

PreK-3rd Regional Support

2017-19 Biennium Budget Decision Package

Agency: 350 Office of Superintendent of Public Instruction
Decision Package Code/Title: AT/PreK-3rd Regional Support
Budget Period: 2017-19
Budget Level: PL

Agency Recommendation Summary Text:

The Superintendent, in collaboration with the Association of Educational Service Districts (AESD), is requesting \$3.9 million for the 2017-19 biennium to support a strong, equitable P-3 professional learning system. Funding will support one (1) PreK-3rd Early Learning Coordinator at each of the nine ESDs, one (1) FTE OSPI Early Learning Mathematics Specialist and .5 FTE OSPI administrative support. This OSPI and AESD Network of support will provide leadership for improved teacher practices to help students be successful in K-3rd and beyond, and will bring greater coherence to early learning and K-12 efforts, helping students be ready for kindergarten.

Fiscal Summary: Decision package total dollar and FTE cost/savings by year, by fund, for 4 years. Additional fiscal details are required below.

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-01	\$1,968,440	\$1,963,440	\$1,964,440	\$1,964,440
Total Cost	\$1,968,440	\$1,963,440	\$1,964,440	\$1,964,440
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	1.5	1.5	1.5	1.5
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-01	0	0	0	0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. A	\$92,923	\$95,056	\$96,567	\$96,567
Obj. B	\$49,650	\$50,017	\$49,506	\$49,506
Obj. C	\$0	\$0	\$0	\$0
Obj. E	\$9,990	\$9,990	\$9,990	\$9,990
Obj. G	\$6,938	\$6,938	\$6,938	\$6,938
Obj. J	\$7,500	\$0	\$0	\$0
Obj. N	\$1,801,440	\$1,801,440	\$1,801,440	\$1,801,440

Package Description:

Background:

Washington's Early learning and K-12 education systems have traditionally been disjointed and it is clear from the latest research that supporting P-3 efforts is key to closing early achievement gaps.

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Regional Early Learning Coordinators:

The AESD Network has Early Learning Coordinators, who are experts in P-3 Systems and professional learning, in each of the 9 Educational Service Districts (ESDs). Over the past 3 years, these coordinators have worked in collaboration with the Office of Superintendent of Public Instruction (OSPI) to serve P-3 leaders and practitioners across the state. This Statewide Initiative Team has been funded by state and federal funds to support the initial implementation of WaKIDS with a small amount of Gates Foundation funding. This funding has allowed them to work together monthly to bring coherence to Early Learning work across the state aimed at ensuring all students are ready for kindergarten, achieving at high levels at 3rd grade and beyond. This funding has helped to establish a strong foundation, but will not go beyond the 16-17 funding cycle.

Early Performance Outcomes for WaKIDS and P-3 Professional Development:

WaKIDS Teacher and Principal surveys provide evidence of school's implementation of all statutory requirements and create continuous feedback of the AESD-OSPI regional support. In addition, there is solid evidence of AESD's success implementing high quality professional development aimed at supporting teachers' skills in individualizing instruction to meet all state learning standards, implementing rigorous developmentally appropriate practices, and ensuring rich P-3 learning environments. Examples include training evaluation data from the FDK modules, Early Learning Numeracy modules, and WaKIDS sessions.

The quality of this common statewide effort generated a new three-year grant from the Gates Foundation aimed at supporting the "last mile" for their P-3 work allowing ESD Early Learning Leaders to continue to work collaboratively across the nine ESDs in partnership with OSPI to increase their own knowledge and understanding of developmentally appropriate practices, including those in early mathematics. Then working with the Washington State Fellows Network, ESD Early Learning Coordinators and other ESD leaders will develop and implement strategies to work with district early learning teacher leaders and school administrators to increase their capacity for sustainable, high quality early learning practices in schools and communities across the state.

Proposed Solution:

The Superintendent requests support for one (1) PreK-3rd Early Learning Coordinator at each of the nine Educational Service Districts, and an Early Mathematics Specialist at OSPI, to provide dedicated support to improve teacher practices in the early years, collaborate across educational sectors with statewide early learning stakeholders, and build specific support to improve K-3 teacher practices in early mathematics. By funding an Early Learning Coordinator in each of the nine ESDs, this proposal will:

- build on AESD's Early Learning's work with WaKIDS, early mathematics, and common resources for Full Day Kindergarten;
- expand to more fully meet OSPI's Performance Indicator #1 & #2 and the Governor' Early Learning priorities;
- enable Early Learning efforts to connect with other Statewide Initiatives (i.e. mathematics, science, migrant, special education, student and school success);
- increase the number of STEM learning opportunities for early learning educators
- improve equity for ALL students; and
- provide and support "Best Practices" in early learning through a state-wide P-3 delivery system.

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It is common knowledge that Early learning and K-12 education systems have traditionally been disjointed and it is clear from the latest research that supporting P-3 efforts is key to closing early achievement gaps. In order to meet these priorities, the Superintendent requests support for one (1) PreK-3rd Early Learning Coordinator at each of the nine ESDs.

Initial focus will build and expand on the current WaKIDS implementation to ensure:

- Kindergarten teachers and principals will be engaged in the K transition process;
- Kindergarten teachers will have a) a deep understanding of high quality observational assessment, b) a toolbox of observational assessment strategies, and c) knowledge of how to use observational assessment data to inform instruction;
- Principals will be using WaKIDS data to inform K transition activities and P-3 outreach in their school neighborhoods; and
- Community members will have an increased awareness of strategies to address what we have learned from multiple years of WaKIDS data.

In addition to supporting the WaKIDS full implementation, these funds will also support the expansion of Early Learning Fellows implementation and professional development for P-3 educators and administrators to support rigorous developmentally appropriate practices including focusing on early mathematics with a foundational focus on equity and parent engagement.

Contact person:

- Kathe Taylor, Assistant Superintendent of Learning and Teaching, OSPI, 360-725-6417

Base Budget: If the proposal is an expansion or alteration of a current program or service, provide information on the resources now devoted to the program or service.

Currently, there is no funding to support a PreK-3 Early Learning Coordinator position at any of the Educational Service Districts.

Decision Package expenditure, FTE and revenue assumptions, calculations and details:

This proposal would fund 1 FTE in each of the 9 ESDs. Costs were projected using costs for existing coordinators in ESDs and for program level specialist staff in the Learning and Teaching Division at OSPI (1 FTE plus .5 FTE administrative support).

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

- Increase in the percentage of students demonstrating the characteristics of entering kindergartners in all six areas as identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS)
- Increase in the percentage of students meeting standard on the 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
- Improved attendance rates, and a decrease in chronic absenteeism
- Increased leadership capacity of Early Learning teacher leadership via the EL Fellows data
- Decrease in suspensions and expulsions in K-3.

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- Increase the percentage of children entering kindergarten who demonstrate they are ready
- Reduce opportunity gaps for all students in English language arts (ELA), math, and science

Performance Measure detail:

- 3rd, 8th and 11th grade statewide English Language Arts (ELA) and math assessments, and 8th-grade statewide science assessment
- Student Growth Percentiles—4th and 6th grades ELA/Math
- School Attendance rates
- Number of students suspended or expelled

What are the other important connections or impacts related to this proposal?

Fully describe and quantify expected impacts on state residents and specific populations served.

The OSPI Early Learning Mathematics Specialist will direct their professional learning work to the states K-3 teachers and will strategize with Department of Early Learning to staff to address the mathematics professional learning needs of prekindergarten providers.

This proposal is connected to:

- Successful implementation of WA State Standards including support for K-3 Mathematics, English Language Arts and Science,
- Connections to the work of Student and School Success,
- Teacher/ Principal Evaluation Program (TPEP)
- Supports for Special Education students and English Language Learners
- Systems to support equity and family engagement efforts across the system.
- A variety of Stakeholders:
 - OSPI
 - DEL
 - Thrive WA
 - Child Care Aware
 - WASA
 - WSA
 - Gates
 - AWSP
 - WEA

Distinction between one-time and ongoing costs:

All costs are ongoing.

What are other important connections or impacts related to this proposal?

Impact(s) To:		Identify / Explanation
Regional/County impacts?	Yes	Identify:
Other local gov't impacts?	Yes	Identify:
Tribal gov't impacts?	Yes	Identify:

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Impact(s) To:		Identify / Explanation
Other state agency impacts?	No	Identify:
Responds to specific task force, report, mandate or exec order?	Select Y/N	Identify:
Does request contain a compensation change?	Select Y/N	Identify:
Does request require a change to a collective bargaining agreement?	Select Y/N	Identify:
Facility/workplace needs or impacts?	Select Y/N	Identify:
Capital Budget Impacts?	Select Y/N	Identify:
Is change required to existing statutes, rules or contracts?	Select Y/N	Identify:
Is the request related to or a result of litigation?	Select Y/N	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	Select Y/N	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		

Please provide a detailed discussion of connections/impacts identified above.

What alternatives were explored by the agency and why was this option chosen?

What are the consequences of not funding this request?

ESDs will not be able to continue supporting the work to bring the desired outcome to students and OSPI will be very limited in the leadership it can provide specifically for the professional learning needed by teachers to help students develop early math skills. Teachers' need for coaching and support has become very apparent throughout the course of the staggered implementation. Regions will not have the capacity to go to the districts, which is critical in this time of substitute shortages. Additional resources and capacity is

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also needed in order to provide additional support specifically to administrators, who can utilize the information to further support their kindergarten teachers and students. Administrators require a deeper level of information regarding rigorous developmentally appropriate practices. Without it, kindergarten teachers are unable to make significant, substantial changes in practice and pedagogy.

How has or can the agency address the issue or need in its current appropriation level?

The Educational Service Districts are unable to address the regional need within current levels of appropriation.

Other supporting materials:

Activity Inventory:

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2018	FY 2019	Avg	FY 2018	FY 2019	Total
A010	028				\$1,801,440	\$1,801,440	\$3,602,880
A040	010	1.5	1.5	1.5	\$167,000	\$162,000	\$329,000
Total Activities		1.5	1.5	1.5	\$1,968,440	\$1,963,440	\$3,931,880

Information technology: Does this Decision Package include funding for any IT-related costs, including hardware, software, services (including cloud-based services), contracts or IT staff?

No



Yes Continue to IT Addendum below and follow the directions on the bottom of the addendum to meet requirements for OCIO review.)