

2008 Legislation Applicable to the Basic Education Finance Joint Task Force

Modifications to Task Force assignments	
<p>SSB 6879</p> <p><i>Regarding the joint task force on basic education finance</i></p> <p><small>Not yet signed by the Governor as of 3/21/08</small></p>	<p>Section 1. 2007 c 399 s 2 (uncodified) is amended to read as follows:</p> <p>(1) The joint task force on basic education finance established under this section, with research support from the Washington state institute for public policy, shall review the definition of basic education and all current basic education funding formulas, develop options for a new funding structure and all necessary formulas, and propose a new definition of basic education that is realigned with the new expectations of the state's education system as established in the November 2006 final report of the Washington learns steering committee and the basic education provisions established in chapter 28A.150 RCW. <u>In light of recent court decisions, the task force shall specifically consider issues related to equalizing school employee salary allocations among school districts. By December 1, 2008, the task force shall report to the appropriate committees of the legislature on all of the information required under this subsection.</u></p>
<p>ESHB 2687</p> <p><i>Operating budget</i></p> <p><small>Not yet signed by the Governor as of 3/21/08</small></p>	<p>Section 610 (7) ... the Washington state institute for public policy (WSIPP) [shall] assist the joint task force on basic education finance created pursuant to Engrossed Second Substitute Senate Bill No. 5627 (requiring a review and development of basic education funding). The institute shall assist the joint task force in a review of the definition of basic education and the development of options for a new funding structure for K-12 public schools. ((If the bill is not enacted by June 30, 2007, the amount provided in this subsection shall lapse.)) <u>The task force on basic education as created in chapter 399, Laws of 2007 shall consider the ruling of the King County Superior Court in the matter of Federal Way School District v. The State of Washington in developing recommendations for a new basic education school finance formula. The recommendations should include proposals that directly address the issue of equity in salary allocations in the new school finance formula.</u></p>
<p>2SSB 6377</p> <p><i>Regarding secondary career and technical education</i></p> <p><small>Not yet signed by the Governor as of 3/21/08</small></p>	<p>Section 106. 2007 c 399 s 3 (uncodified) is amended to read as follows:</p> <p>(1) The funding structure alternatives developed by the joint task force under section 2 of this act shall take into consideration the legislative priorities in this section, to the maximum extent possible and as appropriate to each formula.</p> <p>(2) The funding structure should reflect the most effective instructional strategies and service delivery models and be based on research-proven education programs and activities with demonstrated cost benefits. In reviewing the possible strategies and models to include in the funding structure the task force shall, at a minimum, consider the following issues:</p> <ul style="list-style-type: none"> (a) Professional development for all staff; (b) Whether the compensation system for instructional staff shall include pay for performance, knowledge, and skills elements; regional cost-of-living elements; elements to recognize assignments that are difficult; recognition for the professional teaching level certificate in the salary allocation model; and a plan to implement the pay structure; (c) Voluntary all-day kindergarten; (d) Optimum class size, including different class sizes based on grade level and ways to reduce class size; (e) Focused instructional support for students and schools; (f) Extended school day and school year options; ((and)) (g) Health and safety requirements; and <u>(h) Staffing ratios and other components needed to support career and technical education programs.</u>

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Transparency in budgeting legislation	
<p>SB 6818</p> <p><i>Promoting transparency in state expenditures</i></p> <p><i>Not yet signed by the Governor as of 3/21/08</i></p>	<p>Section 4. (1) Upon the release of each proposed omnibus appropriations act and final enacted budget, the legislative evaluation and accountability committee shall prepare and cause to be posted on a publicly accessible web site a presentation consisting of potential examples of the types and levels of educational programs and services supported by funding provided in the proposed or enacted omnibus appropriations act under specified allocations for the support of common schools.</p> <p>(2) The purpose of the presentation created in subsection (1) of this section is to make transparent to the public, using categories and terms that are readily understood, examples of the type and level of educational programs and services supported by funding appropriated in the omnibus appropriations act under specified programs for support of the common schools. Such transparency promotes better public understanding of the state resources provided to support the common schools. The information in the presentation is for illustrative purposes only. It is not intended, nor is it to be construed, to represent how state allocations are actually used by individual school districts, nor how school districts are expected or required to expend state allocations.</p> <p>(3) Each legislative evaluation and accountability program committee presentation prepared under this section shall provide estimates for the following items, based on the level of state funding appropriated in the budget bill for which the presentation is prepared and for the school year immediately following the legislative session in which the bill is considered:</p> <ul style="list-style-type: none">(a) For the general apportionment program:<ul style="list-style-type: none">(i) Estimated state-funded class size in elementary, middle, and high school grade spans;(ii) Average state-funded teacher salary, total teacher compensation, administrator salary, and classified staff salary;(iii) Estimated number of state-funded staff of various classifications in a hypothetical average-sized school; and(iv) Estimated amount per pupil for nonemployee related costs, including a breakdown of the per pupil amount by selected major categories of expenditure;(b) For the learning assistance program, the transitional bilingual program, and the highly capable student program: Estimated hours of additional instruction per week in each program;(c) For the special education excess cost allocation: Estimated amount per eligible student;(d) For the promoting academic success program: Estimated hours of remediation for various types of students, hours of teacher planning time, and class size; and(e) For the student achievement fund: Estimated amount per pupil in each category of use of the funds under RCW 28A.505.210 and estimated staffing or additional instructional time supported by the funds in a hypothetical average-sized school. <p>(4) Each document shall also contain a brief narrative description of how the estimates provided under subsection (3) of this section were calculated and the major assumptions behind the calculations. Estimates may be developed using documented expenditure patterns of school districts, best practices, or other sources of information.</p>

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Key supplemental budget allocations	
<p>ESHB 2687</p> <p><i>Operating budget</i></p> <p><i>Summary provided by OSPI</i></p> <p><i>Not yet signed by the Governor as of 3/21/08</i></p>	<p><u>K-12 Overview</u></p> <ul style="list-style-type: none"> • Original budget: \$13.52 billion • Caseload and maintenance changes: \$55.9 million • New policy decisions: \$49.7 million (net additions/reductions) • 2007-09 Biennium total appropriation: \$13.64 billion <p><u>Key budget allocations</u></p> <ul style="list-style-type: none"> • 0.5 percent COLA enhancement: \$22.2 million • NERC increase: \$8.1 million <ul style="list-style-type: none"> \$10,178 per certificated instructional staff (from \$9,907) \$24,999 per certain vocational CIS (from \$24,331) \$19,395 per certain vocational CIS (from \$18,877) • Classified staff ratio change: \$3.9 million <ul style="list-style-type: none"> 1:58.75 (from 1:59.00) • Increased levy equalization (per-pupil inflator increased to 6%): \$1.9 million • School library materials allocation <ul style="list-style-type: none"> \$4.09 per FTE student Cannot supplant current library resources expenditures (\$4 million) • Promoting Academic Success (PAS) program eliminated (\$-27 million) • Learning Assistance Program (LAP) funding increased (\$19.8 million) • National Board for Professional Teaching Standards (NBPTS) certification bonus modifications <ul style="list-style-type: none"> Bonus counts toward retirement beginning 2008-09 SY NBPTS teachers who become principals can continue to receive bonus Low-income definition changes for middle and high schools: <ul style="list-style-type: none"> Middle schools: NBPTS teachers in schools with 60 percent free/reduced price lunch eligible for additional \$5,000 (formerly 70 percent) High schools: 50 percent (formerly 70 percent) Elementary schools: No change (70 percent)

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Related studies

ESHB
2687

Operating budget

Analyses to be submitted to the Task Force:

Section 118: achievement gap analysis from the Governor's Office of Indian Affairs
Section 119: achievement gap analysis from the Commission on Asian Pacific American Affairs
Section 131: achievement gap analysis from the Commission on Hispanic Affairs
Section 501(aa): achievement gap analysis from the Center for the Improvement of Student Learning (at OSPI) [Note: HB 2722 directs WSIPP to assist with the analysis]

PESB & WSIPP study assignment:

Section 501 (w): \$142,000 of the general fund--state appropriation for fiscal year 2009 is provided solely for the conducting of a comprehensive analysis of math and science teacher supply and demand issues by the professional educator standards board. By December 1, 2008, the professional educator standards board shall submit a final report to the governor and appropriate policy and fiscal committees of the legislature, that includes, but is not limited to:

- (i) Specific information on the current number of math and science teachers assigned to teach mathematics and science both with and without appropriate certification in those subjects by region and statewide;
- (ii) projected demand information by detailing the number of K-12 mathematics and science teachers needed by the 2010-11 school year by region and statewide;
- (iii) specific recommendations on how the demand will be met through recruitment programs, alternative route certification programs, potential financial incentives, retention strategies, and other efforts; and
- (iv) identification of strategies, based on best practices, to improve the rigor and productivity of state-funded mathematics and science teacher preparation programs.

As part of the final report, **the professional educator standards board and the Washington state institute for public policy shall provide information from a study of differential pay for teachers in high-demand subject areas such as mathematics and science**, including the design, successes, and limitations of differential pay programs in other states. In order for the professional educator standards board to quantify demand, each school district shall provide to the board, by a date and in a format specified by the board, the number of teachers assigned to teach mathematics and science, both with and without appropriate certification and endorsement in those subjects, and the number of mathematics and science teaching vacancies needing to be filled, and the board shall include this data, by district, in its analysis.

*Not yet signed by the
Governor as of 3/21/08*