

Full Funding Coalition Proposal Overview

1. Definition

- Begins redefinition of basic education by incorporating the first two years of phase-in for:
 - Full-day kindergarten
 - Reduced K-3 class sizes
 - Improved certificated instructional staff ratios in grades 4-12 initially for additional counselors, social workers and professional outreach coordinators for increased parent involvement.
 - Increased non-employee related costs, and
 - Learning assistance for struggling students
 - It also includes a 3% cost-of-living adjustment above I-732 amounts in 2009-10 and 2% in 2010-11.

- Is based on student performance. The current finance system is based on *inputs*. The state allocates funding to school district through complex formulas based on number of days and students and staff ratios. With the advent of education reform laws in 1993, we began to focus on outcomes --- what students were learning --- not how many days they were in a classroom. The Coalition's proposal send funding to schools based on what research says it takes to have all students in a school reach higher standards. School districts are given the flexibility they need to design and implement programs to meet the needs of all students. When fully implemented, it would allow schools to decide how best to address local needs and challenges, hold schools accountable for achieving student performance expectations and hold the state accountable for providing ample resources.

- Defines basic education as *everything* it takes to give all students the *opportunity* to master state learning standards. Washington's constitution requires ample funding for basic education. The state responsibility was affirmed by the courts in 1977.

2. Finance

- Operates within the current apportionment and other state basic education funding formulas in 2009-11 found in statute and the appropriations act. It requires adoption of new basic education funding formulas thereafter.

- Authorizes adoption of a weighted student foundation formula incorporating most categorical programs. (Transportation, skills centers and small schools would be outside the formula but still part of basic education). Does so to provide districts flexibility in meeting student outcomes.

- Is based on the research that has been done on successful prototype elementary, middle and high schools. Each school is provided the resource for *everything* including staffing, textbooks, utilities, technology, security, etc. that is needed to

bring all students up to our state standards. The formula accounts for the unique demographic characteristics like student poverty factors, special and bilingual education needs and small school district factors, *for each school*.

- Would be implemented over the course of six successive school years. In the 2009-2011 biennium K-12 state funding would increase by \$1.2 billion. This would increase funding in current formulas for full day kindergarten, reduced class size, improved classified staffing ratios, improved compensation, books, supplies, utilities and technology—as the new prototype formula is developed and phased-in.
- Contains two potential sources of revenue to fund the proposal. One requires devoting a portion of state revenue increases that exceed 5% from one biennium to the next. The second involves recapturing part of the state level authority for schools that is not currently being used. If adopted, these two proposals could generate almost \$800 million.

3. Sustainability

- Incorporates the principle of dual accountability in which schools and school districts are held accountable for outcomes in proportion to the percent of full-funding received. As the state increased funding, districts would become increasingly accountable for outcomes.
- Creates a Commission for Quality Education in Washington to establish and recommend to the Legislature and the Governor the funding levels necessary to meet the state's education standards and goals using prototype schools. (This creates an independent commission similar to the Washington Citizens Commission on Salaries for Elected Officials to remove such determinations from the political arena)
- Would develop expected performance for schools taking into account the percentage of necessary state funding provided. Struggling schools and districts not meeting expected performance would receive progressive state support and assistive measures.
- Effective in the 2010-11 school year, requires SPI to change the accounting system for special levy expenditures as a separate program or programs. The intent is to use levies to enhance basic education as defined and funded by the state.

Five of Washington's largest education associations – representing classified staff, teachers, administrators, superintendents and school Boards – have joined together to propose a new, comprehensive system of financing and fully funding our state's K-12 schools. The Full Funding Coalition members include: the Washington State School Directors' Association, the Washington Education Association and the Public School Employees of Washington.