



K-12 Finance Overview

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Office of Program Research

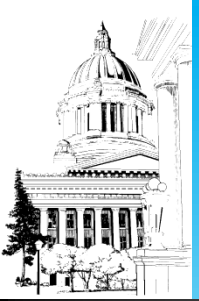
January 2015



Briefing Topics

House
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- ▶ The K-12 education system in Washington
- ▶ The program of Basic Education
- ▶ Caseload and Compensation
- ▶ Levies and Local Effort Assistance
- ▶ Brief Overview of Governor's Proposed Budget
- ▶ Current developments and issues in K-12
 - I-1351
 - McCleary
- ▶ Potential K-12 Funding Issues in 2015



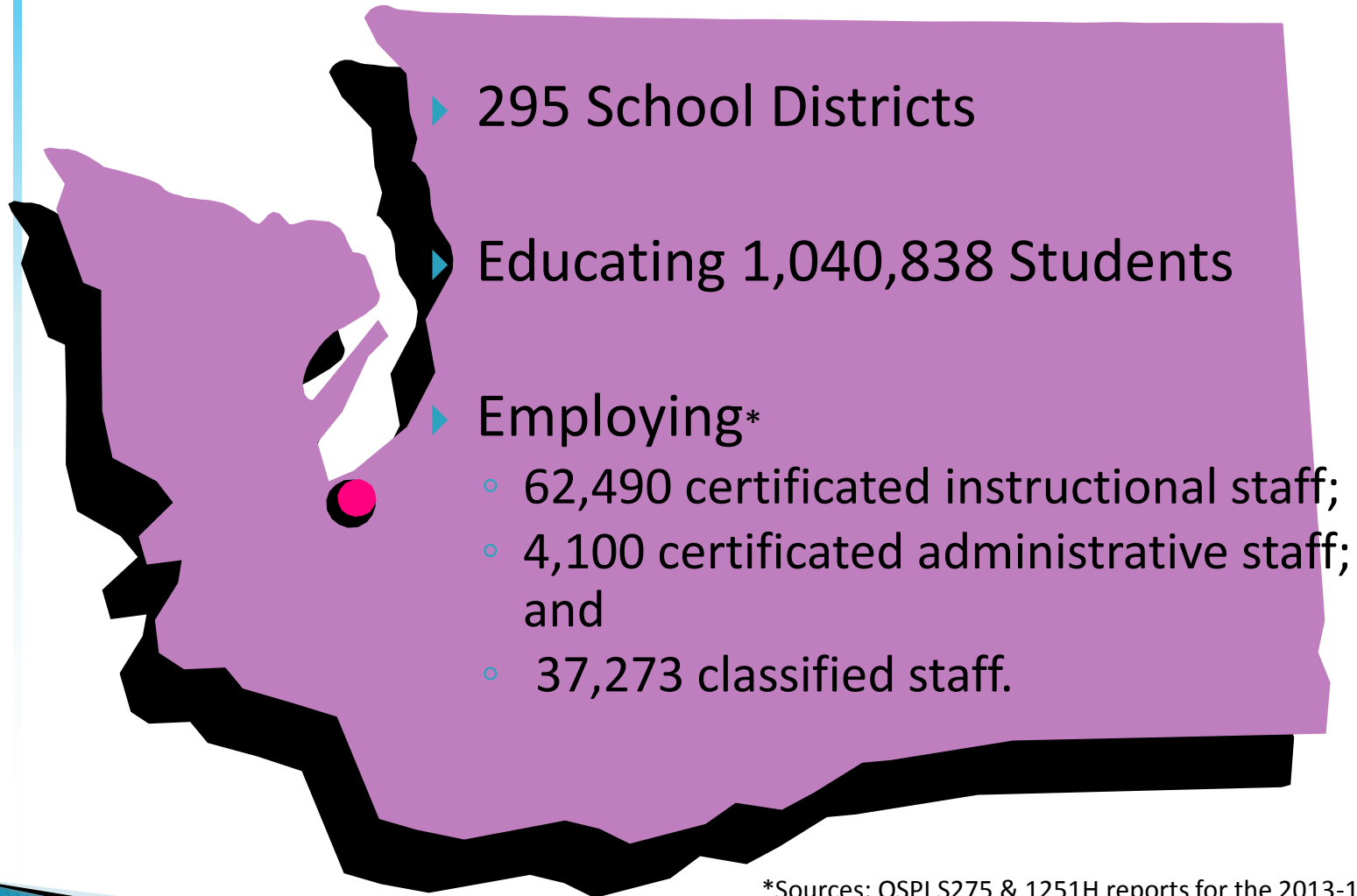
The K-12 Education System in Washington

»» A broad overview



Overview of K-12 in Washington

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*Sources: OSPI S275 & 1251H reports for the 2013-14 SY



State funded, locally controlled

- ▶ Washington is generally considered a “local control” state.
 - The state defines the program of basic education.
 - Operational authority resides within the 295 local school districts, governed by elected school boards.
- ▶ State funding formulas for education are for allocation purposes.
 - The state allocates funds through the prototypical school model formulas.
 - Local districts decide how funds are used.
 - Categorical funding must be expended within its respective category, such as Learning Assistance, Transportation and Bilingual.



Four sources of revenue make up school district operating budgets

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- ▶ Accounting for more than 68% of school district general fund revenue, state funding is by far the largest of the four sources.
- ▶ The other three sources of school district operating revenue are:
 - The federal government (about 8%);
 - Local taxes (about 23%); and
 - Other miscellaneous sources (about 1%).



Total school district operating revenue increased 3.3% on average annually

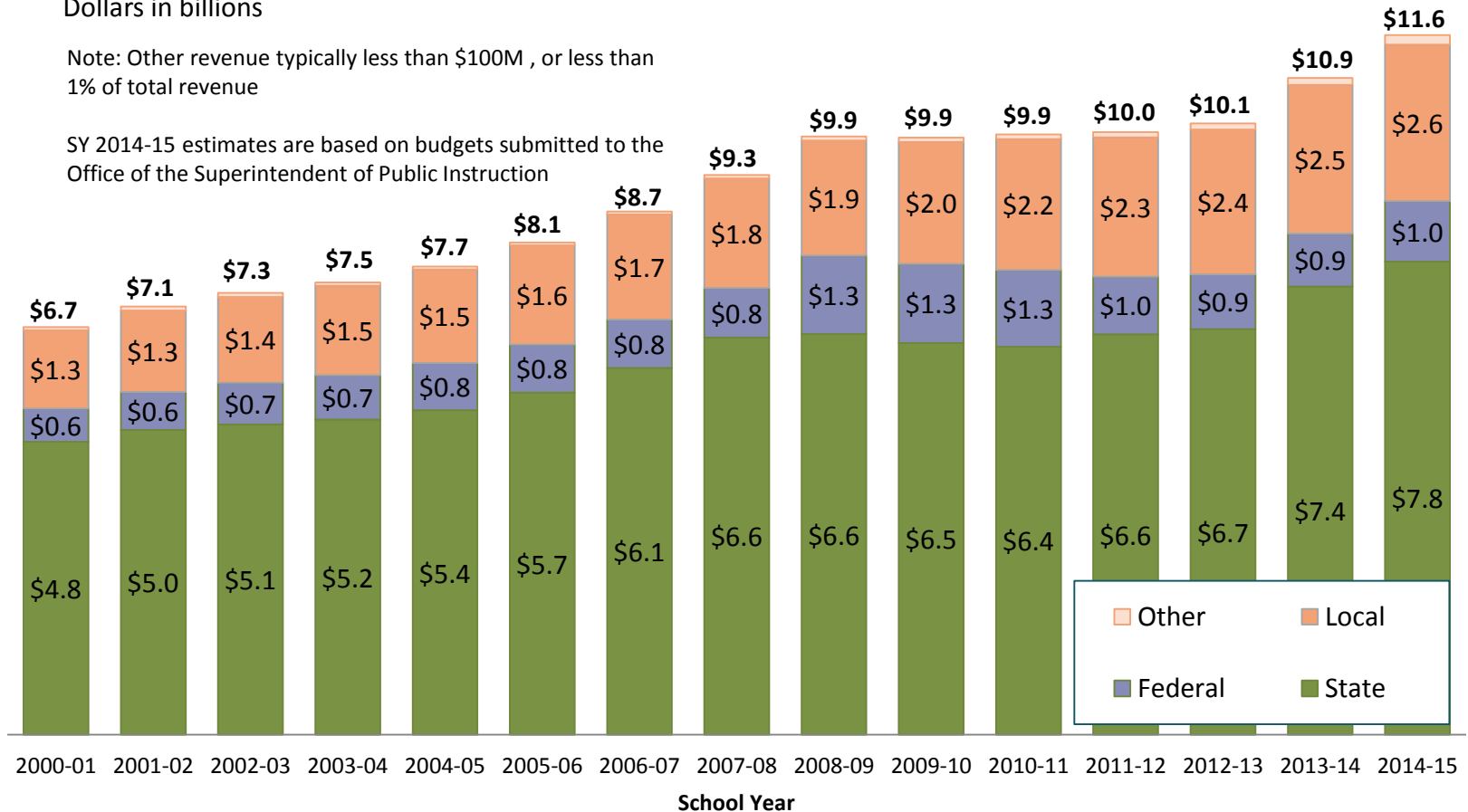
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Total K-12 Public Schools Funding by Source

As reported by school districts to the Office of the Superintendent of Public Instruction
Dollars in billions

Note: Other revenue typically less than \$100M , or less than 1% of total revenue

SY 2014-15 estimates are based on budgets submitted to the Office of the Superintendent of Public Instruction





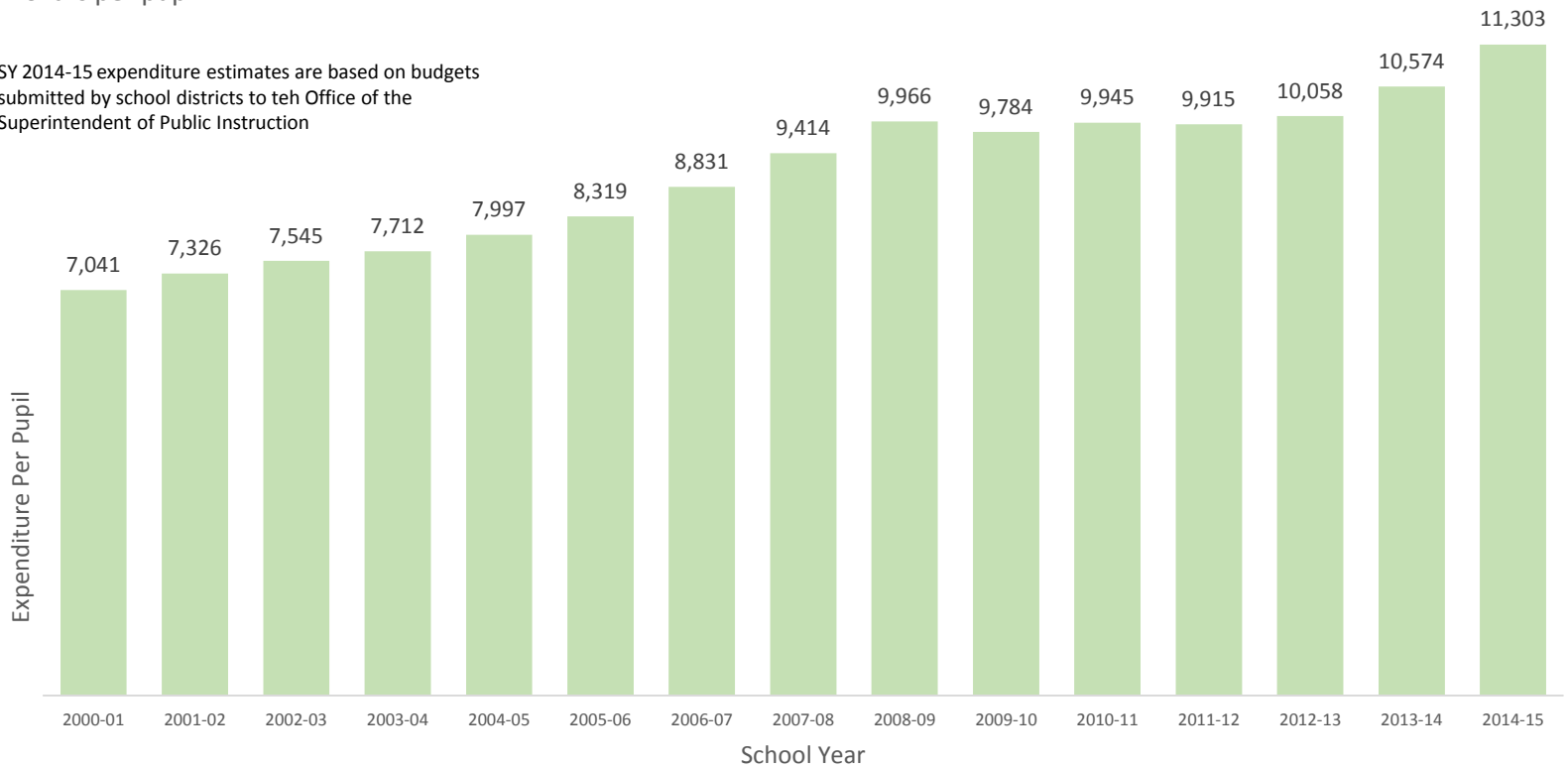
School district operating expenditures projected to increase 6.9% per pupil in 14-15 SY

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K-12 Public Schools' Expenditures Per Pupil

As reported by school districts to the Office of the Superintendent of Public Instruction
Dollars per pupil

SY 2014-15 expenditure estimates are based on budgets submitted by school districts to the Office of the Superintendent of Public Instruction





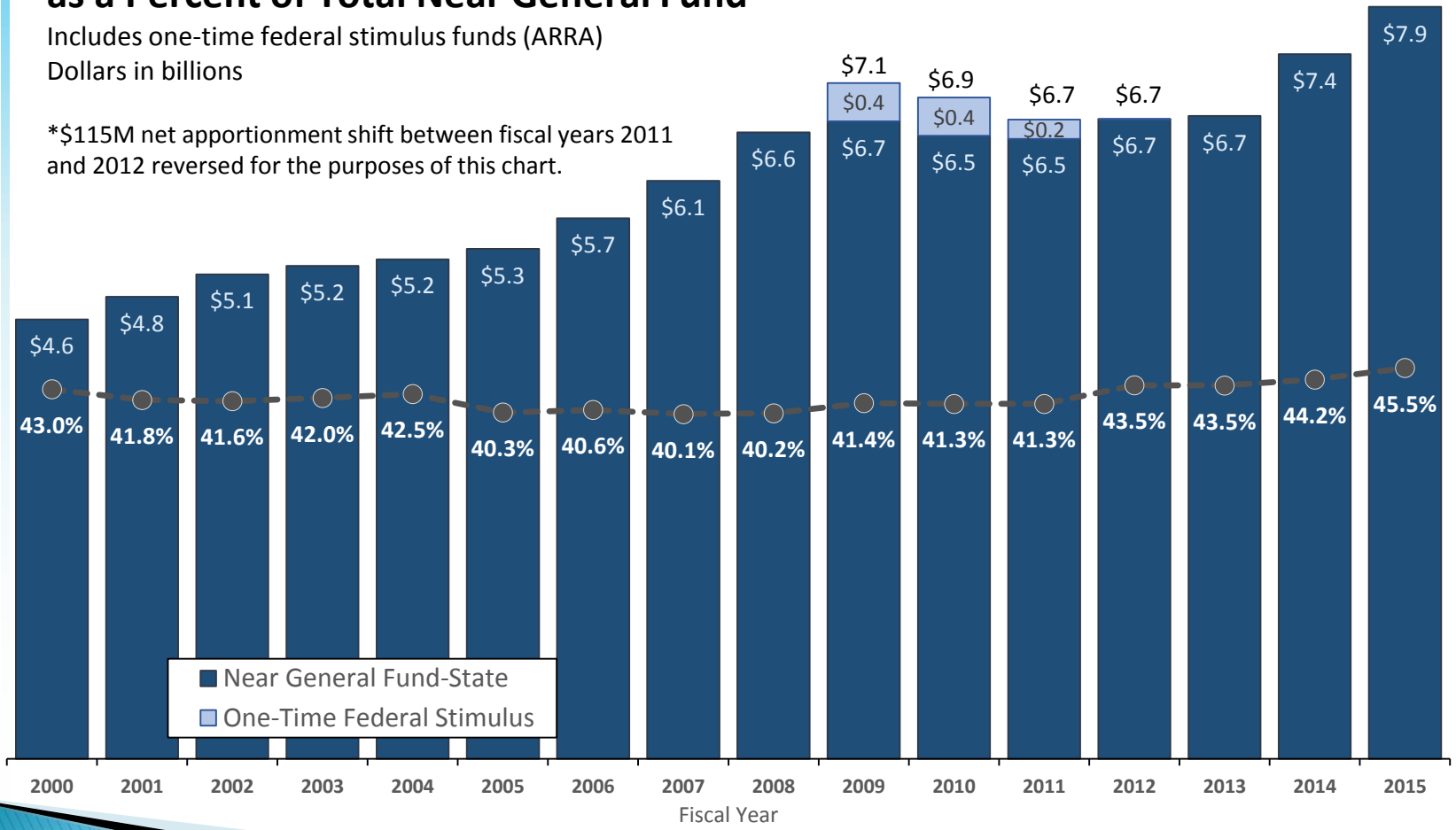
The state's current enacted operating budget includes \$15.3 billion for K-12

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State Funding for K-12 Public Schools and as a Percent of Total Near General Fund

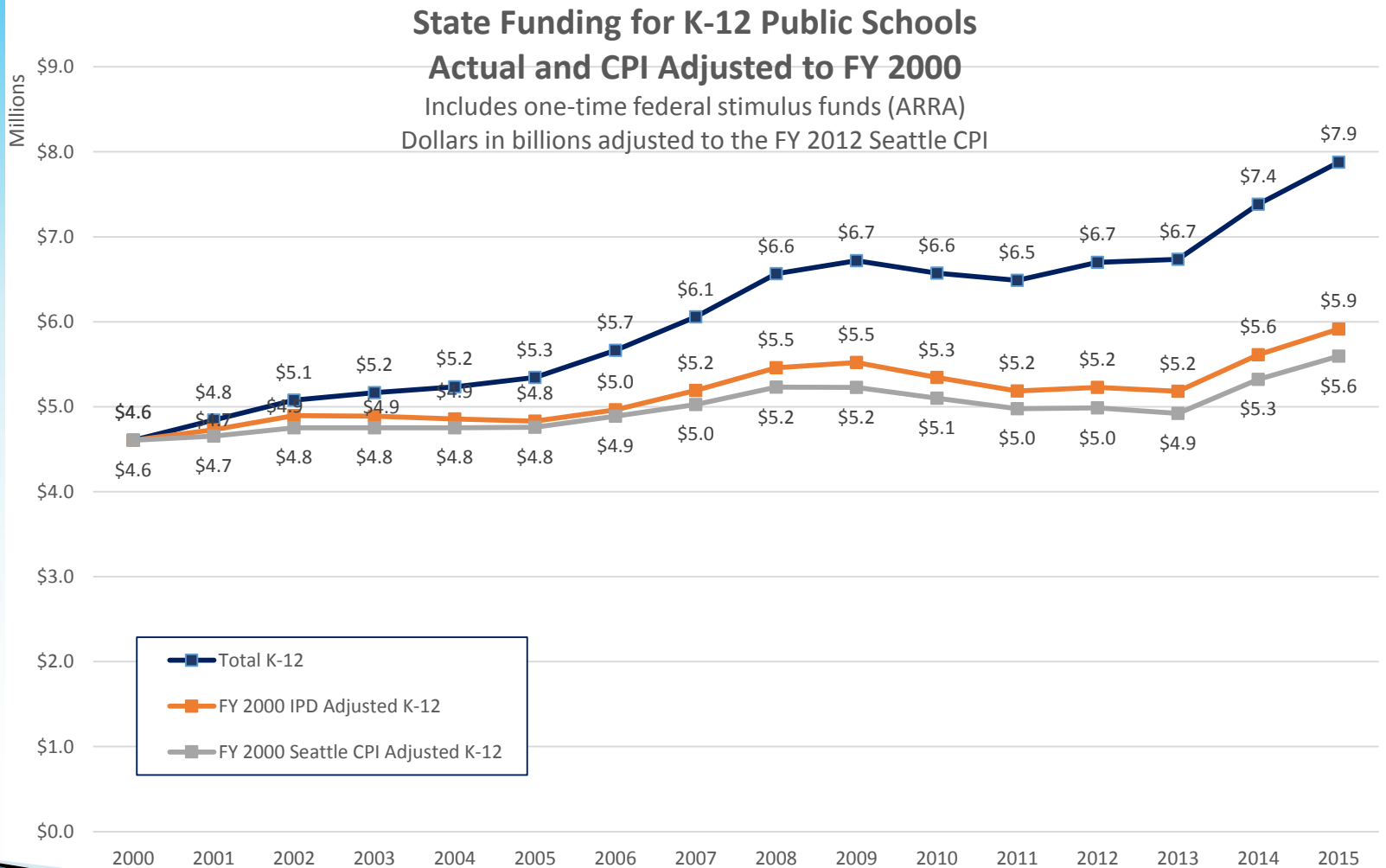
Includes one-time federal stimulus funds (ARRA)
Dollars in billions

*\$115M net apportionment shift between fiscal years 2011 and 2012 reversed for the purposes of this chart.





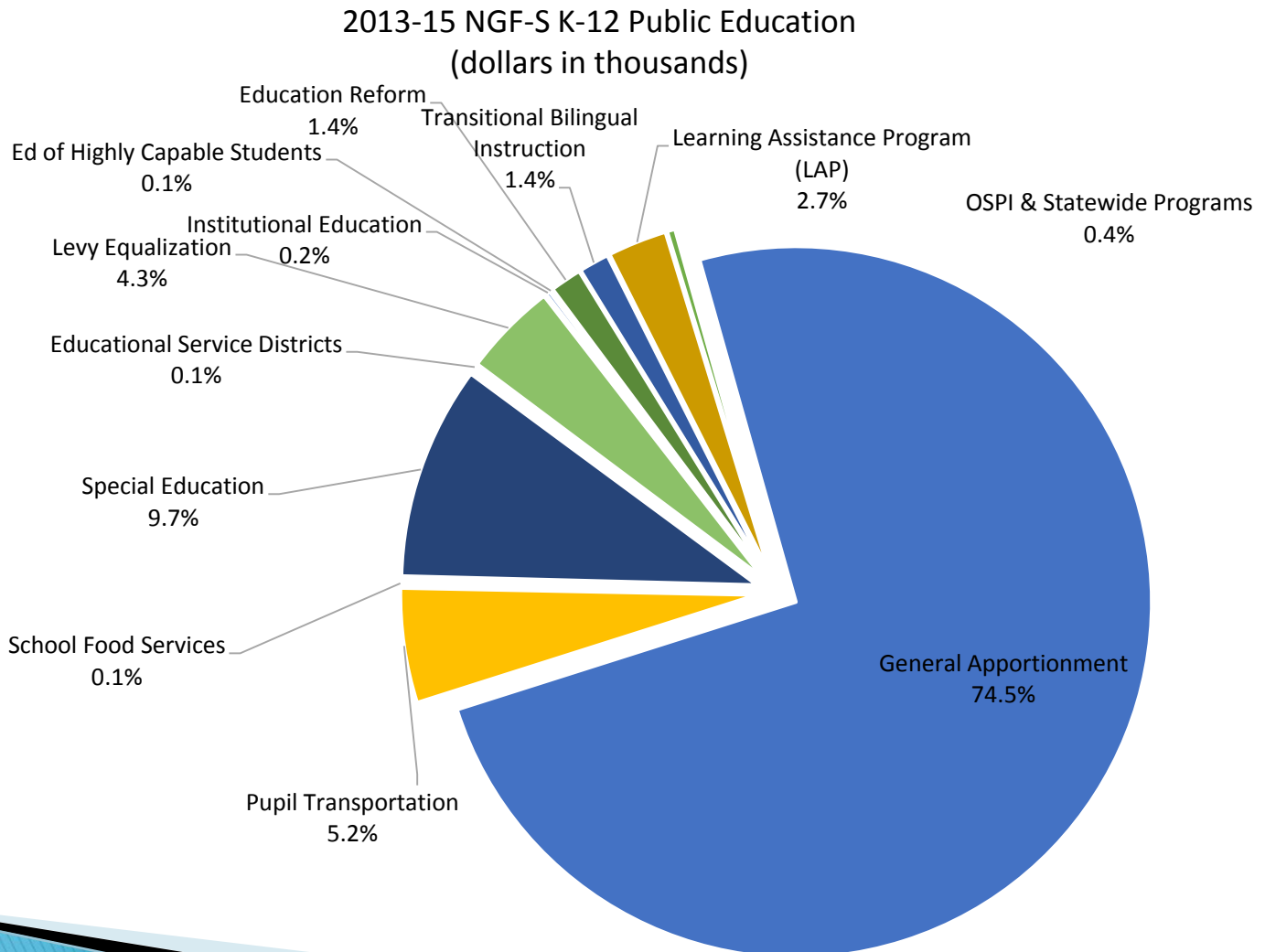
Adjusting for inflation, state funding has increased approximately 1.3% annually on average





General apportionment accounts for three-quarters of State K-12 funds

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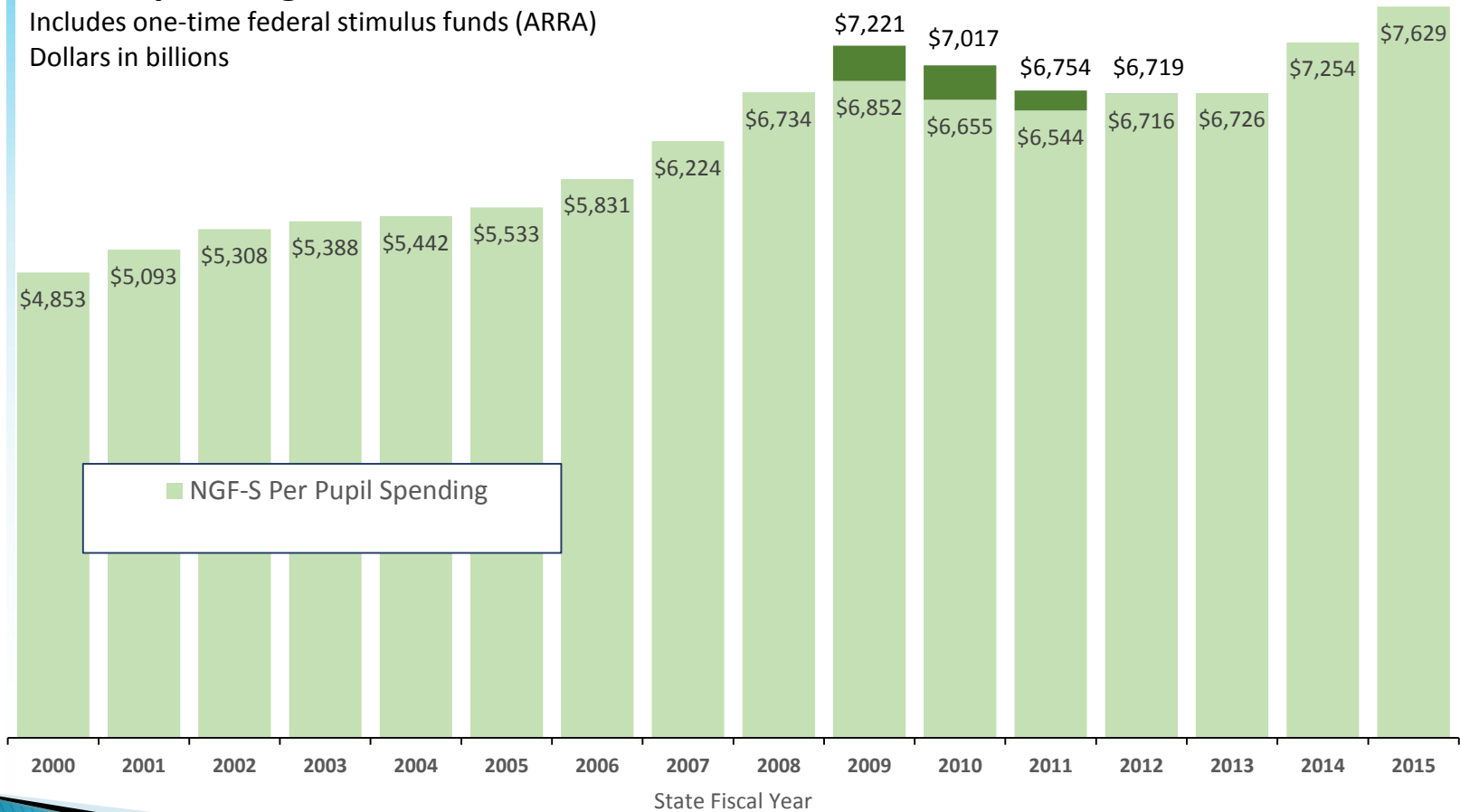


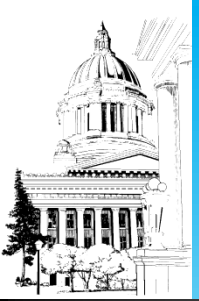
State Per Pupil Funding

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Near General Fund-State Per Pupil State Spending for K-12 Public Schools

Includes one-time federal stimulus funds (ARRA)
Dollars in billions





K-12 Basic Education

- »» • ESHB 2261, SHB 2776 and subsequent revisions



“Basic Education”

- ▶ ...The program of education deemed by the Legislature to meet the requirements of Article IX, Section 1 of the state Constitution and adopted pursuant to Article IX, Section 2:
 - **Article IX, Section 1.** It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex.
 - **Article IX, Section 2.** The legislature shall provide for a general and uniform system of public schools.



The current program of basic education was established in two pieces of legislation: 2261 & 2776

- ▶ Broadly speaking, Chapter 548, Laws of 2009 (ESHB 2261) and Chapter 236, Laws of 2010 (SHB 2776) did the following four things:
 1. Revised the statutory definition of the program of basic education, consolidating previous statutory and judicial definitions into a single statutory program;
 2. Established new formulas for distributing state funds to school districts to support the program;
 3. Enacted specific enhancements to the program of Basic Education that are required to be implemented by statutorily specified due dates; and
 4. Directed state agencies and working groups to work and make recommendations on other key issues.



Chapter 548, Laws of 2009 (ESHB 2261)

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- ▶ Revised the statutory definition by:
 - Adding Learning Assistance, Transitional Bilingual, Special education, Institutional Education, and transportation to and from school to the statutory definition of basic education
 - Increasing minimum instructional hours
 - Requiring instruction that provides the opportunity for students to complete 24 credits to graduate
- ▶ Education for the most highly capable students is also added to basic education
- ▶ Created the structure and the framework for the new prototypical school model



Chapter 236, Laws of 2010 (SHB 2776)

- ▶ Established new formulas, including specific numeric values, for distributing state funds to school districts to support the program of basic education (Part II)
 - Adopted in statute the technical details of the new prototypical school funding formula for the instructional program of basic education, using baseline numeric values as of 2009-10
 - Average class size for different grades levels
 - Allocations of different categories of building-level staff, based on school type (principals, counselors, librarians, health/social services, custodians, office support)
 - Allocations for discrete categories of Maintenance Supplies, and Operating Costs (MSOC)
 - Staff for central office and district-wide support
 - Supplemental allocations for categorical programs (LAP, Bilingual, Highly Capable, Special Education)



Prototypical School for SY 2014-15

(as of 2014 supplemental omnibus appropriations act)

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<u>Elementary School</u>		<u>Middle School</u>		<u>High School</u>	
400 FTE students		432 FTE students		600 FTE students	
Class size in grades K-1	25.2/20.3	Class size in grades 7-8	28.5	Class size in grades 9-12*	28.7
Class size in grades 2-3	25.2/24.1			Lab Science Class Size	19.8
Class size in grades 4-6	27.0				
Librarians	0.66	Librarians	0.52	Librarians	0.52
Guidance Counselors	0.49	Guidance Counselors	1.22	Guidance Counselors	2.53
Parent Involvement Coordinators	0.0825				
Health/Social Services (Nurses/Social Workers)	0.14	Health/Social Services (Nurses/Social Workers)	0.07	Health/Social Services (Nurses/Social Workers)	0.12
Administrative Staff (Principals/Vice Principals)	1.25	Administrative Staff (Principals/Vice Principals)	1.35	Administrative Staff (Principals/Vice Principals)	1.88
Non-Instructional Classified Staff (Office Aids, Custodians, Security Guards, etc.)	3.75	Non-Instructional Classified Staff (Office Aids, Custodians, Security Guards, etc.)	4.36	Non-Instructional Classified Staff (Office Aids, Custodians, Security Guards, etc.)	6.37
Instructional Aides (Non-certified Classroom Aides)	0.93	Instructional Aides (Non-certified Classroom Aides)	0.70	Instructional Aides (Non-certified Classroom Aides)	0.65

*Smaller class sizes are funded by the state for the Vocational & Skills Centers.

Staff ratios are expressed as an FTE per prototypical school. The prototypical staffing levels pictured above do not reflect the recent voter approved Initiative 1351 values, which increased staffing and reduced class sizes in all grades



Prototypical School for SY 2014-15

(as of 2014 supplemental omnibus appropriations act)

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<u>Additional Time</u> <i>(Additional hours of supplemental instruction per week)</i>		<u>Materials, Supplies & Operating Costs</u>		<u>Additional Support</u> <i>(BEA Funding Enhancement)</i>	
		Technology	\$77.46	\$89.13	Special Education 93.09%
Learning Assistance (LAP)	2.40 hrs	Utilities & Insurance	\$210.46	\$242.17	<u>Central Office & Other Support</u>
Transitional Bilingual (TBIP)	4.78 hrs	Curriculum & Textbooks	\$83.17	\$95.69	Central Office (% of school staff units) 5.3%
TBIP Exited Students (NEW)	3.00 hrs	Other Supplies & Library Materials	\$176.56	\$203.16	<u>District Wide Support</u> <i>(Per 1,000 Students)</i>
Highly Capable	2.16 hrs	Professional Development	\$12.86	\$14.80	Technology Support Staff 0.63
<u>MSOC 9-12</u>	\$164.25	Facilities Maintenance	\$104.27	\$119.97	Facilities, Maintenance & Grounds 0.34
		Security & Central Office	\$72.24	\$83.12	Warehouse, Laborers, & Mechanics 1.80
		School Year Totals:	\$737.02	\$848.04	

The prototypical staffing levels pictured above do not reflect the recent voter approved Initiative 1351 values, which increased staffing and reduced class sizes in all grades



Chapter 236, Laws of 2010 (SHB 2776)

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- ▶ Provided an outline of specific enhancements to the program of basic education that are required to be implemented by 2018
 - Phase-in for new pupil transportation funding formula
 - Increase in funding for MSOC
 - Reduction in K-3 Class Size
 - Phase-in of statewide all-day kindergarten



Current Implementation Status of Enhancements to the Program of Basic Education Required by ESHB 2261 and SHB 2776

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Enhancement	State Funding for SY 2014-15	Statutory Funding Requirement	Statutory Deadline
All Day Kindergarten	43.75%	100%	2017-18 SY
K-3 Class Size Reduction	K-3 Non-Poverty 25.23 K-1 High Poverty 20.30 2-3 High Poverty 24.10	17.0 FTE	2017-18 SY
Materials, Supplies, and Operating Costs	\$848.04 per student FTE	\$1,082.76 per student FTE, adjusted for inflation from 2007-08	2015-16 SY
Pupil Transportation	Fully Funds expected cost model 2014-15 SY	Fully fund expected cost model	2013-15 Biennium
Instructional Hours & Opportunity for 24 Credits	Funds implementation of E2SSB 6552	Increase hours and provide opportunity for 24 credits	<u>Hours:</u> 2015-16 SY <u>24 Credits:</u> Class of 2019

Note: Enhancements required by Initiative 1351 are in addition to the enhancements listed above.



Three remaining specified enhancements due to be implemented in next two biennia

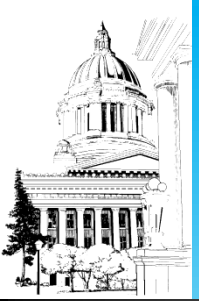
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Estimated cost to Implement Remaining Enhancements to the Program of Basic Education Required by SHB 2776

Assumes implementation in equal annual increments for illustrative purposes
(\$ in Millions)

Fiscal Year	2015-16	2016-17	2017-18	2018-19
Materials, Supplies, and Operating Costs	\$325.2	\$426.6	\$452.0	\$480.2
All Day Kindergarten	\$35.8	\$81.3	\$139.8	\$157.0
K-3 Class Size Reduction	\$111.6	\$285.7	\$528.2	\$591.5
Fiscal Year Total	\$472.6	\$793.6	\$1,120.0	\$1,228.7
Biennial Total		\$1,266.2		\$2,348.7

Estimated cost to fully implement the remaining three specified enhancements depends on the implementation schedule chosen by the legislature



Caseload and Compensation

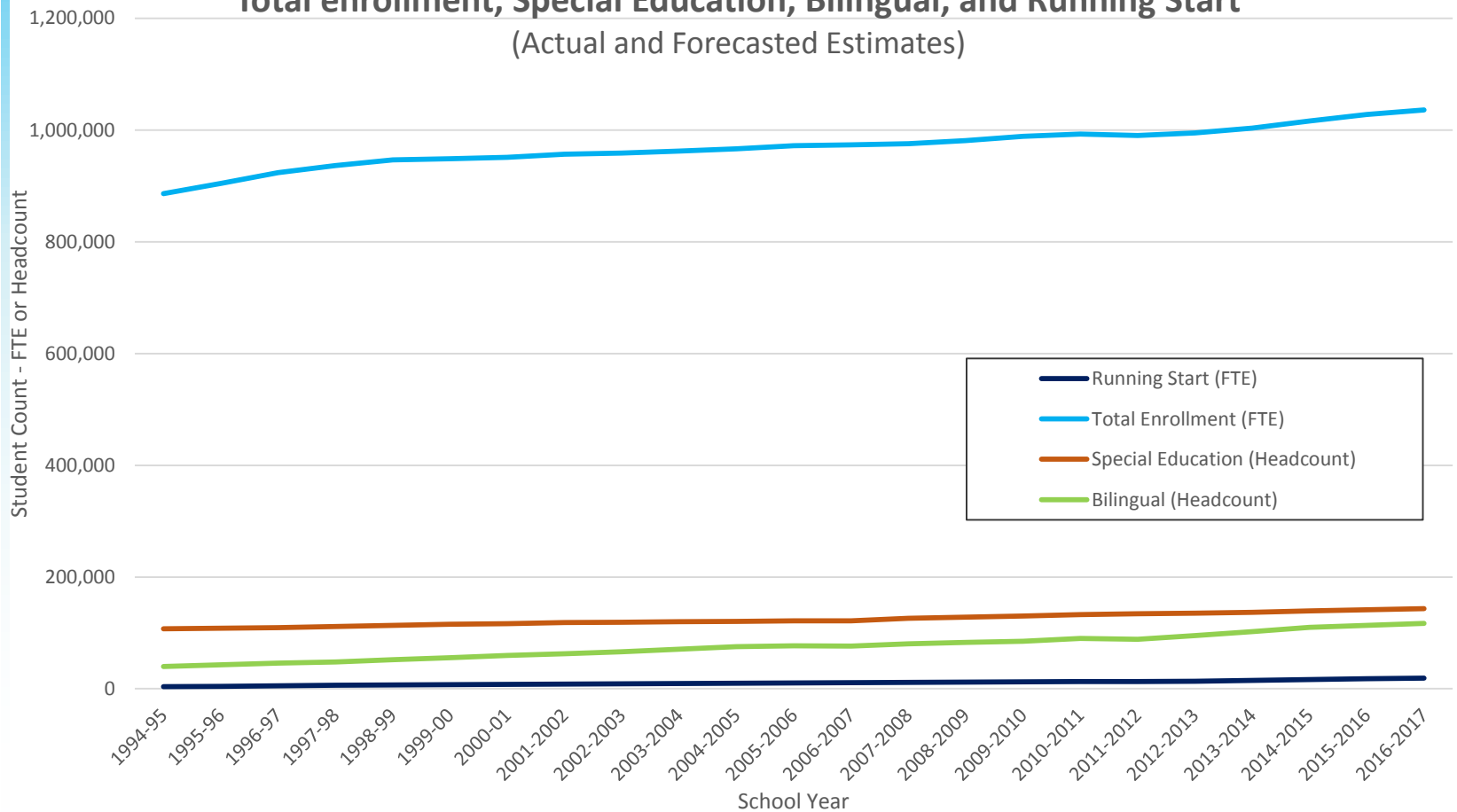
- » K-12 Enrollment
- State Salary Allocation & Staff Mix



K-12 enrollment is projected to increase 0.97% annually from the current school year

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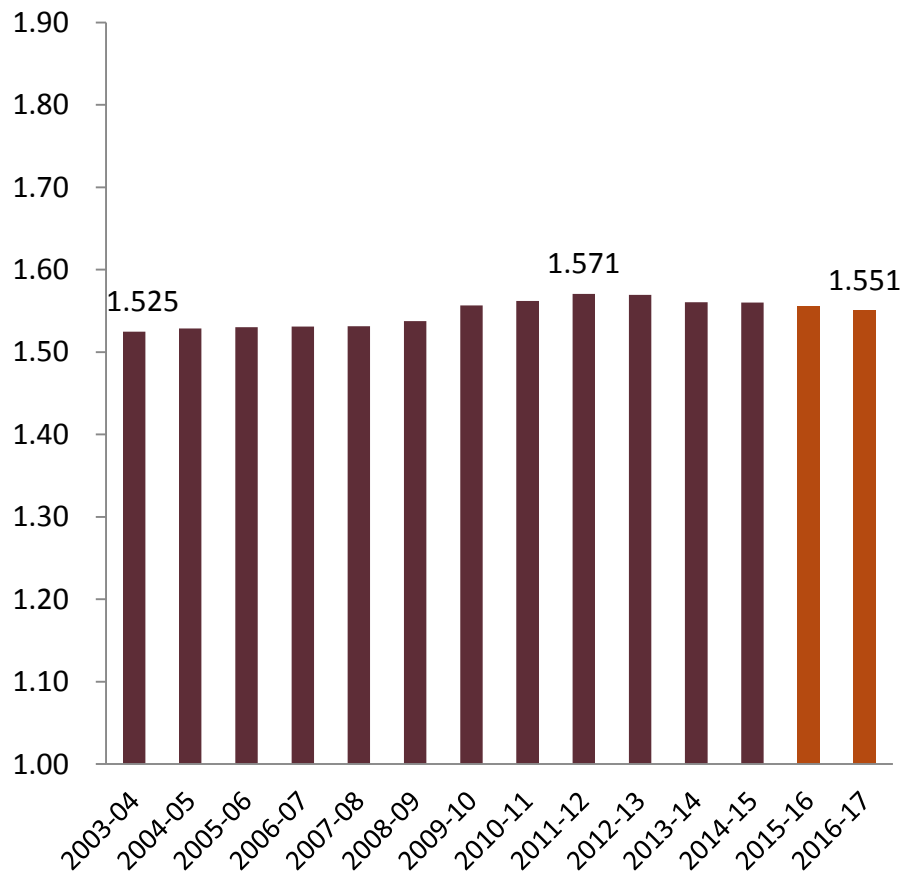
K-12 Public Education Enrollment Over Time: Total enrollment, Special Education, Bilingual, and Running Start (Actual and Forecasted Estimates)



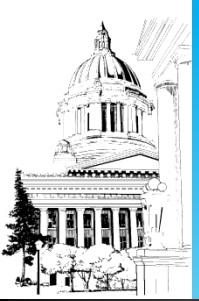
Source: K-12 Basic Education Caseload Forecast – November 2014 Forecast

State salary allocations for K-12 are specified in the budget

Certificated Instructional Staff Staff Mix



- ▶ Certificated Instructional Staff salary allocations funded based on experience and education, which combined become “staff mix”
 - Statewide average staff mix increased during the recession, but has since declined
- ▶ Certificated Administrative Staff and Classified Staff state salary allocations based on a set salary level
- ▶ State salary allocations higher for some “grandfathered” school districts



Local Levies & Local Effort Assistance





State vs Local Property Tax

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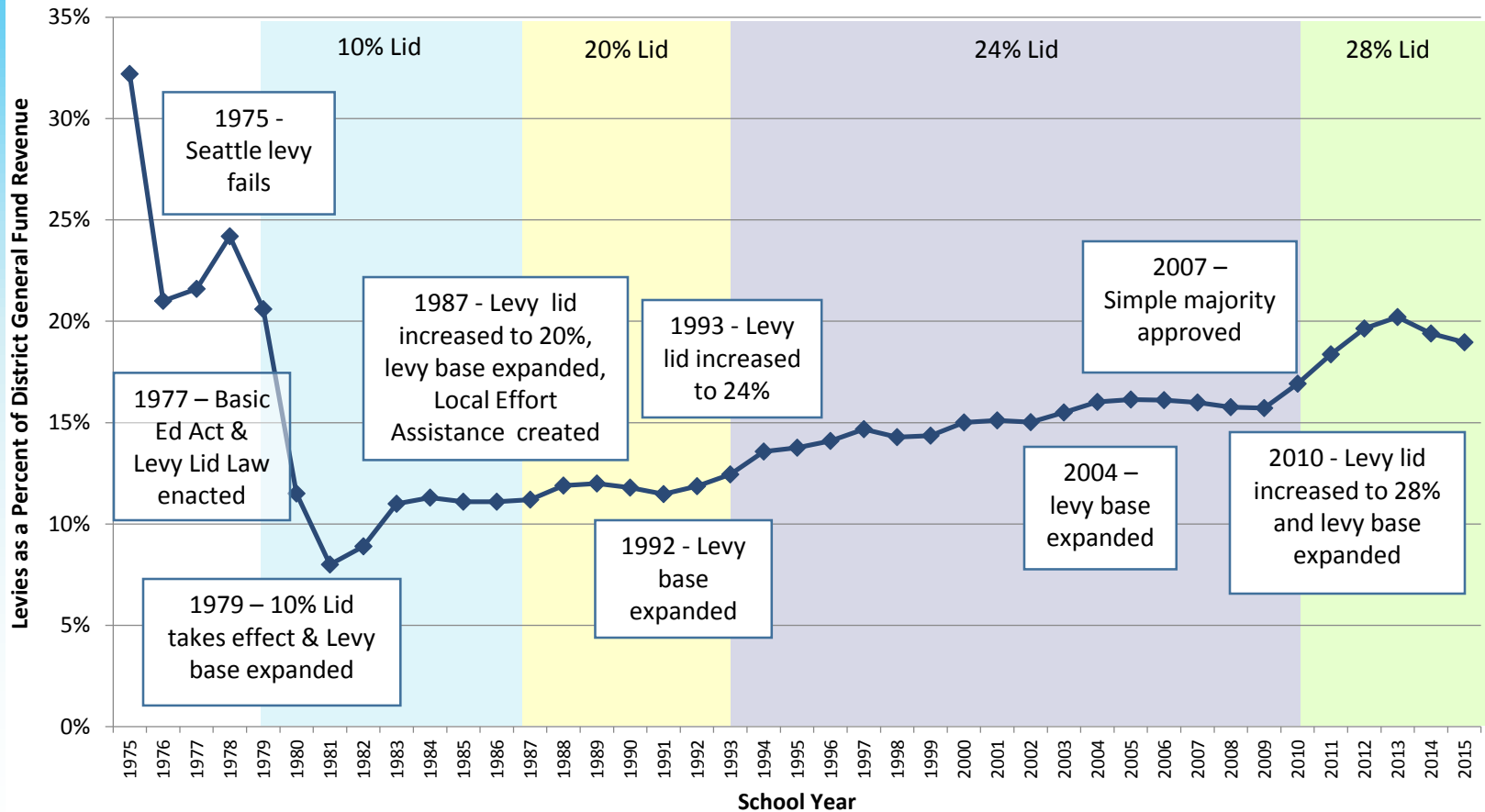
- ▶ **State Property Tax**
 - Regular levy with a uniform rate throughout the state
 - Voter approval is not required
 - Total state property tax limit is \$10 per \$1,000 of assessed value, with a maximum state share of \$3.60 per \$1,000
 - State property tax revenue is dedicated to K-12 public education
 - Annual revenues of about \$2 billion

- ▶ **Local Excess Property Tax**
 - State Constitution and statute authorizes school districts to raise local Maintenance and Operations (M&O) funds through excess levies.
 - The amount a district may levy is restricted by statute
 - District may only use M&O for local enhancements to basic education.
 - Local levies are voter approved and require a simple majority for approval
 - Levy rates vary from district to district



Levies & Local Effort Assistance: A Brief History

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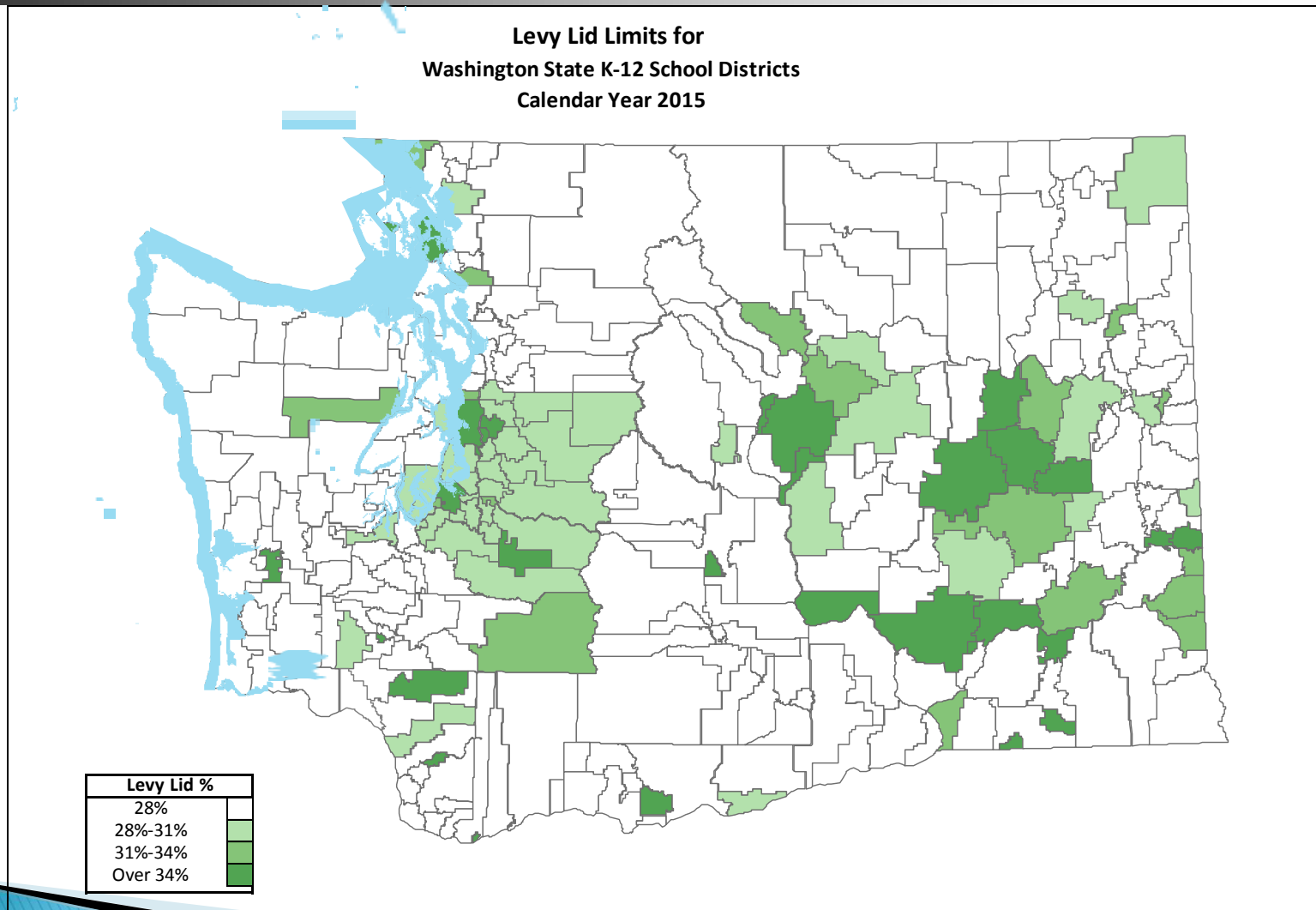


Note: Current Lid of 28% expires December 31, 2017, at which point Lid will go back to 24% and “ghost money” will no longer be included in Levy Base. Grandfathered lids are continued.



Levy lids are grandfathered in various areas of the state

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How much can a district levy?

- ▶ Maximum Levy = District's levy base x District's levy lid

What's in the Levy Base?

- ▶ The Levy base today is made up of funding for:
 - State basic education allocations
 - Most federal allocations and grants
 - Additionally calculated amounts (aka "Ghost Money")

How much can a district collect?

- ▶ Voter approved levy, up to the maximum levy



Local Effort Assistance (LEA), also known as Levy Equalization

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- ▶ Local Effort Assistance was established in 1987 with the first LEA payment in 1989
- ▶ LEA provides tax relief to taxpayers in high tax rate school districts
- ▶ School districts are eligible for LEA if:
 1. They have a higher than average levy rate, and
 2. The district has certified a local excess levy
- ▶ Levies are equalized at up to half of the maximum levy allowed (currently up to 14% of levy base)
- ▶ 284 district certified a local excess levy in 2014, of which 205 districts received LEA
- ▶ LEA is the largest component of K-12 funding that is outside the program of Basic Education



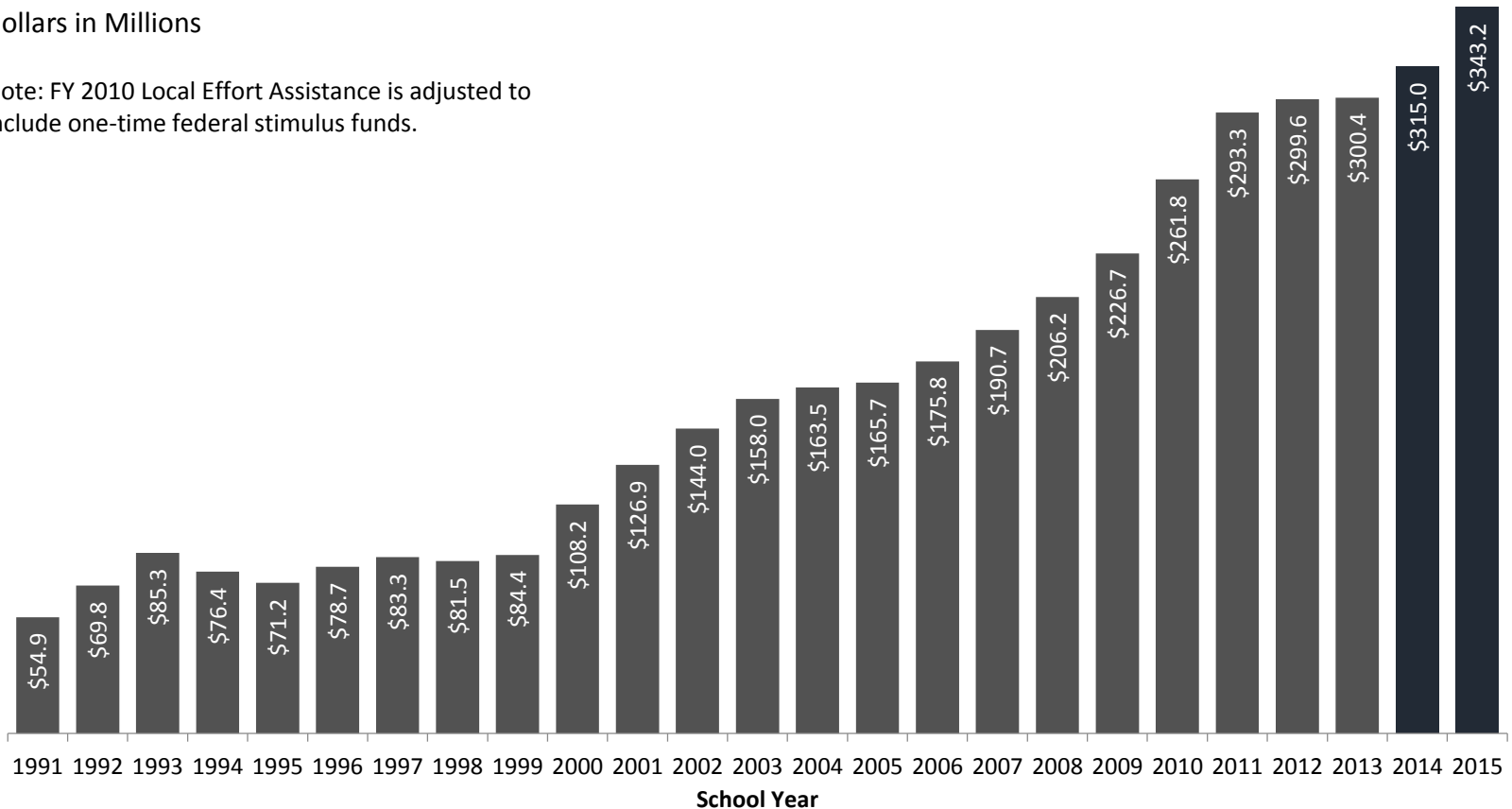
History of LEA Payments

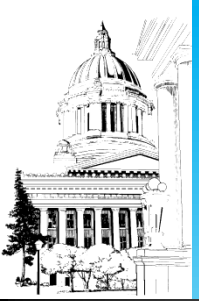
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State Funding for K-12 Public Schools: Local Effort Assistance (LEA or Levy Equalization)

Dollars in Millions

Note: FY 2010 Local Effort Assistance is adjusted to include one-time federal stimulus funds.





Brief Overview of Governor's Proposed Budget





Governor's Proposed Policies: Basic Education

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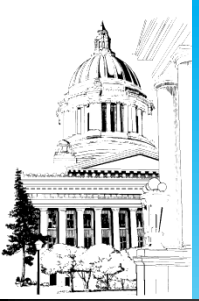
- ▶ Funds statutorily required increase to MSOC allocation (\$752M)
- ▶ Beginning SY 2015-16:
 - Increases elementary school parent involvement coordinators & middle school guidance counselors in high poverty schools (\$34M)
 - Adds an additional hour of LAP for high poverty high schools (\$34M)
- ▶ Beginning SY 2016-17:
 - Reduces class sizes in grades K-3 to 17 students (\$448M)
 - Increases all-day kindergarten allocations to 100% of kindergarten enrollment (\$108M)
- ▶ Assumes 30% of newly funded teachers will be new and result in lower staff mix (-\$36M)



Governor's Proposed Policies: Other Education

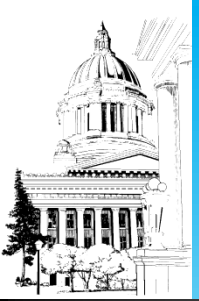
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- ▶ Increases COLA to match most proposed state employee colas, increasing from 1.8% to 3% in SY 2015-16 and 1.3% to 1.8% in SY 2016-17 (\$150M)
- ▶ Local Effort Assistance (\$29M)
- ▶ Mentoring and Training for new teachers and principals (\$22M)
- ▶ Breakfast After the Bell (\$5M)
- ▶ School Turnaround Programs (\$4M)
- ▶ Dual Credit changes (\$3.4M)
- ▶ Other (\$8M)
- ▶ Revise high school assessments (-\$23M)



Current Developments and Issues in K-12

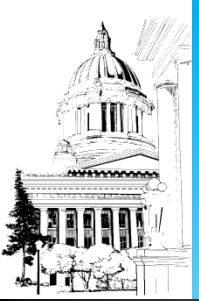
»» Initiative 1351



I-1351 Summary

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- ▶ Reduces K-12 class size values and increases staffing allocations in the state prototypical funding formula
- ▶ Specifies an implementation benchmark for the 2015-17 biennium
- ▶ Requires full implementation and funding in the 2018-19 school year
- ▶ Places new limitations on the use of some general apportionment funds related to class size
- ▶ OFM Fiscal Impact Statement: the estimated cost at full implementation is approximately \$1.9 billion per year, in addition to the estimated cost of the class size reductions required by SHB 2776



Current Developments and Issues in K-12

»» McCleary



McCleary (2012): Article IX Principles

- ▶ Ruling re-affirms many principles from *School Funding I*.
- ▶ Court's role: interpreting the constitution and determining whether it has been violated
- ▶ Legislature's role: defining and making ample provision for state's program of basic education.
- ▶ Article IX duty creates a corresponding positive right, which requires a more stringent test to determine compliance.
- ▶ Reductions to the program of Basic Education require an educational reason.
- ▶ State's duty is to provide opportunity, not to guarantee outcomes.
- ▶ Legislature has fulfilled the duty to define the program.



McCleary (2012): Pre-2261 formula is invalid

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- ▶ Legislature has not satisfied its duty to make ample provision.
- ▶ Old funding formula no longer aligned with cost of providing opportunity to achieve the basic education goals.
- ▶ Old formula resulted in reliance on local levies to cover actual costs:
 - MSOCs
 - Transportation
 - Salaries
- ▶ In ESHB 2261, Legislature has enacted a “promising reform program,” which, if fully funded, will remedy deficiencies.



The 4410 Committee and retained jurisdiction

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- ▶ Decision to retain jurisdiction unprecedented at state court level.
- ▶ Legislature passed HCR 4410, establishing Joint Select Committee on Article IX Litigation.
- ▶ July 2012: Jurisdiction initially retained at Washington Supreme Court.
 - Oversight in form of annual report from Article IX Committee after budget enacted; response from plaintiffs.
 - Court will review to decide whether to ask for additional information, refer to trial court, etc.



December 2012 Order

- ▶ Actions by the state in 2012 did not show steady or forward progress.
- ▶ 2018 is a firm deadline for constitutional compliance.
- ▶ The state's 2013 report must set out a plan in sufficient detail to allow measurement of progress according to periodic benchmarks.
- ▶ Plan must address all areas identified in ESHB 2261, including the four SHB 2776 elements.



January 2014 Order

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- ▶ 2013 report showed “meaningful steps” but fell short.
- ▶ January 2014 order repeated requirement for a complete year-by-year plan for implementation.
- ▶ Plan must address all areas of ESHB 2261 as well as SHB 2776.
- ▶ 2014 session is opportunity to “take a significant step forward”; Plan due by April 30.
- ▶ State must demonstrate progress through “immediate, concrete action.”



January 2014 order: Court's Statements on Specific Topics

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- ▶ Transportation: concerned that 13-15 funded levels fell short of earlier QEC and JTFFEF estimates.
- ▶ MSOCs: too large a gap remains. MSOC is program requiring greatest increase in funding.
- ▶ Compensation: State failed to address personnel costs, a significant area of state underfunding.
- ▶ Cost of Living Adjustments (COLAs): court questioned suspension of I-732 COLAs in light of compensation underfunding.
- ▶ Capital construction: court raises issue of adequacy of construction funding.



September 2014 order: State is in contempt of court

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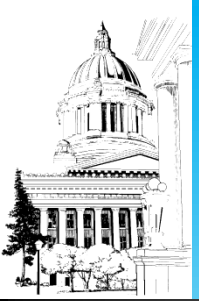
- ▶ Legislature's 2014 Report did not provide implementation plan.
- ▶ Court: We have interpreted the constitution and ordered the State to remedy its violation, deferring to legislature on details.
- ▶ Contempt is "the means by which a court enforces compliance with its lawful orders when they are not followed."
- ▶ Due to Legislature's failure to submit an implementation plan, Court declares that State is in contempt.



Contempt order and 2015 session

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- ▶ Court did not impose sanctions.
- ▶ State has until the end of the 2015 session to purge contempt.
- ▶ Purge = State submission of a “complete plan for fully implementing” the program of basic education.
- ▶ If contempt not purged by end of 2015 legislative session, court will reconvene to impose sanctions or other remedial measures.



2015 Legislative Session





Potential K-12 funding issues for the 2015 session

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- ▶ Implementing remaining provisions of SHB 2776
 - MSOC: full implementation due in 15-16 school year
 - All-day K: full implementation due by 2018
 - K-3 Class size reduction: full implementation due by 2018
- ▶ K-12 compensation
 - Under McCleary, a structural compensation problem has been raised by the court, but not quantified by the legislature
 - What is the state's responsibility and to what extent is it not being met?
- ▶ Local levies:
 - Revisions to district levy lid?
 - "Swap" for state property tax?
- ▶ Initiative 1351: Class size reduction



Appendix

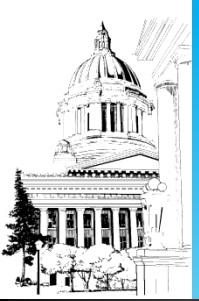
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- ▶ Glossary

- ▶ Links to additional resources

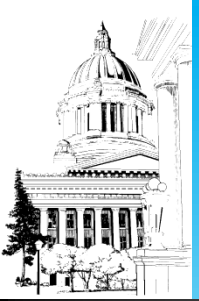
- ▶ Levies and Local Effort Assistance at a Glance

- ▶ Additional Information:
 - ESHB 2261
 - Initiative 1351



Glossary

- ▶ General Apportionment – the primary means by which basic education funding is allocated to school districts.
- ▶ Pupil Transportation – funding provided to transport students, based on basic and special student ridership, geography, miles and distance.
- ▶ Special Education – funding for additional “excess” costs of educating students receiving special education services.
- ▶ Institutional Education – State funding for a 220-day educational program for children in certain institutions.
- ▶ Education of Highly Capable Students – gifted program.
- ▶ Transitional Bilingual – (TBIP) staff and training to teach English to students in the public K-12 school system.
- ▶ Learning Assistance Program – remediation assistance to students scoring below grade level and reading, math & language arts.



Glossary (cont'd)

- ▶ Levy Base – a district’s prior school year’s state and federal funding
- ▶ Levy Lid – the percentage (28-37.9%) a district may levy of their levy base
- ▶ Local Effort Assistance – property tax relief program for districts with low assessed property values. A district must pass a levy to be eligible for assistance.
- ▶ Rollback – Reference to funds approved by districts voters that may not be collected because they exceed the levy lid.



Additional K-12 Resources

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- ▶ K-12 Education: A Legislative Handbook
 - <http://leg.wa.gov/House/Committees/ED/Documents/K12HandBook.pdf>
- ▶ Organization and Financing of Public Schools
 - http://www.k12.wa.us/safs/PUB/ORG/11/2011_Organization_and_Finance.pdf
- ▶ Levy and Local Effort Assistance Technical Working Group Report:
 - <http://www.ofm.wa.gov/levy/report/report.pdf>



Local M& O Levies and Local Effort Assistance at a Glance

- ▶ School Districts may raise funds for local (non-basic education) programs through local excess property tax levies.
- ▶ Levy amounts raised are limited by statute.
 - 28% of school districts state and federal funding from the prior school year; 90 “grandfathered” districts with higher lids.
 - Funds approved but that exceed the levy lid cannot be collected. This is often referred to as a rollback.
- ▶ Local Effort Assistance (LEA) is state funding to assist districts with higher tax rates and lower property values raise local funds.
 - Districts must pass a levy to receive LEA.
 - Eligibility based on raising a 14% levy .
 - Statewide property tax rate determines eligibility for LEA.
 - LEA is defined as being outside of basic education.
- ▶ 28% Lid, 14% equalization, and “ghost revenues” are set to expire Dec. 31, 2017, and return to the 2010 levels.



Chapter 548, Law of 2009 (ESHB 2261)

- ▶ Revised the statutory definition of the program of basic education by:
 - Requiring an increase in minimum instructional hours, from 1,000 hours as a district-wide average across all grades, to 1,000 hours for grades 1-6 and 1,080 hours for grades 7-12*.
 - Continuing to phase-in all-day kindergarten, starting with schools with the highest poverty levels.
 - Requiring instruction that provides the opportunity for students to complete 24 credits for high school graduation*.
 - Adding the Highly Capable Program, funded at 2.314% of student enrollment.

**Chapter 217, Laws of 2014 (E2SSB 6552) adopted a schedule for implementation of increased instructional hours and the opportunity for 24 credits. The legislation also revised the instructional hour requirement to be 1,000 for grades 1-8, 1,080 hours for grades 9-12, all of which may be averaged across all grades.*



Chapter 548, Law of 2009 (ESHB 2261)

- ▶ Revised the statutory definition of the program of basic education by:
 - Specifically including in the definition other programs referenced by prior Court decisions
 - Learning Assistance Program (LAP), Transitional Bilingual, Special Education, programs for students in residential schools and detention facilities (Institutional), and transportation of students to and from school.
 - State legislative intent that the redefined program of basic education and funding for the program be fully implemented by 2018.



Chapter 548, Law of 2009 (ESHB 2261)

- ▶ Established new formulas for distributing state funds to school districts to support the program of basic education
 - Created a structure and framework for a new distribution formula for funds to support the redefined program
 - Based on staff and non-staff costs to support instruction and operations in “prototypical” schools
 - Based on specified formula elements: class size; types of building; categories of maintenance, supplies, and operating costs; administration; and allocations for categorical programs
 - “For allocation purposes only”
 - Directed phase-in of a new pupil transportation funding formula (beginning no later than 2013-14) using a regression analysis to allocate funds to school districts



Chapter 548, Law of 2009 (ESHB 2261)

- ▶ Directed state agencies and working groups to work and make recommendations on other key issues:
 - Details of new prototypical school funding formula (*Funding Formula Technical Work Group*)
 - Accountability (*State Board of Education*)
 - Educator certification (*Professional Educator Standards Board*)
 - Education system capacity (*Office of the Superintendent of Public Instruction*)
 - K-12 Education Data (*K-12 Data Governance Group*)
 - Local Finance (*Levy and Local Effort Assistance Technical Work Group*)
 - Compensation (*Compensation Work Group*)
 - Monitor and oversee work groups (*Quality Education Council*)



I-1351 Class Size by Grade

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Grade Level	Funded Value SY 14-15	SHB 2776	I-1351
K-1 High Poverty	20.30	17.00	15.00
2-3 High Poverty	24.10	17.00	15.00
K-3	25.23	17.00	17.00
4 High Poverty	27.00		22.00
5-6 High Poverty	27.00		23.00
4-6	27.00		25.00
7-8 High Poverty	28.53		23.00
7-8	28.53		25.00
9-12 High Poverty	28.74		23.00
9-12	28.74		25.00
Lab Science 9-12	19.98		
Career & Tech Ed 7-12	26.57		19.00
Skill Center 9-12	22.76		16.00



I-1351 Other Prototypical Staff: Prototypical Elementary School

(400 Student FTEs per Grades K-6)

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Staff Type	Funded Value SY 14-15	I-1351
Principals	1.253	1.300
Teacher Librarians	0.663	1.000
School Nurses	0.076	0.585
Social Workers	0.042	0.311
Psychologists	0.017	0.104
Guidance Counselors	0.493	0.500
Teaching assistance	0.936	2.000
Office support and other non-instructional aides	2.012	3.000
Custodians	1.657	1.700
Security	0.079	0.000
Parent Involvement Coordinators	0.0825	1.000



I-1351 Other Prototypical Staff: Prototypical Middle School

(432 Student FTEs per Grades 7-8)

House
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Committee

Staff Type	Funded Value SY 14-15	I-1351
Principals	1.353	1.400
Teacher Librarians	0.519	1.000
School Nurses	0.060	0.888
Social Workers	0.006	0.088
Psychologists	0.002	0.024
Guidance Counselors	1.216	2.000
Teaching assistance	0.700	1.000
Office support and other non-instructional aides	2.325	3.500
Custodians	1.942	2.000
Security	0.092	0.700
Parent Involvement Coordinators	0.000	1.000

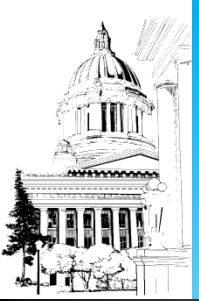


I-1351 Other Prototypical Staff: Prototypical High School

(600 Student FTEs per Grades 9-12)

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Staff Type	Funded Value SY 14-15	I-1351
Principals	1.880	1.900
Teacher Librarians	0.523	1.000
School Nurses	0.096	0.824
Social Workers	0.015	0.127
Psychologists	0.007	0.049
Guidance Counselors	2.539	3.500
Teaching assistance	0.652	1.000
Office support and other non-instructional aides	3.269	3.500
Custodians	2.965	3.000
Security	0.141	1.300
Parent Involvement Coordinators	0.000	1.000



I-1351 Districtwide Prototypical Staff

(Per 1,000 Student FTEs)

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Staff Type	Funded Value SY 14-15	I-1351
Technology	0.628	2.800
Facilities, maintenance, and grounds	1.813	4.000
Warehouse, laborers, and mechanics	0.332	1.900



Summary of I-1351 Fiscal Impact Statement

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Estimated I-1351 State Expenditures per State Fiscal Year OFM Fiscal Impact Statement (Dollars in Millions)

Fiscal Year	2016	2017	2018	2019	Total
Phase-In: Fiscal Impact Statement*	50%	50%	50%	100%	N/A
Additional Basic Education Payments	\$890	\$1,090	\$890**	\$1,620	\$4,490
Additional Levy Equalization Assistance Payments	\$0	\$60	\$80	\$70	\$210
Total	\$890	\$1,150	\$970	\$1,690	\$4,700

Source: Office of Financial Management Fiscal Impact Statement of Initiative 1351

*Different legislative phase-in assumptions will affect fiscal year costs.

**Chapter 236, Laws of 2010 (SHB 2776) reaches full implementation in SY 17-18. Estimated costs presented above are net of the I-1351 fiscal impact during the 17-18 school year.



OFM Estimated Change in State Funded Staff at Full Implementation

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Staff Type	New State-Funded Staff Positions
Teachers*	7,453
School-based Staff	10,674
Districtwide/Central Office Staff	7,434
Reduction in Small School Staff	-237
Total Change	25,324

*Increase in teachers is in addition to estimated 7,100 state-funded teachers added under enhancements required by SHB 2776



Additional I-1351 Information

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▶ Links to I-1351 Summaries

- http://sos.wa.gov/assets/elections/initiatives/FinalText_578.pdf
- <http://www.leg.wa.gov/House/Committees/OPRGeneral/Documents/2014/I-1351Summary.pdf>
- <https://weiapplets.sos.wa.gov/MyVote/OnlineVotersGuide/Measures?countyCode=xx&electionId=54#ososTop>