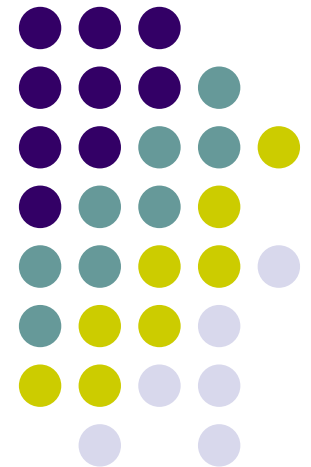


A Vision for Resources

Summary of K-12 Advisory
Committee Recommendations on
Resources Adopted 8-22-2006



Part 2: The Resource Vision

- **Implementation of four recommendations of Advisory Committee in July:**
 - **Redefine basic education based on the four student learning goals and five new measurable system goals and reaffirm that the state is responsible for funding this definition of basic education;**
 - **Make and evidence-based investments tied to accountability for the use of new resources;**
 - **Improve educator development and compensation to attract, prepare, retool and retain world-class, culturally-competent and diverse teachers and education leaders; and**
 - **Tie curriculum and instructional supports to grade-level expectations and rigorous graduation requirements.**

Resource Vision cont.

- **Schools need new resources, added based on the best-available evidence for the impact of those investments on student learning. Funding struggling students is first priority.**
- **Non-instructional resource allocations should be updated based on actual costs in Washington and global challenge states.**
- **New funding should generally be phased-in over 10 years, with review of assumptions every 4 years.**
- **Current problems within the funding system should be fixed over the 10 year phase in.**
- **Given the phase in and initial targeting toward struggling students, property poor school districts should continue to be allocated levy equalization and property rich districts should be given levy flexibility until phase-in is completed.**

Next Session: Phase In of Recommendations

- Redefine Basic Education
- Implement funding transparency
- Phase in full-day Kindergarten
- Targeted class size reduction
- Additional learning time and support for struggling and gifted students
- Add teacher development days until state pays for 10 days
- A master plan for professional development for educators
- Mentors and instructional facilitators
- Teacher compensation system that rewards knowledge and skills, differentiated instruction, and cultural competency; increase base salaries
- Update salaries for administrators and classified staff
- Special education funding

Fix Structural Problems

- Eliminate levy and salary grandfathering
 - Develop a plan within one year to fix these problems in six years
- Transition I-728 funding into Basic Education to fund class size reduction, full-day kindergarten, extended day and professional development
- Enact Simple Majority for levies
- Restructure TRI reporting for transparency

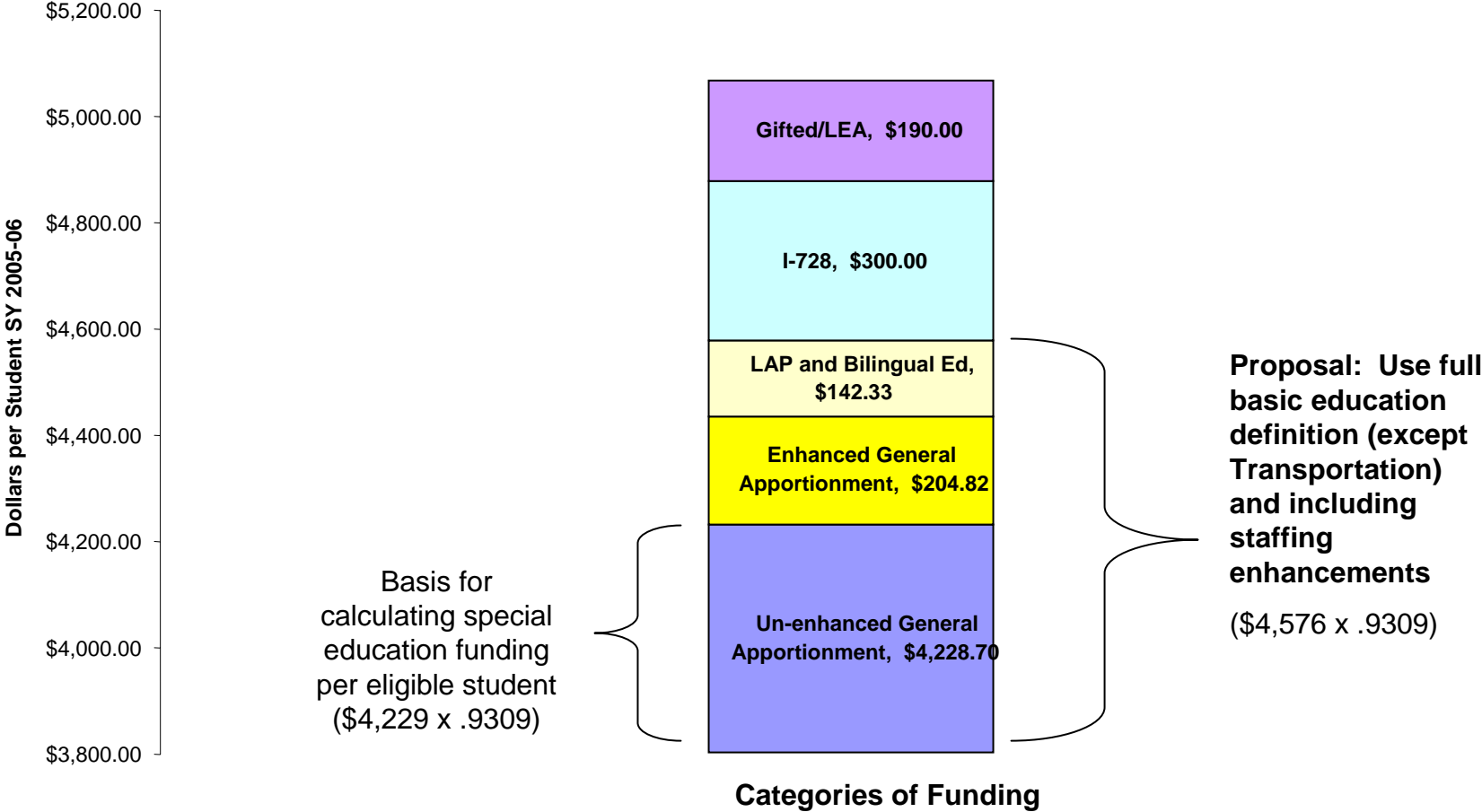
Part 3: Special Education

- **All students are first-and-foremost “Basic Education” students.**
- **Students eligible for special education services should be allocated additional funding; the formula should continue to be a derivative of Basic Education funding.**
- **Funding for targeted, research-based support for struggling students should also be increased to reduce the number of students who need special education services.**
- **As described further, a series of adjustments to the special education funding formula and accounting methods should be made immediately.**

Overview of Changes to Special Education Funding and Accounting

- **Refine the base on which the derivative for special education is calculated.**
- **Adjust the calculation of the 12.7% index and adjust the safety net.**
- **Update funding for special education-eligible preschool students.**
- **Eliminate integration of federal funding.**
- **Revise accounting practices.**

Refine the base on which special education funding is calculated



Adjust the calculation of the 12.7% index and Safety Net

- **Current:** 12.7% index for funded eligible special education students is calculated on special education students ages 3-21 as a percent of 5-21 general education students (FTEs).
- **Recommendation A:**
 - Remove 3-4 year old special education-eligible students from the index calculation thereby eliminating funding penalty to proactive ECE.
- **Recommendation B:**
 - Simplify the current safety net.
 - Develop and fund a new safety net category to provide funding relief where communities are a draw for families with special education-eligible students and the school district exceeds the 12.7% index.

Update funding for special education-eligible preschool students

- Funding for 3-4 year olds should be consistent with 0-2 year olds (115% of basic education, with no basic education allocation.)

2005-06 Funding Levels

<u>Age</u>	<u>Basic Ed</u>	<u>Special Ed</u>	<u>Total</u>
0-2	\$0	\$4,863	\$4,863
3-4	\$0	\$3,936	\$3,936
5 (Kinder)	\$2,114	\$3,936	\$6,051
6-21	\$4,229	\$3,936	\$8,165

Additional funding and accounting changes

- **Eliminate integration of federal IDEA enhancement funding as part of the state funding formula, providing the \$91 per eligible-students as true enhancement.**
- **Review and improve accounting procedures for basic and special education accounting as prescribed in the operating budget and per JLARC recommendations.**