Following the adoption of the 2013–15 state budget, WASA staff heard from many administrators about implementation concerns, including the compliance with new rules. Five key areas most frequently mentioned are All Day Kindergarten, Class Size Reduction, the Learning Assistance Program (LAP), Increased Instructional Hours, and the Use of Portable Classrooms. More details about these issues are provided below.

**State-funded All Day Kindergarten**—$90 million was provided to expand full day kindergarten programs from 22 percent of kindergarten enrollment to 43.75 percent of kindergarten enrollment. Schools with the highest percentage of students eligible for the federal Free and Reduced Lunch program receive the funding first. Some districts have had to forgo enhanced funding because they did not have the capital capacity to expand their kindergarten programs. Necessary staffing costs also exceed the amount of new funding.

**K–1 Class Size Reduction**—$104 million was provided to assist schools with the highest poverty to reduce class sizes in kindergarten and first grade. Enhanced funding for class size reduction is contingent on the individual school’s “demonstrated actual average class size.” The current compliance calculation is based on class sizes per grade and per school, rather than on a district basis combining grades K–1, resulting in additional necessary expenditures beyond the funding provided. Capital capacity is also an issue for many districts.

**Learning Assistance Program**—$143 million was provided to increase allocations for the Learning Assistance Program. Legislation and budget provisos accompanying the funding enhancement require districts to prioritize LAP funds for early-grade reading proficiency. This forces districts to shift current LAP funding from intervention programs in grades 5–12 to grades K–4, leaving the upper grades without support. Also, due to federal “no supplant” rules, Title I funds may be precluded from being used for K–4 reading readiness until LAP funding has been exhausted. This effectively eliminates the flexible use of LAP funds. Additionally, to ensure compliance with the new requirements, districts have a series of new reporting requirements.

**Increased Instructional Hours for Grades 7–12**—$97 million was provided to increase required instructional hours from 1,000 to 1,080 hours per year in grades seven through twelve, beginning in the 2014–15 school year. Additional instructional hours in the upper grades will necessarily expand the number of hours teachers are teaching, while teachers in grades K–6 will continue a 1,000 hour instructional schedule. This could force labor strife, as different sets of teachers will have different requirements. Upper grade teachers will likely seek enhanced compensation for additional hours of work, while lower grade teachers will be left behind. There may also be an issue with elementary hours to the degree that school districts used excess high school hours to meet the previous 1,000-hour average requirement.

**Use of Portable Classrooms**—Growing enrollments in many districts, coupled with the expansion of all day kindergarten programs and a significant reduction in class sizes (K–4), will force districts to expand their facility space. Many districts will be forced to use portable classrooms, either as a stop-gap measure until bond funding can catch up or as a permanent solution if local bonds are unsuccessful. The State Building Code Council is preparing to rule on an interpretation of fire codes for portable classrooms. Depending on the Council’s decision, school districts may be required to install sprinkler systems and/or fire barriers, escalating the costs of portables.