



Expanding Access to Inclusive Teaching Practices 2021–23 Biennial Operating Budget Decision Package (DP)

Agency/Program Recommendation Summary

The Office of Superintendent of Public Instruction (OSPI) requests funding for the continuation of the Inclusionary Practices Professional Development Project (IPP) to capitalize on the positive momentum built by the current project. COVID-19 has fueled further interest into this project as the professional development opportunities supported by the proviso help teachers develop instructional skills that will increase their capacity to teach all students in general education settings, across the school reopening models. The first two years of the project focused on K–12 educators. Should the project be extended, the funding could be made available to support pre-K learning as well.

Package Description

What is the problem, opportunity, or priority you are addressing with the request?

All students have the legal right to meaningful social and academic inclusion in general education settings to the maximum extent possible. There is an abundance of research pointing to the positive impact of inclusive teaching practices on all students' academic and social-emotional outcomes.

Washington is among the 10 least inclusive states in the United States. The current percentage of students fully included in K–12 classrooms is 57.7%; for pre-K it is 23.3%. Moving Washington from its current position among the least inclusive states in the country to make it an example of inclusionary practice requires changing peoples' perspectives and necessitates a cultural shift in the state's education system. Cultural change does not happen quickly, but the IPP is a galvanizing project, spreading the message across the state that inclusion is incrementally achievable, ethical, and instructionally prudent.

What is your proposed solution?

Extending the current Inclusionary Practices Project (IPP) by two years will support long-term, lasting change, and will help cement the gains made, ward off regressions, and enhance significantly the state's ability to create sustained growth in inclusion.

In addition, this proposal requests spending a portion of the additional funding on pre-K educators in order to help reduce special education referrals and will provide students who receive services more opportunities to benefit from learning with their typically developing peers. As the data shows, positive pre-K interventions echo throughout a student's learning career.

OSPI will administer a competitive grant program to local education agencies (LEAs) to support professional development for educators on inclusionary practices, as well as materials that facilitate student inclusion and educator access to these professional development opportunities.

What are you purchasing and how does it solve the problem?

OSPI requests funding to extend the project by two years (\$7 million in fiscal year [FY] 2022 and \$5 million in FY23). This added funding will provide greater continuity for our current school and district partners and allow schools and districts not already involved to get involved with the project. A two-year extension will put our partner schools and districts in a much-improved position, giving them time to create plans for sustained scaling beyond the expiration of IPP grant funding.

What alternatives did you explore and why was this option chosen?

N/A

Performance Measures

Performance outcomes:

Data on least restrictive environments (LRE) will be utilized at multiple levels to evaluate the project’s impact. LRE data are a measure of the percent of a school day a student with a disability spends in general education settings. While there are multiple measures included in LRE calculation, for the purposes of the Inclusive Practices PD Project, data analysis focused on:

- LRE 1: Placed in general education for 80–100% of the school day
- LRE 2: Placed in general education for 40–79% of the school day
- LRE 3: Placed in general education for 0–39% of the school day

Table 1: Percentage of a School Day a Student with a Disability Spends in a General Education Setting

	Statewide Data			LEA Site Cohort Data		
	2017 Pre-Baseline	2018 Baseline	2019 Update	2018 Baseline	2019 Update	% Change
LRE 1 (80–100% general education)	56.01%	56.6%	57.7%	36.7%	41.5%	+ 4.8%
LRE 2 (40–79% general education)	29.5%	29.2%	28.4%	50.6%	46.2%	- 4.4%
LRE 3 (0–39% general education)	13.1%	12.8%	12.4%	12.1%	11.7%	- 0.4%
Progress is shown by an increase in LRE 1 and a decrease to LRE 2 and LRE 3.						

Fiscal Details (Funding, FTEs, Revenue, Objects)

Operating Expenditures	FY 2022	FY 2023	FY 2024	FY 2025
Fund 001-1	7,000,000	5,000,000	0	0
Total Expenditures	7,000,000	5,000,000	0	0
Biennial Totals	12,000,000		0	
Staffing	FY 2022	FY 2023	FY 2024	FY 2025
FTEs	1.0	1.0	0	0
Average Annual	1.0		0	
Revenue	FY 2022	FY 2023	FY 2024	FY 2025
Total Revenue	0	0	0	0
Biennial Totals	0		0	
Object of Expenditure	FY 2022	FY 2023	FY 2024	FY 2025
Obj. A	68,000	68,000	0	0
Obj. B	38,000	38,000	0	0
Obj. C	5,027,000	3,027,000	0	0
Obj. E	5,000	5,000	0	0
Obj. G	5,000	5,000	0	0
Obj. N	1,857,000	1,857,000	0	0

Assumptions and Calculations

Expansion or alteration of a current program or service:

\$10,000,000 was awarded in fiscal year 2020 and \$15,000,000 for fiscal year 2021 in the 2019–20 Operating Budget. Due to delayed contract and form packages awards, the proviso was amended in the 2020 Supplemental Budget and \$4,800,000 from FY20 was transferred to FY21.

Currently in FY21, 10 contracts to professional development providers and numerous educational service district (ESD) and local education agency (LEA) awards totaling

approximately \$16,000,000 have been obligated. Programmatic staff continue to recruit LEA sites and anticipate that all funds will be obligated as work in inclusionary practices continues throughout the state.

This request is to expand the existing program.

Detailed assumptions and calculations:

Funding will be distributed to LEAs through a competitive grant process to continue professional development for educators and purchase materials that facilitate student inclusion. Funds will also be used to continue contracting with professional development providers to increase state capacity to do this work. Total funding is expected to be \$7,000,000 in FY22 and \$5,000,000 in FY23.

Workforce assumptions:

To administer this grant program, this proposal assumes a 1.0 full-time equivalent (FTE) employee to provide administrative coordination efforts with the project manager, contracted partners, local educational agencies (LEAs), and educational service districts (ESDs). Administrative coordination efforts include drafting and finalizing vendor contracts, grant application reviews received from LEAs and ESDs, producing an IPP guidance handbook, and continued technical assistance to OSPI’s education partners.

How is your proposal impacting equity in the state?

Inclusive teaching practices promote equity. The Inclusionary Practices Project seeks to end systemic social injustices caused by ableist systems that define students receiving special services as “other” or “less than,” by providing educators with professional development on how to provide inclusive, individualized instruction to students with a wide range of needs and abilities. This training provides educators with the skills and tools to address the learning needs of all students within their classrooms, acknowledges that the general education classroom is available for all students, and supports a universal design for learning (UDL), which benefits all students.

Strategic and Performance Outcomes

Strategic framework:

This project provides strong support for the goals, mission, values, and vision of both the Governor and the Superintendent because inclusive teaching practices are proven to improve academic and social outcomes for all students. The project is also a pedagogy focused on high expectations of both students and adult and holds equity as its guiding principle.

Other Collateral Connections

Intergovernmental:

This project has already demonstrated its ability to move the needle toward equity in the state of Washington. LEAs that have partnered with OSPI have seen accelerated gains in their rates of student inclusion.

Stakeholder response:

The non-governmental stakeholders impacted by this work are students and families.

Legal or administrative mandates:

N/A

Changes from current law:

N/A

State workforce impacts:

N/A

State facilities impacts:

N/A

Puget Sound recovery:

N/A

Other Documents

Reference documents:

N/A

Information technology (IT) addendum:

Does this decision package include funding for any IT-related costs, including hardware, software (including cloud-based services), contracts, or IT staff?

- No
- Yes