One-Time Funding: Strategies for Addressing Staffing Needs

Learning Session Two
April 8, 12, 15, and 20
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Introductions

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Tia Taylor
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Jason Willis
Director of Strategic Resource Planning & Implementation

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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

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

2. 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).

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

4. Optional: Please share a different challenge in your LEA using the chat.
State and Federal One-Time Funds Are Available to Support Staffing Needs
“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 #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
State One-Time Funding to Support the Pipeline

- **Educator Workforce**
  - Educator Effectiveness Block Grant
  - Teacher Residency Grant Program
  - Classified School Employees Teacher Credentialing Program
  - $1.9B

- **Learning Recovery**
  - Learning Loss Mitigation Fund
  - In-Person Instruction
  - Expanded Learning Opportunities
  - $5.04B

- **ECE/PreK**
  - Special Education Early Intervention Preschool Grant
  - Pre-Kindergarten Planning and Implementation Grant
  - $800M

- **Student Mental Health**
  - MHSSA
  - Increased Access to Student Behavioral Health Services
  - Evidence-Based Behavioral Health
  - Behavioral Health Workforce Capacity
  - $2.3B

- **Other**
  - Scaling Up MTSS
  - Community Schools Partnership Program
  - $2.91B
State One-Time Funding to Support and Diversify the Pipeline

**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

Planning for Compliance

1. Funding
2. Program
3. Students

Planning for Performance

Students

Program

Staff

Funding
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.
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.
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

- Leadership Matters
- Working Conditions and School Culture
- Compensation and Rewards
- Pathways for Growth
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
• 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?
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.

Challenge 2:
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.
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
• 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
• 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?
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
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