



AGENCY BUDGET REQUESTS 2019–21 BIENNIUM

Vision: All students prepared for post-secondary pathways, careers, and civic engagement.

Mission: Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values:

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity: Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

Introduction

The goal of Washington’s public K–12 education system is to prepare every student who walks through our school doors for post-secondary pathways, careers, and civic engagement. To do so, we must embrace an approach to education that encompasses the whole child and breaks down systemic opportunity gaps.

We are in a highly competitive global economy and, for our students to be successful, we should glean the best practices from around the world in our redesign. Success looks like a longer school day, longer school year, or year-round learning to provide an equitable foundation of learning for all students. It looks like substantially better compensation for our educators and support staff, increased supports for the whole child, and a completely new approach to developing globally successful students. Our system redesign can only claim success if it truly provides equal opportunity and an unprecedented embrace of individual learning pathways for each student.

To do this, we will focus most of our efforts in the coming years on six foundational ideas, prioritizing schools identified for supports through the Washington School Improvement Framework:

1. Dual language
2. Inclusive and effective learning and teaching
3. Comprehensive supports
4. Multiple pathways to graduation
5. Expanded learning opportunities
6. Safe and effective school facilities

We hope you will contribute and join us on this transformation. It will take leadership from policymakers, parents and families, business, labor, and our communities. The very foundation of our economy and our people rests on the shoulders of our shared interest in high-quality public education.

Chris Reykdal
Washington State Superintendent of Public Instruction

Dual Language for All

Only a small percentage of Washington students are fluent in more than one language, while the need for a multilingual workforce is growing. Students learn languages more easily when they are younger, and dual language programs are effective strategies for developing those skills. The Office of Superintendent of Public Instruction (OSPI) aims to create opportunities for all students to have access to dual language programs beginning in kindergarten.

Long-term goal: Every student graduates bilingual by having access to universal second language learning beginning in kindergarten.

Priorities:

- A stipend for bilingual teachers and paraeducators
- The continuation and expansion of the current K–12 dual language grant program
- Financial support for student assessments necessary to earn the State Seal of Biliteracy
- Spanish Language K–12 Learning Standards adoption and workgroup

Inclusive and Effective Learning and Teaching for All

Every student must have access to effective instruction aligned to our state’s learning standards. All students must have the opportunity to learn from certificated experts in the content area. OSPI aims to ensure educators have the full support and tools they need to implement the K–12 learning standards in their classrooms so each student has access to effective educators and receives powerful instruction to support their progress.

Long-term goal: Every student has access to effective instruction and the ability to make progress in the state’s learning standards.

Priorities:

- Special education multiplier and Safety Net increases based on recommendations by the Special Education Safety Net Workgroup
- Career continuum recruitment and induction training (Beginning Educator Support Team [BEST] model)
- Increase professional development days around defined statewide topics, including:
 - Race, equity, and inclusion
 - Social-emotional learning and mental health

Comprehensive Supports for All

In order for students to be ready for learning, their basic physical, social, and emotional needs must be met. When schools are safe, and have a system of prevention, early identification, and intervention in place, then academic gains follow. Schools cannot do this work alone. Through partnerships with families, educators, and community providers, OSPI aims to provide districts with the capacity to implement a system of comprehensive supports for each student's success.

Long-term goal: Schools are safe places where every student has access to the health, basic needs, and other supports necessary for academic success.

Priorities:

- Increase prototypical school model for:
 - Middle school counselors
 - Family and community engagement coordinators
 - School nurses
- Increase Nurse Corps funding
- Redesign funding appropriation for institutional education
- Mental health and suicide prevention
 - Expand regional coordinator pilots at the educational service districts (ESDs)
 - Provide mini-grants to high-need schools and districts
 - Expand mini-grants at the University of Washington-Forefront
- Expand regional school safety centers at the ESDs to provide threat assessment, engage in safety planning, update the anti-bullying policy, and support the work of an advisory committee

Multiple Pathways for All

Today, roughly two-thirds of all jobs require more than a high school diploma but less than a 4-year college degree. Students deserve an education system with high standards and multiple pathways to graduation and post-secondary success. OSPI aims to design an education system that supports students to make informed decisions about their lives after graduation.

Long-term goal: Every student has access to a pathway to graduation that prepares them for college, industry credentials, or post-secondary training.

Priorities:

- Increase dual credit funding
 - Increase funding for all dual credit programs (Running Start, College in the High School, Advanced Placement, International Baccalaureate, and Cambridge)
 - Grants for Career and Technical Education (CTE) Dual Credit
- Expand statewide CTE course equivalency frameworks
 - Oversee statewide development of additional equivalencies and grants
 - Oversee expansion of Core Plus curriculum and professional development
- Increase investment and access
 - Increase access to summer CTE courses
 - Increase funding for the maintenance and operations costs for CTE programs
- Industry-based career-connected learning (CCL) and all-day skill centers
 - Increase access to industry credentialing and certificates
 - Implement pilot program for all-day skill centers

Expanded Learning for All

The traditional 180-day school calendar does not meet every student's needs. While some students are able to access necessary enrichment programs outside the school day, many are not. Expanded learning opportunities, which occur before and after school, during school, or during school breaks, provide academic and social-emotional enrichment experiences for students. OSPI aims to support school districts and share best practices to extend and expand the school year or school day so all students have access to expanded learning opportunities.

Long-term goal: Every student has access to expanded learning opportunities to reduce summer learning loss and to increase learning.

Priority:

- Small pilots to expand student learning beyond the traditional school day, prioritizing school districts with schools identified for support through the Washington School Improvement Framework

Safe, Effective Facilities for All

Washington does not have a standardized model for funding school construction in an equitable way. This means not all students attend school in buildings that are safe, of adequate size, or that meet the needs of today's students and educators. When students and educators show up to school, their primary focus should be on learning and growth. This is not possible when their school buildings are lacking. OSPI aims to ensure all school districts have adequate funding and supports to provide safe and effective learning facilities for all students.

Long-term goal: Every student has access to attend school in a facility that supports health and safety, regardless of a school district's ability or inability to raise capital project funds.

Priorities:

- New elementary school funding model to ensure schools have the space needed to meet voter-approved class size ratios, as well as space for student support, security, and safety needs
- New School Preservation Program to assist schools in preserving and maintaining buildings to provide a safe and comfortable learning environment
- Continue grant funding to purchase equipment, modernize skill centers, and create STEM classrooms and laboratories to prepare students to enter the workforce