

2019-21 Biennial Budget Decision Package

Agency: 350 – Supt of Public Instruction

DP code/title: Educator Career Support

Budget period: 19-21 Regular Session

Budget level: PL

Agency RecSum text:

New educators and administrators require additional supports for early skill development and for retention. This request will phase in support for novice principals and Educational Staff Associates (ESAs); enhance mentoring assistance for teachers of students with disabilities; provide more robust assistance for those teaching under a conditional certificate; and fund the critical internship period for administrative interns, who are currently only funded for about one-third of the necessary hours of practical experience. With the funds requested, Washington will move closer to meeting the goal of supporting novice teachers in all school districts across the state.

Fiscal detail: To be completed by budget staff

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
General Fund – State 001-01	3,871,550	4,834,050	5,792,050	6,941,550
Total Expenditures	3,871,550	4,834,050	5,792,050	6,941,550
Biennial Totals	\$8,705,600		\$12,733,600	
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs	1.5	1.5	1.5	1.5
Average Annual	1.5		1.5	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj. A	104,659	104,659	104,659	104,659
Obj. B	58,837	58,837	58,837	58,837
Obj. C	76,000	76,000	76,000	86,000
Obj. E	10,752	10,752	10,752	10,752
Obj. G	10,752	10,752	10,752	10,752
Obj. J	8,000	-	-	-
Obj. N	3,602,550	4,573,050	5,531,050	6,670,550

[Package description](#)

Educators must be as skillful as possible from the start of their first year in the classroom and school, and they must be given the tools to mature their practice throughout their careers. This requires growing each educator's proficiency in serving all students, especially students of color, students with disabilities and English learners.

Beginning Educator Support Team (BEST)

The BEST program currently provides grants to 189 districts, which support 2,800 first-year teachers (about 77 percent of the total number of first-year teachers) with a comprehensive induction program. Key program elements include:

- orientation and ongoing professional learning for beginning teachers,
- mentor training,
- ongoing professional learning through roundtables for mentors and induction leaders,
- coaching of district stakeholder teams to ensure program quality, and
- an annual symposium focused on equity.

The BEST program has developed standards for new teacher induction and for mentoring. A 2017 study by the University of Washington's Center for the Study of Teaching and Policy has found that participation in a high-quality BEST program reduces the chance of new teacher attrition from 10 percent to 6 percent.

Teacher and Principal Evaluation Program (TPEP)

Since 2012, the Legislature has provided funding to all districts for initial professional learning in the district's chosen instructional and leadership frameworks and ongoing deepening of the skills as educators advance through their careers. Funding also supports the infrastructure that underpins the system, including: framework, student growth, rater agreement, and evaluations systems learning at ESDs statewide; ongoing development of the state's cadre of instructional and leadership framework specialists; leadership labs and colloquia to allow districts to share best practices; coaching for principals and district leaders in supporting educator growth and evaluation; and an electronic evaluation management system that also includes rater calibration exercises and a student perception survey generator. As the one program that touches nearly every principal and teacher in the state, TPEP has great power to leverage key learnings for educators.

National Board Certified Teachers (NBCTs)

Operating since 2007, the NBCT program facilitates teacher candidates in attaining high and rigorous standards set by the National Board for Professional Teaching standards and provides bonuses to those who hold a NBCT certificate. Currently, more than 10,000 teachers are National Board Certified.

Leadership Internship Grant program

Established in 1996, this grant program supports principal candidates in participating in a required internship during their preparation for the role (RCW [28A.415.270](#)).

These four programs support educator growth. However, funding levels for BEST and the Leadership Internship Grant are insufficient to extend services statewide to all educators who qualify for and would benefit from them.

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

As we face educator shortages and an urgent need to eliminate systemic challenges posed by opportunity gaps, new educators are required to become skillful – fast. Over the last several biennia, the BEST program has received increased funding from the Legislature, allowing the program to gradually expand to serve more districts and to implement elements that more comprehensively support novice teachers. A [2017 study](#) by the University of Washington’s Center for the Study of Teaching and Policy found that first-year teachers in districts implementing the BEST program with fidelity exited the state or the teaching profession at the rate of 6 percent compared with 10 percent in all other districts in the state.

For grant recipients, BEST provides funding for new teacher orientation and ongoing professional learning, mentoring by teachers prepared at the Office of Superintendent of Public Instruction (OSPI) mentor academy, observations and feedback for new teachers, mentor roundtables, BEST district leader roundtables, and BEST coaching for district stakeholder teams. However, this program of support currently only covers about half of Washington districts, including about three-quarters of the state’s new teachers. It also does not address the induction needs of new principals or ESAs (counselors, psychologists, social workers, etc.).

In addition, feedback received in induction coaching sessions from district leaders and mentors indicates that novices in certain roles require more intensive assistance. Specifically, teachers of students with disabilities need to become skillful not only in instruction, but also in writing Individual Education Programs (IEPs) and in collaborating with paraeducators and general educators to create the best possible supports for these students.

Similarly, teachers with conditional certificates, who have not yet completed their preparation programs and may not have had a student teaching experience before becoming the teacher of record in a classroom, need additional mentoring and professional learning in their first years.

The current Leadership Internship Grant supports more than 200 principal candidates, but funds about one-third (fifteen) of their required internship days (forty-five). As student and staff needs increase, the role of the principal is becoming more demanding. This request for an increase in funding would double the amount provided to principal internships, giving these candidates grant support for thirty days of field experience and better preparing them to meet the challenges of this critical role.

What is your proposed solution?

Teachers Served and Cost					
	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Y1 teachers served	2,800 (77%)	3,000 (82%)	3,200 (88%)	3,400 (93%)	3,650 (100%)
Y2 teachers served	2,084	2,567	2,760	2,944	3,128
Y1 ESAs served	N/A	180	192	204	219

Y1 Special Educators enhanced funding	N/A	300	320	340	365
Y1 Conditional Certs enhanced funding	N/A	257	257	276	294
Y1 Principals served	80 (32%)	120 (48%)	160 (64%)	200 (80%)	250 (100%)

The funding in this request gradual increases during the next two biennia to fully fund new teacher and principal induction in all Washington school districts. Investment in the program over the next four years can prepare and support districts that are not currently part of the BEST grant to develop and sustain an effective system of induction for their new teachers and principals. Schools identified for comprehensive supports would receive top priority in the first year of increased funding.

Figure 1. Numbers of teachers, educational support associates (ESAs), and principals served by this proposal, and the costs associated with each.

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

The funding in this request will enhance support for new educators. The better we support them, the better they are able to teach students with varying needs, and the better the outcomes for these students. Funding includes:

- Enhancing BEST funding for first-year teachers of students with disabilities. These teachers have more complex responsibilities and need additional support to better serve our most vulnerable students (Individual Education Program[IEP] preparation, collaboration with para-educators and general educators). Each first-year special educator would generate \$1,000 of additional BEST support for a district. The TPEP grant could be used for professional learning for experienced general educators to improve their skills in addressing appropriate grade-level standards with all students. About 11.5 percent of new teachers teach students with special needs.
- Providing BEST funding for mentoring and induction for new ESAs, including school counselors, whose effectiveness and retention is critical to closing opportunity gaps for our students. Each new ESA would generate \$1,000 of additional BEST support. TPEP grants could be used for professional learning for experienced educators as part of the multi-tiered systems of support.
- Boosting BEST funding for novice teachers serving on conditional certificates, who have not received a full teacher preparation program before beginning their work, providing them with two years of the most intensive support, rather than just one. Many of these new teachers are teaching students with disabilities, students who are English learners (ELs), and students in career and technical education programs. Each new teacher with a conditional certificate would generate an additional \$1,000 or \$2,500 of support in their second year, depending on the

mentoring model being used by the district. The proposed budget assumes about 10 percent of second year teachers hold a conditional certificate.

- Delivering additional mentor academies to accommodate the increase in the number of mentors, and provide mentor academies specifically tailored to prepare mentors for ESAs.
- Increasing program staff by 1.5 FTEs to ensure that as the number of participants grows, districts continue to receive the assistance they need to operate high-quality new educator induction programs that meet our state standards for beginning teacher induction: <http://www.k12.wa.us/BEST/InductionStandards/default.aspx>

In addition to the increases in BEST funding, this proposal requests doubling the size of the Leadership Internship Grant to ensure 215 principal certification candidates have the opportunity to complete a robust and meaningful internship.

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

If this request is not funded, about 850 first-year teachers and 765 second-year teachers will not receive induction support. This will impact both the retention of these teachers, at a time when many districts in the state are facing teacher shortages, and their effectiveness in the classroom. In addition, new teachers who teach students with special needs and teachers holding limited certificates will not receive the additional mentoring and assistance they require to learn their roles quickly, and new ESAs will not receive formal mentoring at all.

The BEST program is already operating at maximum efficiency, distributing 90 percent of funds in grants to districts and consortia and using almost 75 percent of the remainder for costs associated with delivering mentor and district leader professional learning.

If the Leadership Internship Grant is not funded for an additional amount, principal certification candidates will only be supported for about one-third of their internship.

Assumptions and calculations

Expansion or alteration of a current program or service

BEST Proviso		
Fiscal Year	Amount Funded	Actual Expenditures
2018	\$10,500,000	\$10,383,282
2017	\$9,000,000	\$8,883,245
2016	\$5,500,000	\$5,327,162
2015	\$3,000,000	\$2,915,211

Leadership Internship Grant Proviso

Fiscal Year	Amount Funded	Actual Expenditures
2018	\$477,000	\$446,767
2017	\$477,000	\$449,627
2016	\$477,000	\$471,294
2015	\$477,000	\$425,011

Detailed assumptions and calculations

Assumptions and Calculations				
Contracts	FY 2020	FY 2021	FY 2022	FY 2023
Additional Contracts	40,000	40,000	40,000	40,000
ESA Contracts	30,000	30,000	30,000	40,000
Indirect (12%)	6,000	6,000	6,000	6,000
TOTAL	76,000	76,000	76,000	86,000
Grants	FY 2020	FY 2021	FY 2022	FY 2023
BEST fully fund current districts**	1,004,050	-	-	-
BEST adds Year 1 (Y1) teachers (~ 200/yr)	640,500	1,250,500	1,860,500	2,623,000
BEST adds Year 2 (Y2) teachers (assume 92% retention)	-	1,197,050	1,381,050	1,565,050
ESAs @ \$1K, 6% of Y1 teacher number	180,000	192,000	204,000	219,000
Enhanced SpEd @ \$1K, assume 10% of Y1 teacher number	300,000	320,000	340,000	365,000
Enhanced Limited cert (assume 10% of Y2 teachers, 70% @ \$2,500, 30% @ \$1,000)	738,000	793,500	845,500	898,500
Principal interns – increase from 15 to 30 hours of support	500,000	500,000	500,000	500,000
Principal mentor stipends @ \$2,000/Y1 principal	240,000	320,000	400,000	500,000
TOTAL	3,602,550	4,573,050	5,531,050	6,670,550

*Assumes 2 contracts for a total of 7-8 Academies each year.

**BEST funds only support for Y1 teachers the first year a district receives the grant. New grantee districts were added in FY 2018 with the additional funding, but no new funding in FY 2019 meant there were no funds for these districts in the second year for their Y2 teachers. This amount “catches up” these districts, as well as fully funding districts that were partially supported by BEST due to their large numbers of new teachers.

Workforce assumptions

Workforce Assumptions					
Staff Costs		FY 2020	FY 2021	FY 2022	FY 2023
1.0	Program Manager				
	Obj. A	80,118	80,118	80,118	80,118
	Obj. B	41,442	41,442	41,442	41,442
	Obj. E	6,720	6,720	6,720	6,720
	Obj. G	6,720	6,720	6,720	6,720
	Obj. J	5,000			
	Subtotal	140,000	135,000	135,000	135,000
0.6	Administrative Assistant 2				
	Obj. A	24,541	24,541	24,541	24,541
	Obj. B	17,395	17,395	17,395	17,395
	Obj. E	4,032	4,032	4,032	4,032
	Obj. G	4,032	4,032	4,032	4,032
	Obj. J	3,000			
	Subtotal	53,000	50,000	50,000	50,000
	TOTAL	193,000	185,000	185,000	185,000

Strategic and performance outcomes
Strategic framework

The funding in this request contributes to the success of the following goal areas in the Governor's Results Washington plan by supporting all new teachers in Washington to become effective educators as quickly as possible:

- 1.2.d – Reducing opportunity gaps in English language arts, math, and science by ensuring that district leaders attend to the needs of students as they place teachers, and when students are assigned to novice teachers, these teachers are supported in growing their practice
- 1.2.f - Increasing career and technical education (CTE) Science Technology Engineering and Math (STEM) and project, community, career, and workplace learning opportunities by providing additional supports to novice CTE teachers, many of whom may begin on a conditional or limited certificate
- 1.2.j – Increasing the percentage of students who score at the proficient level on statewide exams by ensuring that the students of novice educators are receiving effective, standards-driven instruction
- 1.2.k – Increasing the proportion of students with IEPs being served in the general education setting by ensuring novice special and general educators receive the support they need to collaborate to meet the needs of these students
- 1.2.l – Increasing the percentage of students with IEPs who graduate by ensuring novice special and general educators are as effective as possible.

The funding in this request also supports the development of future principals and the growth of new principals in being able to lead all aspects of the Results Washington plan for K-12 education by more fully funding their important internship opportunity and mentoring for their first year in the role.

This package addresses the OSPI's strategic plan by more quickly growing the skills of novice teachers, and increasing support for new special educators, so they can better provide core instruction for all students, including those with disabilities. It attends to the unique and more substantial needs of teachers with limited certificates, who are often working with students with special needs, CTE teachers, and EL teachers. It provides support for new ESAs, who are meeting needs for our students facing serious academic, social, and emotional challenges. And, with the support for new principals and principal interns, it ensures that those leading the work at the school level are prepared and supported in their initial year.

Performance outcomes

The BEST induction program, when implemented with fidelity, has been shown to increase the retention of new teachers by a significant percentage (from 90 percent retention of first-year teachers in the state or profession to 94 percent retention). OSPI's goal is to have 94 percent retention of first-year teachers statewide. In addition to increased retention, a key outcome of the program is more skillful instruction.

Doubling the size of the Leadership Internship Grant will result in principal candidates who have had twice as much experience “learning the ropes” before they take on the role as the principal or assistant principal in a school. While the administration program coursework is important, the internship is where candidates receive the hands-on experiences so critical to a strong start in the role.

Other collateral connections

Intergovernmental

No impacts.

Stakeholder response

Students will be positively impacted by this proposal, as more will have teachers and principals who are supported early in their careers. The Association of Washington School Principals (AWSP), the Washington Association of School Administrators (WASA), the Washington Education Association (WEA), the Washington State School Directors' Association (WSSDA), the Washington School Personnel Association (WSPA), the Washington Council of Education Administration Programs (WCEAP), the Washington Association of Colleges of Teacher Education (WACTE), and the Association of Educational Service Districts (AESD) all support robust educator preparation and new educator induction.

Legal or administrative mandates

Not applicable.

Changes from current law

None required.

State workforce impacts

As the BEST program has been around for several years, districts that have handled issues such as mentor stipends in collective bargaining agreements have already made those changes. It is possible that in the current situation of increases in teacher salaries, some districts may want to open that language.

State facilities impacts

No impacts.

Puget Sound recovery

Not applicable to OSPI.

Other supporting materials

[University of Washington Center for the Study of Teaching and Policy report on the BEST program \(2017\)](#)

Information technology (IT)

Information Technology

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

No

Yes

Please download the [IT-addendum](#) and follow the directions on the bottom of the addendum to meet requirements for OCIO review. After completing the IT addendum, please upload the document to continue.