

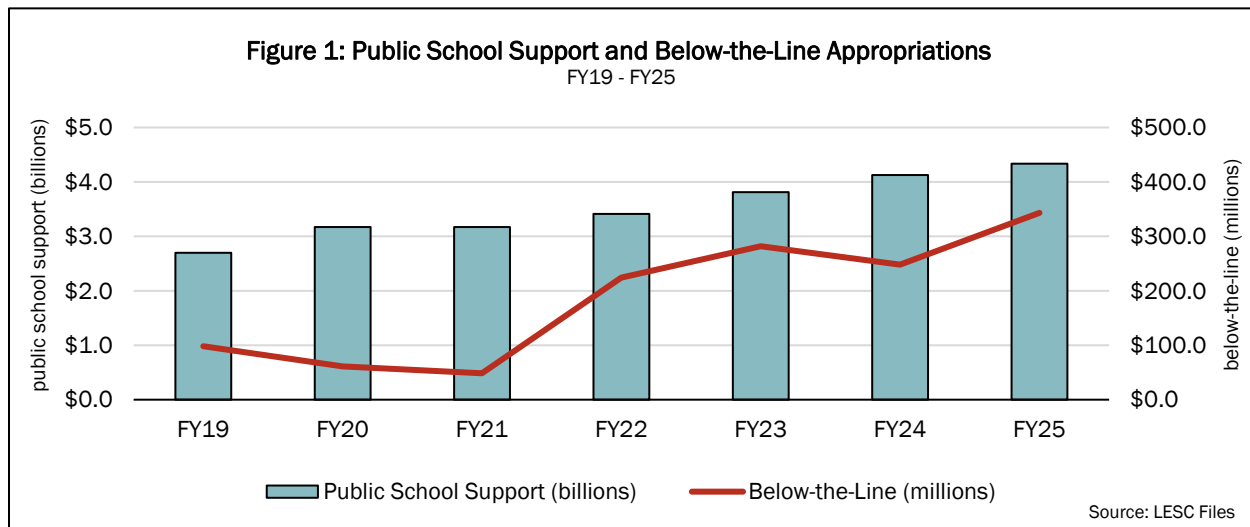
During the 2024 interim, staff presented about the continued challenges in recruiting and retaining high-quality teachers, adequately supporting the unique and complex needs of at-risk students, and strengthening the well-being of students and educators.

In response to these challenges, members of the Legislative Education Study Committee (LESC) indicated interest in continuing to support regionally competitive compensation, career and technical education, residencies, literacy, behavioral health, and student attendance.

Included in this brief are considerations for potential inclusion in the LESG's FY26 public school support scenario.

Key Takeaways

- Since FY19, the Legislature has significantly increased its appropriations for public school support and below-the-line programs
- Multi-year budgeting is a strong framework to support below-the-line programs that require ongoing evaluation



Multi-Year Budgeting

During the 2024 regular session, the Legislature created the government results and opportunity (GRO) expendable trust fund to provide three years of funding for pilot initiatives. After the three years of funding is exhausted, the impact of pilot initiatives will be evaluated, and the results will guide future considerations for recurring funding. In the initial three-year appropriations from the fund, educator clinical practice will receive \$60 million and salary differentials for special education personnel will receive \$15 million.

For FY26 and beyond, LESG staff may recommend the Legislature broaden its use of multi-year budgeting by converting the public education reform fund into an expendable trust fund for public education initiatives. This recommendation may include a one-time appropriation to the fund to support three years of consistent funding for several existing below-the-line initiatives. Like GRO, those programs could be placed on a pathway to evaluation by legislative staff for potential consideration of recurring funding in the future.

All programs funded from the public education reform fund could be subject to performance measures collaboratively developed by the LESG, the Legislative Finance Committee, and the Public Education Department, that will assess their comprehensive impact on student achievement and educator wellbeing.

FY26 Budget Considerations

(in millions)

Investing in the Educator Ecosystem	FY25	FY26
Compensation Increases for Public School Personnel <i>(Per percentage point)</i>	\$31.4	\$33.8
Revising Minimum Salaries for Teachers <i>(\$55, \$65, and \$75 thousand)</i>	\$0.0	\$5.4
Insurance <i>(Excluding APS)</i>	\$25.7	\$39.7
Educator Fellows	\$20.0	\$20.0
Academic Design		
Literacy	\$14.0	\$14.0
Secondary Educator Literacy*	\$5.0	\$5.0
Science, Technology, Engineering, Arts, and Math (STEAM)	\$0.0	\$8.0
STEM Network*	\$0.0	\$2.0
Special Education Initiatives	\$6.0	\$6.0
Whole Child		
Revision of the At-Risk Index <i>(Poverty and English learners)</i>	\$0.0	\$41.3
Out-of-School Time*	\$15.0	\$20.0
Community Schools*	\$8.0	\$10.0
Universal Meals	\$41.0	\$56.0
School Panic Buttons	\$1.0	\$1.0
Attendance	\$5.0	\$10.0
Behavioral Health	\$0.0	\$5.0
Supports for Students who are Unhoused*	\$0.0	\$10.0
Early Learning, Career and Technical Education, and Secondary School Revision		
Revision of the Secondary Factor	\$0.0	\$51.1
Career and Technical Education*	\$45.0	\$45.0

* Indicates the initiatives that could be considered for inclusion in a multi-year budgeting framework.