

September 21, 2023
Lunch & Learn Webinar

Finding Your Voice: Unpacking WASA's Legislative Platform

2024 Legislative Platform

»» WASA’s strategy is to be bold and honest, advocating for what our students and school districts NEED—not what we think we might be able to achieve

We will continue to play the
»» “long game,” building momentum and laying the groundwork for future success



Developed from a position of equity, school administrators are committed to pursuing the following priorities:

The logo features the word "WASA" in a large, bold, dark blue font. To its left, the word "EQUITY" is written in a smaller, orange font, positioned between three horizontal orange bars. Below "WASA", the words "LEADERSHIP | TRUST | ADVOCACY" are written in a small, dark blue font. To the right of "WASA", the words "EQUITY STATEMENT" are written in a large, bold, dark blue font.

WASA EQUITY STATEMENT

LEADERSHIP | TRUST | ADVOCACY

WASA is committed to leading, serving, and supporting current and aspiring leaders to create systems and equitable learning environments where each and every student can learn and achieve their educational goals and aspirations

WASA believes that Educational Equity, for each and every student, will be attained when barriers are removed throughout the system, ensuring equal access and opportunity for students to achieve successful outcomes

2024

Legislative Platform

»» WASA’s strategy is to be bold and honest, advocating for what our students and school districts NEED—not what we think we might be able to achieve

We will continue to play the
»» “long game,” building momentum and laying the groundwork for future success

Developed from a position of equity, school administrators are committed to pursuing the following priorities:

- Advance Equity
- Fully Fund Special Education
- Fix Pupil Transportation
- Provide Consistent and Equitable Education Resources
- Update Staffing Allocations
- Support Capital Facilities

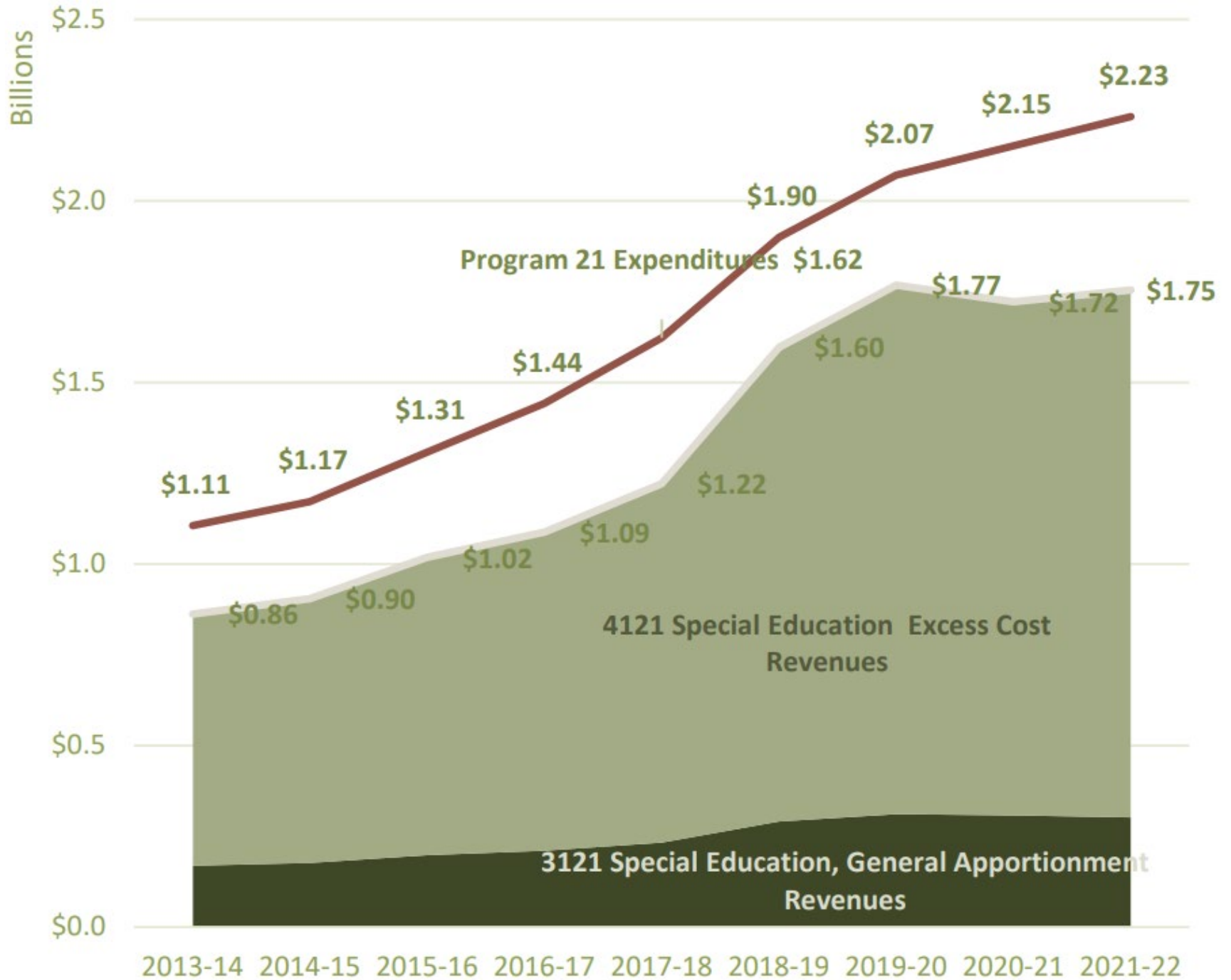
ADVANCE EQUITY

- Provide the resources, tools, and flexibility to:
 - Ensure equitable learning opportunities for each student to achieve successful outcomes; and
 - Recruit, support, and retain effective staff who reflect the diversity of the student population
- Ensure all students have access to learning recovery options

FULLY FUND SPECIAL EDUCATION

- Eliminate the current Special Education funding gap by taking more deliberate action to provide full funding of Special Education costs and align funding with best practices

Special Education Expenditures vs. Revenues (billions)



Special Education 2023-25 Operating Budget

2023-25	
NGF-O	

K-12 Education

ESSER Adjustments	0	-93,140	0
Federal Funding Adjustment	0	-41,848	0
Incremental Regionalization Rebase	0	0	23,369
K-12: Local Effort Assistance	6,993	6,993	-20,142
K-12: Salary Inflation	0	0	261,377
K-12: School Food Support	0	26,500	49,173
K-12: Special Education	0	0	372,295
Other Increases	72	14,863	71,317
Other Savings	-34,347	-34,347	-200
Passenger Reimbursement	0	0	26,000

ADOPTED



State Fiscal Year	2024	2025
GFS-001 - District & Tribal	\$ 352,787,000	\$ 442,193,000
GFS-17F - Charters	\$ 3,563,000	\$ 4,466,000
Total	\$ 356,350,000	\$ 446,659,000
Biennium	2023-2025	
GFS-001 - District & Tribal	\$ 794,980,000	
GFS-17F - Charters	\$ 8,029,000	
Total	\$ 803,009,000	

NEED



FIX PUPIL TRANSPORTATION

- Comprehensively fix the Pupil Transportation formula to ensure it is more transparent, predictable, and adequately funded

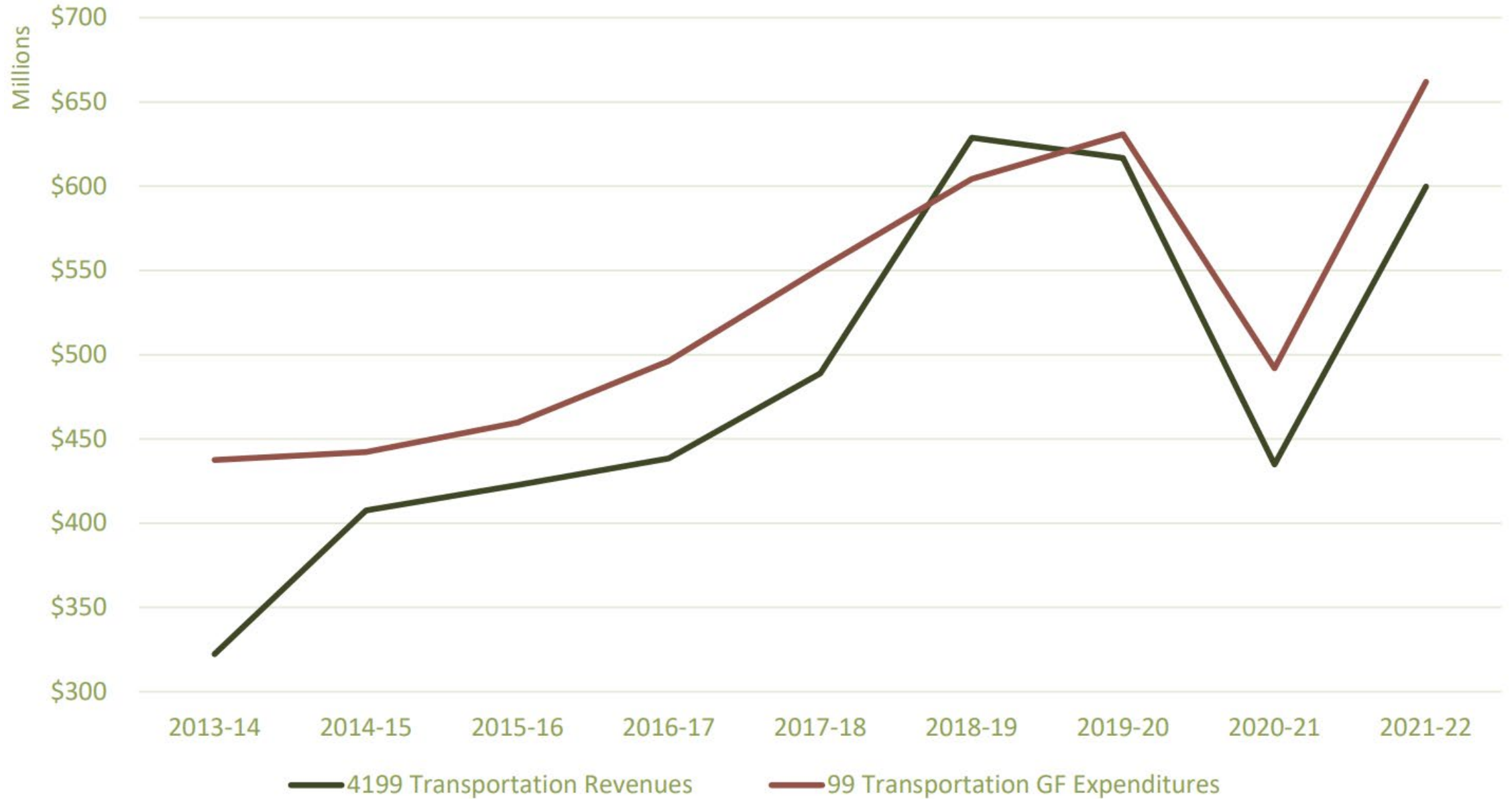
FIX PUPIL TRANSPORTATION

OFM Pupil Transportation Allocation Study (2020)

➤ Findings:

- Most districts experience significant funding gaps
- Funding gaps negatively impact those districts
- Adding steps to the allocation calculation would increase funding

Pupil Transportation Revenues and Expenditures



PROVIDE CONSISTENT & EQUITABLE ED RESOURCES

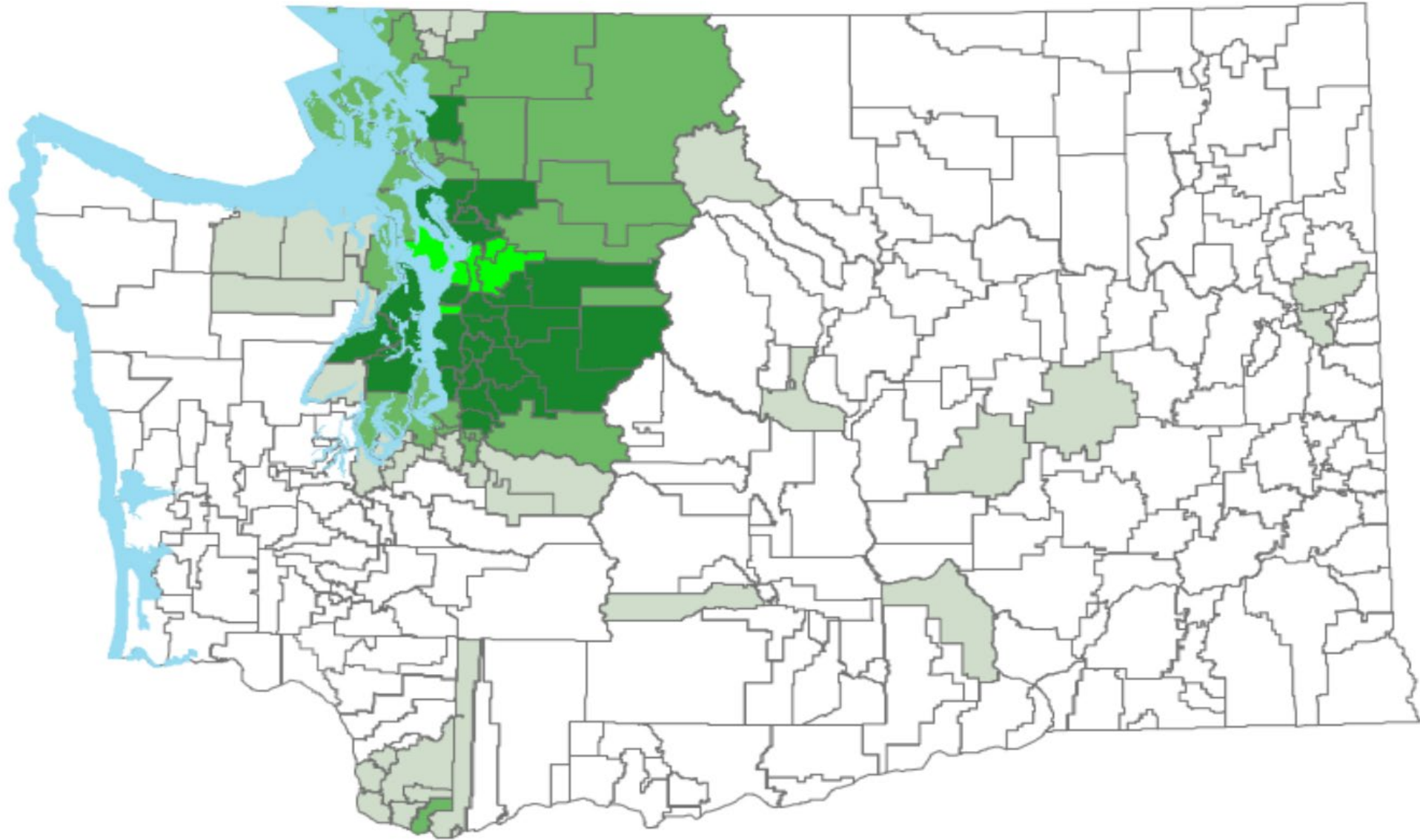
- Overhaul the methodology of regionalization and experience factors to ensure school districts receive more consistent and equitable resources

PROVIDE CONSISTENT & EQUITABLE ED RESOURCES:

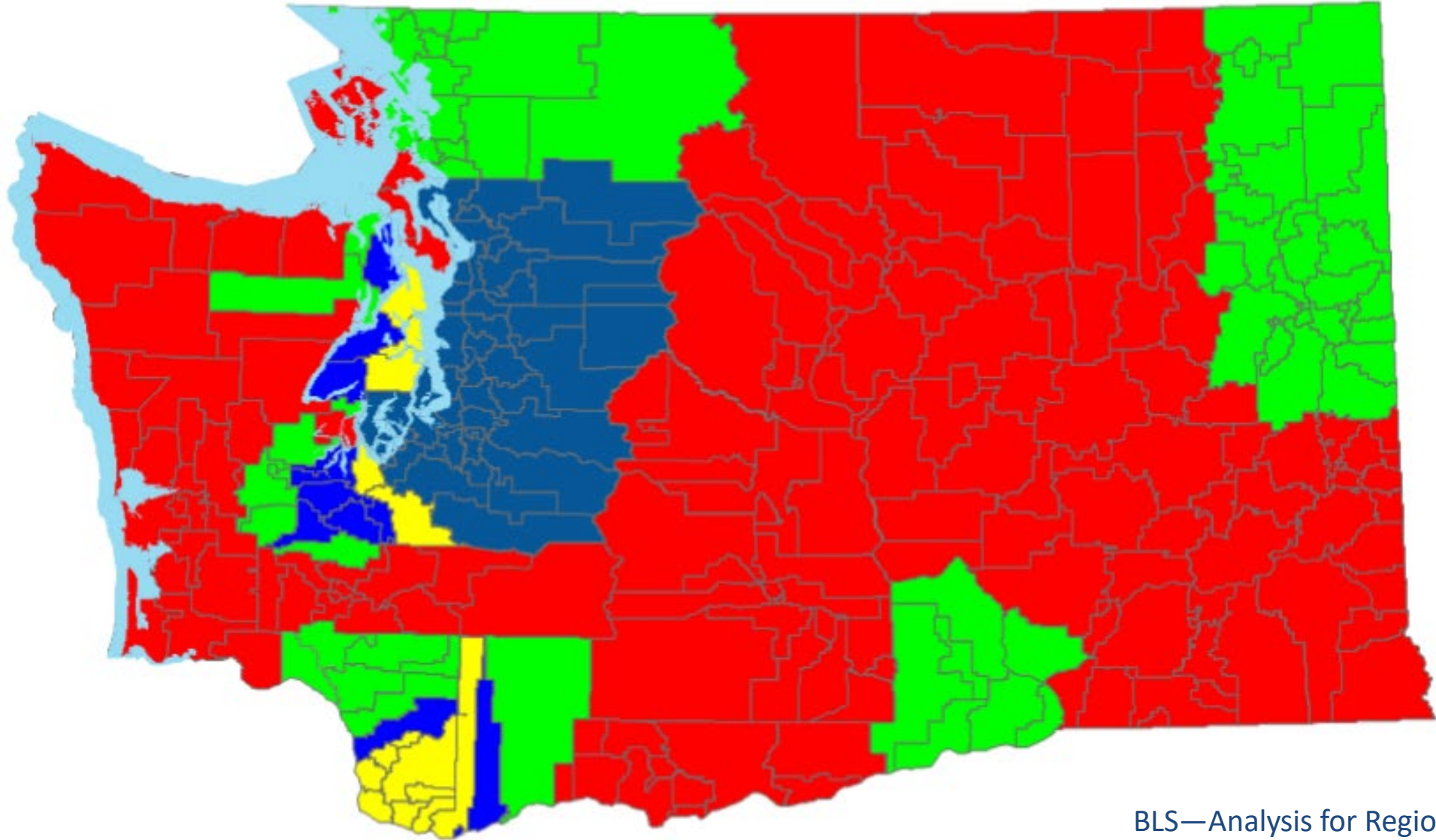
REGIONALIZATION FACTOR

- Current regionalization methodology of using housing costs is flawed, exacerbating inequities between districts; Factors “rebased” in 2023
- Our position:
 - Regionalization calculations need to be more transparent and data needs to be current
 - Regionalization should be based on a wider geographic area and/or be aligned with the labor market (including beyond state boundaries for border districts)

State of Washington K-12 School Districts Regionalization based on Housing Values (2019-20)



State of Washington K-12 School Districts Regionalization based on Labor Market (Proposed)



BLS—Analysis for Regionalization
Recommendation: <https://bit.ly/3iJ2ox9>

PROVIDE CONSISTENT & EQUITABLE ED RESOURCES:

REGIONALIZATION FACTOR

- Current regionalization methodology of using housing costs is flawed, exacerbating inequities between districts; Factors “rebased” in 2023
- Our position:
 - Regionalization calculations need to be more transparent and data needs to be current
 - Regionalization should be based on a wider geographic area and/or be aligned with the labor market (including beyond state boundaries for border districts)
 - Regionalization needs to have a robust appeals process

PROVIDE CONSISTENT & EQUITABLE ED RESOURCES:

EXPERIENCE FACTOR

- Current law: 4% Experience Factor provided to districts with teachers with above average years of service AND above average education credits; Factors “rebased” in 2023

- Our position:
 - Districts should be eligible for an Experience Factor if they have above average staff experience OR (rather than ‘AND’) above average staff education;
 - Experience Factors should be adjusted annually;
 - There should be a slow step-down for districts that lose the Experience Factor

PROVIDE CONSISTENT & EQUITABLE ED RESOURCES:

EXPERIENCE FACTOR

- We support [HB 1419](#) (2021) and [SB 5671](#) (2023):
 - 3% Experience Factor provided to districts with teachers with above average *years of service*;
 - 1% Experience Factor provided to districts with teachers with above average *education credits*; and
 - Annually reviewed to allow movement; if a district loses eligibility, Experience Factors would be phased down

UPDATE STAFF ALLOCATIONS

Prototypical School Funding Model Background

- **2009**—New education funding system adopted, establishing a distribution formula based on minimum staffing in “prototypical schools”
- **2010**—Implemented new Prototypical School Funding Model (PSFM), providing new staffing allocations; conversion from previous system was cost neutral
 - OSPI report finds that full implementation of the new Prototypical School Funding Model will require “annual funding improvements”

UPDATE STAFF ALLOCATIONS

- **2014**—Initiative 1351 was adopted, provided for phased-in increases in staffing allocations in the PSFM, with required initial funding increases in the 2015–17 biennium and full funding by the end of the 2017–19 biennium
- **2015**—Funding for I-1351 increases was delayed by four years
- **2017**—I-1351 implementation schedule was repealed as a part of the “McCleary solution” (EHB 2242, Sections 903-905)
 - Legislation directed OSPI to convene a workgroup to review staffing allocations detailed in I-1351 and make recommendations on a possible phase-in plan of staffing enhancements

STAFFING ENRICHMENT WORKGROUP (2019)

- Report to Legislature:

<https://bit.ly/33KzIqt>

- WASA summary (PPT):

<https://bit.ly/2LlNo4V>

- Impact of Workgroup recommendations (Olympia SD example):

<https://bit.ly/37wFDS7>

WORKGROUP RECOMMENDATIONS

PHASE I

- Physical, Social, Emotional Support Staff
- Increase in Principal Allocations
- Professional Development
- Add Continuous Improvement Coaches to the Model

WORKGROUP RECOMMENDATIONS

PHASE II

- Increase all remaining staffing ratios
- Further enhance the allocation of school principals
- Build on the professional learning in Phase I (total of 10 days)
- Reduce class size and invest in Capital Budget

School Level Staffing Allocations—**2021-22 vs. Initiative 1351**

School Level Staffing	Elementary (K-6) 2021-22	Elementary (K-6) I-1351	Middle (7-8) 2021-22	Middle (7-8) I-1351	High (9-12) 2021-22	High (9-12) I-1351
Base Enrollment	400	400	432	432	600	600
Principals	1.253	1.300	1.353	1.400	1.880	1.900
Teacher Librarians	0.663	1.000	0.519	1.000	0.523	1.000
Guidance Counselors	0.493	0.500	1.216	2.000	2.539	3.500
<u>Health & Social Services:</u>						
School Nurses	0.076	0.585	0.060	0.888	0.096	0.824
Social Workers	0.042	0.311	0.006	0.088	0.015	0.127
Psychologists	0.017	0.104	0.002	0.024	0.007	0.049
Teaching Assistance	0.936	1.195	0.700	1.295	0.652	1.121
Office Support	2.012	3.220	2.325	3.029	3.269	3.382
Custodians	1.657	3.524	1.942	3.454	2.965	4.412
Student & Staff Safety	0.079	0.099	0.092	0.506	0.141	0.723
Parent Involvement Coordinators	0.0825	0.676	0.000	0.676	0.000	0.676

School Level Staffing Allocations—**2024-25 vs. Initiative 1351**

School Level Staffing	Elementary (K-6) 2024-25	Elementary (K-6) I-1351	Middle (7-8) 2024-25	Middle (7-8) I-1351	High (9-12) 2024-25	High (9-12) I-1351
Base Enrollment	400	400	432	432	600	600
Principals	1.253	1.300	1.353	1.400	1.880	1.900
Teacher Librarians	0.663	1.000	0.519	1.000	0.523	1.000
Guidance Counselors	0.993	0.500	1.716	2.000	3.039	3.500
<u>Health & Social Services:</u>						
School Nurses	0.585	0.585	0.888	0.888	0.824	0.824
Social Workers	0.311	0.311	0.088	0.088	0.127	0.127
Psychologists	0.104	0.104	0.024	0.024	0.049	0.049
Teaching Assistance	0.936	1.195	0.700	1.295	0.652	1.121
Office Support	2.012	3.220	2.325	3.029	3.269	3.382
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UPDATE STAFFING ALLOCATIONS

- Platform position:
- Continue the implementation of the Staffing Enrichment Workgroup (2019) Phase I recommendations by:
 - Improving Prototypical School Funding Model levels for school principals to promote school cultures of learning and growth, support students by regularly meeting social-emotional and mental health needs, and address increased responsibilities in supervisory duties of their staff members;
 - Providing additional professional development to close achievement gaps; and
 - Adding continuous improvement coaches

SCHOOL FUNDING COALITION | 2024 Legislative Priorities



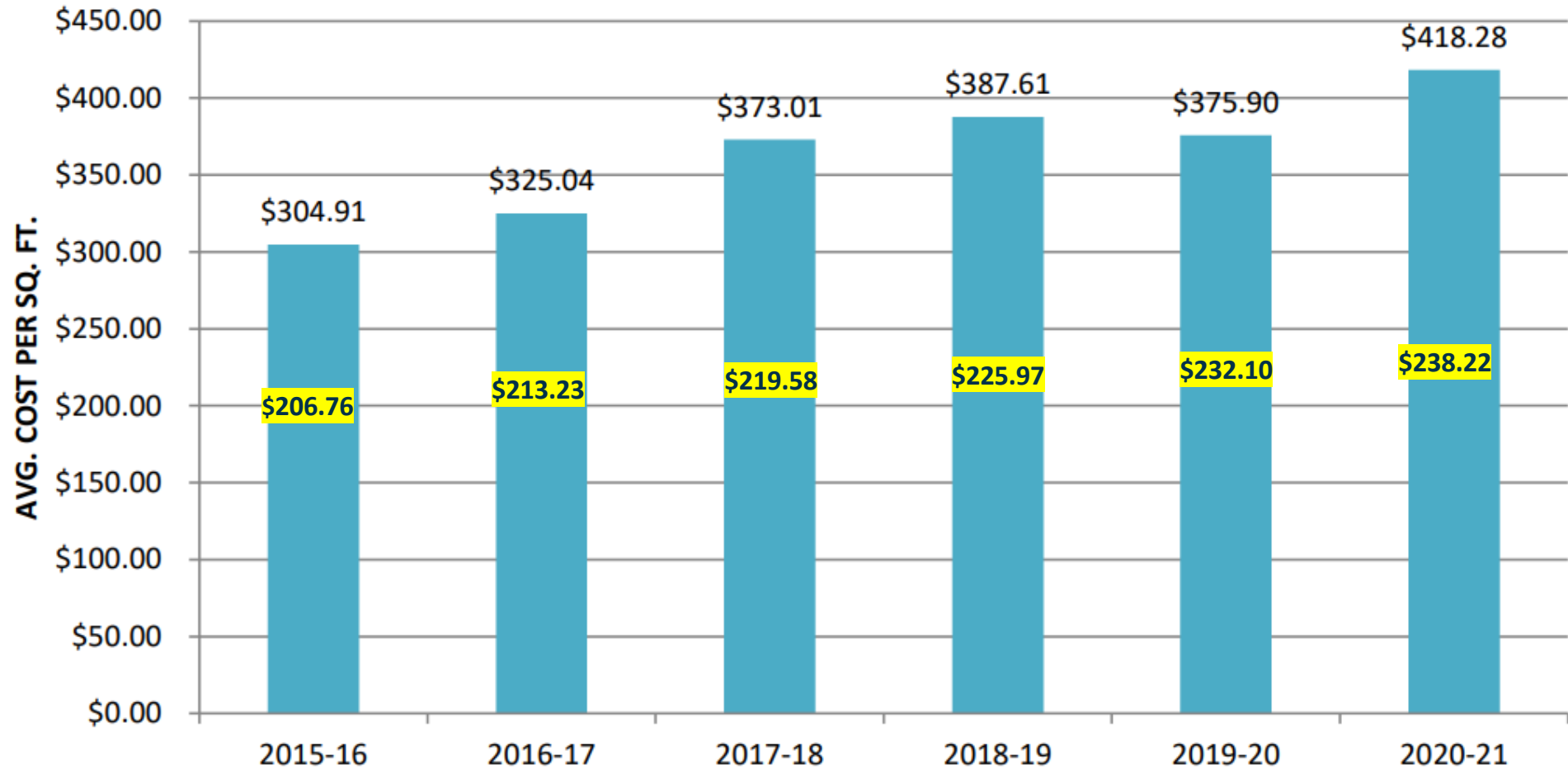
- Coalition members have agreed to maintain a singular focus: advocating for updated, realistic staffing ratios in the Prototypical School Funding Model (PSFM)
- The Model is a core, foundational part of the current school funding structure and the goal is to achieve more realistic state-funded staffing levels in all schools
- The 2024 Coalition priority is to advocate for the continued implementation of the Phase I recommendations of the 2019 Staffing Enrichment Workgroup. Specifically, we support: improving Prototypical funding levels for school principals to support students and address increased responsibilities in supervisory duties; providing additional professional development to close achievement gaps; and adding continuous improvement coaches as an enhancement to the Prototypical School Funding Model

SUPPORT CAPITAL FACILITIES

- Support reliable funding for school facilities, including for districts that have difficulty passing bonds or have limited debt capacity;
- Give Washington’s citizens the opportunity to decide whether school district bond issues should be approved with a Simple Majority vote; and
- Update the current, outdated school construction formulas to ensure funding more closely reflects actual construction costs and educational space needs
 - Construction Cost Allowance or CCA—cost per square foot
 - Student Space Allocation or SSA—square foot per student

Construction Cost Allowance (CCA)—Cost per Square Foot

New Construction—Avg. Cost per Sq. Foot Bids vs. Maximum CCA



Student Space Allocation (SSA)—Square Foot per Student

	Eligible Square Feet 1979	Eligible Square Feet Current	OSPI Workgroup Recommendations (2019)
K-6	90 sq ft/student	90 sq ft/student	140 sq ft/student
Grades 7-8	130 sq ft/student	117 sq ft/student	155 sq ft/student
Grades 9-12	130 sq ft/student	130 sq ft/student	165 sq ft/student
Students w/ Disabilities	150 sq ft/student	144 sq ft/student	165 sq ft/student

Wahkiakum SD v State of Washington

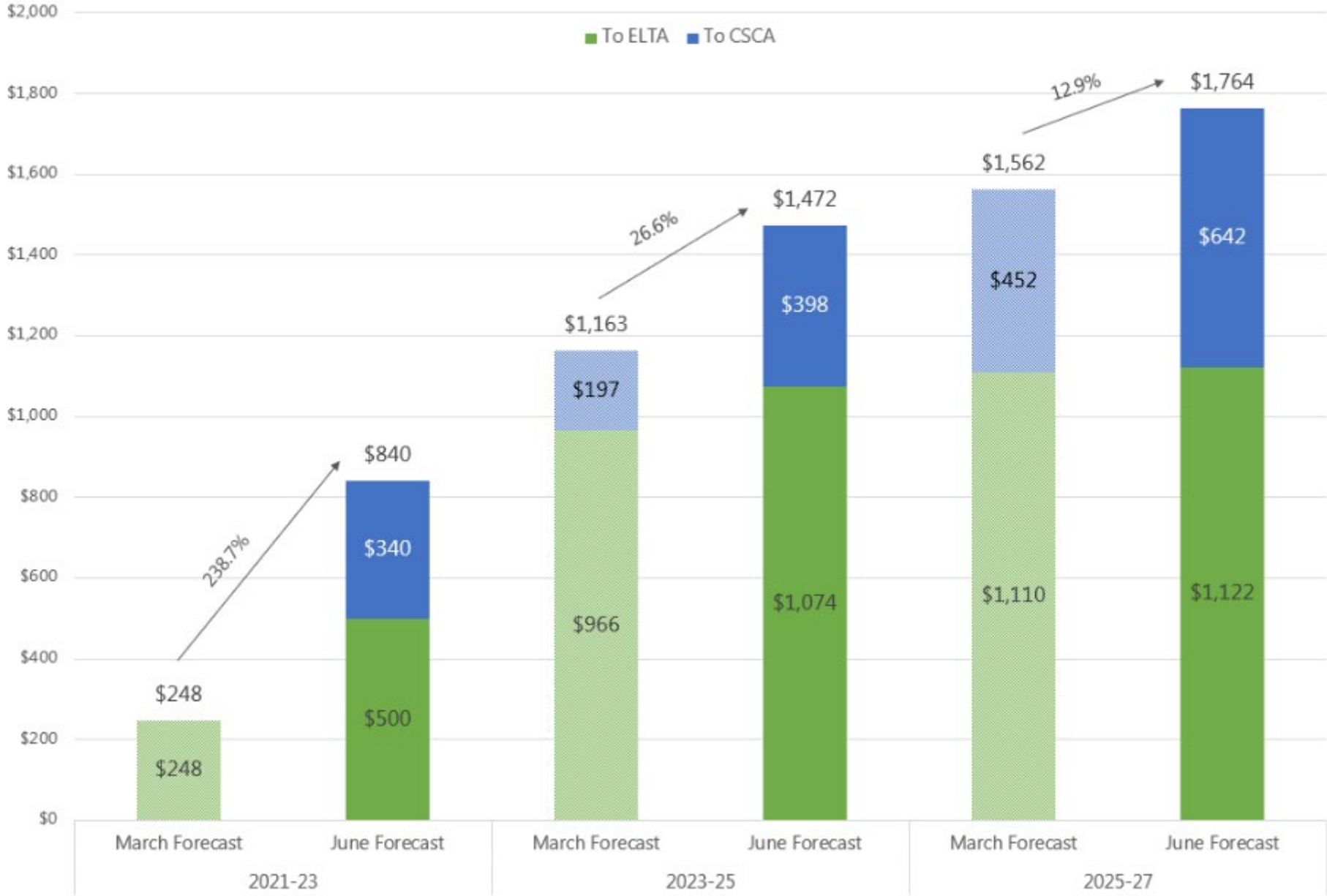
- [Supreme Court opinion](#) released Sept. 7
- Unanimous decision: Motion to dismiss case granted

CONCLUSION

The Washington Constitution (1) treats capital construction costs differently from other educational costs, (2) provides local districts with greater flexibility to raise funds for capital construction costs than for other educational costs, and (3) allocates shared responsibility for school capital costs to the state and the local districts. As a result, school capital construction costs are not a component of the “education” that the State, alone, must amply fund under article IX, section 1.

We therefore affirm the trial court’s decision to grant the motion to dismiss.

Capital Gains Revenue Forecast
(Dollars in Millions)





Administrator Advocacy

109

Days left until 2024 Legislative Session

- Second Session of the 68th Biennial Legislature—convenes January 8
- “Short” Session—limited to 60 days

Advocacy is a Year-Round Activity

- Continue to engage with your local legislators
- Build (or begin, if necessary) a relationship with your legislators
- It is incumbent upon YOU to establish ongoing, personal relationships with legislators. Work with your superintendent and other administrators
- Use this interim to meet with legislators: invite them for coffee; provide a tour of schools; invite them to a board meeting
- Remember: Advocacy doesn't have to be hard, time-consuming or intimidating

2023 LEGISLATIVE REPORT

A PUBLICATION OF THE WASHINGTON ASSOCIATION OF SCHOOL ADMINISTRATORS

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2023 End of Session Report will include:

- Comprehensive review of 2023-25 Operating Budget
- Comprehensive review of 2023-25 Capital Budget
- Detailed review of all education-related bills adopted in 2023
- Summary of all education-related bills that died in 2023

<https://bit.ly/3Pcou9w>



TWIO

This Week In Olympia

- Legislative newsletter e-mailed every Friday during the Legislative Session, along with intermittent “special editions” covering budget proposals and other extraordinary events
- All issues are also archived on the WASA website at: www.wasa-oly.org/TWIO

WASA Legislative Podcast



Archived Podcasts and Subscription Information:

<https://bit.ly/2QlgWT0>

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