

who's telling your story?



Your Role in Developing Your Story

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We'll discuss:

- Why YOU need to develop your story—and deliver it
 - The importance of being **engaged**
- How you can develop your story
 - The importance of being **informed**
 - WASA's 2017 Legislative Platform



Advocacy: Why Be Engaged?

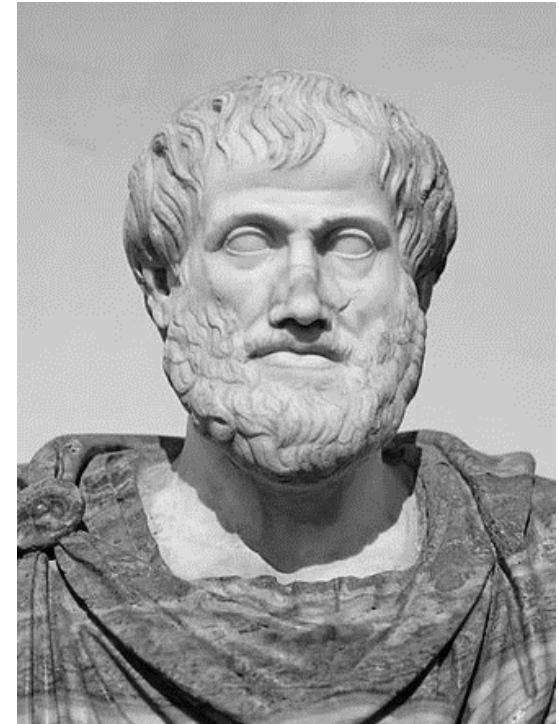
If you don't advocate for your students,
your district and your staff, who will?

You can be sure someone **WILL** speak up—and they may not have the same information, experience or position as you.



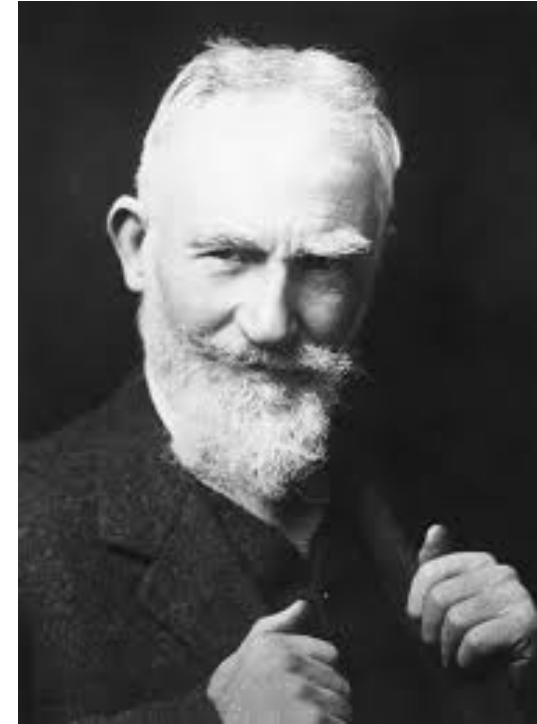
Nature abhors a vacuum

~Aristotle



Nature abhors a vacuum:
whenever people do not know
the truth, they fill the gaps with
conjecture

~George Bernard Shaw



- “Lawmakers of both parties have been providing **massive increases** to K-12 schools. By any reasonable standard, the **Legislature is already funding a solid public education program**, at Cadillac levels.”
- “Rather than debating the balance between local and state-level funding sources, lawmakers should seek ways to **expand family choice** in education.”
- “In public education, changing funding sources is less important than improving **how the money is used**. A better model for funding public education would be to give parents a greater role in making key educational decisions.”

Liv Finne, Washington Policy Center



- “Ample and equitable funding is necessary to build a robust education system that works for all children. However, **money is a tool, not a solution.** New dollars should be seen as a tool to improve our system for all students.”

Arik Korman, League of Education Voters



- "Funding isn't the point, though. Those who talk about insufficient funding are concealing the real problem. The key is the *services* which are purchased."
- "New purchases have increased education spending at the state level by 34 percent since the 2012 ruling. What's left to buy? Pay raises for employees, which was almost certainly **the end game of the WEA-funded *McCleary* lawsuit all along.**"

Jami Lund, Freedom Foundation



- “It is an inconvenient truth that we still assign children to schools that the superintendent, school board member, or union leader wouldn’t put their own children in.”
- “We reformers are here to stay. Unfortunately, some of our Democratic Party leaders in Washington have missed the memo that improving public education is the civil rights issue of our time. Our Democratic leaders should be embracing **education reform** as an economic development strategy.”

Lisa MacFarlane, Democrats for Education Reform



- “Acknowledging the state’s need to increase education funding, our **goal is to secure policy improvements** that lead to demonstrable student achievement gains.”
- “We will focus on increasing the public demand for **better outcomes** from the education system in order to influence and educate legislators. We must elevate a narrative that focuses on how education funding increases must be focused on driving educational equity and improved student outcomes, to **combat the dominant narrative currently focused on just more dollars.**”

Dave Powell, Stand for Children



- “The most pressing issue facing the 2016 Legislature was the need for a **legislative fix to support public charter schools**....Thanks to the Legislature’s leadership, these schools will continue to provide options and opportunities for students who need the most help in our state.”

Washington Roundtable/Partnership for Learning





If you tell a lie big enough
and keep repeating it,
people will eventually
come to believe it

~ Joseph Goebbels





A lie told often enough
becomes the truth

~Vladimir Lenin



Remember:

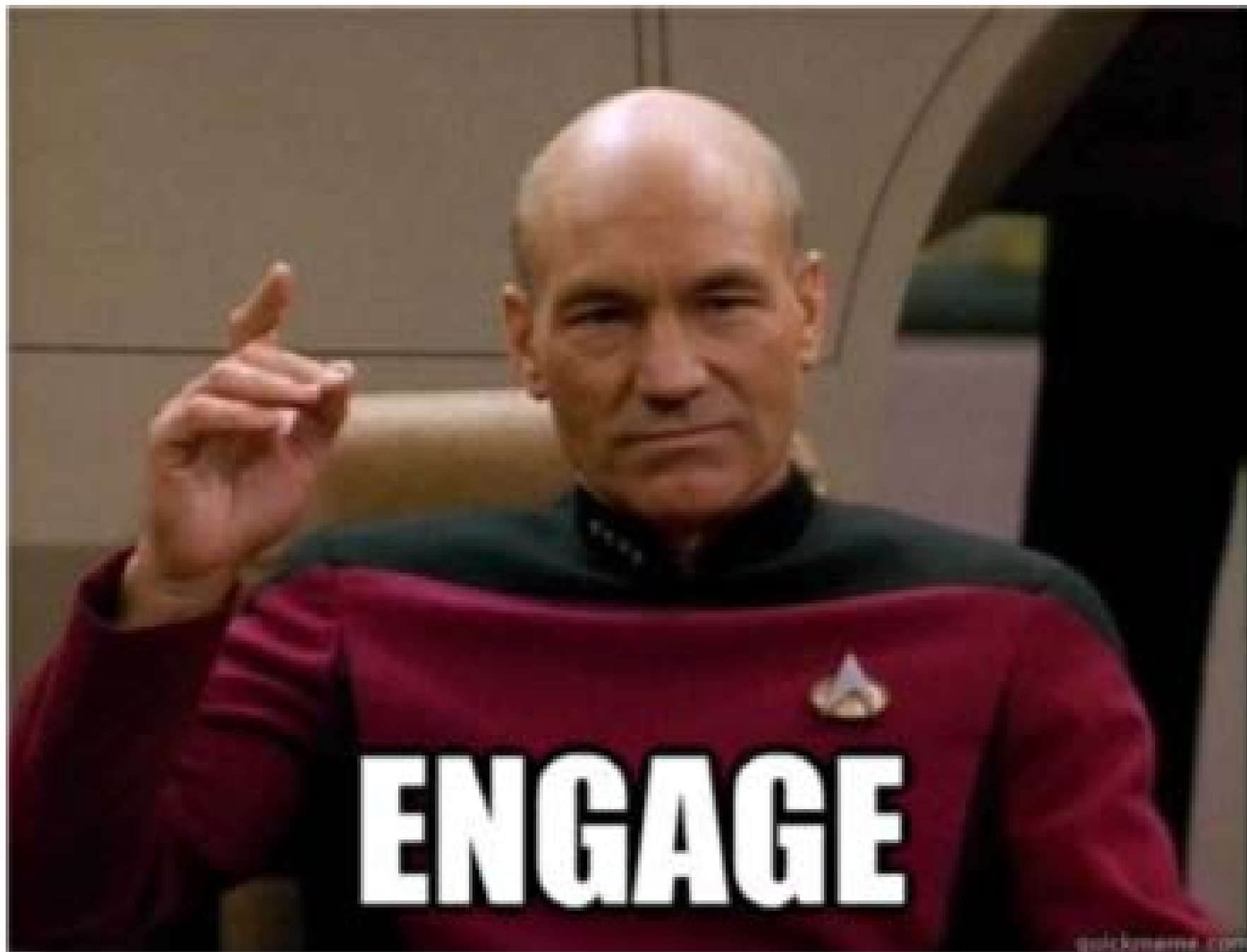
Nature abhors a vacuum

and

Misinformation can become “truth”

Don't let the vacuum be filled with voices that do not reflect your knowledge, experience and opinions





Advocacy

Providing the right INFORMATION



To the right PEOPLE



At the right TIME



EFFECTIVE ADVOCACY





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2017 Legislative Platform

WASA 2017 Platform

- Comply with the Paramount Duty
- Expand Available State Resources
- Ensure Competitive Employee Compensation
- Enhance School Construction Assistance

Note: Full text of 2017 Legislative Platform available at: <http://bit.ly/2cnjE9u>



WASA 2017 Platform

COMPLY WITH THE PARAMOUNT DUTY

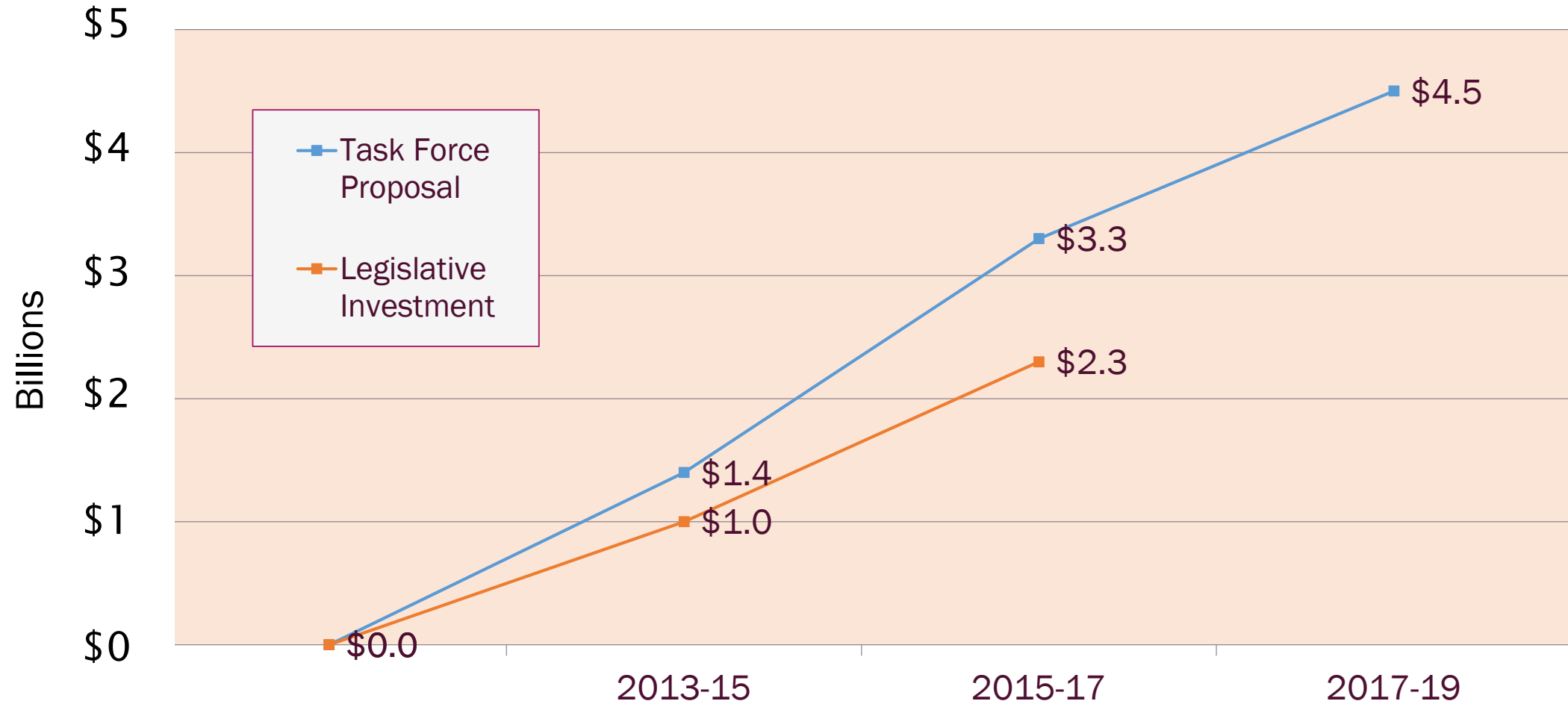
Ensure the state's new basic education finance system is fully funded and fully implemented by 2018—as directed by the Supreme Court's *McCleary* decision

Note: Full text of 2017 Legislative Platform available at: <http://bit.ly/2cnjE9u>



McCleary Basic Education Investments

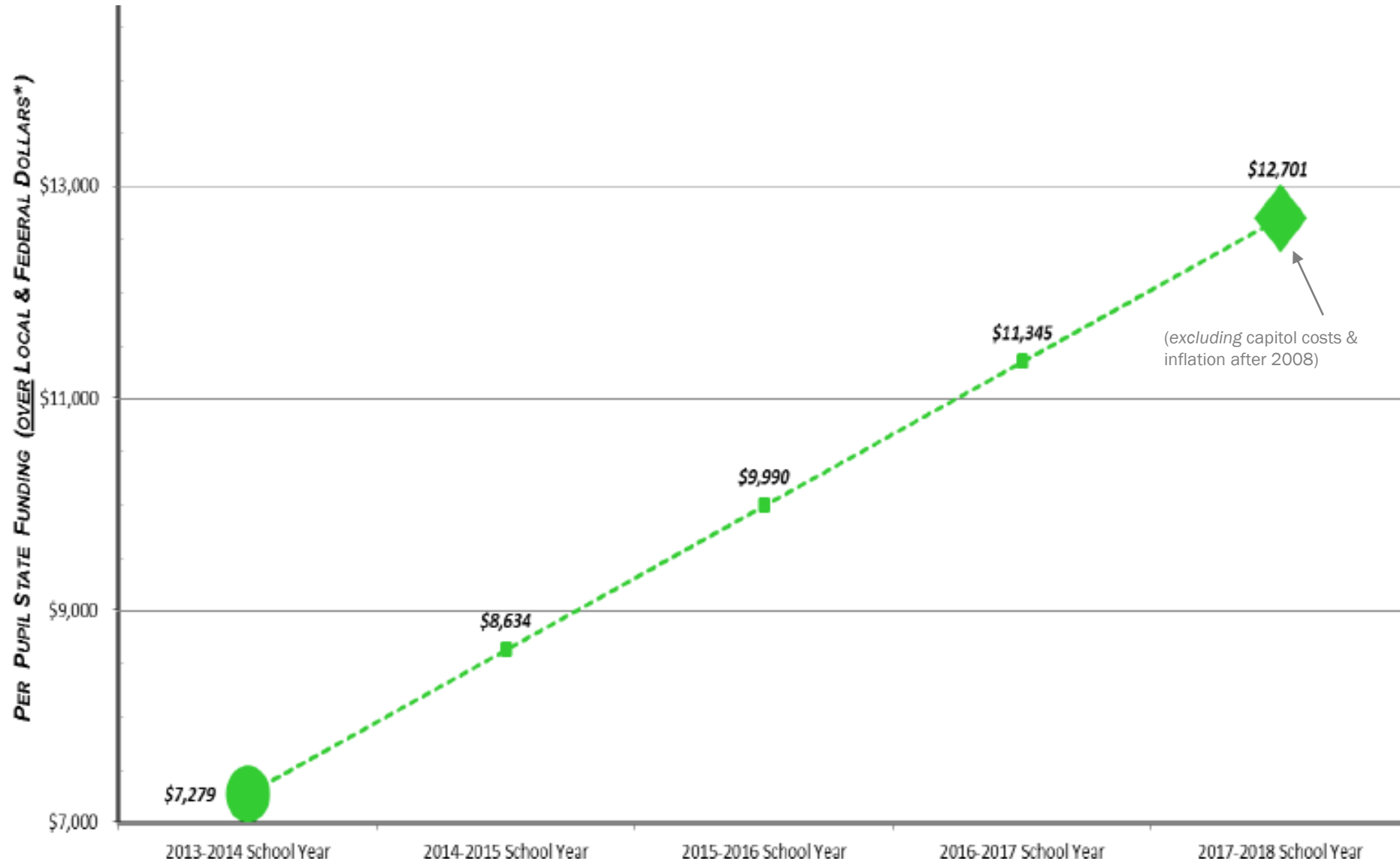
2013-15 & 2015-17 Operating Budgets



State's K-12 Funding Promises

Testimony Under Oath During *McCleary* Trial

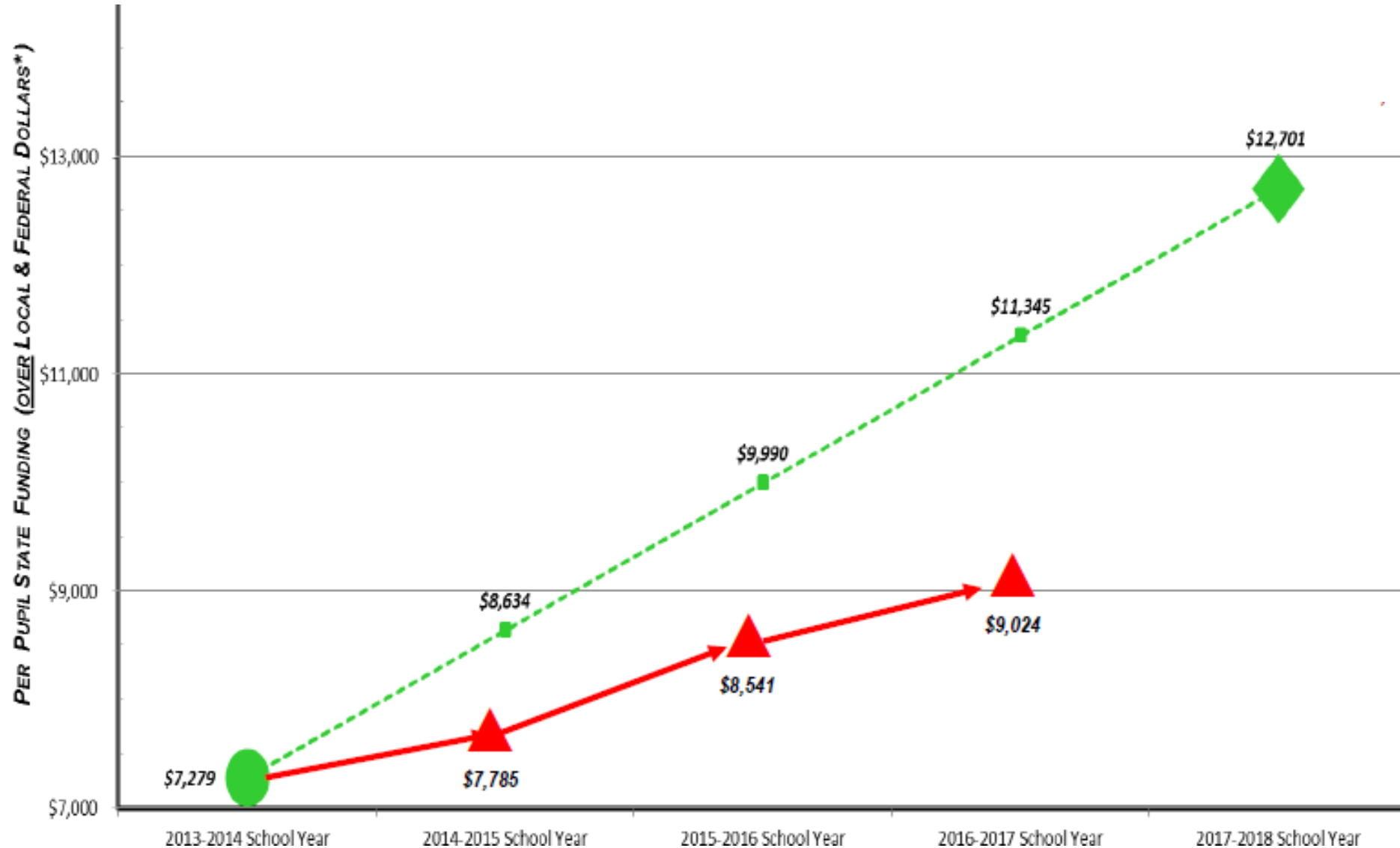
(Per Pupil State Funding)



Real and Steady Progress Towards Full Funding

—State Testimony vs. Actual Funding—

(Per Pupil State Funding)



State's K-12 Funding Promises

- **\$7,279/pupil** is at p.6 of the State's 2013-15 Operating Budget Overview for Striking Amendment to 2ESSB 5034 [the adopted 2013-15 biennium budget].
- ◆ **\$12,701/pupil** is a minimum level based on the State's trial testimony and compensation study. The State testified ESHB 2261's reforms will increase State funding to \$9,710/pupil before market rate salaries, inflation after 2008, or capital construction needs. The June 2012 Final Report of ESHB 2261's Compensation Technical Work Group then determined the cumulative increases needed to cover the market rate salary part is \$2.991 billion/year before adding the I-732 COLAs. That equals about \$2,991/pupil for 1 million students; $\$9,710 + \$2,991 = \$12,701$. As noted below, OSPI's 2015-17 Capital Budget submission confirms this \$12,701/pupil figure is at least \$2,000/pupil too low, as it acknowledged the expansion to full day and lowering K-3 class sizes require construction of approximately 5,698 more classrooms at a cost of \$2 billion (about \$2,000/pupil spread over 1 million students).
- **\$8,634, \$9,990, and \$11,345** are 1/4, then 2/4, then 3/4 of the way between the previously-noted \$7,279 in 2013-14 and \$12,701 in 2017-18.
- ▲ **\$7,785, \$8,541, and \$9,024** are from Chart B in the State's 2015 Report To The Supreme Court By The Joint Select Committee On Article IX Litigation.

WASA Message — Paramount Duty

- The Legislature boasts that K-12 education has increased by \$4.5 billion in the last four years; however, the vast majority of that increase comes from required Maintenance Level increases.
- The \$2.3 billion in *McCleary*-related increases is far less than the Joint Task Force on Education Funding (2012) recommended and substantially less than the State promised the Court it would provide.
- The effort to fully implement 2010's HB 2776 is commendable, but ignores additional funding promised (and required) by 2009's HB 2261. 2017 is the last session to provide the necessary ample funding for basic education to comply with the paramount duty.

WASA 2017 Platform

EXPAND AVAILABLE STATE RESOURCES

Expand state revenue collections to fully comply with the *McCleary* decision and maintain other needed government services

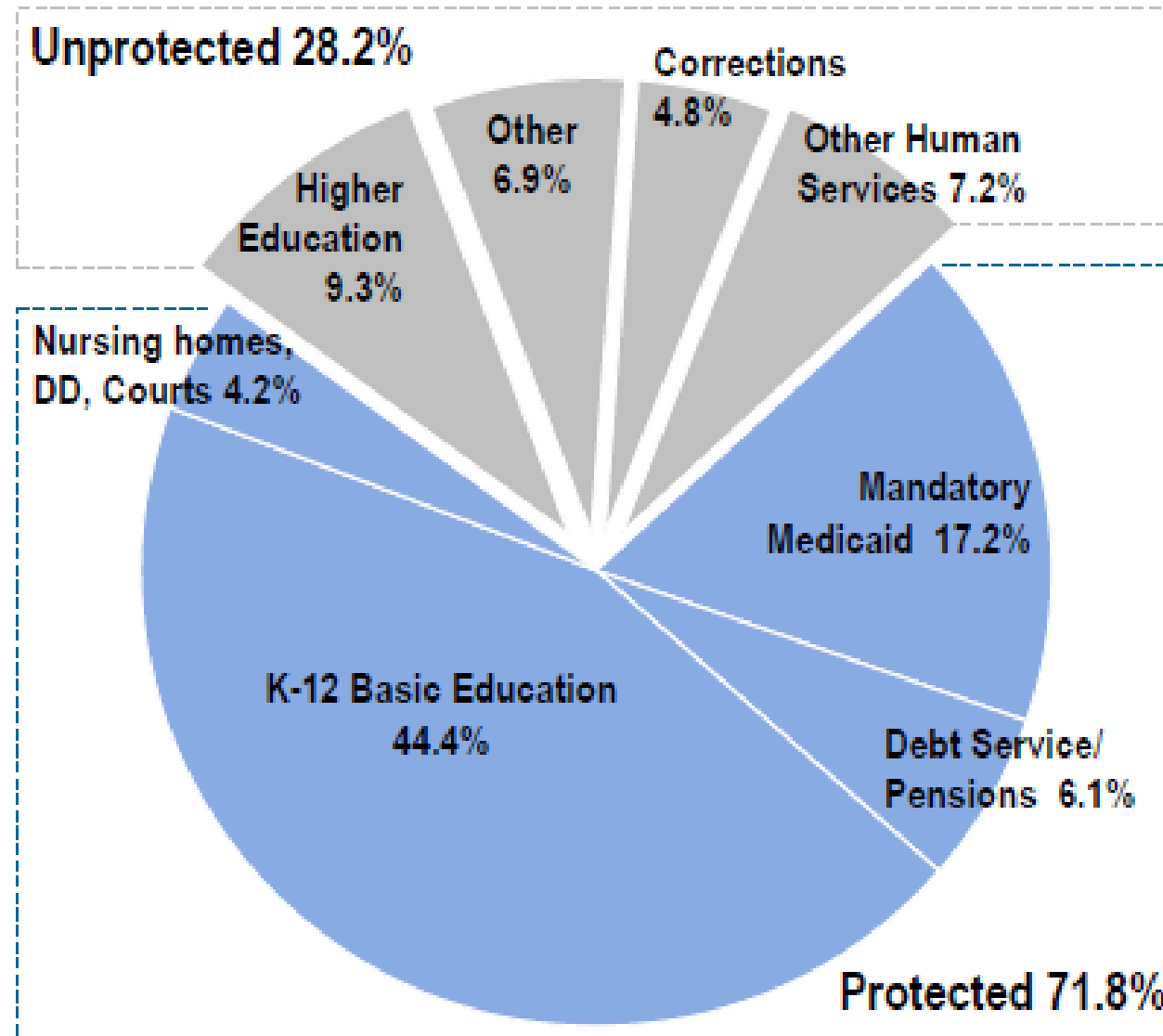
Note: Full text of 2017 Legislative Platform available at: <http://bit.ly/2cnjE9u>



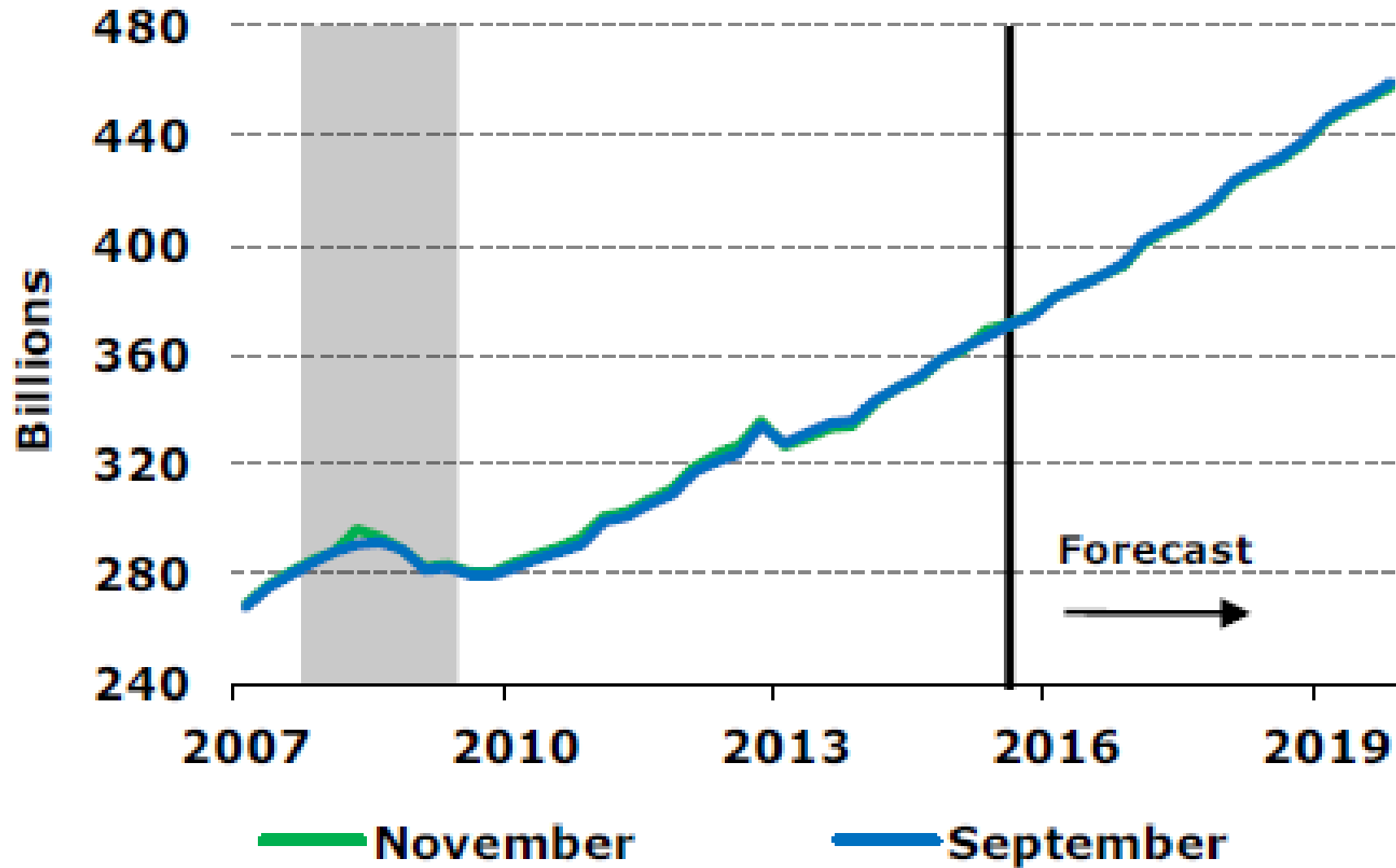
Four-Year Budget Outlook

	FY 2016	FY 2017	2015-17	FY 2018	FY 2019	2017-19
Beginning Balance	1,011	1,084	1,011	474	(115)	474
Current Revenues						
February 2016 Revenue Forecast	18,660	19,178	37,837	20,021	20,871	40,892
Additional Revenue Based on 4.5% Growth Rate Assumption	-	-	-	20	72	92
	18,660	19,178	37,837	20,041	20,943	40,983
Other Resource Changes						
Total Revenues and Resources (Including Beginning Balance)	19,608	20,196	38,720	20,385	20,703	41,203
Enacted Appropriations	18,639	19,580	38,219	20,494	21,036	41,530
K-12 (excluding 2015 PL K-3 and All day K)	8,564	8,864	17,428	8,992	9,184	18,175
K-3 Class Size	83	268	350	524	590	1,114
All Day K	55	125	180	151	158	309
Everything except K-12 - all other items	9,937	10,324	20,261	10,827	11,105	21,931
2016 Supplemental Maintenance Level	37	166	203	95	63	157
2016 Supplemental Policy Level	(49)	80	31	15	26	41
Projected Ending Balance	1,084	474	474	(115)	(314)	(314)
Budget Stabilization Account						
Beginning Balance	513	509	513	701	911	701
Transfer From GFS	184	188	372	197	205	401
Extraordinary Revenue to BSA	-	64	64	-	8	8
Extraordinary Revenue from BSA to GF-S	-	(64)	(64)	-	(8)	(8)
Appropriations from BSA for fires	(190)	-	(190)	-	-	-
Interest Earnings	1	3	5	14	27	41
Ending BSA Balance	509	701	701	911	1,143	1,143
Total Reserves	1,593	1,174	1,174	796	829	829

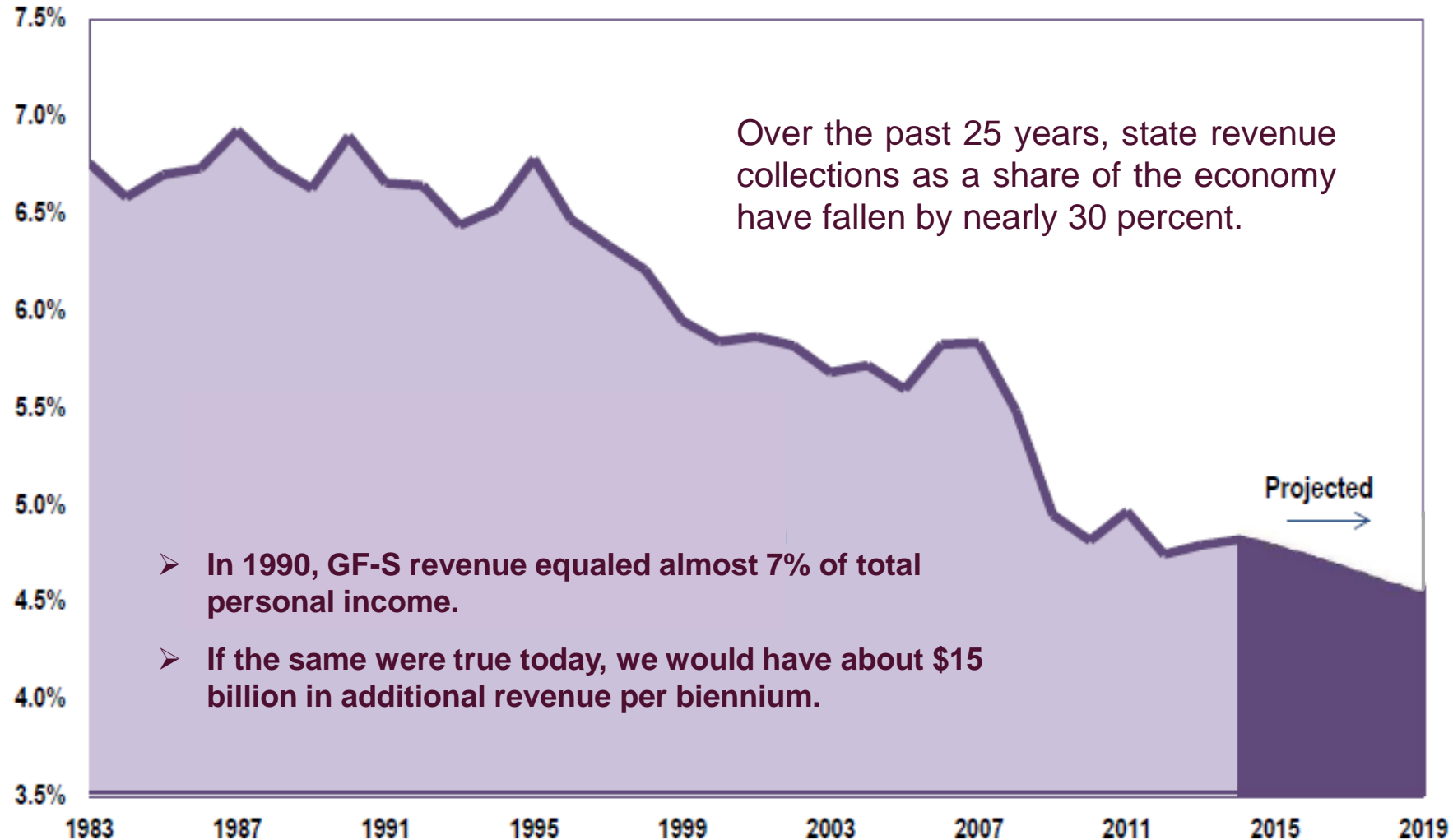
Spending Reductions? Over 70 percent of the state budget is constitutionally or federally protected



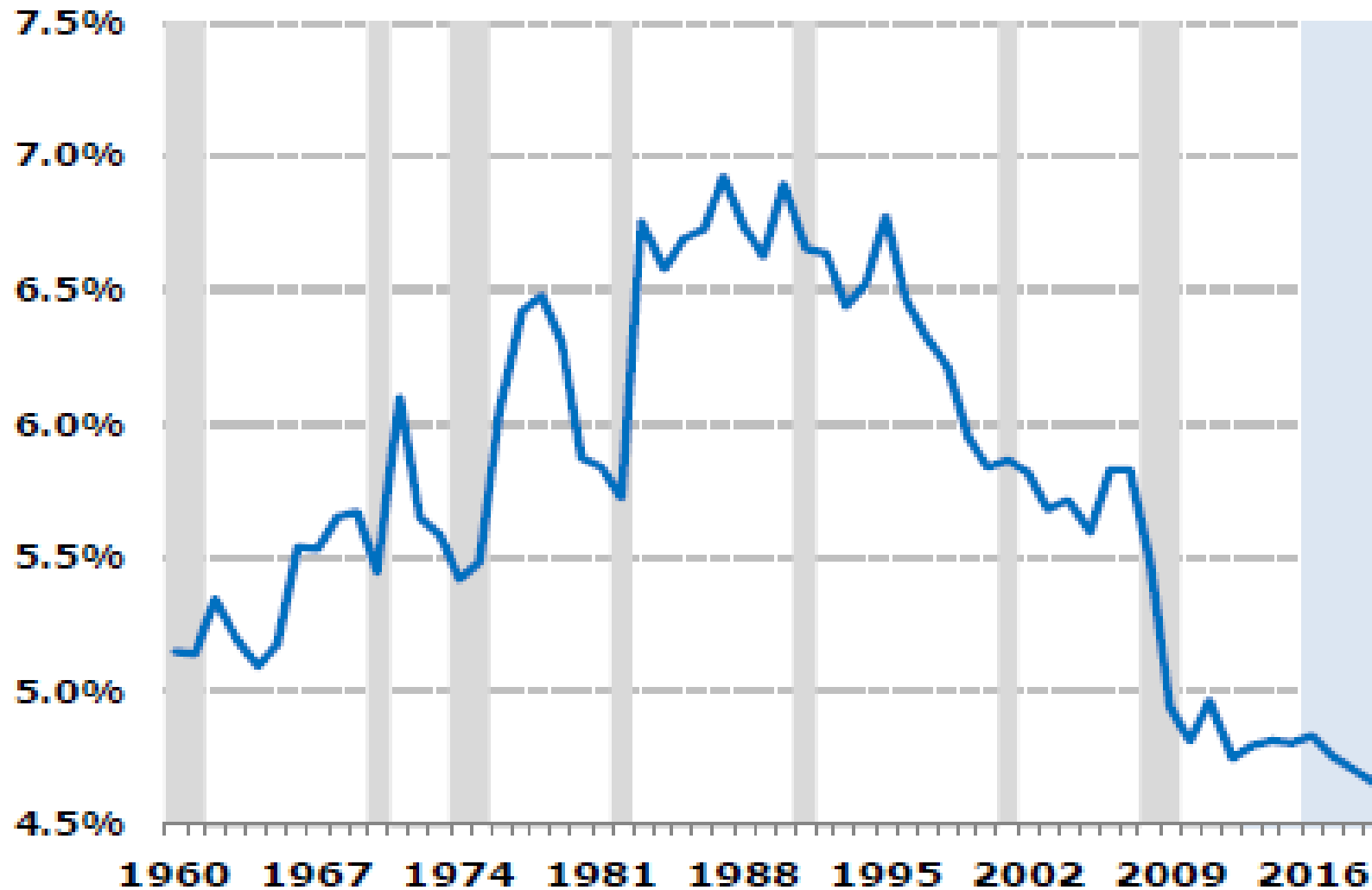
Washington Personal Income



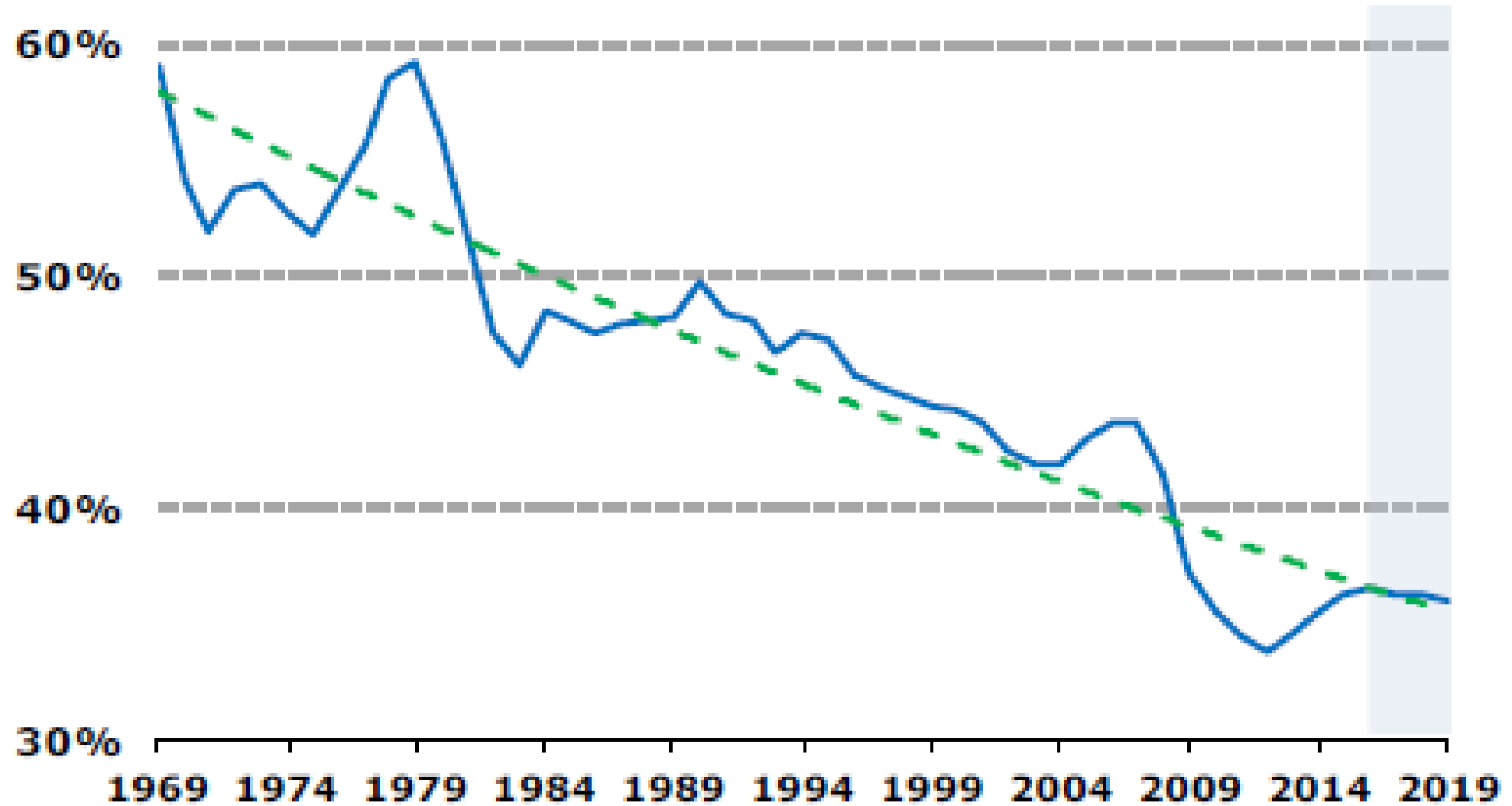
General Fund-State Revenues as Percentage of Washington Personal Income



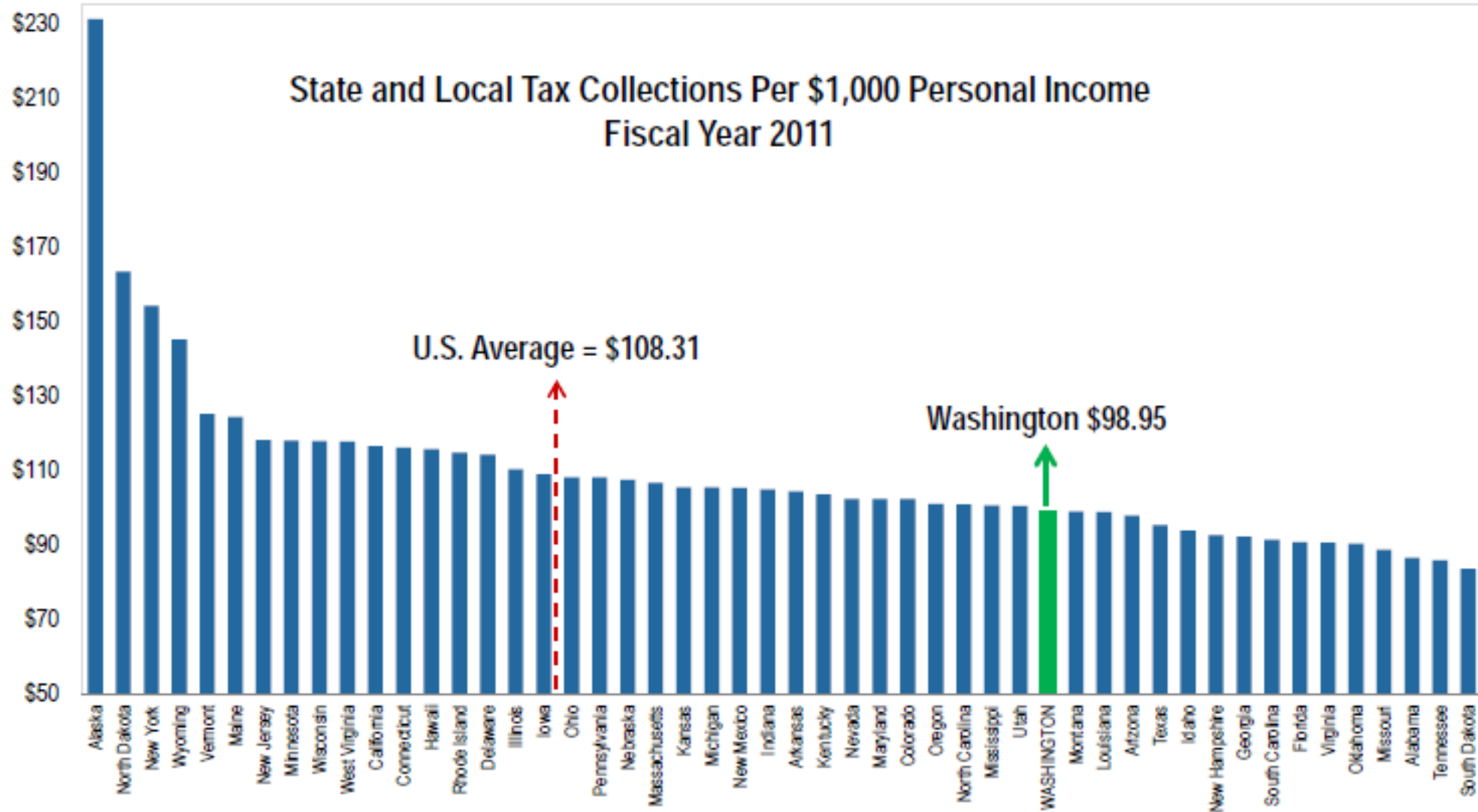
General Fund-State Revenues as Percentage of Washington Personal Income



Taxable Sales as Percentage of Personal Income



In 1995, Washington ranked 11th in State and Local Tax Collections; by 2011, Washington ranked 35th

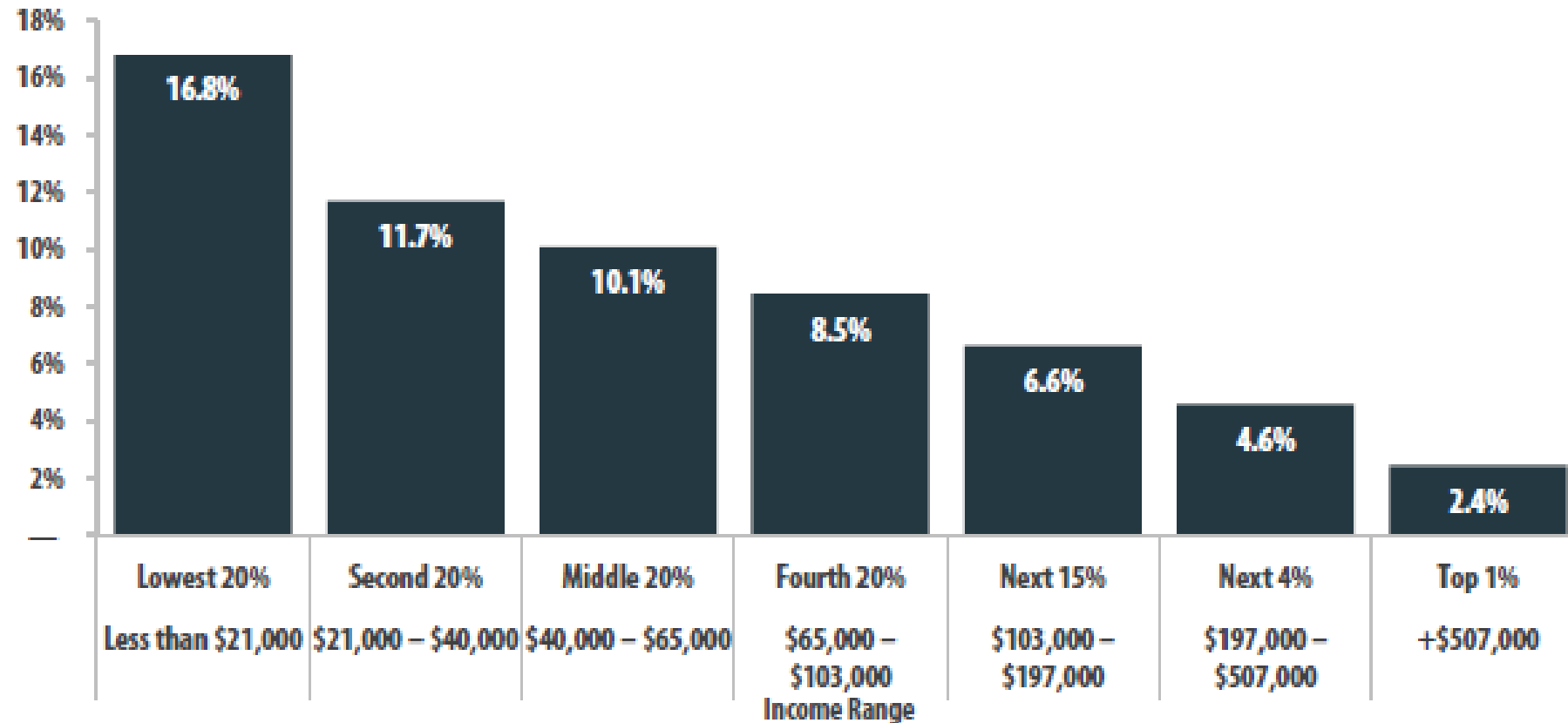


Washington's current tax system is
Inadequate AND Inequitable

Washington State & Local Taxes in 2015

#1 of the Terrible 10

Shares of family income for non-elderly taxpayers



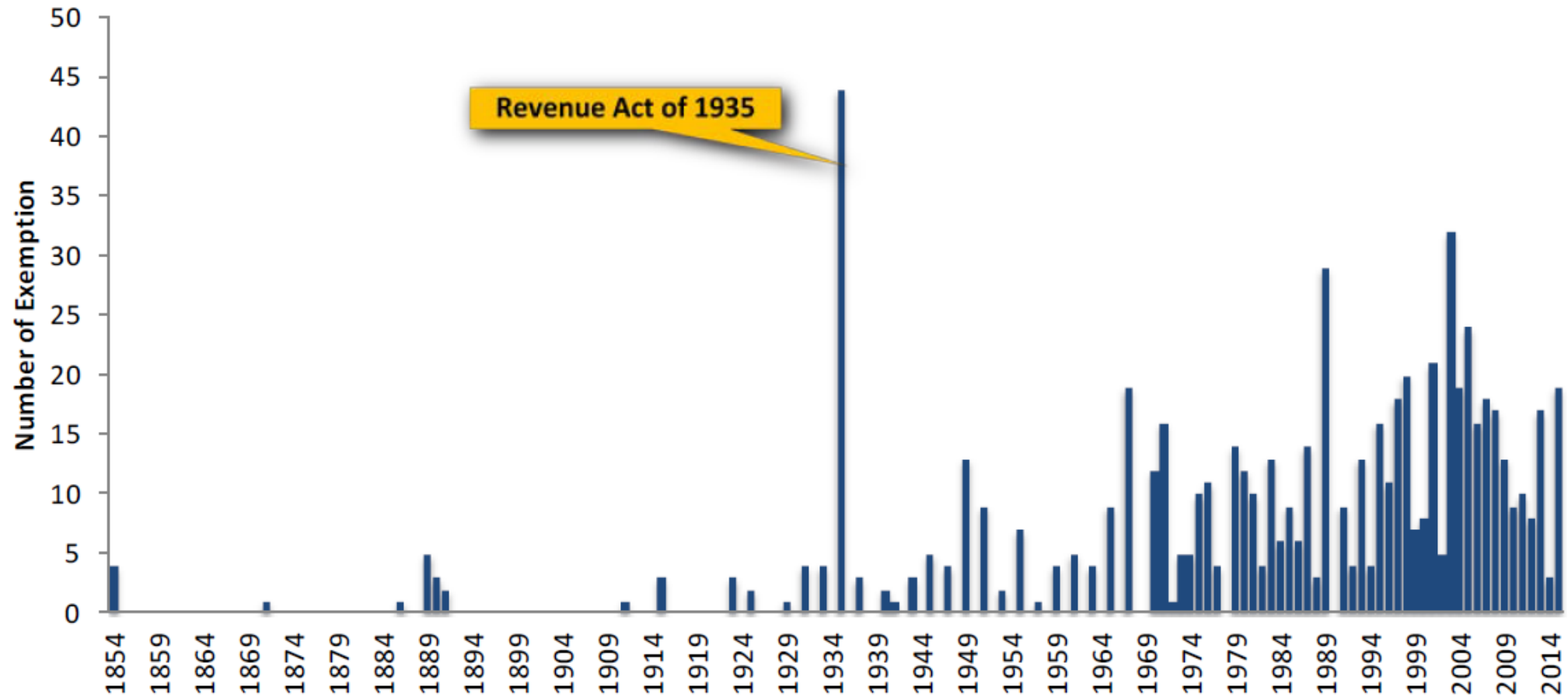
Who Pays? Fifth Edition: <http://bit.ly/155azlO>

“Washington has the **most** unfair state and local tax system in the country.”

Source: Institute on Taxation & Economic Policy, 1/15

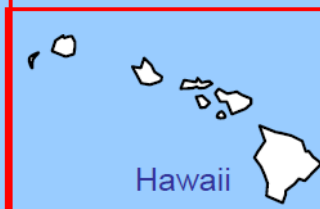
Tax Exemptions by Year of Enactment

Current number of exemption statutes = 694



State Corporate Subsidies To Industry

the Top Two List



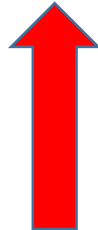
Ranking for "value of corporate subsidies provided to industry" from 11/22/2015 Boston Globe article on the McCleary case:
"Tax cuts or education: Hard lessons from a war in the West", page A18
<https://www.bostonglobe.com/news/nation/2015/11/21/mother-battle-exposed-inequities-aren-injustices-state-held-contempt-court-flowing-corporations-save-their-tax-breaks-and-promised-education-dollars/SwEL04E3E7KYe6HaUvUiZP/story.html>

Taxpayer Savings vs. Potential Revenue Gains

2017-19 Biennium

(\$ in millions)

Tax Source	State			Local		
	State Tax Savings	Potential Revenue Gains	Difference	Local Tax Savings	Potential Revenue Gains	Difference
Property Tax	10,698.841	(38.096)	10,736.937	50,901.252	1,579.970	49,321.282
In Lieu Excise Taxes	72.162	72.160	0.002	61.004	61.004	0.000
Business & Occupation Tax	12,483.757	9,156.226	3,327.531	2.522	2.522	0.000
Retail Sales & Use Tax	18,162.214	14,999.332	3,162.882	7,307.505	5,979.618	1,327.887
Other Business Taxes	1,684.790	1,606.639	78.151	0.000	0.000	0.000
All Other Taxes	11,016.374	4,258.803	6,757.571	296.833	285.996	10.837
Total	54,118.138	30,055.064	24,063.074	58,569.116	7,909.110	50,660.006



WASA Message — Enhanced Revenues

- Before accounting for substantial increases in basic education investments (including at least \$3.5 billion for education compensation), the state's own Economic & Revenue Forecast Council's Four-year Budget Outlook projects a negative unrestricted ending fund balance in 2017-19. In simple terms, there are three options: capture “excess” revenue growth and divert it to K-12; reduce non-K-12 portions of the budget; and/or increase available revenue.
- The state's economy continues to rebound; however, increases in state expenses continue to outpace growth revenue. Simply siphoning excess revenue growth to K-12 will not meet the HB 2261/HB 2776 funding requirements and, at the same time, all non-education budget items will be starved.

WASA Message — Enhanced Revenues

- Cutting the budget is a very limited option. Fully seventy percent of the state budget is constitutionally or federally protected. Even dramatically reducing items in the portion of the budget available to cut would not provide the necessary resources to adequately fund K-12—or other required areas of the budget.
- The state currently provides almost 700 tax exemptions, tax preferences or tax deferrals. Eliminating all of these preferences or exemptions would free up over \$30 billion in new revenue.
- Increasing revenue—usually via increasing taxes—is politically unpopular; however, it is the only viable way to fully fund basic education with “stable, reliable and dependable” funding and prevent drastic reductions of areas of the budget that have direct impacts on K-12 education.

WASA 2017 Platform

ENSURE COMPETITIVE EMPLOYEE COMPENSATION

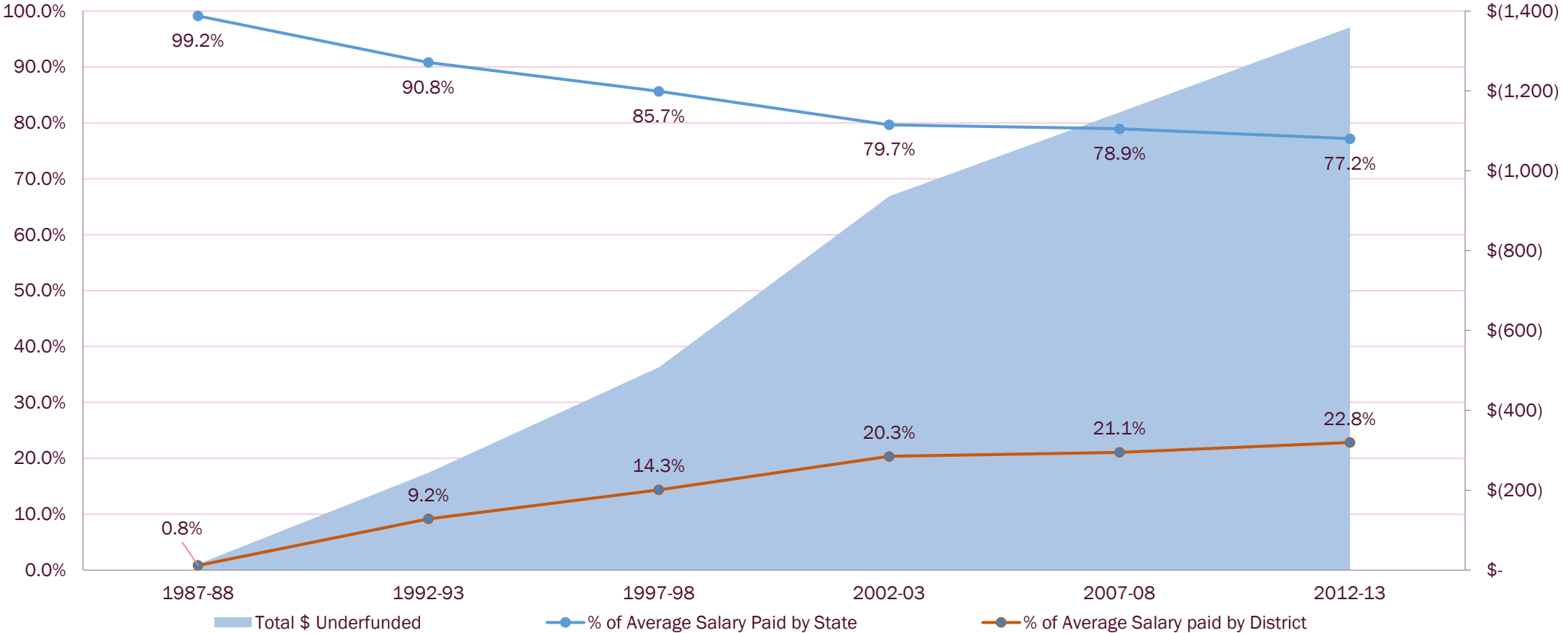
Update the school employee compensation system, ensuring the establishment of an equitable and ample allocation system

Note: Full text of 2017 Legislative Platform available at: <http://bit.ly/2cnjE9u>



School District Employee Salaries

Percentage of Average Salary Paid by State and Local District
(Historically through 2012-13)



Comparison between Estimated Levy & LEA with and without Cliff Dropoff in 2018

00000 - State Totals

	Estimated Levy & LEA based on current law with 2015-17 Budget			
	2016	2017	2018	2019
Levy Base	\$ 9,871,799,704	\$ 10,746,893,431	\$ 9,115,193,931	\$ 9,317,331,999
Per Pupil Inflator	4.27%	1.09%	2.20%	2.81%
Levy Base with PPI	\$ 10,638,210,332	\$ 10,959,422,208	\$ 9,478,982,308	\$ 9,793,048,184
Levy Authority Percentage	29.34%	29.34%	25.35%	25.35%
Levy Authority after Transfers	\$ 3,121,474,514	\$ 3,215,578,266	\$ 2,402,939,835	\$ 2,483,101,806
Percent Levy Equalization (LEA)	14%	14%	12%	12%
Max LEA	\$ 386,789,366	\$ 399,434,113	\$ 299,377,721	\$ 306,864,824
Estimated Levy Revenue	\$ 2,374,187,976	\$ 2,389,203,378	\$ 1,997,029,701	\$ 2,059,065,590
Estimated LEA	\$ 384,232,562	\$ 396,108,724	\$ 298,683,402	\$ 306,105,848
Estimated District Levy + LEA	\$ 2,758,420,538	\$ 2,785,312,102	\$ 2,295,713,103	\$ 2,365,171,438
Estimated District Levy Gain / (Loss)	\$ -	\$ -	\$ (389,999,500)	\$ (337,535,438)
Estimated District LEA Gain / (Loss)	\$ -	\$ -	\$ (90,546,148)	\$ (92,035,412)
Estimated District Levy + LEA Gain / (Loss)	\$ -	\$ -	\$ (480,545,648)	\$ (429,570,850)

Summary of Losing Districts with 2018 Cliff

Number of 2016 LEA Districts	211
Number of Districts who will Lose LEA completely with 2% drop	3
Number of Districts at or close to max who will lose levy dollars	146
LEA districts that are also losing Levy dollars	91

<http://bit.ly/1Xtf3xV>

WASA Message — Education Compensation

- Many legislators reject that school employee compensation is an integral part of basic education; however, their own legislation calls it out as an area of concern to address. HB 2261 (2009), clearly states the Legislature’s intent to “enhance the current salary allocation model” and clearly notes that “continuing to attract and retain the highest quality educators will require increased investments.”
- The Supreme Court has stated “nothing could be more basic than adequate pay” and has repeatedly reminded the Legislature that a major component of the state’s deficiency in meeting its constitutional obligation is its consistent underfunding of the actual cost of recruiting and retaining competent teachers, administrators and staff.

WASA Message — Education Compensation

- The continued failure to address the state's obligation to adequately fund educator salaries continues to force an unconstitutional overreliance on local levies. The actual cost of current basic education labor costs must be fully funded first, prior to any potential reduction local levy authority. If local levy capacity and LEA funding is decreased before a corresponding increase in state funding, many school districts will go over the "levy cliff" and will have difficulty meeting financial obligations, forcing deep budget cuts and substantial employee layoffs.
- While the state transitions to full state funding of K-12 compensation, the Legislature needs to take action to limit local compensation to work time outside of the program of basic education, protecting districts at the bargaining table and moving towards a more equitable compensation system.

WASA 2017 Platform

ENHANCE SCHOOL CONSTRUCTION ASSISTANCE

Ensure school districts have the resources to secure necessary facility space

Note: Full text of 2017 Legislative Platform available at: <http://bit.ly/2cnjE9u>



Additional Facility Capacity Needed

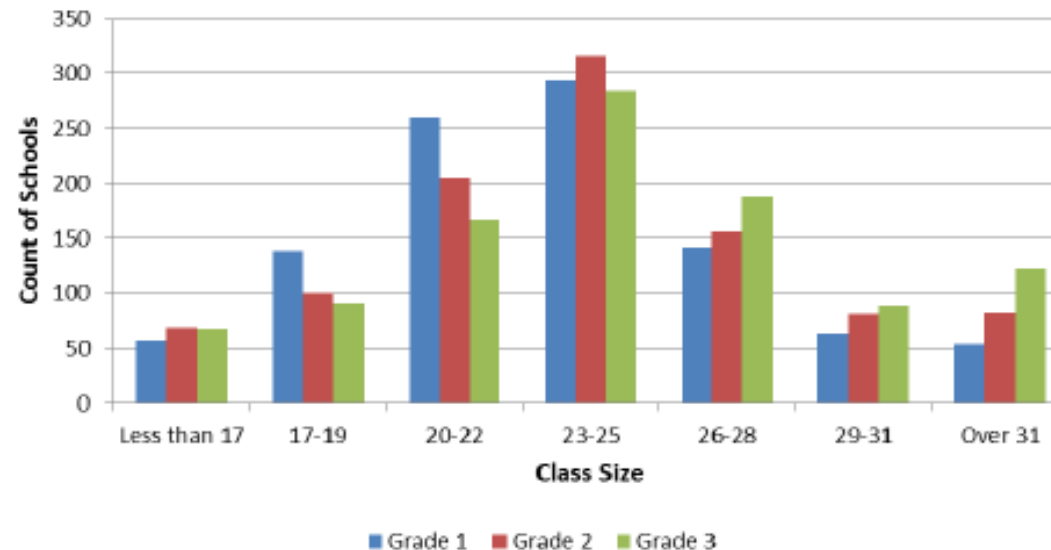
All-Day Kindergarten & Class Size Reduction

(2015-17 Budget Request)

	Kindergarten	Grade 1	Grade 2	Grade 3	Total K–GR 3
Number of Classrooms Report (2014 Facility Survey)	3,243	3,371	3,152	3,023	13,782
Calculated Number of Classrooms Needed at 17:1 Ratio	4,664	4,760	4,597	4,523	18,939
Additional Classrooms Needed*	1,488	1,440	1,508	1,572	5,698

**Total Cost of Needed K-3
Classrooms = \$1.98B**

(5,698 classrooms X \$347,165 per
classroom = \$1.98 Billion)



Current Construction Formulas

Eligible Area – Student Space Allocation (SSA)

Grade Level or Facility Type	Current Allocation per Square Foot	OSPI 2017-19 Request
K-6	90	140
7-8	117	155
9-12	130	165
Facilities for the disabled	144	165

Cost per Square Foot – Construction Cost Allowance (CCA)

Release Year	Funded Cost per Square Foot	OSPI Request 2017-19 Request
FY 2014	\$194.26	\$256.00
FY 2015	\$200.40	\$264.09
FY 2016	\$206.76	\$278.89
FY 2017	\$213.23	\$287.62
FY 2018	\$219.58 (estimated M.L.)	\$407.32
FY 2019	\$225.97 (estimated M.L.)	\$419.18

WASA Message — Construction Assistance

- Regardless of the state's investment in school facilities, it is expected that a local contribution will be required to access most state construction assistance. If that is the case, many districts need additional assistance—in the form of a reduction in the current, outdated supermajority bond passage requirement to a simple majority (constitutional amendment) and/or funding that does not require a local “match.”
- The Legislature has consistently provided sufficient resources to cover expected School Construction Assistance Program (SCAP) requests. Unfortunately, this “full funding” falls well-short of school district needs because SCAP formulas are outdated and do not reflect school district education specifications or actual school construction costs. SSA needs to at least meet national averages and CSA needs to reflect actual construction costs.

WASA Message — Construction Assistance

- In 2015 and 2016, the Legislature provided additional assistance beyond the “base” Capital Budget specifically to fund additional classrooms for all-day kindergarten and smaller class sizes. The \$235 million provided, however, barely makes a dent in the expected cost of over \$2.0 billion to fund the necessary additional classrooms.
- The Supreme Court has clarified that enhanced funding of all-day kindergarten and class size reduction is essential, but “the state must account for the actual costs to schools of providing these components of basic education,” noting that the duty to amply fund education “must be borne by the state, not local districts.” It is vital that school districts receive an influx in capital funds for additional space to accommodate all-day kindergarten and a drastic reduction in K–3 class sizes.



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