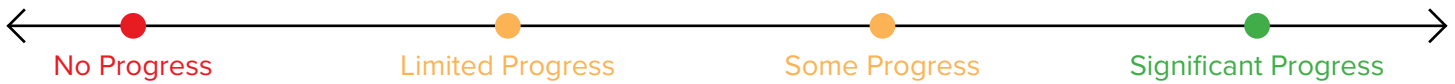


PROGRESS ANALYSIS

2018 LEGISLATIVE PRIORITIES



League of Education Voters worked on a broad range of issues, championing our legislative priorities and supporting the bills and work of partners, stakeholders, and legislators. The following is a summary of what was accomplished together.



Priority	Legislative Action	Progress
Early Learning		
Funding more slots and space to learn for the Early Childhood Education and Assistance Program (ECEAP).	While additional slots were not funded, important changes to eligibility were put into place by Senate Bill 6419 . As space is available, children from families who are over the income threshold may be included in ECEAP, with priority to children who are experiencing homelessness, involved with the child welfare system, or have a developmental delay or disability that does not meet the eligibility criteria for special education.	Limited Progress
Restoring Early Achievers resources to enable providers to implement high-quality early learning programming.	No action was taken	No Progress
Postsecondary		
Continuing to expand access to postsecondary opportunities through the State Need Grant.	The Legislature invested \$18.5 million in the State Need Grant to serve an additional 4,600 students, ¼ of the waiting list. The legislature ‘plans’ to fully fund SNG by the first year of the 2021-23 biennium	Some Progress
Protecting and expanding financial aid for undocumented students, including making all undocumented students eligible for the College Bound Scholarship, in addition to the State Need Grant.	With House Bill 1488 , College Bound Scholarship eligibility was expanded to include Deferred Action for Childhood Arrival (DACA) recipients and other select immigration statuses.	Significant Progress

Priority	Legislative Action	Progress
K-12 Funding		
<p>Increasing available data on district-to-school spending and use of dedicated funds, including Transitional Bilingual, Special Education, Learning Assistance Program, and Career and Technical Education funds.</p>	<p>No additional reporting requirements were put in place, however the requirement for local levy pre-ballot approval by the Office of the Superintendent of Public Instruction (OSPI) was maintained. The reporting requirements were also moved up by one school year to coincide with full funding of teacher salaries. OSPI is responsible for implementing these requirements and there are opportunities for advocacy at the agency level.</p>	<p>No Progress</p>
<p>Assessing the impact of the regionalization factor and new high-poverty concentration factor investment in the Learning Assistance Program (LAP) on districts, schools, and students.</p>	<p>Senate Bill 6362 creates a regionalization “edge adjustment” to address concerns raised by districts that are next to districts who receive higher regionalization. However, this solution only applies to the districts in Western Washington and is not a holistic approach to addressing the statewide concerns regarding regionalization.</p> <p>Senate Bill 6362 provides the LAP high-poverty concentration factor to schools based on a three-year rolling average, rather than a single year’s enrollment, providing more stability to schools and districts receiving this funding</p>	<p>Some Progress</p>
<p>Other opportunities to provide clarity and target investments, such as special education funding.</p>	<p>Senate Bill 6362 increases the special education multiplier, providing additional funding and addressing some of the concerns by districts that without the use of local levies, there would be insufficient funds for special education. While this is progress, special education funding is likely a continued area of need.</p>	<p>Limited Progress</p>
<p>Ensuring fair district access to local levy and local effort assistance (LEA) revenues.</p>	<p>No action was taken to address the disparity in access to local levy and LEA revenues. The legislature allowed the inequitable, two-tiered system to remain in place where districts already limited in levy capacity due to low-property values are capped at lower levy revenues than districts with high-property values.</p>	<p>No Progress</p>
Expanded Learning Opportunities		
<p>Increasing student access to high-quality expanded learning opportunities (ELO) by investing \$2.25 million in the ELO Quality Initiative, allowing triple the number of programs to participate—and 11,600 more youth to be served</p>	<p>The legislature provided \$750,000 in the budget to continue the ELO Quality Initiative.</p>	<p>Some Progress</p>

Priority	Legislative Action	Progress
Student Supports and School Climate		
School staff trained in addressing trauma and supporting social emotional learning;	While no bill for the K-12 system addressed this issue, House Bill 2861 requires the Department of Children, Youth, and Families (DCYF) to convene an advisory group to develop a ten-year strategy to expand training in trauma-informed child care for early learning providers statewide and reduce expulsions from early learning environments.	Limited Progress
Access to mental health services	House Bill 1377 promotes mental health collaboration time between counselors, social workers, and psychologists at schools. House Bill 2779 convenes a multi-disciplinary task force to focus on providing children’s mental health services and creates a pilot project for two high schools to implement mental health instruction.	Limited Progress
Support staff, such as social workers, nurses, and counselors; and	No additional support staff were added to the prototypical model.	No Progress
Connecting students and families with services and community resources.	The legislature was unable to come to agreement on modifications to the Learning Assistance program in House Bill 2748 that would have required the use of the Washington Integrated Student Supports Protocol and lifted the 5% cap on partnering with community based organizations. Both of these changes would have expanded student and family access to services and community resources.	No Progress
Career Connected Learning		
Assessing the issues in access to programs that provide career connected learning opportunities, including dual credit, Career and Technical Education, and work-based learning	No action taken	No Progress
Improving student access to advising and mentoring through investment and guidance on the implementation of the High School and Beyond Plan, student learning plan, and transition planning for special education students.	Through House Bill 2686 , the legislature established minimum content requirements for the High School and Beyond Plan (HSBP) and requires school districts to provide a HSBP to students’ parents or guardians in the top two non-English languages spoken by students in the district.	Some Progress