

FULL FUNDING COALITION

Presentation to the State Board of Education

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FULL FUNDING COALITION'S GOAL



To create a new system that redefines and fully funds basic education at levels that meet Washington's constitutional requirements so that schools have the resources to provide all students the opportunity to achieve the state's learning goals within a policy framework that emphasizes shared accountability.



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FULL FUNDING COALITION



Five of Washington State's largest education associations have asked the legislature to fully and equitably fund K-12 schools—the state's constitutionally mandated paramount duty.



WSSDA – School Directors



WASA – Superintendents and Administrators



AWSP – Principals



WEA – Teachers, Faculty & Classified Employees



PSEW – Classified Employees

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BASIC EDUCATION - DEFINITION



The goal of the Basic Education Act...shall be to provide students with the opportunity to **become responsible and respectful global citizens**, to **contribute to their economic well being** and that of their families and communities and **to understand different perspectives**, to explore and **to enjoy productive and satisfying lives**.

RCW28A.150.210
Basic Education Act: 1977, 1993, 2007

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BASIC EDUCATION - DEFINITION

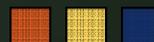


The substantive content specified in the four numbered parts of Basic Education Act RCW28A.150.210 :

1. Read with comprehension, write effectively, and communicate successfully in a variety of ways and settings and with a variety of audiences;
2. Know and apply the core concepts and principles of mathematics; social, physical, and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
3. Think analytically, logically, and creatively, and to integrate experiences and knowledge to form reasoned judgments and solve problems; and
4. Understand the importance of work and finance and how performance, effort, and decisions directly affect future career and educational opportunities.

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A BASIC EDUCATION REDEFINED



Schools do not have a choice regarding the programs they must offer and the goals they must achieve.

Therefore, the Coalition proposes a redefinition of basic education to include *all the educational programs necessary to address all expectations, goals, requirements, practices, and policies included in state and federal legislation, rules, and regulations.*

Funding provided must be sufficient to ensure schools have the capability to meet all specified state and federal requirements.

In other words, schools need the resources to do the job assigned them by government.

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Quality Education Model



- Necessary programs are identified based on educational research, classroom practice, public values and professional judgment
- Programs are placed into prototype elementary, middle and high schools so they can be costed out
- Costs are then divided by the number of students in the prototype to generate a per-student cost
- This cost is multiplied by number of students statewide at prototype school grade levels
- Each prototype provides a vision of a high-performing school



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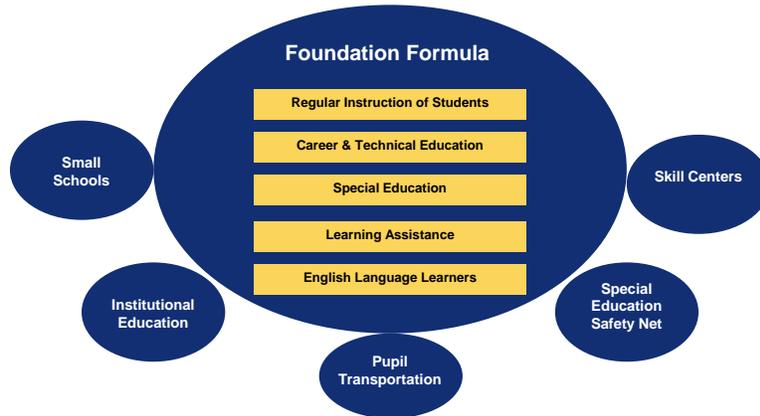
PRINCIPLES OF NEW FUNDING FORMULA



1. The state provides for basic education as defined by the state
2. Local levies may be used by school districts to augment basic education programs and to provide non-basic education programs
3. Local levy funds should be treated as a separate program

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A NEW BASIC EDUCATION FUNDING STRUCTURE



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COMMISSION FOR QUALITY EDUCATION IN WASHINGTON (CQEW)



Structure of the CQEW

- Nonpartisan in nature comprised of respected individuals
- Oregon's model includes members appointed by the Governor and confirmed by the Senate
- Members would serve single four-year terms without compensation
- Commission is staffed with professional and administrative support

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Purpose:

- Determine the annual amount of money needed to make ample provision for the education of all Washington students
- Review each legislative session results for potential fiscal impacts
- Apply adjustments to prototype schools to account for variations in the cost of educating students
- Identify multiple performance indicators to be quantified and collected longitudinally
- Calculate expected performance of Washington schools relative to basic education goals at full and current levels of funding
- Determine annually the projected performance of schools in relation to the percent of full funding



Tasks and Duties of the CQEW

- Issue an annual technical report detailing the funding needed to meet state goals
- Establish performance levels schools are expected to meet
- Prepare and release a non-technical report to the general public to highlight progress or issues in funding to CQEW identified level
- Review existing data to determine the relation between funding and achievement
- Identify additional data needed to determine adequacy and system functioning

MULTI-MEASURE ACCOUNTABILITY



- Multiple measures, reflecting state goals, provide fair and scientifically accurate annual report cards for every school and district
 - ~ This requires better measures and more consistency of data collection
- Each school and district is held accountable fairly – in relation to student, school, and district characteristics
- The accuracy, precision, and validity of the results can be proven
 - ~ This helps educators buy into the requirements and helps communities know the results can be trusted.
 - Schools that fail to meet all applicable goals must follow a more prescribed set of practices.



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TRANSITION TO NEW FUNDING PLAN

Six Year Phase-In



1. The state enriches funding through the current system for the 2009-11 biennium
2. The state converts to the new Foundation Formula (weighted per pupil) in 2011-13
3. The CQEW reviews initial progress and makes recommendations for subsequent additional funding
4. The state makes additional payments on known, prioritized interventions during 2013-2015 budget cycle
5. Some additional interventions are necessarily spread across all six years

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SIX YEAR PHASE-IN:

Year One Example



1. Begin K-3 class size reduction to 1:17.
2. Ramp up phase-in of All-Day Kindergarten
3. Implement additional relevant professional development
4. Resources for struggling students
5. Implement behavior support systems through increased staffing levels for Educational Staff Associates
6. Increase support staff in principal's office to allow the principal greater involvement in educational programs
7. Begin phase-in for education support costs (non-employee related costs)

2009

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SIX YEAR PHASE-IN:

Year Two Example



1. Continue increasing:
 - K-3 class size reduction
 - All-day kindergarten
 - Additional ESA's and Classified Staff
2. Add funds for key instructional programs in core subjects
3. Add campus security funds for middle and high schools

2010

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TRANSITION TO NEW FUNDING PLAN

Six Year Phase-In



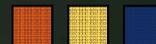
Cost Summary for 2009-11

Dollars in Millions

Intervention	FY 2009-10	FY 2010-11	2009-11 Biennial Cost
Staff Development	\$19.90	\$46.00	\$66.00
K-3 Class Size	\$52.70	\$117.90	\$170.60
Classified Staff Ratio	\$8.30	\$19.30	\$27.60
Struggling Students	\$53.60	\$123.50	\$177.10
ESA Staff Ratio	\$69.30	\$154.90	\$224.20
Compensation Adj.	\$119.00	\$243.00	\$362.00
Non-Personnel Costs	\$47.00	\$118.00	\$165.00
All Day Kindergarten	\$2.50	\$5.70	\$8.10
Total	\$372.30	\$828.30	\$1,200.60

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PAYING FOR TRANSITION COSTS IN THE SHORT RUN



Assign Designated Portion of any State Revenue Increases to Basic Education Funding

- In 2008, the legislature passed ESSB 6573 using this method to provide funds to local governments and for pension benefits.
- Results in the first priority for spending any revenue increases exceeding 5% is retirement benefit improvements.
- The same concept could be adopted to fund the state's "paramount duty."
- Transferring half the anticipated new revenue (above the 5%) in 2009-11 would yield \$500 million for public education.

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PAYING FOR TRANSITION COSTS IN THE SHORT RUN

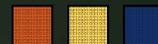


Recapture the currently uncollected Regular Property Tax Authority to Provide New Revenue to School Districts.

- The state has reserved a total rate of \$3.60 per \$1,000 of assessed value.
- The state property tax rate for schools in calendar year 2010 is expected to be \$2.12 per \$1,000 of assessed value.
- This can be done by a majority vote of the legislature or it could be placed on the ballot for approval.
- A \$.25 increase (from \$2.12 to \$2.37/\$1000) would yield about \$225M per calendar year.

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FULL FUNDING COALITION



In Conclusion.....

- The state defines basic education through its performance expectations of students and schools.
- The school finance system needs to be realigned to these performance expectations.
- Accountability is a two-way street: A Quality Education Model can predict funding needs by desired performance outcomes.
- The state can implement a systematic approach towards reaching the funding levels required so that ALL students may have the opportunity to meet the state's high expectations for their academic and personal success.

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FULL FUNDING COALITION

This proposal is supported as a comprehensive package by the member organizations of the Full Funding Coalition. Any individual element contained herein may, or may not, be supported by the individual organizations in the absence of its inclusion as part of this comprehensive proposal.

