

## 2019-21 Biennial Budget Decision Package

**Agency:** 350 – Supt of Public Instruction

**DP code/title:** Professional Learning Days

**Budget period:** 19-21 Regular Session

**Budget level:** PL

**Agency RecSum text:**

School personnel do not have sufficient dedicated time to engage in professional learning that is comprehensive, sustained, job-embedded, and collaborative. Superintendent Chris Reykdal’s vision for K–12 education aims to improve equity and inclusion by focusing on access to effective instruction, dual language programs, comprehensive supports, expanded learning opportunities, and multiple pathways to post-secondary success. In order to advance this vision, school staff need additional professional learning time. This request seeks to add a total of three additional days of professional learning for state-allocated certificated instructional staff (CIS) and classified staff (CLS), phased in over two biennia.

**Fiscal detail: To be completed by budget staff**

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
General Fund – State 001-01	\$25,000	\$37,507,000	\$86,761,000	\$138,038,000
Opportunity Pathways 17F-1	\$0	\$116,000	\$270,000	\$431,000
<b>Total Expenditures</b>	<b>\$25,000</b>	<b>\$37,623,000</b>	<b>\$87,031,000</b>	<b>\$138,469,000</b>
<b>Biennial Totals</b>	<b>\$37,648,000</b>		<b>\$225,500,000</b>	
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs	0.0	2.0	2.0	2.0
<b>Average Annual</b>	<b>1.0</b>		<b>2.0</b>	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj A	\$0	\$157,000	\$157,000	\$157,000
Obj B	\$0	\$55,000	\$55,000	\$55,000
Obj C	\$25,000	\$0	\$0	\$0
Obj E	\$0	\$43,000	\$41,000	\$41,000
Obj G	\$0	\$16,000	\$16,000	\$16,000
Obj J	\$0	\$10,000	\$0	\$0
Obj N	\$0	\$37,342,000	\$86,762,000	\$138,200,000
<b>Biennial Totals</b>	<b>\$37,648,000</b>		<b>\$225,500,000</b>	

## Package description

Superintendent Chris Reykdal’s vision for K–12 education includes a focus on access to effective instruction, dual language programs, comprehensive supports, expanded learning opportunities, and multiple pathways to post-secondary success. In order to advance this vision, teachers and classified staff need additional professional learning time to acquire and improve their skills.

Washington state law (Revised Code of Washington [RCW] [28A.415.430](#)) defines professional learning as a comprehensive, sustained, job-embedded, and collaborative approach to improving teacher and principal effectiveness in raising student achievement. Professional learning fosters collective responsibility for improved student performance and must comprise learning that aligns with student learning needs, educator development needs, and school district or state improvement goals.

In current law, beginning with the 2018–19 school year, school districts will receive funding for professional learning days (PLDs) for Certificated Instructional Staff (CIS) personnel (RCW [28A.150.415](#)). The PLDs are phased in over three years, resulting in a minimum of three PLDs to be funded by the Legislature in the 2020–21 school year. While a step in the right direction, this funding requirement is still insufficient to meet the professional learning needs of school districts. Additionally, there are no PLDs to support classified staff (CLS).

This request seeks to add three additional days of professional learning for both state-allocated CIS as well as CLS personnel units, phased in over two biennia. Beginning in fiscal year (FY) 2021, one additional PLD will be added per year for all staff until a total of three additional days are provided for both CIS and CLS. This request, when combined with existing PLDs, will result in six total designated PLDs by FY 2023 for state-allocated CIS personnel, and three total PLD for state-allocated CLS by FY 2023.

To design, create, and coordinate these professional learning opportunities, the Office of Superintendent of Public Instruction (OSPI) requests 2.0 full-time equivalent (FTE) program supervisors, one within OSPI, and one located within Puget Sound Educational Service District (ESD) 121, located in Renton. In addition to designing professional learning, the ESD-located FTE would coordinate the expanded professional learning opportunities with all ESDs, while the OSPI-located FTE would coordinate professional learning across OSPI.

OSPI will create a menu of topics that meet Superintendent Reykdal’s criteria for inclusion, closing opportunity gaps, and providing every student with a learning pathway that meets their individual needs, among others. School districts would select their own method and schedule for the delivery of the professional learning. The menu of topics include:

- **Equity, diversity, and race.** These may include:
  - Culturally responsive practices
  - Cultural competency
  - Implicit bias
  - Dual language acquisition
  
- **Inclusionary practices.** These may include:

- Impactful strategies for including students with disabilities into general education settings
  - Multi-Tiered Systems of Support (MTSS)
  - Universal Design for Learning (UDL) training
  - Effective Individualized Education Program (IEP) teams
  - Understanding and implementing IEPs
  - Learning standards-based IEPs (access to core instruction)
- **Strengthening students' social-emotional learning.** These may include:
    - Mental health
    - Suicide prevention
    - Bullying prevention
    - Safety, culture, and climate
    - Trauma-informed practices

In addition, this request includes \$25,000 in FY 2020 for OSPI to design online modules for team members who develop IEPs, such as administrators, general education teachers, special education teachers, parents and guardians, and students. The modules would provide training on IEP development, learning standards-based IEPs, and inclusionary practices. This method of professional learning would take place at any time and could be accessed online for free independently or with facilitation through educational service districts or school districts.

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

Student achievement depends on supporting and educating the whole student. To have high standards for students, there must be high standards for the staff members who work with them. In our current K–12 educational system, educators do not have sufficient dedicated time to engage in professional learning that is comprehensive, sustained, job-embedded, and collaborative. In addition, there are many content areas of professional learning (such as inclusionary practices, equity, and cultural competence) that have been identified by the Legislature as critical, yet are often left out or not a priority due to other requirements. For example, Revised Code of Washington (RCW) [28A.405.120](#) encourages school districts to provide opportunities for all school and school district staff to gain knowledge and skills in cultural competence. Unfortunately, it is difficult for school districts to create space for additional content areas when the need for professional development already exceeds the reality of what they are able to provide.

All school personnel need additional time dedicated to professional learning on strategies to address equity, implicit bias, diversity, cultural competency, and inclusion. All teachers (general and special education) need support in specific topic areas including dual language acquisition, as well as instructional strategies to support all learners, including students who receive special education services.

The overarching goal of this request is to improve academic outcomes for every student by providing teachers and school personnel with the appropriate training to address their students' unique academic and social-emotional needs.

**What is your proposed solution?**

This proposal seeks funding for additional professional learning days (PLDs) for state-allocated certificated instructional staff (CIS) and classified staff (CLS). School districts would be required to use the funding to provide professional learning opportunities for their staff in specific topic areas that promote equity and inclusion. Although some school districts are already offering meaningful learning opportunities for teachers in these areas, there are many districts that do not have the expertise or capacity in these focus areas and would benefit from being able to access curricula.

To design, create, and coordinate these professional learning opportunities, the Office of Superintendent of Public Instruction (OSPI) requests 2.0 full-time equivalent (FTE) program supervisors; one within OSPI, and one located within Puget Sound Educational Service District (ESD) 121. In addition to designing and creating professional learning, the ESD-located FTE would coordinate the expanded professional learning opportunities with all ESDs, while the OSPI-located FTE would coordinate professional learning across OSPI.

The online modules allow for cost-effective, easily accessible professional learning for IEP team members.

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

This request seeks to add a total of three additional days of professional learning for both state-allocated certificated instructional staff (CIS) as well as classified staff (CLS), phased in over two biennia. Beginning in fiscal year (FY) 2021, one additional professional learning day (PLD) will be added per year for all staff until three total additional days are provided for both CIS and CLS.

This request, when combined with existing PLDs, will result in six total designated PLDs by FY 2023 for state-allocated CIS personnel, and three total PLD for state-allocated classified staff (CLS) by FY 2023. Districts would be required to select professional learning topics from a menu of options designated by OSPI. Districts would retain the flexibility to determine when and how that professional learning is delivered.

<b>Current and Proposed Professional Learning Days</b>					
	<b>FY 2019</b>	<b>FY 2020</b>	<b>FY 2021</b>	<b>FY 2022</b>	<b>FY 2023</b>
Current Professional Learning Days	1 day for CIS	2 days for CIS	3 days for CIS	3 days for CIS	3 days for CIS
Requested Professional Learning Days	0 days for CIS + 0 days for CLS	0 days for CIS + 0 days for CLS	1 day for CIS + 1 day for CLS	2 days for CIS + 2 days for CLS	3 days for CIS + 3 days for CLS
<b>Total</b>	<b>1 day for CIS + 0 days for CLS</b>	<b>2 days for CIS + 0 days for CLS</b>	<b>4 days for CIS + 1 day for CLS</b>	<b>5 days for CIS + 2 days for CLS</b>	<b>6 days for CIS + 3 days for CLS</b>

**Figure 1.** Current professional learning days provided in statute, plus proposed professional learning days for certificated and classified staff.

In addition, this request includes \$25,000 in FY 2020 for the Office of Superintendent of Public Instruction (OSPI) to design online modules for team members who develop Individualized Education Plans (IEPs), such as administrators, general education teachers, special education teachers, parents and guardians, and students. The modules would provide training on IEP development, learning standards-based IEPs, and inclusionary practices.

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

The funding in this request is intended to serve as an incentive for school districts to provide targeted training that aligns with OSPI’s criteria for inclusion, closing opportunity gaps, and providing every student with a learning pathway that meets their individual needs, among others. Teachers and staff should receive training to promote equity and inclusion, to deliver new programs, and to improve instructional strategies that support students who are struggling academically or who may need specialized services to meet their unique needs.

If additional professional learning days are not provided, school personnel will continue to be expected to provide relevant, engaging, high-quality instruction to all students without the proper support or tools to do so.

**Assumptions and calculations**

**Expansion or alteration of a current program or service**

Current law provides for the addition of funding for professional learning days for state-funded certificated instructional staff (CIS) beginning with the 2018–19 school year. Funding for fiscal year (FY) 2019 is based on one professional learning day for 74,375.4 CIS full-time equivalents (FTEs).

This request proposes to increase the funding for professional learning days for CIS personnel by one day in FY 2021 and two days in FY 2022. In addition, this proposal seeks funding for professional learning days for 24,986 classified staff (CLS) FTEs. Funding for these staff would include one day in FY 2021 and two days in FY 2022.

**Detailed assumptions and calculations**

Costs for the professional learning days were estimated using the count of full-time equivalents (FTEs) in each category of school employee and the currently authorized salary allocations for each of these employee types. We computed the costs of one additional day by estimating the statewide cost for each salary category and then dividing the cost by 180 days to derive a statewide daily rate. We applied the currently projected implicit price deflator to the four-year outlook to account for statutorily mandated inflation adjustments. No salary increases were projected beyond the inflation adjustments described in law. We used 2017–18 counts of FTEs, and we assumed that the number of employees remained flat over the course of the four-year period.

FTE Counts and Projected Costs				
	SY 2019–20	SY 2020–21	SY 2020–22	SY 2021–23

	FTEs	0 Days	FTEs	1 Day	FTEs	2 Days	FTEs	3 Days
Certificated Instructional Staff	74,375.4	\$0	74,375.4	\$38,777,000	74,375.4	\$78,836,000	74,375.4	\$120,619,000
Classified Staff	24,986.0	\$0	24,986.0	\$9,406,000	24,986.0	\$19,126,000	24,986.0	\$29,262,000
<b>School Year Totals</b>	<b>99,361.4</b>	<b>\$0</b>	<b>99,361.4</b>	<b>\$48,183,000</b>	<b>99,361.4</b>	<b>\$97,962,000</b>	<b>99,361.4</b>	<b>\$149,881,000</b>
	<b>FY 2020</b>		<b>FY 2021</b>		<b>FY 2022</b>		<b>FY 2023</b>	
<b>Fiscal year totals</b>	<b>\$0</b>		<b>\$37,341,825</b>		<b>\$86,761,725</b>		<b>\$138,199,225</b>	
<b>Biennial Totals</b>	<b>\$37,341,825</b>				<b>\$224,960,950</b>			

**Figure 2.** Counts of full-time equivalent (FTE) certificated and classified staff, combined with projected costs for the professional learning days in this proposal.

This request includes funding for 2.0 FTE Washington Management Service (WMS) Program Supervisors beginning in FY 2021. One would be housed at OSPI, the other would be housed at Puget Sound Educational Service District (ESD) 112. The cost for compensation, standard goods and services, travel allowances sufficient for extensive statewide travel, and one-time office set-up would be \$281,000 in FY 2021. Annual ongoing costs would be \$269,000.

OSPI would incur one-time (FY 2020) Information Technology costs to hire a contractor to design online modules for the development of IEPs.

**Workforce assumptions**

WMS Program Supervisor salaries are projected to be \$78,720 per year. Benefit costs are estimated to be \$27,400 per year.

**Strategic and performance outcomes**

**Strategic framework**

This request aligns with Results Washington goals related to K–12 education by providing educators with the tools and supports necessary to provide a safe, inclusive school environment, and close opportunity gaps.

**Performance outcomes**

In order to be responsive to the individual learning needs of each student, educators and school staff must work and learn together. Students who are well supported by knowledgeable staff will be more engaged and more likely to graduate ready for post-secondary success.

**Other collateral connections**

## Intergovernmental

School districts, tribal compact schools, and charter schools that receive these funds would be required to use them for specific professional learning topics. The online modules would be available to all at no cost, beyond the development cost.

## Stakeholder response

Not applicable.

## Legal or administrative mandates

Not applicable.

## Changes from current law

Legislation may be needed to authorize OSPI to adopt rules that restrict the use of the professional learning day funds to specific purposes. Revised Code of Washington (RCW) [28A.150.415](#), [28A.415.430](#), [28A.415.432](#), [28A.415.434](#) all address professional learning days and may need some minor adjustments.

## State workforce impacts

The professional learning days may become components of local collective bargaining agreements. Although the subject matter will not be subject to change, the timing of when the professional learning day is delivered could be subject to change.

## State facilities impacts

Not applicable.

## Puget Sound recovery

Not applicable to OSPI.

## Other supporting materials

Not applicable.

## 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.