

## Grow Your Own Teacher Strategy

### 2017-19 Biennium Budget Decision Package

**Agency:** 350 Professional Educator Standards Board

**Decision Package Code/Title:** PA/Grow Your Own teacher strategy

**Budget Period:** FY 2017-19

**Budget Level:** PL

**Agency Recommendation Summary Text:**

Grow Your Own investment is particularly important, cultivating teacher leadership within the communities in which candidates live addressing both teacher shortage and the need to diversify the educator workforce. The Grow Your Own Teachers initiative would represent an innovative partnership of preparation programs, school districts, and community organizations that supports P-12 students, parents, community members, emergency substitutes, and paraprofessionals in low-income communities to become certified teachers. Funds would go to the Professional Educator Standards Board to administer a grant program to selected districts that supports a pipeline of advancement into the educator workforce.

**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	\$5,500,000	\$5,500,000	\$5,500,000	\$5,500,000
<b>Total Cost</b>	\$5,500,000	\$5,500,000	\$5,500,000	\$5,500,000
Staffing	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
FTEs	1.0	1.0	1.0	1.0
<b>Revenue</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
<b>Object of Expenditure</b>	<b>FY 2018</b>	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>
Obj. A	\$79,806	\$79,806	\$79,806	\$79,806
Obj. B	\$37,934	\$37,934	\$37,934	\$37,934
Obj. C				
Obj. E	\$6,630	\$6,630	\$6,630	\$6,630
Obj. G	\$6,630	\$6,630	\$6,630	\$6,630
Obj. J	\$5,000			
Obj. N	\$5,364,000	\$5,369,000	\$5,369,000	\$5,369,000

**Package Description**

PESB is taking positive steps to diversify the workforce and help end the teacher shortage in our state. In particular, PESB has looked for innovative ways to engage P-12 students and provide resources to

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strengthen the pathway to the teaching profession. Initial Grow Your Own (GYO) efforts have included engaging P-12 students at the high school level through the Recruiting Washington Teachers Program.

The Initiative: Fund a Grow Your Own initiative to support new and existing Grow Your Own programs in response to the WA State teacher shortage. This comprehensive, systemic approach, with oversight at the state and regional level, will support successful Grow Your Own programs in districts.

The Initiative would support teams of districts, preparation programs, and community based organizations, combining required professional development with flexible local grant funding to deliver a robust GYO program that meets the district(s) and community need.

This initiative seeks to:

- Increase the number of students graduating college with teaching experience and a pipeline for joining the educator workforce
- Create and implement systems of support for the pipeline for high school future teacher academies in our state.
- Create and implement systems of support for the pipeline for emergency subs and para educators to become teachers in our state.

The pipeline is solidified by offering hiring guarantees and by supporting the transition of district staff and career changers with job-embedded, mentored classroom experience bridging into full teacher credentials.

Funds will be used to develop awareness and infrastructure for school districts through building capacity for a localized talent strategy to “Grow Their Own” educators. By employing Grow Your Own strategies, districts can address the problem of diversity by creating avenues for school districts to hire qualified candidates that more closely reflect the makeup of the local communities.

The benefits of a GYO strategy:

- Growth of teachers trained to meet district needs in shortage areas
- More educators from the community
- Pipeline for next generation of future educators
- Increase diversity in the educator workforce
- Increase in retention of teachers

The initiative would consider the following: Need and capacity for a Grow Your Own Programs – use funds to build local expertise and invest in a long-term strategy for supporting grow your own programs. This initiative would allow for differential support aligned with the Washington State Professional Educator Standards for Teachers and national standards for Grow Your Own Teacher Academies.

**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. N/A**

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

**Reason for request:**

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Washington State is experiencing a teacher shortage and a lack of diversity in its educator workforce. In 2015-16, only 10% of the state's teachers were people of color, compared with 44% of the public school children (WA State Report Card).

### **Addressing Teacher Shortage**

Currently, Washington teachers are leaving at a rate that we have not seen for at least the past decade [For more data/analysis on teacher attrition see our data site -<http://data.pesb.wa.gov/retention>]. Not only are veteran teachers leaving at unprecedented rates, they are transferring as well. In response to the high rates of leaving and transferring, school district hiring has gone up dramatically. Where several years ago we had high unemployment of graduates looking to become teachers, we now find that 75% of in-state graduates are able to find jobs the following year (<http://data.pesb.wa.gov/production/cert/teacher>). Furthermore, substitute pools previously filled by graduates unable to find teaching positions are now diminished.

### **Addressing the Lack of Teacher Diversity**

Washington lacks diversity in its educator workforce. 44% of the state's children in public schools are students of color, but only 10% of certified teachers reflect the growing demographics of students of color. Washington has a vast resource of potential teachers, both in fields outside of education, and from people already working in the school system, primarily as paraeducators or other classified staff. The GYO teacher initiative works to support communities to "grow their own teachers" through sparking an interest in education and the teaching profession while students are still in high school.

Washington has a vast resource of potential teachers, both among career changers from fields outside of education, and among people already working in the school system, primarily as paraeducators or other classified staff. In addition, GYO programs, like Recruiting Washington Teachers, can cultivate future teachers by supporting high school students interested in exploring a career in education. Importantly, these GYO initiatives address the dual goals of alleviating the teacher shortage crisis while improving workforce diversity to better reflect the P-12 student population.

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

In 2016, PESB convened 2 work groups: Recruiting Washington Teacher Redesign Work Group and the Grow Your Own Bilingual Teacher Pipeline Work Group to review and redesign aspects of 2 Grow Your Own strategies, high school teacher academies and developing bilingual paraeducators to become teachers for the state. The following recommendations have been produced by the work groups for the direction of Grow Your Own legislation.

### **Bilingual Teacher Pipeline Work Group**

**Work Group Purpose:** The Professional Educator Standards Board (PESB) convened and facilitated the Bilingual Teacher Pipeline Work Group. The work group is primarily HR and ELL Directors from the Road Map districts (Auburn, Federal Way, Highline, Kent, Renton, Seattle, and Tukwila). The charge for the Work Group was to determine best practices and strategies for recruiting, developing, and eventually transitioning bilingual para professionals and others into certificated teaching roles. The Work Group was charged to identify and develop common strategies among districts to strengthen "grow your own" with local policies that support growth of bilingual educators.

### **Recruiting Washington Teachers (RWT) Redesign Work Group**

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**Work Group Purpose:** The RWT program is a pilot program that focused on diverse young people and strengthening the pathway from high school to teaching. The goal of the program is to support diverse young people graduate high school and that students will be on a pathway to join the educator workforce, but also emerge as community leaders for their communities. The Work Group was to use their stakeholder input combined with lessons learned from the 8 years of RWT and other research to redesign the high school RWT program, building on strengths to increase its impact. The work group identified scalable components including the new curriculum for Careers in Education (PESB developed based on the RWT program) to expand the impact of RWT beyond the grant-funded sites to make a statewide impact on growing the next generation of future teachers.

Both work groups made programmatic, funding and policy recommendations geared at teacher preparation programs and the state legislature.

### **Work Group Products**

- GYO Bilingual Pipeline [Recommendations: Policies, Funding, and Programmatic](#)
- [RWT Redesign Work Group Recommendations](#)
- Teacher Pipeline Resources ["Grow Your Own" Site](#)

We have incorporated these priorities in our [Grow Your Own Concept Paper](#) outlining the opportunities for legislation. <https://docs.google.com/document/d/1yQpxOKmJXaD231ZQljMdMbzIqANKx946tKIk-6W7utA/edit?usp=sharing>

Lastly, the Para Educator Work Group from 2014 also makes recommendations supporting the need for GYO programs and infrastructure.

### **Para Educator Development Work Group**

The 2014 legislative charge articulated in SSB 6129 requires the Professional Educator Standards Board to convene a work group with designated representative membership to produce the reports and recommendations. One of the Work Group's key recommendations was a proposal for an articulated pathway for development and teacher preparation.

Recommendation 4: Provide state funding to develop and implement a statewide Paraeducator Professional Development System that would lead to Certificates of Completion.

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

Allowable use of grant funds would include:

- Funds for districts and preparation programs to
  - Create and implement systems of support for the pipeline for high school future teacher academies in our state.
  - Create and implement systems of support for the pipeline for emergency subs and para educators to become teachers in our state.
- Professional development and mentorship for the high school teacher academy teacher
  - Districts start-up funds for HS Teacher Academies
  - High school teachers to attend training in teams
  - Development of local GYO advisory boards

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- Professional development for the new Recruiting Washington Teachers curriculum for teacher academies
- Activities that would strengthen the pipeline for high school students, paraeducators, highly skilled immigrants, and other underrepresented populations to become teachers
  - Release time for staff members that districts intend to develop
  - Funds to support an advancement coordinator or pipeline specialist
  - Bridge courses and micro-credentials using the new Careers in Education curriculum
  - Regional articulation agreements supporting high school and prep program curriculum linkages
- Piloting strategies to increase diversity and retention of high need positions through new or improved workforce development strategies.

This policy package supports PESB Strategic Plan Goals 1, 3, 4 and 5. Goal 1 pertains to educator preparation pathways. Goal 3 pertains to career-long growth. Goal 4 refers to qualified educators, and Goal 5 addresses educator diversity. These policies contribute greatly to the overall goals of the PESB.

**Impact on other state programs:** Washington Student Achievement Council (WSAC) is the agency that manages the conditional loan scholarships for pre-service and in-service teachers. PESB believes these improvements will have little impact on WSAC.

**Performance Measure detail:**

**Fully describe and quantify expected impacts on state residents and specific populations served. (narrate)**

**What are other important connections or impacts related to this proposal?** Please complete the following table and provide detailed explanations or information below:

Impact(s) To:		Identify / Explanation
<b>Regional/County impacts?</b>	<b>No</b>	<b>Identify:</b>
<b>Other local gov't impacts?</b>	<b>Yes</b>	<b>Identify:</b> WA state school districts and ESD's
<b>Tribal gov't impacts?</b>	<b>Yes</b>	<b>Identify:</b> Impacts tribal schools with interest in GYO
<b>Other state agency impacts?</b>	<b>Yes</b>	<b>Identify:</b> WSAC and OSPI
<b>Responds to specific task force, report, mandate or exec order?</b>	<b>No</b>	<b>Identify:</b> The following PESB conducted work groups included a Grow Your Own initiative in their recommendations- Recruiting Washington Teacher Redesign Work Group, Bilingual Teacher Pipeline Work Group and the Para Educator Work Group.
<b>Does request contain a compensation change?</b>	<b>No</b>	<b>Identify:</b>

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Impact(s) To:		Identify / Explanation
Does request require a change to a collective bargaining agreement?	No	Identify:
Facility/workplace needs or impacts?	No	Identify:
Capital Budget Impacts?	No	Identify:
Is change required to existing statutes, rules or contracts?	No	Identify:
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General's Office):
Is the request related to Puget Sound recovery?	No	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?  
 How has or can the agency address the issue or need in its current appropriation level?

Other supporting materials:  
 Activity Inventory:

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2018	FY 2019	Avg	FY 2018	FY 2019	Total
A021	010	1.0	1.0	1.0	\$5,500,000	\$5,500,000	\$11,000,000
<b>Total Activities</b>		1.0	1.0	1.0			
					<b>\$5,500,000</b>	<b>\$5,500,000</b>	<b>\$11,000,000</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.)