**2012 Compensation Technical Workgroup (CTWG) Recommendations Crosswalk with**

**WSSDA Compensation / Funding Positions**

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| **Broad WSSDA Positions** | **Position Statement** |
| **SLP 7.1.12 Full Funding of Basic Education**WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington’s redefined program of Basic Education as outlined in ESHB 2261 (Chapter 548, Laws of 2009). (Adopted 2012) | WSSDA supports the key recommendations and concepts from the compensation technical working group (CTWG) report, made in accordance with ESHB 2261. WSSDA believes that implementing these recommendations are critical for the state to meet its obligation to provide ample funding for basic education personnel compensation.  |
| Compensation Technical Working Group Recommendations – (2014 position; ranked #21 by 2015 L.A.; eligible for standing in 2017)WSSDA supports legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012.  |

| **CTWG Recommendation** | **Explanation** **(from 2012 Report)** | **Related WSSDA Position/s****(beyond overarching CTWG Positions above)** |
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| **1) Increase the Starting Salary for Teachers and Educational Staff Associates to****$48,687** | The number one priority of the Compensation Technical Working Group is to increase the starting salary of educators to attract a wider pool of the highest quality candidates. By using a comparative labor market analysis based on Bureau of Labor Statistics data, the starting wage for a beginning teacher and educational staff associate (ESA) with a Bachelor’s degree should be increased from $33,401 to $48,687- an additional $15,286 of state funding per beginning educator. Current salary compliance laws will ensure that every beginning teacher and ESA makes at least this amount. | * Compensation Technical Working Group Recommendations – 2014 position
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| **2) Provide Fair Market Based Salary Allocations for all K-12 Staff** | The comparative labor market analysis unequivocally confirms that the state does not provide an adequate salary allocation level to attract and retain high-quality staff; therefore, local school district funds must make up the difference to pay competitive wages. The Compensation TWG asserts that K-12 employees require a state salary allocation level comparable to occupations with similar knowledge, skills, abilities and education and training requirements. The detailed recommendations are provided in Exhibit 2.The Compensation TWG also recommends that the non-school related experience for ESAs be recognized on the state salary allocation model and not be limited to two years as it is in current statute. | * Compensation Technical Working Group Recommendations – 2014 position
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| **3) Maintain Comparable Wage Levels through an Annual Cost of Living Adjustment and Periodic Wage Analyses** | To ensure that the K-12 salary allocations keep pace with the wages of comparable occupations, the Compensation TWG recommends that the comparable wage analysis be conducted every four years and allocations be adjusted accordingly, if necessary. In the interim, state allocations should be adjusted annually with the Seattle- Tacoma-Bremerton Consumer Price Index as per the provisions of Initiative 732. | * Compensation Technical Working Group Recommendations – 2014 position
* **7.6.1 School Employee Salaries**

WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions. (Adopted 1988; Amended 1990) |
| **4) Align the Salary Allocation Model to the Career Continuum for Educators** | The recommended state salary allocation model is roughly structured according to the stages of the career continuum for educators, recognizing the movement from a residency certificate to a professional certificate and potentially to a National Board for Professional Teaching Standards (NBPTS) certificate. The certification process provides an objective measure of teacher development against professional standards as outlined by the Professional Educator Standards Board and the National Board for Professional Teaching Standards. The Compensation TWG emphasizes that the increasingly rigorous, performance-based certification process coupled with the movement to a robust, four-tiered evaluation system will ensure that Washington’s students are served by high-quality educators.The proposed state salary allocation model has 10 cells compared to the 119 cells in the current model, providing a more attractive career progression to recruit and retain educators in the profession. | * Compensation Technical Working Group Recommendations – 2014 position
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| **5) Invest in 10 Days of Professional Development Time** | The state certification and evaluation system expects educators to grow professionally.However, the state only funds 180 days of instruction. The 180 school day calendar is focused on student’s academic development and does not provide time for educator- focused development. Current practice often involves taking school time away from students, through early release days or late arrival days, in order to provide time for educator professional development. The Compensation TWG recommends that the state include ten professional development days for certificated instructional staff in the definition of basic education.The Compensation TWG recognizes that certain classified positions may also require additional funding for targeted professional development, but further work is necessary before development of a recommendation for non-certificated instructional staff positions. | * Compensation Technical Working Group Recommendations – 2014 position
* SLP 7.1.26 Professional Development

WSSDA shall initiate and/or support legislation that fully funds time and training costs for up to 80 hours of annual district directed/approved professional development and classroom preparation time for each certificated classroom teacher in Washington State. (Adopted 2015)* Professional Development is a Critical Component of Basic Education

WSSDA supports legislation and funding for at least 96 hours of professional development including 16 hours of cultural competency and equity education per year for each certificated teacher in Washington as part of Basic Education. (Introduced 2015) |
| **6) Allocate Mentors and Instructional Coaches in the Basic Education Funding Formula** | Many of the necessary roles and responsibilities required in a successful school are currently being provided, in part, through local funds. The Compensation TWG asserts that the roles of mentor teacher and instructional coach are essential activities for providing a basic education program and a state-funded obligation. The group recommends that funding for mentor teachers be provided as a needs-based allocation and instructional coaches be funded as a prototypical job category through the basic education funding formula. | * Compensation Technical Working Group Recommendations – 2014 position
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| **7) Provide****Appropriate Staffing Levels and Increased Program Support for Basic Education** | Working conditions and workload play a significant role in the attraction and retention of staff. The Compensation TWG maintains that sufficiently funded staffing levels and increased program support for struggling students will improve learning opportunities for students and also lead to higher retention of educators. The group proposes that their compensation recommendations occur in tandem with the statutory requirements in SHB 2776 and the basic education funding recommendations proposed by the Quality Education Council (QEC). | * Compensation Technical Working Group Recommendations – 2014 position
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| **8) Amply Fund State Basic Education Salary Allocations and Limit Locally Funded Salary Enhancements to No More than 10% of the State Allocation** | The state is responsible for fully funding the salaries of staff performing basic education activities. The Compensation TWG affirms that average comparable wages are sufficient to recruit and retain high-quality staff. However, the group acknowledges that local school districts may have unique circumstances that lead to difficulties recruiting and retaining staff. The group recommends that districts be allowed to provide locally funded salary enhancements for non-basic education functions. However, to address equity concerns, the locally funded expenditures for these salaries should be limited to 10% above the state allocation. | * Compensation Technical Working Group Recommendations – 2014 position
* Statewide Bargaining for Salaries and Healthcare - introduced in 2015 (ranked #5 by L.A.) ; amended in 2016

WSSDA supports legislation that transfers authority for bargaining basic education salaries and healthcare benefits for classified, certified, and administrative school employees from local bargaining units to the state. And that retains local authority for bargaining of all non-basic education enhancements.  |
| **9) Ensure School Districts Receive the Same or Higher State Salary Allocations per State-Funded Employee** | The Compensation TWG recommends that the legislature fully fund the recommendations immediately. At full implementation of the proposed salary allocations, no later than 2018, school districts will receive a higher state salary allocation for every employee and there will be no need for any individual to grandfather into the existing state allocation model. Until the new allocation model is fully funded, school districts should receive the higher allocation from either the old or new state salary allocation model for every state-funded employee. | * Compensation Technical Working Group Recommendations – 2014 position
* **Hold Harmless While the State Transitions from Levy to State Funding** – new proposal in 2016 from Spokane

WSSDA shall initiate and/or support legislation which will ensure - during the State’s transition to full funding of educator compensation - no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI. |