

Draft Staff Summary of Basic Education Finance Joint Task Force Preliminary Decisions to Date

Component	Decision
Allocation Only?	Yes. Unless otherwise specified, funding formulas are for allocation purposes only and are not mandates for spending plans.
Program of Basic Education Instruction	Use the legislators' proposal as a basis for further debate and decision-making. Assume 1 hour of planning time for teachers and Core 24 credit hours when costing out. This section covers: <ul style="list-style-type: none"> • instructional time • class sizes, including class size for underachieving students, ELL students, CTE students, highly capable students • allocations for educational staff associates, building administrators, and classified staff • non-employee related costs (NERCs)
Central District Administration	6% of the total district budget is provided for central district administration (the allocation is for staff levels, salaries, and NERCs). Staff directed to vet 6% assumption.
Gifted and Talented Students	Add instruction for highly capable students to the definition of basic education.
Special Education	Keep the current multiplier of 0.9309. Use a broader base (add K4 enhancements, LIDs, CTE, I-728, LAP, ELL, full day kindergarten). Continue the safety net process.
Early Learning	Incorporate early learning for at-risk children into basic education. Early learning provides standards-based instruction for children at risk for not meeting the state learning standards. Multiple delivery systems are allowed.
Salary Allocation Model	Use legislators' proposal as basis for further discussion. Require that educators in the field, e.g. principals, be included in the development of the new SAM.
State-funded Contract Days	180 instructional days plus 10 Learning Improvement Days (LIDs). LIDs are required to be used for professional development or other district-directed activities; LID funding may not be used for salary increases.
School Building Administrator Salaries	Use statewide average actual salaries to allocate as a first step. Then, determine allocations based on salary survey.
Salary Survey	Conduct salary surveys to collect information about compensation in occupations comparable to teaching. Include educational staff associate (ESA) occupations. The salary survey should include information about: <ul style="list-style-type: none"> • regional labor market differences in compensation; • different job descriptions/duties (e.g., math, science, special education, ELL teachers), based on other occupations; and • health, pension, and other benefits.

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Pay for Performance, Knowledge, and Skills	<p>Continue providing a \$5,000 bonus (adjusted for inflation in 2009 and beyond) to teachers who achieve NBPTS certification. Continue providing a \$5,000 bonus (adjusted for inflation in 2009 and beyond) to NBPTS-certified teachers who work in high-poverty schools.</p> <p>Provide teachers who serve as mentors or peer evaluators with a bonus/stipend.</p> <p>Develop an incentive compensation program that provides a bonus to all school staff for building-level student academic achievement. Awards shall be determined based on multiple measures of student performance, including standardized test scores and student retention in secondary schools.</p>
Other Teacher Compensation: Loan Forgiveness	<p>Provide loan forgiveness for teachers in shortage areas schools. Applies to educational staff associates (ESAs) as well. For documented shortage areas such as math, science, bilingual education, special education.</p>
Supplemental Pay	<p>Consider refining TRI law so that supplemental pay can only be provided for additional time and to clarify that supplemental pay must be provided at the base salary rate based on a 40 hour work week.</p>
Tenure	<p>Amend tenure law to require teachers to achieve professional certification within five years to be eligible for tenure.</p>
Collective Bargaining	<p>Use Chair bill as starting point for further discussion and decision-making. Refinement: Regional negotiations based on federal labor markets (as used by Lori Taylor).</p>
Teacher Certification	<p>Use the legislators' proposal as a basis for further discussion.</p>
Mentoring for New Teachers	<p>Use the legislators' proposal as a basis for further discussion, but remove requirement that mentors be NBPTS-certified. Provided "up to" five years.</p>
I-732	<p>Fold I-732 funds into general apportionment and remove I-732 as a separate funding source.</p>
I-728	<p>Fold I-728 funds into general apportionment and remove I-728 as a separate funding source.</p>
State Budgeting and Accounting System	<p>Require all school districts to use a common, state-developed and state-funded budgeting and accounting system that accounts for state and local revenues and costs separately. The system will use a common, standardized structure for cost classifications. Districts shall use the system to report program costs at the district and school building levels. Costs will be linked with student outcomes data including standardized test scores. State funding for data system training and auditing is provided at no cost to districts.</p>
State Student Information System	<p>The statewide student information systems (CEDARS) shall include student standardized test performance, including scores on diagnostic and college-readiness tests. The state shall also develop a method to implement a dropout early warning systems in CEDARS.</p>
Accountability	<p>Legislative proposal (SBE proposed system)</p>
Capital	<p>Defer to recommendations of the Joint Legislative Task Force on School Construction Funding.</p>
Transportation	<p>Defer to recommendations of the OFM K-12 Pupil Transportation Advisory Committee.</p>