



Financially Sustainable Staffing Models:

Shifts in time and money that allow schools to build
Next Education Workforce models





Table of Contents

Next Education Workforce Defined	3	Common Expenses	16
Common Elements	4	Turquoise School District	17
Saguaro Elementary School	6	Enhancing School-Level Shifts	17
Saguaro's Next Education Workforce Design	7	District-Level Shifts	18
Understanding the Investments	8		
Shifts in Funding and Time	8		
Additional Strategies	10		
Cactus High School	11		
Cactus' Next Education Workforce Design	12		
Understanding the Investments	12		
Shifts in Funding and Time	13		
Additional Strategies	14		

We would like to acknowledge our colleagues at [Education Resource Strategies \(ERS\)](#) and [Mesa Public Schools](#) with whom we collaborated on a set of resources that fundamentally shaped this document. All of this work was made possible thanks to a generous grant from [Charles and Lynn Shusterman Family Philanthropies](#).

Next Education Workforce Defined

To build the Next Education Workforce, Arizona State University's Mary Lou Fulton Teachers College (MLFTC) works with schools and other partners to

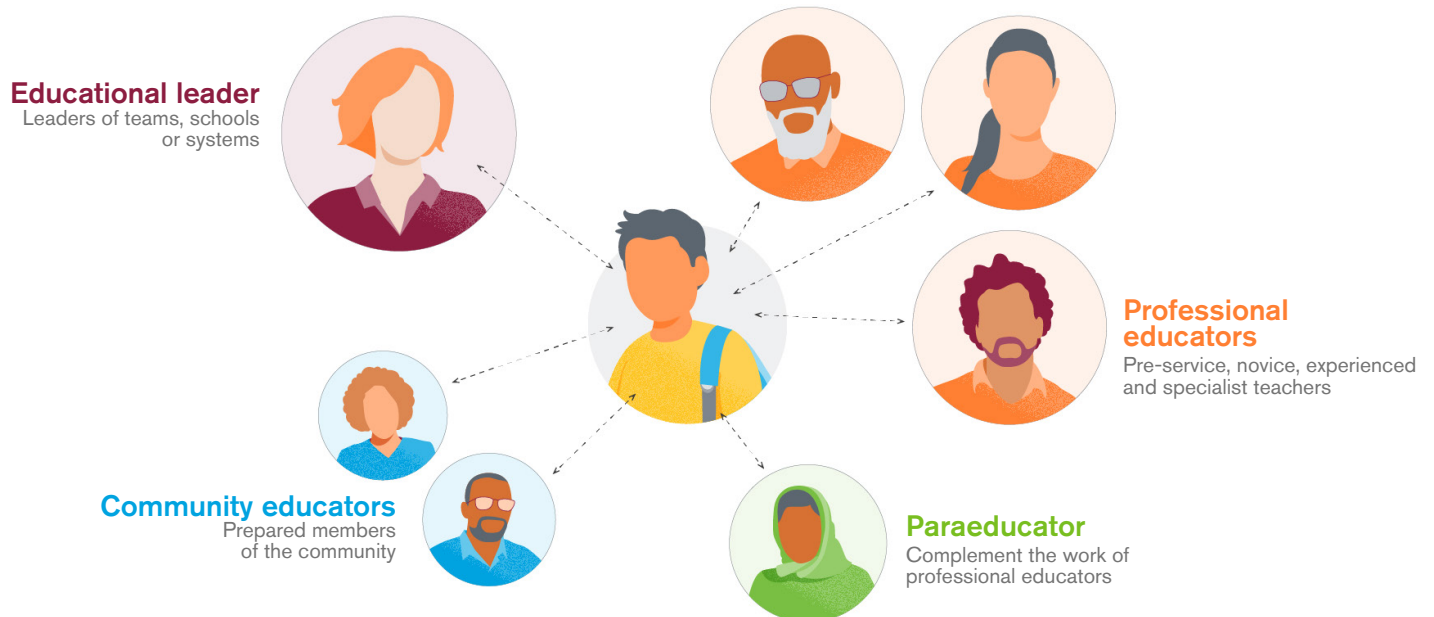
1

provide all students with deeper and personalized learning by building teams of educators with distributed expertise

2

empower educators by developing new opportunities for role-based specialization and advancement

Educator Roles



Instead of asking educators to be all things to all learners at all times, we need to unpack the tasks we ask each professional to do and reallocate those tasks, sustainably, across members of a team. An effective education workforce made up of professionals with diverse expertise requires meaningful opportunities for educators to acquire expert depth, explore functional breadth and have opportunities for advancement that don't necessarily require leaving the classroom.

An effective education workforce leverages existing human capital in new and exciting ways.

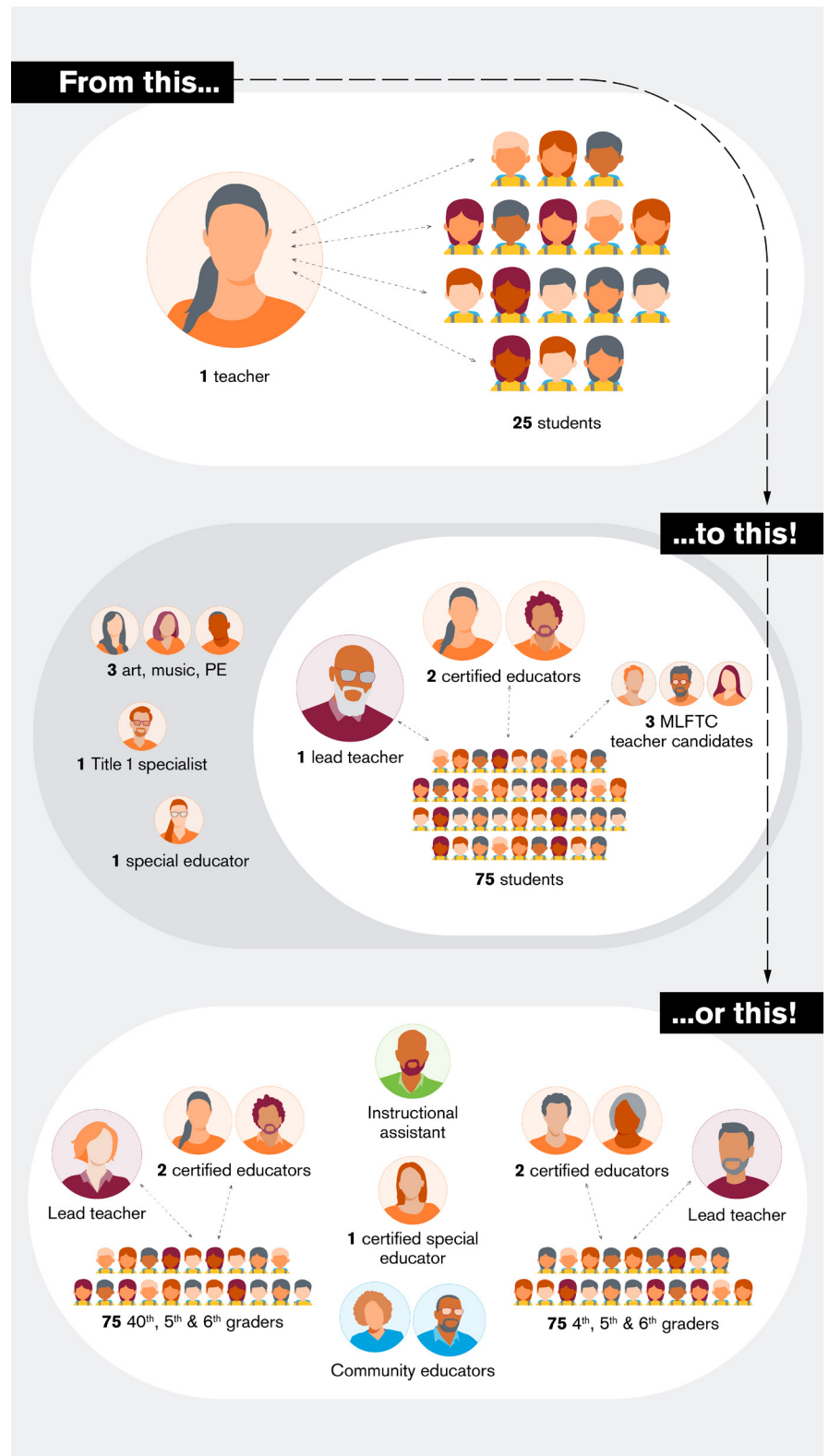
COMMON ELEMENTS

By design, no two Next Education Workforce models look exactly the same.

Context matters. That said, there are a handful of design elements, and associated expenses, that many schools building team-based models need to consider, including:

- The development of a continuum of educator roles that provide multiple avenues into, and through, the teaching profession—and that never ask more of an educator than what they are prepared to do
- A competitive pay structure that compensates educators for additional expertise and responsibility
- Teams of educators with shared student rosters and a shared sense of responsibility for student academic and social-emotional growth (teams can be grade-specific or multi-grade)
- Flexible groupings of students within the team to allow for personalized instruction and support

No two Next Education Workforce models look exactly the same.



In this document, you'll meet two school leaders designing Next Education Workforce models who need to make tradeoffs in an attempt to keep their designs budget financially sustainable:



Principal Olmos
Saguaro Elementary School



Principal Okpara
Cactus High School



Superintendent Rana
Turquoise School District

You'll also briefly meet Superintendent Rana of the Turquoise School District, who is supporting and amplifying the work of Principals Olmos and Okpara.

As you read about these leaders, remember that their visions and strategies are just that - *their* visions and strategies. Their decisions are not meant to be a checklist or recipe for how to make shifts in money and time. Consider their stories to be an introduction to creative problem-solving; inspiration for thinking about how to organize the time, money, and people in your own context differently.

Context matters.

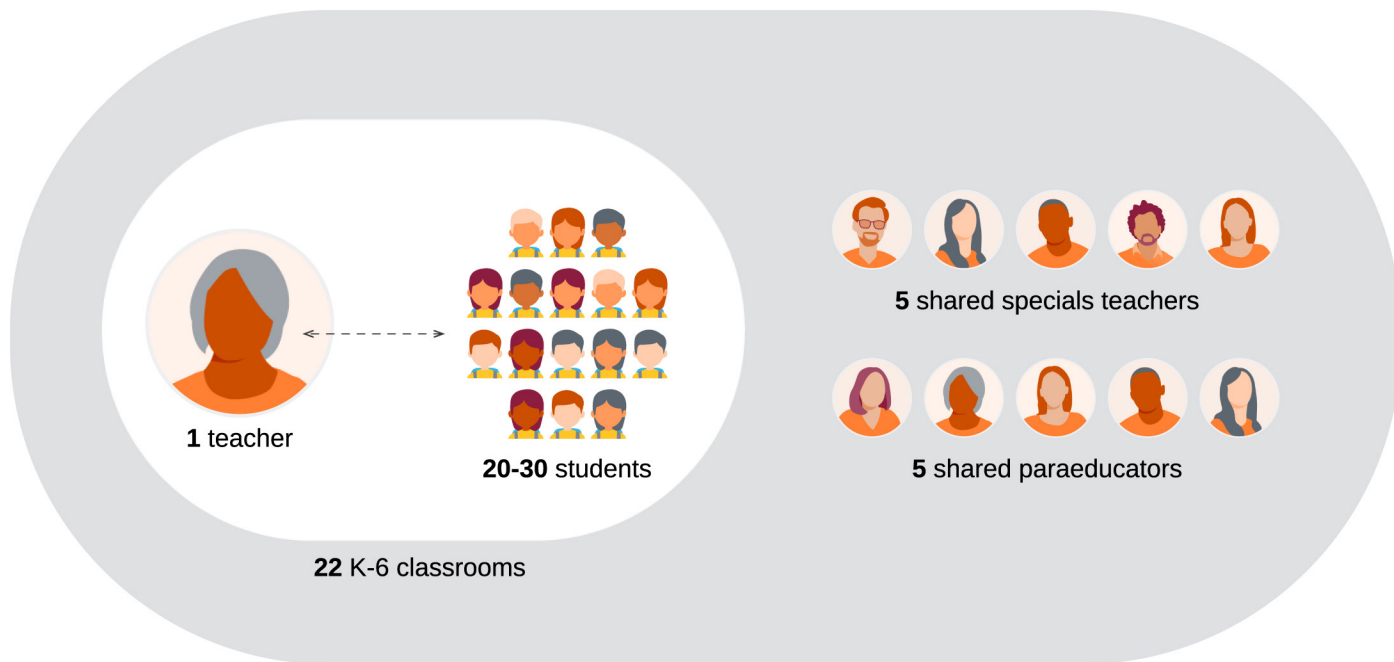


Saguaro Elementary School

Meet Demetrio Olmos, the Principal at Saguaro Elementary School, a K-6 school serving about 500 students. When Principal Olmos joined the team at Saguaro ES, a “traditional” approach to structuring their classrooms and deploying teachers was used:



Saguaro Elementary School “Before”



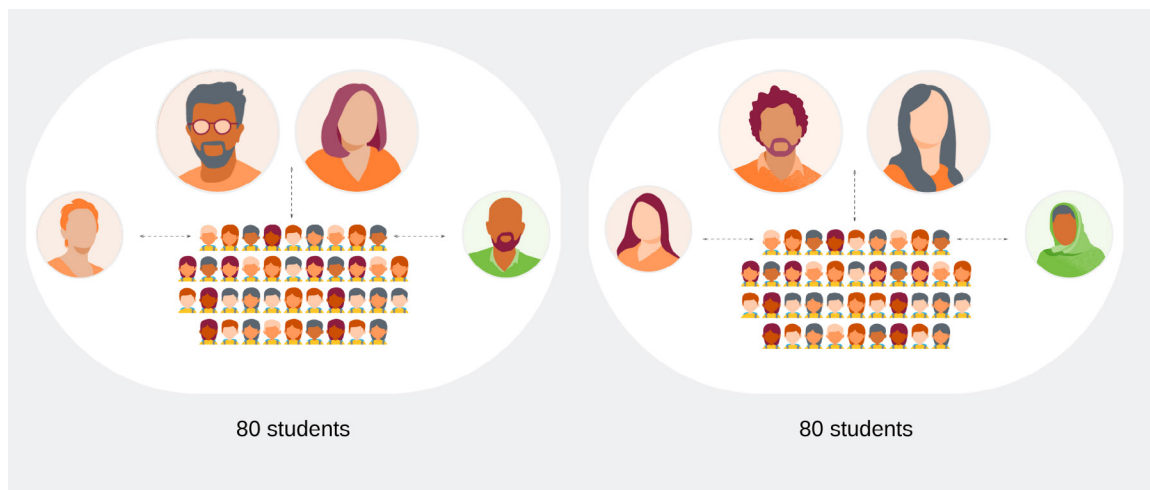


SAGUARO'S NEXT EDUCATION WORKFORCE DESIGN

Principal Olmos has been taking steps to embrace a number of the Next Education Workforce design elements as he seeks to better serve his students and make educators' jobs more sustainable:

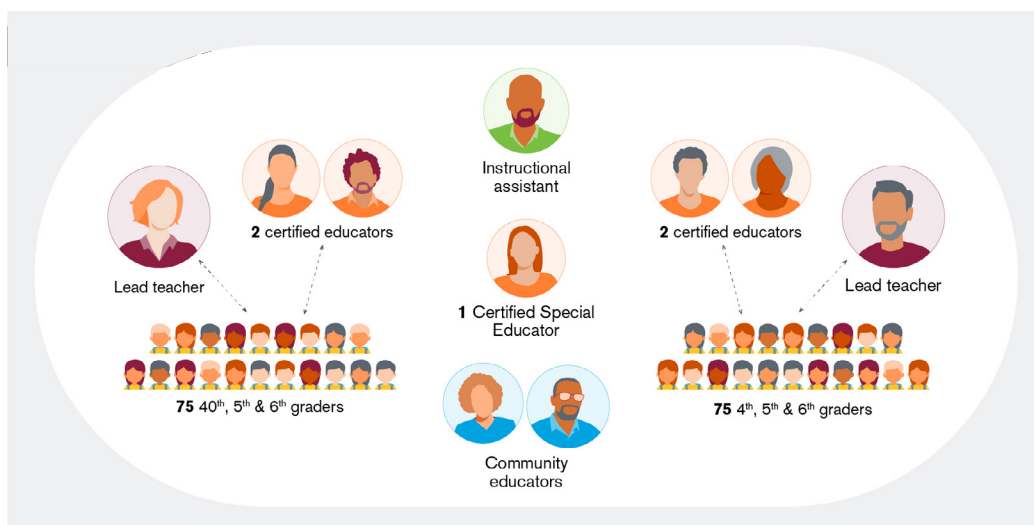
- Created cross-grade level teams with shared student rosters in grades K-1, 2-3, and 4-6
- Supported the development of shared cross-curricula materials
- Increased SEL support and created opportunities for educators to increase distributed expertise

Teams in K-1 and 2-3



Two teams comprising two certified teachers and two residents for each of Grades K-1 and Grades 2-3.

Teams in 4-6



Two teams comprising a lead teacher and two certified teachers across Grades 4-6. A certified SLD teacher, a paraeducator, and two community educators support both teams.



UNDERSTANDING THE INVESTMENTS

In the revised model, Principal Olmos wants to pay resident teacher stipends and lead teacher stipends. Additionally, the team-based model means that teachers need more collaborative planning time. In addition to their typical 30-45 minutes of co-planning time per day, Principal Olmos wants each team to have an additional extended time that was originally not available.

Here is a summary of the costs of Principal Olmos' investments:

Investment Calculator

Grades	Investment	Total Cost
K-1	4 Resident Teacher Stipends (\$15,000 each)	\$60,000
2-3	4 Resident Teacher Stipends (\$15,000 each)	\$60,000
4-6	2 Lead Teacher Stipends (\$5,000 each) 1 SLD Teacher Salary (\$75,000 each) 2 Community Educators (\$12,000 each)	\$109,000
Total Cost of Investments: \$229,000		

SHIFTS IN FUNDING AND TIME

In addition to making changes to better serve his students and educators, Principal Olmos wants to remain budget neutral. To avoid taking on additional yearly costs, Principal Olmos makes a few intentional shifts:

1 Educator Teams. Prior to making the changes, each grade level employed a single teacher for each class of 20-27 students. Moving to the teams-based model allowed Principal Olmos to reduce four full-time teaching positions in grades K-3 that were perennially unfilled or very hard to staff. This reduction in positions saved \$212,000 (\$53,000 per teacher) and did not lead to an increase in student-to-teacher ratios because of the additional teacher residents. In fact, in grades K-3, the student-to-teacher ratio actually decreased from 16:1 to 13:1 when considering the teachers, teacher residents, and paraeducators.

2 Internal Professional Development (PD). Principal Olmos also chose to shift from an external PD model to leveraging the PD provided by a local teacher's college and the lead teachers. Instead of teachers traveling to conferences, they were able to attend in-school or in-team professional learning experiences. This shift resulted in a savings of \$40,000 for the year (and could be even more enhanced if such a decision was replicated at the district level).

Reduced FTEs:
\$212,000
savings

Shifting to Internal
Professional Development
\$40,000
savings



After moving to a teams-based model and internal professional development, we can see that Principal Olmos was able to save \$23,000:

Investment Calculator

Grades	Investment	Total Cost	Shifts
K-1	4 Resident Teacher Stipends (\$15,000 each)	\$60,000	Reduced four full-time teaching positions (\$53,000 each)
2-3	4 Resident Teacher Stipends (\$15,000 each)	\$60,000	
4-6	2 Lead Teacher Stipends (\$5,000 each) 1 SLD Teacher Salary (\$75,000 each) 2 Community Educators (\$12,000 each)	\$109,000	Shifted to internal professional development (\$40,000 total)
Total Cost of Investments: \$229,000			Total Savings: \$252,000

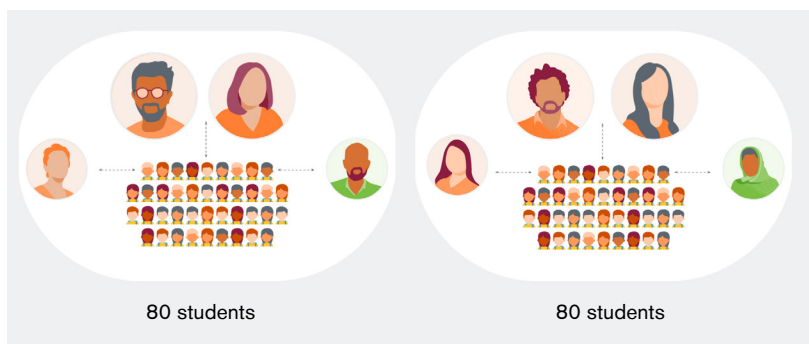
With only these two shifts - team-based models and internal PD - Principal Olmos has saved all the funds he needed to make his changes cost-neutral. He still needed to make one more shift to allow for additional co-planning time:

3 Weekly Rotating Learning Blocks. To support collaborative planning time, Principal Olmos developed weekly project-based learning blocks led by the library and media specials teachers. The specials teachers, alongside the paraeducators and a cohort of community educators, facilitate the weekly project-based learning blocks each Friday, which provides the core instructional teams with collaborative planning time. Each team gets approximately 2.5 hours of collaborative planning time with the K-1 teams planning in the morning, the 2-3 teams planning in the middle of the day, and the 4-6 teams planning in the afternoon. Additionally, Principal Olmos is able to compensate the community educators using the savings from his previous shifts (~\$23,000).

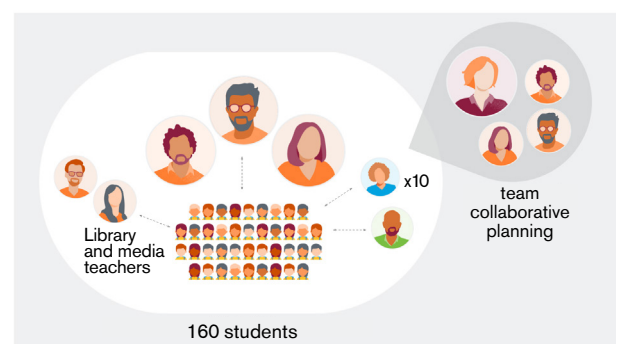
Weekly project learning block: Friday morning for co-planning

Bi-Weekly Rotating Learning Blocks

Monday-Thursday: Teacher led Instruction



Friday: Project-based learning blocks (2.5 hours per grade band)

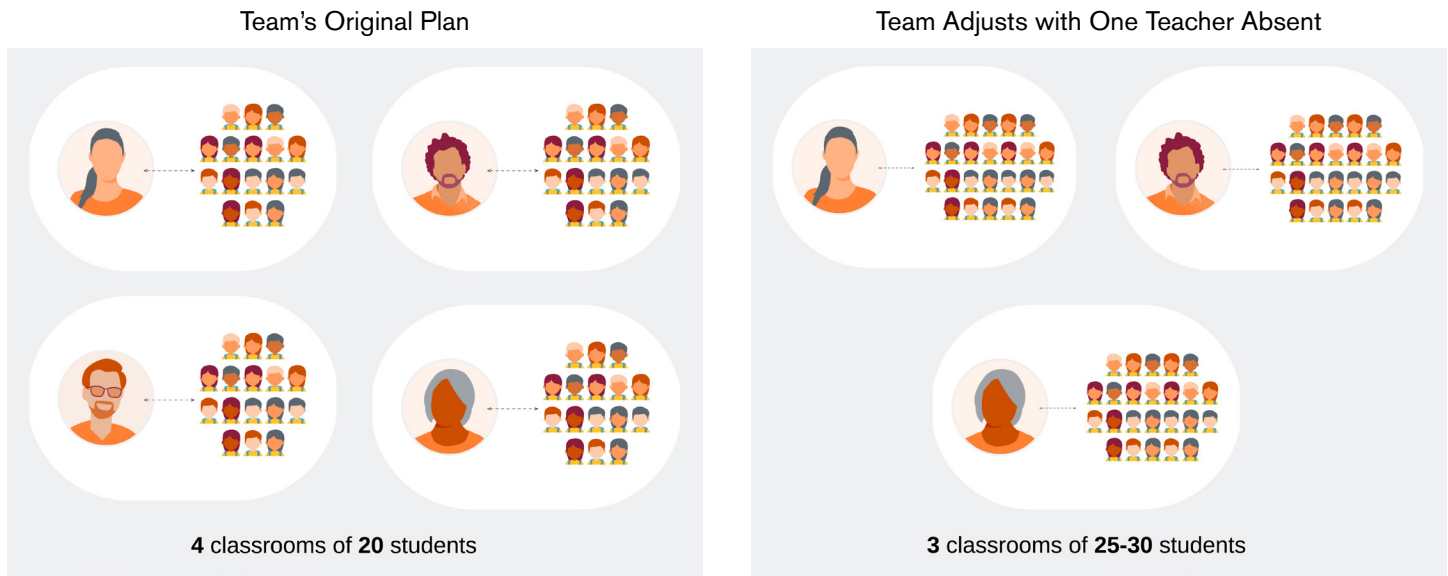




ADDITIONAL STRATEGIES

Although Principal Olmos was able to make strategic shifts to cover his funding and time needs, he could also have chosen to **repurpose funding allocated for substitutes**. One of the benefits of the team-based models is being able to modify individual team members schedules and regroup students to cover for missing teammates, rather than requiring short-term substitutes¹. For example, a team could increase the size of the small groups they are working with by a few students on days when a team member is absent:

Arrange Substitute Teaching Within the Team



Adjusting within the team rather than using substitutes both keeps teachers consistent for students and provides up to \$48,000 in savings (~\$6,000 per team) to be repurposed towards Next Education Workforce roles.

If Principal Olmos chose to repurpose funding allocated for substitutes **in addition** to the three shifts already made, he could consider taking a couple actions:

1

Hiring a part-time project-based curriculum designer. Such a designer could support the development of the weekly project-based learning blocks across all grades and support teams who are down an educator when necessary.

2

Paying more community educators. Having more community educators for the weekly project-based learning blocks would decrease the student-to-teacher ratio.

At the end of the day, **Principal Olmos needs to make shifts that feel the most aligned to his vision and strategy for the Next Education Workforce.** Reducing positions and using internal professional development works for him, but it might not work for you.

You'll need to consider your students, your families, and your vision - **context matters.**

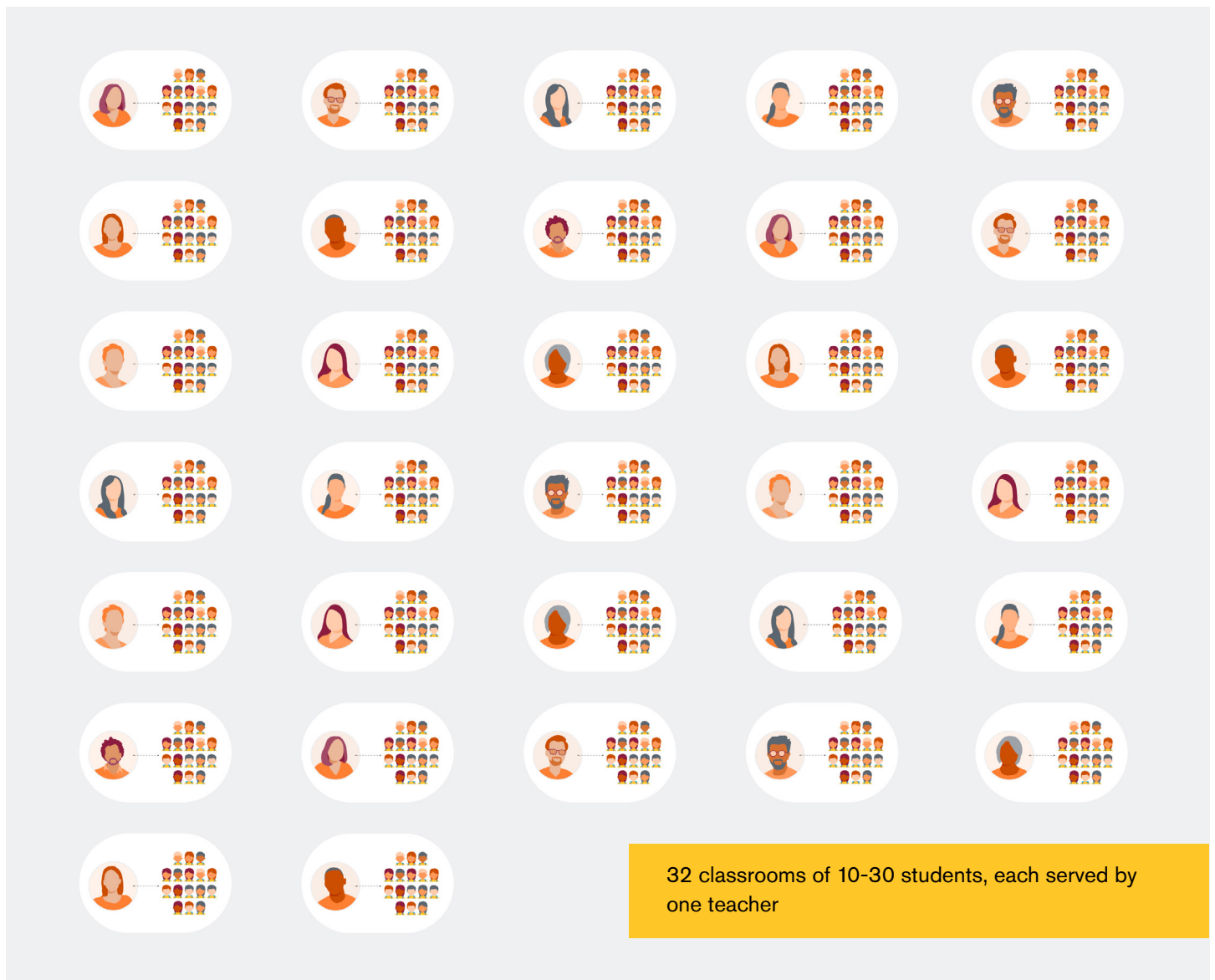
¹ Such an approach works best for pre-planned absences (such as doctors' appointments and professional development sessions).

Cactus High School



Meet Tish Okpara, the Principal at Cactus High School, a large comprehensive high school. While Principal Okpara has recently begun exploring the Next Education Workforce approach to staffing, she currently utilizes a “traditional” single-teacher class structure with varying enrollment based upon the subjects and students rotating between classes in a seven-period schedule:

Cactus High School 9th Grade “Before”





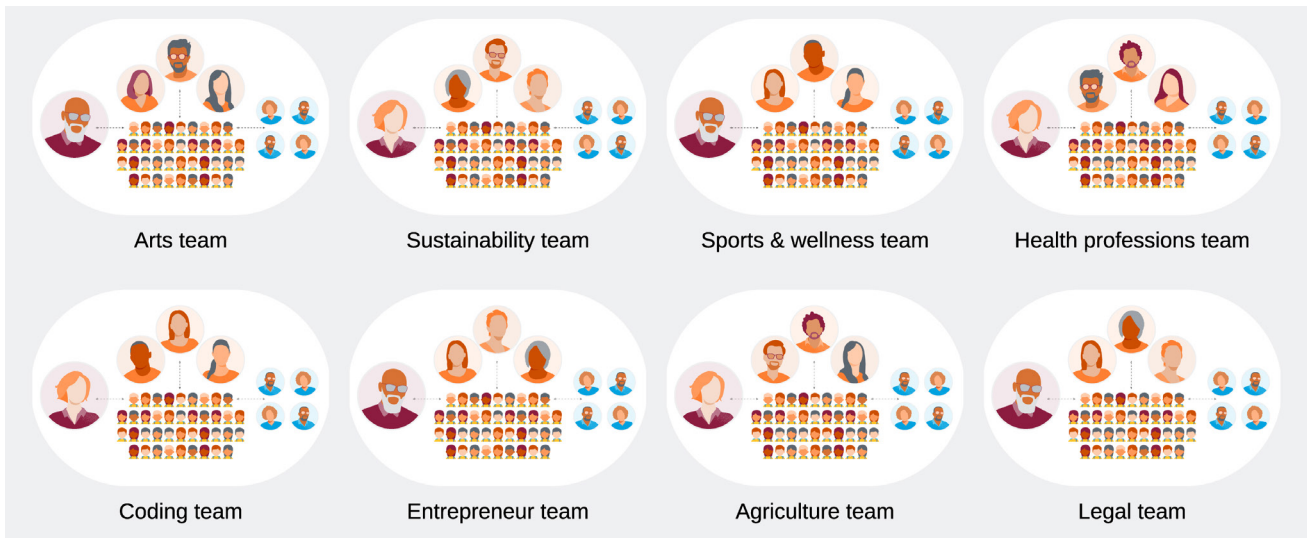
CACTUS' NEXT EDUCATION WORKFORCE DESIGN

Data suggest that failure rates among ninth grade students are the highest in the building and Principal Okpara hopes that a Next Education Workforce team-based model can help keep her students at school. She wants to pilot and evaluate the approach with ninth grade this coming year and then potentially scale to the whole school during the coming years. Specifically, Principal Okpara is seeking to integrate three specific Next Education Workforce design elements to better serve her students:

- Create 9th grade educator teams with distributed expertise who share rosters of common students
- Create a block of time for deeper, interdisciplinary inquiry-based projects
- Increase SEL support

Cactus High School 9th Grade “After”

8 educator teams, each serving 150 students and each comprising 1 lead teacher, 3 teachers, and several community educators



UNDERSTANDING THE INVESTMENTS

To staff the teams, Principal Okpara needs to pay lead teacher stipends. Additionally, having a team approach means that teams need additional planning time each day. Principal Okpara wants to add an additional preparation period for each teacher (going from 1 to 2 total preps).

Here is a summary of the costs of Principal Okpara's investments:

Investment Calculator

Grade	Investment	Total Cost
9	8 Lead Teacher Stipends (\$5,000 each) 6 Community Educators (\$12,000 each)	\$112,000
Total Cost of Investments: \$112,000		



SHIFTS IN FUNDING AND TIME

Similar to Principal Olmos, Principal Okpara wants both to improve the learning experiences of her students and stay budget neutral. As a result, Principal Okpara is contemplating several strategic shifts:

- 1 Teacher Utilization and Content Integration.** In reviewing elective enrollments for ninth grade, Principal Okpara notices that Woodshop and Personal Finance have consistently lower class sizes than the other elective choices. To ensure that students get access to woodworking and personal finance AND ensure that all teachers are fully utilized, Principal Okpara decides to remove Woodshop and Personal Finance as electives and bring in community educators to support the integration of these content areas into the project units. As a result, Principal Okpara is able to stay budget neutral by reducing two full time positions (\$56,000 each) and paying six community educators (\$12,000 each).

Teacher Utilization and Content Integration

Analysis of elective enrollment leads to strategic reductions and the integration of woodworking and personal finance into the project-based curriculum.

Class	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Woodshop	11	21	Prep	18	17	12	15
Band	30	Prep	35	Prep	35	35	30
Graphic Design	25	27	Prep	23	28	29	30
Speech and Debate	25	25	25	23	Prep	27	25
Choir	35	Prep	35	37	30	30	30
Personal Finance	8	11	15	18	Prep	22	13
Animation	25	25	Prep	27	25	29	27
Fashion and Retail	25	30	35	Prep	35	35	34

Removed due to low enrollment

After eliminating low-enrollment electives, we can see that Principal Olmos was able to keep her budget neutral:

Investment Calculator

Grades	Investment	Total Cost	Shifts
9	8 Lead Teacher Stipends (\$5,000 each) 6 Community Educators (\$12,000 each)	\$112,000	Reduced two full-time teaching positions (\$56,000 each)
Total Cost of Investments: \$112,000		Total Savings: \$112,000	



Principal Okpara still needs to make a shift to provide teams with collaborative planning time:

2 Stacking Teaching Time. To utilize the teaching team structure and increase collaborative planning time, Principal Okpara could intentionally stack the teaching time for each team. For example, the Arts and Sustainability teams would have students working together in the mornings and then going to their electives in the afternoon. Teams would have co-planning time during the electives. The other teams would have either a reversed schedule (electives in the morning, team time in the afternoon) or a split schedule where part of their team time would be in the morning and part in the afternoon with electives in between.

Stacking Teaching Time

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting				
Inquiry/Project-based learning	Student-centered content (i.e., math, ELA, biology)	Student-centered content (i.e., math, ELA, biology)	Student-centered content (i.e., math, ELA, biology)	Inquiry/Project-based learning
		Inquiry/Project-based learning		
Lunch and tutoring				
Students: Elective A Educators: Co-planning time				
Students: Elective B Educators: Co-planning time				

Students work in their Arts or Sustainability teams

Students attend electives while the teachers in the Arts and Sustainability teams co-plan

ADDITIONAL STRATEGIES

While Principal Okpara could cover her funding and time needs using the two shifts shown above, she could also choose to reduce other positions within the school. For example, academic support positions could be reduced given the lead teacher on each educator team. For each academic support position removed (~\$60,000), Principal Okpara could pay 12 lead teacher stipends or bring on five community educators. Alternatively, Principal Okpara might choose to keep the Woodshop or Personal Finance teacher on full-time if an academic support position could be removed.

Repurpose funding: Reduce other positions

Position Type	Possible to reduce?	Available Resources
Administrative	When other adults are connected to families (could be teachers, counselors, volunteers, etc.)	\$25,000
Instructional assistants (IAs)	When residents can take on roles IAs previously filled, e.g. small group instruction	\$14,000
Academic support	When expert teachers can support their peers, teachers have a culture of collaboration, and/or better leverage MLFTC field-based faculty from local teacher prep programs	\$62,000
Media specialists	When community partners can provide media literacy instruction at a lower cost	\$25,000
Others	Are there other positions in the school that could be split or redeployed?	

To Consider

- Are there new roles that address some of the same needs as other roles in the school?*
- Are there positions in the school that are less central to the school's strategy?
- Can partial FTEs provide sufficient support?

* e.g., teacher resident and paraeducator might do similar small-group instruction.



Given that the shift to team-based models might require more planning from the lead teacher, Principal Okpara could also consider **regrouping within the educator teams** to allow for the lead teacher to prepare for the team meeting. For example, the Arts Team lead teacher might work with the team for most of the morning and then use the last 45 minutes to plan for the team meeting. There might be benefits in having common time for all lead teachers to meet together.

Regroup Within Team to Increase Planning Time

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting				
Inquiry/Project-based learning	Student-centered content (i.e., math, ELA, biology)	Student-centered content (i.e., math, ELA, biology)	Student-centered content (i.e., math, ELA, biology)	Inquiry/Project-based learning
		Inquiry/Project-based learning		
Lunch and tutoring				
Students: Elective A Educators: Co-planning time				
Students: Elective B Educators: Co-planning time				

Entire Arts Team teaches

On Wednesdays the lead teacher plans the team meeting while remaining team members lead inquiry/PBL time

At the end of the day, **Principal Okpara is making decisions to improve the quality of the educational experience for her students.** Students and families might not want to have fewer electives in ninth grade this year, but Principal Okpara is making that trade-off now knowing that the number of electives available to all students will increase when all grade levels are using the Next Education Workforce.

You'll need to think about how you'll manage the pros and cons of the strategy you embrace. **Context matters.**

Common Expenses

When implementing Next Education Workforce models, both Principals Olmos and Okpara encountered expenses as they invested in restructuring their teams. For both principals, they were able to make shifts to cover the expenses.

The table below summarizes common expenses incurred by schools when they invest in team-based models. There are also common ways that schools and systems cover these expenses to ensure that they are financially sustainable.

Common Expenses	Common Ways to Pay for Expenses
Stipends for lead teachers (~\$5,000 per lead teacher)	Leverage the team-based model to repurpose funds toward new roles <ul style="list-style-type: none">▪ Shift away from a single teacher classroom to reduce full-time positions▪ Provide internal professional development and repurpose the external professional development funds▪ Repurpose funds allocated for substitutes▪ Reduce non-teaching positions whose purposes are duplicated through new roles (e.g., academic support) Adjust schedules to repurpose or eliminate full-time positions <ul style="list-style-type: none">▪ Utilize all teaching periods (teacher utilization)▪ Collapse some class sections and increase certain class sizes
Stipends for resident teachers (~\$15,000 resident teacher)	
Compensation for community educators (varies based on number of hours; \$15 to \$20 per hour)	
Salary for new, cross-team specialized roles, including curriculum designers, inquiry coaches (~\$50,000)	
Salary for a coordinator of community educators, lab facilitator, or other new school-based roles (~\$30,000 each)	
Construction costs for facilities changes (based on amount of change)	
Curricula that support deeper and/or personalized learning (based on school/curricula)	
Other additional school-specific costs (e.g., furniture, devices)	



Make shifts that fit your vision and context

Turquoise School District



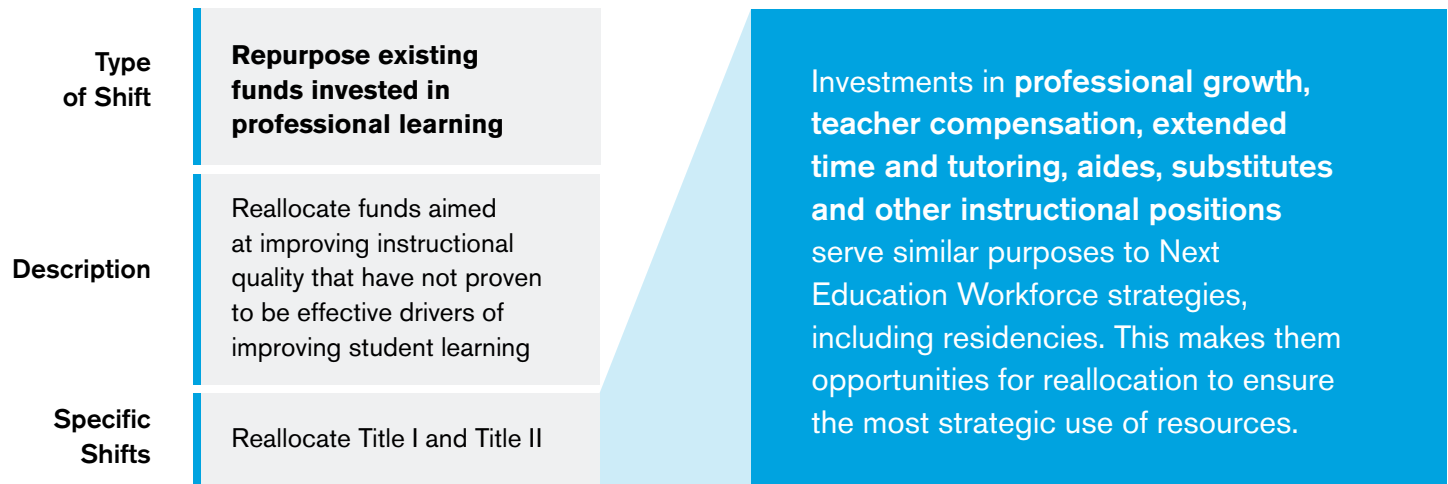
Meet Dr. Khushi Rana, the superintendent of Turquoise School District (TSD), which is home to both Saguaro ES and Cactus HS. Superintendent Rana has made a district-level commitment to using the Next Education Workforce and has **publicly committed to at least 50% of the schools in TSD operating using team-based models in the next five years.** In her role, Superintendent Rana wants to enhance the shifts being made at the school-level while also making changes at the district level.

ENHANCING SCHOOL-LEVEL SHIFTS

Schools are already thinking about how to reallocate their funds to target strategies that support improving student learning. At the district level, Superintendent Rana is considering how **Title I and Title II funds can be reallocated** to mirror the work being done at schools.

Schools are also working to shift professional development from external providers to in-house experts. Superintendent Rana has recognized that travel and conferences are often an area identified as an investment with relatively low yield, whereas Next Education Workforce strategies enable targeted instruction for students, leadership opportunities for effective teachers, and engender a culture of professional learning that raises the instructional bar for all teachers. To enhance the school-level commitment to shifting how professional learning is done, Superintendent Rana is also seeking to reallocate district-level professional development funds.

Many of the Next Education Workforce Strategies are Effective and Appropriate Uses of Title I and II Dollars





DISTRICT-LEVEL SHIFTS

1

In addition to enhancing school-level shifts, Superintendent Rana is also considering how central office expenditures might be reduced to find resources to allocate to the Next Education Workforce. Specifically, at the district office level, **leadership and management positions can often be reduced with minimal impact on student learning and educator satisfaction.** Superintendent Rana is currently looking into expenditure reductions that match leaner-spending comparison districts as she considers which central office expenses could be reduced.

2

Another opportunity for resource allocation is within facilities and maintenance budgets. For example, moving from individual desks to group-based furniture could offset costs of modest construction to facilitate the team teaching models used at both Saguro ES and Cactus HS. Similar to reducing positions, Superintendent Rana is examining how the TSD budget for facilities and maintenance compares to similar leaner-spending districts.

3

A third opportunity for resource allocation toward Next Education Workforce implementation is within underutilized funds. For example, supplies, software, and materials are often budgeted notably higher than actual expenditures. There may be duplicative spending on software, materials, or personnel that have overlapping purposes. Superintendent Rana is considering how TSD might reallocate a portion of these underutilized funds while still maintaining reserve funding.

Every leader using or supporting a Next Education Workforce model needs to think strategically about shifting time and funding to cover the costs of investments. You'll need to do the same. Building sustainable models is possible and requires creative thinking that aligns with your vision and the needs and preferences of your students and families. **Context matters.** For more information, school profiles and budgeting tools, visit education.asu.edu/workforce.