

**2020 Supplemental Budget
Decision Package**

Agency: 350 Office of Superintendent of Public Instruction

DP code/title: Increased Supports for Beginning Educators

Budget period: 2020 Supplemental

Budget level: PL

Agency RecSum text:

Despite the growth of the Beginning Educator Support Team (BEST) program, 25% of new teachers, 60% of new principals, and 100% of new educational staff associates (ESAs) do not receive mentoring or induction supports. If we close support gaps for novice educators, they are more likely to close opportunity gaps for their students. This request includes \$6 million in fiscal year 2021 and approximately \$12 million in 2021–23 for full implementation of the program to provide support for special educators, teachers with limited certificates, and new principals and ESAs.

Fiscal detail:

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Fund 001-1	0	\$5,977,000	\$5,977,000	\$5,977,000
Total Expenditures	0	\$5,977,000	\$5,977,000	\$5,977,000
Biennial Totals		\$5,977,000	\$11,954,000	
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs	0	1.6	1.6	1.6
Average Annual		0.8	1.6	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj. A	0	\$105,000	\$105,000	\$105,000
Obj. B	0	\$59,000	\$59,000	\$59,000
Obj. C	0	\$70,000	\$70,000	\$70,000
Obj. E	0	\$11,000	\$11,000	\$11,000
Obj. G	0	\$11,000	\$11,000	\$11,000
Obj. N	0	\$5,721,000	\$5,721,000	\$5,721,000
Biennial Totals		\$5,977,000	\$11,954,000	

Package description

A highly qualified teaching workforce, both novice and veteran, is the single greatest leverage point for ensuring all students in Washington achieve at their highest level and we make progress closing opportunity gaps. All of our students deserve high-quality, effective educators. However, it is especially important for students who are facing barriers to learning to be with teachers who can foster effective learning environments and deliver high-quality instruction.

The Beginning Educator Support Team (BEST) program provides grants and ongoing professional learning to mentors and district leaders to support them in serving their new educators with comprehensive induction, which includes hiring, orientation, mentoring, professional learning for new educators and their mentors, and feedback/formative assessment.

“It takes a collective sense of responsibility by everyone in a school to provide powerful learning for all students. Similarly, it takes a sense of collective responsibility by a district to ensure new teachers’ students have equitable opportunities for learning while their teacher is learning.” – Marcy Yoshida, BEST Program Coordinator, [What We Do for New Teachers](#).

Part of ensuring quality teaching for students is addressing the need for a racially diverse educator workforce, and for all educators to be able to teach effectively in classrooms that are racially and linguistically diverse. We need to create spaces that nurture new educators of color, while helping all novice educators form equitable habits of practice in their classrooms. The BEST program is working toward this end with its “Mentor Academy 201,” focused on racially equitable mentoring and teaching, and the annual BEST Mentor/Coach Equity conference.

A [2017 study](#) by the University of Washington’s Center for the Study of Teaching and Policy showed that only 6% of first-year teachers in school districts implementing the BEST program with fidelity are expected to exit the state and/or teaching profession annually, compared with 10% in all other districts in the state. Grantee districts use BEST grant funding to assist with new teacher orientation and ongoing professional learning, preparation of mentor teachers at the Office of Superintendent of Public Instruction (OSPI) Mentor Academy and ongoing support for mentors, and mentor observations and feedback to new teachers.

Currently, the foundational Mentor Academy serves about 1,000 mentors and other educators each year. Additional sessions of the Academy address mentoring to meet specific needs of new teachers of special education and of English language development/bilingual education. These academies, as well as the Mentor Academy 201 and the annual BEST Mentor/Coach Equity in Action Conference, are open to all districts in the state and also draw faculty from pre-service programs, principals, and instructional coaches.

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

The BEST program provides grants to 189 of Washington’s 295 school districts to support their first- and second-year teachers. Although this covers a significant portion of the state, it means 25% of new teachers, 60% of new principals, and 100% of new educational staff associates (ESAs – school counselors, psychologists, social workers, etc.) do not receive mentoring and induction through BEST. What’s more, BEST is not able to provide extra funding for novice teachers of special education, who have three roles for which they need support: teaching students with disabilities; developing and monitoring individual education

plans (IEPs) and other key documents; and coordinating the work of general educators and paraeducators in service of their students. School and district mentors and leaders also report that additional time and attention are clearly needed for teachers who are teaching with limited certificates, and therefore have had limited preparation. These areas need more robust support to ensure teacher—and thus student—success.

What is your proposed solution?

If we close support gaps for novice educators, they are more likely to close opportunity gaps for their students. This request would continue the expansion of the program to support districts in providing structure and supports for all new teachers, provide enhanced support for special educators and teachers with limited certificates, and add funding for new principals and ESAs, including school counselors. The BEST program is well-poised to target support to the key areas above.

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

What we do for new educators, we are also doing for their students. This proposal requests additional funding to support new educators in these more challenging roles:

- **Special education teachers:** More robust support for these first-year teachers who have more complex responsibilities (IEP preparation, collaboration with paraeducators and general educators, as well as instruction) and serve our most vulnerable students. Each first-year special educator would generate \$1,000 of additional BEST support for a district. About 15% of new teachers are special educators.
- **Limited teaching certificates:** Two years of intensive support, rather than just one, for these teachers who have not completed a full teacher preparation program before beginning their work. Many of these new teachers teach students with disabilities, English learners, and career and technical education. Each new teacher with a limited 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. This proposal assumes about 9% of second year teachers hold a limited certificate.
- **Educational staff associates (ESAs):** Mentoring/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.
- **Principals:** A mentor for all principals in their first year in the role. In BEST, this would supplement funding already provided by the Teacher and Principal Evaluation Program budget and Title II, Part A for principal mentoring, such that all novice principals would be supported (\$3,000 per first year principal.)

In addition, this request includes full funding for new educator induction in all Washington school districts. The program can prepare and support districts who are not currently part of the BEST program to develop and sustain an effective system of induction for their new teachers, principals, and ESAs. This includes districts with schools identified for comprehensive supports through our federal Every Student Succeeds Act accountability framework, which would receive top priority.

	FY 2020	FY 2021	FY 2022	FY 2023
Year 1 teachers served	2200	3000 (82%)	3400 (93%)	3650 (100%)
Year 2 teachers served	2800	1975	2944	3128
Year 1 ESAs served	N/A	180	204	219
Year 1 Special Educators enhanced funding	N/A	300	340	365
Year 2 Limited Certs enhanced funding	N/A	178	265	282
Year 1 Principals served	80 (32%)	120 (48%)	200 (80%)	250 (100%)

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

If this request is not funded, about a quarter of Washington’s first- and second-year teachers will not receive induction support, including many who teach students with disabilities and students learning English, and a number who have had limited pre-service preparation and would benefit from support even beyond what BEST currently provides. This will impact the retention of these teachers at a time when many districts in the state are facing teacher shortages in specific areas, as well as the effectiveness of these teachers in the classroom. New ESAs will not receive formal mentoring at all.

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

Assumptions and calculations

This request would provide induction support for all first- and second-year teachers, ESAs, and principals, and would provide enhanced support for teachers of students with disabilities and teachers with a limited certificate.

Expansion or alteration of a current program or service

Fiscal Year	Appropriation
2020	\$10,500,000
2019	\$10,500,000
2018	\$10,500,000
2017	\$9,000,000
2016	\$5,500,000

Detailed assumptions and calculations

- The number of new teachers is based upon a University of Washington Teacher Retention Study from 2017. New teacher numbers for BEST districts are low in 2019–20 due to budget cuts. Whether or not this will persist is unknown.
- Funding for districts to support new teachers is dependent upon their mentoring model: Districts that provide mentors who are released from other duties to mentor generate \$3,500 per new teacher; those whose mentors do this work in addition to their regular teaching duties generate \$2,000 per new teacher.

- Second year teachers generate \$1,000, regardless of the mentor model.
- The number of ESAs is assumed to be 6% of the number of new teachers. Each new ESA generates \$1,000.
- New teachers of special education (15%) generate an additional \$1,000 to acknowledge the greater degree of support necessary.
- In their second year, teachers with limited certificates (9%) generate a second year of robust funding – an additional \$2,500 in districts with released mentors, and \$1,000 in districts who use colleague mentors.
- New principals generate \$3,000 for mentoring support. Currently, 81 principal mentors are being supported out of Teacher Principal Evaluation Program and Title II funding. The calculations provided add on to that number, assuming that same amount will continue to be provided outside of BEST.

Workforce assumptions

To handle additional program responsibilities, this request includes additional OSPI staffing to support the BEST program:

- 1.0 FTE Program Specialist
- 0.6 FTE Administrative Assistant 2

Strategic and performance outcomes

Strategic framework

This request meets the Governor's goal for a World Class Education. It also meets Superintendent Reykdal's goal of closing opportunity gaps and maintaining high expectations for students and educators. What we do for new educators, we do for their students.

Performance outcomes

High-quality mentoring and induction supports increase the retention of novice teachers in Washington. This request would bring a program with proven results to more educators.

Other collateral connections

Intergovernmental

Tribal-education compact schools are invited to be part of the BEST program. Currently, one tribal school participates in BEST.

Stakeholder response

The Association of Washington School Principals, the Washington Education Association, and the Washington Association of School Administrators all support increased funding for BEST.

Legal or administrative mandates

Not applicable.

Changes from current law

Not applicable.

State workforce impacts

Districts receiving funding may have or develop collective bargaining agreements that direct some uses of resources.

State facilities impacts

Not applicable.

Puget Sound recovery

Not applicable.

Other supporting materials

- [Examining Beginning Teacher Retention and Mobility in Washington State \(2017\)](#)

Information technology (IT)

Not applicable.

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.