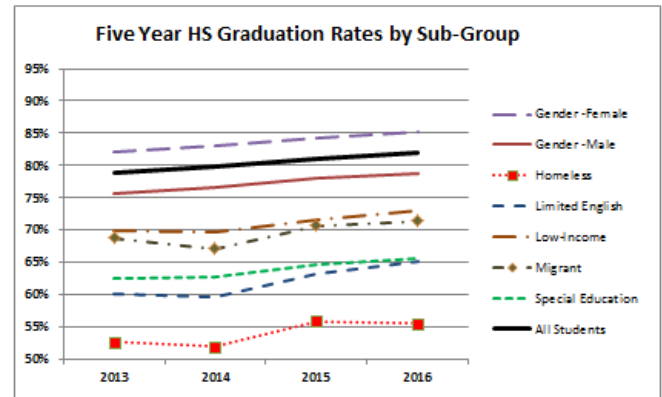
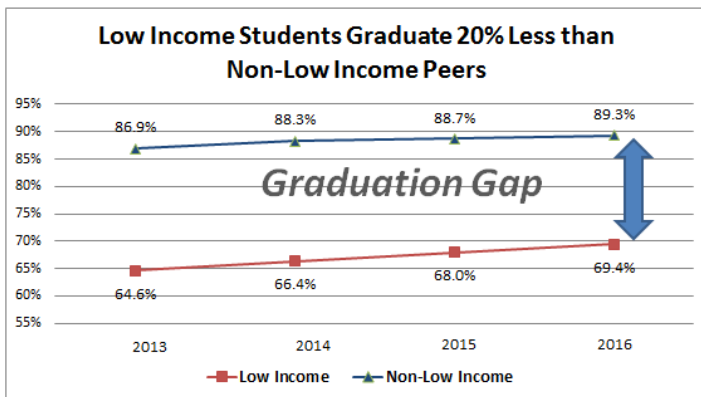


**The opportunity and achievement gaps are evident in Kindergarten readiness, Smarter Balanced Assessment scores, and high school graduation rates along socio-economic and racial demographic groups<sup>1</sup>. Washington state must make strategic investments in staff and services to close these gaps.**

**High School Graduation Gaps** - Low-income students graduate high school at a 20% lower rate than their non-low income peers and as well as other sub-groups.<sup>2</sup>



## Proposed Solutions

Washington State PTA shall support legislation or policies that include non-regressive revenue sources for any new funds needed to achieve the following:

### 1. Close Special Education Funding Gaps

Washington is the only state in the United States with an artificial cap on Special Education funding, and total Special Education funding does not meet federal IDEA requirements<sup>3</sup>. As of 2015-16, the projected Special Education funding shortfall was \$164 million<sup>4</sup>.

### 2. Increase the Prototypical School Model (PSM) to Initiative 1351 Levels

Non-teaching staff such as nurses, counselors, social workers, psychologists and parent involvement coordinators are critical to supporting the needs of students. The Quality Education Council proposed increasing the ratios by 2018<sup>5</sup>, and voters approved increased ratios in I-1351<sup>6</sup>.

### 3. Allow School Districts to Choose Between the Two Enrichment Limits and Increase the Local Effort Assistance (LEA) ceiling

- Levies provide local funds, for local programs. Modify the current law<sup>8</sup> from the "lesser of" two levels: \$2500/student or \$1.50/\$1000 assessed value, to "the choice of" the same two options.
- Remove the penalty for LEA districts and enable them to raise the same \$2500 (versus \$1,500 cap).

*(please continue to next page)*

#### For More Information

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#### 4. Include a Categorical Allocation for High Mobility Students

In 2009, the legislature reaffirmed that the program of basic education includes supplemental instruction for students in special education, transitional bilingual instructional, learning assistance program, and the highly capable programs.<sup>7</sup> High-mobility students (e.g., homeless, foster care, and migrant students) graduate at lower rates<sup>2</sup> and require extra funding and supports for transportation, social services, counseling, and academics:

WA State Avg: 82%      Foster Students: 47%      Homeless Students: 55%      Migrant Students: 67%

#### 5. Expand High Poverty Learning Assistance (LAP) by Lowering the Threshold to Statewide FRPL Average

High poverty LAP provides funding to schools with more than 50% FRPL Students (using a rolling 3-year average). The 50% threshold is higher than current 43% state FRPL student average. *Lowering the threshold to the FRL state average (43%) would provide support to 222 more schools and 50,000 more FRPL-eligible students<sup>9</sup>.*

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