

A Comparison of 2008 K-12 Education Stakeholder Proposals to the Basic Education Finance Joint Task Force – by Barb Billingham 07/2008

Funding Principles				
	OSPI	LEV	FFC	
Use a budget development model? (a set of formulas used to cost out all necessary resources for K-12 Basic Ed)	Yes, “Legislative Document”	Yes, “K-12 Resource Model	Yes, Model to be developed and similar to one developed by Conley for Washington Adequacy Funding which is the same model used in Oregon’s Quality Education Model.	
Basis for model?	<p>Uses Picus & Odden, Conley & other research studies, National Associations guidelines, and Washington state teachers and other school staff, district & state program administrators to develop various formulas and index values.</p> <p>Model disaggregates costs into logical categories</p>	<p>“K-12 Resource Model” could be structured similar to Oregon’s Quality Education Model.</p> <p>Model disaggregates costs into logical categories</p>	<p>Washington Adequacy Funding Study by Conley and Rooney;</p> <p>FFC proposes that a new Commission for Quality Education in Washington to study and recommend new funding parameters for a model similar to Oregon’s Quality Education Model.</p> <p>Model disaggregates costs into logical categories</p>	
Block grant basic ed funds to districts & at least initially give max. flexibility to districts	Yes	Yes, the Core K-12 Education Fund includes the General Enrollment Formula assigns uniform amount to each student, Weighted Student enrollment formulas for ELL, FRPL, Special Ed, & CTE and the Transportation Formula. All three formula funds in one allocation to districts.	<p>Yes, Foundation Formula with separate categorical formulas for 7 programs. See below.</p> <p>All funding in one allocation to districts.</p>	
Public presentation of formula(s)	Not addressed - but doable to use prototypical schools	Illustrate to taxpayers what a particular funding level buys in a typical school.	Use three prototypical schools with average demographic characteristics.	

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<p>Any Categorical Funding in Basic Education?</p>	<p>Most categoricals rolled up in Basic Ed. Not sure about any categoricals not specifically addressed.</p>	<p>Yes 1. <u>Early Learning Fund</u> - Pre-K for all children in low income households 2. <u>13th Year Fund</u> - successful grads receive one-year tuition amt to community college. 3. <u>Targeted K-12 Intervention Fund</u> for programs that meet the gold-standard. Districts that fully implement targeted programs receive funds for • One-on-one tutoring in K-3, • Class size reduction in K-1, • Monitor students at risk of dropping out of high school.</p>	<p>Yes • special ed safety net, • small school district factors, • pupil transportation, • skill centers, • institutions, • facilities and capital projects</p>	
<p>Categorical Funding Outside Basic Education?</p>	<p>Yes. Transitional Bilingual (ELL)</p>	<p>Not sure.</p>	<p>Not found.</p>	
<p>Funding Unit</p>	<p>Prototype schools at K-5, 6-8, 9-12 grade bands</p>	<p>Prototype schools at K-5, 6-8, 9-12 grade bands</p>	<p>Prototype schools at K-5, 6-8, 9-12 grade bands</p>	
<p>Call for new ed funding committee? Or other groups?</p>	<p>No</p>	<p>Yes, K-12 Expenditure Forecast Council WSIPP - new role</p>	<p>Yes, Commission for Quality Education in Washington (CQEW)</p>	

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<p>Role of committee</p>	<p>No Committee proposed</p>	<p><u>WSIPP</u></p> <ol style="list-style-type: none"> 1. Review & identify interventions backed by rigorous research 2. Recommend List of innovative programs <p><u>K-12 Expenditure Forecast Council</u> <u>Main Role</u> is to produce a five-year forecast of all resources needed to maintain existing level of K-12 services.</p> <p>Council tasks include:</p> <ul style="list-style-type: none"> • Develop detailed K-12 Resource Model of prototypical schools that shows the level of staffing & resources possible for a given level of funding. • Estimate costs to fund WSIPP-recommended innovative programs • Forecast local, state & federal revenues • Update funding, staffing and resource parameters in model formulas • Run scenarios assuming different levels of funding to determine resulting staff/resources possible. • Use scenario info to inform Legislature • Use model scenarios to inform taxpayers of what a particular funding level buys in a typical school. • 	<p><u>COEW Main role</u> is to link funding levels to annual & doable performance goals; and then monitor schools progress in achieving goals.</p> <p>Develop and then use very detailed models of prototypical schools that link funding to resources to expected performance outcomes.</p> <ul style="list-style-type: none"> • Use model to estimate costs to fund programs necessary to achieve 100% of goals • Update parameters in model formulas on annual basis • Run scenarios assuming different levels of funding to determine resulting staff/resources possible • Correlate staff and resource levels to likely performance outcomes. Develop calculus for estimating expected performance levels of schools given levels of funding. • Establish performance levels possible per funding levels • Monitor accountability - Identify measurable indicators for each goal. • Collect school data to determine extent goals were met, and issue report on progress along with the extent to which sufficient resources were provided. 	
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<p>State Funding Role</p>	<p><i>(Probably State pays 100% of basic ed; but not actually stated.)</i></p> <p>Eliminate inequities in state funding.</p>	<p>State pays 100% of basic ed.</p> <p>State takes responsibility for bargaining compensation.</p>	<p>State pays 100% of Basic Ed.</p>	
<p>Local Funding Role</p>	<p>Local bargaining units would continue to bargain with each district over teacher pay</p>	<p>Local units would continue to bargain over work conditions and other contractual issues, but not pay.</p> <p>Local levies reserved for educational supplements that voters are willing to fund, including lower class sizes, athletics, band, and arts, expanded world languages.</p> <p>Consider eliminating levy caps, but keep state's commitment to equity through levy equalization.</p>	<p>Local bargaining units would continue to bargain with each district over teacher pay</p>	