

## WACTE Capacity March 2019

### Considerations re Resources Needed to Support Additional Candidates

#### Comments:

1. Since we do provide stipends to mentor teachers and pay field supervisors based on a per-pupil formula, there always are costs associated with adding an extra student. There are other hidden costs such as additional advising loads and fingerprinting for staff.
2. It isn't just about number of spots at various locations. Those spots may only offer a certain endorsement, or may be at the graduate or undergraduate level, or may require an AA-DTA or an AAS-T, or may be only full-time or part-time, or may be a day program or an evening program. Not all slots are the same. But I think it's important that conversations around capacity and open slots also involved conversations around do we have the right slots
3. What specific resources are needed to match capacities (slots), potential candidates, and district/school needs. Without a clear understanding of that equation additional state capacity (slots) will only drain resources and potentially lower quality
4. I guess I am trying to understand what the end goal is? Is the state considering putting money towards teacher education in that interested (and qualified) students would we receive some type of monetary grant ( how much \$?) to attend a teacher ed program? Timing also matters as we have different capacities depending on our admission cycles.
5. I would like to talk about capacity in existing programs. We have a concern around the proliferation of new programs approved through PESB. In looking at the Teacher Shortage report that PESB just put out, there looks like a shortage as they compared in-state program completers to need. What wasn't counted were the 1700 extra certificates that OSPI awarded last year. I understand these are candidates coming from out-of-state teacher preparation programs as well as those transferring their certificates to Washington. Also, we have been in several meetings over the past few weeks with district administrators – both large districts and rural districts. All have indicated they are looking at downsizing their teaching force due to the budget issues with access (or lack of) to the levy dollars and the SEB benefits issues. Each student we add to our respective programs would add costs- both direct and indirect. For example, it'd add to advising and staff loads (e.g., fingerprinting clearances, certification paperwork, etc.), as well as would lead to additional time for our programs to find field placements.
6. We not only have per-pupil compensation models for field supervisors, but we also pay mentor teachers small stipends. Therefore, while we'd love to increase our course fill-rates, adding even 1 student to our program isn't a wash. In fact, our TCPs are one of the university's most expensive per-pupil programs.