

Call for Proposals on Compensation Strategies

Response ID:29 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

The focus of proposals, thoughts and ideas should address how compensation could be structured, and what could be put in place to attract and retain a highly qualified, multilingual, and multicultural workforce.

All thoughts that address this topic, and specifically those related to the recommendations required for the committee will be considered. Where written proposals and thoughts are submitted that may require additional explanation or discussion, the Committee will invite stakeholders to provide a presentation on the proposal or idea.

The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Dawna Hansen-Murray

2. Email Address

[REDACTED]

3. Organization

Yelm Middle School

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Paid internships for student teaching possibly in conjunction with a commitment to teach in that district for a minimum number of years. Many paras can't afford to give up their pay to student teach and would wish to stay with their current employer. I think this would be a way to help the pipeline for many underrepresented paras to become teachers in their own communities.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize

the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 27, 2022 15:33:49 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:30 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

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1. Name

Nicolette Oliver

2. Email Address

3. Organization

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

Teachers should be treated as trade apprentices. Blue collar workers get paid to learn on-the-job with union protections; it should be similar for teachers. New teachers should be offered conditional teaching certificates when they enroll in a teacher preparation program. Bonus points if teacher preparation programs such as NW Ed Dev are free but required for anyone with a Bachelor degree, or programs like WGU for BA+certification programs can be provided through scholarships if educational expectations are met. The first year should be in the classroom with an experience teacher. The first semester would be primarily led by the master teacher with a gradual release of responsibilities towards the new teacher in Semester 2. The master teacher should have received a proficient or distinguished TPEP rating the year before, but should not be subject to TPEP requirements that year while they support the new teacher. In year 2, the new teacher should have their own classroom but still receive support from the master teacher on a consultation basis. The master teacher should also be exempt from TPEP requirements that year. I believe this will help retain existing teachers as well as recruit new teachers. It will also free up time for administrators that would have spent time on TPEP evaluations.

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract

and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Teachers in Title I schools should receive \$10k bonus per year

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

Mentor teachers should receive a \$10k bonus per year for supporting student teachers.

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

Substitute teachers should qualify for immediate SEBB benefits starting on Day 1 of work. They should have a minimum pay of \$200 per day.

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

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New Send Email

Jan 27, 2022 14:27:46 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:31 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Anthony Hutchinson

2. Email Address

3. Organization

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

"It is the paramount duty of the state to make ample provision for the education of all children residing within its borders"
Tell the legislature of your needs, and sue them if (when) they fail to "make ample provision".
https://leg.wa.gov/CodeReviser/Pages/WACConstitution.aspx#ARTICLE_IX

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 27, 2022 16:16:09 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:12 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

The focus of proposals, thoughts and ideas should address how compensation could be structured, and what could be put in place to attract and retain a highly qualified, multilingual, and multicultural workforce.

All thoughts that address this topic, and specifically those related to the recommendations required for the committee will be considered. Where written proposals and thoughts are submitted that may require additional explanation or discussion, the Committee will invite stakeholders to provide a presentation on the proposal or idea.

The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Thomas Seigel

2. Email Address

3. Organization

Bethel School District

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

Regionalization needs to be based on a metropolitan labor pool area concept, from which the employees (teachers) are living, and the cost of living in that area. The current method using the median housing value within a school district creates distortions to the true cost of doing business and penalizes certain school districts based on their geographic locations. As an example, 80% of zbethel teachers live outside Bethel, but in the Tacoma-Puyallup metropolitan area, where schools districts receive 6% or 12% regionalization. That equates to \$6 -12 million dollars less for Bethel to be competitive for salaries etc. The solution is to use metropolitan area concept for determining funding. The federal government already has these areas identified and uses them for cost of living allowances, etc.

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

CPI should be used rather than IPD. IPD was chosen to save the state money but will lead to significant shortfalls in keeping up with inflation over time.

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

Help desired populations to get their education and credentials via loan forgiveness after a certain number of years of service and grants and scholarships.

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Possible stipends for desired populations to take on additional responsibilities related to teaching about their ethnicities, successful recruiting and developing support systems to support retention.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

See above.

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 06, 2022 17:52:50 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:17 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

David Ogden

2. Email Address

3. Organization

Renton School District

4. If you have a file to upload, please upload here.

[Salary_Allocation_Model_v3.pdf](#)

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

The core of my model is to align financial incentives to factors that impact student learning such as attendance, performance and background. These factors would be combined in a performance index. Individual bargaining groups would determine which factors are more important and carry more weight in the index. They would also determine which measures to use to determine progress or success for each factor (e.g., average student attendance, days of teacher absences). Each district would have required factors to include in the index as well as a custom factor specific to a local interest or measurable goal.

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

In my model an individual teacher's annual salary can go up or down based on the collective performance of a group of teachers in their building. There would also be a state established floor below which teachers' salaries could not go below determined by the legislature based on historical "step and level" calculations.

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

In my model each district would have required factors to include in the index as well as a custom factor specific to a local interest or measurable goal. Hard to recruit or retain positions could be either a demographic factor or a custom factor in the collective

efficacy of a building as recruitment and retention are largely connected to the climate of a building and the support provided to teachers by peers. It could be measured by the number of teachers working in the hard to recruit positions that are not "out of field" as well as the general retention rate of these individuals for a building.

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

In my model each district would have required factors to include in the index as well as a custom factor specific to a local interest or measurable goal. Adjustments to promote equity could be either a demographic factor or a custom factor in the collective efficacy of a building. It would more likely be a required measurable demographic factor since it is state-wide problem.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

In my model each district would have required factors to include in the index as well as a custom factor specific to a local interest or measurable goal. Compensation is related to factors that promote student learning. The traditional "step and level" model provides slow but predictable progress that awards longevity and educational degrees which have a very low correlation to student achievement. The model I propose would allow for quick increases in compensation based on instructional quality, demographics, attendance and school climate. A salary could also decrease when instructional quality, attendance, demographics and school climate change but would have a floor based on historic step and level data.

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

This idea will need to be modeled with real data. When I first proposed this idea in 2017 the tools and skills in data analytics and artificial intelligence algorithms were less known and mature. I believe the idea is worth exploring with real data and measures that are available at a district and building level to demonstrate the impact on individual and groups of teachers. It is a large and complicated project but would help answer the question of what would compensation look like if it were aligned to factors that are directly related to student learning.

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 14, 2022 15:43:03 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:19 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Richelle

2. Email Address

3. Organization

Hoquiam School District

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

Provide Spanish professional development for teachers.

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

Let school districts hire Spanish speaking individuals, even if they do not pass the minimum test requirements.

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Increase para wages for bilingual speakers.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize

the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

More duo language classes (any language).

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 16, 2022 10:49:45 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:20 Data

1. (untitled)

The K-12 Basic Education Compensation Advisory Committee is seeking written and verbal proposals to consider as part of their work to advise the Superintendent of Public Instruction, the Governor, and the Legislature.

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Mary Thompson

2. Email Address

3. Organization

Educational Contractor

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

The Beaverton School District, where I worked for 25 years, implemented a Grow-Your Own model in cooperation with one of the local universities, where existing bilingual instructional assistants could apply to work towards becoming teachers. As I recall, they continued in their instructional assistant positions, but participated in a cohort model to earn their teaching certifications and bachelors degrees. The district paid for their education courses. I believe that Salem-Keizer where I served as a substitute principal and a Leadership Coach through the ODE, had such a program as well. If you are interested in connections in Salem-Keizer, I can provide them.

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

One of the issues one district had to deal with when trying to recruit bilingual principals from the southwest, was that candidates who could not get principal positions in their southwestern school districts (Arizona, New Mexico), applied and got positions in Beaverton, saying this was where they wanted to settle permanently. In reality, they stayed for two years to get the experience they lacked, then returned to their communities of origin. I think you are better served by offering a pathway program to teaching and to principalships for bilingual candidates who are established to their area in Washington and have put down roots.

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Additional funds to support Grow-Your-Own models would be very useful in areas like Yakima. I would not see this as a Spanish speaker model only, as districts with large Asian populations, such as Renton, would benefit, as would black instructional assistants in diverse cities in Seattle. The caveat, of course, is that these newly minted teachers would commit to teach in their existing district for 5 years, or 7, whatever the state decided was appropriate.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

Mentoring of these newly minted teachers would be crucial, in order for them to understand the nuances of working in buildings with a majority of existing teachers, so that they could negotiate the cultural aspects of these buildings. Another positive aspect of this would be that districts would be in the position to "train up" these new teachers in the techniques, materials, and attitudes the district needs. To often, poverty buildings are staffed with teachers who are burnt out or refuse to learn and implement new techniques, rendering the poverty students they teach even more disadvantaged.

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

My background:

Teacher

District Literacy Specialist (TOSA)

Principal

Leadership Coach (Education Northwest, on contract with the ODE)

Washington Elementary Principal

Continuous Improvement Partner, OSPI

My past twenty years in education have been spent working in schools and districts in poverty schools with high numbers of EL students.

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

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New Send Email

Jan 16, 2022 17:55:29 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:22 Data

1. (untitled)

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Dennis Wallace

2. Email Address

3. Organization

OSPI

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

Provide Full Scholarship for Children of Color to attend university to receive their Teaching Credentials in areas of greatest need and require them to teach for a minimum of 6 years in s hard to fill or in school of greater numbers of children of color. as repayment

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize

the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

No

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 18, 2022 11:37:13 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:23 Data

1. (untitled)

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Karen Lobos

2. Email Address

3. Organization

Rainier Prep

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

Equalization funding for public charter schools would better allow us to compensate and retain our highly qualified, multilingual, and multicultural workforce who are currently getting paid less than they would get paid at neighboring districts.

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Equalization funding for public charter schools would better allow us to compensate and retain our highly qualified, multilingual, and multicultural workforce who are currently getting paid less than they would get paid at neighboring districts.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

Equalization funding for public charter schools would better allow us to compensate and retain our highly qualified, multilingual, and multicultural workforce who are currently getting paid less than they would get paid at neighboring districts.

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New Send Email

Jan 18, 2022 14:32:23 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:24 Data

1. (untitled)

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1. Name

Darcy Johnson

2. Email Address

3. Organization

NCESD

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

Retain

- Offer a longevity retirement benefit. After 5 years, each 1.0 FTE counts as 1.05.

- Hard to fill End of year 'thank you- retention bonus' Addresses recognition of hard to fill positions, reduce mid-year leavers, and incentive signing next years contract.

- school wide funding based on teacher turnover, to increase positive stories of our profession, and general fund spending decided at the local level. All staff are impacted by turnover.

Recruit

- Optional state wide hiring system (one stop shopping, #WATEACHAMAZON) & virtual job fairs

- marketing with benefits & the incentives. This reduces the barrier for a candidate having to look/watch/manage several districts platform requirements to find open jobs within their area of interest.

- first year teacher celebration boot camp

- develop marketing that represents the career of hard to fill teacher positions (see example attached) that districts can

use/adjust from state levels

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

Increase/adjust NBTC bonus not only by Free/reduced but by certification.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

*CTE Para/Teacher specific program connected to University/ESD/OSPI. Start as a HS Junior and paid internship Senior year. Para job for 2 years aligned with learning and year three, year long paid student teaching. KEEP the opportunity in THEIR community.

Thank you for the opportunity for input

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

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New Send Email

Jan 18, 2022 17:10:22 Success: Email Sent to: Carrie.Hert@k12.wa.us

Call for Proposals on Compensation Strategies

Response ID:25 Data

1. (untitled)

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The committee is seeking thoughts through the end of April 2022. Please submit as soon as possible.

1. Name

Sandra Ruiz Kim

2. Email Address

[REDACTED]

3. Organization

Highline Public Schools

4. If you have a file to upload, please upload here.

5. Updates to regionalization data or methods. This could include consideration of a hedonic wage model, other improvements to better reflect regional differences, address differences in recruiting and retention, incorporate data from neighboring communities in other states where appropriate, and/or mitigate boundary effects of regionalization policies:

6. Adjustments to inflationary factors used in state budgeting. This could be any factor deemed more appropriate than the current IPD to provide comparable wages:

7. Identification of hard to recruit/retain positions and compensation or other strategies to address those workforce needs:

8. Compensation adjustments to promote equity considerations. This could include additional compensation to attract and retain educators in school districts with fewer resources from combined state and local dollars per student, adjustments to institutional education compensation, and additional compensation tied to complex need factors of schools:

School districts who are just starting to diversify their workforce will necessarily need work in developing a work culture that is welcoming to such diversity. Extra consideration should be made to allow these districts funding to further social justice and educational equity training. Without this, smaller or rural districts may see quick workforce attrition due to hostile work environments, which may negate any recruitment efforts.

9. Any other compensation targeted to recruit and retain a more diverse workforce. This may include ways to recognize the additional work of educators who serve on multiple committees and assume mentoring responsibilities to support new educators and students:

As Washington State moves towards educating a multilingual generation, it often falls to bilingual/multilingual staff to fill in gaps left by an ill-prepared and under-supported system. Bilingual educators are often formally or informally pulled to provide extra services that their monolingual counterparts are not asked to address. Real life examples include: 1) Teachers being asked to "just translate one quick thing" by other staff or administration; 2) Having to do double-duty during IEP meetings as both interpreter and general educator; 3) Being pulled to the office to talk with families who speak languages other than English; 4) Serving as informal mentors to other BIPOC educators; 5) Serving as informal mentors to BIPOC students. These additional expectations and responsibilities are nearly always uncompensated and unaddressed, which affects both recruitment and retention of the workforce we already have. Compensation can vary by district and is sometimes only available to a very narrow category of educators who meet very specific requirements. Expanding the compensation to recognize these unspoken expectations would serve to both acknowledge the contributions of multilingual and BIPOC staff and to highlight the systemic inequities which lead to these expectations.

10. Other thoughts, ideas, or suggestions the committee should consider when making recommendations:

Without equal efforts in furthering equity for staff, efforts to recruit a diverse workforce will be eclipsed by the institutional oppression that forces so many of us out of the profession by year 5. Although drives to increase diversity will help in boosting initial numbers, it cannot create meaningful long-term shifts to the workforce without additional programs to change a white-supremacist educational system.

11. If the Committee is interested in having you present your proposals/thoughts at a future Committee meeting, may we contact you to provide a presentation?

Yes

2. Thank You!

Thank you for taking our survey. Your response is very important to us.

New Send Email

Jan 21, 2022 17:57:49 Success: Email Sent to: Carrie.Hert@k12.wa.us