Staff</p> <p>8 days total</p> <p>-SEL, Racial literacy, MTSS/PBIS, differential Instruction, etc. - phase in – one day per year by 2025, \$50 mil a year</p> <p>Categorical Funding</p> <p>-psych & mental health support - in create allocation 1.0 FTE/ prototypical school</p> <p>-Nurses →1.0 FTE / prototypical school</p>	<p>Psych/mental health freedom Psych vs mental health</p> <p>Does this include counselors?</p> <p>All certs and ESPs? Ditto Ditto</p> <p>School Nurses millennial paired w/ seasoned nurse for learning technology</p> <p>Mentor reversal new teacher teaching on new thing, roll out using BEST</p> <p>How to Roll out?</p>

	<p>Mental Health</p> <p>Can days be mandated for racial equity because of high opt out? Ditto</p>
<p>Donna & Dave</p> <p>Value: We recommend that staffing enhancements, PD & accountability should focus on closing the opportunity gap.</p> <p>*New categorical staffing model for SEL for students & Staff. Funding is driven out like HICAP. Phased in using WSIF (3 bienniums)</p> <p>Ex. Nurses, social workers, psychologists, counselors, teacher coaches, etc.</p> <p>*ask- 3-4 additional staff positions per prototypical school</p> <p>Mandatory</p> <p>PD: Purpose- reduce opportunity gap.</p> <p>For ALL staff: topics, SEL, racial literacy, cultural relevancy, restorative justice, inclusion (Sped), PBIS, MTSS, etc.</p> <p>Phase in 2 additional days per biennium for 3 bienniums</p> <p>Professional learning assurances</p>	<p>Cultural relevancy mandated- needs to be mandated</p> <p>Funding questions % vs. staff #s</p> <p>3-4 staff members</p> <p>Adding specific or by discretion of school/district</p> <p>Apportionment not categorical yes to allocation amounts</p>

What keeps you up at night?

The trauma our schools & school districts inflict on our Black and indigenous students of color through systemic means of oppression, educator negligence and "Color Blindness"

Increasing Ethnic studies to pk-5 so teachers can really have the knowledge to close the OPP gap