



# Investing in Statewide, Community, and School Partnerships to Support Washington’s Students

## 2025–27 Operating Budget Decision Package

### RECOMMENDATION SUMMARY

No single educator, counselor, bus driver, nutrition professional, custodial support, administrator, or any other school staff person can be trained in all aspects of the knowledge, expertise, and skills needed to meet the full range of day-to-day and ongoing needs of students. It takes state, regional, and local partnerships to fully support students and their learning both inside and outside the classroom. The Office of Superintendent of Public Instruction (OSPI) requests funding to invest in projects and partnerships that address areas of critical need around academic foundations, postsecondary success, youth development, and support from Washington’s regional educational service districts (ESDs).

### FISCAL DETAIL

Operating Expenditures	FY 2026	FY 2027	FY 2028	FY 2029
Fund 001-1 (program 010)	\$1,858,000	\$1,857,000	\$1,857,000	\$1,857,000
Fund 001-1 (program 05X)	\$35,641,000	\$37,693,000	\$39,109,000	\$40,620,000
Fund 001-1 within DCYF Budget (program 05X)	\$3,559,000	\$4,335,000	\$5,014,000	\$5,348,000
Fund 24J-1 (program 010)	\$3,338,000	\$3,338,000	\$3,338,000	\$3,338,000
Fund 24J-1 (program 028)	\$818,000	\$818,000	\$818,000	\$818,000
<b>Total Expenditures</b>	<b>\$45,214,000</b>	<b>\$48,041,000</b>	<b>\$50,136,000</b>	<b>\$51,981,000</b>
<b>Biennial Totals</b>	<b>\$93,255,000</b>		<b>\$102,117,000</b>	
Staffing	FY 2026	FY 2027	FY 2028	FY 2029
FTEs Fund 001-1 Program 010	0.10	0.10	0.10	0.10
FTEs Fund 001-1 Program 05X	3.40	3.15	3.15	3.15
<b>Average Annual</b>	<b>3.38</b>		<b>3.25</b>	
Object of Expenditure	FY 2026	FY 2027	FY 2028	FY 2029
Obj. A	\$209,000	\$172,000	\$172,000	\$172,000
Obj. B	\$101,000	\$87,000	\$87,000	\$87,000
Obj. C	\$37,917,000	\$40,339,000	\$41,893,000	\$43,144,000
Obj. E	\$3,026,000	\$3,023,000	\$3,023,000	\$3,023,000
Obj. G	\$18,000	\$15,000	\$15,000	\$15,000
Obj. J	\$26,000	\$0	\$0	\$0
Obj. N	\$3,917,000	\$4,405,000	\$4,946,000	\$5,540,000

Revenue	FY 2026	FY 2027	FY 2028	FY 2029
Fund 001-1	\$0	\$0	\$0	\$0
Fund 24J-1	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Biennial Totals</b>	<b>\$0</b>		<b>\$0</b>	

## PACKAGE DESCRIPTION

The expectations of schools today extend far beyond just educating students. The barrier between students' lives outside of school and their time spent inside the classroom has always been permeable. The Legislature has invested in many strategic investments to target areas of high need and partners across the state are engaging in efforts to support schools using various fund sources. Through this request, OSPI is elevating targeted investments that support school and community partnerships and address specific areas of need, complementing the work that educators and other school staff do to support each and every student.

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

K–12 public schools specialize in meeting the academic needs of students; however, students whose holistic mental and physical health needs are not being met are unable to focus their attention and energies on learning. It is impossible for any single educator, administrator, counselor, bus driver, janitor, or any other school staff person to be trained in all aspects of the knowledge, expertise, and skills needed to meet the full range of day-to-day and ongoing needs of students. Fortunately, as more and more is being asked of schools and school staff, organizations with both expertise in meeting these specific needs and deep roots in the communities in which students live are ready to step up and partner alongside the public education system to support students and their learning both inside and outside the classroom.

### What is your proposal?

At the state level, community voice is an essential element of OSPI's ability to serve districts, families, and students. Community-based organizations and other partners are particularly valuable eyes and ears; they are able to quickly and accurately identify unique or widespread gaps in service or student outcomes; and they are well situated to gather and consolidate feedback, insight, and expertise to share with district and state partners. This inflow of information and local perspective allows OSPI to adapt and better meet the needs of a diverse and ever-shifting K–12 landscape. Responsive action can take many forms, whether the identified gap is best filled through centralized support from OSPI or best approached locally.

The OSPI section of the state Operating Budget allocates tens of millions of dollars every year to fund state- and district-level partnerships with these organizations and their work, evidence-based investments driven by proven success. These organizations have channeled their passion and expertise into direct services to students and families, taking the initiative to build themselves up from the ground level through fundraising at the local, state, and national levels.

These programs take years to develop and for the positive results they bring to individuals and communities to become apparent and to have an impact on overall student outcomes.

Many of these programs and organizations have benefited from state investment in the past or draw on current state funding to both maintain and expand their reach. However, relying on fundraising and competitive grants is inefficient, unsustainable, and makes it difficult for these organizations to maintain consistent staffing and support to the students, families, school districts, and communities they serve. This unpredictability can result in increased costs to families and districts trying to utilize their services. Beyond consistent funding, state-level partnership with these organizations requires consistent and reliable support from OSPI. With administrative resources and support for these individual programs tied to provisos and budget items that may or may not carry over year-to-year, OSPI cannot offer predictable support and service to these partners, further contributing to the challenges these organizations face in sustaining their work. Predictable and sustainable funding for data- and results-driven state and community partnerships allows the state to fully capitalize on its past and current investments.

In addition to school-community partnerships, each of Washington's nine ESDs provide essential local services, responsive to their region's communities. Together, they form a network that leverages each other's strengths and supports all students and schools statewide.

Though a non-exhaustive list, this request highlights foundational needs for our state's regional ESDs, as well as a subset of programs and projects that support services that are particularly beneficial to students and fill much needed gaps in the K-12 system. The partnerships highlighted in this request, and further detailed in the attachments linked below, fall into three main categories: support for student development of foundational academic knowledge and skills; investment in postsecondary success; and youth development, including wraparound supports for mental and behavioral health.

### **Academic Foundations**

Washington is lucky to have a number of committed and reputable statewide partnerships focused on core academic skills and content. OSPI's requests in this area include:

- [Advancing Holocaust Education and Genocide Awareness in Washington State](#)
- [Ensuring Access to Early Literacy for Washington's Youngest Learners Statewide](#)
- [Integrating Civics Education into Elementary Instruction](#)
- [Increasing Access to Hands-On Science Learning in Washington Schools](#)
- [Expanding Student Access to Outdoor Education](#)

### **Postsecondary Success**

As students transition to applying their academic knowledge and skills toward the development of graduation pathways and career opportunities, state and district partnerships with organizations that specialize in career-oriented learning and successful transition to postsecondary opportunities provide critical additional supports. OSPI's requests in this area include:

- [Investing in 9th Grade Success to Support On-Time Graduation](#)
- [Driving Equitable Postsecondary Opportunities from College Enrollment Through](#)

## Graduation

- [Creating New Opportunities for Career-Connected Environmental Learning](#)
- [Preparing Washington's Future Workforce with Microsoft IT Academy](#)
- [Supporting Career Connect Coordinators in Each Region](#)

## **Youth Development**

Outside the classroom, student engagement in community-based activities is essential to further develop and enrich their social-emotional health and broaden their overall knowledge and skills. Participation in afterschool sports and other programs fosters teamwork and communication, drives belonging through community engagement, and builds physical and mental resilience that serves students throughout their lives. OSPI's requests in this area include:

- [A Community Approach to Supporting Youth Mental Health](#)
- [Equitable Access to High-Quality Youth Development](#)
- [Promoting Youth Sportsmanship and Civility](#)

## **How is your proposal impacting equity in the state?**

1. This proposal is directly connected to equitable access to educational opportunities for Washington students. See above for more details.
2. At the forefront of every program, policy, and decision, OSPI actively focuses on ensuring all students have access to the instruction and support they need to succeed in our schools. This proposal is focused on the needs of our most vulnerable students, particularly students of color, American Indian/Alaska Native students, and highly mobile students including students who are migratory, students in foster care, and students experiencing homelessness. These student groups face unique systemic barriers to completing their K–12 education, barriers which perpetuate larger systemic inequities that persist along racial and socioeconomic lines.
3. See above.
4. See above.

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

Through a combination of grants, contracts, and direct funding to state agencies, this request funds a list of investments targeted to fill specific gaps within the K–12 system that schools are not currently resourced to meet. See the individual attachments for each of the 13 projects for more information.

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

To fully resource the K–12 system to meet the full scope of student needs from before they enter kindergarten through their postsecondary transition, Washington state would need to make massive investments at the prototypical level to fund the necessary staff, training, facilities, and resources. Because the needs of each school, district, and community differ and change over time, investing instead in partnerships with organizations who are embedded within the communities they serve and have established relationships with school districts provides a more agile approach that can more easily be deployed at the individual student level.

## **What resources does the agency already have that are dedicated to this purpose?**

Agency resources for these partnerships are tied to the provisos that fund them, and not to a stable or sustainable funding source. For more details on the individual funding history of each partnership, please view the attachments linked above.

## **ASSUMPTIONS AND CALCULATIONS**

### **Expansion, reduction, elimination or alteration of a current program or service:**

See the individual community partner requests for these details.

### **Detailed assumptions and calculations:**

See the individual community partner requests for these details.

### **Workforce assumptions:**

See the individual community partner requests for these details.

### **Historical funding:**

See the individual community partner requests for these details.

## **STRATEGIC AND PERFORMANCE OUTCOMES**

### **Strategic framework:**

This proposal supports three of the four strategic goals Superintendent Reykdal has outlined for the Office: #1, to ensure all students have equitable access to strong foundations; #2, providing every student with rigorous, learner-centered academic options in their community; and #4, maintaining a committed and customer-focused OSPI. By investing in strong community supports within and around the state's K–12 public education system, this request also supports the first of the Governor's Results Washington goals: providing Washingtonians with a world-class education.

### **Performance outcomes:**

Investing in these 13 projects and partnerships will strengthen the foundational knowledge and skills of Washington students from before they enter their K–12 journeys through their transition into postsecondary careers and pathways. Students across the state will receive academic enrichment as well as robust social-emotional supports and interventions that will build their overall resilience in and beyond K–12.

Please see the individual community partner requests for more information on outcomes specific to each.

## OTHER COLLATERAL CONNECTIONS

### Intergovernmental:

OSPI anticipates support from school districts who participate in or want to participate in the partnerships and programs outlined in this request.

### Stakeholder impacts:

OSPI anticipates broad support of this request. This proposal is supported by:

- The Boys & Girls Clubs of Washington
- The Civic Learning Council
- The College Success Foundation
- The Holocaust Center for Humanity
- Microsoft
- The Pacific Education Institute
- The Pacific Science Center
- Schools Out Washington
- Stand for Children

### Legal or administrative mandates:

None.

### Changes from current law:

None.

### State workforce impacts:

None.

### State facilities impacts:

None.

### Puget Sound recovery:

N/A

### Governor's salmon strategy:

N/A