

K-12 BASIC EDUCATION COMPENSATION ADVISORY COMMITTEE

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Compensation Strategies to Attract and Retain a Multilingual and Multicultural K-12 Workforce

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Washington Association of School Business Officials
Washington Association of School Administrators
Washington School Personnel Association



Focus of Comments/Considerations/Suggestions

EHB 2242 (2017 *McCleary* “solution”), Sections 101 & 104; E2SSB 6362 (2018 *McCleary* “fix”), Section 203; and ESSB 5092 (2021-23 Operating Budget):

- Compensation updates to the K-12 **basic education salaries**
- Updates to **regionalization data**
- Mitigate **boundary effects of regionalization** policies
- *Updates to **experience factors** (added in E2SSB 6362)*
- Adjustments to **inflationary factors**
- Analysis of and strategies to address **workforce needs**
- **Compensation adjustments to support equity**
- **Compensation to recruit and retain a more diverse workforce**

Compensation updates to K-12 basic education salaries

Comprehensive updates to the Prototypical School Funding Model are necessary; adopting more realistic staffing allocations in the Model is strongly linked with the need to adjust/rebase the compensation system

Additional updates are also necessary, including:

- 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

Compensation updates to K-12 basic education salaries

Additional considerations:

- The difficulty in attracting/retaining high-demand staff, while adding multicultural and multilingual competency is exacerbated with current inadequate funding—which forces districts to use local resources
- Comparable wage work models need to be adjusted to current circumstances. There is a dramatic increase in remote-work, allowing for high salaries, while living in lower-cost areas. Comparable wage reviews need to recognize benefits beyond base salaries, as current flexible models may be more attractive than the current K-12 work model (which usually includes living near work sites)
- Staffing shortages—in most positions—are occurring across the state, but are particularly difficult in rural or remote districts, where pay is typically less.

Updates to Regionalization data

In many cases, Regionalization has exacerbated, rather than reduced or eliminated inequities between districts

Key considerations:

- 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

Updates to Regionalization data

WASBO/WASA/WSPA have urged that following the Regionalization rebase, there should be some form of “step-down” or grandfathering until salary inflationary adjustments catch up to any Regionalization reduction.

This request may be unnecessary, however. RCW 28A.150.412(4) clearly stipulates:

“No district may receive less state funding for the minimum state salary allocation as compared to its prior school year salary allocation as a result of adjustments that reflect updated regionalized salaries.”

Any Regionalization recommendations from this Advisory Committee should include this important reminder.

Updates to Regionalization data

Additional considerations to mitigate boundary effects of Regionalization policies:

- 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

Adjustments to Inflationary Factors

- 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

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 retain
- 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

Many of the strategies on the previous Slide (addressing workforce needs) could be used to promote equity considerations. Additional options include:

- “High Poverty” school bonus
- Multilingual bonus
- Teachers of color scholarship program

Compensation to recruit and retain a more diverse workforce

Again, many of the strategies on the previous Slides (addressing workforce needs & compensation adjustments to support equity) could be used to recruit and retain a more diverse workforce. Additional thoughts:

- 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

Additional thoughts

Neither the original legislation (EHB 2242), nor the 2021-23 Operating Budget include the Experience Factor as a required topic for recommendations. Along with Regionalization adjustments, the current Experience Factor must be addressed.

- The Experience Factor should be adjusted annually, or at least biennially
- Districts should be eligible for an Experience Factor if they have above average staff experience OR (rather than 'AND') above average staff education
- There should be a slow step-down for districts that lose the Experience Factor

These provisions follow the policy contained in **HB 1419**, introduced in 2021



WASBO/WASA/WSPA Report to the Advisory Committee:

<https://bit.ly/3wkdNGG>

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