

# Tools to Support the Budget Building Process

Spring Conference for Small School Leaders

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# Tribal Land Acknowledgement

We would like to acknowledge the Indigenous people who have stewarded this land since time immemorial and whose descendants still inhabit the area today, the Wenatchi band of the Colville Confederated Tribes.



## **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



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# Equity Statement

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.



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# Participants will:



Understand key factors that influence budget decisions



Practice how to make targeted budget trade-off decisions



View additional resources to support budget planning



# SETTING THE STAGE



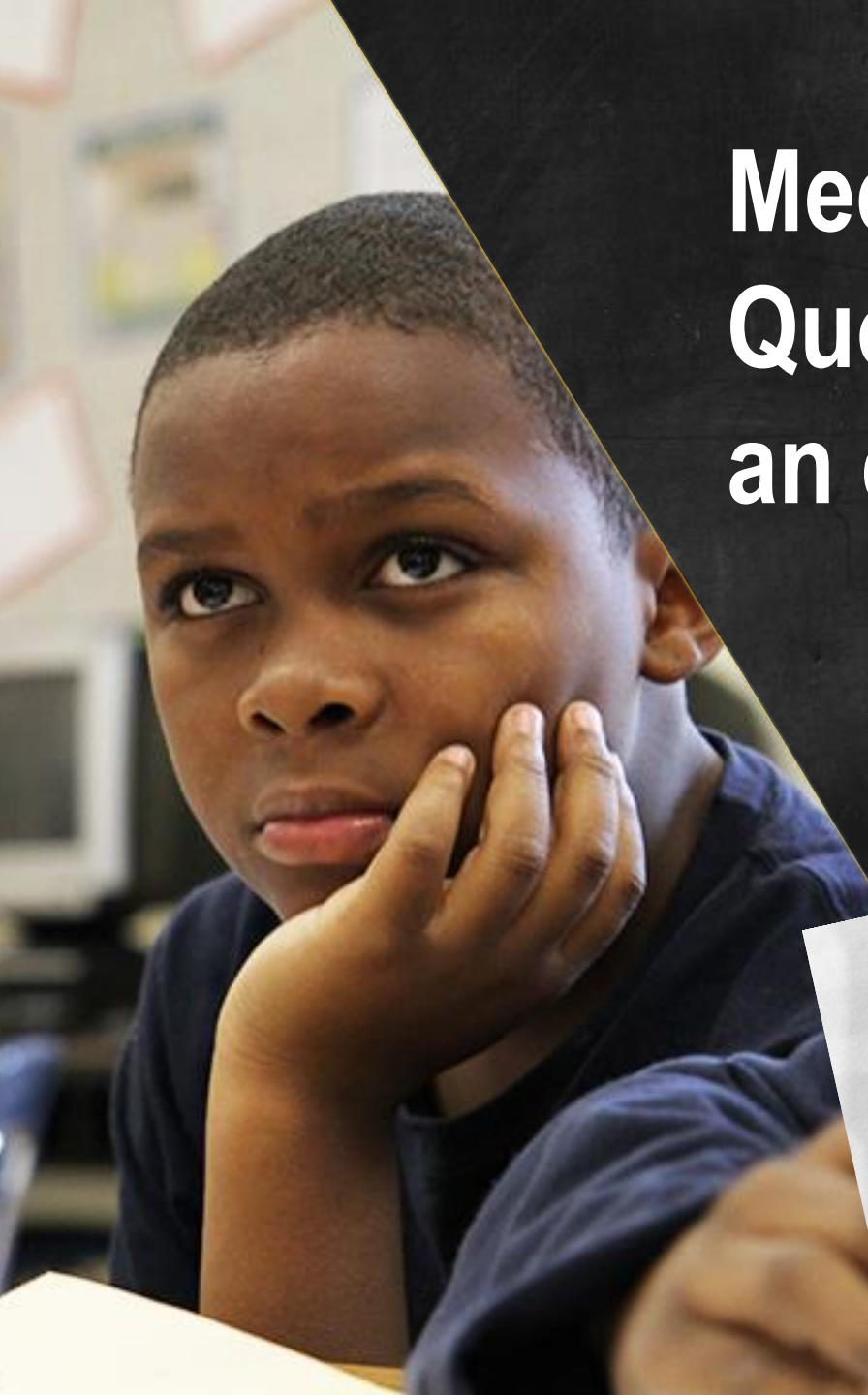
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**Let's talk about why  
student and teacher  
experience matters ...**

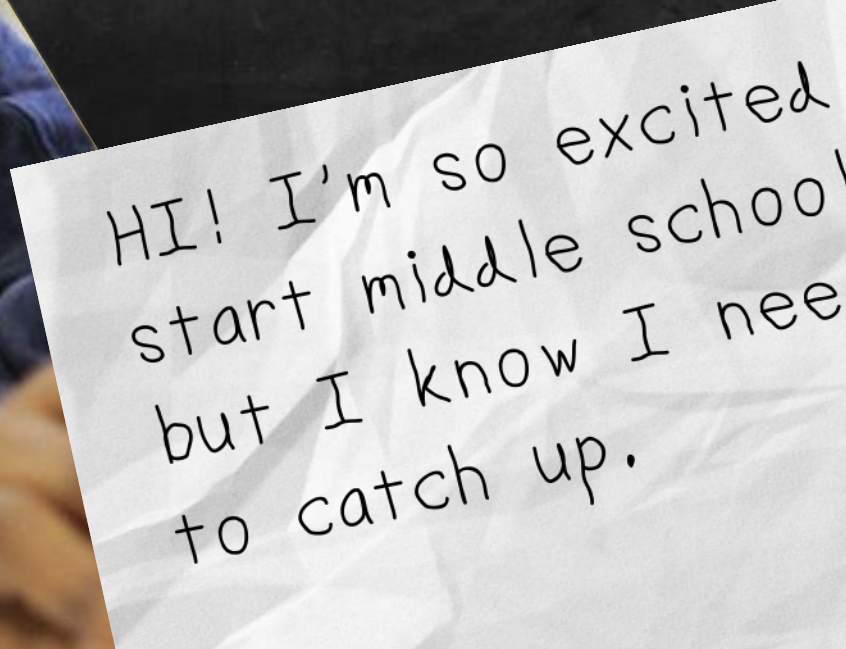
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A young boy with dark skin and short hair is looking off to the side with a thoughtful expression, resting his chin on his hand. He is wearing a dark blue shirt.

Meet **Adrian**, a 6th grader at Status Quo Middle School who wants to be an engineer but is behind in math.

A piece of white paper with handwritten text in black ink, tilted at an angle. The text reads: "HI! I'm so excited to start middle school but I know I need to catch up." The paper is placed over a background image of a boy writing.

HI! I'm so excited to  
start middle school  
but I know I need  
to catch up.





# Adrian's Typical Day

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1 period of math and 1 of ELA with **no additional time for help.**



He is **one of 120 students** that the teacher is responsible for and most classes are **25-27 students**. *Most of his classmates are also struggling.*



**2 of his 6 teachers are novice and only 1 was rated highly effective.**

# Now let's consider the teachers







# Meet Adrian's Teacher, **Ms. Andrews**, a novice ELA teacher in Status Quo Middle School

*I'm in my 2nd year at Status Quo Middle  
School but why do I still feel so overwhelmed?*

# My Typical Day

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I teach **5 out of 6 periods a day** and only get 1 period to plan.



I have **120 students** to get to know. My students have **significant skill gaps**.

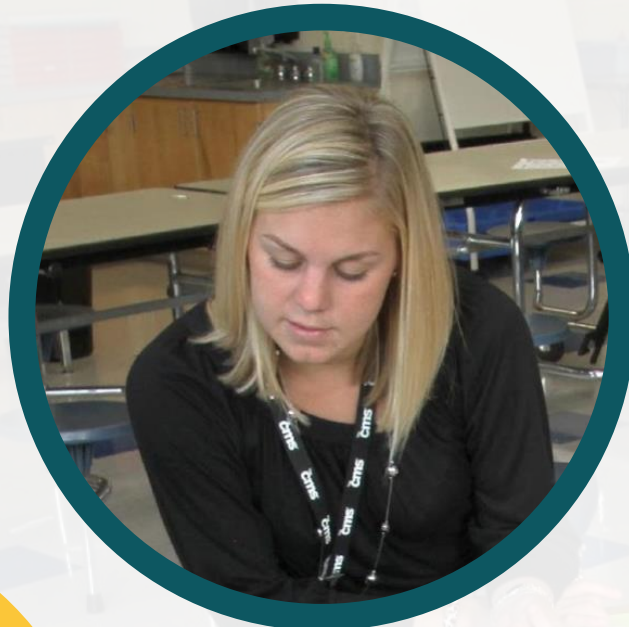


My PLC team meets weekly to review curriculum but we rarely look at student work. **No one is helping us** to guide planning or provide lesson feedback.

What if we could change Adrian  
and Ms. Andrews' experience **without**  
**spending more money?**







## What if **Ms. Andrews** could...



Work with  
**< 50 students**



Spend  
**90 minutes/week**  
planning with her  
team



Be paired with  
a **co-teacher**



## What if **Adrian** could...



Be in class of  
**< 10 students**



Spend  
**1 hour/day**  
in targeted intervention



Be taught by  
**highly effective**  
teachers



# Impossible, you say?

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It is hard but it *is* possible.



# Districts face a triple squeeze.



A higher bar for  
student learning and  
greater needs



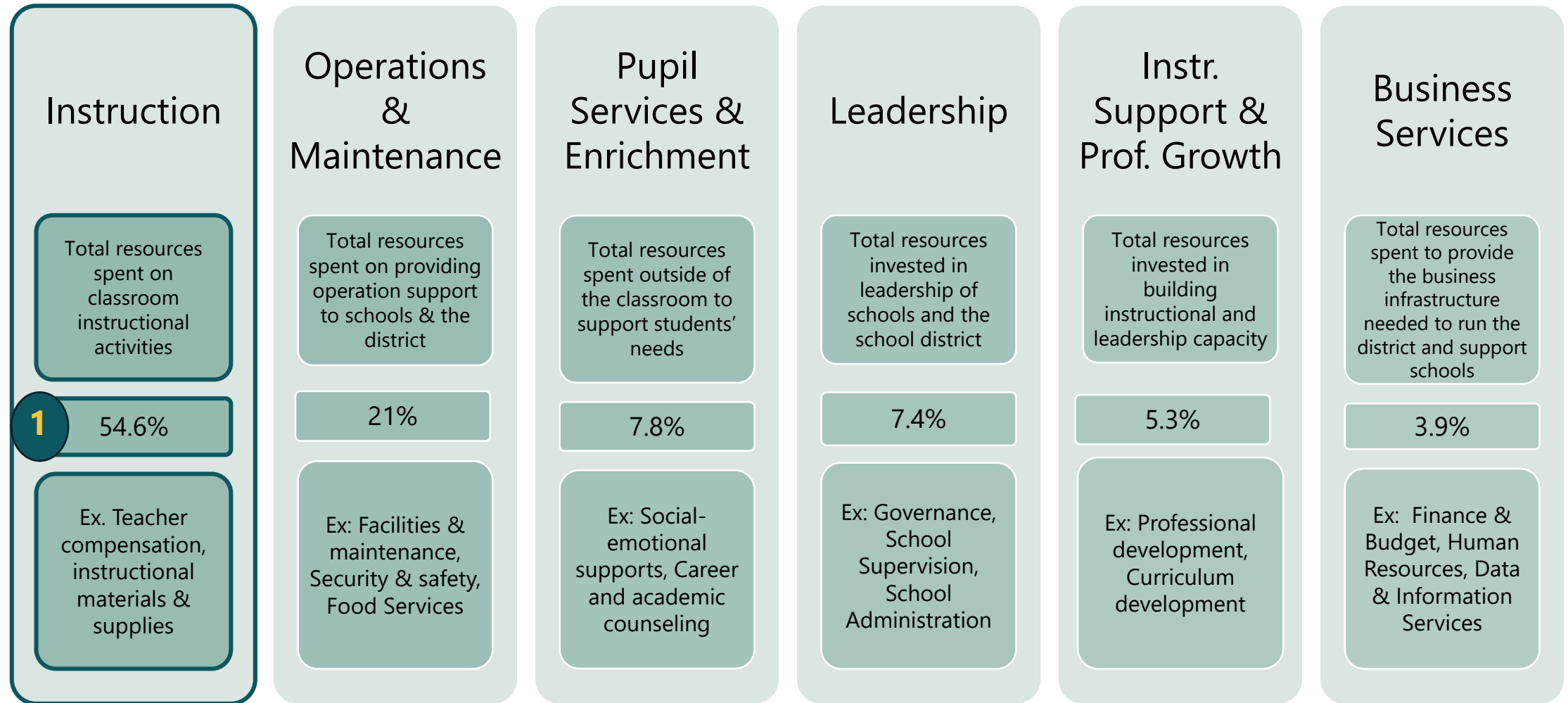
Unsustainable cost  
structures



Flat or decreasing  
revenue



# Nationally, more than half of district operating investments typically go toward instruction.



Defining “trade-offs” begins by examining typical responses to budget gaps that *tend to be an attempt to preserve current structures.*

## Across the board cuts

- Could impact programs that work well at the cost of preserving other programs that do not work.

## Freeze salaries

- Could lead to retention issues, especially considering the teacher shortage areas in our state.

## Staffing adjustments/RIF

- Ignores the fact that one type of teacher may be needed over another.

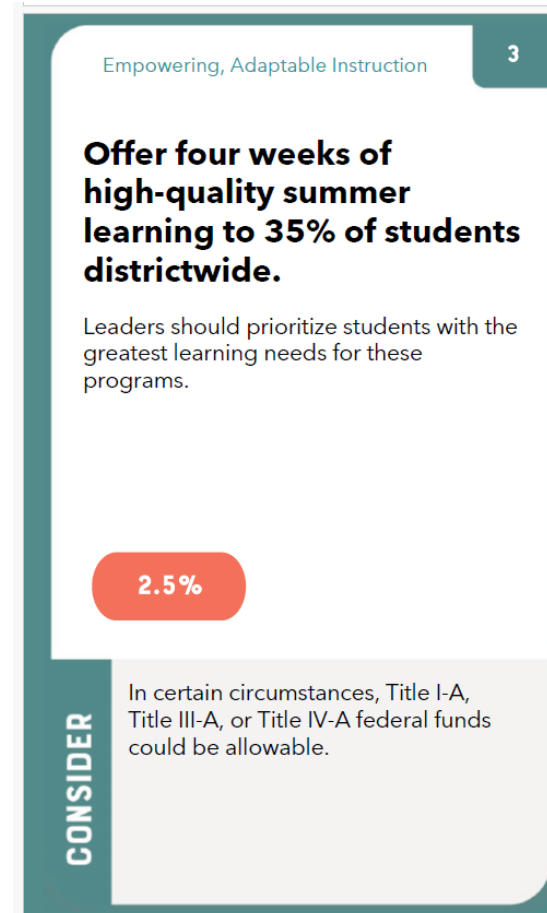
**IT'S TIME FOR ...**

**BUDGET**  
**HOLD'EM**  
*for* **DISTRICTS**



# Anatomy of a Hold 'Em Card

- Category** (One of the LEA's three priorities) →
- Card Title** (Investment or Savings) →
- Card Description** (Reminders such as how to avoid “across the board” implementation) →
- Budget Impact** (orange = cost; green = savings) →
- Considerations** (Key reminders such as which federal funds that may be used, in certain conditions, to fund the investment) →



← **Card Number**





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# Simulation Instructions

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# Your Task

1. Choose **investments** that address district priorities
2. Identify **savings** to offset your investments
3. Meet your budget target of net neutral.
4. Prepare to share which trade off decisions you made, and why



# Debrief

Please share which trade-off decisions were made and why.





There are many ways to create a "winning hand" depending on your district's unique context and needs.



For example, you could provide a stipend to your teacher leaders/mentors **instead of** one-off external professional development

Teaching & Leadership 15

**Give \$3,000 annual stipends to 15% of teachers who serve as leaders or mentors.**

Districts typically pay teachers based on experience and education levels, but research shows that neither correlate to improved student performance. Instead, redesign your compensation system to reward your best teachers for taking leadership roles.

0.2%

**CONSIDER** The impact of performance-based teacher pay approaches vary, so leaders should consider redesigning compensation carefully and work with teacher unions. In certain circumstances, Title II-A federal funds could be allowable.

Savings 33

**Eliminate contracts for one-off external professional development.**

Research shows that job-embedded professional development is most critical for improving teacher effectiveness.

-0.3%

**CONSIDER** In districts with fewer than 75 multilingual learners, joining a Title-III A Consortium can provide additional federal funds to support professional learning. Title IIA may not fund short-term professional learning.

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You can do anything.

You just can't do everything.

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# LEA Fiscal Resources and Supports

School Performance

Low \$ High Performance

Washington FY22-23 Expenditure vs SY23-24

High \$ High Performance

Color the schools based on

% Economically Disadvantaged



Low \$ Low Performance

per pupil expenditure: All public sources [Some schools may fall outside this scale]

High \$ Low Performance

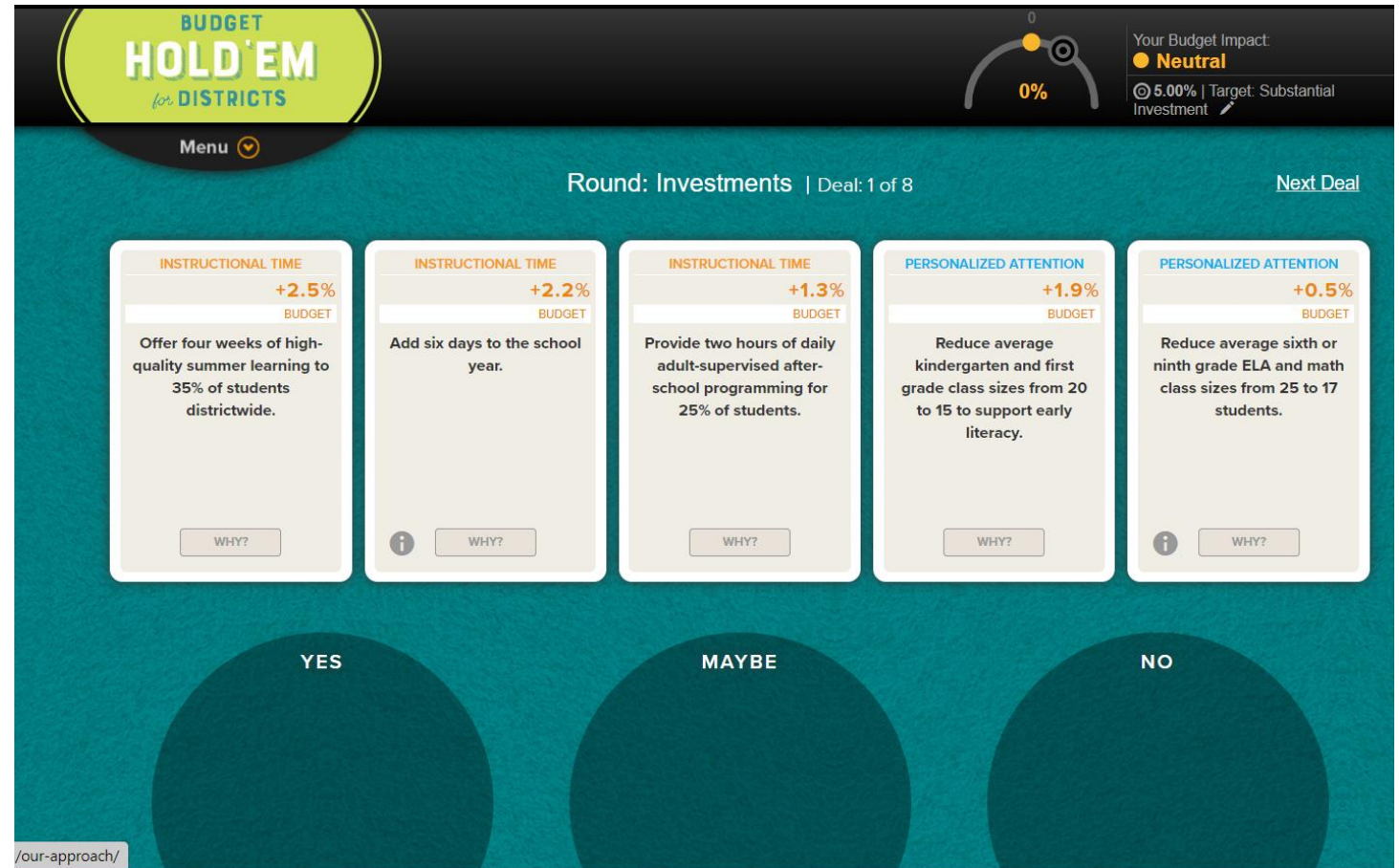


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[Washington FY24 Spending vs SY24 Outcomes | Tableau Public](#)



# Online Budget Hold 'Em for Districts



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[Budget Hold'em for Districts v2 | Education Resource Strategies](#)

# Investment Grid Template

Budget Hold 'Em is a simulation practice making trade off decisions aligned to a district's goals.

The next step is to make trade off decisions specifically for your district.

Resource: [The Investment Grid](#)

	Investment	Major Cost Factors	Estimated # Students Served	Cost Per Participating Student	Desired Outcomes — Estimated Effectiveness (High/Med/Low)	Risks
A	Tutoring 1-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	308 students (Highest-needs students?)	$\$1,000,000/308=\$3,240$	Math and reading scores increase? Grades increase? — Promising?	Some students may not attend; no peer interaction; difficulty hiring tutors
B	Tutoring 4-to-1 student-teacher ratio 3x/week, 36 weeks	Tutors = \$30/hour	1,232 max			
C	Adding specialists staff to schools	\$100,000 per FTE = 1 per school	4,000	\$250		
D	High school recovery courses	Summer provider costs \$875/ student		\$875		
E	Length of school day 20 minutes/day	\$3,600 stipend for all certificated staff	4,000	\$250		
F	PD & planning time Teachers paid extra for SEL — one week before school starts plus 10 half-days	\$3,600 stipend for all certificated staff	4,000	\$250		

# Resources

## Interactive Tableau Display

- [Washington FY24 Spending vs SY24 Outcomes | Tableau Public](#)

## Online Hold-Em

- [Budget Hold'em Overview](#)
- [Budget Hold'Em for Districts](#)
- [Teaching Job Hold-Em for LEA](#)
- [Budget Hold'Em for Resource Equity, Vol. 1](#)
- [Budget Hold'Em for Resource Equity, Vol. 2](#)

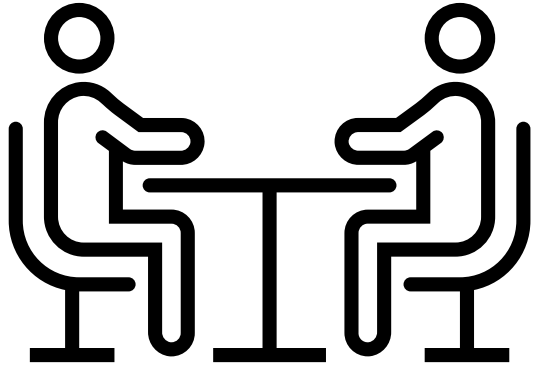
## Investment Grid

- [Investment Grid Overview and Explanation](#)
- [Investment Grid Template](#)



# Turn and Talk with a Partner

(1 minute each)



What might be your next step?

Which resource(s) are you intrigued by?

How might you use Hold 'Em in your LEA?





A photograph of wooden blocks spelling out 'THANK YOU' on a wooden shelf. The blocks are light-colored wood with dark brown letters. The background is a blurred green and yellow, suggesting an outdoor setting with foliage.

THANK YOU

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