

2009 NATIONAL BOARD POLICY SYMPOSIUM

**A Final Report to
The Quality Education Council**

Office of Superintendent of Public Instruction

2009

“The NBCT policy symposium is a great example of one way we can engage our accomplished teachers in helping us make good policy decisions at the state level. Our state is about to make very important decisions regarding our system. We need this expert classroom voice.”

-Governor Chris Gregoire- Washington State

As chairman of the Quality Education Council, which is charged with presenting a plan for implementation of basic education funding for Washington State public schools, this group of accomplished educators provided invaluable insights into the classroom implications of our state-level decisions. We will continue to seek their input as we move down the road to a more equitable funding system for Washington State students.

-Randy Dorn- Superintendent of Public Instruction, Washington State

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EXECUTIVE SUMMARY

In October 2009, 100 Washington NBCTs convened at the National Board Certified Teacher Policy Symposium sponsored by the Office of Superintendent of Public Instruction. The purpose of the Symposium was to create a set of teacher-directed recommendations for policymakers on the implementation and phase-in of instructional components contained within ESHB 2261 for the next eight years. The overall Symposium question asked was:

Which recommendations of new instructional funding will provide the earliest and greatest impacts on student achievement and in which order should they be implemented?

NBCT Recommendations

1. It is recommended that the first three funding elements implemented be:
 - Mentor/Induction
 - Full-Day Kindergarten
 - Reduce Class Size for High-Needs Schools
2. Early Learning, Professional Development and Instructional Coaches were funded early in the eight-year implementation plan.
3. Class size recommendations:
 - Fund the reduction of class-size for high needs schools first, then “Class size for all” and the funding for reduction of class size for AP/IB, lab sciences and CTE came in the last four years.
4. Learning Assistance Program:
 - Fund later in the eight-year cycle.

Qualitative Responses indicate:

- Participants were unsure about how LAP funds are currently being expended in their districts.
- Funding other priorities such as mentor/induction, full day k and reduction in class size would make LAP less critical.

5. English Language Learners:

Funding for ELL was sporadic during the eight year implementation. There was a lack of agreement among the participants for when to implement.

Qualitative Responses indicate:

- A lack of agreement on how ELL issues should be addressed across the state.
- A classroom level understanding of how varied the ELL contexts are from district to district.

6. A theme developed starting at the Governors’ Roundtable and ending in the follow-up responses; an educator advisory panel be implemented similar to the Funding Formula Work Group. This advisory panel would meet regularly to provide input to the Quality Education Council on issues pertaining to classroom implications of policy decisions. This group would be comprised of National Board Certified Teachers and other accomplished educators.

PART I

Overview and Purpose of Symposium

The Office of Superintendent of Public Instruction sponsored the National Board Certified Teacher Policy Symposium. The purpose of this symposium was to amplify accomplished teachers' voices and provide recommendations to policymakers about Washington's education funding plan over the course of the next eight years. A funding implementation plan is required by the legislature in ESHB 2261 which passed in the 2009 session. NBCT participants focused on the sequence and bundling of the funding elements in the plan to best utilize and focus state towards improving student achievement. The overall Symposium question asked was

Which recommendations of new instructional funding will provide the earliest and greatest impacts on student achievement and in which order should they be implemented?

Reasons for a NBCT Policy Symposium

There are two reasons the NBCT Policy Symposium was convened. First, as the ESHB 2261 rolls out over the next eight years, State Superintendent Randy Dorn believes educators need a voice in the development of education policies that will affect their jobs, their lives and the students they serve. Convening this group of accomplished educators was one way OSPI could assist in providing an information conduit for teacher voice to the Quality Education Council, the state's oversight body charged to ensure the intent of the bill is met and a new funding system is developed.

The second reason is that this model for convening NBCTs has proved to be an effective and powerful way to impact education policy. In October, 2006 Washington participated in a multi-state initiative to convene National Board Certified Teachers (NBCTs) to address the persistent problem of recruiting and retaining accomplished teachers for high-needs schools. This National Education Association-initiated summit was convened in partnership with the Washington Education Association (WEA), the Office of Superintendent of Public Instruction (OSPI) the Professional Educator Standards Board (PESB) and the Center for Strengthening the Teaching Profession (CSTP). It resulted in recommendations for supporting high needs schools, many of which Washington has enacted over the last two years. The most visible of those recommendations is the NBCT bonus and additional "challenging schools" bonus.

PART II

Preparation and Planning

Planning Team

Office of Superintendent of Public Instruction (OSPI)
Washington Education Association (WEA)
Center for Strengthening the Teaching Profession (CSTP)
National Board Certified Teachers (NBCTs)

Lead Facilitators

In preparation for this symposium three lead NBCT facilitators were hired to assist the planning team in carrying out the symposium objectives. The three facilitators had expertise in the following areas: symposium content, technology and data collection and analysis.

Symposium Facilitators and Scribes

In addition, twenty facilitators (ten facilitators and ten scribes) were trained by the planning team in two webinars over the course of two month to prepare for the leading the small groups through the policy brief analysis, budget implementation tool and finally the qualitative discussion of “how” the funding elements should be implemented in districts and schools throughout the state.

Timeline and Details of Preparation	
August	<ul style="list-style-type: none">• Selection of planning team• “Save the Date” letter sent to NBCTs• Design and approve symposium participant application• Refining of policy briefs• Weekly planning meetings with lead facilitators
September	<ul style="list-style-type: none">• Official invitation and application instructions sent to NBCTs• Selection of facilitators and co-facilitators• Finalize policy briefs• Development of budget implementation tool• Participant selection (committee of partners)• Facilitator webinars to provide background knowledge and training
October	<ul style="list-style-type: none">• Finalize agenda• Participant webinar to provide background knowledge and expectations• Advise partners leading up to the symposium day• Final preparations• Governors’ roundtable and preparation for symposium with facilitators• 2009 NBCT Policy Symposium

PART III

Governors' Roundtable

At Governor Gregoire's request, the day before the Symposium kicked off, she, Bob Wise - the newly appointed chair of the National Board for Professional Teaching Standards and former West Virginia Governor and State Superintendent Dorn met with the twenty-three NBCT facilitators.

Their discussion focused on three specific areas:

1. How to better include teacher voice in education policy decisions
The NBCTs in the Governors' roundtable were interested in ways they could develop relationships with policymakers in meaningful ways. The panel gave suggestions and encouraged these accomplished teachers to continue to stay involved after the symposium.
2. The impact of professional development such as National Board Certification
The NBCTs offered the various ways they are using their National Board experience to impact change in their own buildings and districts. When asked about encouraging more teachers to pursue either full certification or Take One!, the NBCTs indicated that it just "takes one NBCT" in a building to make the process more accessible to any teacher wanting to pursue this advanced voluntary certification.
3. Next steps in education reform
4. The impact of an ongoing dialogue between policymakers and educators became a backdrop for the entire discussion. Many NBCTs, in their reflection indicated the need for more opportunities to discuss the impact of education policy decisions.

Follow-up responses to the Governors' Roundtable

In a follow-up survey, participants were asked how their experience will impact their future work bringing the classroom to policymakers.

"I loved the opportunities to discuss policy and meet policy makers. I believe thoughtful discussions around such topics are what keep the issues alive and bring about change."

-2003 NBCT, Auburn School District

"Diversity of practitioner voice assures that at policy level, we are truly working towards realistic, functional solutions that can be applied in a variety of settings to improve complex problems instead of unintentionally make them worse. In groups we work to 'check and balance' and learn from each other. I always come away humbled and inspired."

-2005 NBCT, Mount Baker School District

"I saw that policy makers were willing to listen, question and engage in conversations with teachers. I felt like I was being listened to and that my opinions and experiences were valued. I intend to keep in contact with my legislatures in a variety of avenues now and not just through the WEA Legislative link."

-2003 NBCT, Quincy School District

"I would like policymakers to come and see how specific programs or class size numbers impact our schools. Our doors are open and we would love for people to come see what is going on."

You could help by creating a list of sites and teachers that are willing to host policymakers or interested parties. The more we can show, the more they will know.”

-2006 NBCT, Kent School District

“Collectively as well as individually NBCT’s are making a difference. Creating a forum to discuss what is happening in our classrooms gives policymakers a ‘face’ to the challenges we face in education and gives us opportunity to voice our challenges as well as our victories.”

-2004 NBCT, Camas School District

“I love the way Governor Gregoire has her ‘gatherings’ set up. You can pose a problem you see, yet you need a solution to offer. This is proactive, positive and makes me feel like I am part of the solution, not the problem. Something to remember as I meet with policymakers. We can all be part of the solution.”

-2000 NBCT, Yakima School District



PART IV

Participants

Of two hundred and ten applications received, one hundred NBCTs were selected by a committee to participate in the Symposium based on a variety of factors including geographic location, high-need school (based on Free and Reduced Priced Lunch), teaching specialty, gender, ethnicity and district size. The following table provides the breakdowns of participants in each of the categories.

2009 National Board Policy Symposium Participant Data <i>*all numbers and percentages are based on 100 participants</i>	
Geographic Location	27% represented NBCTs from the east side of the state 73% represented NBCTs from the west side of the state
Free and Reduced Priced Lunch	33% of participants are currently teaching in a school with 50% or more FRPL 25% of participants are currently teaching in a 'challenging school' according to National Board legislation
Experience	The average years of teaching experience for participants is 18.
NBPTS Certificate Areas	All certificate areas were included with the exception of World Languages Other Than English
Gender	16% of participants were male 84% of participants were female
Ethnicity	4% of participants
English Language Learners	18% of participants currently teaching in a school in which at least 25% of the student population are ELL eligible students
District Size	37% of participants currently teaching in a district with a student population greater than 16,000 25 of participants currently teaching in a district with a student population between 6,000 and 15,999. 33 of participants currently teaching in a district with a student population less than 5,999.

Participants not only attended the actual Symposium, but also had to commit to a heavy load of preparation before the day. This included multiple webinars, policy brief readings and feedback and analysis of the budget implementation tool.

PART V

Agenda

October 16, 2009

1:00pm – 3:00pm

Laughing Lily Conference Room

Facilitator Training Sessions

1:00- 1:15pm Welcome and overview: Jennifer Priddy & Michaela Miller

1:15-1:30pm: Technology Overview: Paul Rae

1:30-3:00pm- Facilitator review and practice for Symposium: Sarah Applegate, Michaela Miller, Paul Rae & Kathy Watson

3:15pm- 4:30pm

Smiling Cedar Conference Room

Governor Gregoire & Governor Wise

NBCT Roundtable Discussion

“Accomplished Educators: Where have we been...where we are going...”

5:00pm – 6:00pm

Laughing Lily Conference Room

Reception for Governor Bob Wise

6:30pm – 8:00pm

Stuffed Mushroom Dining Room

Dinner

October 17, 2009

8:00am – 8:30am

Cedars Conference Room

Continental Breakfast & Check-In

8:30am – 9:00am

Cedars Conference Room

Opening Remarks

Sarah Applegate (NBCT, North Thurston Public Schools)

Mary Lindquist (WEA)

Randy Dorn (OSPI)

Governor Bob Wise (NBPTS Board Chairman)

9:00am – 9:20am

Cedars Conference Room

Overview of the Day

Jeanne Harmon (CSTP)

Jennifer Priddy (OSPI)

9:30am – 10:30am

Various Breakout Rooms

Breakout Session – Expert Groups

10:45am – 12:30pm

Various Breakout Rooms

Breakout Session – Discussion and Voting

12:30pm – 1:30pm
Lunch with Policymakers

Stuffed Mushroom Dining Room

1:40pm – 2:40pm
Discussion of the “How” – Implementation

Various Breakout Rooms

2:45pm – 3:30pm
Recommendations and Closing

Cedars Conference Room



PART VI

Methodology, Data Analysis and Quantitative & Qualitative Data Results

Methodology

The participants were divided into small groups and assigned a facilitator and scribe. Each small group started with an “expert” group discussion, wherein each member discussed a funding element topic that was pre-assigned. There were a total of sixteen funding elements and each group had for discussion.

After the funding elements discussion, the participants moved to the budget exercise using the SMART technology system, an investment planning tool and tracker. These tools assisted the NBCTs in preparing their budget implementation plans and allowed an easy way to house data from all groups.

Data Analysis

1. Percent invested in 1st 4 year period vs. 2nd 4 year period:

If we examine the percentage of the total money budgeted for a given policy brief, and compare the percent invested over the first four years compared to the last four years then we will see that some of the policy briefs received their funding earlier in the budget cycle whereas other were later. Those items with over fifty percent investment in the first four years could be considered the higher priority items since the task was put to the NBCTs to fund the "biggest bang for the buck" items early.

2. Regression Analysis:

Similar to the previous 1st four years vs. the final 4 years, through our analysis we are able to conclude with a high level of confidence that those items identified in the report as high priority we indeed funded earlier in the 8-year cycle based on the linear regression and the corresponding correlation coefficients.

3. Confidence Intervals:

The final confidence intervals show that the NBCT's in the entire state would agree with the sample data. Obviously, the smaller the confidence interval, the better our estimate, and most of ours were pretty small (This is indicated by the low, average and high confidence levels indicated on each individual funding implementation graph).

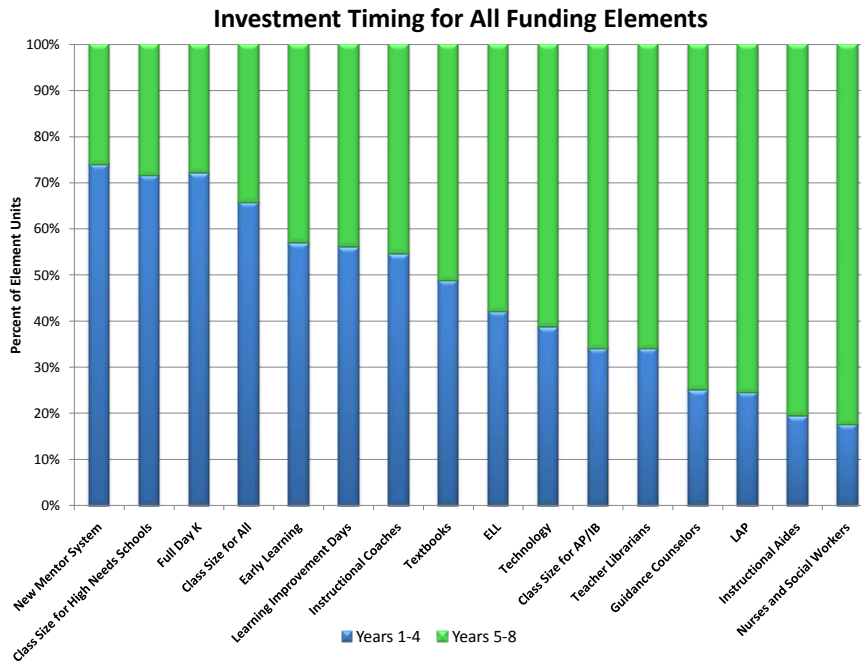
Note about data analysis: There was a depth to this data analysis that continued weeks after the initial symposium. It is important to also note that each participant was required to use all of the units available. It was not possible to omit any funding element. Discussion at the conclusion of the symposium and in the follow-up conversation included interest in examining areas of streamlining and system efficiency.

Overall Results

Percent invested in 1st 4 year period vs. 2nd 4 year period

The first analysis completed on the symposium data was a simple investment analysis.

Graph 1.



Graph 1 shows the overall implementation plan for years 1-4 (blue) and years 5-8 (green). The vertical axis indicates the percentage of the total element value funded in the two segments of the 8 year implementation plan.

The information below provides context for the analyses of data in pages 12-21.

Quantitative Data Results:

These results indicate both the yearly implementation plan for that funding element and also the level of agreement among the participants as determined by the regression analysis.

Qualitative Data Results:

The third part of the symposium offered the NBCT participants an opportunity to reflect on the “how” part of the implementation. While the morning was focused on the “when” and “why then,” the afternoon captured the explanation of the best ways these elements can be implemented in order to have the greatest and earliest impact on student achievement.

Follow-up responses:

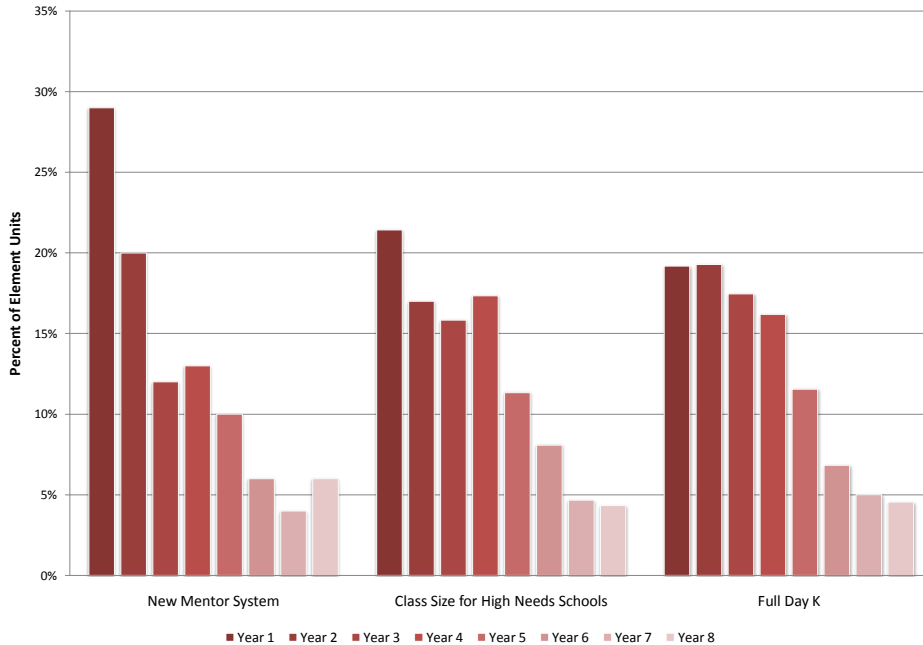
After the symposium, OSPI sent out the initial data analysis and prompts. Specifically, we asked about the top three elements funded in their results (mentor/induction, reduce class size for high-needs schools, full-day kindergarten), LAP and ELL.

TOP THREE FUNDING PRIORITIES

- New Mentor/Induction Program
- Class Size Reduction for High-Needs Schools
- Full-Day Kindergarten

Table 2

Priorities Funded Earliest in the Eight-Year Period



Quantitative Analysis:

All three top priorities had both an early implementation and in the regression analysis done after the symposium, all three had a high correlation or agreement among the participants that these three should be funded early to have the greatest impact on student achievement.

- New Mentor/Induction Program (74% of the total cost was invested in the 1st 4 Years)
- Reduction in Class Size for High Needs Schools (72% in 1st 4 Years)
- Full Day Kindergarten (72% in 1st 4 Years)

Qualitative Analysis:

These responses are embedded further into the document.

Follow-up Questions:

New Mentor/Induction Program

“The type of support teachers need change over the first five years of teaching. It should be at least a three year program and preferably five years. The teacher is the key to what goes on in a classroom. Supporting new teachers would immediately have a positive effect on student learning.”

-NBCT, Symposium Participant

Class Size Reduction for High-Needs Schools

“Class size reduction for high needs schools is critical to closing the achievement gap for at-risk students. High needs schools typically serve students who are already academically behind one to two years from their middle class peers. When class size is small, educators can more effectively build relationships with each student and facilitate their academic and social growth in this manner.”

-NBCT, Symposium Participant

Full-Day Kindergarten

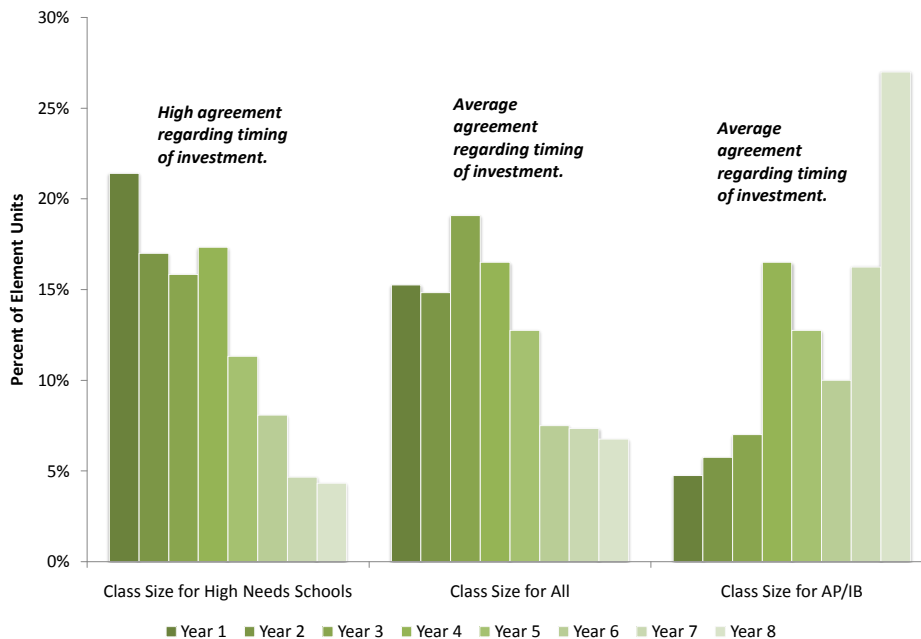
“Students enrolled in full-day kindergarten get an additional physical activity period, literacy and language instruction as well as additional time to develop socially. Students benefit from additional time to read, explore, create and solve problems. Full day kindergarten offered in every public school throughout the state would provide consistent and equal educational opportunities for children entering their first year of public education.”

-NBCT, Symposium Participant

REDUCTION IN CLASS SIZE

- Class Size for High Needs Schools
- Class Size for All
- Class Size for AP/IB, Lab Science, CTE

Distribution of Class Size Investments



Quantitative Analysis:

There was high agreement for funding the reduction of class size in high-needs schools early in the 8 year implementation cycle. Class size reduction for all also was funded early in the cycle, but the agreement among the 100 NBCTs was average. Funding for reduction in class size for AP/IB, lab science and CTE was funded late with average agreement among the participants.

Qualitative Analysis:

In the qualitative responses, the participants indicated that starting with reduction in K-3 first in high needs schools and then move up through 12th grade. They also indicated that reducing class size for high needs schools would benefit society as a whole in fewer people dependent on social services. Qualitative responses to reduction of class size for AP/IB, lab sciences and CTE was not present, except for a few references to lab science.

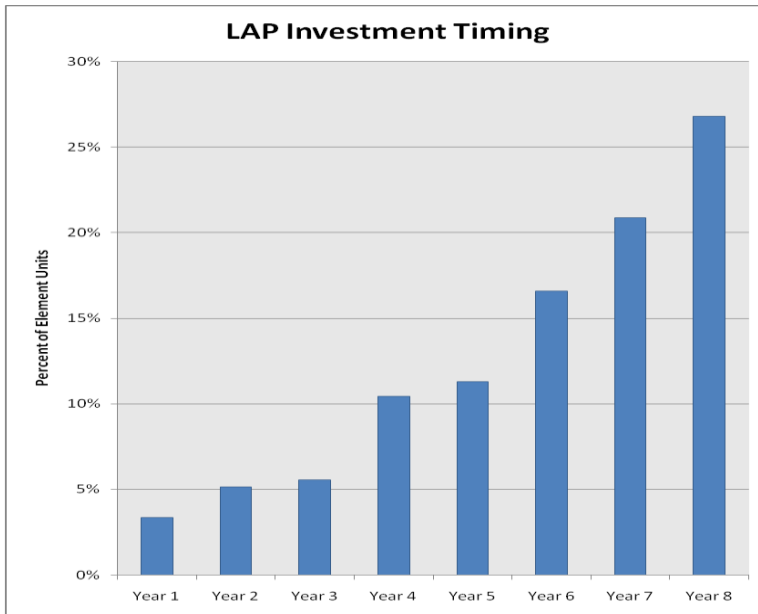
Follow-up Questions:

Reduction of class-size for high-needs schools

“Implementing class size reduction for high needs schools must be a priority. Reducing class size would allow students to have daily access to their teacher. Research has proven over and over that the relationship between the teacher and the student is the single most important contributor to student success.”

-NBCT, Symposium Participant

LEARNING ASSISTANCE PROGRAM (LAP)



Quantitative Analysis:

The Learning Assistance Program was funded heavily in the last four years of implementation and had a high agreement among the participants in the regression analysis.

Qualitative Analysis:

In the discussion at the symposium the NBCT participants felt that investing in the other higher priorities they indicated (lowering class size for high needs schools, full-day kindergarten and mentor/induction program) would reduce the need for addressing struggling students. In addition, many participants indicated that there was a lack of transparency in the system and identifying how the LAP funds are utilized in their districts was difficult or unknown.

Follow-up Questions:

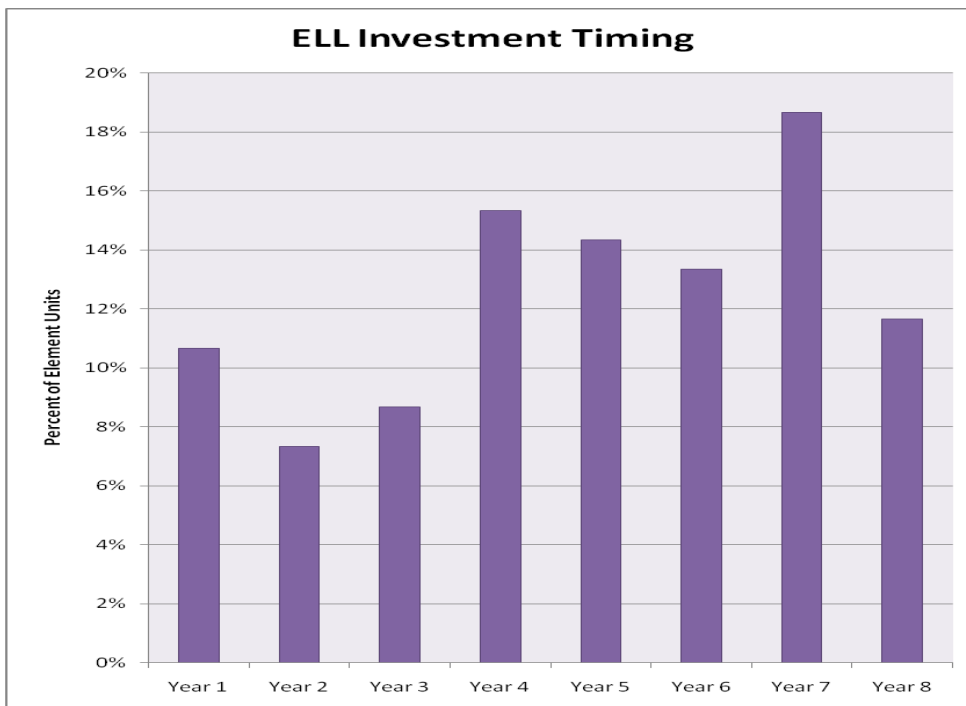
“LAP took a lower priority than early childhood programs because the LAP program would not be needed if we can ensure that all kids are starting out with a solid foundation. If we have smaller class sizes-especially at the primary level-and all children have the advantage of full-time kindergarten, then the need for LAP remediation would diminish.”

-NBCT, Symposium Participant

“LAP and Title programs are often spoken of in the same breath, as they both provide targeted assistance to struggling students. Some teachers might see it as lumped together with the federally funded Title I programs, not primarily dependent on state money.”

-NBCT, Symposium Participant

ENGLISH LANGUAGE LEARNERS (ELL)



Quantitative Analysis:

The ELL funding element had no particular trend line and lacked agreement among the participants as to when the funding should be implemented.

Qualitative Analysis:

Among the group that met at the symposium, they felt that there was a lack of training and professional development adequate to meet the growing demand in the field for ELL. The variety of different situational contexts of ELL created a lack of agreement about solutions to implementation.

Follow-up Questions:

“I think part of the reason that we are so mixed on the funding for this is that there is not a clear direction on how to teach ELL students. There needs to be more professional development on how to meet the needs of all English Language Learners.”

-NBCT, Symposium Participant

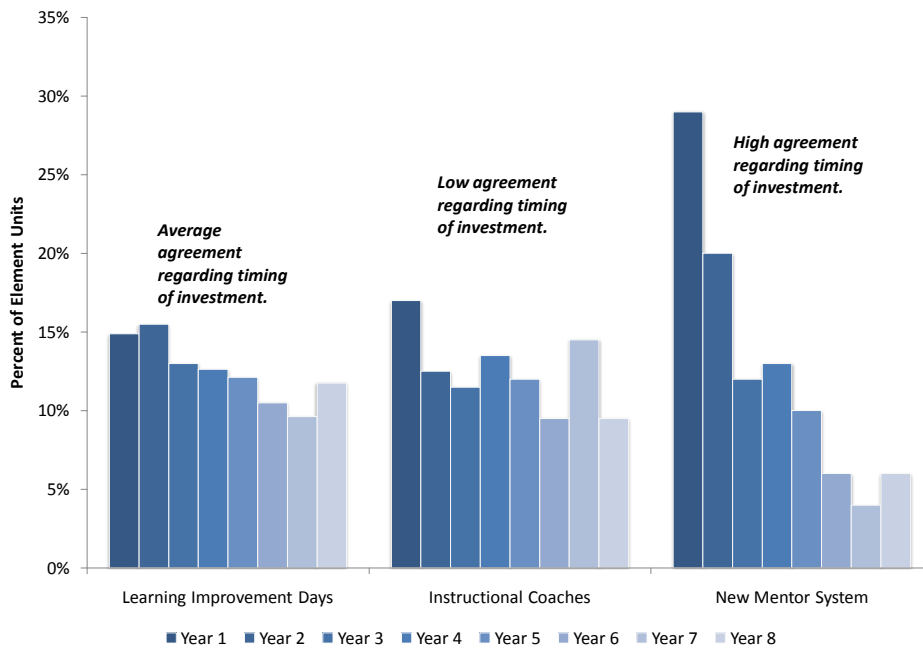
“The problem is so overwhelming with no cohesive or systematic manner to address the problem. 1. What are the best practices in meeting ELL student’s needs in the regular classroom? 2. What tools/strategies are there for targeting areas of specific need in each ELL student? 3. When do the regular teachers and the ELL specialists have time to talk, collaborate, assess and reflect? These questions do not have apparent answers, therefore, it is not clear what would be the best time to implement such a program that is designed to succeed?”

-NBCT, Symposium Participant

PROFESSIONAL DEVELOPMENT

- Learning Improvement Days
- Instructional Coaches
- New Mentor/Induction Program

Professional Development Investment Timing



Quantitative Analysis:

Learning Improvement Days

The Learning Improvement Days were funded earlier in the 8 year implementation cycle, but had an average agreement among the participants.

Instructional Coaches

Although instructional coaches were funded early in the 8 year implementation cycle, there was low agreement among the participants.

New Mentor/Induction Program

New mentor and induction program had a high agreement among the participants that it is a priority and that it should be heavily funded in the first four years.

Qualitative Analysis:

Learning Improvement Days

In order for professional development to be effective it must be well structured, grounded in current educational research and utilizing best practices. Works when teacher leaders and administrators collaborate around the planning and execution of the days with a laser-like focus on student achievement (for their own student population). LID days are dependent on district control and often times there was a lack of agreement among the NBCTs as to their worth.

Instructional Coaches

Instructional coaching must be implemented with integrity and not dependent on year to year funding. The lack of consistency within a building or district leads to a fragmented coaching system. We have standards for coaching (Center for Strengthening the Teaching Profession CSTP & OSPI).

New Mentor/Induction Program

Mentor and induction has a research-based state-wide program as well as the understanding that mentoring new teacher through the first five years is a key to retention.

Follow-up Questions

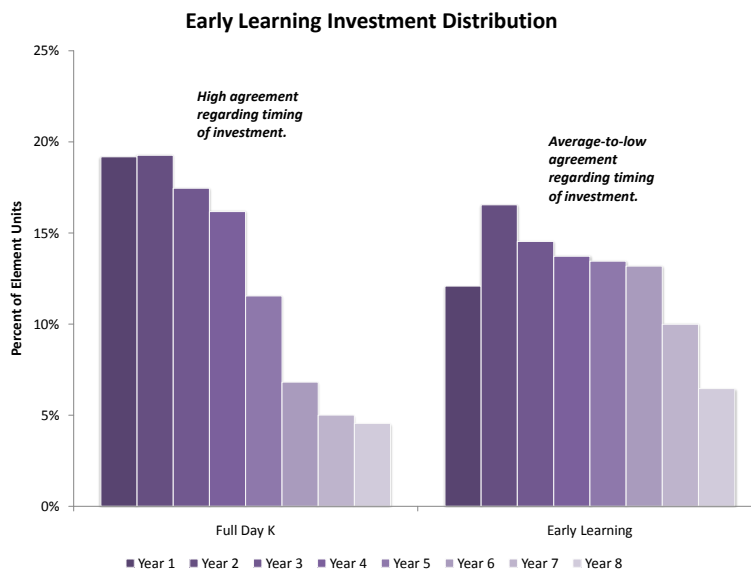
New Mentor/Induction Program

“A strong mentoring system would allow them collaboration and communication with a fellow teacher that will get them through the challenges of the first years. If we can keep some of these young teachers by supporting them and growing them in their early career it will be cost effective to the entire system.

-NBCT, Symposium Participant

EARLY LEARNING AND FULL DAY KINDERGARTEN

- Early Learning
- Full Day Kindergarten



Quantitative Analysis:

There was a high level of agreement among symposium participants for funding full-day kindergarten early in the first four years of the implementation plan. While early learning was also implemented early, there was not agreement among the participants with regard to the regression analysis.

Qualitative Analysis:

The symposium participants felt that the family connections that can be made through a full-day kindergarten program are essential and better prepare the family and community for the rest of the student’s academic and social development. Participants indicated that full day kindergarten students were more prepared to tackle the academic rigor of 1st grade.

Follow-up Questions:

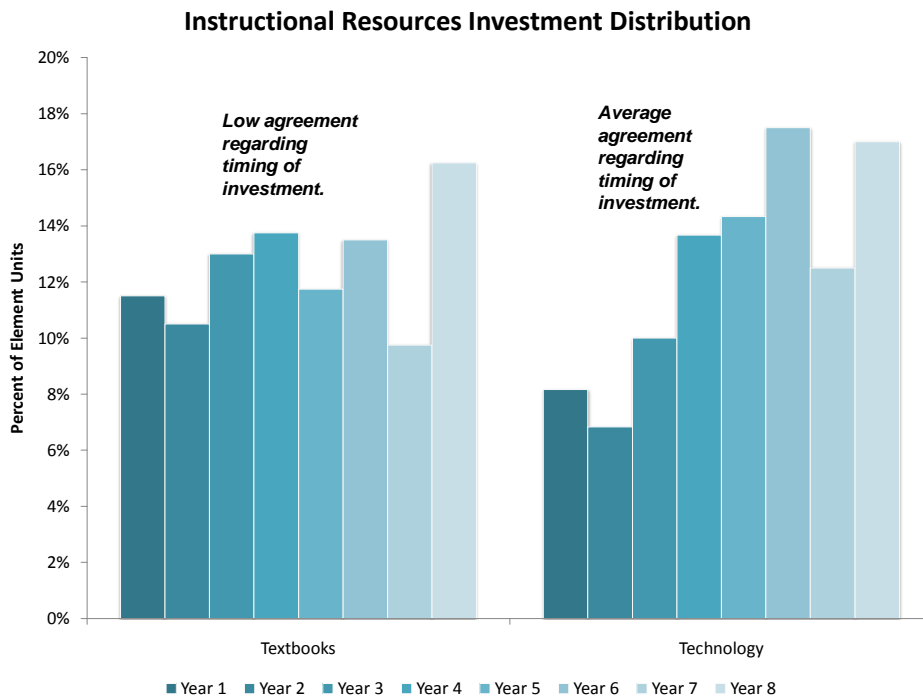
Full Day Kindergarten

“Full day kindergarten should be implemented first because the learning and social gaps are smaller at an earlier age. With early intervention, these gaps can be closed. All day kindergarten will allow for more interaction between families and the teacher. Teachers can coach parents in activities to do at home to support their student’s learning in the classroom.”

-NBCT, Symposium Participant

INSTRUCTIONAL RESOURCES

- Textbooks
- Technology



Qualitative Analysis:

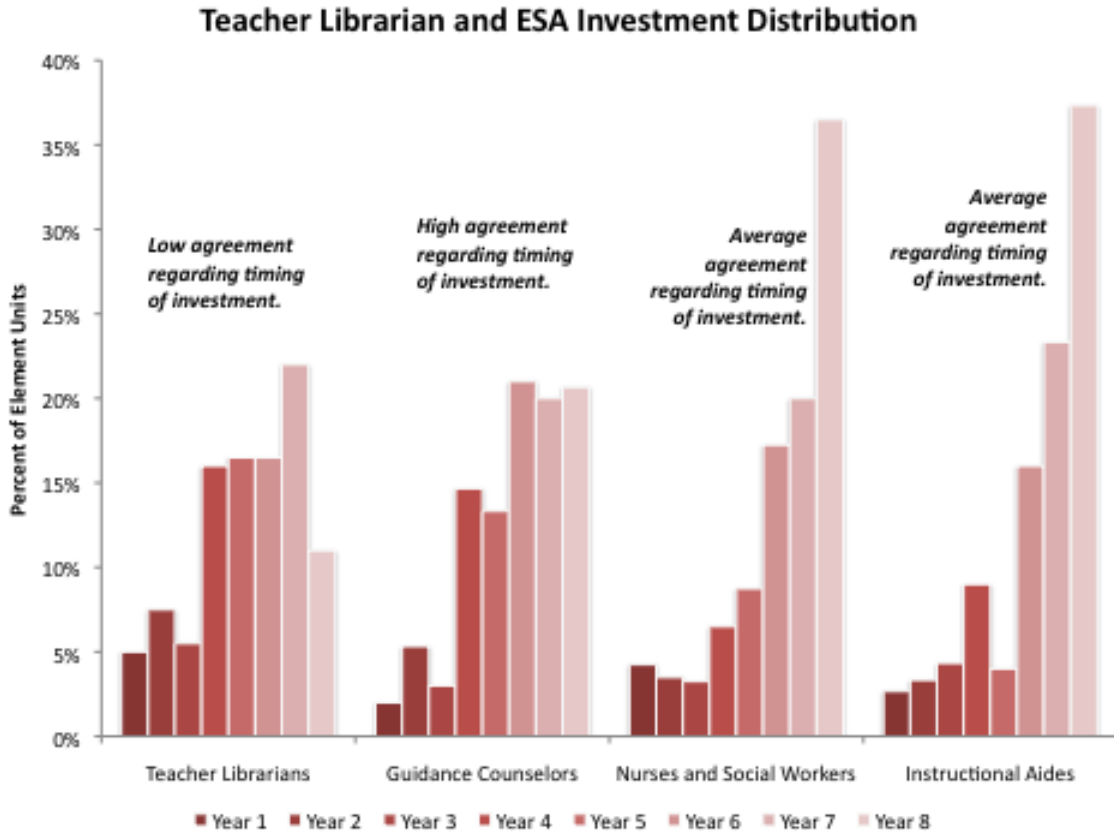
Quantitative Analysis: Both textbooks and technology within the instructional resources category were primarily funded in the last four years of the 8 year implementation. The

textbooks funding investment had a low to average level of agreement among the symposium participants.

Qualitative Analysis:

Disparity (even within a district) creates an equity and access situation and it is exacerbated with ELL, SPED and struggling students. The need for quality professional development around technology (either before or simultaneously) is a must for instructional resources to be utilized using best practices.

TEACHER LIBRARIAN AND ESA INVESTMENT DISTRIBUTION



Qualitative Analysis:

Quantitative Analysis: Teacher-librarians, school counselors, nurses and social workers and instructional aides were all primarily funded in the last four years of the 8-year implementation. Agreement for the teacher-librarian implementation was low, meaning that not all agreed that it should be implemented in the last four years. School counselors had a high level of agreement. Nurses, social workers and instructional aides all shared a average agreement among the participants.

Qualitative Analysis:

The focus in the qualitative discussion centered on the need for teacher librarians. Qualified teacher librarians are essential for both literacy skill development and to ensure students are

good consumers of information and technology. Discussion of nurses, social workers, counselors and instructional aides was limited.

PART VII

Conclusions and Recommendations

NBCT Policy Symposium top three funding priorities (with the highest correlations):

- All Day Kindergarten
- Mentor/Induction Program
- Reduction of Class Size for High Needs Schools

Some recommendations are very situational, and interpretation and further data analysis will be beneficial and important to the ongoing discussion surrounding ESHB 2261, the Quality Education Council and the Race to the Top funding opportunities.

Teachers valued the opportunity to include accomplished teacher voice in policy conversations. It will be imperative to continue to include the valuable addition of the classroom realities to this ongoing transformation of our state's education system.

INVESTMENT PLANNING BUDGET TRACKER

	Reduce Class Size Further for >50% FLEP	Reduce Class Sizes for All Grades	Reduce Class Size for AP/IB, Lab Sciences and CTE	All-Day Kindergarten	Early Learning	9 New Learning Improvement Days	Instructional Coaches	New Mentory/ Induction System	New Staffing for LAP Program	New Staffing for ELL Program	Increase Teacher Librarians	Increase Counselors	Increase Nurses	Instructional Assistants	Textbooks	Technology
YEAR 1	12 units	12 units	4 units	11 units	11 units	8 units	2 units	1 unit	14 units	3 units	2 units	3 units	4 units	3 units	4 units	6 units
YEAR 2																
YEAR 3																
YEAR 4																
YEAR 5																
YEAR 6																
YEAR 7																
YEAR 8																
	14 units															

The goal of this tool is to spread the units for each element across the eight years without exceeding the number of units for the year and or the maximum available units for a particular element. There are a total of 100 units to be allocated across 8 years. Each year is allotted 12 units with the exception of years 4 and 8 which are each allotted 14 units.

APPENDIX B

Budget Implementation Tool

INVESTMENT PLANNING TOOL

Reduce Class Size Further for >50% FRPL	Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Mentor/Induction System	New Staffing for LAP Program	Increase Counselors	Textbooks
Reduce Class Size Further for >50% FRPL	Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for LAP Program	Increase Counselors	Textbooks
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	Reduce Class Size for All Grades	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for LAP Program	Increase Counselors	Textbooks
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	Reduce Class Size for All Grades	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for LAP Program	Increase Nurses	Textbooks
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	Reduce Class Size for AP/IB, Lab Sciences and CTE	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for LAP Program	Increase Nurses	Technology
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	Reduce Class Size for AP/IB, Lab Sciences and CTE	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for ELL Program	Increase Nurses	Technology
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	Reduce Class Size for AP/IB, Lab Sciences and CTE	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for ELL Program	Increase Nurses	Technology
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	Reduce Class Size for AP/IB, Lab Sciences and CTE	All Day K	Early Learning Programs for At-Risk Youth	9 New Learning Improvement Days	New Staffing for LAP Program	New Staffing for ELL Program	Increase Nurses	Technology
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	All Day K	All Day K	Early Learning Programs for At-Risk Youth	Instructional Coach	New Staffing for LAP Program	Increase Teacher Librarians	Instructional Aides	Technology
Reduce Class Size Further for >50% FRPL	Reduce Class Size for All Grades	All Day K	Early Learning Programs for At-Risk Youth	Early Learning Programs for At-Risk Youth	Instructional Coach	New Staffing for LAP Program	Increase Teacher Librarians	Instructional Aides	Technology

STUDIES, PLANNING GROUPS & LEGISLATION

Washington Learns was created by the legislature and Governor in 2005 to conduct a review of Washington's education system – the structure and funding. It was co-chaired by Governor Gregoire, and had three advisory committees for early learning, K-12 and higher education. After 18 months of study, it produced a final report with comprehensive, long-term recommendations for creating a world-class, learner-focused, seamless education system for Washington.

Basic Education Finance Task Force (BEFTF) was created by the Legislature in 2007 to build upon the work of Washington Learns by reviewing the definition and current funding formulas of basic education, developing options for a new funding structure and formulas, and proposing a new definition of basic education. After a year and a half, the task force produced a final report with recommendations redefining basic education as “the opportunity for all students to meet new, more rigorous high school graduation requirements (Core 24) proposed by the State Board of Education” and calling for a broader definition of basic education than what the state is currently obligated to fund.

Engrossed Substitute House Bill 2261 was passed in 2009 and is an education funding reform bill that lays out an approach to redefine basic education and change the way education is funded in Washington. It includes assignments to various agencies, establishes a variety of specialized workgroups and an oversight committee called the QEC, as well as establishes specific reporting deadlines.

Quality Education Council (QEC) was created by the Legislature through Engrossed Substitute House Bill 2261, the education reform bill that passed during the 2009 session. Its purpose is to develop recommendations for the implementation of a new definition of basic education and the financing necessary to support it. Superintendent Dorn chairs the QEC. The council will produce its first report to the legislature in January 2010.

Funding Formula Work Group (FFWG) was created through House Bill 2261 that was passed by the legislature in 2009. The work group will make recommendations to the QEC and the legislature regarding an implementation schedule for phasing-in a new definition of basic education and associated funding increases, as well as examine and present possible sources of revenue to support increases in education funding.

STATE BOARDS & AGENCIES

The **Professional Educator Standards Board (PESB)** is a state policy board made up predominately of educators, and specifically teachers. The board has the responsibility and authority for policy and oversight of Washington's system of educator preparation, certification, continuing education and assignment. Some of the work tasked to the PESB in House Bill 2261 is to develop a definition for master teacher, incorporate cultural competency into the teaching standards and participate on the QEC.

The **State Board of Education (SBE)** is a state policy board tasked to lead the development of K-12 policy, provide system oversight, and advocate for student success. The board seeks to improve achievement for all students, increase graduation rates, and prepare students for post-secondary education and the 21st century world of work and citizenship. The passage of House Bill 2261 reinforced the board's work in setting new graduation requirements (CORE 24) and the

development of a state-wide accountability system. The Chair of the SBE is also a member of the QEC.

The **Office of Financial Management (OFM)** is a state agency that provides information, fiscal services and policy support to the Governor, Legislature and state agencies. It plays a central role in the state's budget planning, policy development, and fiscal administration for the executive branch. It is also tasked to lead and support the finance work called for of House Bill 2261.

The **Department of Early Learning (DEL)** was created in 2006 by the Governor and is the first Cabinet-level agency of its kind in the nation. DEL's work focuses on children's earliest years of life -- almost half a million children in Washington ages birth to six, offering information and resources for parents, caregivers and daycare providers.

FUNDING CONCEPTS

Basic Education: In 1977 the Legislature adopted the Basic Education Act which defines and guarantees funding for basic education for all students in Washington. Under the Revised Code of Washington (RCW) 28A.150.200 "The legislature defines the program of basic education under this chapter as that which is necessary to provide the opportunity to develop the knowledge and skills necessary to meet the state- established high school graduation requirements that are intended to allow students to have the opportunity to graduate with a meaningful diploma that prepares them for postsecondary education, gainful employment, and citizenship

Insolvency: Districts that cannot balance their budgets and provide the educational services for students because their district costs exceed the state and federal funding they receive and their local funding sources cannot make up the difference.

Local Levy Revenue: Funding generated from local property taxes to support the day-to-day operations of a school district. Under state law, local levies are not intended to supplant the state's funding of basic education programs. However, there is evidence that indicates that local funds are being used to fund the programs under basic education.

Funding formulas: The formulas used by the state to drive both federal and state dollars to districts.

Prototypical school: Research-based design for a typical Washington State elementary, middle and high school meant to create a learning environment conducive to student achievement.

Instructional and classroom elements: The elements used to build the prototypical school.

Allocation: The funding provided to school districts for a staffing costs (example: certificated instructional or classified salaries and benefits), specific programs (example: Special Education or Transitional Bilingual Program) or resources (example: utilities, textbooks or professional development).