

September 20, 2022
Lunch & Learn Webinar

Finding Your Voice—Part I: Examining WASA's Legislative Platform

Unpacking WASA's 2023 Legislative Platform

Understanding WASA's Platform to assist school administrators' efforts in effectively informing your legislators of our collective priorities

- How the Platform was developed
- Explain the Platform Planks
- Rationale behind Plank inclusion
- Background and key points in advocating for Platform

2023 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:



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

2023 Legislative Platform

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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
- Support Basic Education Compensation Rebase
- Fully Fund Special Education
- Fix Pupil Transportation
- Update Staff Allocations
- Invest in Learning Recovery
- 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

SUPPORT BASIC EDUCATION COMPENSATION REBASE

Beginning in 2023, [EHB 2242](#) (2017)—the “McCleary Solution”—requires a regular “**review and rebase**” of **basic education compensation**, including: minimum state salary allocations, regionalization factors and the inflationary measure [[RCW 28A.150.412\(1\)](#)]

The 2021-23 Operating Budget ([ESSB 5092](#)) required OSPI to establish a **K-12 Basic Education Compensation Advisory Committee**, charged with providing recommendations for the required review/rebase, adding required recommendations that support “recruiting and retaining a multicultural and multilingual educator workforce”



K-12 Basic Education Compensation Advisory Committee

➤ WASA/WASBO/WSPA

- Report to the Advisory Committee—April 2022
- Presentation (PPT) to the Advisory Committee—May 2022

➤ K-12 Basic Education Compensation Advisory Committee:

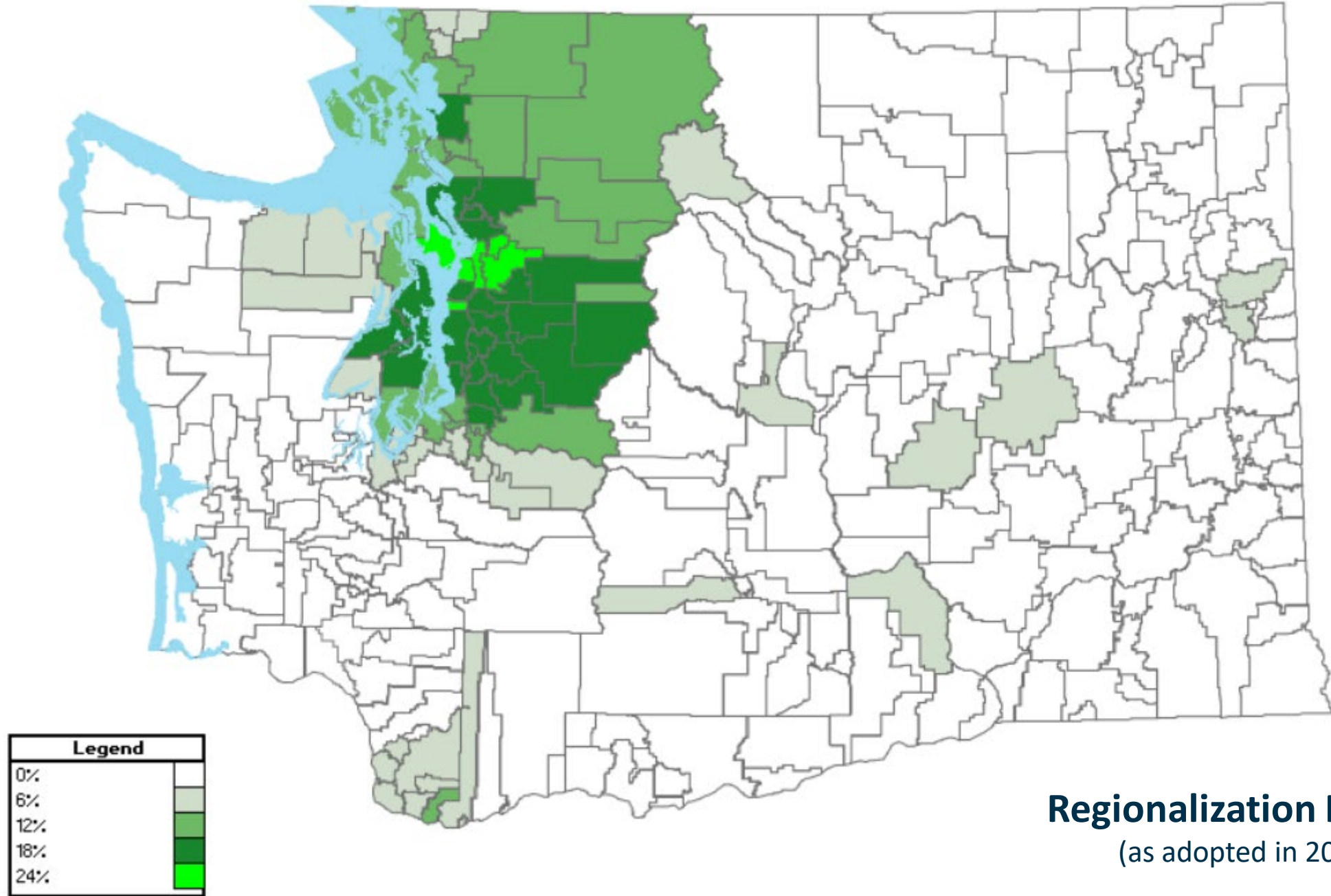
- DRAFT Recommendations—August 2022

➤ WASA/WASBO/WSPA

- Response to the Advisory Recommendations—August 2022

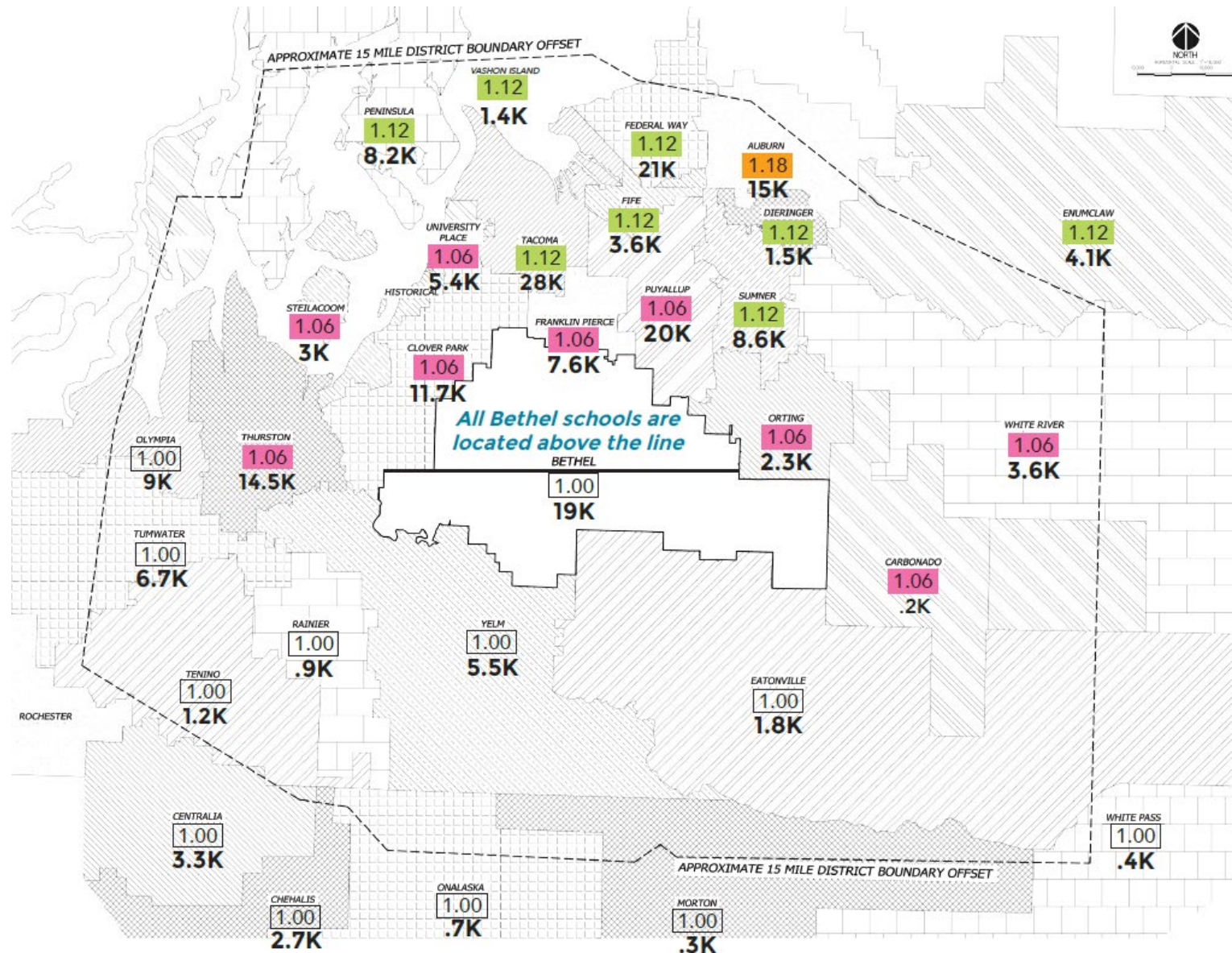
SUPPORT BASIC EDUCATION COMPENSATION REBASE

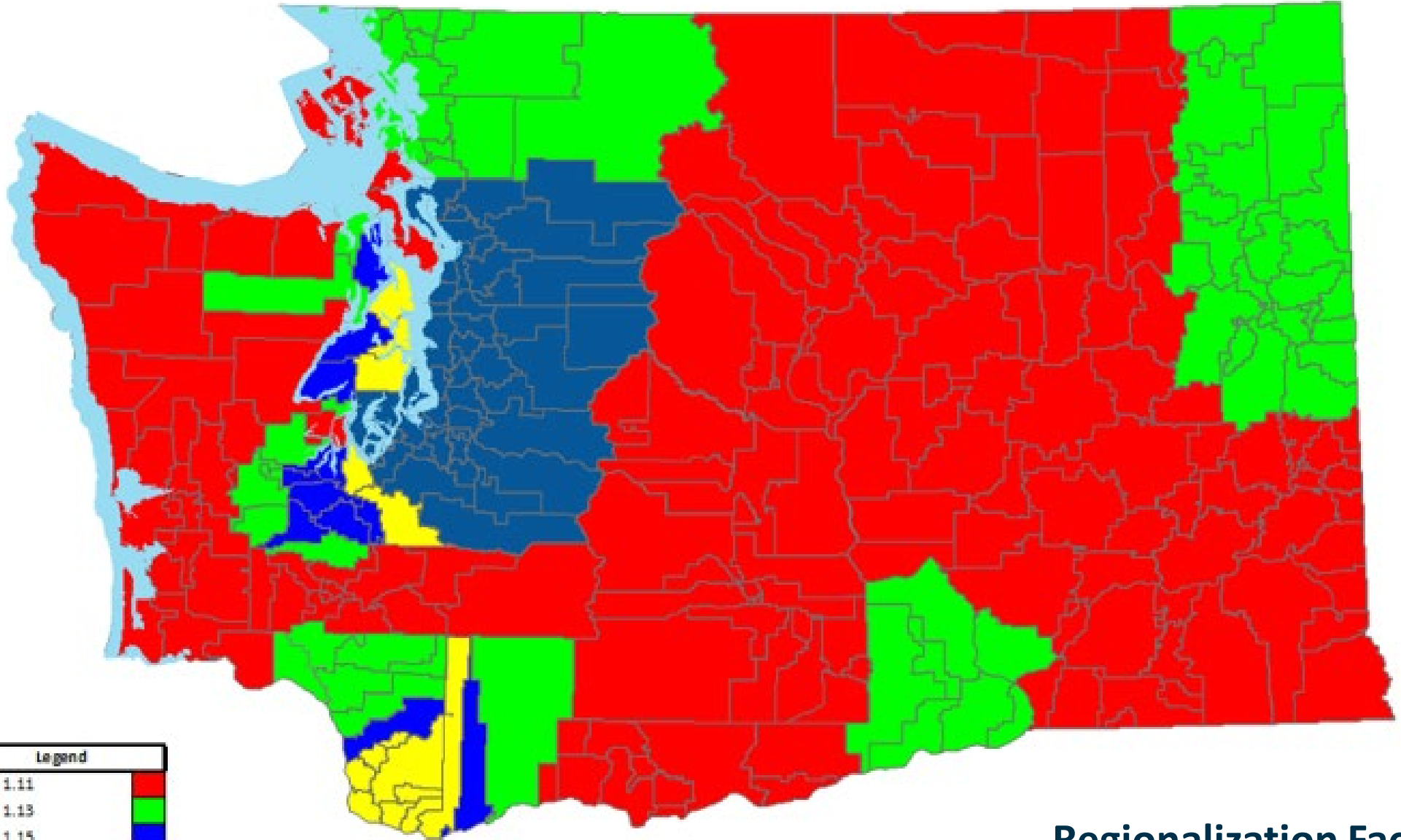
- Rebase the current basic education compensation system by:
 - Adjusting **Regionalization Factors** using school districts' labor markets, rather than housing alone;
 - Updating the calculation and application of **Experience Factors** to make the system more transparent and equitable;
 - Returning to the use of the Seattle-area Consumer Price Index (CPI) as an **inflationary factor**, as required by the voters in authorizing I-732; and
 - Developing and implementing multiple **educator pathways** **and** **incentives** to ensure sufficient and diverse staff are available to districts



Regionalization Factors
(as adopted in 2017)

Case Study: Bethel School District





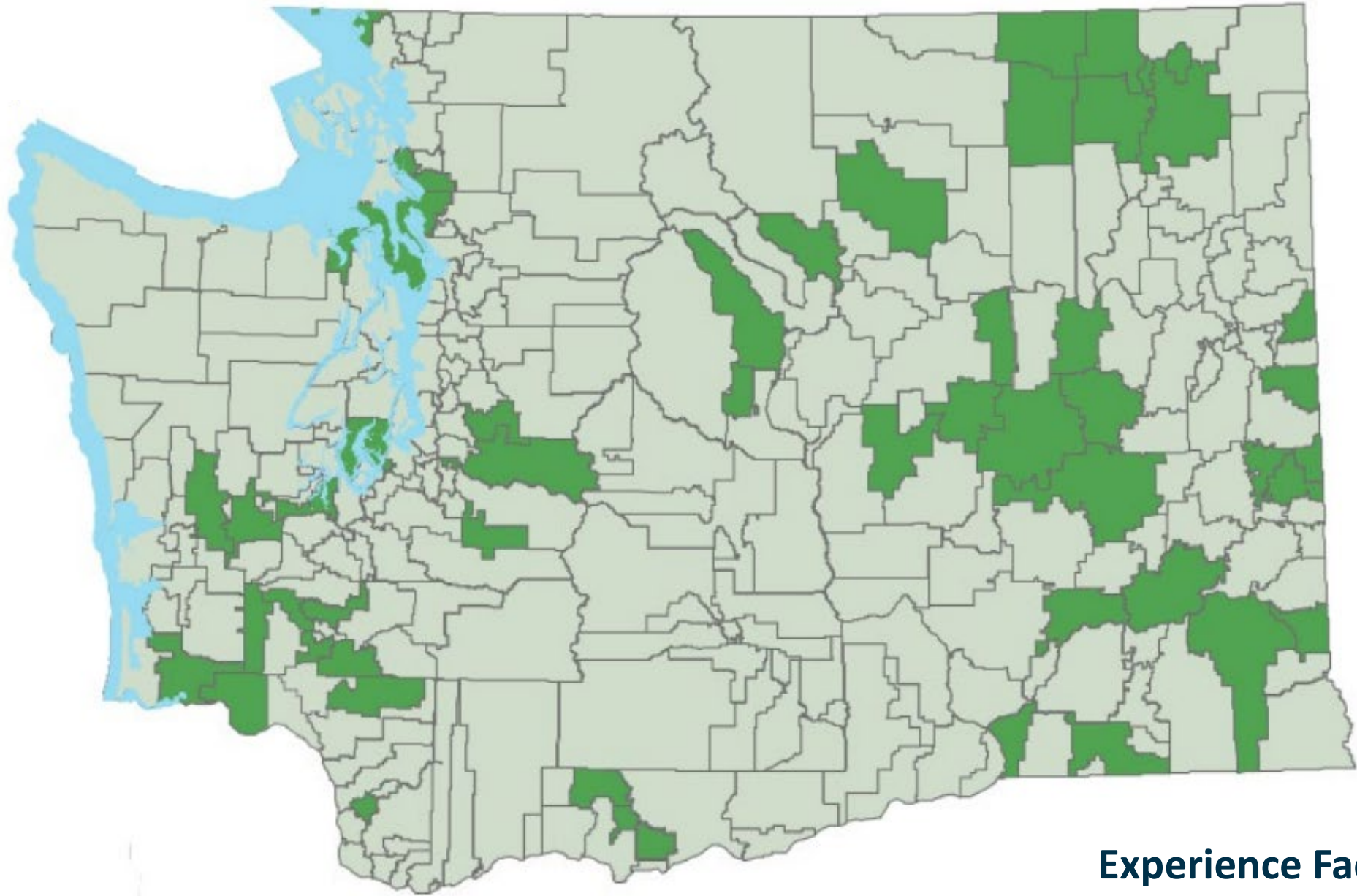
Legend	
1.10 - 1.11	Red
1.12 - 1.13	Green
1.14 - 1.15	Blue
1.16 - 1.17	Yellow
1.18 - 1.20	Dark Blue

Regionalization Factors
(as recommended by Compensation Advisory Cmte)

SUPPORT BASIC EDUCATION COMPENSATION REBASE:

EXPERIENCE FACTORS

- Current law: 4% Experience Factor provided to districts with teachers with above average years of service AND above average education credits; Provided in 2018-19 to 2022-23
- We support HB 1419 (2021):
 - 3% provided to districts with teachers with above average years of service;
 - 1% 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



Experience Factors
(as adopted in 2018)

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 Funding Gap, 2014-15 to 2017-2018

Special Education Revenue and Expenditures				
	2014–15	2015–16	2016–17	2017–18
Special Education Program 21 Allocation	\$1,013,500,871	\$1,137,587,027	\$1,223,273,659	\$1,445,436,891
Special Education Program 21 Expenditures	(\$1,171,084,761)	(\$1,308,475,968)	(\$1,441,821,602)	(\$1,622,426,736)
Federal Funding	\$10,239,699	\$10,032,728	\$12,527,191	\$13,509,825
Gap in Funding	(\$147,344,191)	(\$160,856,213)	(\$206,020,752)	(\$163,480,020)

Estimated Special Education Funding Gap, 2023-25

Fiscal Year 2024: \$412 Million

Fiscal Year 2025: \$559 Million

Total Biennial underfunding: \$972 Million

Estimated Special Education Funding Gap, 2025-27

Total Biennial underfunding: \$1.25 Billion

FIX PUPIL TRANSPORTATION

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

FIX PUPIL TRANSPORTATION

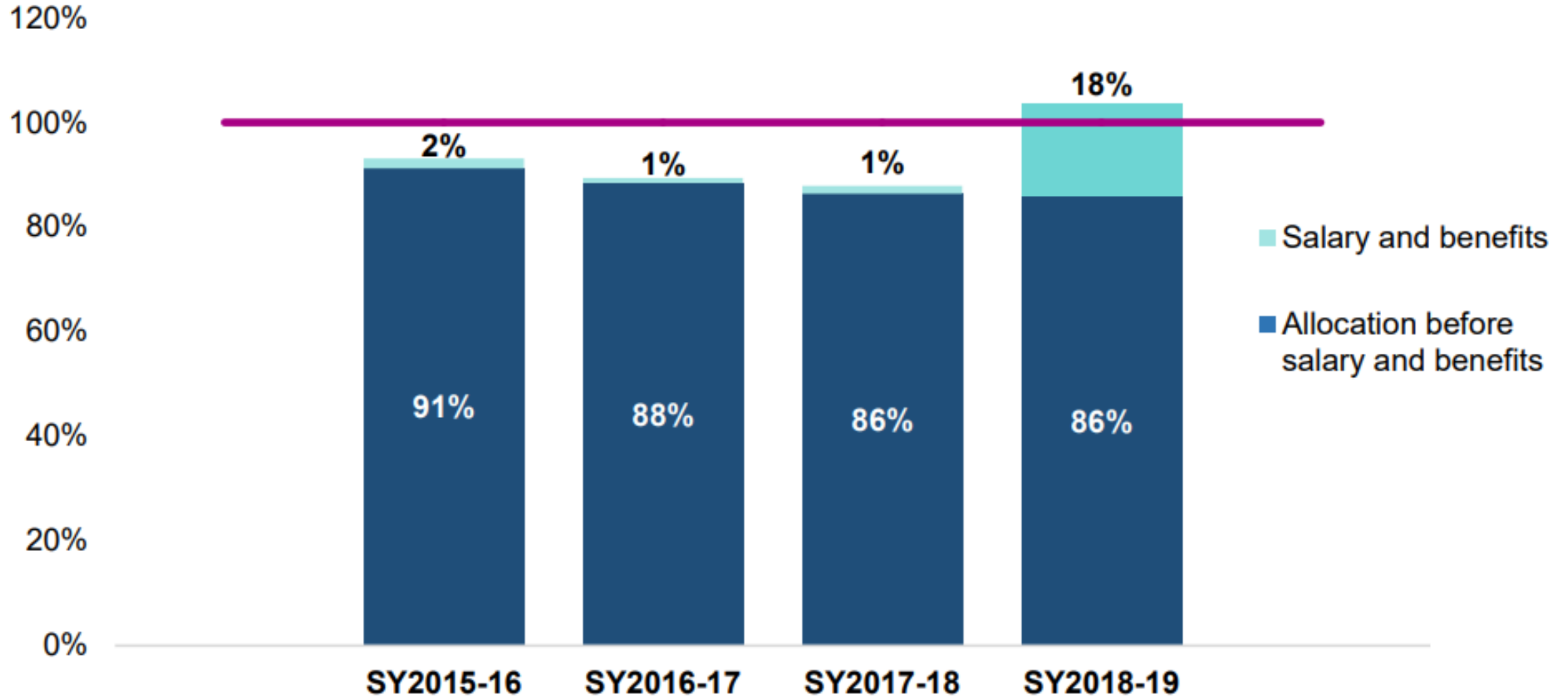
OFM Pupil Transportation Allocation Study (2020)

➤ Findings:

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

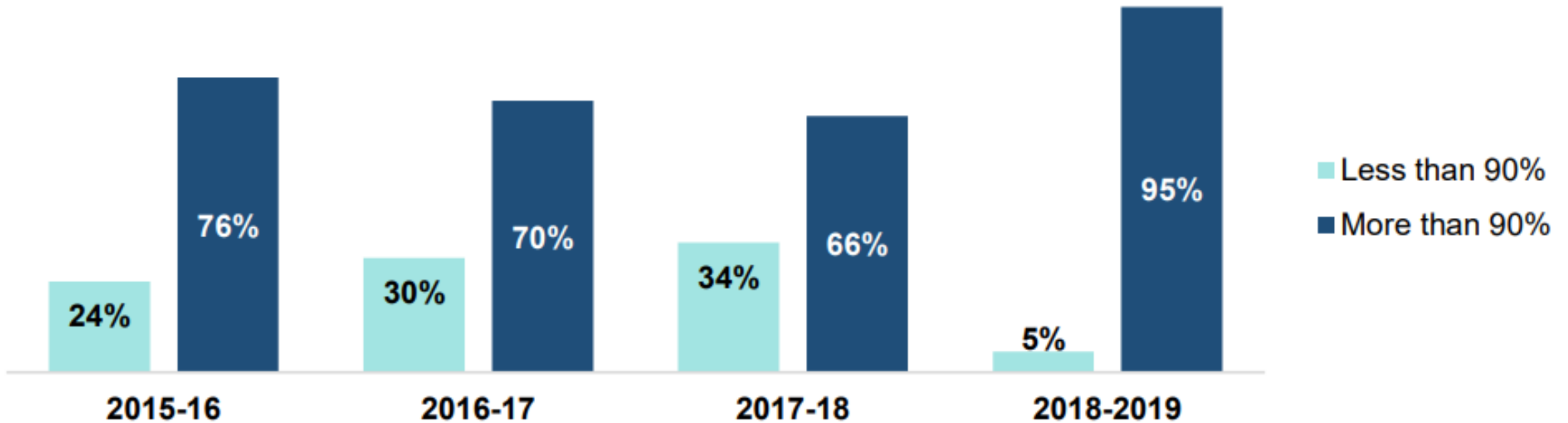
Pupil Transportation

How much districts spend in a school year vs. how much they received



Pupil Transportation

The percentage of districts that got allocation above and below 90% of their costs



Pupil Transportation

Regression predicted expenditure compared with actual expenditure					
	2015-16	2016-17	2017-18	2018-19	2019-20
Prior Year Expenditure	428,640,787	447,305,356	479,665,865	530,299,889	581,951,884
Predicted Prior Year Expenditure	428,636,744	438,585,246	467,242,254	516,431,637	561,973,948
Difference	(4,043)	(8,720,110)	(12,423,611)	(13,868,252)	(19,977,935)

UPDATE STAFF ALLOCATIONS

- 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 as an enhancement to the Model

Update Staffing Allocations

Staffing Enrichment Workgroup (2019) Recommendations:

Phase I:

- ✓ Increase staffing ratios related to the safety and social, emotional, mental, and behavioral health of students (Physical, Social, and Emotional support staff)
- ➡ • Increase the ratio of 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 (300:1)
- ➡ • Provide additional professional development to close achievement gaps
- ➡ • Add continuous improvement coaches/instructional facilitators

Phase II:

- Increase all remaining staffing ratios, including district-wide staff
- 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 Funding Coalition



- Coalition members have agreed to maintain a singular focus: advocating for updated 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 2023 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

SCHOOL FUNDING COALITION | 2023 Legislative Priorities

School Funding Coalition

The School Funding Coalition is comprised of seven statewide education associations, representing almost 8,000 school district leaders from our state's 295 school districts. We bring a front-line understanding of school district financing and education funding issues. This Coalition convened to speak with one voice on common funding priorities that each of our associations will support on behalf of the 1.1 million students who attend our schools.

The Coalition urges the 2023 Legislature to:

Continue updating state-funded staffing ratios in the Prototypical School Funding Model by improving support for school principals; and support closing persistent opportunity gaps by funding additional professional development and continuous improvement coaches.

Prototypical School Funding Model

The Legislature adopted a new education funding system in 2009, establishing a distribution formula based on minimum staffing in "prototypical schools." Legislation adopted in 2010 implemented the new Prototypical School Funding Model (PSFM), providing new staffing allocations. The new allocations were intended to translate then-current levels of funding into the different staff classifications in the PSFM, with no adjustments, to ensure the conversion was cost neutral. Funding levels for most staff positions have remained the same since the Model was first implemented.

Coalition Long-Term Priority

In 2014, Washington's citizens approved Initiative 1351 which, among other things, provided for phased-in increases in staffing allocations in the PSFM. The Initiative required funding for increased staffing allocations to begin in the 2015–17 biennium, with full funding by the end of the 2017–19 biennium. Legislation adopted in 2015, however, delayed the funding of I-1351 by four years. In 2017, as a part of the "McCleary solution," the I-1351 implementation schedule was repealed. OSPI, however, was charged with convening a working group to review staffing allocations detailed in I-1351 and make recommendations on a possible phase-in plan of staffing enhancements.

At the end of 2019, the Staffing Enrichment Workgroup submitted its report to the Legislature, recommending a six-year phase-in of staffing enhancements in the PSFM, mirroring the values adopted in I-1351. The long-term priority of the School Funding Coalition is for the Staffing Enrichment Workgroup's recommendations to be adopted and funded by the Legislature, ensuring more realistic state-funded staffing levels.

2023 Legislative Priority of the Coalition

Members of the School Funding Coalition applaud the 2022 Legislature for beginning a phase-in of enhanced staff allocations, specifically investing in staff to meet students' needs for social, emotional, safety, and behavioral health. This action implements a portion of the Phase I recommendations of the Staffing Enrichment Workgroup. In 2023, the Coalition urges the Legislature to continue the implementation of the Staffing Enrichment Workgroup Phase I recommendations by 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.

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

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INVEST IN LEARNING RECOVERY

- Provide additional, ongoing resources to expand accelerated learning opportunities for tutoring, additional instructional time, and to offer more student supports to address long-term impacts from the pandemic

2021-23 Operating Budget: Learning Loss, Recovery, Acceleration

Learning Recovery—\$237.1 million (\$27.4 million, state; \$79.5 million, ESSER II; \$79.5 million, ESSER III)

One-time funding to OSPI for grants to school districts to address learning recovery

Includes: \$18.5 million for grants for outdoor education summer enrichment programs; and \$18.5 million to support evidence-based comprehensive afterschool programs.

ESSER III Learning Loss Subgrants—\$333.5 million

The 2021-23 Operating Budget allocates \$1.74 billion for ESSER subgrants to districts, comprised \$1.67 of ESSER III funds and \$74.2 million of ESSER II funds (\$1.2 billion is provided in the 2021 Supplemental Operating Budget and reappropriated in the biennial budget to ensure availability if funds are not expended in FY 21)

\$333.5 million is set aside for subgrants to districts to be used specifically for activities related to learning loss, as required by the American Rescue Plan (ESSER III)

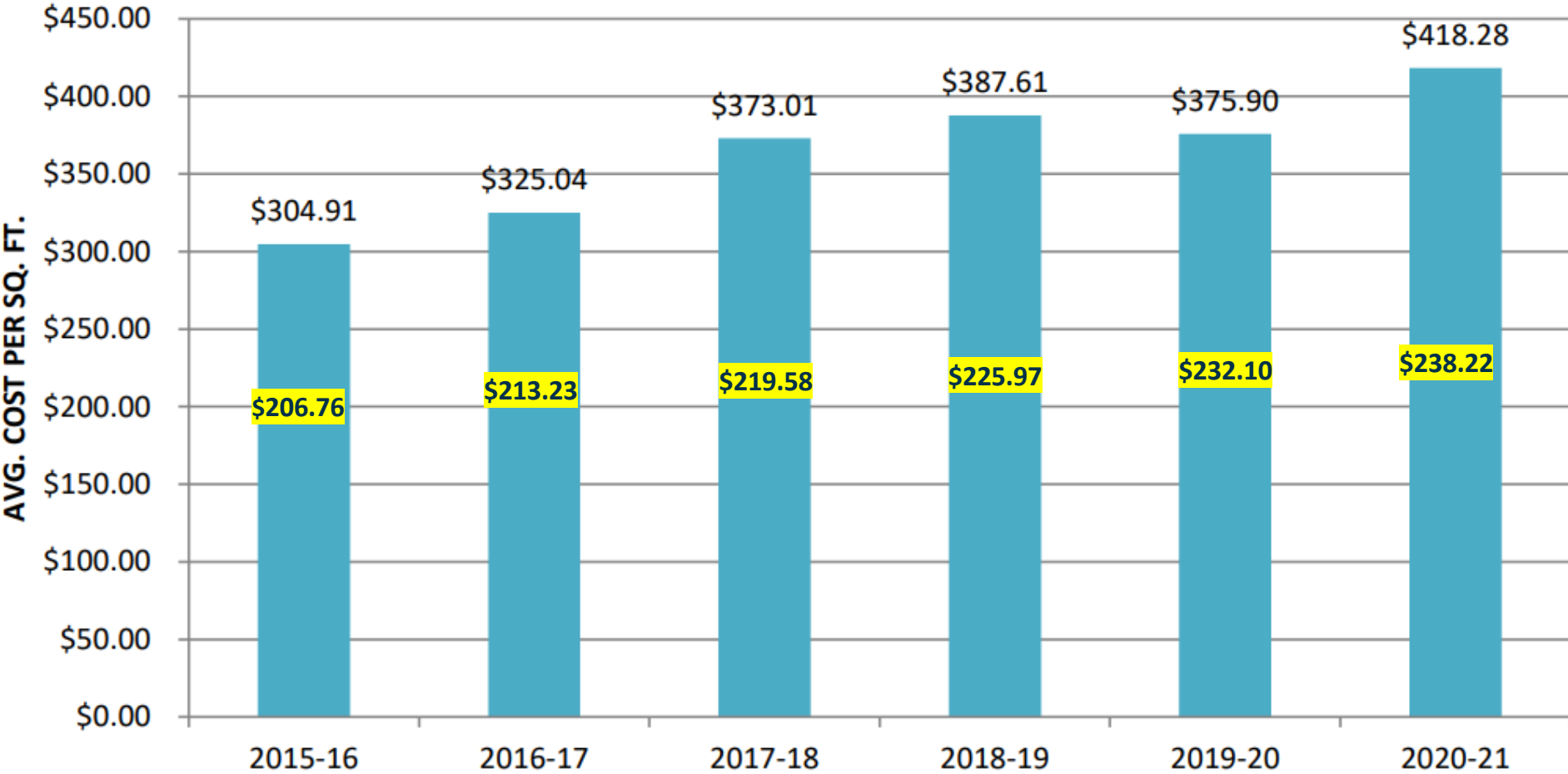
2022 Supplemental Budget—Added \$1.0 million to support an Intensive Tutoring Grant program

SUPPORT CAPITAL FACILITIES

- 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

	1979 Eligible Square Feet	Current Eligible Square Feet	2019 OSPI Workgroup Recommendations
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

WASA Legislative Advocacy Training

“Finding Your Voice” Two-Part Lunch & Learn Webinar

Part I:

Examining WASA’s Legislative Platform
September 20, 2022, 12:00-1:00pm

Part II:

The Importance of Legislative Advocacy
November 29, 2022, 12:00-1:00pm



- To help you ease you into your advocacy role—especially if you have not engaged in the process before—this webinar will provide tips, tools, and resources to help you engage with the Legislature and effectively advocate for your schools, your students, and your staff

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