



TWIO

This Week In Olympia

Special Edition: Final Budgets Released

March 7, 2024



About TWIO

This Week in Olympia (TWIO) is published by WASA in support of our members and members of our partners in WASBO, WSPA, and WAMOA.

TWIO is emailed each Friday during the Legislative Session and archived on WASA's website at <https://wasa-oly.org/WASA/TWIO>.



As the Legislature is set to adjourn this evening, the most important pieces of the puzzle—the budgets—are crawling out from the back rooms. We heard over the weekend the Supplemental Capital Budget and the Supplemental Transportation Budget negotiations were complete, yet there was no word about the Supplemental Operating Budget. Like it so often happens, however, just when folks started to believe legislators would not be able to finish on time, the news was out that budget-writers had a breakthrough.

The final, compromise Capital Budget ([SB 5949](#)) was released Tuesday afternoon and passed both houses yesterday. Farther below are the major details of the K–12 portion of the final Supplemental Capital Budget.

The final, compromise Operating Budget ([SB 5950](#)) was released yesterday at noon and will be adopted by both houses later today. Immediately below are the major K–12 components of the final Operating Budget.

The final, compromise Transportation Budget (HB 2134) was also released earlier this week, and will be adopted sometime prior to tonight's adjournment. On the Transportation Budget, as we have mentioned before, there is not much for K–12 in that package; however, what is provided, we will discuss in our End of Session Report. Two things we know: at the least, there will be additional funding for Safe Routes to School; and there is grant funding for zero-emission busses.

2024 Supplemental Operating Budget

The final 2024 Operating Budget increases spending beyond the underlying 2023–25 Operating Budget by \$2.14 billion (approximately 3.1 percent). Total appropriations for 2023–25 would increase to \$71.95 billion. This is about \$80.0 million less than the House proposed and almost \$280.0 million more than the Senate proposed.

K–12 Education funding increases by \$525.5 million. This is more than the initial House proposal (\$449.7 million) and more than the initial Senate proposal (\$458.4 million). Maintenance Level funding of \$190.5 million was included in both Chambers' proposals and that number remained fixed in the final compromise. Neither of the original proposals included the pupil transportation "correction" of \$76.9 million in their Maintenance Level spending and it was not included in the Maintenance Level in the final Budget. The total spending level for K–12 remains the same; however, it artificially inflates the Policy Level spending. (More discussion of this below.)

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Discretionary, Policy Level spending on K–12 in the original House proposal was \$259.2 million, while the Senate proposed \$267.9 million. The final, compromise Budget provides \$335.0 million. While we can be pleased that the final spending package for K–12 is greater than originally proposed by either house (or much more than Governor Inslee’s request of \$141.7 million), the K–12 budget still is not “great.” And, what about that pupil transportation “correction,” again? If that Maintenance Level expense was actually included in the proper Maintenance Level column, the final Policy Level increase for K–12 education would be \$258.1 million.

Coming into the Session, K–12’s share of the overall Operating Budget sat at 43.7 percent (down from a peak of 52 percent just five years ago). As we leave the 2024 Session tomorrow, K–12’s share of the overall Operating Budget goes down to 43.4 percent (and I’m rounding up; the actual number is 43.36 percent). Maybe it is time to dial up TVW and watch the Legislature’s opening day last year, when all legislators had to raise their hand and swear an oath to uphold the state constitution—which clearly declares K–12 education as the paramount duty—the first, and highest priority. Maybe, if we watch closely, we will be able to see how many of them were crossing their fingers behind their back.

Well, as frustrating as the Session has been, and how underwhelming this Operating Budget happens to be, it could have been worse. (Although it is hard to imagine how.) Even so, we did have some wins, both in budget and policy. Credit goes to all of you who continued to engage throughout the Session and made an extra effort to step up when we sent out a “Call to Action.” We will relish the wins—and build off of the momentum gained where we lost.

Below are the major K–12 details of the final 2024 Supplemental Operating Budget. We will provide a more comprehensive, deep dive in our End of Session Report. If you are interested in the complete gory details, in-depth information is available on the Legislature’s [budget website](#). There you can find a summary, the budget outlook, complete agency details, and other useful information.

Pupil Transportation—\$77.5 million

- \$76.9 million is provided to OSPI to account for a “transportation correction” in the allocation of transportation funding to school districts.
- \$425,000 is appropriated to allow contract bus drivers and related staff to opt into health and retirement benefits as required in [HB 1248](#).
- \$200,000 is provided to implement [SB 6031](#), which requires OSPI to study transportation formulas by comparing current formulas with alternative allocation formulas. The original SB 6031 would have provided school districts with flexibility to use their transportation allocation for vans or other passenger vehicles, rather than being forced to buy a big, yellow school bus. This underlying language was stripped out in the House and replaced with a required OSPI analysis of pupil transportation. At the time of this writing, SB 6031 is in dispute, and it is unclear if it will be adopted or not—and in what form if it does pass.

NOTE: It is important to discuss the \$76.9 million appropriation for the “transportation correction.” The pupil transportation formula is complicated (one of the reasons we have been fighting for a new, more transparent, and predictable formula); however, in very simple terms, the OSPI request for transportation allocations is an estimate of the expected cost of operating student transportation service, based on prior year information. The Legislature funds this estimate in the Operating Budget; however, OSPI is required to provide an update on expenditures based on district data from spring, fall, and winter (in this case, spring 2023, fall 2023, and winter 2024). This year, it was determined that the estimated cost (and, therefore, funding) was almost \$77 million less than needed. As required, in mid-February, OSPI provided the updated data to the Legislature, and they responded with an additional appropriation to “fully fund” pupil transportation (at least fully fund, based on a flawed formula).

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The problem is that the “transportation correction” is clearly made to ensure funding for pupil transportation is made whole for the 2023–24 school year. This increase is NOT a discretionary “Policy Level” choice; it is mandatory. Required funding changes, as this correction is, are really “Maintenance Level” funding. If you read through any of the 2024 Supplemental Operating Budget materials (summary, agency detail, etc.), however, you will see that the \$76.9 million “transportation correction” incorrectly falls in the Policy Level category.

The point is, increases in funding for K–12 education in this budget is meager, to say the least; however, most legislators will include the REQUIRED transportation increase in their discussions about how much they funded K–12 this year. The minimal discretionary increase of approximately \$330 million is closer to an even more paltry \$250 million.

Prototypical School Staffing—\$71.8 million

Funding is provided to implement [SB 5882](#), modifying the Prototypical School Funding Model by increasing staff allocations for paraeducators, office support, and noninstructional aides), which increases staff allocations for paraeducators, office supports and noninstructional aides. As required by SB 5882, staffing ratios will be increased beginning in the current 2023–24 school year. The first month’s payment after the bill is enacted is required to include the additional amounts from the beginning of the 2023–24 school year through that month. Currently, it is assumed allocations will be provided in July or August apportionment payments.

Community Eligibility Provision—\$45.0 million

Additional funding is provided for reimbursements to school districts for schools and groups of schools required to participate in the federal Community Eligibility Provision for meals not reimbursed at the federal free meal rate.

MSOC Adjustment—\$43.6 million

Funding is increased for Materials, Supplies, and Operating Costs (MSOC), as required under [HB 2494](#). Per student funding for all general education students is increased by \$21 in the current 2023–24 school year. Per student allocations increase from a total of \$1,482.44 in the underlying 2023–25 Operating Budget to \$1,504.44. The bill specifically increases three components: Utilities and Insurance; Instructional Professional Development for Certificated and Classified Staff; and Security and Central Office Administration.

It should be noted that under current law, MSOC per student allocations must be “adjusted annually for inflation.” “Inflation,” however, is not specifically defined in law or the Budget, nor is it clarified in HB 2494. Additionally, HB 2494 only increases per student allocations in the 2023–24 school year (by \$21 per student), and those allocations are increased by inflation for the 2024–25 school year. The underlying 2023–25 Operating Budget provided for a 2.1 percent “inflationary” increase from the 2023–24 school year to the 2024–25 school year. Separate from increases provided for in HB 2494, the 2024 Supplemental Operating Budget adjusts the “inflationary” rate applied to per student allocations in the 2024–25 school year from 2.1 percent to 1.9 percent. For the three components noted above, per student rates in 2024–25 is higher in the Supplemental Operating Budget than provided for in the underlying Budget; however, the remaining components, including per student allocations for students in grades 9–12, are lower in the new Budget than were adopted in the underlying Budget due to the reduced inflationary rate.

This backdoor reduction of the inflation rate makes it even more imperative that we press the Legislature for a substantial (and more realistic) increase in MSOC allocations in 2025.

Special Education Enrollment Cap—\$19.6 million

In 2023, the Legislature increased the special education enrollment cap from 13.7 percent to 15.0 percent. The 2024 Supplemental Operating Budget provides

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funding to increase the enrollment cap to 16.0 percent, beginning in the 2024–25 school year, as required by [HB 2180](#).

Also, in a separate section of the Budget, the Office of the State Auditor is provided \$800,000 for a special education performance audit. As required by HB 2180, the Auditor must review the prevalence of disabilities and whether the provisions and funding for evaluating students and providing services reflects the prevalence of disabilities, including whether any populations are disparately under evaluated or underserved. The Auditor must consult with OSPI in conducting the review. The Auditor must report findings and recommendations to the governor and the Legislature by November 30, 2025.

Charter Enrichment—\$7.8 million

The final Budget provides a \$1,500 per student “enrichment” payment to Charter Schools. NOTE: This funding comes from the Washington Opportunity Pathways Account, not the state’s General Fund.

Inclusionary Practices—\$5.0 million

In the 2019–21 and 2021–23 Operating Budgets, OSPI was provided \$10.0 million per biennium (\$5.0 million each year) to support the Inclusionary Practices Project (IPP). IPP provides professional development to promote the inclusion of special education students within the general education classroom. WASA was one of the grant recipients in the initial phase of IPP and has continued working with OSPI as the Project continues. Funding has supported public school classroom teachers by providing mentors who are experts in best practices for inclusive education, differentiated instruction, and individualized instruction.

The 2023–25 Operating Budget only provided \$5.0 million to continue to support the Project and there were questions about whether work could continue. Ultimately, the 2024 Supplemental Operating Budget provides an additional \$5.0 million to continue the work in the second year of the biennium.

Unfortunately, while this is essentially a stand-alone program, budget-writers included the funding as a part of professional development funding for student isolation and restraint. The new funding and proviso language is embedded in the Budget with funding for demonstration sites and conversations have begun about whether those issues can be separated or have to be dealt with together. It appears there is a clear dividing line between the two programs; however, making assumptions about legislators’ intent can be dangerous.

Proviso language continues to require funding for mentors to be prioritized to the public schools with the highest percentage of students with Individualized Education Programs (IEPs) aged three through 21 who spend the least amount of time in general education classrooms.

High School and Beyond Plan—\$4.6 million

Additional funding is provided for E2SSB 5243 (2023) which requires OSPI to facilitate the transition to a universal online platform for the High School and Beyond Plan (HSBP), and develop a preliminary list of existing vendors who can provide or build a platform.

Special Education Recruitment—\$3.5 million

Funding is provided to OSPI to contract with an approved educator preparation program run by a statewide labor organization representing educators to fund cohorts of special education teacher residents who will complete a year-long program that combines professional training and coursework with in-the-classroom co-teaching experience alongside a mentor teacher. Through completing this program, participants will attain a teaching certification with an endorsement in special education.

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Ninth Grade Success—\$3.0 million

Funding is provided for grants to school districts for Ninth Grade Success. Part of the appropriation is provided for OSPI to contract with an evaluator to conduct a yearly evaluation of the program's success.

IT Academy—\$3.0 million

Funding is provided for the statewide information technology program. This public-private partnership will provide educational software, as well as information technology certification and software training opportunities for students and staff in public schools.

Experience Factor—\$1.8 million

During the 2023 Session, many school districts were scheduled to lose their four percent Experience Factor due to last year's "rebase." The 2023–25 Operating Budget provided funding to allow those districts to have their Experience Factor phase down slowly, rather than immediately lose the full four percent. These districts retained a two percent Experience Factor in the 2023–24 school year and were set to lose the remaining two percent in the 2024–25 school year. The 2024 Supplemental Operating Budget provides funding to again support those districts and allow for a one percent Experience Factor, rather than eliminating the factor. For an updated list of Experience Factors, see [LEAP Document 3, March 3, 2024 at 11:16 hours](#).

School District Compliance Review—\$1.5 million

Funding is provided for OSPI to conduct a one-time compliance review of every school district in Washington between July 2024 and July 2025 related to compliance with state nondiscrimination laws, Chapters 28A.640 RCW and 28A.642 RCW, and federal nondiscrimination laws.

Non-Public Schools Assistance—\$1.4 million

Federal funding (via the Coronavirus State Fiscal Recovery Fund) is provided for reimbursement to eligible non-public schools that requested but were not reimbursed for emergency assistance to non-public schools, as required by the U.S. Department of Education.

Access to Skills Centers—\$1.4 million

Funding is provided for grants to small school districts, with less than 750 students, to enable access to regional Skills Centers for Career and Technical Education.

Tribal Schools Opioid Pilot—\$900,000

Funding is provided for OSPI to administer a pilot program for State-Tribal Education Compact Schools and before- and after-school programs offered by tribes to adopt opioid and fentanyl abuse prevention materials and resources during the 2024–25 school year.

Workforce Vacancy Tool Study—\$720,000

Funding is provided to OSPI to conduct a feasibility study into the costs and timeline for developing a database and tool to identify real-time and future educator workforce shortages.

Emergency Substitute Pipeline—\$621,000

Funding is provided to OSPI to contract with a statewide labor association that represents educators to provide a suite of supports and professional development opportunities for 15,000 substitute teachers working in schools. Supports include relational conversations, online and in-person professional development, SubCommunities, career coaching, and the SubPosium.

Special Education Safety Net—\$581,000

Funding is provided to implement [SB 5852](#), which requires safety net awards to only be adjusted for errors in applications or Individualized Education Programs that materially affect the demonstration of need.

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Statewide IEP Feasibility Study—\$500,000

Funding is provided to conduct a feasibility study for an online, statewide Individualized Education Program (IEP) system.

Therapeutic Educational Program—\$500,000

Funding is provided for ESD 112 to implement a therapeutic educational program for students in Clark, Cowlitz, and Skamania counties.

I-2081 Technical Assistance—\$500,000

Funding is provided for OSPI to develop guidance and provide technical assistance to school districts on the implementation of [Initiative 2081](#), regarding Parents' Rights.

Core Plus Programs—\$500,000

Funding is provided to OSPI to implement [HB 2236](#). The bill directs OSPI, in collaboration with the State Board for Community and Technical Colleges, the Department of Health, the Health Workforce Council, and others, to develop an Allied Health Professions Career and Technical Education Core Plus Program.

Inclusive Learning Standards—\$430,000

Funding is provided to implement [SB 5462](#), which updates learning standards to include the histories, contributions, and perspectives of LGBTQ people and recreates an open educational resource database for developing inclusive criteria.

Continuing Education—\$426,000

Funding is provided to implement [HB 1377](#) which, among other provisions, requires the Professional Educator Standards Board, in consultation with OSPI to submit a report to the Legislature on how to implement an auditing system of continuing education providers, in particular regarding equity-based school practices.

Empowering Youth—\$425,000

Funding is provided to OSPI for a pilot project to providing grants to school districts to provide opportunities for youth to participate in high demand Science, Technology, Engineering, and Math (STEM) careers.

Special Education/nonpublic—\$411,000

Additional funding is provided for implementation of [E2SSB 5315](#) (2023) which expands OSPI's duties regarding nonpublic agencies that contract with school districts to provide special education programs for students with disabilities.

Tribes/K–12 Instruction—\$400,000

Funding is provided to OSPI to administer grants to support the incorporation of tribal curriculum into social studies curricula. The tribal curriculum must include materials about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, including federally recognized Indian tribes whose traditional lands and territories included parts of Washington, but that now reside in Oregon, Idaho, and British Columbia, for the purpose of giving students the opportunity to learn about the unique heritage and experience of their closest federally recognized tribal neighbors. Grant funding may be used for costs associated with curriculum design and implementation and costs related to collaboration with federally recognized Indian tribes, including 23 reimbursements to tribes for collaboration-related costs.

\$200,000 of the appropriation must be used to provide grants to school districts; and \$200,000 of the appropriation must be used for grants to federally recognized Indian tribes, including federally recognized Indian tribes whose traditional lands and territories included parts of Washington, but that now reside in Oregon, Idaho, and British Columbia.

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ESD 112 Teacher Residency Program—\$400,000

Funding is provided for a teacher residency program located at ESD 112, which will fund tuition and faculty costs for new certified teachers during the 2024–25 school year.

Apprenticeship Preparation Programs—\$400,000

Funding is provided for the Federal Way School District to contract with an organization to offer state-recognized apprenticeship preparation program opportunities for high school students in south King County in the summer.

Healthcare Industry Credential Fees—\$375,000

Funding is provided for OSPI to subsidize the cost of health-care-based industry-recognized credentials required for employment for students enrolled in health care courses in Skills Centers and comprehensive high school programs.

Parent Coaching Program—\$350,000

Funding is provided for OSPI to contract with a nonprofit organization for a parent coaching program that provides educational and communication tools for parents that have children ages 10 through 18 who are involved in youth violence.

Substance Use Prevention Education—\$334,000

Funding is provided to implement [HB 1956](#), which requires OSPI to develop and periodically update age-appropriate substance use prevention and awareness materials for school and classroom use.

Food Insecurity Support—\$300,000

Funding is provided for OSPI to contract with an organization that provides bags of food for students in Thurston County schools who are impacted by food insecurity and do not have adequate access to food in the evenings, on weekends, during holiday breaks, and during the summer months.

FieldSTEM Program Increase—\$250,000

Additional funding is provided for the FieldSTEM program, which helps classroom teachers, schools and school districts implement equitable and culturally relevant environmental and sustainability education.

Life Skills Training—\$250,000

Funding is provided for life skills training to children and youth that was previously funded through grants from the Health Care Authority.

Principal/Superintendent Internships—\$223,000

Additional funding is provided for the Leadership Internship Program for superintendents, principals, and program administrators.

Tribal School Support—\$210,000

Funding is provided to support State-Tribal Education Compact Schools that have less than 800 enrolled students, are located in urban or suburban areas, and budgeted for less than \$20,000 per pupil in general fund expenditures in the 2022–23 school year. OSPI is required to allocate additional funds to these eligible schools. To determine the additional allocation, OSPI must multiply the school’s budgeted enrollment in the 2022–23 school year by the lesser of 1) \$1,550 or 2) \$20,000 minus the school districts or school’s budgeted general fund expenditures per pupil in the 2022–23 school year.

NOTE: Both the House and Senate proposals included funding for Small School Support; however, the House proposal did not include State-Tribal Education Compact Schools. In a reversal, the final Budget only provides support for State-Tribal Education Compact Schools and does not provide assistance to other small schools or small districts.

Behavioral Health Specialists—\$200,000

Funding is provided for the Nooksack Tribe to fund behavioral health specialists to work with tribal and non-tribal children in the Mount Baker School District.

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OSPI Customer Support Staff—\$199,000

Funding is provided for OSPI to hire one additional FTE focused on fiscal analysis.

Teacher Preparation Programs—\$188,000

Provides funding for the Professional Educator Standards Board to convene two work groups to review implementation of new and existing standards in teacher preparation programs and to perform preparation program gap analyses.

Dual & Tribal Language Education—\$185,000

Funding is provided to implement [HB 1228](#), which creates grant programs for establishing or expanding dual language and tribal language education programs; requires literacy supports in service of American Indian and Alaska Native students. \$35,000 of the appropriation is provided in Fiscal Year 2024 to the Professional Educator Standards Board and the Paraeducator Board to collaborate with OSPI to align bilingual education and English language learner endorsement standards and to determine language assessment requirements for multilingual teachers and paraeducators, as required by HB 1228. Additionally, a previously provided \$71,000 is shifted to be used in Fiscal Year 2025.

Seasonal Farmworkers Children Study—\$183,000

Funding is provided for OSPI to study the factors that impact education outcomes for children of seasonal farm workers in comparison to migrant students.

Tribal Liaison—\$180,000

Funding is provided for the State Board of Education and the Professional Educator Standards Board to hire 1 FTE to serve as a tribal liaison for the two boards.

Muslim and Arab Education—\$180,000

Funding is provided for the Puget Sound ESD to contract with a Washington-based Muslim and Arab community organization serving communities throughout the state, with experience in building educational campaigns and supporting Muslim and Arab students in our state and that has been incorporated in Washington for over 10 years, in partnership with an expert curriculum and professional development nonprofit organization with at least 10 years of experience, to support Washington teachers in implementing and incorporating lessons on Islamophobia in accordance with RCW 28A.150.210. If a Washington-based organization cannot be found, OSPI may seek proposals from organizations incorporated outside of Washington. Of the amounts provided, \$5,000 of the appropriation Fiscal Year 2025 is provided for the Puget Sound ESD to administer the contract.

K–12 Sexual Assault Education—\$150,000

Funding is provided for OSPI to contract with a nonprofit organization to continue sexual assault prevention programming to middle and high school students in Tacoma and expand services to the Franklin-Pierce school district.

Water Safety Pilot Program—\$150,000

Funding is provided for OSPI to contract with a nonprofit organization to administer a pilot program to develop and implement a water safety curriculum in public schools.

Mental Health Instruction—\$150,000

Funding is provided to OSPI to hire a Mental Health Instruction Implementation Coordinator to facilitate the addition of mental health education curriculum in schools. The Coordinator would:

- Work with ESDs to build awareness of learning benefits and resource availability;
- Provide training and support to school staff in the implementation of mental health education and integration into existing health curriculum;
- Facilitate OSPI website updates to reflect available mental health instruction resources and supporting data; and

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- Facilitate the addition of mental health literacy components to state learning standards and updating social emotional learning standards to reflect differentiation between the two programs and the grade-appropriate nature of each program.

AED Grant—\$150,000

Funding is provided for grants to schools to install at least one semi-automatic external defibrillator. OSPI is required to establish a grant program to assist schools to offset the costs of purchasing an Automatic External Defibrillator (AED) or to maintain or replace an AED.

Public Schools Grant Assistance—\$150,000

Funding is provided for OSPI to hire 1 FTE to support smaller school districts with applying for state, local, or other public or private grant sources.

FRPM Alternative Metric Study—\$150,000

Funding is provided to OSPI to examine how Free and Reduced-Price Meal (FRPM) data is used as a funding driver for other programs and provide recommendations for an alternative poverty metric to the Legislature.

Opioid Prevention Standards—\$125,000

Funding is provided to OSPI to work with ESDs, the Health Care Authority, and the Department of Health to review and update materials for information sessions provided to students in grades 8–12. These sessions are designed to prevent the use of opioids, including fentanyl, specifically outlining the risks of death related to uneven dosages and pills that look like prescription drugs.

Behavioral Health Supports—\$125,000

Funding is provided to expand the existing Student Assistance Professionals (SAP) Program through the ESDs. The SAP Program places intervention specialists in local schools to serve students at risk of, or who have initiated, substance abuse.

African Community—\$100,000

Additional funding is provided to OSPI to contract with an organization located in SeaTac, Washington to provide wraparound social services and expand and maintain existing education and family engagement programs that serve students and families in the Federal Way School District and the Highline School District. The organization must focus on housing and social services, education, and economic development for African immigrant and refugee communities.

Youth Development Capacity Building—\$100,000

Funding is provided for the OSPI to develop and implement capacity building supports for community-based youth development programs offering programs that serve youth between the ages of 11 and 19.

Seattle Public School Enrollment—\$100,000

Funding is provided for Seattle Public Schools to conduct an enrollment analysis to help learn why families have left the district and how they can be attracted back. The school district is required to provide a report to the Office of Financial Management and the Legislature by June 30, 2025, that addresses the reasons for families leaving the district and specific steps necessary for them to return to the district.

Student Advisory Groups—\$75,000

Funding is provided for OSPI to contract with a statewide nonprofit organization representing school principals to expand a student program for all ages with proven programs, custom curriculum, and experiential opportunities that promote school-wide social and emotional growth.

Educator Ethics & Complaints—\$67,000

Funding is provided to implement [HB 1239](#), which addresses complaints regarding conduct within or involving public elementary and secondary schools.

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\$46,000 is provided to the Professional Educator Standards Board and the Paraeducator Board to report to the Legislature on a code of educator ethics. OSPI is provided with \$21,000 to post on their website and assist school districts, public schools, and ESDs to post on their websites a prominent link to the complaint resolution and referral access point maintained by the Office of the Education Ombuds.

An additional \$559,000 is provided to the Governor’s Office of the Education Ombuds (outside of the Education budget) to create a simple and uniform access point for the receipt of complaints involving the elementary and secondary education system.

Financial Education—\$55,000

Funding is provided to implement [HB 1915](#) which, among other provisions, directs school districts, charter schools, and state-tribal education compact schools to provide high school students with access to one-half credit of financial education instruction by the 2027–28 school year. At the time of this writing, HB 1915 is in dispute, and it is unclear if it will be adopted or not—and in what form, if it does pass.

Evergreen High School ASB—\$40,000

Funding is provided for a grant to Evergreen High School in White Center to support its Associated Student Body.

Civics Education Books—\$35,000

Funding is provided for OSPI to contract with a nonprofit organization to print civics education books, as well as hard copy teachers’ guides, in Spanish for elementary students and teachers.

Americans of Chinese Descent—\$30,000

Additional funding is provided to develop and distribute age-appropriate materials for schools to utilize and to help students understand Chinese culture and history and to avoid bias and discrimination.

School Safety/Temp Employees—\$28,000

Funding is provided to implement [SB 5647](#), which requires safe school plans to include how substitute teachers and other temporary employees receive necessary information, including school safety policies and procedures.

Special Education Funding Review—\$25,000

Funding is provided to OSPI to provide a report on the utilization of special education funding.

Education Data Sharing—\$3,000

Funding is provided to implement [SB 6053](#), which requires the Washington Student Achievement Council (WSAC) to enter into data-sharing agreements with the OSPI to facilitate the transfer of high school student directory information for informing high school students of postsecondary financial aid and educational opportunities available in the state.

College Success Foundation—\$3,000

Funding is provided for the Rally for College initiative, which serves high school students by providing extra support to students that face barriers to postsecondary education.

Paraeducator Training Underspend— (\$5.2 million)

One-time savings are achieved by reducing the appropriation for paraeducator training to align with the program’s underspend in Fiscal Year 2024.

2024 Supplemental Capital Budget

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As disappointed as we were with the Operating Budget, there are a lot of good things for K–12 in the final Capital Budget. Overall spending in the final, compromise 2024 Supplemental Capital Budget total \$1.34 billion, which is about a 15.4 percent jump above the 2023–25 Capital Budget adopted last year. As often happens with Budget negotiations, the final plan does not split the difference between the proposals—instead the final package is bigger than either previous proposal. The \$1.34 billion final is \$33.9 million more than the Senate original proposed and is \$61.4 million more than the House’s initial plan.

For K–12 education, the final spending plan is \$40.8 million. That spending seems tiny when compared to the overall increase of \$1.34 billion (and it is); however, you have to remember that a major part of the K–12 facilities budget is funding for the School Construction Assistance Program (SCAP). Due to the limited passage of bonds, school district requests for financing are significantly lower than expected. Our budget includes a reduction of \$294.5 million because of the lack of demand for SCAP dollars.

Again, \$40.8 million is small and certainly is not as much as the Senate proposed: \$121.6 million. However, \$40.8 million starts to look really big, when compared to the House’s original plan. The House’s proposed spending for K–12 was a net reduction of \$81.6 million. Even with the seemingly tiny spending package, there are some important, and significant investments in K–12 construction. When the budget-writers unveiled the final Budget, their press release hailed the K–12 package as “historic.” That might be a bit of hyperbole; however, in many ways this is the best K–12 Capital Budget we have seen for a long time.

Below are the major K–12 details of the final, compromise 2024 Supplemental Capital Budget. If you want to dig deeper, the Legislature’s [budget website](#) has the final Conference Report, summaries, project lists and more.

Small District & Tribal Compact Schools Modernization—\$114.8 million

Additional funding is provided for the Small District & Tribal Compact Schools Modernization grant program. Proviso language specifies that \$86.0 million of this total is provided solely for small district modernization grants, not to exceed \$6.0 million per grant, to school districts that were awarded a planning grant in 2023–25 fiscal biennium (see [LEAP capital document No. OSPI-1-2023](#), April 10, 2023, for the list of districts). Small districts awarded a planning grant pursuant to this list that do not receive a modernization grant in the 2023–25 fiscal biennium is eligible for a modernization grant up to \$12.0 million. OSPI must report the status and award amounts of all grants awarded to the governor and the Legislature no later than October 15, 2024.

As they do currently, OSPI is required to submit a list of small school district modernization projects, as prioritized by the Advisory Committee (as described in law), to the Legislature and the governor by October 15, 2024. The list must include A description of the project; the proposed state funding level, not to exceed \$12.0 million per project; estimated total project costs; and local funding resources. New proviso language also requires OSPI to submit an alternative list with OSPI’s capital appropriations request for the 2025–27 biennium that includes small school districts with 3,000 students or less, with a state funding level not to exceed \$12.0 million per project. This list must include A description of the project; the proposed state funding level; estimated total project costs; and local funding resources.

The final Budget provides an increase of \$811,000 beyond the underlying 2023–25 Capital Budget for planning grants, not to exceed \$50,000 per district. Additionally, an increase of \$1.8 million beyond the underlying 2023–25 Capital Budget is provided solely for energy assessment grants for eligible small school districts. Grant funding awarded may be used to perform facility energy assessments of instructional buildings.

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Funds are appropriated only to fund projects approved by the Legislature, identified in [LEAP capital document No. OSPI-1-2023](#), developed April 10, 2023 and in [LEAP capital document No. OSPI-1-2024](#), developed March 2, 2024. New proviso language states that if appropriations for small districts and state-tribal compact schools specified in these documents exceeds the actual costs of funding these projects, excess funding can be reallocated to eligible projects. However, the total funding appropriated to eligible small district projects must remain allocated to eligible small district projects; and the total funding appropriated to eligible state-tribal compact school projects must remain allocated to eligible state-tribal compact school projects.

The Budget includes a provision appropriating \$2.0 million of the Common School Construction Account for preconstruction grants and administrative implementation, pursuant to [HB 1044](#) (small school district capital assistance). The proviso, however, states if HB 1044 is not enacted by June 30, 2024, the appropriation is instead provided solely for small district modernization grants, not to exceed \$6.0 million per grant, to school districts that were awarded a planning grant during the 2023–25 biennium pursuant to [LEAP capital document No. OSPI-1-2023, developed April 10, 2023](#). (NOTE: As of this writing, HB 1044 sits on the House Concurrence Calendar awaiting action.)

SCAP Enhancement—\$79.2 million

The Budget provides funding to increase the current Construction Cost Allocation (CCA or cost per square foot), used to determine the maximum cost per square foot of construction that the state will recognize in the School Construction Assistance Program (SCAP), from \$271.61 per square foot to \$375.00 per square foot in Fiscal Year 2025. Proviso language also states it is the intent of the Legislature to increase the CCA by the same inflation rate used by the Office of Financial Management’s C-100 form in subsequent years. This inflation rate is the same rate used by all other state agencies for determining future costs.

Career and Technical Education Projects—\$68.2 million

Funding is provided for the following projects:

- Cascadia Tech: Natural Resource Outdoor Learning Collaboration—\$1.2 million
- Sequim School District CTE Center of Excellence: Phase 1—\$5.0 million
- Tri-Tech Skills Centers—\$45.5 million
- Wenatchee Valley Technical Skills Center—\$14.5 million
- Whatcom County Skills Center Preconstruction—\$2.1 million

Indoor Air Quality & Energy Efficiency—\$45.0 million

Funding is provided from the Climate Commitment Account (\$30.0 million) and the Common School Construction Account (\$15.0 million).

\$11.3 million of the total appropriation is provided for: grants to school districts with enrollments exceeding 3,000 students for indoor air quality assessment grants; \$33.3 million of the total appropriation is provided for: grants to school districts with enrollments that are less than or equal to 3,000 students for assessment, installation, repair, or replacement of HVAC, air filtration enhancements, and general air quality improvements that improve student health and safety.

Grantees may: seek technical assistance from state funded entities, such as OSPI, the Department of Commerce, and the Department of Health; seek technical assistance from other entities, such as local health jurisdiction school safety programs and the Smart Buildings Center’s K–12 Ventilation and Indoor Air Quality Resource Team; and use funding awarded to seek guidance and technical assistance from commercial entities that have specialized knowledge of troubleshooting modern HVAC or smart building systems.

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Proviso language states if applications for assessment grants for school districts exceed available funding, OSPI must first prioritize grants for school districts: without existing heating, ventilation, and air-conditioning (HVAC) systems; that have documented proof of indoor air quality performance that does not meet current state energy codes; with outdated or underperforming HVAC systems; and that have the most limited financial capacity. Assessments must include professional cost estimates for mitigating the indoor air quality deficiencies identified. OSPI must collect the cost estimate data from school districts receiving a grant and report a summary of the collected cost data, as well as a list of specific capital projects for school districts developed from this data to the Legislature by January 6, 2025.

OSPI is required to first allocate, to the maximum extent feasible, the funding appropriated for grants prioritized for school districts with enrollments exceeding 3,000 students and, separately, grants prioritized for school districts with enrollments that are less than or equal to 3,000 students. However, as necessary to award grants using the Climate Commitment Account, OSPI may also prioritize grants that will improve compliance with the state's energy-related building standards in Chapter 19.27A RCW by reducing energy use intensity.

Finally, \$25,000 of the Common School Construction Account is provided for OSPI to make modifications to its Information and Condition of Schools (ICOS) system related to implementing Indoor Air Quality & Energy Efficiency grants.

Distressed Schools—\$10.4 million

Additional funding is provided for the Distressed Schools projects:

- Marysville School District—\$3.6 million
- Quilcene Elementary HVAC—\$175,000
- Whittier Elementary School—\$5.6 million
- Wishram School District Portables—\$975,000

School District Health & Safety—\$8.1 million

Additional funding is provided beyond the funding in the underlying 2023–25 Capital Budget for school district health and safety grants. An additional \$6.0 million is provided for emergency repair grants to address unexpected and imminent health and safety hazards at K–12 public schools; an additional \$1.1 million is provided for urgent repair grants to address nonrecurring urgent small repair projects at K–12 public schools that could impact the health and safety of students and staff if not completed; and an additional \$1.0 million is provided for equal access grants for facility repairs and alterations at K–12 public schools to improve compliance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA).

Energy Assessment Grants—\$5.0 million

\$4.9 million of the Climate Commitment Account is provided solely for energy assessment grants to school districts for buildings that exceed 220,000 gross square feet pursuant to compliance with the state's energy-related building standards in law. Assessments funded with this appropriation must include professional cost estimates for mitigating the energy use intensity deficiencies identified. OSPI is required to collect the cost estimate data from school districts receiving grants and report a summary of the collected cost data, as well as a list of specific capital projects for school districts developed from this data to the Legislature by January 6, 2025.

\$50,000 of the Common School Construction Account is provided for OSPI to make modifications to its Information and Condition of Schools (ICOS) system.

If applications for energy assessment grants exceed funds available, OSPI must prioritize grants for school buildings that are likely to require the most substantial improvements related to compliance with law and for school districts that have the most limited financial capacity. OSPI is required to make prioritizations using

facilities data from the ICOS database and through information provided by the school district at the time of application.

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School-based Health and Behavioral Health Clinics—\$2.1 million

Funding is provided for several school-based health and Behavioral Health Clinics:

- Bellingham Public Schools (Options High School)—\$300,000
- CHC of Snohomish County (Cascade High School)—\$244,000
- CHC of Snohomish County (Everett High School)—\$244,000
- Country Doctor CHC (Meany Middle School)—\$80,000
- Country Doctor CHC (Nova High School)—\$80,000
- HealthPoint (Evergreen High School)—\$490,000
- HealthPoint (Tyee High School)—\$490,000
- Jefferson County Public Health (Blue Heron Middle School)—\$136,000

Healthy Kids—Healthy Schools—\$1.5 million

An additional \$1.5 million is provided for Healthy Kids and Healthy Schools grants for projects that are consistent with the Healthiest Next Generation priorities. Grant funding to school districts are for the purchase of equipment or to make repairs to existing equipment that is related to improving: children’s physical health, and may include, but is not limited to, fitness playground equipment, covered play areas, and physical education equipment or related structures or renovation; and children’s nutrition, and may include, but is not limited to, garden related structures and greenhouses to provide students access to fresh produce, and kitchen equipment or upgrades.

School Construction Assistance Program Revision (SCAPR) Planning—\$1.0 million

Funding is provided to OSPI to develop a proposal to modify and improve efficiencies within, and access to, the School Construction Assistance Program and to identify cost-saving measures for awarding state grants for the construction and modernization of common school facilities; contract with a consultant to develop the proposal; and facilitate a stakeholder process.

The proposal development process is required to include iterative consultation and meetings with the following entities:

- school districts, including ESDs, from all regions of the state and representing a variety of rural, urban, and suburban districts of various sizes;
- the governor or the governor’s designee;
- the Chairs and Ranking Members of the appropriate fiscal committees of the Legislature or their designees;
- OSPI’s Technical Advisory Committee (TAC);
- a statewide education employee organization; and
- other stakeholders deemed appropriate by the stakeholder group

No later than June 15, 2024, OSPI is required to convene a meeting with the Chairs and Ranking Members of the appropriate fiscal committees of the Legislature or their designees to discuss: a work plan; a draft Request for Proposals to hire a consultant; a facilitation plan that may include professional facilitation; and a schedule.

The proposal being developed is required to include options for how the state could create:

- A process that recognizes the substantial variation between district sizes and financial capacities that categorizes reasonably comparable applicants

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into distinct school district groupings in order to foster a fair and equitable prioritization of projects;

- A process for prioritizing requests for state funding for school construction that results in ranked project lists, using the groupings developed as described in the previous bullet-point for the governor and Legislature’s consideration during the biennial budget development process;
- A formula or formulas for determining the state and school district shares of project cost, which may vary across the groupings established as described in the first bullet-point;
 - The formula for determining the state and school district shares of project cost must include consideration of: district incorporation of prototypical designs; factors related to school district financial capacity, including remaining debt capacity, property tax rates, and median household income; the market price of construction per square foot, with consideration of regional cost differences; and any other factors deemed appropriate by OSPI
- Policies regarding allowable space types and quantities to meet current and future instructional requirements and initiatives;
- A recommendation regarding the appropriate entity, such as an advisory committee, to evaluate and prioritize project applications;
- Recommendations related to the development of prototypical school designs intended to enhance the student learning environment and the useful life of facilities, while also reducing design and construction costs; and
- A phase-in schedule for changes to the school construction funding formulas that honors planning and currently authorized bonds that were developed based on current program rules

The project prioritization process developed, as described above must include consideration of:

- District incorporation of prototypical designs;
- Projected enrollment;
- Facility condition and age;
- Factors related to school district financial capacity, including property valuation, remaining debt capacity, and any special circumstances that may impact districts’ ability to fund capital projects;
- Natural hazard conditions, including seismic and tsunami risk; and
- Any other factors deemed appropriate by OSPI

OSPI is required to submit: an interim progress report the governor and the Legislature, no later than March 15, 2025; and a final report containing the proposal developed to the governor and the Legislature, no later than September 30, 2025.

School Construction Assistance Program— (\$294.5 million)

Funding for SCAP grants is reduced. Technically, this is not a “cut”—it simply is an adjustment reflecting less SCAP demand due to the unanticipated lower number of capital bonds approved by school district voters over the last few years.

Additional Details

Funding Source Change

There is no fiscal impact; however, the following projects/programs originally funded by bonds in the underlying 2023–25 Capital Budget are funded by funds from the Common School Construction Account in the new 2024 Supplemental

Capital Budget: West Sound Technical Skills Center (\$40.6 million); School District Health and Safety (\$20.2 million); and 2023–25 Skills Center Minor Works (\$5.1 million)

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Clean Buildings

The section of the 2024 Supplemental Capital Budget dealing with the School Construction Assistance Program includes new proviso language. The new proviso requires OSPI to consult with the Department of Enterprise Services and the Department of Commerce to identify cost-effective steps for new buildings and building modernization projects to comply with the Clean Buildings Act.

LED Lighting

In the 2022 Supplemental Capital Budget, grant funding (\$1.5 million) was provided through the Healthy Kids—Healthy Schools grant program to support public schools, including charter and state-tribal compact schools, in removing, disposing, and replacing T-12 lighting fixtures and ballasts, manufactured in or before 1979 with energy-efficient LED lighting.

The 2022 Supplemental Capital Budget stipulated that state grant funding may be used for all school districts, state-tribal education compact schools, and public charter school buildings, but funding is required to be prioritized for buildings that are not under contract to be replaced or modernized. State grant funding may only be expended after all applicable funding from utility company rebate programs available to schools in the state has been exhausted. Among other things, proviso language requires OSPI to provide information to state grant applicants related to identifying the year of T-12 lighting fixture and ballast manufacture. OSPI also has the authority to adopt rules to administer the program.

The 2024 Supplemental Capital Budget reappropriates this funding—and adds new proviso language. The new proviso language states the requirements in the 2022 Supplemental Capital Budget still apply; however, during the 2023–25 biennium, OSPI may contract with an organization of educational facilities and maintenance professionals located in the state for the purpose of assisting school districts with identifying T-12 lighting fixtures and ballasts manufactured in or before 1979. The proviso continues, stipulating the organization contracted must provide information to school districts, as determined by OSPI, regarding the availability of state grant funding and utility company rebate programs for the replacement of T-12 lighting with energy-efficient LED lighting. The contract awarded is not allowed to exceed \$100,000.

Climate Resilience & Environmental Equity Campus

The Department of Commerce is provided with \$250,000 to contract with an economic development corporation to analyze and provide recommendations related to the creation and implementation of a Climate Resilience & Environmental Equity Campus to be located in southern King County. Proviso language requires the analysis process to include iterative consultation with a series of stakeholders, including OSPI.

Among other things the Climate Resilience & Environmental Equity Campus is intended to create educational opportunities for younger learners, including those enrolled in early learning and in kindergarten through the 12th grade, to engage with climate science and the natural world.

Community Solar Resilience Hubs

The Department of Commerce is provided with \$38.0 million to provide grants to increase solar deployment and installation of battery storage in community buildings to enhance grid resiliency and provide backup power for critical needs, such as plug load and refrigeration for medication, during outages, or to provide incentives to support electric utility demand response programs that include customer-sited solar and battery storage systems. Budget language clarifies that “community buildings” includes K–12 schools, community colleges, community

centers, recreation centers, libraries, tribal buildings, state and local government buildings, and other publicly owned infrastructure.

Community EV Charging

The Department of Commerce is provided with \$105.0 million to provide grants for the development of community electric vehicle charging infrastructure. Grant funding must be used for level two or higher charging infrastructure and related costs including, but not limited to, construction and site improvements. The Department of Commerce must prioritize funding for projects in the following order:

Multifamily housing;

1. Publicly available charging at any location;
2. Schools and school districts;
3. State and local government buildings and office buildings;
4. All other eligible projects

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