Staffing Enrichment Workgroup

Minutes

May 30, 2019 | 9 am to 4 pm

The Training Facility | 1021 8th Avenue SE, Olympia, WA 98501

Enrichment Workgroup Members Present: Abigail Westbrook, Dawna Hansen-Murray, Glenn Jenkins, Holly Koon, Jennifer Priddy, Joshua Boe, Julie Kang, Kate Davis, Kurt Hatch, Liz Pray, Lorrell Noahr, Marcus Morgan, Simone Sangster, Tammy Campbell, and Tim Garchow

OSPI Staff/Facilitators: Andrea Cobb, Chris Reykdal, Cindy Rockholt, Dave Mastin, Jamila Thomas, Michaela Miller, T.J. Kelly, and Tennille Jeffries-Simmons

Workgroup Staff: Jami Peterson and Kim Bahrenburg

Workgroup Members Absent: Lupe Wolfe, Ted Howard, and Wade Smith

Visitors that were present: Cynthia Hollimon, Kathleen Lawrence, Kelly Thomas, Lucinda Young, Joel Aune, and Maddy Thompson

Time	Activity	Presenter	Minutes
9:00 a.m.	Welcome and Introductions	Cindy Rockholt and Tennille Jeffries-Simmons	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

Time	Activity	Presenter	Minutes
9:20 am	Making a Case for Equity	Latifah Phillips, OSPI, Native Education	Latifah Phillips (*Tohono O'odham*), Director, Office of Native Education. Latifah was asked to speak to "Making a Case for Equity and Understand and Recognizing Tribal Sovereignty." If we are going to change the education for tribal students, we must: 1. Recognize the Tribal Sovereignty. 2. Include tribes in all discussions of education. 3. Understand that each tribe has its own constitution and laws. Understanding and Recognizing Tribal Sovereignty: • Washington state is home to 29 federally recognized American Indian nations. • Each is a politically independent, self-governing entity that operates according to its own constitution. • Each has a government to government relationship with the federal government of the United States of America. • For centuries, the Federal Government's relationship with tribes has been guided by a trust responsibility to protect the unique rights and help ensure the well-being of tribes, while respecting their tribal sovereignty. • The Centennial Accord (1989) and Millennial Accord (1999) affirm Washington's intent to enhance the government to government relationship between state agencies and federally recognized Tribes. Latifah shared a success story about the Muckleshoot tribe. They are expecting to have a graduation rate that has increased to 65%. They have done this through taking a Holistic/Community/Whole Child/Culture approach.

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			First, they tackled attendance. They looked at why children are unable to attend school school every day. One of the reasons was transportation. If a child missed the school bus, many didn't have transportation to get into school from their homes. They have corrected this by going to the homes and picking the children up and bringing them into school. Next, they brought the community into the school. They talked with parents about their role within the school and the community. The tribe set a tribal ordinance that it was mandatory to attend school. This set a very high expectation of the students and families. With this ordinance, they brought in cultural aides/liaisons from within the community. These aides support academics, culture and language, and work with students who are showing signs of behavioral issues. These liaisons will also provide transportation for students that are having a hard time getting to school. Lastly, the school itself decided to also take a look at their workforce and decided to set higher qualifications for their staff. Now staff must have at least a high school diploma. After Latifah's presentation, the facilitators ask the workgroup to: <u>Reflect</u>: Latifah presentation – the story of the students. 1. Were there any surprises? 2. Questions that this presentation brought up? 3. Potential connections to the workgroup? The workgroup then broke into small groups to discuss the following questions about today's workforce. Consider your current context (e.g., building, district, connection to K–12, etc.)

Time	Activity	Presenter	Minutes
			1. In what ways is the workforce confident and prepared to meet the needs of all students? 2. Where do you know that the workforce does not have the capacity, skills or training to meet the needs of students?
9:40 am	Discussion— Orientation and charge for the workgroup	Cindy Rockholt/ Tennille Jeffries	The workgroup was asked to read the statute and OUR workgroup charge. They were then asked to underline what stands out to them.

This is 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."

Some of the ideas that came out of the discussion: Research and evidence-based strategies. We may be creating something that goes outside of this. We may be creating evidence based research. Is our charge to take the list provided in the statute and put it order or to come up with research-based ideas? Staffing ratios. Are we taking these into consideration? School psychologist and school counselors need to find a way to reduce the paperwork to increase their time back into the schools and classrooms. We need to also focus on the staff who change the lives of the children. Behavioral specialists, language specialists, and family liaisons are outside of basic education. Muckleshoot's success story shows that these types of enrichments are necessary to help with attendance. |

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			• Our report to the legislature is where we can show where the rules can be changed. The equity framework should also be added to our recommendations. We can also enhance education outcomes by support the staff that are struggling. Charge-ing Ahead: To routinely provide services to students and meet their learning needs, the prototypical model must… • The prototypical model allocation must be increased to allow enrichments to become basic education. • We need to bring schools back as the center of the communities again. • Are we proposing Equal or Equitable? Right now what is in the Prototypical School is Equal. • We don't want to be too prescriptive with our model because we want the schools and communities to make choices that fit them. • ALL kids can learn and achieve! For some students it just takes a little more. More staff and more supports. • What should we be able to choose locally? Certain students need more time. How do we do that? • How do we use our resources that we have to work with our populations?
11:15 am	Comments from the Superintendent Time for your questions	Superintendent Reykdal	This will be a report from this workgroup, not from the Superintendent. There are several enrichment eliminates that we want or need to phase into basic education. We need to look at what enrichments are consistently being paid for with levy dollars that should actually be rolled into basic education. Things to ponder:

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			• How do we demand more but keep it flexible for the schools? • Federal funding used to be the resource to help with the equality in schools. However, federal funding is now down to about 7%. • The national average of what states put back into their schools is 3.5%. Washington is getting closer the national average but we aren't at the 3.5% yet. • The legislature has added $3500 per student with the McCleary decision. • Prior to McCleary, salaries were based on levies. • We need to show the legislature that focusing on students and better outcomes for those students will take more money. • There is a big decrease in revenue that our state is bringing in. The state sales and B&O tax revenue will be and is going down. This sets us up for risk to sustain this model. • The good news is that what is happening in schools is awesome! Our grad rate is continuing to rise!! • The NAEP assessment is a good national comparison of all students. • The K–12 system is out performing the investment of the state. • We will need to be phasing in staffing enrichments. • The needs of students coming in are so different from what it was 20 years ago. • One recommendation is that this process needs to be reviewed every five to ten years because our education process is continually changing. • We need to study the data for Free and Reduced Lunch programs that is being offered in the state of Washington and how it has increased. • We also need the numbers of how special education cost have increased tremendously over the years.

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			Superintendent Reykdal's presentation on the McCleary Fiscal Transformation:
			
			Washington K–12 Public Schools Performance:
			• Record statewide four-year graduation rate 81+%
			    • African American, Native American, Hispanic, low-income, and students with disabilities graduation rates are increasing faster than state average
			• Record high credits at graduation
			• #6 in the nation in 8th grade NAEP math scores
			• #7 in the nation in 8th grade NAEP ELA scores
			• Statewide SAT participation and average score has increased four straight years
			• Kindergarten Readiness in all six domains has increased from 37% to 46% over the past four years
			
			Our Shared Future:
			• To close achievement gaps we will have to focus resources
			    • Targeted dollars by poverty, EL, special needs, and race
			    • Grow support services faster than instructional services (Staffing Enrichment Workgroup)
			        • Counselors
			        • Nurses
			        • Mental health
			        • Administrators/attendance/discipline/data
			    • Will need to enhance the prototypical model at first
			• Overall investment in K–12 must continue to exceed private economy (we are still an underfunded state, but growing rapidly)
			• Compensation now at market (Legislature needs to maintain)
			• Pathways – We will be judged by equal opportunity to postsecondary options

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			• Dual Credit expansion – We are part of the debt bubble solution
			• Dual Language expansion – Globalization compels us to be multilingual/multicultural
			
			Major Conclusions:
			• K–12 net revenues have increased by more than $3 billion/year
			   • Record investment level
			   • Record funding/student
			   • Record high compensation
			• We are approaching the national average for K–12 spending as a percent of GSP
			• Salary variance for certificated staff is most pronounced for the 1.0 districts
			• Regionalization replaced much of the local levy funded TRI – high correlation
			• Sustaining this with our current tax code will be very challenging
			• Student achievement continues to rise and gaps are closing
			• To grow investments further and increase student achievement, we will need to focus on enhancing basic education, most specifically in support services
			• To contribute most to the economy, we need to further improve graduation rates and help reduce student loan debt burden

12:00 pm	Context for staffing enrichment work in Washington state (Working Lunch)	Andrea Cobb	The workgroup was asked to read the following: What do we want for students? Washington's Basic Education Goals: ✓ Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences ✓ Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including

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			different cultures and participation in representative government; geography; arts; and health and fitness
			✓ Think analytically, logically, and creatively, and to integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems
			✓ Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities
			They were then asked to share with each other their answers to the following questions:
			• How does this work fit into our state's K-12 education funding discuss and recommendation history?
			• How have prior workgroups, taskforces, etc. defined "full funding"?
			• In the last ten years, what were some of the education policy changes that have impacted needs for staff?
			A brief history of education funding in Washington state
			Andrea presented the workgroup with a handout that shows the timeline of education funding for Washington state. The "What do we want for students?" goals were started in 1977 and have been updated over the years. Specifically in 1993. She asked the group to review timeline and see if anything stands out or if they remember being impacted by any of the timeline items.
			Here are a few of their thoughts:
			• In 2012, the Joint Taskforce on Basic Education Finance was created. This is what really started it all. There was so much work

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			that went into this group. The taskforce submitted their guidance to the legislature but it did not move forward. • Between 2009 and 2014 our beliefs behind instructional hours and credits has stayed about the same. • The adoption of the TPEP program in 2010 may have driven some different needs around personnel. • In 2013, there were significant changes around school Nurses and responsibilities. • During 2016, expelled students were given more learning opportunities. What changed around the personnel during these times? • School Truancy Reduction began in 2017. Again, what personnel changes occurred? This new rule included conferences with parents to improve attendance? Where do we go from here? Basic Education Funding to Enrichment. Below are the thoughts, responses, and questions that the workgroup came back with to Andrea's question: • We need to look at the change in the populations that we serve. • Do these changes make a need for staff or does the existing staff need to provide or work differently? • Teachers are now serving under different certificates, i.e. conditional certificates. • In 2013, there were a lot of requirement changes around School Nurses. These changes put a lot of pressure not only on the nurses themselves but also school staff. The impact on the building and kids is incredibly high. • How do we tell the story of the changes in regard to our staff and students?

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			• The change of different pathways to graduation has put a lot of pressure on counselors to make sure that students receive all the information to graduate.
			• We need to look at data around free and reduced lunches.
			• We need to explore the poverty level to support preschool through college and also using the crosswalk census to school district needs.
			• We need to invite parents that speak the languages of their communities to come into the schools and help with learning. They are a great resource and this also develops a sense of community.
			• Compared to 20 years ago, the safety needs of schools has changed drastically.
			• Keeping staff safe! Students in the classroom have sometimes injured staff. Staff and students need to feel safe.
			• With the increase in technology, schools need to have more cyber security.
			• Making sure that whatever we decide to put forward from this group that it is flexible for schools and communities to do what is right for them.
			• Continue to talk about increasing staff or enriching the staff that we currently have.
			• Enrich the staff capacity.
			• Developing a list or menu of mandatory professional development in certain areas that would enrich all staff.
			• Past data does shows that ten days of professional development did increase staff enrichment.
			• Collaboration time needs to be a priority.
			• When you lose the planning time, you lose the tools that teachers really need. Inclusionary time is going to be even more critical in the future!

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			• Shaping how money is being used currently to repurpose it. Example LAP funds could maybe be used to reduce class size?
2:15 pm	Unpacking the state level view of staffing relative to prototypical levels	T.J. Kelly	T.J. asked the group to read over the following questions: • What is the prototypical school funding model? • How were the staffing ratios in the prototypical model determined? • What changes have been made to the prototypical school funding formula since its initial implementation year? • What role does staffing compliance play in the funding system? T.J. shared the history of the Prototypical School Model • SHB 2261 passed in the 2009 Legislative Session, and established a new funding structure. ✓ Established a prototype funding model. ✓ Established the new prototype structure which was implemented for the 2011–12 school year. ✓ Transition from old to new structure was required to be cost neutral. • SHB 2776 passed in the 2010 Legislative Session: ✓ Established new funding values from the current funding levels *(new structure, but no new dollars)*. ✓ Defined target funding ratios in the areas of MSOC, K–3 Class Size, and transportation. Then T.J. explained what the prototypical school model was: • The prototypical school funding formula is a method for allocating state funds to schools. • It establishes a series of staff ratios or per student funding amounts which vary by grade level, program, or school type. • It is primarily driven by student enrollment on a full-time equivalent or headcount basis.

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			• Other factors that impact state allocations include poverty percentages, programmatic offerings of a district, property values, and the specific needs of the students enrolled (i.e. students with disabilities). The prototypical school funding formula and how it should be used: • The initial SHB 2776 legislation states that the prototypical school funding formula is for allocation purposes only. • With few exceptions, such as categorical programs and special education, the allocation can be spent however the district deems best to deliver education to their students. • Nothing in the law requires districts to provide any specific class size or staffing level.
3:15 pm	Break into sub group committees		Subgroup Work: The workgroup broke into two subgroups (Fiscal and Policy). Both subgroups are to consider the following questions: • Resources and/or data for the next meeting? • Revisit early ideas? • Concerns/questions to explore and keep in mind? Policy Subgroup: The subgroup came up with the following feedback that should be taken back to the main workgroup. • Currently, what are levy dollars being spent on? • Can we get the data for school nurses and psychologist and what the nation level says should be the number of FTEs in districts. • Are there changes around ratios that have changed since the McCleary decision? • Supporting our staff and schools and their needs with better staffing ratios and enrichment.

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			• If we had 24 hours with staff to provide professional development, what would we focus on first?
			• We need to provide professional development that is relevant to the staff person and their assignment.
			• Classified employees need to be present at the professional development also.
			• What are the barriers to professional development?
			• Sometimes the culture of the school district and the importance of professional development, can be a barrier.
			• Paraeducators need to be present at the same professional development as the teachers. They are working with the same students!
			• Create a menu for professional development that districts need to reach within a certain amount of time.
			• Review the whitepapers that were prepared from previous workgroups to see where they compare to today's needs.
			• Identify some themes and needs that aren't being funded.
			• If we are serious about inclusion, we will need many more paraeducators in the classroom.
			• Make paraeducators feel like valued employees. All staff need to be included in the same trainings.
			• Classified staff – square footage = the number of custodial staff.
			How will we go deeper on this subject?
			• We need to create a systemwide change and put mental and PBIS supports in all schools.
			• U of W has an implementation model for foundational metal health systems within the school.
			• A day of professional development is useless unless there is school support within the school to continue what is learned from professional development.

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			• School Improvement practices and plans. What are the building levels saying that they need? *Next meeting: Bring your wants and needs with research and resources. Finance Subgroup: 1. Resources and/or data for the next meeting? • Resources and/or data for the next meeting? Levy usage-staffing comparisons, levy expenditure report, pre-ballot levy approvals, a summary of all funding sources (positions/FTE down one-side and across the top is federal, levy, state funding, etc.)—holistic—add notes about access of funding to be eligible for services, number of students on top row and positions underneath, what other data can be used for poverty outside of FRPL? (icos data) for basis of allocation or an inventory of all the type of data available (i.e., ESSA survey, healthy youth survey, other state agency data, foster care, institutional education data, ERDC, any value in looking at WFIS/school improvement data by school, etc.,) • Put data in bucket by prevention/intervention or comprehensive/target schools? • Put together a data menu, broken out by topic (i.e., poverty, health, etc.) • DSHS data 2. Revisit early ideas? • Intended for this to be phase in together, the LAP program took away the bilingual factor, legislature will pick and choose what to phase in based on what is important to them so just make sure we are detailed in phasing in • Look at what is important vs. what is meaningful, what is going to break the needle… nurses one-year and counselors the next.

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			• Don't spread things too thin by stretching funding too much.
			• Don't want fiscal to "stifle" the policy conversation but want it to guide it.
			• Would like to introduce a cost model, appropriate? Create a tool? How much will it cost districts and levy?
			• How much can be absorbed?
			• Use portal results from the most recent school year and apply some inflation metric to it.
			• SIMPLE Tool: One staff, CAS/CIS/CLS, average at elementary, middle school, and high school… next table down for levy add 20%, 1 day of professional development or 1 hr. of planning time, less interactive/more static
			• Maybe share a model outside of the typical prototypical but includes categorical.
			• Provide a funding model equitable to students and if so, shouldn't we be pushing all categorical programs into the basic education funding?
			• Participants need to understand the total FTE hours, create a cheat sheet?
			• Menu: Use total $$ for system or include special education. Create in the Mega Model, and add by one extra percent.
			• Also use things that are paid for now by the prototypical model
			
			3. Concerns/questions to explore/keep in mind?
			  • Messaging: How are we messaging and lobbying and how are we aligning it and telling a different story then what has been told 10 years ago. How are we including in the story of using data for staff meetings and collaboration time.
			  • Team driving data informed problem-solving time.

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			• How do you talk about things in a way that people care, in the context and body of the report; and use data and research for support? • Be explicit about the pace of change will be. Outline the recommended phase-in of staffing and the outcomes or timeline for impact. Look at implementation science. • Could be a lag with thoughtful planning (i.e., LAP) Process/Workflow: • See data and decide if it's what we want to see. Implored by the policy discussion to see what holds the most weight to ask for first. • Need 101 on special education funding model and see how it folds in?
4:00 pm	End of workgroup day		

Next meeting: June 25, 2019 | WEA, Federal Way

Timeline Discussion

1:1 TECHNOLOGY- Cyber security

      0 part of Basic Ed in 70's

Per pupil funding

Can we update the NCES info before the report is submitted?

Levy failures/Strikes/SAM & 0 SAM

Increased health reqs- impacting staff and stress

TPEP

HYS data

^ FRPL   {changing student needs

Prevention / intervention

Workforce changes ^ conditionals

Suspension reqs- provide ed services during expulsion- check new discipline rules

Re-emergence of broader supports focus for students

FRPL Lunch data 0 tell whole child decision making story, consider other sources

Sophistication of processes like P/T conferences (e.g. language access) >engagement

Safety- extends to capital >monitoring students differently

Ideas

Type and number of staff so ALL students grad on time/outcomes

Real cost of education

Whole child, whole community – whole selves, Critical Race Theory, cultural wealth

Community school model- open school/recenter in community

Targeted supports, could include categorical funding, BEA too

Actualize equitable funding- need driven multiplier allocation model

More for some students- more time, access to services, culturally significant

Ideas page 2

Access to RN any day, any time (example)

Real demands/needs to close gaps meet ALL kids students (umbrella idea)

EL and SWD emphasis

Appropriate teacher prep

      Inclusionary model

Consider kids funded otherwise

Phys, SEL needs to > must catch up with the SEL needs are there

Adequate supports for ACEs

Para allocation too

Cease to view communities as prototypical

Flexible and regularly review

Commitments

Consider ratios for ESA

Maslows- 25 years of research

Strengthen language in bill via report, reframe focus ch report

Research based OR provide evidence to drive/influence research

Take risks and remain grounded in the $ reality of the leg

Parking lot

Allocation system – don't forget- clarification about what it is and needs to be

Do we have the data we need?

      How will we operationalize?

      How will districts implement?

There IS a larger financial picture (e.g. LAP$)

      That we need to think about

Underfunding of SWDs- permeates

Context of BAE vs "enrichment"

FRPL data is needed- crosswalked w/ census (POV info)

Staff #s?/Staff type?/Staff capacity?

How will we handle the adoption of best practices that can increase ability to meet student needs?

PD and mentors WERE line items in earlier funding model iterations (collab too) (classified too!!)

Planning time is more critical than ever…PBIS inclusion, etc

How will we attend to fidelity of implementation so a <u>foundation</u> is intact?

Should we revisit how existing allocations are used? Lap? Other categorical?

How will our solution account for baseline that is variable? Some districts have a solid foundation- so do not.

Is there room for minimum levels of staffing?

OTHER:

Examples of phase-in using FRPL- WA kids/ class size reduction

Break staffing portal info into prototypical grade bands

OSPI budget recommendations 5 years ago deviated from prototypical levels (post- it attached here "is this correct?")