

## K–4 ELA Regional Support

### **2017–19 Biennium Budget Decision Package**

**Agency:** 350 Office of Superintendent of Public Instruction

**Decision Package Code/Title:** AU/K–4 ELA Regional Support

**Budget Period:** 2017–19

**Budget Level:** PL

#### **Agency Recommendation Summary Text:**

The current funding for K–4 English Language Arts (ELA) regional coordinators is not sufficient to support a 1.0 FTE role similar to that of mathematics or science coordinators. On behalf of the Association of Education Service Districts (AESD) Superintendent Dorn is requesting \$1,037,590 for the 2017–19 biennium to create uniformity within the allocation model for coordinators in each region in K–4 ELA, K–12 mathematics, and K–12 science. Funding would allow ELA coordinators to effectively support the implementation of new standards, the integration of English Language Arts, and supporting the related professional learning needs of staff.

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

<b>Operating Expenditures</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Fund 001–01	\$518,795	\$518,795	\$518,795	\$518,795
<b>Total Cost</b>	<b>\$518,795</b>	<b>\$518,795</b>	<b>\$518,795</b>	<b>\$518,795</b>
Staffing	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
FTEs	0	0	0	0
<b>Revenue</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Fund 001–01	0	0	0	0
<b>Object of Expenditure</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Obj. N	\$518,795	\$518,795	\$518,795	\$518,795

#### **Package Description**

#### **Background:**

Multiple student-level data indicators demonstrate a need for a strong professional learning infrastructure that supports educators beyond the initial learning of new content and into the “implementation” stage where they put their learning into practice. Research from the Center for Public Education demonstrates that if educators are not adequately supported over time with implementation, their practice will not be impacted.

#### **Current Situation:**

The state currently funds 1 FTE regional math coordinator, 1 FTE regional science coordinator, and the equivalent of about 0.8 FTE K–4 English Language Arts (ELA) coordinators in each ESD region. The job of these coordinators has been to co-develop professional learning materials, and deliver them to educators

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within their regions. The current funding for K–4 ELA regional coordinators is not sufficient to support a 1.0 FTE role similar to that of mathematics and science.

### **Proposed Solution:**

To strengthen the State's professional learning support infrastructure and improve equity around educator professional learning the Superintendent requests allocating funding for current grades K–4 English Language Arts (ELA) coordinators at the same level as the regional coordinators in the other content areas.

### **Contact:**

- 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.**

The 17–19 Carry–Forward Level for implementation of SB 5946 (2013) includes \$1,285,000 annually for Section 103 of the bill, which requires OSPI to create partnerships with ESDs to deliver professional development opportunities in reading instruction and early literacy for teachers of kindergarten through fourth grade students. This proposal is an expansion of current K–4 ELA Coordinator's FTE up to a full 1.0 at all 9 Educational Service Districts.

### **Package expenditure, FTE and revenue assumptions, calculations and details:**

The 2017–18 Professional Development Allocation estimate was based on June ML Funding Drivers.

### **Decision Package Justification and Impacts**

#### **What specific performance outcomes does the agency expect?**

Bringing each English Language Arts (ELA) coordinator to 1.0 FTE would allow time for more professional development of teachers and principals creating readiness to implement new ELA standards. In addition, the increase in FTE would allow the ELA Coordinators more time to provide integrated support to schools and collaborate with regional Math and Science Coordinators resulting in improved instructional practice and student achievement.

Having a 1.0 ELA Coordinator in each region would provide increased equity and access by educators to professional learning opportunities at the local, regional and state levels. It would also allow the ELA Coordinators more time to work with ELA Fellows in their regions building teacher leadership knowledge to support of district and statewide implementation of the new standards as well as supporting teacher learning during the implementation stage.

#### **Performance Measure detail:**

The following OSPI performance indicators will be impacted positively through an increase in K–4 ELA Regional Coordinators to 1.0 FTE.

- 1) The percentage of students meeting standard on the 3<sup>rd</sup>, 8<sup>th</sup> and 11<sup>th</sup> grade statewide English Language Arts assessments.
- 2) Percentage of students making adequate growth toward proficiency in ELA as determined by student growth percentiles in 4<sup>th</sup> and 6<sup>th</sup> grades.

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

Professional learning is a critical foundation for teacher engagement and building teacher capacity for implementation and integration of state learning standards in English Language Arts. By providing

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additional FTE for K–4 Regional ELA Coordinators it will directly impact the quality of teaching and learning in the classroom. Reading and writing are the foundations for success in all academic areas. Therefore, more time for professional learning for educators will correlate to greater achievement in other academic areas as well. Increasing our K–4 ELA Coordinators to 1.0 FTE will positively impact academic performance for all students and support every student to be better prepared for college, careers, and life.

### **Distinction between one-time and ongoing costs:**

All costs in this package are ongoing. Research indicates that in order to truly change practices and impact student learning professional development should occur over time and be on-going. One-time funding for increased FTE for K–4 ELA Coordinators will have minimal impact on teacher effectiveness and student achievement. Sustained, ongoing funding for ELA Coordinators will expand opportunities to collaborate with regional ELA Fellows to develop teacher capacity.

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

Impact(s) To:		Identify / Explanation
Regional/County impacts?	Yes	Adds regional capacity to support school districts through addition ELA Coordinator FTE.
Other local gov't impacts?	Yes	This request would positively impact local school districts by increasing access to regional ELA professional development opportunities.
Tribal gov't impacts?	No	<i>Identify: None</i>
Other state agency impacts?	No	<i>Identify: None</i>
Responds to specific task force, report, mandate or exec order?	No	<i>Identify:</i>
Does request contain a compensation change?	Yes	This request adds funding to ESDs to increase ELA K–4 Coordinators to 1.0 FTE.
Does request require a change to a collective bargaining agreement?	No	<i>Identify: No</i>
Facility/workplace needs or impacts?	Yes	Only at each ESD
Capital Budget Impacts?	No	<i>Identify:</i>
Is change required to existing statutes, rules or contracts?	No	<i>Identify:</i>
Is the request related to or a result of litigation?	No	<i>Identify lawsuit (please consult with Attorney General's Office):</i>

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Impact(s) To:		Identify / Explanation
Is the request related to Puget Sound recovery?	No	<i>If yes, see budget instructions Section 14.4 for additional instructions</i>
Identify other important connections		

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

N/A

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

Consideration was given to continuing to pulling stakeholders together and try to meet the professional learning needs of educators across the state without any additional state support. Unfortunately, the demand for professional learning for our teachers and principals is greater than what our existing regional coordinators can provide in an effective on-going manner. The current FTE for K–4 ELA Regional Coordinators does not provide the capacity to sustain an impactful professional learning which results in improved student achievement in the classroom. Additional FTE is needed for Regional ELA K–4 Coordinators to effectively support the implementation of new standards and supporting the related professional learning needs of staff.

**What are the consequences of not funding this request?**

The ability of the state, regional ESD's and school districts will continue to be severely compromised in providing the necessary support for teachers and principals to successfully implement and integrate state learning standards, especially at the elementary level.

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

With the expansion of Regional K–4 ELA Coordinator capacity, some of the professional learning needs of educators have been met. However, the current staffing level to effectively implement and integrate the ELA standards is woefully inadequate.

**Other supporting materials:**

**Activity Inventory:**

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2018	FY 2019	Avg	FY 2018	FY 2019	Total
A016	055				\$518,795	\$518,795	\$1,037,590
<b>Total Activities</b>					<b>\$518,795</b>	<b>\$518,795</b>	<b>\$1,037,590</b>

**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.)