



THE AMPLE SCHOOL FUNDING PROJECT FOR WASHINGTON'S STUDENTS

November 14, 2003

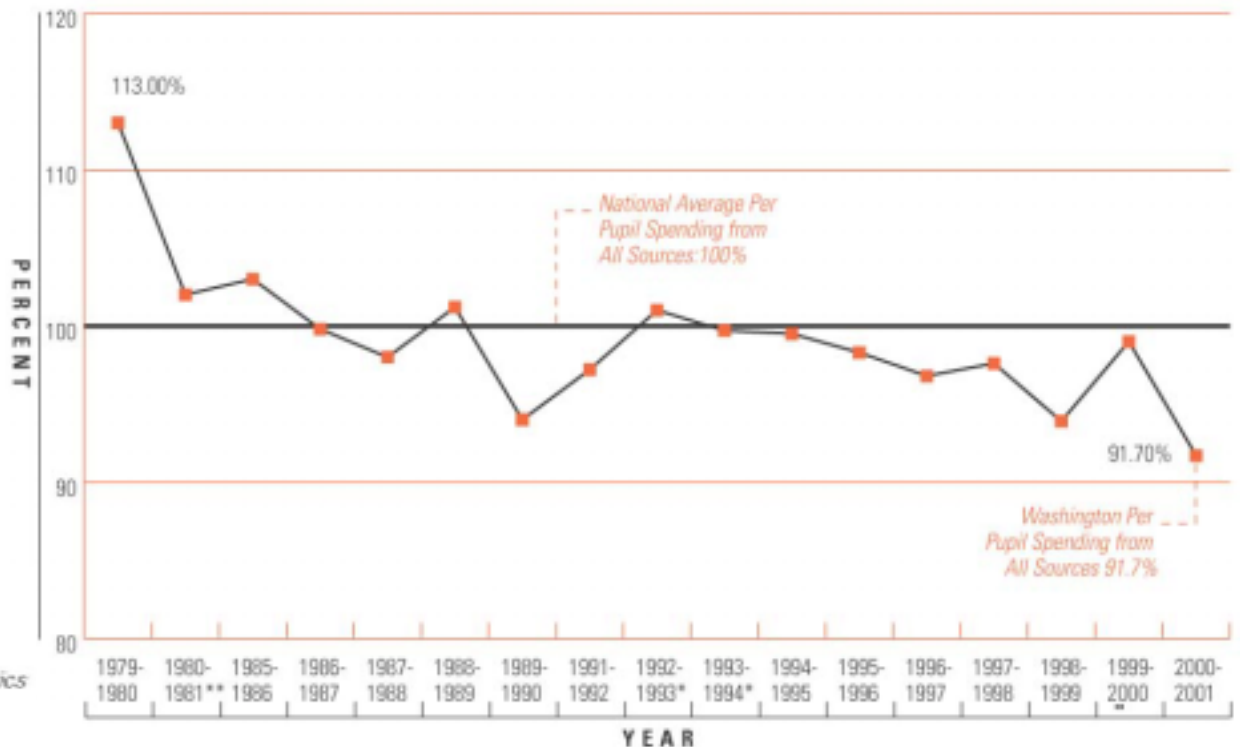
THE PROBLEM...

- ❖ The state is not currently meeting it's constitutional obligation to fully fund basic education.
- ❖ In addition, the state has added new performance standards without the necessary resources to accomplish them.

PER PUPIL EXPENDITURES

National standing on K-12 per pupil support

Figure 5: Washington's per pupil expenditures from all sources compared to national average from all sources

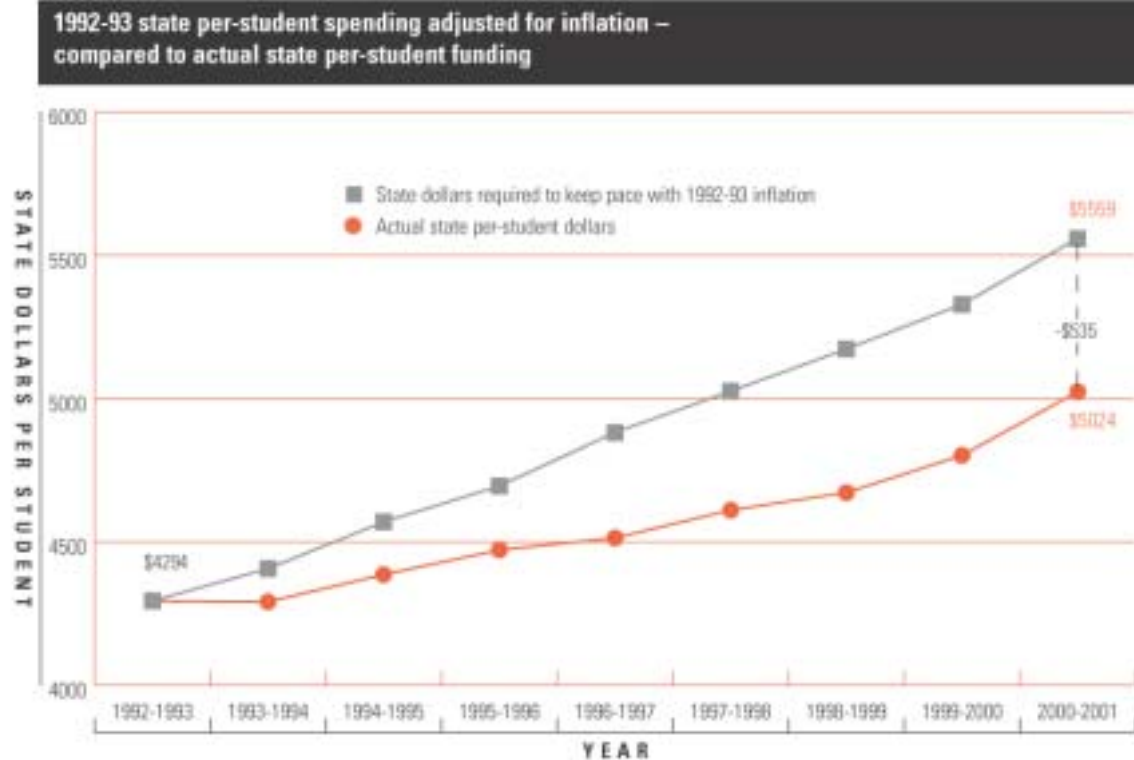


** NCES data unavailable for 1981-1985
* NCES estimates

Source: National Center for Education Statistics

PER PUPIL EXPENDITURES

More costs and less buying power



Inflation-adjusted dollars using Seattle/Tacoma/Bremerton CPI
Approximately 60% of all K-12 students in Washington State live in the Seattle/Tacoma/Bremerton CPI area.

Source: Office of the Superintendent of Public Instruction

WASHINGTON STATE CONSTITUTION

- **Article IX, Section 1: “It is the *paramount* duty of the state to make *ample* provision for the education of all students...”**

(paramount: chief in importance; supreme; preeminent)*

(ample: more than enough; enough to fulfill the needs or purpose)*

- **Article IX, Section 2: “ The Legislature shall provide for a *general* and *uniform* system of schools...”**

(general: applying to a whole kind, class; common, widespread, not specific)*

(uniform: always the same; identical throughout a state; conforming to a given standard)*

* Webster’s New World Dictionary

DORAN SCHOOL FUNDING CASES – FUNDING PRINCIPLES

Washington's current finance system is a legislative response to two court decisions in interpreting the "paramount duty" clause of the state constitution.

The court decisions, in 1977 and 1983, described the state's duty under Article IX, sections 1 and 2 of the Washington State Constitution. These cases established the following principles of school funding:

1. Education is the "paramount duty" of the state and takes precedence over all other state financial obligations.
2. The Legislature must define basic education and provide adequate funding for those programs.
3. Programs considered basic education are:

| | |
|---|-------------------------------------|
| <i>Regular Apportionment</i> | <i>Vocational Education</i> |
| <i>Special Education</i> | <i>Most of Pupil Transportation</i> |
| <i>Transitional Bilingual Education</i> | <i>Learning Assistance</i> |

FUNDING PRINCIPLES

(con't.)

4. The most important factors in determining adequate funding are staff compensation and pupil/staff ratios.
5. It is the Legislature's obligation to establish a sufficient salary to attract and retain competent teachers.
6. Once the Legislature has established what is considered to be 100% funding of basic education needs, it cannot reduce that funding level due to state revenue problems.
7. The funding formula is not "cast in concrete"; it is the continuing obligation of the Legislature to review the formula as the education system evolves and changes.
8. Local school operations levies may be allowed as long as they enrich programs outside of the legislative definition of basic education and are not used to reduce the state's obligation to fund basic education.

SEATTLE SCHOOL DISTRICT No.1 V. STATE (DORAN I)

. . . the core issue in this case was one of educational adequacy under the “ample provision” language in the Education Article of the state constitution.

Cipollone –”Defining a ‘Basic Education’: Equity and Adequacy Litigation in the State of Washington” (1998)

THE PUBLIC KNOWS THERE IS A PROBLEM

In your opinion, what is the biggest problem facing schools in Washington today?

| | Statewide 2003 |
|---------------------|---------------------------|
| Lack of funding | 26% |
| Overcrowded schools | 11% |
| Teacher low pay | 9% |
| Lack of discipline | 8% |
| Qualified teachers | 7% |

2003 Report for Seattle-Northwest Securities Corporation, prepared by Tom Eiland, CFM Research, Portland, OR

THE PUBLIC KNOWS THERE IS A PROBLEM

Do you agree
or
disagree that
school
funding in
Washington
is
adequate?

| | 1995 | 1997 | 1999 | 2001 | 2003 |
|-------------------------|------|------|------|------|------|
| <u>Statewide</u> | | | | | |
| Agree | 38% | 41% | 41% | 37% | 28% |
| Disagree | 52% | 49% | 49% | 56% | 64% |

2003 Report for Seattle-Northwest Securities Corporation,
prepared by Tom Eiland, CFM Research, Portland, OR

THE QUESTION

- It is evident that problems exist with the current K-12 funding system including inequitable distribution patterns.
- The Governor, the SPI, and many legislators have called for a state K-12 finance study. The 2003 legislature chose not to fund a study.
- We are stuck. If the legislature will not step up to the plate, who will?? And when??

WE NEED TO SPEAK WITH ONE VOICE TO:

➤ PERSUADE THE LEGISLATURE

– AND –

➤ ENGAGE THE PUBLIC

– OR –

➤ CONVINCING THE COURT

THE CHALLENGE FROM THE WASA K-12 FINANCE WORKGROUP II

PROPOSE A DIRECTION
(Get something started. We can't wait.)

THE PROPOSAL

We will undertake a project which will substantiate that the current level of state resources is inadequate and will establish what additional resources are needed to reach the state's new performance standards.

BASIC ASSUMPTION

The level of state resources provided under our state's present K-12 finance system is not – and has never been – based on an analysis of student educational needs and costs to meet those needs.

THE PROJECT

- **Define where we are now.**
Technical Analysis of current funding based on the decisions made in Doran I and II.
- **Define where we want to be.**
GAP Analysis based on Washington state's standards and goals.
- **Determine how we get where we want to be.**
Implement remedies to the current system to provide ample funds to schools in an equitable manner.

PROJECT TASKS

- Get financial support to hire a technical analysis coordinator immediately and provide technical/clerical support, travel, printing, and communications to carry out the technical analysis.
- Get support from the 2004 Legislature for a Comprehensive K-12 Finance Study.
- Establish a technical analysis advisory panel. A core group of fiscal and policy analysts committed to supporting the project.
- Provide an oversight committee for the Project with members appointed from WASA's K-12 Finance Study Workgroups and other associations.
- Establish an Ample School Funding Project website with periodic updates.

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TECHNICAL ANALYSIS

Document “underfundedness” of basic education with state, ESD and school district data demonstrating that current state funding does not meet the obligations of Doran I and II.

TECHNICAL ANALYSIS (con't.)

Analyze state basic education funding formulas and document under-funding and other problems with the current basic ed definition . . . Such as apportionment, salaries, NERC, transportation, special education, LAP, transitional bilingual, etc.

EXAMPLE: TRANSPORTATION METHODOLOGY

Actual 2001-02 Transportation Funding:
On average the state funded about **67%** of
total district operating expenditures,
(Ranges from 52% to 100%).

EXAMPLE: TRANSPORTATION METHODOLOGY (con't)

1. Delineate state's obligation to fully fund per court cases and statutes.
2. History of state transportation formula, predecessors, and how current formula evolved.
3. Show state transportation funding percentage by district at macro level.
 - a. Discuss extent to which current program expenditures may not reflect what expenditures should be.
 - b. Develop rationale for why state is responsible for transportation salaries. Find case where judge ruled the state must fund what it allows.
4. Explore ways to improve transportation formula funding to approximately 100%.

GAP ANALYSIS

- We are in the 2003-04 school year. Students in 8th grade this year will have to take the WASL in the 10th grade and pass it in order to graduate in 2007-08.
- In 2002-03, 39% of 10th graders passed all 3 areas of the WASL. Clearly the hard yardage is ahead and time is short.
- Given current state funding levels and annual progress to-date, it is difficult to see how the state's performance standards will be achieved in 2007-08.

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GAP ANALYSIS

Establish “underfundedness” by documenting resources currently available to bring all students to the state standards and identifying the resources that will be needed to bring all students to the new state standards.

GAP ANALYSIS

- How much will it take to provide ample programs, staff, technology, computers, software, training, compensation, professional development, extended day/week/year, remedial work, tutoring, pre-school, full-day kindergarten, class size, facilities, security, etc. to get all students to standards?
- What can we learn from research from other states (adequacy, professional judgment and best practices models -New York, Maryland, etc.-) and our own state (LEV's Realities of Education Funding; Rainier Institute's What Will it Take 2003)?

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AMPLE FUNDING REMEDIES

Identify what “ample” funding is and implement “general and uniform” methods of distributing the funds.

WHAT ABOUT THE LEGISLATURE?

- As information is gathered it will be shared with legislators.
- Legislators will be asked to support funding for a **COMPREHENSIVE** K-12 Finance Study. (This is in OSPI's 2004 Supplemental Budget Request.)

AMPLE SCHOOL FUNDING PROJECT TIMELINE/PROJECTED COSTS

Technical Analysis – Begins Nov. 2003
\$200,000 (Estimated)

GAP Analysis – Begins May 2004
\$500,000 (Estimated)

Implementation - As Technical Analysis
and GAP Analysis components are
completed – through Nov 2005
\$500,000 (Estimated)

WHAT WE NEED - NOW

- *Funding to carry out technical analysis.
- *In-kind staff support for the advisory core group on technical analysis. (Already committed to by OSPI, WSSDA, WASA/SIRS, an ESD, a school district, WEA and PSE).
- *Support from districts for the project and commitment to provide in-kind staff for data collection.
- *Organization, association, business, foundation and grant support.
- *Communication with everyone involved in K-12 finance.

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WHAT WE *WILL* NEED

- Legislative and/or organizational financial support for the Comprehensive K-12 Finance Study to put all of the pieces together.
- Dialogue with the other “studies” – i.e. U of W, League of Education Voters, Rainier Institute, PTA – to align purposes, avoid duplication of efforts and share resources wherever possible.
- On-going communication with everyone involved in K-12 finance.

WHY WE CAN'T WAIT



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