

K–12 Basic Education Compensation Advisory Committee

June 16, 2022

Meeting Summary

Committee Members Present: Brandy Strait, Cindy Kelly, Denise Reddinger, Kayalyn Stewart, Keri Hutchins, Lyn Nakashima, 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 and led the land acknowledgement.
4:05	Review and discussion on draft recommendation language on: <ul style="list-style-type: none">• Mentoring• Grow-your-own programs• Housing• Loan forgiveness	<p>Shawn Lewis presented to the Committee draft recommendation language on mentoring, grown-your-own programs, housing, and loan forgiveness.</p> <p>Draft Mentoring Program Recommendation language:</p> <ul style="list-style-type: none">• Increase funding by providing reliable funding for mentor teachers and mentor programs to support beginning educators throughout their first three years in the profession, with specific emphasis on funding programs that provide support for multicultural or multilingual beginning educators, using the Nakia program as a model for future efforts.• Add funding for paraeducator mentoring as a component within the BEST program.• Increase funding for principal mentoring programs, prioritizing schools with high poverty and populations that are multicultural and multilingual.• Expand mentoring programs into all classified staffing positions to ensure staff who work with students receive the support they need to improve their practice and to increase retention, with an increased focus on “hard-to-fill” or “hard-to-retain” positions (bus drivers and Paraeducators)



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		<p>Questions and Comments Received from Committee members:</p> <ul style="list-style-type: none"> • Likes the word educators in the first bullet. Can we include the word educators rather than just teachers or certificated educators? • Supportive of including classified staff in this recommendation. • Please include some language regarding requirements for districts and how they spend the BEST dollars and how the mentor programs are done in districts—best practices to be used by all districts is needed. • Mentoring should be done in-person on a consistent basis. (Shawn will confer with BEST program staff at OSPI on best practices on how to use these funds). • First People’s Language and Tribal Compact schools would not go through the Nakia program. (The Nakia program was only meant to be a model for expanding and more for specific populations) <p>Recommended language to include: Increase funding by providing reliable funding for mentor teachers and mentor programs to support beginning educators throughout their first three years in the profession, with special emphasis on funding that provide support for multicultural or multilingual beginning educators, using Nakia Academy program as a model for future efforts, and in the case of State Tribal Compact Schools, First Peoples' Language, Culture, and Oral Traditions certificated educators, and beginning educators serving in districts required to engage in tribal consultation by the Every Student Succeeds Act Section 8538, tribally determined models of support.</p> <ul style="list-style-type: none"> • Classified staff that do not work 8 hours a day—would these mentoring hours be able to be added on to those staff to give them a full 8 hours? <p>Consensus was reached to move forward with these recommendations with the above suggested edits and additions.</p> <p>Draft Alternative Pathways/Grown Your Own Recommendation language:</p> <ul style="list-style-type: none"> • Support expansion of a Native Educator Pathways program to cultivate more Native educators in Washington schools.

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		<ul style="list-style-type: none"> • Support expansion of grow your own programs by creating regional hubs for these programs with dedicated staff provided at each Educational Service District, with emphasis on creating more multicultural, multilingual educator candidates. • Create an alternative route program or pathway for local bilingual candidates to allow more opportunities for candidate pools to reflect the school district population. • Expand the alternative routes program in cooperation with a state university, by creating an "extension office" where individuals in every county or region would have access to specific programs and help to enter certificated fields. • Provide an alternative pathway and/or a professional residency program for substitute educators and those working with emergency certification, including direct financial support to complete a certification course of study. • Provide alternative pathways for educators who are bilingual, consistent with the alternative pathways that exist for CTE instructors. • Revise teacher preparation program structures to ensure teacher candidates have access to student teach in rural and remote school districts experiencing teacher shortages. <p>Questions and Comments Received from Committee members:</p> <ul style="list-style-type: none"> • What would a Native Educator pathway look like? The University of Washington has a good Native pathway program as well as Washington State University. Are we working with Higher Education at Central Washington University and Western Washington University and their extension offices? • OSPI's Office of Native Education has added 8 new employees that are looking at pathways and putting together best practices. • Can we include College in the High School classes in early education experiences? • Not all rural districts have a university so can we add community colleges to the language?

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		<ul style="list-style-type: none"> • Last bullet on slide 4—can we revise teacher preparation program structures? Is it funding structures? • Flexible funding for student teachers is under a different category. • Eastern Washington University has College in the High School classes, and some are early experiences in education and early childhood education. Can we add a cavate that asks for more access for community and state colleges for College in the High School classes for students? This will help grow our own sooner. • Revise teacher preparation program bullet to include more specifics around what those program structures are. • Transitioning from a paraeducator to a teacher should always be a choice. Some are 100% happy being a paraeducator with no plans of moving into a certified teaching position. • The last bullet on slide 3, the “extension office”— would this require a new RCW? How feasible would this be? Perhaps this would be more at the back end. • In our final recommendations, we may need to define terms, to help the Superintendent's team best understand the recommendations. • Teacher prep program bullet (last bullet on slide 4)—may not as actionable of an item. This recommendation will be removed but still be in the appendix of the final report. <p>Consensus was reached to move forward with these recommendations with the above suggested edits, additions, and deletions.</p> <p>Draft Loan Forgiveness Recommendation language:</p> <ul style="list-style-type: none"> • The state should invest in additional apprenticeship and loan forgiveness strategies to reduce the barrier to entry for certificated educator positions. Specifically, the state should provide compensation funding for student teachers or provide a guaranteed loan forgiveness once the person enters into the teaching profession. • Creating paid teacher residencies will reduce the amount of student loans

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		<p>necessary for teacher and education candidates.</p> <ul style="list-style-type: none"> • Provide loan forgiveness for individuals who work in school districts serving the students in their communities, including in classified positions. • Provide direct funding for paraeducator higher education costs to support their transition into teaching positions. <p>Questions and Comments Received from Committee members:</p> <ul style="list-style-type: none"> • Would like to see this tied to a timeframe—loans deferred until 5 years and then forgiven so we can encourage them to stay in our school(s). • Can we include special bonuses to small/rural school and districts? • Recommend including language for veteran teachers who still have student loans to honor their commitment as well. • Struggling with the vision or target we are trying to hit. It is great to have loan forgiveness available for all, but I want to make sure we are using the recommended target and aim towards the jobs that are difficult to attract and retain. • Provide loan forgiveness bullet (3rd)—should we add language, to go on to become teachers? Need clarity. • For rural schools and districts and hard to attract and retain positions—can we add language to compensate loan forgiveness at a higher rate? • We are talking about trying to increase diversity and access and loan forgiveness doesn't necessarily do that because they have to get into the programs first. Seems like a fix on the back end when the front-end needs help first. • Need to have something that get people INTO education first and need a timeline for being a teacher for so many years before you get the loan forgiveness. • At the high school level, we want to attract individuals into the education system. However, we may have an adult who is already working in a school—so, we could look at a scholarship up front for 18 year-old students or adults already working in the system—these are two separate populations.

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		<ul style="list-style-type: none"> • If we want people to stay in their community—perhaps the scholarship option is the more attractive option. <p>The Committee did not reach general agreement that this is the best target for driving a multicultural / multilingual workforce and that loan forgiveness may not be the best mechanism for driving compensation in rural communities. Shawn will make revisions to these recommendations and bring back to the Committee for review.</p> <p>Draft Housing and Commuting Allowances Recommendation language:</p> <ul style="list-style-type: none"> • Establish a grant program that provides funding to school districts that show evidence of a local shortage of housing or housing costs that are unaffordable for local education staff. This funding may be used solely to provide additional housing or commute allowances to staff within the school district. <p>OR</p> <ul style="list-style-type: none"> • The state should consider the effects of local housing shortages and housing costs by increasing regionalization factors. These increases may be solely used to provide additional housing or commute allowances to staff within the school district. <p>Questions and Comments Received from Committee members:</p> <ul style="list-style-type: none"> • Prefer the first bullet option. • Second option is a non-starter. • Prefer the first bullet option but some exceptions are needed for the second bullet option, perhaps additional money. • Need to define “affordable housing”. <p>The Committee reached consensus on the first bullet option AND to include some language on housing and commuting allowances. Shawn will revise this language and bring back to the Committee for their review.</p>

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		<p>Draft Statewide Systems Recommendation language:</p> <ul style="list-style-type: none"> • Create a statewide recruitment system that would allow districts to opt-in, providing the infrastructure for candidates to be linked with jobs in small and rural districts. • The State should provide more school employment information, marketing materials, and data to colleges responsible for preparing candidates. • The State should provide more school employment information, marketing materials, and data directly to potential education candidates, with specific focus provided to candidates who come from diverse backgrounds and those who have bilingual skills. • The State should make changes to the student teacher/cooperative teacher requirements in a manner that would encourage more students to serve in remote school districts. <p>Questions and Comments Received from Committee members:</p> <ul style="list-style-type: none"> • Advertising for education jobs in Washington is difficult. Some sites are a warehouse of websites, and often the links do not work. • Smaller districts do not have the staffing to ensure there is access to job openings in their district. • Do not recommend that the first bullet be a recommendation. • Marketing is extremely important for targeting high school students and/or college kids. • It would be very helpful for candidates to not have to fill out a completely different application for every single district they apply to. • Is there a Washington state certificated platform where resumes are uploaded for educators and where all the jobs are listed? Can we investigate this and add language to the recommendation? • Recommend removing the last bullet as it is mentioned in another item/recommendation.

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		<p>Shawn asked the Committee if there are any general areas that we have not brought forward in terms of concepts. Possible items, include:</p> <ul style="list-style-type: none"> • Proposal regarding workload issues and supports. • Language that prohibits policy implementation where there is no funding supports which puts a greater burden on school districts. • Unfunded mandates. • Additional funding for substitutes for certificated and classified positions including bus drivers. • Additional funding for School Employee Benefits (SEB) costs. • Tracking of hours for substitutes and when they become eligible for SEB is a burden on districts—can we change this?
6:45	Stakeholder Comment Period	<p>Julie Salvi, WEA, provided the below stakeholder comment:</p> <ul style="list-style-type: none"> • Thank you for all your time and work on these thoughtful discussions. • There is a fair amount of research on the burden loans put on students of color, financially. WEA would recommend considering the scholarship approach, but for educators in the system, loan forgiveness would be ideal. • Words will matter—consider using language such as “funding may be directed to...”, etc. • Compensation incentives and bonuses—caution that bonuses may not be the best approach if it’s a systemic problem. They are not always stable and reliable. • Some companies started with signing bonuses and moved to increasing wages because that was more successful for them, they found.
No later than 7 pm	Adjournment	<p>The next meeting will be focused on reviewing updated recommendation language, finalizing compensation related elements, and reviewing the draft executive summary.</p> <p>Next meeting: June 30, 4-7 pm via Zoom.</p>