



THE AMPLE SCHOOL FUNDING PROJECT FOR WASHINGTON'S STUDENTS

**Education Finance Summit
January 28, 2004**

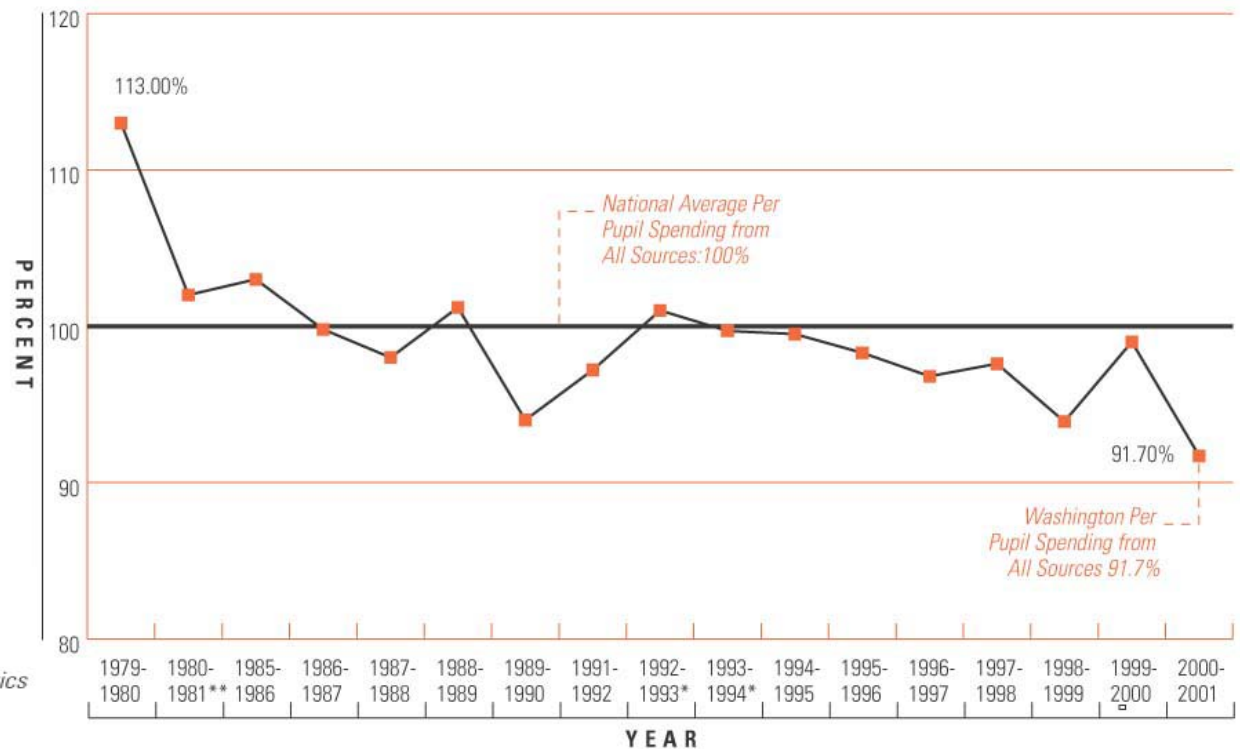
THE PROBLEMS...

- ❖ The state is not currently meeting its 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

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.

FUNDING PRINCIPLES (con't.)

3. Programs considered basic education are:
 - Regular Apportionment
 - Vocational Education
 - Special Education
 - Most of Pupil Transportation
 - Transitional Bilingual Education
 - Learning Assistance

4. 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.

Why Did WASA Undertake the Ample School Funding Project

- It is evident that problems exist with the current K-12 funding system including inequitable distribution patterns.
- The Governor, the OSPI and many legislators called for a state K-12 finance study in 2003. The 2003 Legislature chose not to fund a study.
- This year legislators will be asked to support funding for a **COMPREHENSIVE K-12 Finance Study**. (This is in OSPI's 2004 Supplemental Budget Request.)

THE PROJECT

The Washington Association of School Administrators has initiated 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.

PROJECT TASKS

- Hire a technical analyst to coordinate the project.
- 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.



PROJECT TASKS (cont.)

- Establish an Ample School Funding Project Web site (www.wasa-oly.org/asfp.htm) with periodic updates. ✓
- Build a Larger Constituency Group
 - WSLFA, AWSP, WSPTA, WSSDA, WEA, SBE, WASC, WSASCD, etc. ✓
 - ESDs and OSPI ✓
 - Regions (i.e. Puget Sound's SAVE Project) ✓
 - Local School Districts. ✓
- Get support from the 2004 Legislature for a Comprehensive K-12 Finance Study.

THE PROCESS

Define where we are now.

Complete technical analysis of current funding based on the decisions made in Doran I and II.

Identify the funding we need to meet today's requirements

Calculate the GAP analysis based on Washington State's standards and goals.

Determine how we get where we need to be.

Implement remedies to the current system to provide ample funds to schools in an equitable manner.

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%).

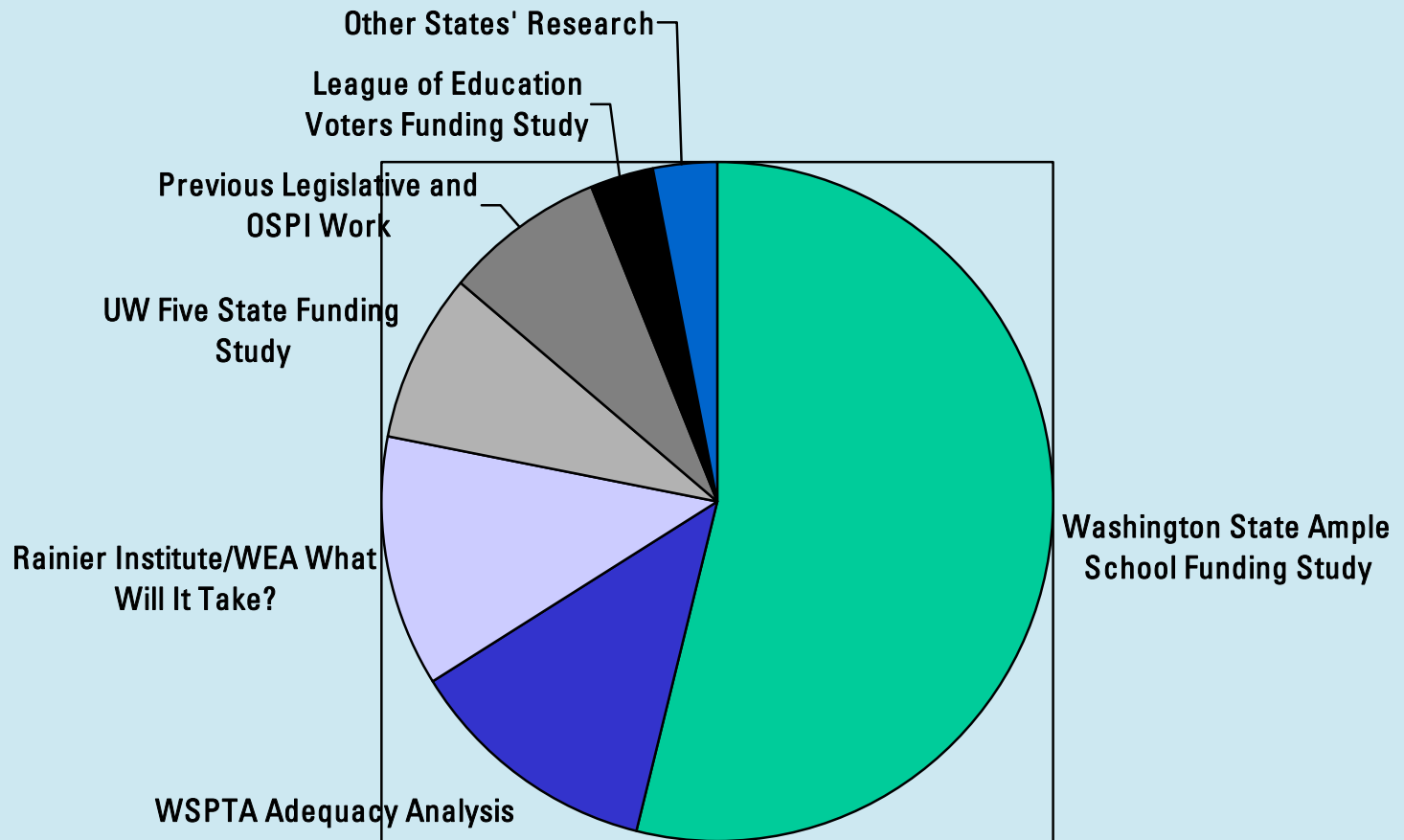
- Analysis of existing funding formulas.
- Survey of actual costs.
- GAP analysis.
- Generation of proposed new formulas.

SYNTHESIZE RESEARCH

- Determine what we can learn from research from other states (adequacy, professional judgment and best practices models -New York, Maryland, etc.-).

SYNTHESIZE RESEARCH (cont.)

- Utilize research that has been done in Washington State.



NEXT STEPS

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

CREATE A TOTAL PICTURE

- As information is gathered it will be shared with legislators.
- It may solve one piece at a time, but as part of the larger picture.
- It may increase funding in different ways as part of a larger solution.

WHAT WE 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.
- Support by educators statewide.

WHY WE CAN'T WAIT

