2014 LEGISLATIVE SESSION REVIEW

Highlights:

• No supplemental capital budget was passed.

• Legislative focused on space for all-day kindergarten, K-3 class size reduction and STEM
  • HB2797 All-Day Kindergarten and K-3 Class Size
  • SB 6483 All-Day Kindergarten, K-3 Class Size and STEM

Bill signed into law
• HB 2555 Alternative Contracting
  • Requires the inclusion of building performance goals and validation requirements in request for proposals.
HB 2797 OVERVIEW

Summary:

• $707 million
  • Would have authorized the issuance of bonds against state lottery revenues to address space needs for all-day kindergarten and K-3 class size reduction.
  
  • Funding would be provided for schools with unhoused K-3 students based on 90 square feet per student allocation.

• Type of Space Funded
  • Permanent Space
  • Modular
  • Portables
SB 6483 OVERVIEW

Summary:

- $825 million General Obligation Bonds
  - $275 million STEM
  - $275 million All-Day Kindergarten
  - $275 million K-3 Class Size Reduction

STEM Grants

- Modernization of STEM facilities
- Development of STEM Facilities

OSPI would have been required to work with the statewide STEM organization in the development of the grant program. The STEM organization would have been required to evaluate and rank the projects for funding.

New space added would be included in the eligible inventory for SCAP.
SB 6483 OVERVIEW

Summary:

All-Day Kindergarten Grants
  • New Permanent Classrooms
  • Modular

OSPI would have been required to work with an seven member advisory committee to develop grant program. The committee would review grant applications and rank the projects.

New space added would be included in the eligible inventory for SCAP.
K-3 Class Size Grants – Report Requirement
OPS1 would have been required to prepare a report
to the legislature regarding it’s recommendation
and determinations to implement a K-3 class size
reduction grant program.

In developing the grant program, OSPI would have
been required to incorporate the “features” from the
Washington Institute for Public Policy which
produce the most gains in student outcomes.

The two features are:
• Actual number of students in a physical
classroom
• Smaller student to teacher ratios

Inventory
Required OSPI to complete an inventory of public
school classrooms.