

**2020 Supplemental Budget
Decision Package**

Agency: 350 – Supt of Public Instruction

DP code/title: Staffing Enrichment Workgroup Recommendations

Budget period: 2020 Supplemental

Budget level: PL

Agency RecSum text:

This request is a placeholder in anticipation of recommendations from the Staffing Enrichment Technical Workgroup established in House Bill 2242, Section 905 (2017). Workgroup conversations to date have focused on two primary areas: 1) the need for additional staff allocated through the prototypical model to support the social and emotional needs of students and to engage families in culturally relevant and authentic ways; and 2) the need for additional professional development focused on issues related to anti-racist, culturally responsive practices, as well as impactful implementation of wraparound supports. The workgroup will provide recommendations to the Legislature on December 1, 2019.

Fiscal detail

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
General Fund – State Fund 001-1	\$0	\$0	\$0	\$0
WA Opp. Pathways Fund 17F-1	\$0	\$0	\$0	\$0
Total Expenditures	\$0	\$0	\$0	\$0
Biennial Totals	\$0		\$0	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj. N	\$0	\$0	\$0	\$0
Biennial Totals	\$0		\$0	

Package description

In 2017, the Legislature directed the Office of Superintendent of Public Instruction (OSPI) to convene a technical workgroup, which must include representatives of diverse school districts and education stakeholders, to review the staffing enrichments to the program of basic education detailed in section 904 of HB 2242. Final recommendations from the Workgroup are due to the education policy and operating budget committees of the Legislature by December 1, 2019. This proposal serves as a placeholder for the workgroup’s final recommendations.

This preliminary request describes how an increase in funding for school-level staff in three key areas will provide some of our schools most in need with the capacity to implement systemic approaches to addressing student needs. These specific positions include nurses, family and community engagement coordinators, and middle school counselors. Final recommendations of the Staffing Enrichment Technical Workgroup may be different from what is included in this request and shall supersede the information included in this proposal.

Background

There are academic and non-academic barriers that prevent students from achieving academic success. Currently, whether a student receives the support they need to be successful depends on a number of factors. First, someone must identify that the student needs additional support. Next, an educator must correctly identify the source or sources of the student's struggle, and finally, the school must have sufficient staff and resources to connect students with appropriate support within the school or community.

House Bill 2261 (2009) and House Bill 2776 (2010) created and further defined the prototypical school funding model. A prototypical school is a fixed theoretical school size used to drive out funding to school districts. The intent of this model is to provide the minimum necessary funding for the operation of schools. As student enrollment increases or decreases from prototypical size, the staff units change proportionately. Unfortunately, the funding formulas do not correlate to the real cost of providing all students with an opportunity to access a basic education program.

School Counselors

The role of the school counselor is multifaceted, with a focus on students' mental health and career and college guidance needs. School counselors work with developing and leading a comprehensive guidance and counseling program to focus on the academic, career, personal, and social needs of all students (Revised Code of Washington [RCW] 28A.320.280). House Bill 2224 (2017) elevated the role of the High School and Beyond Plan (HSBP) in guiding all students to graduation and beyond. Students must now begin working on their HSBP in the 7th or 8th grade and schools are required to use the HSBP as documentation of the student's personalized pathway. The HSBPs are created through a partnership between the student, parents or guardians, and school staff.

School Nurses

School nurses are integral to providing comprehensive support to students. State law charges school nurses with providing direct services to students with chronic health conditions, responding to emergent student and staff health needs, assisting in providing health education, and creating professional development opportunities that address the changing context around providing health services in schools.

Family and Community Engagement Coordinators

Research consistently shows that across the preschool through grade 12 (P-12) spectrum, when students of all races and socioeconomic backgrounds have parents or adult family members that are engaged in their education, they are more likely to attend school regularly, feel connected to school, and graduate on time than their peers whose parents and families are not engaged. In recent years, the field of research on family engagement has made great strides in determining the kind of engagement that makes a difference for students. This research shows that for investments in family engagement to be impactful, they must be implemented in ways that are systemic, linked to learning, and connected to a school's overall improvement plan. In order to facilitate this type of engagement, schools require staff who are dedicated to this work.

When schools have systems of prevention, early identification, and intervention in place, academic gains follow.

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

In many cases, schools do not have the staffing capacity to implement a comprehensive system of support that would allow staff to make connections with each individual student, assess their strengths and needs, and partner with them and their family to develop a plan for their future.

Washington’s ratio of school counselors to students is well below the national recommendation. The American School Counselor Association recommends a 1:250 ratio of counselors to students in order to support the implementation of comprehensive counseling and guidance programming. Currently, the prototypical school funding model provides 1.216 middle school counselors per prototypical middle school campus or the equivalent of 0.704 full-time equivalent (FTE) counselors for every 250 students. With the increased emphasis on career planning and the growing need for social and emotional support, staffing levels for school counselors are inadequate. Additionally, there is a need to expand professional development for middle and high school staff in counseling students on academic and career planning.

Research shows family engagement is an essential component of school improvement. Research also shows individual students are more likely to succeed in school, regardless of their background, when their families are engaged in their education. The prototypical school funding model provides 0.083 FTE parent involvement coordinators (referred to in this document as “family and community engagement coordinators”) to elementary campuses. No allocation for family and community engagement coordinators is provided to middle or high schools.

The prototypical school model provides an allocation of 0.076 FTE for nurses at elementary campuses, 0.06 FTE for nurses at middle school campuses, and 0.096 FTE for nurses at high school campuses.

Figure 1. Prototypical Values for Counselors, Nurses, and Parent Involvement Coordinators

Current Prototypical School Values			
Category	Elementary (K–6)	Middle (7–8)	High (9–12)
Average Annual FTE Students	400	432	600
School Counselors	0.493	1.216	2.539
Nurses	0.076	0.06	0.096
Parent Involvement Coordinators	0.0825	0.00	0.00

Relevant History

The Legislature adopted the prototypical school funding model in House Bill 2261 (2009). This legislation created the Quality Education Council (QEC) and charged the Council with making recommendations for

implementation of a new program of basic education and the funding necessary to support this program. The bill also created several other technical working groups each charged with completing various tasks associated with transitioning from the state's previous basic education funding model to the new prototypical model.

The QEC's final report was submitted to the Legislature in 2014. The Legislature then adopted the QEC's recommendations in House Bill 2776 (2010). These recommendations represented a translation of 2009–10 funding levels for the Basic Education Act into the prototypical school funding structure, and it outlined target dates to achieve full funding of several additional components of basic education, including full-day kindergarten; K–3 class size reduction; maintenance, supplies, and operating costs (MSOC), and basic transportation. The Legislature met those targets and has since made other enhancements to areas of the prototypical school model.

However, funding levels for nurses and family and community engagement coordinators have not changed from 2009–10 levels. While the Legislature has increased funding for school counselors beyond the 2009–10 levels, current funding is inadequate to meet the need for comprehensive guidance and counseling staffing support in all of our middle schools. Nearly 10 years after the Council began their initial work, the state has made great strides in meeting their constitutional obligation to fully fund our public schools. As conversations continue around next steps about larger staffing considerations, the Office of Superintendent of Public Instruction (OSPI) recognizes the urgency to provide direct support to our schools most in need of additional support.

The Staffing Enrichment Technical Workgroup is discussing and reviewing recommendations of the QEC as part of their work. Other resources and research are being considered as a basis for arriving at evidence-based recommendations as required by the law.

What is your proposed solution?

The proposed solutions of the Staffing Enrichment Technical Workgroup will be available on December 1, 2019. In anticipation of the final recommendations, OSPI is putting forward this request as a placeholder, focusing on the staff intended to provide services related to the social and emotional health of students and to engage families in culturally relevant and authentic ways. Not represented in these costs, but likely part of the final recommendations, are additional professional development for anti-racist, culturally responsive practices, as well as for impactful implementation of wraparound supports. The recommendations may include revisions to the prototypical staffing units.

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

This request focuses on providing additional staffing through the prototypical model for school districts to hire additional school counselors at all middle school campuses.

Through this proposal, grant funding would support implementation of family and community engagement coordinators and school nurses in our middle-level (grades 7 and 8) comprehensive schools as identified through our state's Every Student Succeeds Act (ESSA) accountability framework. This step is necessary to target resources to close opportunity and achievement gaps that exist within our system. Ensuring students have access to family and community engagement coordinators and school nurses, combined with the other school improvement interventions, will create more equitable supports for all students.

Figure 2. Estimated Costs of Preliminary Components

Preliminary Components			
Item	FY 2021	FY 2022	FY 2023
Middle School Counselors	\$19,339,000	\$25,316,000	\$25,603,000
Nurses	\$7,918,000	\$10,259,000	\$10,414,000
Family and Community Engagement Coordinators	\$6,162,000	\$8,044,000	\$8,169,000

Note: These costs represent components within this narrative. They should in no way be assumed as official recommendations or costs of the Staffing Enrichment Technical Workgroup.

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

The Staffing Enrichment Technical Workgroup is currently exploring several options for final recommendations. Meeting minutes are available on [OSPI's Staffing Enrichment Workgroup webpage](#). A description of the alternatives the Workgroup explored will be provided in the final recommendations to the Legislature on December 1, 2019.

Assumptions and calculations

Expansion or alteration of a current program or service

This preliminary proposal would increase existing funding for middle school counselors, family and community engagement coordinators, and school nurses provided through the prototypical school funding model.

Final recommendations of the Workgroup may differ from what is presented here.

Detailed assumptions and calculations

All costs related to adjustments to the prototypical school model used caseload forecast enrollment assumptions and salary and benefit values currently approved in the biennial budget.

Increased funding for family and community engagement coordinators

- FY 2021: Provide an allocation of 1.0 full-time equivalent (FTE) family and community engagement coordinator to each of the 77 schools serving grades 7 and 8 who are identified for comprehensive support through the ESSA accountability framework.
- FY 2022: Provide an allocation of 1.0 FTE family and community engagement coordinator to each of the 77 schools serving grades 7 and 8 identified for comprehensive support through the ESSA accountability framework.

Increased funding for school nurses

- FY 2021: Provide an allocation of 1.0 FTE school nurse to each of the 77 schools serving grades 7 and 8 identified for comprehensive support through the ESSA accountability framework.
- FY 2022: Provide an allocation of 1.0 FTE school nurse to each of the 77 schools serving grades 7 and 8 identified for comprehensive support through the ESSA accountability framework.

Increased funding for middle school counselors

- FY 2021 – increase 1.728 FTE per 432 students.
- FY 2022 – increase 1.728 FTE per 432 students.

Workforce assumptions

None.

Strategic and performance outcomes

Strategic framework

This request supports the Results Washington goals related to K–12 education because the request aims to increase the number of students who graduate and reduce opportunity gaps for all students. In addition, this request supports OSPI's strategic goal of ensuring all students have multiple pathways to high school graduation.

Performance outcomes

Additional support, resources, and training are necessary to help schools strengthen their supports in counseling and guidance for students in preparation for post-secondary aspirations and career readiness. In addition to the interventions and special focus for students from families experiencing poverty who would be the first in their families to pursue education after high school, there will also be increases in the numbers of:

- school districts supporting a meaningful High School and Beyond Plan,
- students who graduate on-time career and college ready, and
- students enrolling in post-graduation training opportunities.

OSPI would track data for the following:

- College-ready transcripts
- Post-secondary enrollment for 2- and 4-year colleges and universities
- Post-secondary remediation rates for math and English language arts
- Dual credit programs
- Graduation rates
- 9th grade success rates
- SAT and ACT scores
- Financial aid for post-secondary education

Other collateral connections

Intergovernmental

School districts would welcome additional resources to provide comprehensive supports to students. Additional support could facilitate and improve community partnerships. School district fiscal and educational leaders were part of the workgroup which will lead to the ultimate recommendations.

Stakeholder response

Workgroup membership includes the Washington State School Directors' Association (WSSDA), Public School Employees (PSE), Washington Education Association (WEA), Washington Association of School Administrators (WASA), Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC), Washington Association of School Business Officials (WASBO), and the Association of Washington School Principals (AWSP).

Legal or administrative mandates

The components of this preliminary proposal related to the High School and Beyond Plan were prompted by the passage of House Bill 2224 (2017) and its focus on developing high-quality plans beginning in middle school.

The components of this request related to family engagement are prompted by OSPI's goal to help school districts respond to a number of legislative changes in recent years that call for partnering with families to support student success. Examples of these changes include the following:

- Inclusion of “communicating and collaborating with parents and school community” and “partnering with the school community to promote student learning” among the eight criteria used to determine the effectiveness of teachers and principals as part of our [Teacher/Principal Evaluation Program \(TPEP\)](#) improvements made as a result of Senate Bill 6696 (2010).
- Adoption of House Bill (HB) 1723 (2013) that allows district to use up to the first three days of the beginning of the school year to meet with parents and families as required in the family connection component of the [Washington Kindergarten Inventory of Developing Skills \(WaKIDS\)](#).
- Adoption of Senate Bill (SB) 5946 (2013) that requires schools to provide parents or guardians of students in grades K–4 who are not reading at grade level with strategies to assist with improving their reading skills at home, and to meet with the families of 3rd grade students who are reading at the level of “below-basic” to identify intensive strategies for improvement.
- Adoption of [changes to the state's discipline policies](#) that require school districts to provide families with the opportunity to provide meaningful input on and have the opportunity to participate in a culturally responsive reengagement plan following a long-term suspension or expulsion.
- Adoption of a series of recommendations put forward by the state's [Educational Opportunity Gap Oversight and Accountability Committee \(EOGOAC\)](#) between 2010 and 2017 which call for increasing family and community engagement as a strategy for closing educational opportunity gaps and improving student learning. The most recent of which is House Bill 1541 (2016).

Changes from current law

Revisions will be needed to Revised Code of Washington (RCW) 28A.150.260 to increase existing ratios and perhaps add new staffing categories based on final recommendations from the Workgroup. OSPI will also request to change the title of “parent involvement coordinator” in the prototypical model to “family and community engagement coordinator,” which is a more appropriate representation of the roles of this position.

State workforce impacts

Not applicable.

State facilities impacts

Not applicable.

Puget Sound recovery

Not applicable to OSPI.

Other supporting materials

The final report will contain various data points and analysis supporting the requests of the Workgroup.

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.