



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

Title: SBE Legislative Advocacy

As related to:

<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.

Other

Relevant to Board roles:

<input checked="" type="checkbox"/> Policy leadership	<input type="checkbox"/> Communication
<input checked="" type="checkbox"/> System oversight	<input type="checkbox"/> Convening and facilitating
<input checked="" type="checkbox"/> Advocacy	

Policy considerations / Key questions:

- 2017 Legislative Session: Outcomes of our priorities and efficacy of our advocacy strategies
- How could an explicit committee focus (ad hoc Legislative Advocacy Committee or existing Executive Committee) fortify our legislative advocacy?
- Potential 2018 legislative priorities?

Relevant to business item: N/A

Materials included in packet:

- Outcomes of 2017 SBE Legislative Priorities
- New state-level K-12 Funding
- Results of Board Member Legislative Advocacy Survey

Synopsis:

During this segment of the retreat, the Board will:

- Reflect on the outcomes of SBE's 2017 legislative priorities
- Discuss SBE's top effective and ineffective advocacy strategies during 2017 session(s)
- Identify SBE's next steps re: advocacy
- Consider potential 2018 legislative priorities

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

	SBE 2017 Legislative Priorities	Status as of 8/25/17
?	<p>Resolve McCleary Implementation Fully implement ESHB 2261 and SHB 2776; make ample provision for basic education programs, and eliminate the state’s unconstitutional reliance on local levies. The 2017 Legislature is requested to define the constitutionally permissible uses of local maintenance and operations levies and increase state funding to ensure that basic education programs and compensation of school district staff for basic education duties are fully funded from dependable state sources, and not from local levies. <i>Additionally, the Legislature is requested to restore funding enhancements to per pupil allocations provided for career and technical education.</i></p>	The Legislature asserts that EHB 2242 (2017) resolves McCleary Implementation.
✓	<p>End Biology End of Course as a Diploma Requirement Immediately eliminate the biology End-of-Course exam as a high school graduation requirement, and replace it with a comprehensive science assessment aligned with the Washington State Science Learning Standards (i.e., Next Generation Science Standards), when it becomes available.</p>	
✓	<p>Expand Assessment Alternatives Expand assessment alternatives for high school graduation, including successful completion of state-approved transition courses and dual credit courses.</p>	
✓	<p>Remedy Teacher Shortage and Align and Enhance Educator Compensation and Credentialing Identify and fund additional effective strategies to address the multi-faceted problem of teacher shortages. The Legislature is requested to align the new system of professional certification with a new model of professional compensation based on the career ladder compensation model recommended by the Compensation Technical Work Group.</p>	
Partial	<p>Provide Professional Learning for Educators The 2017 Legislature is requested to include ten days, or 60 hours, of professional development in the state’s program of basic education and require that all professional learning funded by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state’s abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies</p>	Phase-in of three PD days, 2018-2021

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Partial</p>	<p>Strengthen Career Readiness and Fortify the High School and Beyond Plan in the Program of Basic Education for All Students</p> <p>The career- and college-ready graduation requirements directed by the Legislature in 2014 make the High School and Beyond Plan essential to the state’s new high school diploma. In order to ensure that every student has access to a high-quality High School and Beyond Plan, the Legislature is requested to define and fund the following minimum elements of the plan:</p> <ul style="list-style-type: none"> • Identification of career goals • Identification of educational goals in support of anticipated career and life goals • A four-year plan for course-taking aligned with career and educational goals • Identification of assessments needed to earn a diploma and achieve postsecondary goals. <p>The Board also urges legislation that requires the development of career readiness standards for all students, as a guide for K-12 curricula and a support for students, parents and counselors.</p>	<p>No movement in the development of career readiness standards with associated curricula and supports.</p>
<p style="font-size: 2em; font-weight: bold;">X</p>	<p>Strengthen Expanded Learning Opportunities</p> <p>Establish, fund, and increase access to high-quality expanded learning opportunities for historically underserved students and students that are credit- deficient and not on track for on-time graduation. Summer learning loss widens achievement gaps and reduces academic results for economically disadvantaged students. The Legislature should support expanded learning opportunities that align with the quality indicators designed by the Expanded Learning Opportunity Council pursuant to SSB 6163.</p>	

Please contact Kaaren Heikes with any questions or for additional information at Kaaren.heikes@k12.wa.us.

Brief Summary of K12 Basic Education Program Allocations and Additional Support Provided in the 2017-19 Biennial Budget						
(NGF-S+OpPath - dollars in thousands)						
<i>Program</i>	<i>Funding Change</i>	<i>FY 2018</i>	<i>FY 2019</i>	<i>FY 2020</i>	<i>FY 2021</i>	<i>4-Year Total</i>
K-12 Salary allocations	Increase minimum salary allocations to: CIS - \$64,000; CLS - \$45,912; Admin - \$95,000. Each staff type is further localized and adjusted for inflation. One-time COLA restored in for SY 2017-18	93,071	1,002,042	1,995,360	2,201,250	5,291,723
Professional Learning Days	Implement 3 professional learning days, phased in over three years, beginning with SY 2018-19	-	26,378	66,013	106,335	198,726
Health Benefit Allocation	Transition all school employees to a SEBB by SY 2019-20. State-funded benefit rate aligned with state PEBB rate	39,858	70,498	164,040	187,612	462,008
Subtotal: Compensation Related Allocations		132,929	1,098,918	2,225,413	2,495,197	5,952,457
General Apportionment: Vocational Education Class Sizes	Class sizes in CTE reduced from 26.58 to 23 students in CTE and from 22.76 to 20 students in Skills Center Programs	33,744	48,277	55,877	59,613	197,511
General Apportionment: Vocational Education MSOC	Increases Skills Center MSOC to align with CTE MSOC	831	1,087	1,152	1,223	4,293
Highly Capable Program	Increases allocation for services for a district's most highly capable students to from 2.314% to 5% of a district's enrollment	10,992	15,591	17,717	18,550	62,850
Learning Assistance Program	Provides a new high poverty-based school building allocation of 1.1 increased hours of instruction	91,886	130,660	149,329	156,027	527,902
Special Education Program	Increases the allocation from a cap of 12.7% to a cap of 13.5% of enrollment	9,439	13,258	15,034	15,740	53,471
Transitional Bilingual Program	Increases middle and high school instruction by 2 hours from 4.778 hours to 6.778 hours	11,004	15,939	18,678	20,124	65,745
Local Effort Assistance	Funding increased to support 1 year levy cliff delay and a new program of equalization that begins in CY 2019.	60,523	104,760	102,168	102,924	370,375
Hold Harmless	Funding provided to guarantee districts receive no less than the funding they would have received under the current law as of January 1, 2017.		5,000	2,000	2,000	9,000
Other increases	Funding is provided to support the BEST program, paraeducator training, support for low achieving schools, and implementation of basic education legislation.	8,984	13,912	13,000	33,945	69,841
Subtotal: Categorical and Other Programmatic Increases		227,403	348,484	374,955	410,146	1,360,988
Total		360,332	1,447,402	2,600,368	2,905,343	7,313,445

Legislative Advocacy: Next Steps
Key Results of Board Member Legislative Advocacy Survey

Proposed ad hoc Legislative Advocacy Committee

The Leadership/Process Retreat Committee proposes that the Board put together an ad hoc committee on legislative advocacy.

The role of this committee will include:

- Reviewing all potential legislative priorities (post-September retreat), then recommending legislative priorities to the full board for November consideration/adoption.
- Assisting in creation of a year-round legislative advocacy plan.
- Galvanizing the fellow board members as needed to maximize collective and individual relationships and expertise.
- Advising Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy.

Board members interested in participating on this ad hoc legislative advocacy committee (indicated in August 2017 Board Member Legislative Advocacy Survey):

- Holly Koon
- Kevin Laverty
- Patty Wood
- MJ Bolt
- Ricardo Sanchez
- Peter Maier
- Judy Jennings
- Connie Fletcher
- Alan Burke

Potential 2018 Legislative Priorities – Per results of August 2017 Board Member Legislative Advocacy Survey; each Member recommended his/her top three legislative priorities for SBE for the 2018 short session and staff organized by issue.

Ample Provision (Concern with Special Education Funding Noted)

Recommended Legislative Priority	Rationale
Ample funding	How do we lead the community in evaluating adequacy of funding and measuring accountability to the tax payers and legislators for results with students?
Further funding work	Legislature didn't fully fund K-12, and not in a sustainable manner. Special Ed funding is especially needing attention. Legislature needs to clarify what is established at the state level and what is locally bargained.
Equitable funding	The inequity of funding amongst districts across the state must be addressed in order to “amply fund the program of basic education” for all schools and students.
Advocate for additional state financial support of struggling schools.	WA’s current draft ESSA plan IDs 800+ schools for comprehensive or targeted support. Financial assistance is needed to serve more needy schools.
SpEd Funding and other <i>McCleary</i> shortfalls	Opportunity Gap Closure
SPED Funding	Inadequate funding by Legislature will make it more challenging to help these students meet HS graduation standards

Implementation of 24-Credit and Assessment System

Recommended Legislative Priority	Rationale
Revisit 24-credit graduation requirement, course taking options, and exit exams.	Strategic Plan: Goal 1 – Gap Closure; 3.A – 24-Credit Diploma; 3.B Flexible Crediting and Course Taking
Strengthen districts' ability to implement the 24-credit graduation requirements, including efforts related to HSBP, CCR standard attainment and implementation of an aligned assessment system.	Aligns with goals and existing strategic plan
Assessments	Strategic plan
Defeat any attempt to further delink assessments from graduation	The bipartisan agreement on this issue was negotiated last session and signed into law. It does not need re-visiting.
Assessment alternatives	How do we assure proficiency in high school? How do we inspire different strategies for young children who are not proficient?

Closing the Opportunity and Achievement Gaps

Recommended Legislative Priority	Rationale
Promote policies for closing achievement and opportunity gaps.	Aligns with goals and existing strategic plan
School Discipline Policies	There is evidence that discipline inequities impact the students most in need of support for graduation. We need to take a look at how to use this in a way that is incorporated into system accountabilities.
Expanded learning opportunities	Decrease opportunity gap
Develop the means and a process to examine current and future SBE policies through an equity lens.	Strategic Plan: Goal 1 – Gap Closure; 1.B – Postsecondary Readiness; 2.A.1 – Accountability

Every Student Succeeds Act Rule-Making and/or Implementation

Recommended Legislative Priority	Rationale
Amend state statutes to align with new ESSA requirements and implementation plans.	Align federal and state law.
Rule-making and oversight for ESSA.	Statutory charge.
The new ESSA plan calls for additional supports for 800+ schools, most of whom have higher populations of low income children, Special Ed and ELL students. More funding will be needed to support these schools. Funding for 10 days of professional development. More emphasis on career center education.	These are issues that we see that keep our state from moving forward.
Advocate for additional state financial support of struggling schools.	The current draft of the state's ESSA plan IDs 800+ schools for comprehensive or targeted support. Financial assistance is needed to serve more needy schools.

SBE-OSPI Roles and Governance

Recommended Legislative Priority	Rationale
Clarify statutes between SBE and OSPI duties	Better alignment and governance.
SBE's role vis a vis OSPI	Probably will need to be proactive on this issue
Governance	Effective K-12 educational leadership
Defeat any remix of HB 1886	If the SBE's statutory authority to guide schools on important items like high school graduation requirements and the state's accountability system are removed, there is little reason to have a SBE.

Career- and College-Ready Transitions

Recommended Legislative Priority	Rationale
Develop a plan and request funding for a joint initiative (K-12 higher education institutions) aimed at promoting a college-going culture that permeates all of Washington's middle and high schools.	Strategic Plan: Goal 1 – Gap Closure; 1.B. -- Postsecondary Readiness and Access; 1.C -- P-13 Transition Points
Strengthen transition to career and college.	Transition work remains incomplete. Opportunities with HSBP.
Promote policies and strategies to strengthen key transition points within the student's P-16 experiences.	Aligns with goals and existing strategic plan.

Educator Professional Development

Recommended Legislative Priority	Rationale
Professional Development	We're far from the 10 days we advocated for - worth continued work.
Funding for 10 days of professional development.	
Professional development – additional state-funded days (10), some required to address “cultural competency,” social-emotional learning and trauma-informed instruction	Closing opportunity and achievement gaps

Other Important Information for the Board to Consider in its Legislative Strategy in the Year Ahead (Compilation of Board Member Input from August 2017 Board Member Legislative Advocacy Survey).

1. *We need to think both in terms of the upcoming session – very succinct and short list of “asks” that are achievable – and longer term – positioning ourselves for the next full session.*
2. *It is better to take the right stand that is controversial and take fire than to take no stand and not contribute to the dialog. Most political speech is binary – I believe we can introduce more nuance and encourage improvement rather than the wild swinging that frequently takes the place of progressive policy.*
3. *Earlier engagement. Meet before session starts.*
4. *Invite legislators along when we do school tours in their area.*
5. *Serve as a resource for information when they express interest in a given subject that matches our expertise.*
6. *If legislative plans change, a strategy to move nimbly to adjust.*
7. *Let all members know when they need to be ready and available to participate as needed.*
8. *Have ongoing evaluation of our efforts and adjust as needed.*
9. *SBE should be tracking each and every issue with the 2017 legislature’s K-12 “funding fix” and deciding which ones we want to play a bigger advocacy role in.*
10. *I think our legislative strategy ought to be grounded in the research on change management in schools. At a minimum, the strategy we pursue ought to be informed by a basic framework for organizational change (i.e., awareness—desire—knowledge—skills/capabilities—reinforcement of results). I also believe that whatever school improvement strategy we pursue ought to consider basic principles of change as they will play out in these schools. A good set of principles have been articulated in the Concerns-Based Adoption Model (CBAM). They include:*
 - 1) *Change is a process, not an event.*
 - 2) *There are significant differences in what is entailed in development and implementation of an innovation.*
 - 3) *An organization does not change until the individuals within it change.*
 - 4) *Innovations come in different sizes.*
 - 5) *Interventions are the actions and events that are key to the success of the change process.*
 - 6) *Although top-down and bottom-up change can work, a horizontal perspective is best.*
 - 7) *Administrator leadership is essential to long-term change success.*
 - 8) *Mandates can work.*
 - 9) *The school is the primary unity of change.*
 - 10) *Facilitating change is a team effort.*
 - 11) *Appropriate interventions reduce the challenges of change.*
 - 12) *The context of the school influences the process of change.*
11. *Identify and lead on the issues for which the Board has responsibility or jurisdiction, e.g., achievement index, graduation requirements, so that we’re not being pulled by legislators or others; we should anticipate those issues that are most germane to K-12 and have clear positions going into the legislative session.*

12. *Our long term vision for what we want education to look like in Washington State, as well as innovation we would like to see and encourage.*
13. *I think we need to be aware of legal actions and lawsuits involving districts both in our state and nationally. I believe that many of the recent interpretations of the law, and rulings by the courts, have had a negative impact on schools and we need to be very diligent and aware of what is going on not, just legislatively, but in the courts as well.*
14. *Less is more. 2018 is a monumental election and members are not interested in extensive budget work leading to the election. They want an on-time 60 day session.*
15. *Over the next couple of years, SBE should determine which parts of Chris/SPI's "six year vision for K-12 education" we can get behind and support.*
16. *The Board needs to look at how to provide leadership in those areas that most impact the inequities between students of color and the performance of Asian and White subgroups in schools. Possible common interests with the EOGOAC may help us further address this.*

If you have questions regarding this information, please contact Kaaren Heikes at Kaaren.heikes@k12.wa.us.