

# OSPI 2020 Supplemental Operating Budget Requests



## Special Education Funding Multiplier Increase

**\$9.4 million for FY21, and \$25.2 million for the 2021–23 biennium**

School districts rely on local levy funds to cover the cost of some special education services needed. Superintendent Reykdal requests additional funding for the continued implementation of a tiered funding multiplier, which will: 1) target funds to individual student needs; and 2) promote inclusionary practices, all while reducing, and in some cases removing, the need for districts to access local levies to provide special education services. The proposed solution continues to use 0.995 for eligible students with disabilities who spend 0–79% of their time in the general education instructional setting (tier II). Eligible students with disabilities who spend 80–100% of their time in the general education instructional setting (tier I) will receive an increased multiplier of 1.0251.

## School Safety: Fully Funding House Bill 1216

**\$4.6 million for FY21, \$9 million for the 2021–23 biennium**

House Bill (HB) 1216, passed in 2019, created a statewide network of comprehensive school safety supports for Washington's school districts. The bill also created a set of new school safety planning and practice requirements for all districts. However, the biennial budget provided funding for less than 25% of the activities required by HB 1216. This request is for full funding for those activities, including: the statewide school safety and student well-being network, regional school safety centers, statewide support for behavioral health and suicide prevention, and a contract with the University of Washington's Forefront Suicide Prevention.

## Increased Equity in School Nursing Services

**\$5.5 million for FY21 and \$11.3 for the 2021–23 biennium**

The Washington School Nurse Corps (SNC) is a regional delivery model to provide nursing services to small, rural school districts. Since the program's inception, the number of students who come to school each day with chronic, complex, and life-threatening health conditions has increased significantly. At current funding levels, the SNC is not able to meet the demand for nursing services for our small, rural school districts. This request will increase funding for the SNC so every small, rural district receives at least one day per week, on average, of registered nurse (RN) services. This equates to an additional statewide total of 26 full-time equivalents (FTEs). Superintendent Reykdal is also requesting a change in the way that money is distributed to educational service districts (ESDs), and recommends funding be built into the ESD allocation model.

## Staffing Enrichment Workgroup Recommendations

**Final calculations pending workgroup recommendations**

The 2018 Legislature directed OSPI to convene a Technical Workgroup, which must include representatives of diverse school districts and education stakeholders, to review the staffing enrichments to the program of basic education detailed in section 904 of HB 2242 (2017). The Workgroup will provide recommendations to the Legislature on December 1, 2019.

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## Student Teacher Residency Technical Advisory Group

**\$60K for FY21**

Residency programs are an innovative student teaching model in which the pre-service teacher spends a full school year learning on the job (in a classroom with students) from an effective teacher while also completing context-specific coursework toward certification. Despite their widely-known effectiveness, teacher residency programs in Washington are rare. This request will fund a technical advisory committee to consider and make recommendations for an apportionment system that could effectively support teacher residency program model pilots in FY22.

## Increased Supports for Beginning Educators

**Approximately \$6 million for FY21 and nearly \$12 million for the 2021–23 biennium**

Despite the growth of the Beginning Educator Support Team (BEST) program over the past few years, 25% of new teachers, 60% of new principals, and 100% of new educational staff associates (ESAs – counselors, social workers, psychologists, etc.) do not receive mentoring or induction supports. If we close support gaps for novice educators, they are more likely to close opportunity gaps for their students. This request would expand the BEST program to support two years of mentorship for all new teachers, provide enhanced support for special educators and teachers with limited certificates, and add funding for new principals and ESAs.

## Funding for Paraeducator Professional Development

**\$39.6 million for FY21 and \$58.5 million for the 2021–23 biennium**

Many of our state's paraeducators are the primary instructional support for our most vulnerable student populations. HB 1115 (2017) set common statewide standards for paraeducators, outlined necessary training for obtaining or meeting those standards, and offered career development for paraeducators, including a four-day fundamental course intended for all paraeducators. The 2019–21 biennial budget provided funding for two of the four days of the course. This request would fulfill the intent of HB 1115 (2017) and HB 1658 (2019) by funding the additional two days of professional development in school year 2019–20 (to be paid in fiscal year 2021) and four additional days in fiscal year 2021 and each fiscal year thereafter.

## Implementation of Statewide Early Screening for Dyslexia

**\$806K for FY21 and \$7.7 million for the 2021–23 biennium**

RCW 28A.320.260 requires that beginning in the 2021–22 school year, school districts must screen students in kindergarten through second grade for indications of dyslexia and use multi-tiered systems of support to provide interventions. Districts will incur additional costs to purchase literacy screening tools as a result of this mandate. In addition, school districts are enduring financial hardships to increase educator knowledge about dyslexia. This request would allow OSPI to enter into no cost rate-setting agreements with vendors selected by the Dyslexia Advisory Council to provide districts with the literacy screening tools that are best for their students and communities. This proposed solution will also provide professional learning opportunities for educators and increase funding for educational service district (ESD) staff to support the implementation of statewide early screening for dyslexia.