

Regional K–4 ELA Coordinator

**2018 Supplemental Budget
Decision Package**

Agency: 350 Office of Superintendent of Public Instruction
Decision Package Code/Title: SD/Regional K–4 ELA Coordinator
Budget Period: 2018 Supplemental
Budget Level: PL

Agency Recommendation Summary Text:

RCW 28A.415.400 acknowledges professional development in early literacy as especially important to support the instruction of young readers since reading proficiency is a crucial element for student academic success. The current funding for K–4 English Language Arts (ELA) regional coordinators is not sufficient to support a 1.0 FTE, as is provided for Mathematics and Science coordinators. Superintendent Reykdal is requesting \$592,000 in FY 2019 to create uniformity within the allocation model for regional coordinators in ELA, Math, and Science. This request will strengthen the state’s professional learning support infrastructure and improve equity around educator professional learning.

Fiscal Summary:

Operating Expenditures	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1 (Program 055)	\$0	\$592,000	\$592,000	\$592,000
Total Cost	\$0	\$592,000	\$592,000	\$592,000
Staffing	FY 2018	FY 2019	FY 2020	FY 2021
FTEs	0	0	0	0
Revenue	FY 2018	FY 2019	FY 2020	FY 2021
Fund 001-1	\$0	\$0	\$0	\$0
Object of Expenditure	FY 2018	FY 2019	FY 2020	FY 2021
Obj. N	\$0	\$592,000	\$592,000	\$592,000

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. RCW 28A.415.400 acknowledges that high-quality professional development is essential for educators to keep abreast of the important advances in research that are occurring regarding instructional strategies and curriculum. 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.

The Office of Superintendent of Public Instruction (OSPI) partners with Educational Service Districts (ESDs) to coordinate and deliver professional development in reading instruction and early literacy for teachers of kindergarten through fourth grade students, among other content areas.

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 within their regions. The current

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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. Funding would allow ELA coordinators to more effectively provide professional learning for districts at the regional level.

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 2017–19 Biennial Operating Budget 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 K–4 students. The funding is part of the \$2,194,000 annual appropriation to implement SB 5946 found in the budget, SSB 5883 Section 513(18). We are requesting the proviso amount be increased to \$2,786,000 annually. This proposal is an expansion of current K–4 ELA coordinators from .8 FTE up to a full 1.0 at each of the 9 Educational Service Districts.

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

The current budget is sufficient to fund approximately a .8 FTE ELA coordinator at each ESD.

The current budget, SSB 5883 Section 508 provides funding to ESDs. The FY19 appropriation of \$8,558,000 includes \$3,753,916 to fund Math and Science coordinators at each ESD, at an average allocation of \$208,551 per coordinator.

This request is the difference between the allocation for Math and Science coordinators and the \$1,285,000 currently available for ELA coordinators.

Decision Package Justification and Impacts

What specific performance outcomes does the agency expect?

Ongoing professional learning is critical to supporting student and teacher success. 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 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 3rd, 8th and 11th grade statewide English Language Arts assessments.
- 2) Percentage of students making adequate growth toward proficiency in ELA as determined by student growth percentiles in 4th and 6th grades.

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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 additional FTE for K–4 Regional ELA Coordinators this funding 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 professional learning time 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, career, 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 ongoing. 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 additional 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	Identify: None
Other state agency impacts?	No	Identify: None
Responds to specific task force, report, mandate or exec order?	No	Identify: None
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	Identify: None
Facility/workplace needs or impacts?	Yes	Only at each ESD
Capital Budget Impacts?	No	Identify: None
Is change required to existing statutes, rules or contracts?	No	Identify: None
Is the request related to or a result of litigation?	No	Identify lawsuit (please consult with Attorney General’s Office):

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Impact(s) To:		Identify / Explanation
Is the request related to Puget Sound recovery?	No	If yes, see budget instructions Section 14.4 for additional instructions
Identify other important connections		The Washington Every Child Succeeds Act (ESSA) Consolidated Plan emphasizes greater cross-program coordination, planning, and service delivery. This proposal supports those efforts.

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?

Continuing to pull stakeholders together and trying to meet the professional learning needs of educators across the state without any additional state support was considered. Unfortunately, the demand for professional learning by 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 that 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 support the related professional learning needs of staff.

What are the consequences of not funding this request?

The ability of the state, regional ESDs, and school districts to support teachers and principals to successfully implement and integrate state learning standards, especially at the elementary level will be compromised.

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 is inadequate to effectively implement and integrate the ELA standards.

Other supporting materials:

Activity Inventory:

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2018	FY 2019	Avg	FY 2018	FY 2019	Total
A016	055		\$592,000	\$296,000	\$0	\$592,000	\$592,000
Total Activities			\$592,000	\$296,000	\$0	\$592,000	\$592,000

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.)