



# One-Time Funding: Strategies for Addressing Staffing Needs

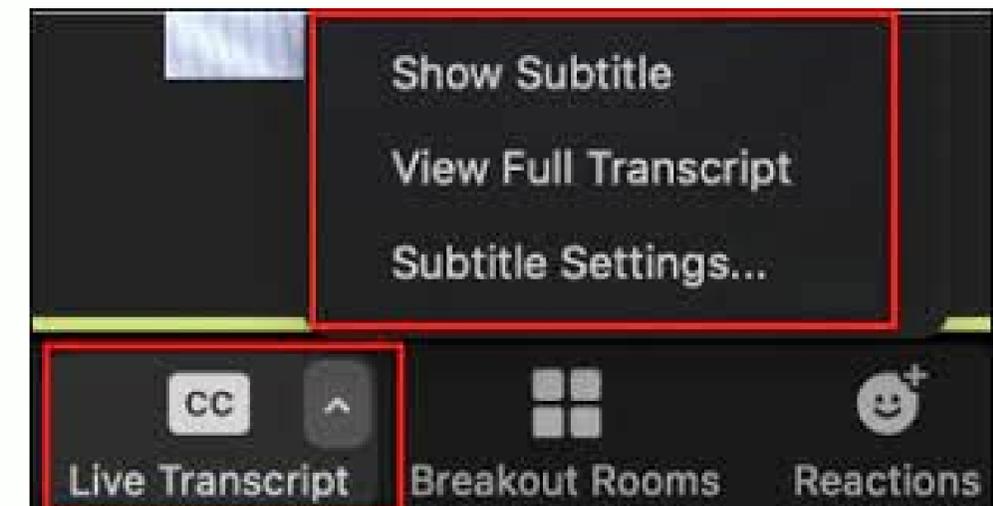
Learning Session Two

April 8, 12, 15, and 20



# Live transcription is available to all participants if needed.

1. Find the **CC** icon in your Zoom toolbar.
  2. Click “Live Transcript”; then select “Show Subtitle.” If enabled, you can also click “View Full Transcript” to view the transcript in the side panel of the meeting.
- ❖ Note: The provided subtitles can be clicked and dragged to move their position in the meeting window.



# Introductions



**Judy Ennis**

Senior Manager



**Tia Taylor**

Senior Program Associate



**Michael Bishop**

Retired CBO/Consultant



**Josh Stern**

Improvement Specialist



**Jason Willis**

Director of Strategic Resource  
Planning & Implementation



**Kelsey Krausen**

Senior Manager



# In the Chat:

Share the name of a teacher or other school staff member that made an impact on you as a student.



## What We Know: School Staff Matter!

- Educators are the biggest lever impacting student achievement.
- Educators are the foundation for all other student-focused initiatives.
- Diverse and highly qualified school-based staff positively impact students.

# Session Goals

**Engage LEA leaders in dialogue about strategies for leveraging state and federal one-time funding to support the educator workforce that centers around student and staff needs, including**

- how to consider declining enrollments and staffing shortages when planning for the use of one-time funds;
- strategies for planning current and future positions, with a focus on high-needs vacancies; and
- approaches to strengthening and building retention and recruitment.





# Agenda

- One-Time Funds Available to Support Staffing Needs
- Discussion Highlighting Three Current and Future Staffing Challenges and Strategies
- Q&A and Closing

# Poll

***What are the top staffing issues in your LEA? (Select all that apply.)***

- Recruitment for classroom vacancies in general
- Recruitment for classroom vacancies for specific subjects
- Recruitment for nonclassroom vacancies (cafeteria, bus drivers, admin)
- Staff retention
- Staff morale and mental health
- Coverage for staff who are unable to come to work
- Staff burnout
- Support structures for new educators
- Other (add in the chat)

# Preview: Three Common Challenges



Staffing shortages and vacancies have worsened for teachers and staff, especially in already hard-to-staff positions (Carver-Thomas et al., 2022; Will, 2022).



LEAs have one-time dollars to spend but are concerned about ongoing investments in staff intensifying an upcoming “fiscal cliff” due to enrollment decline and the expiration of one-time funding (Lee et al., 2020; Cavanagh, 2021).



State investment in UPK requires LEAs to retain and hire a huge number of early learning teachers and staff (Tzul, 2021).



**Optional: Please share a different challenge in your LEA using the chat.**



# State and Federal One-Time Funds Are Available to Support Staffing Needs

# ESSER Funds Can Be Used to Address Staffing Challenges



*“Let us be clear: [ESSER/ARP] provides vital resources to hire additional educators and school staff and to improve compensation to recruit and retain educators and school staff . . . [let’s] ensure they do not waste this opportunity to make critical investments.”*

**—Secretary Cardona, Dear Colleague Letter,  
December 2021**

# Why Do We Have ESSER Funds?

## Open and Safe

Keep classrooms *open and safe* for students and teachers during this global pandemic.

## Recover

Expand access to existing services and bring an “all-hands-on-deck” approach to *recover* from disrupted learning and kick-start accelerated learning.\*

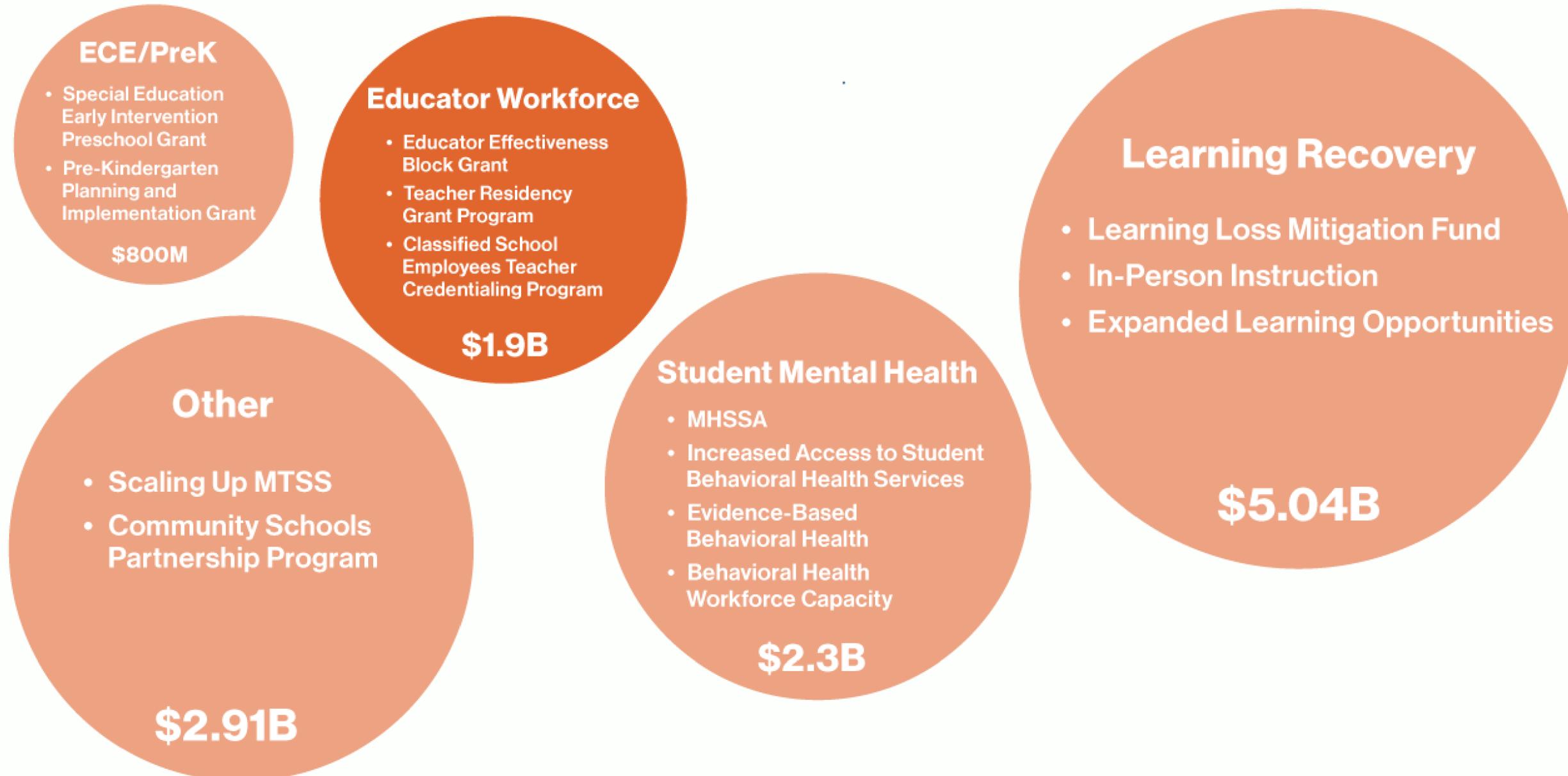
## Redesign

Lay the groundwork for long-term *redesign* of instruction and underlying cost structures to address heightened student need.\*

*\*The extent of our progress on priority #s 2 & 3 is fully dependent on the course of the pandemic in our community and the resulting costs incurred under priority #1.*

Slide content courtesy of Education Resource Strategies  
[www.erstrategies.org](http://www.erstrategies.org)

# State One-Time Funding to Support the Pipeline



# State One-Time Funding to Support and Diversify the Pipeline

New One Time Investment in Recruitment and Retention

## Golden State Teacher Grants

\$500M one-time GF, available over 5 years, to support at least 25,000 grants for teacher credential candidates who commit to teaching at a priority school, in a high-need subject matter area, for 4 years

## Teacher Residency Grant Program

\$350M one-time Prop 98 funds, available over 5 years, to support teacher preparation residencies and other grow-your-own teacher credentialing programs

## National Board Certification Incentive Grant Program

\$250M one-time Prop 98 funds, available over 5 years, to provide incentive grants to recruit and retain National Board-certified teachers to teach in high poverty schools, serve as mentors for other instructional staff, and support other teachers in pursuing National Board certification

## 21st Century School Leadership Academy

\$25M one-time Prop 98 funds, available over 5 years, to support the 21st Century School Leadership Academy and provide PD to school administrators and other school leaders

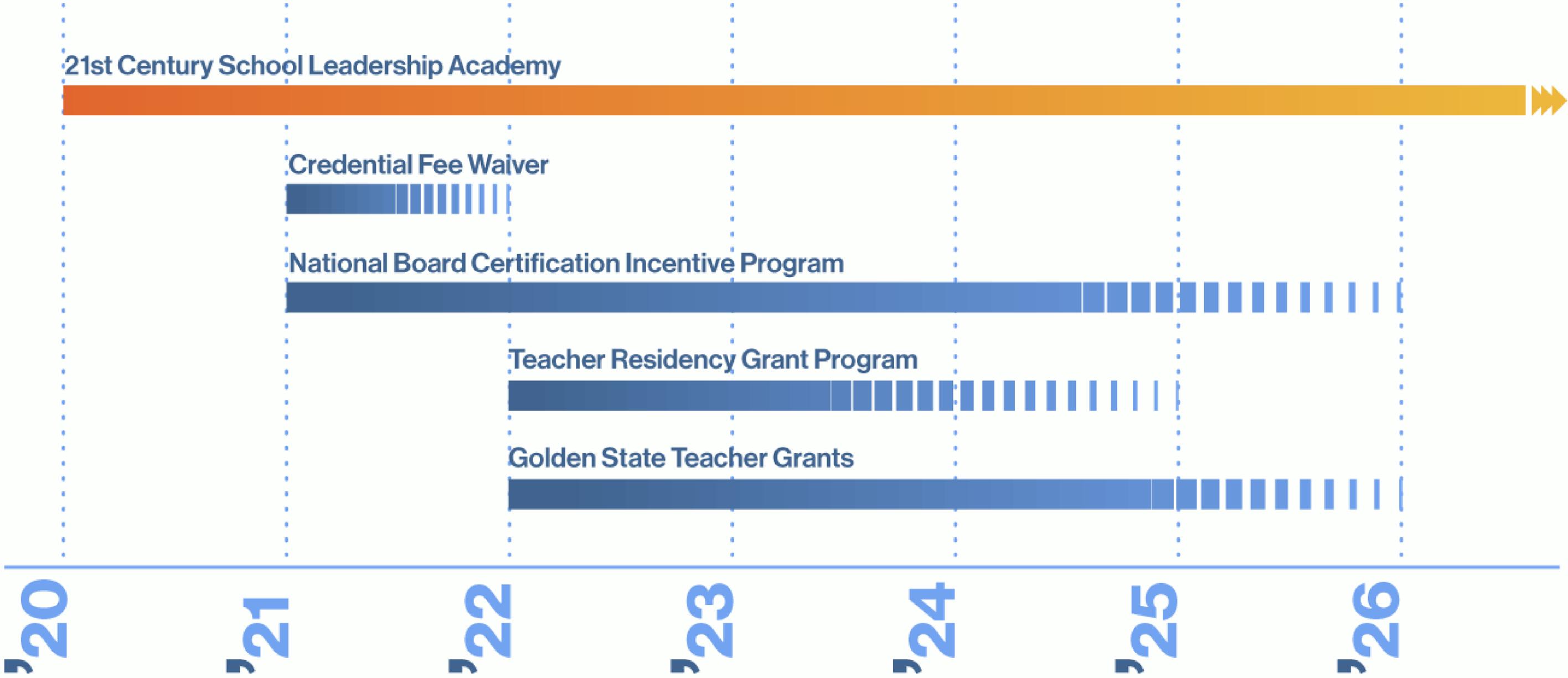
## Classified School Employee Teacher Credentialing Program

\$125M one-time Prop 98 funds, over 5 years, to support more than 5,000 classified school staff in becoming credentialed teachers

## Credential Fee Waiver

\$20M one-time GF to provide a credential fee waiver in 2021/22 for individuals entering the K-12 educator workforce

# Many of these programs are one-time funds.

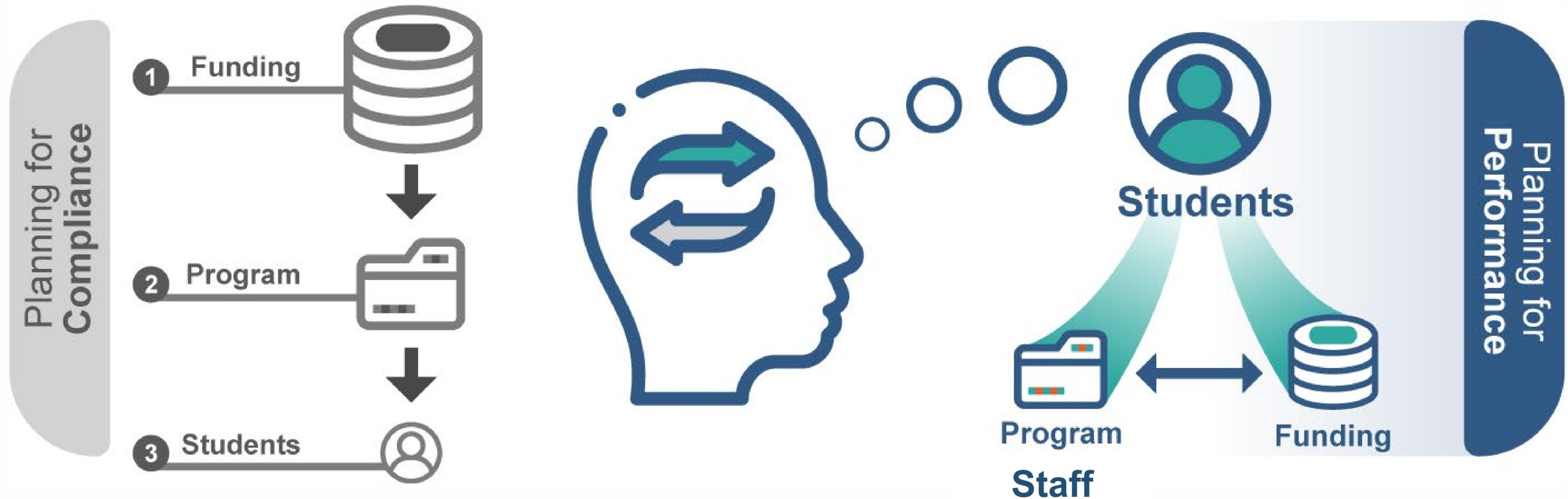




# Staffing Challenges and Strategies

Using One-Time Funds

# Reorienting the Planning Mindset



# What does strategic resource allocation look like in practice?



**Collaborate** between district leadership, program leadership, and fiscal leadership

- Consider creating teams, with one team developing a short-term strategy and the other a long-term strategy, including labor partners
- Collaborate to ensure short-term investments lead to longer term system innovation.

**Center** students in all strategic programmatic and budget decisions

- Leverage your LCAP process to align with the needs of students and staff in your budget discussions.

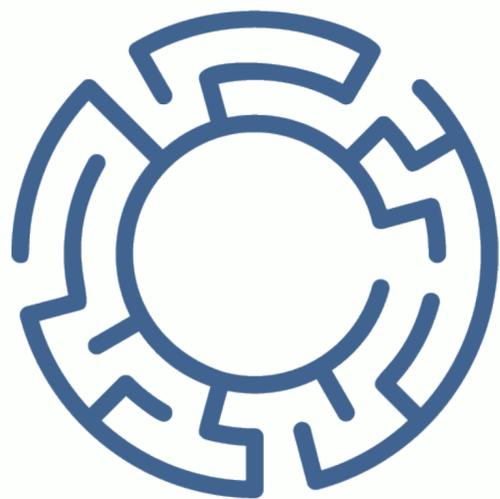
**Align** strategic staffing needs to student achievement goals

- Bring teams together to align your short-term and long-term Talent Strategies with your goals for student achievement from your LCAP.



# Current Challenges

Short-Term and System Innovation Investment Strategies



# Challenge 1:

Staffing shortages and vacancies have worsened for teachers and staff, especially in historically hard-to-staff positions.

# Shortage-Area Demand May Increase While Enrollment Decreases

**Declining enrollment may lower overall demand for staff, but vacancies in hard-to-staff positions may persist—or grow.**

- Special Education
- ELL
- STEM
- UPK

**Higher needs in the classroom create greater demand on educators and associated wraparound supports.**



# National Crisis: Teacher Shortages and Vacancies

**Teacher shortages made headlines in every single state in 2021. Two thirds of school districts nationwide currently report teacher shortages (Frontline, 2021).**

## **This crisis predates the pandemic:**

- In 2015/16, 79% of schools reported high vacancies, and 36% of reported vacancies were “very difficult to fill” (Economic Policy Institute, 2019).
- From 2010 to 2017, Teacher preparation enrollment was down by one third (Partelow, 2019).

# For Retention, Think Holistically



# Strategies



**Create pathways for both classified employees and long-term subs to become certificated teachers.**

**Work with labor partners to determine realistic compensation strategies.**

- Examples: Retention and signing bonuses, intern hiring, residency programs
- Temporarily transfer noninstructional tasks as appropriate to other staff, third-party vendors, or community partners to help retain existing staff.

**Create positions within the teaching ranks for hard-to-fill positions that are promotion track but keep teachers in teaching.**

- Example: lead teachers, program specialists; recruit current paraprofessionals to become teachers while working at school sites

**Consider ways to recruit people currently outside education.**

- Pay recruits to become credentialed

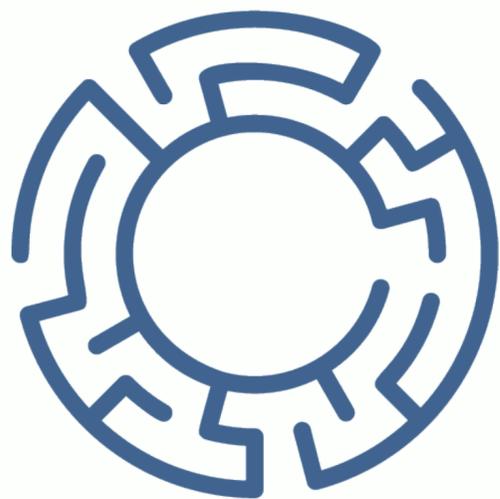
# Group Discussion

- What else is important to consider when investing one-time funds to staff hard-to-fill positions?
- What successes are you having in your LEA?



# Challenges Today and Tomorrow

Short-Term and System Innovation Investment Strategies



## Challenge 2:

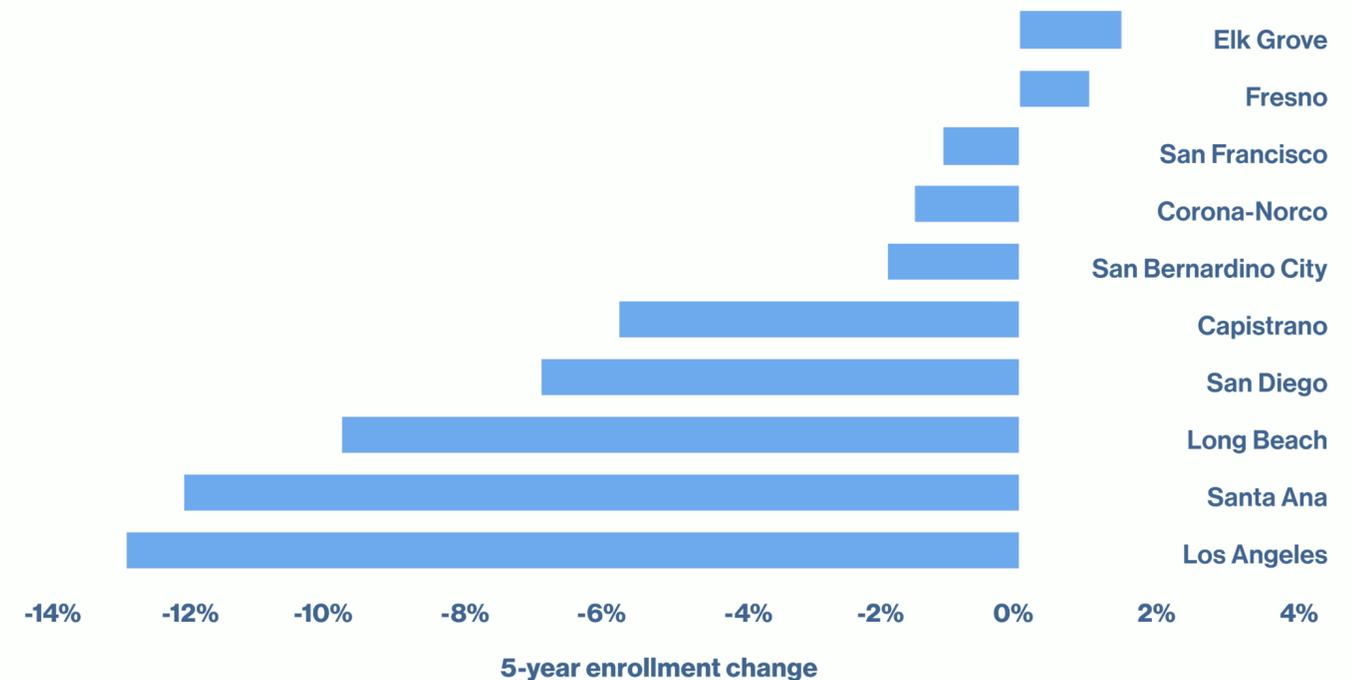
LEAs have one-time dollars to spend but are concerned about ongoing investments in staff intensifying an upcoming “fiscal cliff” due to enrollment/ADA decline and the expiration of one-time funding.

# Local Enrollment Shifts Impact Strategic Planning

## California is entering a long period of declining enrollment:

- Department of Finance projects a 7% decrease by 2028;
- more than 50% of California counties are experiencing a significant decline (>5%); and
- the 2020/21 decline was exacerbated by the COVID-19 pandemic, with more than one third of the overall decline stemming from a drop in TK and K.

Eight of the state's ten largest districts experienced enrollment declines in the past five years



Sources: California Department of Education

NOTE: District enrollment includes funded charters but not direct-funded charter schools.

# Strategies

## **If you have adequate fund balance, you are better positioned to hire now with one-time funds.**

- If the projected reserve exceeds 10%, the LEA can commit funds. For example, you can make a commitment for future deficits or 1 year of staffing for additional counselors and other high-needs positions.

## **When hiring for temporary positions or programs, ensure board resolutions include clear end dates and evaluation metrics.**

- Communicate up front that positions hired with one-time funds are temporary. Meet with temp employees and labor partners annually to discuss parameters of temp employment.

## **Evaluate all vacancies to determine whether the position continues to meet the district's vision, mission, and goals for student success.**

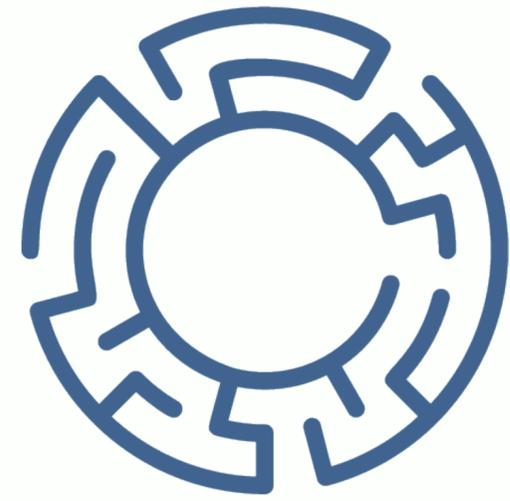
- Sustain positions funded through one-time funds that are more critical now based on the district's vision, mission, and goals by reducing possible vacant positions.

# Use retention and attrition projections to responsibly invest in staff.

- Work with a demographer to understand enrollment projections
- Form a team to review the data; conduct interviews with families to understand their enrollment choices
- Analyze staffing and achievement data to understand retention, attrition, and program needs
- Form a team to review the data; conduct interviews with teachers and staff to understand retention/attrition choices
- Longer term: develop and continue to refine a data dashboard/spreadsheet to review the relationship between staffing and student performance

# Group Discussion

- **What else is important in order to responsibly invest one-time funds in staff given declining enrollment and a potential fiscal cliff?**
- **What successes are you having in your LEA?**



## Challenge 3:

State investment in UPK requires LEAs to retain and hire a huge number of early learning teachers and staff.

# Staffing Needs for UPK

**Research suggests that the UPK program requires 15,000 transitional kindergarten teachers.**

- Other research estimates that 14,000 child care positions have disappeared since the start of the pandemic (Tzul, 2021).
- Keeping up with this demand will require addressing the preparation pipeline for these positions (CDE, 2021).
- Some child care workers may leave their positions for higher pay in the K–12 sector (Tzul, 2021).

# Strategies for Retaining and Recruiting Early Learning Teachers and Staff

## Short Term (Addressing Immediate Needs)

- Offer retention and hiring bonuses to K–2 teachers best positioned to shift
- Add part-time roles for admin and instructional support, allowing educators to focus on teaching
- Invest in professional development
- Partner with Community-Based Organizations and third-party organizations to cover noninstructional functions using one-time funds now (Example: Americorp)

## Longer Term System Innovation

- Hire candidates with certification in process and support them long term with Teacher Residency Programs or paid Intern roles
- Consider possible team-teaching models or using flexible schedule changes
- Consider the appropriate physical environment and any needed upgrades

# Group Discussion

- **What else is important to consider when trying to fill positions for early learning teachers and staff?**
- **What successes are you having in your LEA with similar situations to UPK?**

# Resource Highlight

## **Strategic Resource Allocation Team Meeting Protocol**

**Who:** COE to LEA or LEA Cabinet Team with stakeholders

**What:** Guided questions to analyze and align student and staffing needs with funding decisions

**Where:** Team Strategy session, 1:1 coaching session, reflection tool

**Target Outcome:** Identified funding streams for short- and long-term goal implementation



# Closing Reflections and a Look Ahead to Learning Session Three

**Thank you!**  
**Please take our short survey.**



# Stay Updated



Subscribe to WestEd's *E-Bulletin* for regular updates on upcoming webinars and events, research, free resources, solutions, and job postings from WestEd.

[WestEd.org/subscribe](https://WestEd.org/subscribe)

Connect with us on social media, where we share valuable information every day to help you tackle real-world challenges.

