

How do the Education Funding Proposals align with WSSDA’s Legislative Positions?

WSSDA Position / Ed Funding Proposal CROSSWALK

V6.3-7-17



This document provides a high-level summary of 2017 education funding proposals (HB 1067, Governor Inslee’s 2017-19 operating budget proposal; SSB 5607, Senate Republican Majority Coalition Caucus (MCC) proposal; SHB 1843, Democratic Caucus proposal based on January 2017 recommendations to the Education Funding Task Force; and SB 5825, proposal from moderate Senate Democrats Mullet, Takko, and Hobbs).

- The strengths / challenges (pp. 1-2) were generated on analysis of the proposals in light of WSSDA’s legislative positions and shared in public testimony on the bills.
- The side-by-side content (pp. 3-8) has been compiled from legislative documents and connected to WSSDA’s 2017 legislative positions.

SB 5048 / HB 1067 (Governor Inslee’s 2017-19 Operating Budget Education Proposal)

Strengths	Potential Challenges / Concerns
<ul style="list-style-type: none"> • Recognizes key pieces that are important to attract and retain staff: <ul style="list-style-type: none"> - Beginning teacher salaries and COLA; - mentorship opportunities • Maintains a funding model that is based on research and includes the continued ability to make adjustments necessary based on local student needs <ul style="list-style-type: none"> - Recognizes the need for regular labor market adjustments • The proposal recognizes additional costs and time necessary to support various groups of students (i.e., LAP and Highly Capable hours increases) and includes important positions such as school counselors in the model • Includes a simplified salary allocation approach as a guide for school districts in supporting educator salary progressions 	<ul style="list-style-type: none"> • Would like to see more explicit consideration for holding districts harmless in the transition to state funding for basic education • Would like to see more structure a salary allocation model <ul style="list-style-type: none"> - without the structure and without explicit constraints on local bargaining to time outside of the program of basic education and/or limiting local levies to non-basic education expenses, districts will continue to be in very difficult positions with their local bargaining units. • Does not address a transition from local health care bargaining to a school employee health care system – we would like to see this considered.

SSB 5607 (Senate MCC/R Proposal)

Strengths	Potential Challenges / Concerns
<ul style="list-style-type: none"> • Recognizes key pieces that are important to attract and retain staff: <ul style="list-style-type: none"> - Beginning teacher salaries and COLA; - regional housing allowance - mentorship opportunities • The per student weighted funding model acknowledges the additional costs necessary for various groups of students • Clarifies law regarding school employee strikes • Provides a hold harmless provision for the first year in the transition. Provides information on levy structure and recognizes the importance of local levies for local staffing and programmatic needs • Recognizes the importance of program review to guide continuous improvement 	<ul style="list-style-type: none"> • Concerns / questions: <ul style="list-style-type: none"> - Elimination of the SAM or any other salary structure - The 80% cap on salaries could be difficult to manage and may result in unintended consequences such as larger class-sizes; increased layoffs, etc. - Levy policy –the absence of any access to local levy funds for two ½ school years in FY19 is simply not feasible. - Overreliance on existing federal, state, and local funds to backfill state contributions – including SCAP; and federal program funding • Questions about the absence of expectations related to teacher qualifications obtained through the certification and alt. routes programs • No provision for professional development for new and continuing staff? • Does not address a transition from local health care bargaining to a school employee health care system – we would like to see this considered. • Continuous improvement – Would appreciate flexibility for small organizations with smaller staffed organizations as to the use of the Baldrige process

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HB 1843 (Democratic Caucus Proposal)	
Strengths	Potential Challenges / Concerns
<ul style="list-style-type: none"> • Recognizes key pieces that are important to attract and retain staff: <ul style="list-style-type: none"> - Beginning teacher salaries and COLA; - mentorship opportunities • Maintains a funding model that is based on research and includes the continued ability to make adjustments necessary based on local student needs <ul style="list-style-type: none"> - Recognizes the need for regular labor market adjustments • The model recognizes additional costs and time necessary to support various groups of students (i.e., LAP and TBIP hours increases) 	<ul style="list-style-type: none"> • Concerns/questions: <ul style="list-style-type: none"> - Would like to see more structure a salary allocation model <ul style="list-style-type: none"> - without the structure and without explicit constraints on local bargaining to time outside of the program of basic education and/or limiting local levies to non-basic education expenses, districts will continue to be in very difficult positions with their local bargaining units. • In updating the funding model, more attention needs to be paid to investing in positions based on student population characteristics to more intentionally support students' social and emotional needs • Does not address a transition from local health care bargaining to a school employee health care system – we would like to see this considered.
SSB 5825 (Mullet Plan, Senate Moderate D's)	
Strengths	Potential Challenges / Concerns
<ul style="list-style-type: none"> • Includes provisions to hold districts harmless in the transition to new funding system • Maintains a funding model and structure that is based on research and includes the continued ability to make adjustments necessary based on local student needs <ul style="list-style-type: none"> - Recognizes the need for regular labor market adjustments • Includes a simplified salary allocation approach as a guide for school districts in supporting educator salary progressions • Levy & Local Effort Assistance (LEA) Reform: The shift to a regular property tax levy may allow for greater stability and reliability for basic education expenses. <ul style="list-style-type: none"> - Additional "enrichment" levies allows for continued local engagement for important programs and supports for students beyond the program of basic education. - The increase in Local Effort Assistance recognizes school district differences in their ability to levy local funding for important student services • Regular review and reporting to OSPI provides important structure and accountability 	<ul style="list-style-type: none"> • Would like to see greater consideration for additional compensation/time necessary for educator professional development and increased investment in existing categorical programs based on student need (i.e., LAP, TBIP) • Concern about the lack of explicit parameters on local collective bargaining (softens language from "shall" to "may" in Section 403 (4). <ul style="list-style-type: none"> - Would like to see more explicit language regarding local bargaining parameters for non-basic education compensation. • Does not address a transition from local health care bargaining to a school employee health care system – we would like to see this considered. • The local "enrichment" levy approach may be challenging for districts unable to pass levies and the amount levy limit amount may fall short of the dollars needed to maintain existing non-basic education student programs and services

DETAILED COMPARISON



Plan Comparison HB 1067, SHB 1843, SSB 5607, SSB 5825				
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OVERALL EDUCATION FUNDING				
<ul style="list-style-type: none"> • Full Funding of Basic Education (SLP.7.5.2) and MSOC Funding (SLP.7.5.32) - Includes All elements of ESHB 2261 	<p>Funding model: Continues current prototypical school funding model. Increases allocations for support staff by 1.0 FTE in each prototypical school.</p> <p>Increases CTE and MSOC allocations by using a ratio of the general education MSOC allocation.</p> <p>Categorical & Class-size Programs:</p> <ul style="list-style-type: none"> - Learning Assistance instructional hours are increased to 2.75 hours - Highly Capable is expanded to 2.75% of the student population. - Maintains I-1351 class-size reductions 	<p>Funding model:</p> <ul style="list-style-type: none"> - Continues current prototypical school funding model. - Creates a roadmap for work groups to define the details of the funding formulas. <p>Beginning in 2019-20 and phased in over two years:</p> <ul style="list-style-type: none"> - increases allocations for elementary school parent involvement coordinators by 1.0 FTE, and - increases allocations for middle and high school guidance counselors by 1.0 FTE each. <p>Categorical Programs & Class-sizes: Beginning with SY 2019-20, and phased in over two years:</p> <ul style="list-style-type: none"> - Learning Assistance instructional hours are increased to 3.4 hours. - Highly Capable instructional hours are increased to 3.2 hours - Bilingual instructional hours are increased to 6.778 hours for middle and high school. - CTE class sizes are reduced to 19 students and Skills class sizes are reduced to 16 students. - 	<p>Funding model:</p> <ul style="list-style-type: none"> • Eliminates the prototypical school model and replaces it with a new basic per pupil guarantee allocation of \$10,000 per pupil. An additional funding adjustment is made so that the minimum allocation from the state that is in addition to the new state Local Effort Levy is at least 40% each year or \$4,000 in 2018-19. Max basic allocation is \$14,000, not including categorical funding described below. The \$10,000 basic education allocation replaces general apportionment, pupil transportation including bus depreciation, local levies, and LEA. <p>Categorical Programs & Class-sizes:</p> <ul style="list-style-type: none"> • Transportation is eliminated as a categorical program and included in the new basic per pupil guarantee. • New per pupil allocations replace existing program allocations, as follows: <ul style="list-style-type: none"> - Special Education: \$7,500/pupil - Bilingual Instruction: \$1,000/pupil - Highly Capable: \$1,000/pupil - Learning Assistance: \$2,000 - \$5,000 per pupil depending on poverty level. - Free and Reduced Price Lunch poverty measurement replaced with Census Bureau poverty estimate Homeless Student: <ul style="list-style-type: none"> - \$1,500/unsheltered homeless student - CTE & Skills: \$500/pupil - Class-sizes: I-1351 is repealed. 	<p>Funding model:</p> <ul style="list-style-type: none"> • Maintains prototypical school model and establishes a uniform minimum per-pupil amount of at least \$11,500. <p>Categorical Programs & Class-sizes:</p> <ul style="list-style-type: none"> • Does not address categorical program funding • Maintains I-1351 class-size reductions
<ul style="list-style-type: none"> • Tax Reform (SLP.7.5.6) (Revenue) 	<p>Revenue:</p> <ul style="list-style-type: none"> • Increase B&O tax rate on services (SB 5113) • Carbon tax (SB 5127) • Capital gains tax (SB 5111) • End tax exemptions 	<p>Revenue: Source not specified</p>	<p>Revenue: "Levy swap" approach New state property levy referred to as the "Local Effort Levy" - Not subject to the 1% growth limit, \$0.45/\$1,000 in CY 2018 and \$1.80/\$1,000 in CY 2019.</p> <p>Prioritizes use of NGF-S revenue growth first for support of the new formulas and then for reduction of the state Local Effort Levy to \$1.25/\$1000.</p>	<p>Revenue: "Levy swap" approach Requires districts to impose a new regular property tax (to replace current M&O levies that are considered "excess") at a rate of \$5/\$1,000 of assessed value or the district's current M&O that could only be used for basic education.</p> <ul style="list-style-type: none"> - Exempts property owners qualifying under the senior citizen property tax relief program from the new permanent regular school district levies. - Constitution would be amended (SJR 8207) to



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			Provides a reimbursement mechanism for local taxing districts that are pro-rated under the 1% constitutional limit due to the state Local Effort Levy.	exempt the new regular school district levies from the constitutional 1% limit. References accessing retail sale nexus standards (internet sales) (via SB 5855 and SB 5856)
<ul style="list-style-type: none"> Fiscal Notes and Unfunded Mandates (LP.5.26 & SLP.7.5.33) 	<ul style="list-style-type: none"> Does not address fiscal notes or unfunded mandates. 	<ul style="list-style-type: none"> Does not address fiscal notes or unfunded mandates. 	<ul style="list-style-type: none"> Does not address fiscal notes or unfunded mandates. 	<ul style="list-style-type: none"> Does not address fiscal notes or unfunded mandates.
<ul style="list-style-type: none"> Forest Revenue Apportionment Withholding (SLP.7.5.41) 		Addressed in SB 5664 / HB 1393	Addressed in SB 5664 / HB 1393	Addressed in SB 5664 / HB 1393
COMPENSATION & BENEFIT POSITIONS				
<ul style="list-style-type: none"> Compensation Technical Working Group Recommendations (LP.5.17) School Employee Salaries (SLP.7.4.68) 	<p>Compensation: Revises salary allocation model to a grid based on years' experience, education (bachelors or masters), and professional certification with an additional bump at ten years of experience. Fully funded in SY 2018-19.</p> <p>Statewide average allocation for Certificated Instructional Staff (CIS) is \$68,284 after adjusting for staff mix. Adjusting for the professional learning days, this allocation is \$72,470.</p> <p>Minimum pay is \$54,500 for CIS w/ BA and \$59,000 for CIS with MA. National Board bonus is maintained.</p> <p>Allocations for Classified staff (CLS) and Administrative staff (CAS) are increased to \$52,908 and \$114,612 respectively.</p> <p>Requires rebasing to market rate every four years. Maintains I-732 cost of living adjustments</p> <p>Regional Differences: No regional differences specified.</p> <p>Mentoring: Provides additional funding for the Beginning Educator Support (BEST) program and expands the</p>	<p>Compensation: Specifies minimum statewide average salary allocations for each of the three staff types; but does away with additional salary allocation guidance</p> <p>Maintains I-732 and makes the cost of living adjustment part of the program of basic education. Specifies a phase-in schedule for implementing the new salary allocations.</p> <p>Eliminates the current salary allocation grid for CIS and replaces it with a statewide average CIS allocation of \$70,824 adjusted by Seattle CPI in SY 2018-19.</p> <p>Beginning with the 2019-20 school year, sets minimum pay for beginning CIS and early career CIS. Districts must pay minimum of \$45,500 for first year CIS and \$50,500 for a CIS with three years' experience. Minimum pay values are also adjusted by Seattle CPI each year after 2019-20.</p> <p>Specifies statewide average salary allocation for CAS and CLS, and includes the values as part of the state's program of basic education.</p> <p>Note - values specified for each of the three staff types include the 4 days of professional learning required by the bill (see below).</p>	<p>Compensation: Beginning in the 2018-19 school year, the salary allocation schedule for CIS is eliminated and a minimum salary of \$45,000 for beginning CIS is required.</p> <p>Prohibits additional pay based on an advanced degree unless the degree is in the subject area taught by the staff person.</p> <p>Limits district expenditures on compensation (salaries plus benefits) to 80% of total general operating expenditures. Excludes the housing allowance and teacher recruitment and retention bonus from this limitation.</p> <p>Eliminates I-732 cost of living adjustments.</p> <p>State funding for the national board bonus is eliminated, but districts are permitted to pay the bonus as part of the locally designed compensation plan. Payment of the bonus is outside the state's program of basic education.</p> <p>Permits state-funded extended school year contracts outside the state's program of basic education, for up to an additional 90 days outside the 180-day school year and based on the staff person's prior year hourly rate.</p> <p>Recruitment and retention bonus for districts with at</p>	<p>Compensation: Establishes minimum teacher salary of \$45,000</p> <p>Simplifies existing salary allocation model to be based on residency and second tier certification and degrees obtained.</p> <p>Maintains I-732 cost of living adjustments</p>



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	program to include beginning principals.	Requires rebasing to market rate every 6 years. Regional Differences: Must be identified in the budget. Mentoring: Declares legislative intent to support full funding of enacted recruitment and retention policies and increasing investments in the BEST program.	least 25% poverty (uses census data for poverty measure) and at least 25,000 students. Bonus of \$12,500 is paid for each CIS and CAS staff. Bonus is not part of basic education. Teacher recognition bonus - \$25,000 or \$50,000 grants for top teachers Regional Differences: Provides a housing allowance for districts with higher than average residential home values, up to \$10,000 per each staff person, to address regional cost differences. Bonus is not part of basic education. Mentoring: Maintains the existing mentorship and in service training.	
<ul style="list-style-type: none"> Statewide Bargaining for Salaries (LP.4.5) Opposition to Strikes by School Employees (LP.4.29) 	Collective bargaining is maintained. New minimums specified. See compensation above.	Collective bargaining is maintained. New minimums specified. See compensation above. Actual salary paid shall not exceed the district's average CIS salary for BEA. (Sec. 104 (3)(a))	Collective bargaining is maintained. New minimums specified. See compensation above. Collective bargaining agreements must conform to the requirements of the act. Teacher strikes are expressly prohibited. Housing allowances and the Top Teacher Recognition Grant are not subject to collective bargaining Permits districts that have been identified as being granted additional flexibility to exempt schools buildings within the district from district policies and district collective bargaining agreements. Allows school districts to dismiss a teacher who, following in-service training and mentorship, fails to show improvement to the extent that it is detrimental to student academic performance.	Clarifies that compensation for non-basic education activities must be provided in separate TRII contracts.
<ul style="list-style-type: none"> Bargaining/Negotiations (LP.4.24) (exclude health benefits / school calendar from district collective bargaining) 	Health Care: Increases health benefit allocations. Maintains current bargaining structure and classified benefit factor.	Health Care: Maintains current bargaining structure and classified benefit factor	Health Care: Requires districts to offer health benefit plans that incorporate a plan design with employee premiums that ensure the ratio of premiums for single to family is no more than 1:3.	Health Care: Maintains current bargaining structure and classified benefit factor



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LEVY AUTHORITY / LEVY EQUALIZATION				
<ul style="list-style-type: none"> Levy Equalization/Levy Lid/Grandfathered Inequities (SLP.7.5.3) Levy Equalization Funding and Formulas (LP.5.12) Per Pupil Inflation Formula (LP.5.27) 	<p>Levy Lid: No change to levy cliff due to increased state investment.</p> <p>Reduces levy lid to 15% and LEA to 7.5% in 2019. Also eliminates grandfathered levy lids in 2019.</p> <p>LEA: Maintained at current rate</p>	<p>Levy Lid: Revises the levy cliff to phase down the lid and LEA over four years. Phases down grandfathered levy lids to have all districts at 24% by 2019. Eliminates ghost money in 2018.</p> <p>2018: 28% 2019: 27% 2020: 26% 2021: 24%</p> <p>LEA: Maintained at current rate</p>	<p>Levy Lid: Delays the levy cliff one year. Eliminates local levies for CY 2019. Eliminates LEA permanently. Permits districts to collect up to 10% of a newly defined levy base beginning in CY 2020.</p> <p>2018: 28% 2019: 0% 2020: 10% 2021: 10%</p> <p>LEA: Eliminated</p>	<p>Levy Lid: Creates a new "enrichment levy" option for districts to utilize for additional local enrichment funding.</p> <p>2018: \$1,000 per student 2019: \$1,000 per student 2020: \$1,000 per student 2021: \$1,000 per student</p> <p>LEA: State would provide equalization for enrichment and regular levies for property-poor districts at 50 percent.</p>
<ul style="list-style-type: none"> Use of Levy Funds for Non-Basic Education Programs (LP.5.24) 	Not addressed.	Requires districts to report supplemental pay contracts to SPI and SPI to provide a report to the legislature.	Requires districts to provide separate accounting of state, federal and local revenues to expenditures and separate accounting of basic and non-basic expenditures by fund sources. Districts are required to deposit local excess levies into a subfund and separately account for expenditures from the subfund.	Requires districts to provide separate accounting of state, federal and local revenues to expenditures and separate accounting of basic and non-basic expenditures by fund sources. Districts are required to deposit local excess levies into a subfund and separately account for expenditures from the subfund.
HOLD HARMLESS				
<ul style="list-style-type: none"> Hold Harmless While the State Transitions from Levy to State Funding (LP.5.11) Levy Rollbacks (LP.5.13) 	District hold harmless provided in the budget for the 2017-18 school year.	Specifies that no district will receive less funding as a result of the regionalization.	District hold harmless/ minimum funding: If total school district funding from state, federal, and local sources combined is less than \$12,500 per pupil, then an additional state allocation is provided to increase total funding to \$12,500 per pupil.	Provides a fiscal hold-harmless provision to ensure school districts do not receive less funding under the new funding structure than the funding that would otherwise be provided under current law.
TEACHER RECRUITMENT / RETENTION				
<ul style="list-style-type: none"> Teacher Shortages (LP.2.10) Attract and Retain High Quality Staff in Hard-to-staff Schools (LP.2.27) Encouraging Diverse Students to Pursue the Teaching Profession (LP.2.56) Salaries — Experience Recognition (SLP.7.4.00) 	SEE COMPENSATION ABOVE.	SEE COMPENSATION ABOVE.	SEE COMPENSATION ABOVE <i>and</i> Provides a housing allowance for districts with higher than average residential home values, up to \$10,000 per each staff person, to address regional cost differences. Bonus is not part of basic education.	SEE COMPENSATION ABOVE <i>and</i> Amends the state law outlining the state's program of basic education to include provisions specifying that salary allocations must be sufficient to recruit and retain competent teachers, administrators, and other staff.



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TEACHER CERTIFICATION				
<ul style="list-style-type: none"> • Precertification Training for Educators (Permanent Position 4.1.1) • Teacher Certification (Permanent Position 4.1.2) • Alternative Routes to Teacher Certification (SLP.7.2.59) 	Provides additional support for the Alternative Routes program and principal internships and workshops	Not addressed	<p>Allows individuals without a teaching certificate to teach students so long as it is under the general supervision of a certificated employee and the individual passes a record check.</p> <p>Paraeducators: Establishes statewide minimum employment standards for paraeducators, and creates a paraeducator workgroup to administer rules for paraeducator preparation, certification, and training.</p>	Includes residency (initial) and professional (second tier) certificates within progression within the salary allocation model.
PROFESSIONAL DEVELOPMENT				
<ul style="list-style-type: none"> • Professional Development (SLP.7.2.9) • Diversity Training (SLP.7.2.00) • Staff Development (Permanent Position 4.1.3) 	<p>Increases allocations for Certificated Instructional Staff to support 30 hours in 2017-18 and 80 hours in 2018-19.</p> <p>Increases allocations for teaching assistance staff to support 20 hours in 2017-18 and 40 hours in 2018-19.</p>	Increases allocations for all staff types to support 1 day in 2017-18, 2 days in 2018-19, 4 days in 2019-20, 6 days in 2020-21 and 10 days by 2022-23.	Does not specify allocations or requirements for professional learning.	Does not specify allocations or requirements for professional learning beyond steps in prototypical model.
ACCOUNTABILITY / LOCAL CONTROL / GOVERNANCE				
<p>Streamlining Reporting (LP.4.62)</p> <p>Accountability through Local Governance (SLP.7.4.51)</p> <p>Local Control (Perm. Pos. 2.2.1)</p>	<p>Fiscal Reporting / Accounting: Provides funding for accounting system updates enabling districts to report based on the allocation model and on a revenue to expenditure basis.</p>	<p>Fiscal Reporting / Accounting: Establishes a technical working group to provide recommendations for revising school district accounting practices.</p>	<p>Fiscal Reporting / Accounting: Requires district fiscal health reports and additional auditing. Requires districts to prepare four-year outlooks as part of their budget process. Requires districts to provide separate accounting of state, federal and local revenues to expenditures and separate accounting of basic and non-basic expenditures by fund sources. Requires state auditor to ensure that excess levy fund are not used for basic education.</p> <p>Measures of success: Provides specific school district performance measures. Permits districts who have met standards to be granted additional flexibility and directs the state board to create a process for identifying innovation districts which may be exempt from some state laws.</p>	<p>Fiscal Reporting / Accounting: Separate accounting required for basic and non-basic education spending and local/state revenues. Requires state auditor to ensure that excess levy fund are not used for basic education.</p>

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OTHER PROVISIONS				
Capital / Facilities <ul style="list-style-type: none"> • Fully Fund Facilities for Mandated Class Size Reduction (LP.5.4) • School Construction (SLP.7.5.14) 	Increase state-funded classroom space in public school facilities for K-6. Award state grants to school districts for the construction and acquisition of K-3 classrooms.	Declares legislative intent to consider recommendations of the education and capital budget committees to address recruitment and retention and to support classroom and facility needs to support all- day kindergarten and class size reductions.	Not addressed.	Not addressed.
Continuous Improvement	Not addressed.	Not addressed	Baldrige Performance Excellence Assessment: Provides that large school districts, all educational service districts, and certain educational state agencies must implement the Baldrige Performance Excellence Assessment program, as phased in over a three-year period starting in the 2018-2019 school year.	Not addressed.
Student Absenteeism <ul style="list-style-type: none"> • Attendance / Student Contact Time (SLP.7.5.00) 	Provides additional support truancy reduction programs	Not addressed	Districts are required to create an attendance reserve to be used to reduce chronic student absenteeism. The superintendent must recover funds from the district's reserve equal to the amount of funds the district received for students that were chronically absent in excess of 20%.	Not addressed.
School Improvement	Provides additional support for school improvement grants	Not addressed	Not addressed	Not addressed