2019-21 Biennial Budget
Decision Package

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

DP code/title: Next Generation Science Standards (NGSS)

Budget period: 19-21 Regular Session

Budget level: ML

Agency RecSum text:

The 2018 Supplemental Budget provided $4,000,000 in FY 2019 to provide grants to school districts and educational service districts for science teacher training in the Next Generation Science Standards (NGSS). Currently, the four-year outlook funds the program only in the second year of each of the next two biennia. This request seeks funding for the first year of each biennia to maintain program continuity. The provided funding is intended to support teachers in one grade level at each elementary, middle, and high school. Within these amounts, $1,000,000 is dedicated to community-based nonprofits to partner with public schools for NGSS.

Fiscal detail: To be completed by budget staff

Operating Expenditures	FY 2020	FY 2021	FY 2022	FY 2023
Fund 001-1	4,000,000	0	4,000,000	0
Total Expenditures	4,000,000	0	4,000,000	
Biennial Totals	$4,000,000		$4,000,000	
Staffing	FY 2020	FY 2021	FY 2022	FY 2023
FTEs	0.9	0	0.9	0
Average Annual	0.45		0.45	
Object of Expenditure	FY 2020	FY 2021	FY 2022	FY 2023
Obj. A	64,0000	0	64,0000	0
Obj. B	23,000	0	23,000	0
Obj. E	47,000	0	47,000	0
Obj. G	27,000	0	27,000	0
Obj. N	3,839,000	0	3,839,000	0
Biennial Totals	$4,000,000		$4,000,000	

The Next Generation Science Standards (NGSS) are a new set of K–12 learning standards that provide consistent science education through all grades, with an emphasis on engineering and technology. The 2018 Operating Budget (ESSB 6032, Sec. 501 (68)) provided $4,000,000 for science teacher training in the standards. $1 million of this amount was provided solely for nonprofits to partner with public schools to implement the new standards. The carryforward level for this proviso in the 2018 Operating Budget reflects funding only for the second year of the 2019–21 biennium. Funding for the first year of the next two biennia is needed in order to preserve program continuity. This request is to fund the NGSS work during the first year of each biennium.

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

Funding for training teachers on Next Generation Science Standards (NGSS) is lacking in the first year of each biennium.

Funding for NGSS was provided for the first time in the second year of the 2017–19 biennium to begin training science teachers to teach the new science standards. Educators require dedicated professional development to ensure standards are implemented consistently across the state. The annual funding is sufficient to train science teachers for one grade level at each elementary, middle, and high school. In order to train science teachers at all grade levels, funding is required each year until all science teachers have received training on the new standards.

What is your proposed solution?

In order to train science teachers at all grade levels, ongoing annual funding is required until all science teachers have received training on the new standards. The funding requested for FY 2020 and FY 2022 would permit educators to continue receiving training without interruption. If OSPI does not receive the funding for FY 2020 and FY 2022, OSPI will only be able to provide training every other year, extending the length of time it will take to get all of the science teachers trained on the new standards and hindering program continuity.

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

Funding is distributed to the nine educational service districts (ESDs) and nonprofit organizations who work with school districts to train and deliver the new science standards. Funding is sufficient to cover training for science teachers in one grade level at each elementary, middle, and high school per year. NGSS funding also pays for 0.3 FTE of a Director, 0.3 FTE of a Program Specialist 2, and 0.3 FTE of a Program Specialist's time to coordinate and oversee administration of standards training statewide.

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

Failure to fund this proposal will result in a delay of the delivery of the teacher training on the new science standards to all science teachers in the state. This results in inequitable learning opportunities for students across the state, as some students will learn from teachers trained in the new standards, while others will not.

Expansion or alteration of a current program or service

This program was funded for the first time in the 2018 Supplemental Budget, which provided $4 million for FY 2019. This funding request seeks to ensure program continuity by funding the first year of each of the next two biennia.

Detailed assumptions and calculations

This request assumes that the $4 million budgeted for FY 2019 is sufficient to deliver this training to three grade levels of science teachers each year. Within the $4M, OSPI needs $161,000 for costs associated with administering the NGSS program. Costs include compensation ($87,000 per year); and $74,000 in goods, services, and travel.

Workforce assumptions

OSPI estimates the need for a 0.3 FTE Exempt Director which is estimated to cost $28,000 for salary and $9,000 for benefits, a 0.3 FTE Program Specialist 2 which is estimated to cost $12,000 for salary and $5,000 for benefits, and a 0.3 FTE Exempt Program Specialist which is estimated to cost $25,000 for salary and $8,000 for benefits, to implement and administer the NGSS training across the state.

Strategic framework

This request supports the Results Washington K–12 goals related to student access and success. Science is an integral part of the curriculum, and future accountability ratings will include a component based on student performance on science assessments.

Performance outcomes

Funding this request will result in training intended to improve student learning on the new science standards. Improved student learning should produce improved student performance on local and statewide science assessments.

Intergovernmental

Not applicable.

Stakeholder response

Pacific Education Institute was awarded a competitive grant through this proviso. They receive funding for "FieldSTEM Education" and are now able to broaden their networks to provide training for several tribal schools and schools located in remote areas, neither of which have been included in

earlier work. They are also able to develop classroom-based learning tasks which will help teachers assess student learning in real time rather than waiting for a summative state assessment.

Washington Green Schools previously received competitive awards through various grants, resulting in the development of several middle- and elementary-level science curricula. They were awarded a competitive grant through this proviso, allowing them to expand their professional development across the state to include schools who have not historically received much professional development from other providers.

The proviso dollars also funded smaller projects (under $50,000) including the Snohomish County Conservation District (SCCD). The inclusion of SCCD gives the surrounding schools, teachers, and community an opportunity to learn about local impacts of climate change on areas of Snohomish County that are producers of agriculture. This is a relevant and inclusive learning experience that is heavily steeped in the state learning standards for science and career and technical education (CTE).

Legal or administrative mandates

Not applicable.

Changes from current law

Not applicable.

State workforce impacts

None.

State facilities impacts

None.

Puget Sound recovery

Not applicable to OSPI.

Other supporting materials

None.

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

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