# University of Washington School of Law UW Law Digital Commons

King County Superior Court Documents

School Finance Litigation: McCleary v. State of Washington

2-4-2010

# Submission of Deposition Testimony by Fred L. Jarrett 07-2-02323-2-142

Follow this and additional works at: https://digitalcommons.law.uw.edu/king

Recommended Citation

"Submission of Deposition Testimony by Fred L. Jarrett" 07-2-02323-2-142. *King County Superior Court Documents*. 154. https://digitalcommons.law.uw.edu/king/154

This Deposition is brought to you for free and open access by the School Finance Litigation: McCleary v. State of Washington at UW Law Digital Commons. It has been accepted for inclusion in King County Superior Court Documents by an authorized administrator of UW Law Digital Commons. For more information, please contact cnyberg@uw.edu.

11	Ĩ
1	
2	and an angeligi E
3	REST IMAGE POSSIBLE
4	FEB 0 4 2010
5	ALCONTRACTOR OF CAR
6	SV DANCYL SLVE
7	
8	THE HONORABLE JOHN P. ERLICK
9	STATE OF WASHINGTON
10	KING COUNTY SUPERIOR COURT
11	MATHEW & STEPHANIE McCLEARY, on their own and on behalf of KELSEY & NO. 07-2-02323-2 SEA
	CARTER McCLEARY, their two children SUBMISSION OF DEPOSITION
12	in Washington's public schools; TESTIMONY BY FRED L. ROBERT & PATTY VENEMA, on their JARRETT
13	own behalf and on behalf of HALIE & ROBBIE VENEMA, their two children in
14	Washington's public schools; and NETWORK FOR EXCELLENCE IN
15	WASHINGTON SCHOOLS ("NEWS"), a
16	state-wide coalition of community groups, public school districts, and education
17	organizations,
18	Petitioners,
	v.
19	STATE OF WASHINGTON,
20	Respondent.
21	
22	
23	The parties offer into Evidence the following deposition testimony designations and
24	exhibits, corresponding objections and attached pages from the May 22, 2009, deposition
	transcript for trial witness Fred L. Jarrett:
25	
26	

.

۲

1

<u>63</u>

1 || I.

б

Petitioners' Deposition Designations (transcript highlighted in yellow):

Cover page (page 1) Appearances page (page 2)

> In addition to the portions of the deposition transcript designated by Respondent, Petitioners designate the following:

Page:Line Range	Trial Exhibit Offered	Respondent's Objections
5:7-11		
7:2-9:3		
9:6-15:25		
17:12-19:19		
20:12-15		9859 S
23:8-25:2		
26:14-27:14		
28:24-36:4		33:12-20 Lack of foundation. Petitioners respond that the foundation is Senator Jarrett's year of service as a legislator and school board member; the Respondent's objection goes to weight, not admissibility.
37:12-17		
38:6-39:9		
41:9-42:17		
43:20-44:3		
44:10-23		
50:14-17	· · · · · · · · · · · · · · · · · · ·	
50:22-51:15		

Page:Line Range	Trial Exhibit Offered	Respondent's Objections
54:23-59:20		
63:9-67:18	Petitioners offer Trial	· · · · · · · · · · · · · · · · · · ·
67:23-25	Exhibit 193 (Dep. Ex. 376)	
68:4-69:3		
69:10-70:25		
76:1-77:1	Petitioners offer Trial Exhibit 186 (Dep. Ex. 368)	
	Petitioners offer Trial Exhibit 187 (Dep. Ex. 369)	
77:13-16	Petitioners offer Trial Exhibit 194 (Dep. Ex. 377)	
78:11-81:5		
82:11-83:21		
84:9-14	Petitioners offer Trial Exhibit 195 (Dep. Ex. 378)	Hearsay; relevance Petitioners respond that Trial Exhibit 195 (Dep. Ex. 378) qualifies for multiple hearsay exceptions – a a document that is posted and maintained on Senator Jarrett's official web page, it is a business record and a public record, and as the public statement of a public official, is trustworthy; it is not offered for the truth of the citizen's statements, but only for Senator Jarrett's responses, which he reaffirms in his testimony; the legislation and issues discussed (teacher pay) are relevant.

.

(**1**1)

3

Page:Line Range	Trial Exhibit Offered	Respondent's Objections
84:21-85:24		
87:24-92:20	Petitioners offer Trial Exhibit 185 (Dep. Ex. 367)	
95:18-97:20		
99:24-100:10	Petitioners offer Trial Exhibit 196 (Dep. Ex. 379)	Relevance Petitioners respond that Trial Exhibit 196 (Dep. Ex. 379) contains conclusions that Senator Jarrett reached through his work on the Basic Education Finance Task Force on topics that are highly relevant to this case, including whether current state education funding is fully sufficient, whether teacher pay is
		competitive, and whether NERCs are sufficiently funded.
101:3-102:24		
103:23-104:20		
106:14-18		
108:18-22		
111:11-22	223	
112:17-19		
112:21-113:1	-	
112.21-115.1	and an or a second to be a	

.

×

s:

	Page:Line Banco	Trial Exhibit Offered	Respondent's Objections
	Range	Petitioners offer Trial	Hearsay, relevance; lack of foundation
	114:8-115:2	Exhibit 198 (Dep. Ex. 381)	ER 602; ER 701.
			Petitioners respond that: (1) foundation: Senator Jarrett
			identified Trial Exhibit 198 and
	2	5 50	stated that it is posted on his official Senate website (111:11-16); (2)
			hearsay: Trial Exhibit 198 is posted and maintained on Senator Jarrett's
			Senate website, and it qualifies for admission under the business record
			and public record hearsay
			exceptions; (3) 602/701: Senator Jarrett has the requisite knowledge
			and experience to testify about his understanding of the legislature's
			decision not to fund certain components of education; (4)
			relevance: the history of State
			underfunding and the reasons for it are relevant to this case.
	119:16-122:2		
8	123:8-12		8
	132:21-133:7		
~	a <del>n Angere</del> n de <u>Al Marine</u> de		
I	I. Respondent's	Designations (transcript h	nighlighted in blue):
i.	Page: Linc Range	Trial Exhibit Offered	Petitioners' Objections
	27:15-28:23	THE HALLSAIRDAL ORCICELS	
	36:5-13		
	36:18-37:11		
	37:18-38:2		
	39:10-21	<u> </u>	<u> </u>
22			

3

26

•

 $-\infty$ 

Page: Line	Trial Exhibit Offered	Petitioners' Objections
45:5-46:11	T HAT EXHIBIT OTHER EU-	
47:20-48:13		
48:23-50:13	· · · · · ·	
69:4-9		
77:2-11		
84:2-8		
86:10-87:7		
102:25-103:22	· · · · · · · · · · · · · · · · · · ·	
105:5-106:13		··· 
106:19-108:17		
109:13-111:7		
112:13-16		
112:20		
113:2-114:7		
117:10-119:3		
123:13-127:6		/ 
133:8-24		
2010		

SUBMISSION OF DEPOSITION TESTIMONY BY FRED L. JARRETT

ĸ

23

24

25

26

•

6

DATED this day of October, 2009. ROBERT M. MCKENNA FOSTER PEPPER PLLC Attorney General Pull WILLIAM G. CLARK, WSBA #9234 THOMAS F. AHEARNE, WSBA #14844 CARRIE L. BASHAW, WSBA #20253 CHRISTOPHER G. EMCH, WSBA #26457 Assistant Attorneys General EDMUND ROBB, WSBA #35948 Attorneys for Respondent Attorncys for Petitioners 

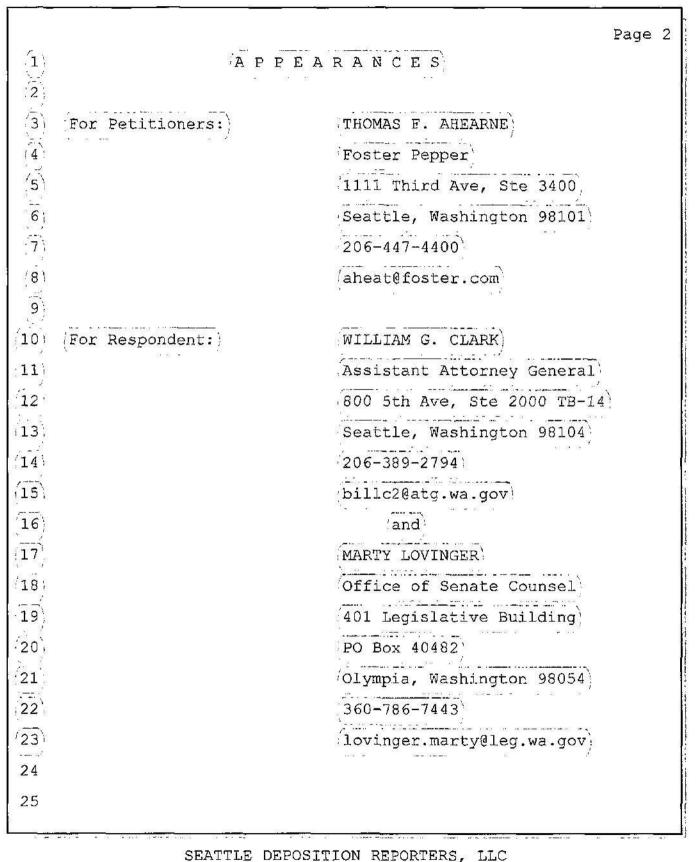
May 22, 2009

٦

	Page
SUPERIOR COURT OF WASHINGTON FOR COUNTY OF KI	NG
MATHEW & STEPHANIE McCLEARY,)	
on their own behalf and on )	
behalf of KELSEY & CARTER )	
McCLEARY, their two )	
children in Washington's ) No. 07-2-02323-2 S	EA
<pre>public schools; et al., )</pre>	
Petitioners, )	
VS. )	
STATE OF WASHINGTON, )	
Respondent. )	
DEPOSITION UPON ORAL EXAMINATION	
OF	
FRED L. JARRETT	
1:42 p.m.	
May 22, 2009	
800 5th Ave	
Seattle, Washington	
Margaret Walkky, CCR, RPR, RMR, CRR	

SEATTLE DEPOSITION REPORTERS, LLCwww.seadep.com(206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

May 22, 2009



www.seadep.com

(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

May 22, 2009

Page 5 1 Α. Oh, yeah. 2 Is this the notice for today's deposition? 0. 3 Α. As near as I can tell, yes. 0. Have you ever had your deposition taken 4 before? 5 6 Α. No. 7Has your attorney explained to you the Q. ; (8) basics of the deposition procedure? 191 A. Yes. 10 (Q.) And your attorney is Mr. Clark? 2000 2000 11: Yes. (A.) 12 And you understand the court reporter is 0. 13 going to type down word for word all the questions that 14 are asked today and all the answers you give today? 15 Α. Yes. 16 You understand you've been sworn to fully 0. 17 tell the complete truth just as if you were sitting in 18 the courtroom testifying before the judge or jury? 19 Α. Yes. 20 Do you have any sort of physical, Q. emotional, medical, or other condition that would 21 22 hinder or distract your hearing and paying attention to 23 all the questions asked today or your concentrating on 24 your answers today? 25 None that I'm aware of. Α.

> SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

Page 7 1 A. No. 2 [I'd like to very briefly go through your) 'Q. a second a second s 3 background starting with, you graduated from high 4 school at Mercer Island High School; is that right? 5.6 And the second s Yes. A.I ÷. 'When was that?' Q. . ······ 'A. \ 7 1967. And I just want to quickly trace through 8 Q. . a second and a second 9 your education. What next? ,10 (A.) (I went to Washington State from 1967 to) and the second 11 1971, received a bachelor of arts in business with a 2 ...... s The second concentration in finance. I then went into the Air, 12: in the second ..... 13 Force and while I was in the Air Force, I took a couple 14 of semesters, if I remember correctly, at the University of Nebraska, Omaha and then finished my MBA 15 at Seattle University. 116 antigene geben in the second . . ..... 17, When did you finish your MBA at Seattle U, Q. 18 'ballpark?' 19, A. \ I think was 1976. , and a second and a second 1 10 an 11 20 And the courses you took at the University? Q. : (21) of Nebraska,, what kind were they? . --- · <sub>V</sub> and the second 221 Business courses. :A. : ī. La ( -----سيحب بيري والمعاد والمتعاط 123<sup>4</sup> (Q.) And very briefly, what did you do in the - 112 REV (122 - 15 REVIEWS) (1 2012/2012 24) [Air Force?] 12 84 IS . . . . . . [I had two jobs. My first role was as a] 25 A.; 5 1 inis e sellos s 2 N N 2

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

(206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

May 22, 2009

Page 8 11 documentation, running a documentation branch, which 2 'managed all of the classified documents around the 3 targeting of the missile fleet, and second job I had 24 '4 was as an administrative officer responsible for wing ••• ••• ••• ••• 5 administration. a company and a 'Q. (Can you briefly state what that is?) 6 ...... \_\_\_\_\_ 17 A. Wing is an element of the Air Force. It's Analah wan Transman ang menyakan ng me 8 above division, above flight, below Air Force. (9) × 5× e se se e . a shering a start of Q.) And --' 1. 7 alla La (A. ) ee a la contrata de la 1930 de la contrata (Similar to a division in the Army.) (10. Q. What did this wing do?; 11 Q. 1 and a second 12 It was an intelligence wing and we A. ' 13 specialized in the ELINT for the Air Force and for the 14 NSA, and we also did the targeting of the missile fleet, which is the part that I was engaged in. 15 Q. What did you do after you left the Air R., 8 16` Terran in a state encourrence and a second second 17. Force in 1974? <u>, s</u>t A. I returned and went to work for the Boeing 18) 19 Company. 20 'Approximately how long did you work for 0.1 a n R<sup>a</sup>aasa 21 Boeing? (A.) 35 years and 10 days.) 22 é estas a anti- e a a serie So when did you stop working at Boeing? 23 Q. -24 Next Tuesday. A. 1 y en el \_. .\_ \_\_... . . . . . . \_ . . \_ ------100000 This coming Tuesday you retire from 25 Q. 1

> SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

May 22, 2009

Page 9 1 Boeing? (2) A. Yes, and last Friday was my 35th er a <sup>è</sup> èller : l'éler <u>alle</u> suite : aussie : an<u>al</u>er 3 anniversary, that's how I know. 4 I assumed there was a reason for the 10 ο. 5 day knowledge. 6 Could you briefly go through what your 7 - 35 A 10 ·\_\_\_\_ ·\_\_\_\_ jobs have been at Boeing? Â.) 18 (Oh, wow.) 6.23 :9 'Very briefly. 0.1 and a second I started out as a cost accountant. I was 10 (11) responsible for all of the sales and use tax and 12 inventory taxes for the, what was the 707, 727, 737 anna a lathairte an an a' ann bhailteanna a' alla anna anna a' anna a' anna a' anna a' anna a' a' anna a' a' a 13 (division of commercial airplanes. I then did some) and the second 14 budgeting for about a year, put together a new method الأكلية الالالية والأنبية والمشتقر أنبع ومعروبة والمراجعة المتحامي المكاري الكرية أعتار 15 for doing estimating costs for budget purposes. I then y and the second contraction of the same shared and " and the first and " same " same " same " same " 16 set up the cost accounting systems on the 767 program. and a second design of the first second s And in 1980, I took over management of the commercial 17 Maria and a second s 18 airplane company's financial systems and I did that for; NA DI DI TRUNCI DI L ر به سب بر باید از تابین و 11 11 221 19 some years. a a second second -----الاستبادات المتباد بالمتعامية فارتبعت فاستبتها الالاستام الاستباد ·20) And in the middle '80s, I took the data: (management I created over to manufacturing and we -- it) 21) الا ما المحمد المناصف المناصفية التناطية المتصافية المتصافية المام المحمد المحر المام المحمد المكتورة المرا 22 was essentially the first data management group in And "sett" and there exists in a second s 231 business systems, and we -- there I became the chief A second second and second and second and second -24 architect for a development program for manufacturing - · systems. Subsequently I became the chief architect for 25 - 12 - 12 - <u>- - - -</u>

> SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

#### May 22, 2009

Page 10 -----(i) manufacturing systems.  $\frac{1}{2}$ Q. If I can interrupt for a second, what do you mean by chief architect? ·4 and a set of the second s [A.] (In computing systems development, you are) a manager a second as a second a substance of the second as a second as a second as  $\{5\}$ essentially creating abstractions that have boundaries, an and a second seco and the architect is responsible for essentially 6 (7) drawing what those boundaries are and developing the and and a second sec (8) interface specification at the boundary. and the second s 9 Okay. All right. I interrupted you. Q. 1 Sec. 1 م مرجع المنظم المنظم المانية المنظم المن 10 A. | Oh, okay. So I then was a loaned 11 executive to Metro during the period that I was the 12 chair of the Joint Regional Planning Committee for High and the first second 13. Capacity Transit, which was the precursor for Sound يتشدد والمشدر Transit. 14 15 Q. Could you explain just briefly what that 16. was about? . . . . . . . ---------17. The legislature in the early '90s I think A. : - 200 18 it was, the '91 session, said that we were going to; and the second communication of the second 19) 'have the authority to create a regional transit' 1.253 20) authority in central Puget Sound to build high capacity transit, essentially light rail. The bill, the law 21 للمرة المستعدية الاستعمارة المتعدينية الأكارة المتعار المتعارية المتعاصيات واستعمار 22) required that there be a study and a plan developed for المستعادي المستعدية المتعادة المتستعدينين بالمست المشفر الأنشبة متتادق فنشد بالمستعدة ال (23) how that system would operate, and the JRPC, shorthand, and the second ----241 'for it, was tasked with that. ساديبينية ميندرة رسنيجم أمديا فيسته التشمير [I started out at the beginning of that] 1251 · . · · · n and <u>an ann an an an an an</u>

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

#### May 22, 2009

Page 11 -----process, I was the chair of the Metro Transit committee 1) gaile - "antister" is interaction in the trip and interaction and the state of a second state of an .2 and I then took over as chair, second chair after Paul, and a second 3 Kraabel retired, I took over as the second chair for a na seconda a second 4 the JRPC from King County and served in that capacity فسأتصف وأستعقص بمرار سمندان المعاقصة الأقصف المبترا والماسطين التصافيطي 8.3 5 until the three county councils adopted the plan that han a second 6` we created. At that point, Sound Transit came into 7 a men a pol par see o sare er a manara a a a sea a s existence. <sup>7</sup>8) -----Q.) And at that point, did you then go back to . 4 5 an a a a second to a to be the s 19 Boeing? a the second constant is being the second A. I went back to Boeing and I took over the 110 11: management of financial systems again. I did that -- ! ·····] 12 (Q.) [I take it the management of financial] ---' and a second 13 systems, that was for the commercial airplanes? and and an example of a straight of a second of a second s (A.) 14 Commercial airplanes. سويد أنتشب التركيم سيدروا والتربي تتتقر I did that till '97 or '98, it was 15 16: whenever we shut the factories down, and I then went into a consulting group, which is where I've been since 17 a na series and a series of the series of 18 then, and we specialize in consulting with various والارد المتلك المستعم والمستعد والمتعادي والمتعادين وسيدا والمتعاد والمستعد المناك المعدد أور المدور 19 organizations within the company to assist them in understanding what we call their value stream, but :20 les anno sa fanna anno 1965 anno 1966 ann :21) essentially all of the work that has to be done over 22 multiple organizations to deliver some product. لأبلك وبالقرار والمترار والمترار والمترار والمترار والمترور 23 (Q.) (And is that product ever anything other) 21 (23) ..... 24 than an airplane? ----· ···· · · · · · . . . . . . . . . . . . . . . . . . A. Oh, product could be anything. I mean, it; :25 1 200 1 10

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

#### May 22, 2009

Page 12 could be a component of a airplane. It could be a) 11 \_\_\_\_\_ (2) 'spare. It could be something that's an abstract, you' terreturne and the second s (3) 'know, intellectual property. 4 Could you just give me an example of the' .0. (5) (6) a hand an a construction of a second kinds of intellectual property you're talking about? A. Well, I guess one example is a method that ------(7) we developed for how you do systems specification. 8 9 Okay. That's where you're retiring from then on Tuesday? 10 A. Yes. 11 Okay. Could you do a similar rundown on Q. ) · \_\_\_\_ / and a second 12: your experience or your jobs in the legislature, 13; please. . A. \ 14 Okay. والمعار الرابي والارباق والمترجب والمتوجب والمتحد والمتحد والمتحد والمتحد والمتحد والمحاد والمحاد المراجب (15)Q. . Actually, if I can interrupt, how about in; 16 public service. I know you were a mayor, I know you and grathering "annaised? 1 220020 . . . . 17 were a city councilman. a a transmission and the second s 18` '35 years at Boeing, but 30 years in public) (A. ) 19 service. Elected in the city council in 1979 on Mercer 2.12 20 Island and I served there from 1979 till 1996. I The second s 21 served two terms as mayor. I represented Mercer Island Yessen av en slavinsk for handelska forska forska national skale store se de serve de se se skalet og v 22 at the Metro council, at the Puget Sound Council of) 23 Governments. And I represented the suburbs as a city a a alatic e a la seconda de la seconda de la construcción a seconda de la seconda de la seconda de la seconda 24 council member on the, the JRPC and also on the King) 25 County Growth Management Planning Council, which the ------

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

#### May 22, 2009

Page 13 . . . . . . . . . . . . And a second 11) plans required under the Growth Management Act in place 233 and a start of the second starting 20 03 <u>0</u>03 9<u>171691</u>2662 2629 26 Saran na sana a for King County. , ...,<u>,</u> ------I also served on the, I think it was'  $\overline{4}$ محمد بسمي وحرج والمرجون والمراجع والمراجع والمرجع والمرجع called the Summit, which was the group that negotiated 5 المحسطة والمائية فكالمستمسين المائية فتعدلون والأقتاد فتستعر n, 1212 the merger of King County and Metro. After I 8 <sub>13</sub> <sup>~</sup> 'n ar Ng - Lar r <sub>e e</sub> ha na na ' an <u>an an an 1</u>77 - 7 :6 retired ---6 7 8 -----Q.` Retired from what? ····· سيسمده ومقيسيا فتصوروه والسوس A. From the city council, I finished my city M ت جدير '9' council service, I thought I was finishing my elected 1000 and an an an and a second and a second se (10) official service, but our superintendent called and) أفر التدليلي and a second 11 (asked me to serve on a Strategic Planning Committee for أحساسو andele and a second 12: our school district, which is how I got mired in 100000 13' education finance. Then I ran for the school board in S220. 02. 20 636 114 1999. 15 Q. If I can interrupt for a second there, ja kaininiinen oo sa sa sainin maana darbad oo sa kumara ya na para (16) with the Strategic Planning Committee, is that the 17` 'committee that you were tasked with trying to figure' (18) out how you were going to achieve the standards set out? 19 in House Bill 1209? -- -- <sub>'X</sub> Yes. 201 Α. . . \_\* 21 Could you briefly describe the exercise; Q.; landa a seconda a seconda e a seconda a s 222/20 22 22 that you all went through to try to figure out what it ne state a second s (23) would actually cost or what you would need to do that?" المنافعة المنافعة 24 We didn't. ;A. . 251 Q. What did you do?

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

May 22, 2009

Page 14 na an an anna anna a haorraigeann an <u>an an</u> an an i A. ' Well, what we did was we essentially sat int managements and the part of the second 2 down and said what 1209 did that was unique was that it للم الاستيام القرار وكالم الروسية المعديية القليلة المتعاد المنا لمترار متحادة المتمتية عقد المتكالة للتدع (3) was the first time that the state had really said what 4 the outcomes were that were expected of a K-12. -----education.) 5 אינבים אינוא עני (ענייבי או איניגעאיינטא אי עניי איני א Q.1 6 Is that the read with comprehension, write effectively, know basic -- ) 307 20**-**20 8-1 7 8, الاستانية الرغب بالمعد ال A. 88 -. A.) And the EALRs. (9) (Q.) And the EALRs? Jund -2 <u>111</u> 217 2 22 'A. 1 10 Right. 11 Okay. Q.) -----12 A. And so what we basically did was we looked يمرد المراجبين والمراجب فتسترد المستوال والمتحافظة متصاديهم والمراجع المراجع 13 at that and went, starting with the end in mind, went The second s 14 backwards and determined what the curriculum needed to . And a start of a start of the second start of the start .15 be at each year of school in order to meet that 16 target. We didn't talk about resources as much as we) -17 talked about what content was. 1<u>2...</u> 7. <u>21...</u> 1 1 -Q. Okay. 18 المعجان ويوافر والورواني ويستبعه والوالي والمرافق والوالي والمراجع والمراجع 19 And how we structured the process to be (A. ) and the state of the second 201 able to achieve the goals of the content. 120 Okay. Could you give me some examples of Q. 21) بمتحصي والمسابر والمسابر والمستر والمشتقية ومروا المراجعة والمتكبر وأراريهم ورار 22, the process that you were putting together?) A. It was a pretty classic group process) (23) 'where you have a 20 or so people sitting around the 24 a and a second 25 table and someone mediating at the front with flip

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

Page 15 in a constant product and the second s (1)charts, and brainstorming and writing down and; the second se 21 analyzing and coming to conclusions and then ultimately e e e a la companya de la companya d (3) making those conclusions known to the school board. 4 Q. Okay. Was it sort of report that was · · here and Landaria de la caracteria de 1. 1. .5 generated or a submission to the school board, or was this a verbal here's -- ` 61 7 A.) There probably was but I don't remember (8) 100 11 n ningang a sa ana ina ning ningang a s it. 9 Q. | Were the recommendations in the school . رود: آهند board, you know, this is a curriculum we should have or; 10 1.5. 11 (this is the program we should have?) N 8 12 No, it was more about why we didn't think A. ! and the second - the EALRs were sufficient for Mercer Island, why we: 13) 14 thought Mercer Island kids needed to have more than 15 in the second just what the basic education was.) Q. And what was the thinking behind that) (16) na nan a magana anan a na ngananga lina 🛛 ya 🚬 📜 🚬 (17) conclusion? Sugar A. We're Mercer Island. You know, we've got) 18 Sanary. gifted kids. They're going to go off and rule the (19) 1 <u>1</u> world, so we wanted to have the first class school 20 ، پاندىنى ر here a second 21 system. We had -- one of the benchmarking studies that annar innsaidh a chliste an an chliste an " a chliste chliste a' dh' an 122) I did was to look at how we compared with other school and a state of the second s (23) districts around the country, and the idea was that we wanted to be competitive with those school districts, 24 25 first rate, world class school districts, not basic.

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

Γ

May 22, 2009

	Page 17
1	Q. And was part of this exercise trying to
2	figure out, to be blunt, how much money Mercer Island
3	would need?
4	A. No. I did personally some studies of
5	that. I did some benchmarking and but that wasn't
6	part of that process. I mean, it wasn't directly a
7	part of that process.
8	Q. Indirectly it was to the extent you did
9	your personal benchmarking?
10	A. I did it actually after I got on the
11	school board.
12	Q. So we were talking about the committee
[13]	that sort of dragooned you into getting involved in the
14 15	schools?
15	A. Yes.
16	Q. What happened next?
17)	A. I didn't run. That was my mistake.
18	What happened next was that this committee
19	went on, we met like quarterly for a while and it
20	wasn't a real intense process in the sense that it
21)	would be if you hired a consultant to do it. It was a
22	citizens process and it was trying to make sure that
23 24	'the work that was being done by the staff was in fact'
24	linked to the citizens. And so in 1999, I decided that
25)	I would run for the school board and I did, and I was
00 85 	

SEATTLE DEPOSITION REPORTERS, LLCwww.seadep.com(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

Page 18 and the second second second (1)elected to the school board and I served until I went 2 to the legislature in 2001. 12 IX (22 :3 (Q.) When you went to the legislature in 2001, 4 you went as a representative, correct? 5 a Cast A.; Yes. د. به مصد م<sup>ر</sup>ده م مصد مصبع مستدر المراجر المستوار المس Q. When you were first elected, were you 7 elected as a Republican or Democrat? (8) (A.) Yes, Republican. 1:1 19 (And then this last election, you were) Q.) ÷ 1 \_\_\_\_\_\_ (10<sup>)</sup> elected as a senator, correct? (11)A Democrat. A. 1 , an an the trade that 12 [A senator in 2008; is that correct?] Q.1 13: A senator in 2008, correct. A. j an an air a' thail tha dao an an an air a (When did you switch parties?) 14 0.1 المسائدة المستشرك المستعمل الم 15 I switched parties when I was being . : ., 16 recruited by both Senate and Democrat Senate caucuses 17 and that forced me to sit back and think about where I 181 really wanted to be, and I essentially concluded that in a second s 19 my values fit better with the Democrats. The party 20 that I joined in the 1960s and '70s wasn't the same 21 party that it was in the 2000s. <u>у</u> -(\_\_\_\_ That occurred in '08?) 22 Q. : 23 December of -- November or December of 100207 Th. 070 070 24 107. and we are an entered and 25 Before you ran for the Senate, then? Q. 

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

## May 22, 2009

Page 19 second es (1)Yes, it was all a part of that decision. A. 2 'I had decided to run for the Senate and then I was and a second a a analysis and a second (3) being recruited by both caucuses and so I was in a (4) position I had to make a choice. All and a second 5 · O. ) You had to make a choice? 6 A. : And so rather than blow it off, I actually ---------(7) thought about it and that was my choice. 8 When you were in the legislature from 2001 0.1 (9) \_\_\_\_\_ × \_\_\_ × on, so you were in the - I'm trying to count sessions' Server and 10) you were in. A. '01, '02, '03, '04, '05, '06, '07 in the 111 12 House. 13 Q. In the House, and then '08 and --: (A.) 14 And then '09 in the Senate. in a chine contract the second second 15 Q.) So nine years, nine sessions? -----(A.) 16 Nine sessions. -----17 Q.; And ---• \_\_\_ ..... 4.4 18 Plus all the special sessions we had in; A. . 19 the early years. 20 Could you briefly run through the kinds of Q. 21 committees you served on? 22 Α. I served pretty much on the same 23 committees. When I started, I served on transportation. I've always been on transportation. I 24 25 started on higher education. I've always been on

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

om (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

Page 20 higher education. I started out on local government 1 2 because of my background in growth management in local 3 government. And in 2005 I was asked to move to be the 4 ranking member on the Capital Budget Committee. So I 5 cave up my position on the Local Government Committee 6 and I served one session, one term, two sessions, as 7 the ranking member on capital budget. And in the next 8 session, I left capital budget and became ranking 9 member on the Transportation Committee. In the Senate, I've served on the Transportation Committee and higher 10 11 education, and early learning and K-12. 12 Would it be fair to say that throughout. Q. ala an ang and band 13 your years in the legislature, you've always been on ..... 141 one of the Education Committees? 2 2 22 22 23 3 <u>. .</u> 'A., Always. 15 16 Q. And could you briefly describe the 17 difference between the Higher Education Committee you 18 were talking about and the early learning/K-12 19 education? 20 Α. Well, there shouldn't be any, but as the legislature, we create artificial boundaries. 21 We think 22 the K-12 system is one thing and the higher education 23 system, the community colleges and four-year universities, are another. 24 25 And why do you say there shouldn't be a Q.

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

	Page 23
1	through has informal connections with the legislature,
2	so they usually don't come out too far from, we don't
3	come out in greatly different places.
4	Q. When you said the HEC Board, you meant the
5	Higher Education Coordinating Board?
6	A. Yes, the Higher Education Coordinating
7	Board.
(9) (9)	Q.) I notice you've always been on one of the
9	(Education Committees every year in the legislature. Is)
(10)	there a particular reason for that?
( <b>11</b> )	(A.) My district is my district has the
12)	highest education out of any district in the state. I
13	have some argument with my friend from TriCities
14	because they have more doctorates than we do, but if
15,	you look at the number of master's degrees and,
16	professional degrees, doctorates and those sorts of
17;	things, the 41st, at least the last time I looked at
,18	the demographics, was at the top. We have a passionate
19;	interest in education because most of us got where we
20	are today because of the education that we received.
21	We want to make sure our kids and grandkids have the
)- ( 122)	same opportunity.
(23)	Q. One of the other committees you mentioned
(24)	was the Transportation Committee?
(25)	A.) Uh-huh.)

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

#### May 22, 2009

Page 24  $\left\langle \begin{array}{c} 1 \\ 1 \\ \overline{2} \end{array} \right\rangle$ Could you briefly describe what your work iQ. \_\_\_\_\_ is or was on the Transportation Committee? (3 21 27 28 ومساعدت مستنبه المتعامين متعامدته A. Raising taxes. 4 (5) (6 For what? 0. \_\_\_\_\_ (Well, we have a highway system in this) : A. ' 209 V la sella sette les statistes de l'anna anna anna alla anna anna de la state, the replacement value is \$300 billion, and we 7 have invested very little in it over the last 30 years 8 in terms of maintenance, probably a tenth of what was وأوجه المحتجز الجاري الأرباب المرادة أرأت المتكور والمراور الورادي والمتعطية والمستقد /9 required to maintain the system. And by the late '90s, 1. (10) we were in pretty desperate place around transportation. And so in 2000 when I ran, one of the :11 12 things I ran on is, one of the few people who did, was ني نه م 13 raising taxes, to raise the gas tax. And in 2003 and :14 2005, we raised the gas tax and as a member of the palannan and a second 15 minority, I was a significant part in that process. Little Fold - and a present of the second rest of a second rest of the -16 That included both the selection of projects and the ر. د د د د د 17 convincing people that they should vote, we should get .21.1 whith where we are a second to a second s (18) a majority vote.; ---and a substantia contraction of the substantia and the second second second second second second second second 19 Since then, it's mostly been around the e de la ವರ್ಷವರ್ಷವರ್ಷವರ್ಷವರ್ಷವರ್ಷ ಮತ್ತು ಸಂಪರ್ಧವರ್ಷವರ್ಷವರ್ಷವರ್ಷ ಮುಖ್ಯದ ಮಾಡುವರ್ಷವರ್ಷ ಮುಖ್ಯದ ಮಾಡುವರ್ಷ ಮುಖ್ಯದ ಜ್ಯಾಗ ನಿರ್ದೇಶ (20) process of implementing the projects that we had; أسنج 21 intended from the gas tax increases, and that would 22 include things like, for example, this year the bill a kasi sereng<u>i ng pangangan a</u> and a second and a second s 23 that we passed to put a toll on the 520 bridge to 24 finance the beginning of the construction of the! al a second contract of a statement of the second 23 pontoons, or the decision that we made to direct DOT to । सन् त अस्त ए तन का कि इन्द्र किन्द्र के साम का त ता ज्यात का का का का

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

Page 25 (1) use a deep bore tunnel technology to replace Alaskan) Sec. 1 (2) Way. When you mentioned deferring maintenance 3 0. expenses, is that good, bad, indifferent, does it 4 5 matter? 6 It's a value judgment. Α. 7 What was the effect with respect to 0. 8 transportation on the state deferring maintenance for 9 all those years? In Spokane, they have ruts that are about 10 Ά. three inches deep in I-90. If you go down I-5, you'll 11 12 find places that are similar to that. If you are 13 driving on the freeway, you'll find that all of the 14 expansion joints compared to where they were when they were built a number of years ago, 30 years ago, are now 15 16 sticking up above the concrete that's worn away. The system just hasn't been maintained. 17 18 I guess the other, just to make it 19 complete, not only has it not been maintained, but the 20 capacity that is demanded by the population that we 21 have here today, the way that we have developed is 22 inadequate, and so we have some pretty difficult 23 mobility issues. 24 Another way of saying that is we have 0. 25 congestion issues?

SEATTLE DEPOSITION REPORTERS, LLC www.seadep.com (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

May 22, 2009

	P	age	26
1	A. Yes.		
2	Q. Now, you were also a member of the Basic		
3	Ed Task Force, correct?		
4	A. Yes.		
5	Q. In your years in the legislature, did you		
6	do, did you work on any other education-related task		
7	forces or study groups or things like that?		
8	A. I was never selected to do that.		
9	Q. Do you know why you were one of the lucky		
10	ones chosen for the Basic Education Finance Task Force?		
11	A. Yeah.		
12	Q. Why?		
13	A. I needled our leadership until I got on.		
14;	Q.) Handing you Exhibit-177, is Exhibit-177		
15	the final report of the Joint Task Force on Basic		
16`	Education Finance?		
(17)	A. It would appear to be.		
(18)	(Q.) (And you were a member on that task force,		
19	correct?		
(20)	A.; Yes.)		
(21)	Q. And did you vote in favor of adopting that		
(22)	final report?		
23	A. Yes.		
$\left(\bar{2}4\right)$	Q. And I'm not going to go through it page by	5	
(25)	page and plank by plank, but in your mind, what are the	1	
			<u></u>

www.seadep.com

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

#### May 22, 2009

Page 27 and a second ------1 major or most significant conclusions in that final (2) report and the most significant parts of the المراجع والمراجع والمتعطين المتعادين المتعادين والمناد والمناد المتعاد المتعاد المتعاد المتعاد المتعا 3: recommendations made by the task force?) المرابقة والمربقة المستقدان فالمعصفين المتعادية المستقبون فتنار فالمحالة -4 (A.) (Well, I guess the most significant) 5 conclusion is that the system that we have today is not; adequate for the 21st century and that reforms were 6 a Managana ang Managana katalah da kanagana Kanagana katala da sa karanagan da (7) necessary in order to make it adequate. The in the second 181 recommendations ---,--! 9) Q. Wait, if I can interrupt for a second, Wait, if I can interrupt for a second, 10 when you say the system we have today is not adequate and a second 1012-001 11` for the 21st century, do you mean the system we have is . The second state of the 12 not providing our school children the education they and a function of the second data and the second of the second second second second second second second second 7400 (250) 13 need for the 21st century? · · · · <sup>2</sup> 14 A. Yes. 9 <u>. . .</u> 15<sup>°</sup> Q. Then you were about to go on to talk about 10 045 16 'significant parts?' h Frank pray - 223 ممه دوریکیندید، زر الت بين والتصورين المتحافة بتالين والعاديات المستوي 17 A. Oh, and the reforms that we've proposed a and a second the second s · · · · (18)were essentially the most -- the salient ones were the hand arrest of antinan from an extract and a constant of the second states and the second states and (19) prototype school model, the reform of the compensation ್ರವಿ ಸರ್ವಾಧಿ ಸಂಪರ್ಧ 20 system and licensure system. I'd say those are the two 8 S. 8 8 18 S 10010 11 21 big ones. · 4. 100 - 000 C \_\_\_\_\_\_ والاستراج المراجع المتعاصين والمتعام والمتعاد المسترا 22 Q. And when you say the public school model man a summer 1.000 and the first of t and the ---23; . . ..... ...... 241 The prototype school. A. ana anana ang kara sa sara 25 Q. ) So the prototype school model and then the a second and so so a

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

#### May 22, 2009

Page 28 -----1 reforming the compensation and licensure system? i na pues 2 11 - S252 NO. 100000 شير د 2 Yes. Α. . مىلغان ju ini. :31 Could you explain to me what you have in Q. Glade and States States where it was 4` mind when you're talking about the prototype school ିକ୍ଲାନ୍ତ୍ର କ୍ରାନ୍ତ୍ର କ୍ରାନ୍ତ୍ରର କ୍ରାନ୍ତ୍ର ଅଭିନ୍ତର ଅଭିନ୍ତର 1200 12 . / ي 5 جديد معدد 151 model?; 6 a a si comu -----. . . . . . . . . . A. The prototype school model is essentially 7)(8) د با معالم بعار a way of describing what you think a prototype school) that you would for whatever reason want to design, what 6 المادية والمحادث المستعدية المستعدية والمستعدية والمكسور الشائسين المستعقية المراز that would look like, what the services would be للمرأوات والاستانية المتفسيسة والالالمنافة التنابي ولفا التنابي المقاور والمستعد والرازية الاكتفاد المترابر 10 included. So if you go through the report, you will ومحترك وأحدث والمتعاطية والتعديد والمرابة التبري المستري المستري المنافية ----find a list of data elements that we proposed that 11 . And a second Welson's starts of a second Plants is the second second second second second second second secon 12 include things like how many periods, what the class parana i analar adalah mula mulali salar i dalah salar 13) size is, what the teaching day looks like, what the . An and the second se 14 ancillary services like librarian, nurse, counselors, ana ana any amin' amin' ao amin' ao amin' ami (15) what the administrative support is, what the classified .16, support is, the bus drivers, the maintenance people, and the construction of summaries of the second 17 the secretaries, the accountants, and what the specific person a communication es presentante es managares superiores automaticas (18) materials and supplies that we thought were the major. 51 Z, prestatuidaye verdina na presidente e a menor parametricana prestation and the state annual en esterior ( 19 cost drivers like technology, maintenance, books, et y y najiri i na karining katalogi ning karing kari 17 12 10/20 20 cetera, energy, utilities. ..... and the second states a - بەسىرىك بايا قىرىك بولىك مە 21 And what you do is once you have decided (22) what that data structure is, then you plug in values! and a second (23) that will meet whatever your objectives are. المراجع المرجع والمرجع المتحمد فأجر والمتحر ·24 Q. ] And were the objectives in the final period in the second ;25) report of the task force to provide all kids and -----(注 ) 裁 1. (1.1)

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

May 22, 2009

Page 29 and a second 11 adequate education in our state? 2 3 water a state A. I believe so. ----and the second s Q. And when you were talk about the various de la contra contra contra contra de la contra 4 factors, if I can ask you to turn to page 8, 9 and 10) , and a second :5 of the final report, there's a series of charts with, 6 istart with the label Summary of Recommended Staffing 8<sub>10</sub> - 1 and the second (7) Levels. Do you see those? Â.) ا سبيار ماييمم الدر 8 Yes. ---'\ (9) Q. Are these, the staffing levels, an example. 10 of what the task force concluded were needed for and the second 11 schools to provide an education to our kids? \_\_\_\_\_ a ta a caracteristic a second A. We started with a notion that a basic 12. i a gradi di successi di su 13 education was defined as a high school diploma, a meaningful high school diploma, and that a meaningful 14 المحسبان والمستاهون وتحصين ووالتقيينية ووالمتصبية والمتعقية سراورهم high school diploma required 24 credits out of high) 15 and the second sec school. And while we didn't say it explicitly, in my 16 المتحصيصينية والمسترد المتحد ومستصفيتها والمبتهد فرارا المراج للكروالا والأستان والمسترور وال mind we were talking about core 24, and that what was 17 181 required to be able to deliver that, to provide the and "a design and have a factor of "the state of " and so and so and so and opportunity for a child to get that meaningful high (19) بالمرقاب المستحدين المتكافين والمتحدين والمحاقي والمستحق والالما ستتعيش والمرا 201 school diploma for work or for education, ready for .-..-~ teritari en warten en transmissionen er en en en en en e 21; college or work is usually the way we say it, we thought that this was the adequate, was adequate. ... 22 : الد عبر 231 Q. When you say provide an opportunity, do you mean provide a realistic or effective opportunity? 24 A. Yes. That was the reason that we put in 25 S. 1 (17) 10 (17) (17) (17)

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX.

www.seadep.com

(206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

Page 30  $\langle \mathbf{i} \rangle$ the extra, the extra increments for children that we and a second (2)perceived to be, to have -- be at risk for being able - former and the second se (3) to get through the system.) and same setting as a 'Q. ; 4 And would those extra increments include: in a second s (5) things like the ELL program? 6 Α. Yes. / 7 (8 19 . بوروگ د میکند کر \_\_\_\_\_ ;The LAP program?) Q. 1 y s East To and Yes. A. ] \_\_\_\_\_ ^\_\_\_ ----------Would it also include early learning or is Q. 10; that something different? A.) So we thought that early learning was (11) وأربع المحاج والالالاتين فيستند المتعاري وأرجعت المستدر والسياقي أواد وماسي وأر 12 something that the research has showed had the best .... ya mangan ya kata na kana kana ang ang kana kata na ka (13) return on investment of any of the things that we an a shara ta anna a shara a sh 22 14 looked at in terms of changing the system., وبالموسطي وساليك سترك تصد تاطيبه والمعاد والمعاد مسيع المحالات المحال Q. When you say "return on investment," what 15 n haar ar a 10223 بالمستكمم وأرأ 16: 'do you mean?; \_ × (i s nadi ور و بیندونون از این امام اور مینی و باره منه او -----,17 A. The money that you would put into: -----18 'providing early learning support for children, (19) especially at-risk children, would make it possible for and the second secon ..... 20 them to be at grade level when they arrived in the K-12 un sectore compressione estimation estimation estimation (sectore sectore) (21) system and that the data said that they remained at 22 grade level as they moved through the system if you are and the set of the 1272 23 continued to provide support. سودان السبوران ساستان المورودين وأراد والاستان والمساور والمساور 200 24 (So the differential between those two) الفيين المرجيد الاستيار المتناد المتاري المتاريخ المتكرير مستيا 1990225225 25 things, between having that and seeing the child get a

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

#### May 22, 2009

Page 31 s= 18 and a second (1)meaningful high school diploma, and not having that and الهوان المستعملة المنقة المنتصب فأنام المستعم وأنام مسترينة والمستعم والمستطعين والمستعم والمستوية والمستوية والمستوية (2) the costs that society would bear as a consequence, and the second (3) (that was the highest return.) Q. And you keep talking about the meaningful 4 an - air an thing a said tha an air a think a said an an an air a think a said a said a said a said a said a s 5 high school diploma. What do you mean by that? 3. Z المراجع بالمتناب والمتناف والم 6) A. It's a term of art that we kind of 7 invented, the global "we." And what it means is we and a second 8 actually started talking about that in the Higher Education Committee back in the early part of the .91 الإيتابية، المصدابين مصدورة، المكن ولوارا الراجع a hanna a shirish as s 101 decade, because we found that --Just so I'm clear, we're talking about the 11, · --tan sa sagi ' na <u>n</u> n n - " يدام مستري الم المسترية الم 12 early 2000s? 11421 12 ia na sana ----13 A. 1 Yes, yes. - "-``-`; بشد ز 14: Q. . Okay. ्र 🖂 Because we found that in fact, the 15 Α. (16) graduation requirements that were established by the and the second secon **2**0.20 17 state were inadequate to prepare kids for college.) a nin tala ya ni yana nananan anatanyi na nanatanya ya na nana a nanata ili nanatanya kata kata kata kata kata 18 Q. What are the graduation requirements (established by the state that you're referring to?) :19: A. /It's the 19 hours and the various :20 and the second 21. requirements in the 19 hours of classes that are (22) required. I think it's two years of math, four years  $|p-n^N|$ an and a second and a second 23 of English, et cetera. 2012 \_\_\_\_\_ the second se 24 And so what we said was that we needed to ----- **\** and a second second a second distribution of the second second second second second second second second second 25 start to think about what was an appropriate, an,

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

#### May 22, 2009

Page 32 \_\_\_\_\_ strangen is the array range and 1 adequate, a meaningful, is what we came up with, Jeans, providenting, an annexication a substitution of the interime of seven a second as 2 'meaningful high school diploma in the sense that it; (<u>-</u>) (3) a manufacture of the second structure of the second structure of the second structure of the second structure s gave you the opportunity to become a carpenter or to go: 1-1 provide a second second second second second for a second second second second second second second second seco (4) to the University of Washington or to go to Bellevue) (5) , and the second s College or any other post-secondary education or and a second . . (6) career. ברין אין איין איין איינאראנעיקיין איינטאנערייאא אייאאיינאראנעראנער איין איינאראנעראיינא איין איינאנע And over the years, we've worked on that) a second provide the second provide the second s (8) in a number of venues and the most detailed work has <sup>3</sup> Stragge generation and an anti-strange generation of strange generation and the strange strange and strange (g) been the work that the State Board of Education has الورون ويون محمد بول والدين المستجور والمحفظ تتبيشي الوري محمد والمترستين المتعار المحمد والمترستين فالمحمد فستشد والمعر 10 (done around something called core 24, and what it) Sec. 9  $\mathbb{R}^{2}$  , is the subscription of product on the second se 11 posits is that a meaningful high school diploma is inner <u>en ser en ser ser se</u> 12 (defined as 24 classes for a high school student and) 13 then specifically talks about four years of math, four a in structure the maximum states where the states in the states and the states and the states and the states a 14: years of English, and how -- and talks about how that his a second a substance in the second s 15 (would relate to career and technical education as well) , המישראים א שבינה אי שבינה ביו הקווינו 16 as college preparation. \_\_\_\_\_ ، المحاد بالمحمد من المحمد عن المحم المحمد (17) 'And that became what our working 632 18; definition of a meaningful high school diploma was. It' \_\_\_\_\_ المصري والمستح<u>وم مركز المركز المستحرين المستحر موالمستحر المستحر</u> was the way that we tried to write the law, because) 19: and a second 20 that definition by saying meaningful high school 21 diploma is the definition of basic education, and then defining it in terms of the credits that are required 221 and a second 23 and referring to what the graduation standards are that e el 24 are from the state board, defined by the State Board of (\*\*\*\*\*) (\*\* \*) (\*\*) (\*\*) SAX (833) 25 'Education. 

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

May 22, 2009

Page 33 1 At that point you drive a lot of the ; 2 resource allocation in the system, and we thought --' <u>, and a second s</u> 3 this whole thing is about accountability and we thought the second state of the se 2022 4 1 that that was a way to start to establish Senator Jarrett's years <u>المان المانية في المناطقة المنظمة المنظمة المناطقة المنطقة المنطقة المنطقة المنطقة المنطقة المنطقة المنطقة الم</u> 15 accountability. So what you refer to on these pages. (6) 7 y a de las services secondarios estas Being 8, 9, and 10?; Q. 1 ard member; the not admissability (8, 9 and 10, whichever one they are, is -\_\_\_ and <u>in a second second and in a second s</u> (8) essentially the math that we did to be able to meet the 9 board r core 24 standards and the support that's necessary in Petitioners respond that the foundation is المتأسية مستقليه والمناقبة المناقبة المتحدة والمتحد المتحديثية المحاصية والمتحديث والمتحد والمحاط l school boa 10 the middle schools and primary schools to be able to be y managements of the second of the second state of the second stat 11 ready for the core 24 high school. - apple to the first state of the second state legislator and s objection goes t (12) Q. Okay. And based on your work, many years 13 in the legislature on the Education Committees and your objection Qu (4) and the second 14: work on the Basic Ed Task Force, do you believe the \_\* anter a series en accessore en accessore de la company lack of foundation 15 state currently is fully funding a realistic of service as a Respondent's c σ Resp. objects producer the state of the contract of the state of the st 22.52 16 opportunity for all kids to get a meaningful high 17 school diploma? 10000 المتارين المتحد فتتعت والمراجع والمراجعة والمتعاد والمتعاد ዾ፝፟፟ 18 MR. CLARK: Object to the form of the: 1000000 Und 19 question on foundation grounds. You can answer subject bener ·\_\_\_\_· ್ರಾಂಧ್ರದ ಕರ್ಮಾಣ ನಿರ್ದರ್ಶಿಸಿದ್ದಾನಗ 201 to my objection. ах, 21 A. The clarification I would ask, are you ..... 22 asking for a personal opinion? പെർ Yes, sir. 23 Q., 24 In my opinion as a voter and as a legislator, no, it doesn't. That's why I worked so 25 8 billion commence and a second billion billio 2010/000 21 22 SEATTLE DEPOSITION REPORTERS, LLC

(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

## May 22, 2009

Page 34 (1) hard as a member of this group to come up with an <u>jevne na z povič</u> (2) alternative. (3) Q. And the alternative is the proposals that 4 are in the final report of the joint task force? 5 6 Yes. Α. (e)(a) (a (a (a Is it your personal belief based on your Q. \\_\_\_\_ \**7**} a second definition of the second New York work with the Education Committees and the work on the (8) (Basic Ed Task Force that the proposals set forth in the) 9 and the second final report of the joint task force once implemented; ليستستخدموا والدامي فيتكتف فيتصاد فلتستعط كالأرب المحاصيتين والعاور والعاد would provide a realistic opportunity for all kids to 10) 11 receive a meaningful high school diploma? - ---. 12 'Yes.: A. . \_\_\_\_\_ 13 If I can ask you to turn back to page 10 in a second contraction of the second contra 14 of the final report, the last box relating to NERCs, do (i) 2i 2i and a second second 8 8 B 15) you see that? A. Yes, my favorite. I love NERCs. It 16) . . . 2 1222 ----reminds me of the Three Stooges.) 17; da sana a "**"antawat**an and" pati<mark>an an</mark> 18' Q., I'm not going to follow that one. <u>1</u> - -مستحصي مستعلق والمستعلق والمستعلق والمستعلق والمستعل والمستعل والمستعل والمستعل والمستعل والمستعل والمستعل والم (19) 'I see that the recommendation here in the: 20 joint task force is for \$1,086 per student for the . .... 211 NERCs, correct? That's the proposal, correct. 22 :A. : ja kana she maalaa ahaa ahaa ahaa And is that a significant increase, a Q. ' 23 24 slight increase over the current funding? a and management in contractions and Significant increase. (A.) 25 N. .. \* 

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

(206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

# May 22, 2009

Page 35 the contraction of the second states of the second states 1) 2 Q.) (What was the basis for the task force) coming up with these types of numbers then?; 3 and the second A. There were I would say three sources that we used to develop those numbers. One of them was the 41 5 Conley study, one of them was the Picus and Odden 6 study, and the third one is our own experience in the and a second (7 private sector on what we found costs to be, for a and the second s 8 example, what it takes to stay current in technology as (9) parallel in the second s an example for that. ۰**۲**, 10 Q. Was another part of the task force's: and the second (11 : conclusions the testimony that you all heard in your; ..... - 32 - Qi 12 hearings?` Α. 13. Yes. ىسىدىدىغىغى بار بوداند سىسىب سامى جواردان ال 14 And the work of the Washington Institute (Q.) - 2000 B 15) for Public Policy? (A.) Yes. 16 ----- - - - - -17 And what role did the Public Policy Q. enandre e <sup>ord</sup> distantitie a <u>statu</u>t, d<u>istante de s</u>ina 18 Institute play with respect to the task force? y T Malalana - Cardo da Basar na La La Cardo da '19` They were our research arm as we posed 'A. ; an Energy and the second se i Rugi 20) questions -- well, two things. First of all, we asked in the second 21 them to go out and do a literature search to find out <u>en an de la constante de la cons</u> - what studies were out there about what worked and what 22 . 1- "محمد معطل الله على قد وسيد ما " " ورو " \_\_\_\_\_ محمد معلك الله "كم مسلم مسيد ا 23 didn't work, and specifically we wanted studies that and a second were repeated so that they were reliable and we could' (24) ) des successes — of the difference descenses all off of the sub-constraints and the sub-constraints and the sub-. بىد يېشى au <del>17</del>80 au 25 actually believe that they were valid. 85% St.

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

Page 36 . . . . . . . . . (Q.) And was the result of that kind of search (1) in the second 121 and reviewing those kinds of studies part of the basis) and a second of the second for the joint task force's proposal? (3) (4) · · · · · · · · · · · · a second a second s Yes. A.) -(5) Then the second thing is we came up with) يهيد الأسباق الأكليب السيبية المتقالين الأرامي المتحد المتكر الأرامية (6) questions. They would go back and see if they could a second de la company de l  $\langle \overline{7} \rangle$ research the literature and find an answer or a sense - ------**`8**` of the knowledge around that particular question. 9 ف الصورة أستاريكم الاستراك ومسترك والمسترين St. 10 1222 One example of that was that Steve Aos Same of the second s 10; built a model that allowed us based on the results of: 11) research to be able to have a prediction of what the and a second 12) benefit, cost and benefit would be of various . . . . . 6. I ور درستگر بر 13 proposals.; 14 If I can ask you to turn to page B1 of the Q. 15 task force report, is this the study that you were 16 referring to? 17 Α. Yes. بر هنه بي دريو د هيه . 18 Q. All right. Was there anything else that الأبهار الاستعادة بالقدارة والشقالة وتشتقانها أستعاده سترار التسعي التنبي وال the Public Policy Institute did for the task force with) 19 and the second 201 respect to being its research arm? المرابقة والمتعادية والمتعادية المستدينة المتعارية والمتكرد التراكم والمتعادية 21 A.) Well, they were responsible for the . 1 (22) staffing of the -- the general staffing and they did 100 23 the writing and put the general packet together, the ...... 24 basic administration of the task force as well. a speciel substant is and a substant is marked a second of a second second second second second second second s 35.02 25) Q. From your experience on the task force, do deres a ser a 22

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

Page 37 teres and the second SQ - SQ 92. 32 [**1**] you believe that these proposals in the final report? والمسلح مسائلا أأراطية المستادي وتسلب بمراكب للالم متمرك الارام مسلوا المتبلق المتع 2 are based on the current research and studies in) 21 (22) 22 22 23 24 (22) 24 .31 education? , <u>19</u>6 22 222 1.11 (A.) (I think that most of us -- I certainly 4 . الإراطية المصيرين بطر بالتبار مرط والمصلور والتبعث التربي (5) tried and I think the rest of the people on the Jan Talan Marine Analan Marine and Analan Attacks - Talan Anala committee tried to make our judgments about what to put 6 5.1 المسترية ومستجرب بالمراق المسترية المرور الاور براي المراتية والمراجع المراجع والمراجع والمراجع (7) in and what not to put in based on research and based **8**1 on what we had learned in the studies over the 18) 1 ... A المستجر سلام المستقلين المستجر المستقر المستري المستري المستقل المستقلات المستقلات (9) \_\_\_\_ months that we had been doing them. To say that they المربيسية والمحادث والمستعدي المستعرين الكرام والمردوم والمردوم والمستعود المراجع والمردوم المراجع 10 are in a scientific or a technical way based, that (). . Canada Anala (Children Children) (Canada Children and Anala Shaka (Children) (Children) isn't the way the political process works.) 111 , 127 M 121 Q.) (When you say "the political process," what. والمراجع والمستقرة وتستشف وتستشف والمتعادة والمستعدين والمتعادي والمتعادي 10000 13) do you mean? How is the political process ----A. You have to get the votes to be able to 14 . .....ر د مسلح المائية المحدودات عادة عندانية مستندات المراجعين السا<sup>عد</sup> مسلسب و "مساحينيس مراجع 15 move something forward. Sometimes you have to give 2» م القطر (عدا »» مساقر الملك بالإسلامية الإسلامية والمسلومين ( المسلومية ( المسلومية ) - « ( things that you think are not maybe the best thing in. 16 2004244 ang ta ·17 order to get what was good enough .: 1072 Q. Can you sitting here today think of some) 1.8 Can you sitting here today think of some) · . . . : ( 19 examples in the final report of the task force that . . ! presentations and the second 20 were giving up what was the best thing? A. From my perspective there were two that 21) 22 immediately come to mind and they basically had to do ali a september a final a landa a made a made a september age. 23 with categorical programs. The concept that I' . . . . . supported was that the prototype model was a resource; 24 There has an an ever of the part of the second s allocation mechanism. It wasn't a management) 251 1070

www.seadep.com

Page 38 . . . . . . . . 1) mechanism. That we expected the school districts to a the second 1000000000 2 manage themselves. ..... - - -3 If I can interrupt for a second to make Ο. sure I understand what you just said. 4 5 Α. Yeah. ..... Q. I take it the process. 'I take it the prototype school model, ) 6  $\langle \bar{\tilde{7}} \rangle$ Clamicania Carriero d which I understand a large part of is pages 8 through 10 on the report? (<u>8</u>) 9 والمتصبية فالمراجع المراجع (A.) Yeah.  $\geq d$ ي. شقر lan at time 10 Q. And this is what the task force concluded 11: are the resources that a school would need to provide a, 12 meaningful high school diploma? ····· A. Yes. 13) Q.) (That would determine the amount, the 14) and a shake in the second s 15 dollar number that goes to a particular school. ------16 district? -1 2 39.2 92 Yes. 171 :A. (Q.) واليويوهيو بالاواد بوافد الماسين 18 But then the school district has the 8 3 19 (flexibility to decide how they're actually going to) 20 spend those dollar numbers to provide the education? . . . . . . N 200 10 20 20 2 Yes. 21 Ά. a seci (22) Q. Okay. . An and a second contract of the second (23) A. And we expected there to be two forms of أمتصد المدير وبالكرية المطلبيطانيا كرامطار مساور والممري 24 accountability. One was that the school district would بعده مستده والمستان الموجود المقتل الملكان المرق الميأدي المتداخر المترا 25 have to explain why they didn't do it the way the 

Page 39 \_\_\_\_\_ - 11 prototype model said, and we felt that that was something that would be relatively straightforward, but and a second it gives clarity and communicates between the community, the parent, and the school. and the second and the second s 'Q.) Based on your experience on, for example, والمستارية والمتعلقين والمسترك والمسترك والمستري والمتعالي والمتعا the Mercer Island School Board, is that something you) 7) ...... think in the real world would work? 8 and the second (A.) (Yes. I think it's one of the things that) <u> 1997 - Statutes Statutes is anno 1997 - Statutes Statutes in Statutes in Statutes in Statutes in Statutes in S</u> 19) we've taken away from school districts over the years.) · المربوعيين: « (المنظرة (المحمد · المحمد الله ) (1973 - 1975 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 - 1976 10 0. Okay. (Then the second thing was?) للكرجمينيين المتقلق بالاستقالة وقارض أستان والم The second thing is the student data; 11 Α. أسيقت ۰ به معالم المعالم . ورا والقصير وسيركز وراسية الماسيكين المستكر المستكر والمساري والسرو 12] system and the accounting system, which is a way of, it in (13) measuring the cost and quality of the outputs of the Sand والمحاج المستندين المستند بالمحاصين الله المحاجبان المتارك المتعادين والمتعادية والمتعادية والمحاطين والمتعا 14 system, what the outcomes are, and we felt that that , "Alaan ay are also also also also also and a second and a 1999 <sup>24</sup> 15 would allow us to be able to look at what districts had . ...! ana ina any amin' ami 16 done, compare them both on the terms of the economics: and a second 17 and in terms of the quality of the results of the terrend "Miller" of all and a second as appendix and a second second second second second second second second ----18 program, and that that would be a way that we would not and a second :19 only hold school districts accountable, but it would be la anna 1979 - Baran a sé a completa a cara des acoras a presentador de secondario completa 20 how we learned to improve the quality of the education المورجانية، أن السبة بالمحافظة المراجع المتقسية، حد يد يك that our kids got over time. 211 S and the second 22 Q. Would part of that be school district X 23 was doing something very different, but golly gee, it 24 actually worked and --25 Α. Yes.

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110F

www.seadep.com

May 22, 2009

	Page 41	
1	to change fairly rapidly.	
2	Q. And what happened to those ideas?	
З	A. I lost the vote. Dan Grimm won. But	
4	that's the example. I mean, if I was doing this	
5	myself, I would want it not to have categorical, but as	
6	a group of, I don't remember how many people there	
7	were, 17 people, we in order to get a majority of us to	
8	agree had to give on that point.	
(9)	Q. And the whole prototype school model that	
(10)	you were describing, is that the way the state	
11	currently determines funding for education?	
	A.) No.)	1
(13)	Q.) And what's the current way that the state	
(14)	determines its funding for education?	
(15)	A. Well, through this biennium, the way that	1
161	we do it is through a series of formulas called	
17)	classified ratio, the certified ratio and the NERC)	
(18)	allotment, and behind those are a number of algorithms	1
19)	(like the)	
20)	Q. When you say algorithm, do you mean just	
21	an algebraic equation?	
22	A. Yes, yes, that, for example, one is called	
23	the per student inflator, which is a way of increasing	
24	or decreasing the amount of money that goes to	
(25)	education outside of the basic, basic, they call it	

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

Page 42 1) ratio, and all of that is buried fairly deeply in the budget and so nobody really gets to understand or see it until well after the legislative session. That was in a state state in the state of the one of the principal complaints or criticisms that) terren in the base of a structure of the state of the structure of the str we've had over the years of the way the state does and the second their budgeting, and it was one of the principal: motivations to get to a prototype model. (8) Because the prototype model in our view' (9) had two distinct advantages. One of them was is the 10 people could actually understand what you were talking) pression and a construction of the second (11) about; and secondly, if the legislature decided that it) an a state and the second state of the second state of the second state of the second state of the second state 12) would do something different than what was in the RCW, i 13 na de la companya de it would require a bill under the single subject clause 14 to change it, and the legislators would have to be able بربان المسكان المستقدين المتناسية للسفون للشقران والافسار كالشرو (15) to go back and explain what their vote was on that 161 particular subject, not on a bill that conflates at whole bunch of subjects.) 171 18 When you say "conflates a whole bunch of 0. 19 subjects," you mean just mixes them all together so 20 it's pretty --21 No, no, no, no. A. 22 Q. What do you mean by conflate? 23 Α. What a budget is, it's called the omnibus 24 budget, and it's called the omnibus budget and it's the 25 general fund and the near general fund of the state.

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

Page 43

So it has all the things the state is going to spend
 money on in the biennium listed. As a legislator,
 there are things you like and don't like. In the end
 you make a decision whether there's enough in it that
 you like or enough in it that you don't like to get you
 to vote yes or no.

But the reality is that you're not, you're never held accountable for any specific decision in it, and as a politician, I know how to be able to explain my vote to the satisfaction of the people who like the budget and who don't like the budget. It's in any specific detail.

13 So we wanted to get around that. That was 14 one of our principal goals, was to get this out of the 15 budget process. So it drives the budget, but that the 16 legislature in order to change it has to make a 17 specific decision to do so, not as a part of a single 18 vote on an omnibus budget, but as a vote on what the 19 definition of basic education is.

وحفاصهم 201 Q., And so I understand it, the concept here and and a second se 21 at least behind the Basic Ed Task Force proposal, I and a second 101220 22 don't want to pretend like pages 8, 9, 10 are the 1001000 100 100<del>0</del> 01 -----23 entire proposal. 24) They are. A. . 0.000

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

Q.

They are?;

25

May 22, 2009

Page 44 A. :1) (Yeah.) -----2 This is the prototype school model? Q.1 المستركب بشكرها والتركية والمراجع والمستحد والتركيلية 1 :31 This is the prototype school model, yeah. .A. So if I understand what you were saying, 4 0. then, for example, if the legislature wanted to change 5 the amount of money for student technology, they would 6 7 have to take a vote on whether it's going to change 8 from 200 to drop it down do 50 or increase it to 300? 9 Α. That would be the concept, yes. لىرى دىيە مىمىي بولىيە مىمىمىي دىرى ولىسىيەردە تارىمىمىيىنى دارد. تىلمىي<u>رىت تارىخى ب</u>ار مىرىپى بول الايمار ر 10 Q.; Similarly, with respect on the top of that للقلائل فليقرئ المريقي المعيدات المستدر كالمحايين والمغيبات أثرا والدورة تمريكي أتريك المتنا \_\_\_\_ page, same page, 10, learning improvement days, right 11) now it's got 10. By the way, what is a learning; 112 n marktite for items ign · . . (13) improvement day? \_\_\_\_\_ · ----, سر، باستان ا المكنا الم (A.' (It's essentially a day that teachers are) 14 e en anna deithe a faith a faith an seacht a stàinn beachd seacht ann an ann an stàitheas agus s' 👘 1 in 19 (15) paid when children aren't in school and that the and there also will be a shift of the second second second 16 'schools can do educational programs. Typically they're l an a the second second statement of the second -17 call in-service programs by the educators. It's and a mat S. 83 fundamentally training for teachers. 18 المكسوبية سوالمتكلية متطامية متقارر بمراهده ا (19) Q. Basic days where you teach teachers how to; and the second 20 'teach?i ana d .... A. 1 :21: Yes. بعوانا ربيانيا سيتبر الارام 22 The task force recommendation was 10 days? (Q.) (23) Yes. A. 24 The concept was if you have this Okay. 0. 25 prototype school set up, if the legislature wants to

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

Page 45 change it to let's say two, they would have to take a 1 2 vote on that, as opposed to having it just be one of 3 the factors in a formula in the budget? 4 Α. Yes. \_\_\_\_ ..... . .... 5 Q.1 The other significant part that you' lan Timen a Katikan di kala tahun kalan kala sebah ka 6 mentioned of the task force proposal is reforming the in the state the state of the s 7 compensation licensure program?, an man a serie en la serie en 14 8 A.) Yes. 1 · . \_/ 'Q.) What did you mean by that? i) Land 5.1 the second state of the second s -----10, A. ; We believed that, the factoid that we used) a second a second de la construcción 8<u>. 9</u>. (11) was over the last 25 or 30 years we've seen the SAT 12 scores of students going into the schools of education, and a second a second faither a second se 5.5 ·13. drop by about 75 points, and what that told us was that and the second secon 14 there was a problem, that we weren't competitive in the. S. 7 and the second statement of the second statement with the second statement of the second statement of the second job market for the kinds of kids that we wanted to 15 a man in the second 20240 014 bring into the teaching profession. 16 . . . ' н н <sup>1</sup>. н ни a particular and the second (17) So we were looking for a way of doing two 144.03 18 'things. One was being more competitive so that people a melle, rate state a production appeal and a state property of the 19 who wanted to teach didn't have to give up all of the and the second economic advantages of going into a different more 201 21 lucrative profession. Not that we would pay at those in the second an a a sa ma 'levels, but we would pay closer so that -- ' 22) من المت<sup>ر</sup>ية من المتحدين المتحدين المتحدين المتحدين المتحدين المتحدين المتحدين المتحدين المتحدين الم (Q.) It's at least competitive?) ,23 · · · · · It's competitive, yeah. :A. ,241 , gine "agenes" all and . . . . . . . . . . يحددهم مدر 25; And secondly, we wanted to know that the

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

### May 22, 2009

Page 46 1) teachers who were in the profession or coming into the and the second 2 profession actually knew the things that were needed to Table many second se 131 be able to teach. One of the things that we learned, (4) from research was that the system that we have today i a second a second a <u>tradición de la constante</u> de la constante de la consta 15 for compensation which compensates teachers for) The second state of the se 6 additional hours of classroom work or degrees has no! a second a second and a second se (7) (8) correlation to student learning. So that that teacher? <sup>37</sup>اریس <sup>ر</sup> بیگری میدر اینانشدهای ایستر <sup>(</sup>رمیش<sup>27</sup>) و رویان اینسیتری رستان و میکنان است. who has a doctorate degree and a teacher who has a 9 'bachelor's degree in the classroom don't necessarily 4 and a second (10) have any difference in the outcome in terms of the الاستان المستجدة المكبرة المستجد الملك المتعادي والشبك المحار والاستكار 11 quantity, the amount that a kid learns. 12 Q. But they do have a difference in the 13 amount they're paid under the current state salary 14 schedule? 15 They're paid significantly different based Α. on the fact that one has a doctorate and the other has 16 17 a BA. 18 So what we found from the research is that we are starting to learn that there are behaviors that 19 20 teachers exhibit in the classroom that are 21 correlatable. An example would be when a child is --22 when you have a group of elementary children around a 23 table, a good teacher will know when a child is 24 starting to lose their attention span and will be able 25 to intervene and get the kid back on task before any

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

May 22, 2009

Page 47 disruption takes place. A less adept teacher won't 1 2 notice that until the child starts to act out, at which 3 point it takes more intervention, it's harder to bring them back, it has a negative effect on the other 4 5 children who are in the work group. 6 So you can observe from a teacher, as a 7 coach, you can sit back and you can observe what those 8 behaviors are that the teachers are exhibiting and you 9 can make decisions about whether or not that teacher is 10 an effective teacher or less effective teacher, and you can also based on that intervene and be able to coach 11 teachers who are less effective to become more 12 13 effective. 14 What we wanted was a system that 15 encouraged and rewarded the process of developing those behaviors over time, as opposed to one that required 16 17 teachers to go out and spend a lot of money to get a 18 degree that didn't have any impact in order to get a 19 higher wage. ----------20 (Q.) So what were the elements of the proposal: And the second state of the second 21 of the task force to address that issue? in a second when the second in the second for the second second second second second second second second second A. Well, it was the certification process,) V 1 11 11 22 23. sort of the overview of it is that we wanted to change Name Million of Million and a state of the second state of the same state of the s 24 the compensation system from the one that we have today. المستان المواجد مستعلم أقتري أستيس المرار المرار المحتان والرو 25) to one that has four levels: student, resident,

### May 22, 2009

Page 48 (1)(professional, and master. The notion would be that in and the second 2 order to move from student to resident, you would have 3) to be able to, in a practicum be able to show that you; 4 have those behaviors, that you can in fact do those day a surger and the first of the day of the second s (5) kinds of things at a level that's adequate to be able to get you into the profession. 6 . \_\_\_\_\_ (7) Then after three to five years, you would وأأجروه للمربعة المراجع والمستجر والمستجر المراجع والمراجع والمستجر والمستجر والمستجر (8) take another practicum and you would be evaluated as to when a bit of the same - have a dama "Find a show that for the (9) whether you had come to a level of competence that is - 22 ·10` adequate to be a professional grade. If you failed to: » را المحمد الروم الراحية الماد المادة المستقر و «المحمد الأوقيقات محافظ الحماقة المقافية الأوهاجي 11: do that, you had a -- your resident certificate was and a second :12 only good for five years so you were no longer in the and a second a second s and the set of the SR 83 13 profession. Then --14 Was part of that weeding out the people Q. 15 who really shouldn't be teachers anyway? 16 Yeah, exactly. You know, yeah, I mean, A. 17 the idea is that not everybody can be a fighter pilot. 18 Not everybody can be a teacher. And what you want to 19 do is you want to find the people who can be teachers 20 and reward them for being teachers, and the ones who can be fighter pilots and reward them for being fighter 21 22 pilots. ----------:23 (Then with respect to the licensure, how) Q. -----:24 does that then fit in with that? a second a second se . . . . . . . A. 25 Well, the first is that you know you've 21 - 22

> SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

www.seadep.com

### May 22, 2009

Page 49 . The second of the second states and -1, got levels of performance and so for someone who has المراجع معطائية المعقد ، 20 كان مستخد المستحد بالتركيم مع عند الانتخاب ، 20 تشكر محاجد معالي من أن ا 2 gone through the education schools, we wanted to have a <sup>36</sup> (برادیکی) (۱۳۹۵) بلید (مادین کیکر میشود) (۱۳۹۵ می است. (۱۳۹۵ میک (3) [level of performance that was a reasonable one, not] The second of share of the Theory States of the second second states in the second second second second second (4 (only to make sure that people who get into the) 5 and a second state state of the second state of the second state of the second state of the second state of the classroom are competent from the get-go, but actually more important than that, that we could drive the <sup>2</sup>7 reform of the higher education system and the way the <sup>7</sup>8) teachers were developed. and an a grant of the second 19 Because many of us have felt that the لأستقده سررجيسية المتعجيسية والشقون سينقل المرجوب وسنداد سيربون .101 education degree is not really a particularly valuable 1--- ( 11 degree and not worth in fact what we pay for it. When: in the state of the second state (12) you've got that degree, it's not -- there's nothing. a and a far and a second second and a second a second second second second and a second second second second s 131 necessarily that suggests that you are ready to be a y water of the second state of the second state of the second states of the second states of the second states .... (14) teacher. So what we wanted to do is be able to have a ---la dia Gritta di Balan Grittana di Indonesia di Statu di 15 way of pushing the universities to reform and begin to: 14 and the state was stated as a state of the s .16. change the way that they develop teachers, again, along; and a state of the second s 17 this line of what the researchers were starting to 18 (learn a lot more about how people learn, brain) والمكادى الرواب والمعت بتلك فتستند والتستند والرواع والمستعد المستر 19 research. It's what's happened in education since the a manage states a structure and the experimentation of the states of the 1.8 1 20 , reform movement started in Tennessee in other places. Sa ay an alaa maxaa maxaala ahaa ah ah 21 So that's the first. <u>`\_\_\_</u>; 3-1-1 ere a di ante e e -0-000 Then the next is you essentially have at (22) and the second [least two in our proposal, at least two and as many as] 1231 .24 five years to be able to develop journeyman skills so والاربعية المعقة ويعاورونك ومحار المراجع ببطرا ومسراو السوار المدار سيار 251 that you could be in fact a professional, deemed a 1911 AL 1912 1920 19

### May 22, 2009

Page 50 · 1 · professional. Then subsequent to that, you could apply and a second 2 for what we have modeled as or we've talked about as (3 'the national board certification, which has a process ter and the second s 4 that's very much like, much of what we've modeled, a a talah salah terdenak sebelah talah t 15 we've done, we've modeled on the national board) a the second sec 6 certification process.  $\langle \overline{\mathbf{7}} \rangle$ a care and a constant , and a standard and a standard and a standard and a standard a standard a standard a standard a standard a sta ----------And anyway, that was our basic thing. in the second (8) Again, the idea would be that there would be step (ē) increases for teachers through their career, but there ..... 10; would be large increases when you went from resident to 11) professional, and from professional to master, to: teres - Low III and a finite Citate and a Line III There is the fi actually reward people and incentivize them to do those 12) . . . ... / . . . 1913 and and a 13 sorts of things. أسريه الم and the second energe contrace Q.) If I can ask you to turn to in the final 14 *...* 15 report the minority report or the interim concerns memo-Junitation and <u>statistics of the second statistics</u> of 15 (S 1892) (S 1 (16) A.) (It's really way in the from you and Betty Hyde that starts on C-39. 117 'It's really way in the back, isn't it? 12 E335 18 0. Not guite as far back as 19 Mr. Kowalokowski's was buried. Are you looking at page 20 C-39 and C-40? 21 Α. Uh-huh. 22 (Would you identify what those two pages) (Q.) are, please? 231 (A.) (It's essentially a memorandum that we) 24 a af alas dan tanan ang ang g (25) wrote to the group expressing concerns that we had. 12 202 202

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

### May 22, 2009

Page 51 8 8 12000020 and manager and second 22 62 592 11 And the "we" there is Superintendent Betty) ·0. e and 1000 m a \_\_\_\_\_ ..... \_\_\_.'' Hyde and --(M) (M) -(A.) Betty Hyde and myself. <u>کہ دیا</u> 4 0.1 Ms. Hyde is superintendent of Bremerton 12 83 5 School District? (77) ( 6 Bremerton. A. , , , , (7 The first paragraph where you say, "We 10. ن المدوري متصفير بي الر<u>استين را را الملكان ال</u>الا المصوري المهمي بي الأميريي مصفيته المنظ n Annei are, however, concerned about the functioning of our 18) اليه الهجيرة والعالي الشطيبيونيونية المترار المترار المطيها وتصوريان فترعون الاترا (9) schools in the interim while the task force פרע האלע היה הארע עריי אלע הראש לעביר הייני אין ענויה הארעה היה ארע אוני אייני אייני אייני אייני אייני אייני אי 10) recommendations are being implemented." Do you see that? 111) 12 A. Yes. ورجين الراب بالمحافظ والمراجع والمحافظ وا (13) The task force recommendations would be (Q.) د در این انتشار انتشار این<mark>ینی</mark> ۲۰۱ میروند ایند و در از میشور در 14 the ones that are in the final report, Exhibit-177? <u>\_\_\_\_</u> 15! 'Uh-huh. A. And the interim while they're being 16 Q. implemented, is that the six-year time frame? 17 18 Α. Yes. 19 And when you say that you're concerned 0. 20 about the --21 Actually, the eight-year time frame under Α. 22 the report because it was from this budget year through 23 2016. So was it from the end of the '09-'11 24 0. 25 biennium?

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

	Page 54
1	that?
2	A. Uh-huh.
3	Q. When you're referring to the standard, are
4	those the state educational standards we talked about,
5	the House Bill 1209 and the EALRs?
6	A. No. I think what we were referring to
7	there, I have to reach back, but I think what we were
8	referring to there was the increase in the number of
9	special education, free and reduced, and ELL kids who
10	have those characteristics.
11	Q. Okay. What's the basis for the statement
12	that it requires smaller class size, more space, more
13	teachers?
14	A. Well, the way that you deal with students
15	who have specialized problems, of which those are three
16	classes, generally is to reduce the class size so that
17	there's more one-on-one or one-on-small attention with
18	those children. So that was the sense in which we were
19	talking. I don't know that there was a specific study
20	or I know there wasn't a study, but I don't think
21	there was a specific example that we used to come up
22	with that.
(23) (24)	Q.) (And then later on that same paragraph you)
24	(say, "For school districts with enrollment of 1,000 and)
(25)	(below (the majority of school district in our state))
North D	and a second and the second

www.seadep.com

Page 55 ر الديمة الر<u>اسية</u> الواردي الدرسية من معا -----1 average ending fund balance budgets have gone from 16 and a second 2 percent in 1999 to 8 percent in 2008-9." Sector and Statistics (3) (4) (A.) Uh-huh. "This trend is a threat to our state's Q. ; Linder - Total and a star \_ \_ ./ \_... (5) educational system and economy." Do you see that? 6 (7) and and the second 82 - <u>2022</u>37 -----A. ] (Oh-huh.) ...... What's the significance of ending fund Q. ] 8 balances there going from 16 to 8 percent, could you Lalor <u>a desta torta interna</u>l composition de la seconda de la s 9 explain that to me? <u>\_\_\_</u>; A) Probably the enginet way to talk about 2020020002 (10) A. ) Probably the easiest way to talk about; <u>'\_\_\_\_</u> on we of the Walls and the Milling and Difference of the second (11) that is the \$9 billion that we had to cut out of the New York, the West of the second s -12) budget. The state's sales tax receipts tanked and as a consequence, we had to go back and rethink what we were 13 9**.**19 14 doing and reduce the programs that we thought we were 1.1.1 ار رومتور رور از ماندین میاند. در د<mark>لو</mark> میشوند که مطلقه از میان در و کار سکتو 15' committing -- we had committed to do. ALL DE LOCATE AND The same thing is true in the school) 16 ) and 17) district. One of the things that you want the ending . .... 181 (fund balance for is to be able to have a buffer so that) 202339 ine e trite and disconstructions and attention and a structure rest of the structure rest of the second structure of the second structure s (19) as the revenues come in in a different rate from when Anger a manager of the second 20 they usually are or what we expected them to be, you for an and the second 21 can still manage the system without having to become 22 . . . . . . . insolvent. 5.5 10000 (23) Secondly, it's also -- school districts 24 have a very difficult financial management problem. and a second (25) They have to manage their finances on five different a laran la ca sera cara cara cara d

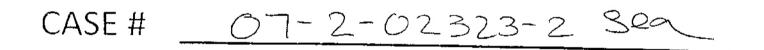
May 22, 2009

Page 56 na serie series series series present present present for a series for a series of the series of the series of (1) calendar periods: the school year, the federal budget, 2 עם לבבי היידובים - בלה היובה הבינהים אלה יידובים את בבירה בביר להביר בילה להביר היול לבבי בל ללבי ב the state budget, and tax year, all of which start and ye daha da ya ku wa a ya ku wa k (3) (end at different times. So having the ability, having) the second s :4 the wherewithal to be able to show the financial (5) and the second statement of the second statement of the second statement and second institutions that you have the ability to repay the 6 7 8 s de stransverse servicies servicies servicies servicies servicies de la servicie de la servicie de Star loans that are necessary to be able to manage your cash) flow requires you to be able to show that you will have gana gotada encare avas villas extante avia de esta esta a casinativa a casinativa an ending balance that is sufficient to give them (9) (9) confidence. Q. (Based on your experience, all those years) 10 ومرورة مرووب ما معمر وسنت وجدات المراجعة فالمتحد والتسرير والتاريخ والمعاد وتتصادر وتتصادر وتتكسيك المحتم المواد 10000 11) with the Education Committees and your experience on international provide a minimum and a subscription of the second states of the second second second second second (12) the Basic Ed Task Force, do you believe that schools; 1.121 (13) having ending fund balances of let's say in the neighbor of 8 percent is a problem? 114 المستقد الواصيصي المستورة المطبولية للتأث المعتبد وعليتناه الالمسارية العدادة الالاستور '15<sup>)</sup> A. For school districts I think the target is un e Constigueren una suur - suur une e suurent suure suure ges usually to be at about 10. For cities, it's usually 16 (17)been about 5, but that's because cities have more 18; flexibility than school districts do. enn 💷 nen, nnngelligt leg gydd 19 When you say "more flexibility," what do Q. 20 vou mean? المدر المدر والالالية ومدومهم مرارد ممية ووقيات ال 21 A. As a city, as a city council member, I had 22 the ability to make decisions that fundamentally could . این <del>از این م</del>اها میرونسد (مسلم) باشند در میارد در میروند از مسلم از معند از معند از مسلم (مسلم) از مسلم می 23 change where the city was going and what we were وبالأشيب والسبين وأستعين الأسعية والسباب والمتنا المتحر المتقاور والمراجع الأرجعي والاسترار doing. As a school board member, I didn't have that (24) 177 H 200 200 A 4 1982 :25 luxury. n e ment

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

# BULKY SUB



SEGMENT \_\_\_\_\_OF \_\_\_\_

.

### May 22, 2009

Page 57 ووالتصفيرة التنبيني والعالم فاستعامته المراج (1)Q. Could you give me some examples of what 2.2 (2) 'you're talking about? ; 3` , A. ` I could reduce the number of police or nin saan saan tahun 1922 - Saan saan sa 4 fire employees that we have for the city. I could أسوادك السبار وسنائه ومعشو وسنار والمراجع والمناز والمراجع والمراجع أأتاره (5) decide to defer maintenance on a street. I could, you 6 . The second know, shut down our Youth and Family Services, for: (7 example. I could do any of those things and there was and a second 8 nothing that prohibited me from doing it. Les a server server la la companya server de la companya de la companya de la companya de la companya de la comp (9) But in the schools, I'm required to do 180 and a second 10 days per year, I've required to do these subjects and Manager and the second s 2 111 I'm required to have a certain amount of staffing, et 12 cetera, and I'm required to do things. This is what 13 the school districts talk about when they talk about والانتقاب والمتحدث والانتصار المراجع والمتقصيل فتتنا ومسووين ومركب والمتحد والمراجع تشتصون والمتحد والتم 14 unfunded mandates. I'm required to do certain things) a sector a sector de la constante de la constan :15 in certain ways, deliver certain services, and as a 16 school board member, I don't have the authority to be without full and the second control of the state of the second state of the second state of the second state of 17 able to say I'm not going to do that. It is one of the ...... (18) big learning from me from moving from the city council والمعاديكية والمستعدة السلام المتحاصيت والمتحتج والمستكرة المكتب والمستعا 19, to a school board and one of the reasons I was so, an Marin "Marin " " a sandar o santar i met estre j 20 strong on not having categorical amounts. where we have a series we have a series of the series of t 21 Q. And the end of that page, you say, 2 : <sup>1</sup> ער הברוקה היההובנה היהובהיה הבינה שלימנים את הבינהרים שליחים הליבבליים הילי בבלייים ביינו 22 "Additionally, special education deserves special' and a start of the second s 23 notice. It seems generally agreed that special) 24 education has been systematically underfunded both 'locally and nationally." Do you see that? 25

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

www.seadep.com

Page 58 1 12 13 14 15 16 7 (A.) (Uh-huh.) What do you base that statement on? Q. 1 in the second Well, I go back to the beginning of the A. Bush administration when Jim Jeffers switched parties 1. The second and switched parties because Bush reversed himself on fully funding special education. In this state, there's a factor of .9018 or something, I keep **8**` forgetting what it is, four characters, but <u>, a s</u>alak sa katabé kalan ta 22/2010 2020/2020 (9) essentially ---<sup>ја</sup> — се з Q.) The multiplier? 10 2020.20 11 A. For sake of a 90 percent factor, for the 2.4 in a state of the second s .12 'sake of argument, that is research-based that says that' 13 that would be adequate to be able to provide a level of a and a second 14 special education consistent with what federal law and 15 state law would require. In this state, we have: and the second 16. applied that to basic education. We haven't applied, 17 (that to total education funding.) jew - at the -----18 So, for example, in the last year, this and the second fiscal year, we've spent just shy of \$7 billion on 19 education. But we've only spent 5.6 billion on basic (20) 21 education. So the application of that factor to 5.6 and the second 22 billion is a significant reduction in the amount of وللاحتكار والمراجع والمراجع والمتعالم والمتعاول والمتحكم والمتعالم والمتعالم والمتعالم والمتعالم والمتعالم والم 23) money that is available for special education. And 24 were the number applied to the \$7 billion, we would be 125 much closer to what the research says is an adequate a se a la la comuna de la comuna 121 22 

# May 22, 2009

Page 59 ..... -----1 amount of money for special education and what the 90% 121 percent number was predicated on. <u>,....</u> 1993 H :3) Q.) Okay. 4 7.7. to contrare active objective to the contrare K. 10. 3X We've been working for some years on that A. 3 5 in terms of trying to get that changed in the budget, . 6 and it is one of the recommendations that's in our  $\begin{pmatrix} 7 \\ \hline 8 \end{pmatrix}$ report. In this letter, we were just pointing out that it's happening now. (9) Q. (When you say "one of the recommendations) (10) that's in our report," you mean one of the (11) (11) recommendations in the Basic Ed Task Force report?) and an an<u>alog second</u>y and a second 12 A. Yes. . And the accuracy of a second company and a second company of the second company of the second company of the se 11-11 13 (Q.) (Just so I'm clear, the recommendation) 14 you're talking about is applying the special ed) , and the second se 15<sup>`</sup> multiplier to all education funding, as opposed to just a second to a second 16 the, quote, basic education allocation, closed quote? (17) A. Actually, I think technically what we said 18 a and a second is applied to basic education, but the basic education, 8.2.2 191 number is more than the total education number is: 20) today. 21 I've gone through a lot of the Basic Ed Q. 22 Task Force meetings, watching everybody on TVW and 23 I've ---24 You have my sympathy. Α. 25 At least I could fast forward through Q.

May 22, 2009

Page 63 1 we've traditionally done in education, then anything 2 that you do is done for the right reasons and is the 3 right thing to do, if you had good intentions, and good 4 intentions aren't enough. 5 MR. CLARK: Can we take a short break? 6 MR. AHEARNE: On those prophetic words, 7 ves. 8 (Brief recess.) \_\_\_\_\_ (e) Going back to just some comments that were 10. 10 imade during the course of the Basic Ed Task Force <u>A. ARTA BURGER AND A CONTRACTOR AND A CONT</u> (11) meeting, I'm looking at my notes of the March 24, '08) 12 (meeting, you made a comment along the lines of, "I) (13) believe that if you look at the last 30 years of. 14 history, you will see a state that went from one of the X = sector construction and a subscription of a subscription of the subscription of 15 best funded education systems to one of the worst 16 funded education systems." Do you recall saying: and the second 100 to the the second second 17 something like that? 'I've said that many times, but not three, 18 A. 1 19 30 years. 10 (HA.19<sup>4</sup> NOTE: COMP. -----20 Q. 30 years. I'm sorry, I thought I said 21 H 308 03 30.; 'A. ] 22 Oh. 23 Q. Why do you make that statement? I mean, 24.41 24 is it true? \_\_\_\_\_ 25 Α. 'It's true. If you go back to the 1970s,

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

# May 22, 2009

Page 64 \_\_\_\_\_ 200212 2000 V 100 010 (1) both California and Washington paid teachers very well) 2 and were relatively high, my memory is in the top five, (3) at least the top ten in the United States in terms of) í4' per student funding, and we're now down in the 40s.; - -----(5) Q. Looking at notes from another task force (6) meeting, this is the November 18 of '08 meeting, you' 17 noted that, "The proposal called out for a fairly 8 robust program for gifted students or advanced; (9) students. We think that's something that we should 10 make a part of basic education and we should call that a na ana ana a 2010 - C. <u>C. 1</u>992 11 out as an explicit thing." 12 'What's the fairly robust program for: يكاريك فكتب والمرجد والالتراقية فيكتر ومقتر والمستحد والمراد التعمر الدامرة والأست مستعيم 13 gifted students that you were talking about and why المراجع المتعلية المستحدة المراجع المراجع المراجع المراجع المتحد المستحدين المراجع المراجع المراجع ا ----should that be part of basic education? 14 .. . .. . 1999 A. (A.) 'Well, we put in the prototype model a 15 and the second 16) factor that you could put in and the factor was 17: essentially, it was essentially modeled after special) .\_\_\_\_. 18 education, and the idea was to have something for kids ... v han a star water a second star a second star and second star and second star and second star as a second star a 19 that were gifted that would allow you to have special les ser 201 programs for them so that you could move them along 21 (faster into higher levels because of their capacity) (22) than most, than average kids moving the average kid and the second second and the second s (23) through the system. يرب الشكات ال n i de servici <u>de ser ing</u>e a s 24 0. And why should allowing advanced kids to /name<u>r na ser and a ser a</u> 251 move through the system faster or reach a higher level, 5.5 T. T. T. SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

Page 65 \_\_\_\_\_ (1)(why should that be part of basic education?) ىمىمەكىرىدى: 1-1-1 مارىكىيىسىدە يەكىسىدەرمە باركىكم 2)(3)(4)(5)(6) (A.) (Well, because at least I feel that one of) la and a second stress the second the things that allows us to be as prosperous and \_\_\_\_\_ competitive as a region or as a country we are, are the people who are able to think farther out than the rest la la contra la deserva de la contra de la con of us can. When you have a child that has those kinds (7) (8) (9) in the second 1 of capabilities, it seems wise to me to invest in them. <sup>1</sup> Southeast as a solution of a Solution and a Solution and a solution of a solution of a solution of a solution. because we as a society get a lot more out of it. a la consensa de la c The evidence that I've seen suggests that, si d 10 the current system isn't designed well for those kinds jej 🖉 and a star way of the second secon (11) of kids, that it bores them and they don't learn very \_\_\_... and a second 12 much, and they oftentimes more often than you would 13 expect turn out to be the kids who drop out. So one of ارى يىلى دەرىيە ئەرىيىلەر بىرىكى يېرىكى ي 1 14 my positions has always been is that you need to teach and a second 15 each kid individually based on the needs of the ----16 individual kid, move them at the speed they need to be moving. This is just a sort of a coarse way of doing; 17 alle anna air a chaile an an air an air an an air a 18 it for that group of kids. Q. The theory being you have to provide, (19) a second s 20 advanced programs for advanced kids to keep them in: ad generation of the second (21) school? ie nij N -----(A.) 22; Uh-huh. Q. Another meeting, I'm now looking at the 23 and a set November 24, '08 meeting. You're talking about the 24 i namana sa sa sanandana 🦦 mananana 🕯 sa manana sa sa sa core 24 program, saying something along the lines, " It 251

Page 66 203 20327 (1) seems reason to us if you want to have students) 2 graduate with skills and confidences that are defined. a and the second and the second state and the second second second second second second second second second se (3) by 1209, there needs to be the availability of 24 4 credits over a period of a high school education. What (5) needs to be available for kids to be able to meet the la sera de la companya de la company (6) (7) (8) expectations that we're setting with 1209, we think: والمستحد ومراجع والمستحد والم there need to be 24 credits in high school." <sup>الم</sup>ان المالية المحالية المتسطية المحالية المحالية القراري Is this the core 24 program you're talking 19 iabout? 10) A. Yes. 1 - E - E - E 11 And is 1209 those four numbered provisions Q. .12 'in House Bill 1209, the read with comprehension, write' 13) effectively, know and apply core concepts of math, 14 science, et cetera? 15 N. I. I. . . . . . . . . . ----Yes. (A.) in in 1 212 16 (Q. Would that also include the EALRs that you and the second ..... 17 referred to earlier? 7 5 میں <u>مار میں منبر اللہ</u> . . . . . . . . . . . . . 'A.' Yes, at least in my mind.) 18 ..... ار با ماده از می از می از می از می می می می می از این از این ----19 And the EALRs are the essential academic) Q. 1 1 . ... .. (20) learning requirements? . ..... , 21) Ά. Yes. 3. 201 Lu ur i S DANAGE CONTRACTOR DE LA DIN E CONTRACTOR DELL'AND DELL 22 Q.; And if you can flesh out a little bit what Sec. 1 123 the basis was for your conclusion that the core 24, and a second contraction of the second s ۹ ...... allowing 24 credits is what was needed to provide kids (24) (25)that meaningful opportunity to reach those state

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

Page 67 î; (standards?) 2 So there's two answers to that. One is A. 1 - markenner (3) going back to what a meaningful high school diploma is: 4 and what kids need to have for that post-secondary 5 life, whether it's work or school. The other one is and a second of the second s (6) that if you look at the schools who do well, you find) (7) out that they don't have five periods. In Washington: 8 state, this is the U.S. News and World Report ratings e a la companya da company (9) that just came out a few months ago, there are four and the second 10 schools that got gold stars from U.S. News and World Report. Three of them are in my district and the three, 11 12 in my district have seven periods and the one that is: 13 not in my district has six. If you look at the bronze ·14 and silver schools, you'll find that the average is and an 1917 I and a little to a static provident of the little state of the second state of 15 well over six. So there's a pretty clear, I think ومردور المراجع المراجع المتعاقب والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية والمتعارية وا :16: pretty clear evidence that the amount of time that you: a Maria and Maria and Andrea and Anna Anna Maria and a single and a second second second second second second s :17 invest in teaching has an impact on the quality of the المحمد الم 121121 19 10 Mar 18 education that kids get. 16 4.24 84 - 164 - 1 19 (Exhibit-376 marked.) 20 Q. Looking at Exhibit-376, that is November 21 19, 2008 email from you; is that correct? 22 Α. I'm sorry? \_\_\_\_\_ 23 10.1 Exhibit-376 is a November 19, 2008 email 24 from you; is that correct? (25) Yes. 1**A.** i SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236 www.seadep.com

May 22, 2009

		Page	68
1	Q. If I can ask you to look at the second		
2	paragraph that begins with, "Note the spreadsheet"?		
3	A. Yes, uh-huh.		
$\overline{4}$	Q. (Then there's the next sentence, "We)		
(5)	(intend, I think, to restructure the current arbitrary)		
$\left( \begin{array}{c} \overline{4} \\ \overline{5} \\ \overline{6} \\ \overline{7} \end{array} \right)$	and capricious definition of basic education funding		
7	with a model schools approach." Do you see that?		
(8) (9)	(A.) (Yes.)		
9	(Q.) (Is the model schools approach that)		
10)	prototype school you were talking about?		
11)	(A.) (Yes.)		
(12)	Q.) What do you mean by "the current arbitrary	Ϋ́,	
13	and capricious definition of basic education funding"?	5. 55	
14	A.) (The formulas.)		
(15)	(Q.) And when you say "the formulas," do you)		
(16)	(mean the)		
(17)	A.) (Classified ratio, certified ratio and)		
18)	'NERCs, buried in the budget with the algorithms that go	<b>o</b> }	
(19)	(with it.)		
(20)	Q. The formulas that go with it?		
21	A.) Uh-huh.)		
22	Q. So just to make sure I understand, that		
(23)	would be the basic education allocation of, for		
$(\overline{24})$	example, 49 teachers per thousand kids, that staff		
25	(salary schedule?)		
			20

www.seadep.com

# May 22, 2009

Page 69 (A.) Yes. 10.1 And then the NERCs based on that as well? The second <u>- ---</u>` A. Yes. and a street of the second And then would that also include the LAP funding equation? e come ree اليرد بجادات الدمي متصفحا الا (A.) 'I wouldn't say that the LAP equation was (7)arbitrary and capricious. an ann a' de a ann -----(8) Q. What about the ELL equation? ha a combany in the interaction of the second (9) I wouldn't say that either. Α. `~j=7 10 (Q.) What about the special ed equation? anteres e secol total many of the second 11) To the extent that it is driven by the hannen Coloren anderen (\*\* 1995), ender eine eine einer her sollten (\*\* anananan salah s (12) basic education numbers, which I do think are arbitrary - The second 13 and capricious, at least in this memo. 14 Q. And what about with respect to the portion 15 of pupil transportation, the formula that's used to) 16) factor that? (17) A.) [I wouldn't say that the formula for] 18) transportation is arbitrary and capricious. It's just \*\* exe es eñ seux a su su 20 SI 27 19 wrong.; -----(20) When you say "wrong," do you mean that it) Q. \_\_\_\_\_ 21 doesn't produce the amount of money that it actually (22) costs to transport kids? (23) (A.) (It doesn't model the reality of how you) 24 run transportation systems.) 25 the second s 100 100 II II II II II Q.) Is the result that it underfunds, ANATOM IN A DAY NOT A ANY N SEATTLE DEPOSITION REPORTERS, LLC

Page 70 . . . . . . . . . . 1 'overfunds, approximately?} 2 -----The JLARC study was really clear that it: A.) ananan katala underfunds. الاربي والمسالية ----en el la sanca element To make sure I'm clear, the JLARC study 0.) 151 was very clear that the current transportation funding model underfunds the actual cost to the school 16  $\langle 7 \rangle$ districts providing pupil transportation? (8) Yes, yes. A. } (9) When you're talking about the funding 0.} 101 formulas, the basic education funding formulas being (11) arbitrary and capricious, what do you mean by a de la compañía de compañía de la compañía (12) "arbitrary and capricious"? (13) A. In my mind, there's no relationship la <u>la stanta de la statuta de</u> 14 between what we say we want a K-12 system to deliver. and a state of the second s 15 and the mechanism that we use to determine the :16 resources that we fund the system with. Q. When you say that, are you describing the a second and the second se (17) 18 (current system then?) 1 2 (392) y manana ang kanana ang A. Yes. 19 ja an an an a' Do you believe that the Basic Ed Task 20 Q.1 (21) Force proposal would have been a rational way to 22 allocate the funds and determine the actual costs of 23 delivering the education we're trying to deliver to? 24 kids? (A.) (Yes.) (25)

www.seadep.com

www.seadep.com

Page 76 and and a second of the second - 2011 - 2012 - 2013 . . . . . . . (If I can ask you to turn to other exhibits) 1 2 that were marked this morning, 368, and 369, could you المتهضافة بمسهدان والمناقب فاستخلصها والمناف فللفقاصات والمس 3 briefly identify what those two exhibits are?) 4 1. 15.0 A. 5444, Senate Bill 5444 and House Bill 1410 ار این میں <u>است کے اور مسید کر اور ایک اور ایک اور ایک اور ایک میں میں میں میں میں اور اور ایک می</u>لی میں اور اور ا .5 are the legislation that our group put together as a! الهيدي والركا ومالي سيست سترجي والمنافع المنافع المنافع المنافع المراجع والمنافع المراجع 6 consequence of the BETF report. (7)Q. The Basic Ed Task Force report? a 19 la de la companya de 8 A. Yes, and entered and introduced to the  $\boldsymbol{g}^{(2)}$ . مى مەربىيە قىرىكى مەركىكى مەركىك<u>ى سىكىك ق</u>ارمى مۇر مەركى مەركى الاين بلاير با مربوره ومن مصحبيني الد 9 legislative session in January. ----10 (Q.) (When you say "our group," do you mean the) legislators on the Basic Ed Task Force? 11 the second s ----a a<sup>8</sup> -12; :A. : Yes. 13 Q. And those are the legislators that were · · · · a ser a successive de la construction de la const 14 the authors of Exhibit-367? i and and see a sub-sub-sub-sub-sec 2 and 2 15 (A. Yes.) . ... ( \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_ ·Q.) 16 And are Senate Bill 5444 and House Bill 171 (1410 in essence mirror images of each other?) 11.5 a an ge a juulie and an annual annual a <u>a annai g</u>ar (A.) (They should be identical.) 18 and a start (19) What was the purpose of the legislators; Q. : jun g 20 who drafted Exhibit-367, what was the purpose of them) "o coor" submitting House Bill 1410 and Senate Bill 5444, was it 211 22222 22 to implement the Basic Ed Task Force recommendations? seed. TA OT RAL 12 N 27.7 2003 \_\_\_\_. 23) Yes. ·A. ] -----24 Very briefly, what happened after these were introduced? I'm just looking for a real short 25 Execution and the second of the essan sed

## May 22, 2009

Page 77 2 833 1) chronology. 2 -----A. } There was a firestorm of opposition from ;3) the WEA. **4** SSN 51 74 38328 - 283**-** 38 0.1 And to both 1410 and 5444?) (5) 'Yes. A. ) east 6 (Did either of these bills make it out of Q. ) a sulfa de construir de la construi (7)their respective chamber? 8) A. ) No. ante tallegere 400000 .9 0. (What do you understand the firestorm of) Valuente a microsoftantes , à pro-actuar pa (1.13<del>7)</del> 101 opposition to have been based upon? erren g. s. 11, A.) I don't understand. 12 (Exhibit-377 marked.) 13; Could you please identify what Exhibit-377. Q. -----14 is? ...... 15) A. i I believe that this is one of my e-letters sys se<u>nerale</u> su<u>nt</u>es, e niles a suntes sunte</u>s (that I send out periodically during the session., 16; 17 Q. Actually, if it helps you, I don't want to 18 mark this as an exhibit, this is the web page that we 19 pulled it from and highlighted here is just the link we 20 have. 21 Α. Yes. 22 Q. Does that help you identify what 23 Exhibit-377 is? 24 Α. That is what it is. It's my e-letter. 25 Q. What is the purpose of these e-letters?

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

4

	Page 78
1	A. They're my attempt to share with my
2	constituents what's going on in the legislature on a
3	periodic basis.
4	Q. I notice on the top of Exhibit-377 you're
5	referring to the Basic Ed Task Force proposals. Those
6	would be the proposals in Exhibit-177?
7	A. Yes, SB 5444, and House Bill 1410.
8	Q. Exhibit-368 is Senate Bill 5444 and
9	Exhibit-369 is House Bill 1410?
10	A. Yes.
: <b>11</b> }	Q. And moving down paragraphs one, two,
(12)	three, the fourth paragraph where you note, "we have)
13`	neglected our K-12 to the disadvantage of our children
.14}	and our economy. Washington state once was at the top
15	of the country in the K-12 funding; today we are near)
16	the bottom." Is that true?)
17)	(A.) (That was the same question you asked)
18)	(earlier, and yes, I believe that's true.)
(19)	(Q.) (A little further on when you're addressing)
(20)	the issue of TRI pay, what is TRI pay, just briefly?
21	A.) /TRI pay is time, responsibility,
(22)	(incentive. And in principle it was a way the)
(23)	legislature allowed school districts to provide some)
24)	(compensation for teachers who do extra things, either)
25)	(spend more time, take on more responsibility or to)
10	a subserver and a fair and a second

www.seadep.com

www.seadep.com

# May 22, 2009

Page 79 195 incentivize them to do particular things. We found in (1) janana a bergen aaroonaaroo t 12 our work in the BETF --(3) (When you say "BETF," you mean the Basic Ed) Q. . Concerns of the second s 4 (Task Force?) 5 A. Yeah, the Basic Ed Task Force, what we Na an ann an Anna an An 6 found was that it fundamentally was a regional cost of N 2 (22) NOL 0  $\langle 7 \rangle$ living adjustment. 832 8 8 Q. 1 'What do you mean what the Basic Ed Task) 19) Force found was that the TRI was a regional cost of 10: living adjustment? na anna a'r e maraillanai llar an a chana 11, (A.) (We found that there was a strong) (12) correlation between the price of housing in a district) ′13` and the TRI pay, and we found that there was a high اليان (يورز) اليرونية تناشار الالة - يالي الإلكانيونيا الكروب ولكت تتعالما من المالية المناف 14 correlation between the income in a district and the) (15) TRI pay, which we defined essentially those are the 1161 things that we by definition think of what the cost of 85 19<del>0</del>9, 19**0**, 19**0**, 19**0**, 12 17 13 17 living is. Q.) Who funds TRI pay, the state or the local 18. . . . . . . . . 19) levies? A. Local levies. 20 man first same constraints (When you make the statement, "in fact.) 21 Q• ) 221 Local levies are inappropriately funding basic education," what do you mean by that? 2277 23 A. It's my belief that the state has the 24  $= 0, \quad , \quad (x,y) \in \mathbb{R}^{n \times n}, \quad (x,y) \in \mathbb{R}^{n \times$ (25) obligation to compensate teachers who provide basic 

www.seadep.com

Page 80 \_\_\_\_\_ 9<u>1 (9</u>19) education services and that that means you need to 1 2 compensate them appropriately for the market in which (3) (they are performing those tasks. And since I've) y same a second a second se 4 concluded that TRI pay is a cost of living adjustment, (5) (6) (7) it's not appropriately a local thing, it's, <u>بىلەرمىمىيە</u>تىرى بىر<u>مىمىدىرى ئەرە يەرمىيە. بىرىمىمىمىمى مە</u>تتىر appropriately something that the state should fund. and the second Q. I just want to make sure I'm clear. When a de la companya de l 181 you're saying cost of living adjustment, there's one to (9) think of that is with inflation every year, you get a  $-\frac{1}{2}$ 10 cost of living adjustment, a COLA. Another way is it's ار میکند. <u>از استیابات از ایران استان از میکند از ایران استان از میکند میکند. از میکند میکند از میکند از میکند از ا</u> more expensive to live in let's say the Seattle area) 11, 12 than Moses Lake .: 13 A. ) That's correct. . اکتر ۲۰۰۰ قالیا میں مذکر ہوا کا بالا ہے۔ 14. So when you're saying a cost of living Q.1 and a state of the second state 15 adjustment ---16 A. It's the second, it's the differential [17] between Moses Lake and living in Bellevue. and a second 18) Q. (Would it be fair to say then that the way) 19) you're using the term TRI pay makes up for the (20) difference between the state's basically flat salary (21) schedule and what school districts have to pay to have; . A second s (an ) in (a ) 22. a competitive salary in their district? 23: A.: Yes. 37 d ···· -----..... The basis for your conclusion there is the) [24] international and the second 25. work you did on the Basic Ed Task Force and then your 

Γ

# May 22, 2009

],

	Page 81
$\langle \tilde{1} \rangle$	work on the Education Committees all those years?)
(2)	A.) (Yes.)
(3)	Q. How long were you a member of the Mercer
$\langle \tilde{4} \rangle$	Island School Board?
(5)	A. Parts of three years.
6	Q. If I can ask you to turn to the second
7	page of Exhibit-377, please, and a few paragraphs down
8	where it says, "The state should not expect educators
9	to subsidize taxpayers, either through undercompensated
10	work or purchasing supplies because the state won't."
11	Do you see that?
12	A. Yes.
13	Q. Is it your understanding that currently
14	the state is expecting educators to subsidize
15	taxpayers, either through undercompensated work or
16	purchasing supplies because the state won't?
17	A. No, I don't think the state expects that.
18	Q. In fact, are educators doing that, though?
19	A. I believe so. I have had educators tell
20	me that they do.
21	Q. In that same paragraph, it talks about,
22	"In addition to increasing compensation the proposal,"
23	and the proposal here is the Basic Ed Task Force
24	proposal?
25	A. Yes.
1.00 x85	
	SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

May 22, 2009

	Page 82
1	Q. And it would be
2	A. And 5444.
3	Q. So 5444 "changes the way materials and
4	supplies are funded, replacing NERCs with specific
5	allocations for major types of materials and supplies."
6	Do you see that?
7	A. Yes.
8	Q. And that's the NERCs that we talked about
9	earlier with the technology, et cetera?
10	A. Yes.
(11)	(Q.) (Then you refer to NERCs as being "one of)
(12)	the many arcane concepts in our current financing)
(13)	system." Do you see that?
14	A.) Yes.
,15	Q. (What do you mean by an arcane concept?)
(16)	A. Arcane concepts, it's the notion that we
17	talked about earlier that we have these obscure
(18)	formulas and ratios that are not transparent, that
(19)	people don't understand.
(20)	Q. You also think they're not tied to the
(21)	real cost on the ground?
(21)	A. They're historical artifacts of the way
23	that budgeting allocation of funds was done when we
24	used pencils and papers.)
(25)	Q.) (Tracing its roots back to the late 1970s)
·	

www.seadep.com (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

# May 22, 2009

Page 83 -----[1] (when these formulas were established?) in a second a second 20 00 422 (2) A. ; Yes. 3 -(Q.) (The last sentence of that paragraph you) أيسبوا فيتصور بالتواري بالتعريق والمسورين فتكر بمصورات والتصاريف المتعارية "Proposed funding is significantly higher than state, (5) current, clearly inadequate NERC apportionments"? ir -1002 (22) 1000 Yes. Α. <u>\_\_\_\_</u> (The proposed funding is the proposed) Q. 1 . . <u>. .</u> . . . a second a second s /funding in Senate Bill 5444?; A. Yes. . The set of the second secon الصبغن والرابي المحافظ 10 Why do you call the current NERC .0. and a second 1 11 (apportionments clearly inadequate?) و م<u>سمو المصالية مسألة ومسو</u>رة الأن المعمومة الأنفية منها الأنفاع المراجعة الأنفاع المراجعة الأنفاع الم A. Because they've evolved from a period in) 12; المطلقات والارتماسين فالسوير وكارسوكية المتيبية ليرامها سيسو والمسلم بويسكيو بسرو ألفاقها 13 which costs that we now consider to be routine, like والأحصيص والقرب فالتحاصيل المحرجات الالتمريين الحات والفائك فيعون والمحصق ومحصص كالمستعمل يفطرونه المطبيحة وسيلا 44 B technology, didn't exist and they have not kept up with 14 . . والقرائقة تقرب سيستحيد فللقرأ الاستعدار المستركان سنستاح المستجر مسالات المتعالقة متعالية الاستعاد الاستقارا 15 the costs of items like textbooks and other material The second states n notic rent, r r c hr . . . . . . . . . . 16 and supplies. 17 .Q. Would it be accurate to say that the Ξ. <u>An and a section of an ender a sector as suggestions</u> and 18 amount of funding the state provides for the, -: ′19<sup>°</sup> nonemployee-related costs has not kept up with the Norman ("A second of the state of merican and the second second second second second second second second second . . . . 201 actual costs to a school district of those costs? ર તો ' મળ્યું' સમય્ય ' સાંગતાં સોવે -\_\_\_\_ Yes. Α. 21 X\_\_\_\_ ( 22 (Exhibit-378 marked.) 23 Handing you Exhibit-378, can you identify Q. 24 what that is, please. 25 It's another one of my e-letters, I Α.

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

# May 22, 2009

Page 84 1 believe. 3 as the public statement of a public official, is trustworthy; it is not offered for the as والدائد مستوسية والوال document that is posted and maintained on Senator Jarrett's official web page, it is a business record and a public record, and as the public statement of a public official, is trustworthy; it is not offered for th -----2 10. I'll do the same thing I did with the last: ł la seconda la seconda de seconda de la competencia de la competencia de la competencia de la competencia de la Petitioners respond that Trial Exhibit 195 (Dep. Ex. 378) qualifies for multiple hearsay exceptions 31 one here. I'm just showing you the web page of yours 10 G 31 - محمورة يكن المسالية (\* محمد) الأرميسية ا responses, which he reaffirms 4 that I got it from. 5 · ... · A. 3 Yeah. '-<u>----</u>-----1.4.1 Does that confirm Exhibit-378 is one of (Q.) - restar and second ..... ·· 12 43 15 7 (your e-letters?) nearsay; relevance 4444 18 are relevant. (A. ; (Actually, no.) Resp. objects '9 0. What is it, what's Exhibit-378? رىيىرى<del>تى: ∞</del>المىسىر ئەتتىسىرى ئارىرايىلەر تۈكىيىسىرى ئارىكىيىرى 10 A. ` It's under the heading of Ed Reform in Senator Jarrett's (teacher pay) الا الدين (\* دينانيل) ( مستوريتينيتين) ( دينتيكار ( دينت \* ، منظر \* ) دينت (11 Washington, which is just a web page that we have. 12 It's not necessarily an e-letter. For all intents and 13 purposes, it's the same thing. It's just that one is issues discussed يستنارون المستنين المستري والريا لستناير الممترك والمتحدين المسترين المسترين المسترين والمراجع . مىم تەر 14 pushed out and the other has to be pulled. only for te e conce , acco ete con 15 And Exhibit-378 being something that the Q. but 16 reader has to take as opposed to -statements, 17 Α. Yes. legislation and 18 -- the prior exhibit which is something 0. or that you email out to people on your list? 19 truth of the citizen's Jan G195000 To for iton 20 Α. Yes. æ estimony; the 21 0. So with respect to Exhibit-378, I'd like 221 you to turn to the second to the last paragraph and the <u>provenski konzelistik (1997–1998) (1997–1998) (1997–1998) (1997–1998) (1997–1998)</u> 0.050 last sentence where it says, "BETF found educators) 23 الأبيا الاستشهر ووسيانيو سنداده البلية 24 about 20 percent behind market and proposes to close principal second principal second second second principal second second second second second second second second (25) that gap in addition to buying TRI pay." Do you see 135 -----12.12 SEATTLE DEPOSITION REPORTERS, LLC

Fred L. Jarrett

# May 22, 2009

Page 85 1 (2) (3) (4) (5) that? Α. Yes. a a construction and a construction of the second BETF is again the Basic Ed Task Force? Q-1 \_\_`\_\_ A. ' Yes. , <u>....</u> The TRI pay is the TRI pay we just Q. 1 for the summer of an ding (6) finished talking about? (7) 'Yes.) A. s and 8 The statement that the task force found) Q. ) . . 191 educators about 20 percent behind market, what do you presidente la presidente de la presidente d 10' mean by that? ··· · · · · · · <u>principali</u> s ر اعتد عنی (A.) We had a study that was done as part of 111 121 the BETF work by a professor from Texas who came in and 13 did an analysis of the labor markets and based on that ر ۱۹۸۸ **ماد میشید دیند**ه مادهٔ **مصلحی** البیانینده ۲۰۰۰ ۲۰۰۰ میکند. ۲۰۰۰ میکند میروند از میروند و از ایند و از ا 14 analysis included essentially what I said there. Q. (That educators in Washington are 20) 15 16 percent behind market? 10.000 ್ಷಣದ ಮಾಡಿದ್ದ 17 A. Yes. <u>...</u>, ? , -- <u>i</u> --ستادير الإرارة ببرار (18) Q. By 20 percent behind, you mean they're, \_\_\_\_\_ . . . . . 191 paid 20 percent behind?) (20) A. ' Less. \_\_\_\_\_ 21 Q. ; Less. 1 1757-00200 یاده و از اینکنینی<u>ا در از مرا</u>بعه ا 22 The proposal of 5444, if I understand and a second of the second of the second 23 correctly, was to close that 20 percent gap?) Yes. 241 A. . 25 That was with state funding as opposed to 0. SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

Page 86

1 local levies?

2	A. The notion behind both the labor study and
3	the proposal was that we were trying to make education
4	as a profession competitive with other professions that
5	we felt had the quality of people going into them that
6	we wanted into education. The notion that our kids
7	deserve the best, we want good teachers. That's an
8	important place for society to invest its money, its
9	talent.
(10)	(Q.) (When it's talking about educators being 20)
(11)	(percent behind market, then, is that the total salary)
(12)	that educators are being paid, or is that the state
(13)	funded portion of the salary? Because I notice here it)
14	also says you're going to make up the gap in addition)
15)	to buying TRI pay?
(16)	(A.) (My memory is that it was the state)
17)	portion, and the cost of living differential was on top
(18)	of that.
(19)	Q. I'll make up some numbers, they're not the
20)	correct numbers, but let's pretend that the allocation
(21)	for a specific teacher is 34,000. That's the state
22	funded allocation.
23	(A.) (Yes.)
24	Q. Then the TRI on top makes it 40,000.
25	A. Okay.
а Х <sup>а</sup>	and the second

 SEATTLE DEPOSITION REPORTERS, LLC

 www.seadep.com
 (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

May 22, 2009

	Pag	e 87
(i)	Q. My question is: The conclusion that the	
2	teachers were paid 20 percent below market, is that the	
(3)	(40,000 when you add the TRI pay plus the state)	ched case, , and
4	allocation, or is it the state allocation of 34 which	this of this of this of this of the this of the theorem is a second seco
5	(is 20 percent behind market?)	Senator Jarrett reached hily relevant to this case r pay is competitive, and
์ ธ์	A.) It would be the 34,000. You would add	tor Ja leval is co
7	34,000 to that stack, 6,800 to that stack.	Sena Ily re pay
8	(Exhibits-379 and 380 marked.)	
9	Q. If I can ask you to please identify what	te al la
10	Exhibit-3 Exhibit-379 is, please?	nclusion cs that hether
11	A. I think it's from that Ed Reform in	
12	A. I think it's from that Ed Reform in Washington section of the EX 196 Pre-iews Washington section of the EX 196 Pre-iews Washington section of the	contains orce on t sufficien
13	Q. I'll go ahead and show you the web page.	
14		t. 379 Task is full
15	Q. When you say the "Ed Reform in Washington," you're talking about, this is from the	p. Ex ince
16		Finan Finan
17	Fred Jarrett website?	Education Education education v funded.
18	A. My Senate website and this is an email I	xhibit Educa educa
19	received from N, and what we've done is we've put it on	Trial E Basic E nt state
20	the web so that others can see how I respond to some of	at Tr le Ba ent s dequ
21	the criticisms that came from the WEA.	Petitioners respond that Trial E through his work on the Basic E including whether current state whether NERCs are adequately
22	Q. These are criticisms of Senate 5444?	ether SCs :
23	A. Yes.	ers re his v g wh NEF
24	Q. Near the top, it refers to, "the best)	ittion ugh udh
25)	(summary is here." I'll tell you what I did. I clicked,	Thr Thr Who
	SEATTLE DEPOSITION REPORTERS, LLC	

www.seadep.com (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

### May 22, 2009

Page 88 -----(1)on it and came up with Exhibit-380.) دائر السبدين بتعقب سار (2) A. ! This, uh-huh. كتسم hand the second seco 13 So could you identify what Exhibit-380 is? (Q.) ----(4) 380 is, I think it's a four-page summary) A. 5 of the BETF proposal that we used as a handout when we 6 went out to talk to people about what we were a<u>, mara by</u> existen in <sup>5</sup> milite any interested in the  $\overline{(7)}$ proposing. 8 Just out of curiosity, why is the link) Q. 32 - 1964 - 1977 N. 1985 N. 1982 N titled "best summary"? 19 <u>be e n n n</u> n يىرى مى<del>مىمىكى بىرى سىيات</del>ى <sup>ت</sup>ەرىچ . Ac 10; Because it was the best summary. A.) <u>, 1 – 1</u> (Q.) (11) Of the task force proposal? i <u>ta anna a saoise a ta ta ta anna an an</u> ----12; (A. ) (Of the task force report. The task force) and and a second strain and a second strain and the second strain and the second strain and the second strain a 13 report is half an inch thick. This is four pages.) a a sang Ng 20 (Exhibit-380?) 1141 Q.) , ۲. سژ 15 (380. It gives you the sense of what at) and share and all and the second and the second 16 least the legislative group saw as the essence of the 04 04555500 (17) proposal in a customer-friendly way. jarang Q.) The legislative group is the same group of  $^{
m b}$ (18) . . a such a second a second a second a second a second second second second second second second second second se 191 six legislators? 19975722 -2776 28 20 ا حدرت 12502 20 A. ' The six. أكاست بالالالي والمقتل سينتك 21 Q. (That wrote Exhibit-367?) 22 (A.) Yes. (23) If I can ask you to focus on Exhibit-380 Q. 24 for a few seconds here, in the first paragraph where it and a second 25 talks about, "the opportunity provided by Washington's 50 E E E SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

# May 22, 2009

Page 89 · 1 ì public schools for all students to meet the established a and an and a state of the second state of the second state of the second state of the second state of the sec 2 3 4 5 6 student learning goals," do you see that? There is a survey well ...... ····· 'A. ) Uh-huh. المتحدين المتصفيريين الشيشين فالعدير (What are you referring to here when you're) 0.1 talking about the established student learning goals? House Bill 1209. A. 1 7 المتحصيل بعد فالتقويين بالد أستان أدبه شياب الانتقاب الالتيان - 7 That's those four numbers providing the and the second (8) read with comprehension, write with skill, know and 123 ادرواری محمد میکرد. در دوست کار ۲۵ فیست ۱۹۹۵ میکرد. از میکند و از میکند کار از مطلقات را در میکند. از میکند کار 9 apply core concepts of math, science, et cetera?) 202402 00202002 A. Right. (10) a 113 (11) 0. Does that also encompass the essential and a sum a su ,12 academic learning requirements? ana a spha, a cumo uni cumorere e male 13 A. Yes, at least in my mind. 8000 <sup>81</sup> Section of a sector whereas a sector sector is a sector of the sector of 10. Did you ever hear anything different from 14 15 the other authors of Exhibit-380? Sectore contraction المحادثين :16 A.) No. 1000000000000 'I'm going to ask you to turn to the second .170. New york water and the second methods are second and the second second second second second second second second (18) page of Exhibit-380, top paragraph under "Addressing" the Achievement Gap," it states, "One of the most (19) ישטורעע אובינגערענגע שאיבער נופאא שבנוינג אי אוגעניינג אינטערענגע אינטערניני אינערעניי א STREET pernicious failings in education is the divergence in (20)(21) educational attainment between children of modest means د و الهميمان المحمد المالية الدالية التي الم المحمد <sup>200</sup>ميمونية (201 مار 1221 and those with more money." Do you see that? (A. Uh-huh, yes.) 10- 31- 10 an 1995) 23 `.z.( . ... 24 (What do you mean by that and why is it) 0.1 251 pernicious?

Page 90 30-63 H (1)A. (There's a line that's used very frequently (2) in education that you can predict the outcome, the 3) educational outcomes by looking at the zip code of where a kid is born, and that's a shorthand way of (4) \_\_\_\_\_ \_\_\_\_ and compensed saying that income is closely related to educational) :5 6 outcomes. We felt that was pernicious because we think 7 it undermines the meritocracy that we like to think 8 that we have in this country and it creates a permanent ÷.... 9 underclass that destabilizes the community. والمسجد وأراجه محمد والإنتصاف والجارة مصحور مرجو والمتقدم واروا المتعاولا وال 10 Q.) When you say a "meritocracy," what do you . . . . . . . . . . . . . . . 33 32 - 33 ..... 100 11 mean? 8 2 2 12 (That everyone should have the opportunity) A. (13) to be able to do the best that they can, to reach, you ار و در از است<u>اریسی را برایند میکند. در استان را استان را استان از اینا میکند. از ا</u> (14) know, to just achieve as much as they can. Q. When you say "opportunity" in this , s. 12 15 16. deposition, do you mean a realistic or an effective in a second s 1211 cond 17) opportunity? ------18 A. ) (Realistic, right.) -----19 10.1 'And when you say it's destabilizing if you' 20: have a permanent underclass or to determine educational eren la companya de contra de la contra de contra de la contra contra de la contra de la contra de la contra de (21) outcome by zip code, what do you mean by destabilizing? With the second se -----(22) A. When there are great differences between n a <u>Realized a Neuropean an acceleration constructor a superior an acceleration a</u> 23 the haves and the have-nots, at least in my mind, in my experience, in my reading of history, you tend to get 24 anna dhana " anna " anna a a annabadhana a'abra a bhranna Stara (25) into situations where there become conflicts which can · ....

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

# May 22, 2009

Page 91 -----. . . . . . . . . بعاده المعادية (1) be either violent or just organizational that make it a and a stranger of the second stranger 00 Q 2012(11) (245 - 24 2 less pleasant place to be. (3) (4) Q. When you are talking about the meritocracy, does it have an effect on democracy to 5 6 7 8 have these achievement gaps perpetuated? I think so. 'A. 1.00 (What effect is that?) Q. I think you get people who are making A. . 9 ليأبيه الأراب decisions about public policy who aren't as aware of an 17 mar dialah salah salah salah biya da di kuma kuto da salah s 1011 10252 10 what the implications of those decisions are. The next paragraph where it notes that, (11) (Q.) . . . . :12 "Research from Washington Learns leads us to believe) The second product of the second s Sec. 13 that using poverty as a predictor works well in . . .... predicting the level of resources the school will) 14 and game in the contract of the second s need." Do you see that? 15 8.8.8.8.8 یت. کا تو فر (16) (A.) Yes. -i-----------.... 17 Q. What are you referring to with respect to <u>\_\_\_\_</u> 18 the level of resources a school will need, a school; will need to do what? .... (19) (A.) Our conclusion from the research was that 201 (21) students from lower income families, that remediating tingen and the content of the second of the second s . . 22 those students is best done by having smaller class v. 1972. la secondaria en acada en acada en a contra en a contra compositiva en a contra en a compositiva en a compositi 23 sizes, more one-on-one, more programs in terms of extra <u>German</u> time in the seventh period of the day that is funded 24 para 8 nie dinie werden is andere and and and a set and a set and a set and a set and 25 out of LAP type funding, summer school, all of those . . *i* 53 . <del>5</del>5

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

#### May 22, 2009

Page 92 1942 (1)kinds of things, that getting those kids to the point) شيسينيون والمشروبين ومقلالاته وسيسته التربيسية والمتعينية فالمتعين المتدومين والمتعادي والمتعادين والمتعاد (2) where they have the same opportunity that kids from والأميسي ومنافقة المستقرين والتقريب تقلي والمراجع فالتقار والمتعاوم والمتعاد والمستقر والمراجع والمتعادين 3 middle class families do is essentially an exercise in (time.) 14 -----..... (5) And sometime translates into the resources Q.) La la <u>Aliparte da A</u>rana de A 22 **(6**) that the school needs? (j); - And the second i nam A. Yes. \_\_\_\_\_ (8) Q. When you referred to research from <u>الد. بالاست. المجد المحمد ا</u> Washington Learns, was that the Washington Learns study 19 ا این از میکند اندامیک ایک میکند. میکند که میکند کار میکند این میکند. در میکند کنور و میکنود این از م that preceded the Basic Ed Task Force study? 10 - 1 للمستحدثان A. ; 11 Yes. -----Q. Is this conclusion that schools need more. 121 د از مربعیه از میک<u>انی میکانی کمک</u>ار و میکاند. در مربع با مراجع کار میکاند از م 13 resources to bring kids in poverty up to state. **.** (14) standards, something was based on research and evidence you heard on the Basic Ed Task Force as well? 15 - . . . 16 (Yes.) A.) ------. ... \_\_\_\_\_ . . . . . . . . . 17 Q. ' If I can ask you to turn to the right-hand; <u>na serie de la serie de la</u> column, the bottom of that same page of Exhibit-380, it 181 server and a server server statistic server statistic server server server server server server server server s talks about "Fixing Stupid Problems." Do you see that? 19, 8.77. 10 1 (20) A. (Yes.) 21 Q. A heading I love. 22 First bullet refers to, "Grandfathered 23 salary differences. Some districts receive up to 5 24 percent more salary, or thousands of dollars per teacher, than others." Do you see that? 25

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

E),

	Page 95
1	they stopped at a particular point and left those
2	grandfathered salaries there.
3	We felt there was no logic in that for the
4	budget process and so we proposed that there be a
5	single levy of 35 percent that everybody would be able
6	to have and we proposed that the grandfathering be
7	taken care of as part of the reform of the compensation
8	system and so that in the end every teacher with the
9	same characteristics, experience, training would be
10	paid the same amount, plus adjustment for cost of
11	living.
12	Q. Again, when you're referring to cost of
13	living there, you're referring to regional cost of
14	living?
15	A. Yes, not 732.
16	Q. Cost of living like inflation increases?
17	A. Yes.
(18)	Q. Another stupid problem, "Differential
(19)	reimbursement for administrative and classified staff
(20)	based on practice over a quarter century ago, " what's)
(21)	that referring to?
(22)	A.) (We allocate I think 35 or 40 thousand,)
23	somewhere in that range, for principals and admins, and
24	no principal or admin is paid that little.
25)	Q. (When you say "We allocate," you mean the

www.seadep.com

May 22, 2009

Page 96 1) state funds? والمتحاصين والمتسطي والروسمور الالمرجارور والموروا والاالر 12 A.) (The state funds, I'm not sure about the) (3) (number, but \$40,000, just to make a number, and) (4) principals are typically paid in the 80, 90, 100 لىسى بايار «بايس<u>تان»</u>»، بىن الشقىراتو 7 ب<del>ىنتىككى بايا 3</del>700 - بايسانىكە <del>مەركار بىرىكى بىر</del> <sup>-</sup>5 thousand dollar level. Administrators are paid in the 6 60, 70 dollar level. So the differential between that has to come out of your local levy. (Q.) (Based on your experience on the) <u>کیت</u> - با انٹیسند است از با<del>ین ک</del>ار بار <u>میں دار میں سند میں - رامی در از انٹی د</u>ار ا legislature's Education Committee and the Basic Ed Task بسور "دائلا بالوار مستثنية" (17 % من شانة، مسالاً " الاستريب شيك وراق مستديد و ومستدير وروا معر وروا ا 101 Force, is it accurate to say that the state funding for الم المتحك المحمد المراكبة المحمد المحمد المتحمة المحمد المحم المحمد ا (11) (principals and superintendents is not the actual cost a) <u>and a serie series and a series</u> of the series of 10.00 (12) school district has to pay to get principals and <u>Contractions and a state</u> 13 superintendents? 2.14 (14) ;A. ) No, it's not. No. للمأربو يستندين ويقاتك الزدائيا مهيور والمالين (15) /-- ( · If I can ask you to turn to the next page, Q. : 000**5**0<sup>00</sup>10 16 of Exhibit-380, please, under Resources, it says, "This (<u>) and a second s</u> 17<sup>°</sup> proposal will require significant new resources. "This? a z a tea a di a " \_\_\_\_\_ مى الما تقادة - مقدرة المسيدة المسيدة 18 proposal" being 5444? 19 Well, being the -- this refers A. Yes. . A state of the second 20% specifically to the BETF report, not to the bill, but 21 ves. 22 24. A.... لوديا المتقطط فيرجدون والتصادرية كالتوك Q. So when it's saying, "This proposal will; And the second s (23)require significant new resources," that's the Basic Ed Task Force proposal? 25. (24) [I'm sorry, say again?] (A.) 25 ١... 10000 

Page 97 \_\_\_\_ ······ (1) Q. When it says, "This proposal will require مىلىرى، ئىلارى مىلىرى «ئىلىرى» بىلىكى «ئىلىكى» «ئىلىكى» «ئىلىكى» بىلىكى» «ئىلىكى» ، ئىلىكى» ئاتى ئىلى 2 significant new resources," that's the Basic Ed Task and a second אמב א עב איז איז איי ביי איז (́3) Force proposal? 4 A. ; Yes. ີ ເຜ (5) Then when it says, "The constitutional) .Q. 6 mandate for ample provision should drive the debate on (the level of resources provided," do you see that?) 17 (8) Yes. A.) Antal Stational and · · · · · 19 Q. What's that sentence mean? المستولية والمتقادية والمستحد والمستحاف الويسل :101 A.; Our opinion is that one of the political) drivers for any discussion of what adequate funding is 11 12 should be the value that we've set in the constitution. وللمستوجدة والأستجميع بالأستنساقية الراب وللسمال الأراب والإباد فالأورسينيا المراد المستان والمستركرة 5274 S 13 Q. And when you say "value that we've set in the constitution, " what do you mean by that? 141 15 A. 1 Exactly that phrase, the ample funding. en a seconda e antica e antica e antica e a secondario e a secondario e a 16 1Q. And to you, what does ample funding mean? -----2. 7. 2. <u>) \_\_\_\_</u> . .... (17) (To me?) A. 1 as an is Yes. What does ample mean to you?) 18 (Q.) in the second 19 'A. ) Ample means to me at a minimum what we proposed in the BETF task force. 20 21 And the last sentence on this page 3 Q. 22 states, "Ideally we would return K-12 funding to its 23 historical 50 percent of the state general fund, rather than the current 30 to 40 percent." Do you see that? 24 25 Α. Yes.

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

May 22, 2009

	Page 99
1	oversight because the number I don't think has ever
2	been below 40 percent. I might be wrong about that.
3	Q. My recollection it was like 41, somewhere
4	around in there.
5	A. Yeah.
6	Q. If I can ask you to turn to the last page
7	of Exhibit-380, is this chart basically the same, a
8	summary of the same prototype school model that's in
9	the Basic Ed Task Force report?
10	A. Yes. We created this so we could have
11	something when we went out and talked to audiences that
12	we could point to and show what the data elements were
13	in a way that they could understand it, which is not
14	the way bills are written. The report has basically
15	this same thing in it.
16	Q. When you say "the report," you mean the
17	Basic Ed Task Force report?
18	A. The 177 has this data in it. It's just
19	not in as user a friendly a way. This was something
20	that we could actually hand out when we were in a high
21	school gymnasium and have people
22	Q. Understand it?
23	A understand it.
$\left(2\overline{4}\right)$	Q. (If I can ask you to now go back to)
25	Exhibit-379, that's how we got onto 380.

May 22, 2009

Page 100 (1) A.) Uh-huh. and the second second (2)Several paragraphs down, where it says, (Q.) - <u>1</u> (3) "We believe," then it states, "We have reduced funding 4 for education in this state consistently for 25 years; ------5 we've gone from the top of the nation to the bottom of المسارة بالمتعارة وتصغير الأستمع أأستمد لألاك مسترار المعود الجمد 6 the nation in funding, both on a per student basis and: 1.12  $\langle \hat{7} \rangle$ (teacher compensation." Do you see that?) 10.02 . . . . . . . . . . . . . . . .  $(\overline{8})$ Uh-huh. (A.) 9 Is that true? 10. 10) (I believe it to be true.) A. 11 You then go on to say, "We need to reverse Q. 12 We think holding the legislature accountable is that. 13 a necessary part of that." Do you see that? 14 Α. Yes. 15 Is 5444 or legislation like that what you 0. 16 had in mind with respect to holding the legislature 17 accountable? 18 What I had in mind in that specific phrase Α. 19 was the prototype school model and the single subject 20 bill requirement. 21 That's what we talked about earlier? Ο. 22 Α. Yes. 23 For example, if the legislature wants to Q. 24 change the number of learning improvement days from ten 25 to two, it has to vote on that specifically as opposed

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

Page 101 to bury it in the omnibus budget bill? 1 2 Α. Yes. 3 (If I ask you to go to the next page of) 14 Exhibit-379, please, in the top paragraph it refers to 5 "consistently reduced investment in education for' 6 decades. And this year will be brutal." Do you see (7) that?  $(\overline{8})$ A. Yes. Sec. <u>\_\_\_</u> 'Was this year brutal for education?' 9' Q.) 14.1 • • Not as bad as I had anticipated. 10 Α. (11) What did you anticipate when you were 10. (saying "brutal"?) 12 . . المهدي والارتدافة بالمراجب والمتباد والمتراجب A. I was expecting that what happened to :13) 14 higher education would be what would happen to K-12 and and a stranger of the second stranger of the second stranger of the second stranger of the second stranger of t 15) what would happen to higher education would be worse :161 than it was. Q. Why do you think it was less brutal than (17) والمرجع المستقد المرجع 18 you were at least at this point anticipating? المراقبة والمستخدمة والمستعج والمستجد والمستعدين والمستحد و A.) (Principally because the federal government) (19) and the second 20 decided to provide us with about three and a half (21) (billion dollars of stimulus money, so that in the end) فلالا المستمركية سيمتكرون والمنصر كالمشركية المستمركية المستكرك والمستمرك المستمرين المحصورة والرار . . 22 we didn't have to cut nine billion, we only had to cut; روار ما<u>مىيى دارى مىرى بارىمى بەرىم مەركىيى مەركى بەرمىيى مەركى مەركى مەركى بەركىي</u> ب '23` about four, four and a half billion. And then An estimate and a subscription of the second s lana di san 24 secondly, we were able to generate additional money for a statuting a statute statute and the second statute and the second statute and the statute stat . . . 25) higher education through tuition increases, which were a an<u>ana</u> a sa arawa '<del>a</del> a son effect of a state of the fil 

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

www.seadep.com

## May 22, 2009

Page 102 (I) (higher than I had anticipated were going to be) 1040 A 1040 A 104 The art that a second of a 12 politically palatable. (3) And the combination of those two allowed) /4 ius to reduce the impact on K-12 to something on the (5) (6) neighborhood of 2 and a half to 3 percent, and to higher education to something in the neighborhood of 5 17 (to 7 percent, beginning on the institution when you) 28 take into account all of the changes, the stimulus (9) package, the tuition, et cetera, and when I wrote this, in the second 10 I did not believe we were going to be able to do that. (11) Q. And the stimulus money that you're 121 referring to provided about how many billion to the and a second 3223 23 -----الية المعادية ( المعادية المعادية ( 13 state? . . :14 My memory it was three and a half billion. A. 1 15 0. And is that a continuous flow of money or الاربيان الجامينيين والأستينيون مت 16 does it have an end to it? ------No, it has a cliff.  $\{17\}$ A. المحمدين المستحر المحمد ------18) Q.) Okay. When does the cliff arrive? h. . . 19 (Next biennium.) A. 1 2 1223 20 Stimulus money pays for the 2009-2011; Q. 201 N 202 21 biennium? - 19 M (22) (Yes.) (A.) 23 (Q.) And then it's gone?) - <u>82</u>0 8 8 18 <u>12</u>83 <u>.</u> 24 Yes. A. 25 12. Now, the budget that ended up passing this 

May 22, 2009

Page 103 مستبيرين الرادات ويبرد والاراد 11: year, did K-12 education take a hit?) (2)AR A R REPORT AR A.) Yes. (3) (4) 2.5 'Did it take a significant hit? ) (Q.) ) Land A. and and then the second s No. -----. .... 151 (Q.) (And how much of a hit do you think K-12) and the family of the second (6) education took, round numbers?  $\tilde{7}$ a and a second 3 percent, 2 and a half to 3 percent.) (A.) ...1 الأبار المراجعة والقفاء السيعتين بالافتر وسيتقاده تسالف الاستراكا · 8 Q. 2 and a half to 3 percent. What happened 1.d to the Initiative 728 money? . 9ì 1.4 94. B and a second and a second and a second and the (A.) 101 That's part of that. 1 The second s . . . Q. Part of the cut? 11; :12) (A.) Yes. N 1922 13 (Q.) What did the Initiative 728 money do?: ÷4 and a state of the (A.) It was for class size reduction. (14) What about the Initiative 732 money, what . . 15 Q. 1 N 32 54 7400 <u>h</u>. 4. a liter es happened to that? 16 \_\_\_\_\_ محمور المراجع والانتهام والمعاد (17) That was part of it. A.) Nerther and the second Q. ' ,18 Part of the cuts? `-\_\_ (A.) 19 (Part of the cuts.) 20 'Q. What's the initiative 732 money? بالأسيابين سرمان والمتحد والمروا الأقليان والمستار 21 'The cost of living adjustment for A. (22) inflation.) a construction of a second 23 (Q.) [If I can ask you to turn to five] يليس ويسترك المساجرة والمستكر الشاقية وتراري مستعران المساجر المستكر المسكر المسكر المستريان المسا 24 'paragraphs down, it starts "Fred's comments"? ..... (A.) 25 Uh-huh. Ng sea

www.seadep.com

Page 104 (1) Q.) (It says, "We propose and the "we" there is) (2) the legislators the Basic Ed Task Force?'  $\overline{(3)}$ and a second [I believe that's the Basic Ed Task Force,] A. . (4) yes. <u>(</u>5) "We propose pay increases in the (0.) 2. \_\_\_\_\_ . The second s 6) neighborhood of 20 percent, increased staffing, lower an than the the second state of  $\{7\}$ class size, additional resources for technology, 8 teaching materials and supplies, and higher funding for (9` the kids you specifically mention." Do you see that?) . <sup>1</sup> . . . . . . . . . . . . . (Uh-huh.) (10) Ά. (Q.) [" (11)["The kids you specifically mention," is) \_\_\_\_\_\_ ودينوا المتعادين المتعود المتعادية المتعادية المتعادين والمتعادين والمتعاد that the kids mentioned by the constituents in the 12 13 paragraph before that? 14 A.! Yes, at risk kids. and see the second second second . . . . . . . 15) Q.; Then goes on to say, "Our bill proposes (\$11 billion, phased in over six years." Do you see) 161 121 31 21 33 (17) that? . .... 18) A. ) Uh-huh. \_ \_\_\_\_ 19 [Is the bill you're referring to 5444?] Q.) Yes. 's a<sub>v</sub> (20) A. ; 188 21 And the six-year phase-in period, what Ο. 22 years does that cover? 23 A. It was through 2016. 24 Q. So it's to start in 2011, 2010 and go to 25 201.6?

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

May 22, 2009

Page 105 1 Α. The motion was we would begin phasing in 2 the higher number in the 2011-'12 school year and we 3 would complete the phasing in in the 2016-'17 school 4 year. (5) Q.) Then the next paragraph where you go on, "Before you dismiss," that's referring to the 6 · . / 7 constituents, "remember this year Washington state will) -\_( And and the second s  $\left(\frac{8}{2}\right)$ invest \$4 billion in transportation investments, the الم موجد الشبك، ومدالة المنظر ومدعات المشار والمستعد المستخد المتعاد المستخد الم (9) largest construction program of any state in the in the second 10 nation." Do you see that? · \_/ -----(11) .A. Yes. الالفاني وستحمد الاسا 12 (Q.) What was the relevance or the reason for de la company 13 noting the large transportation investment and largest الأرار المستجمع يشتر بسيرة بتبار أتبع أستحاشي يتشرو بالارة - ----14 construction program that our state has? A set the set of the s . .... 15 A. States don't turn on a dime. The point' المراد المستركمان المستريات المستجلسين المستجلين والمستركبين والمسترك والمسترك والمسترك والمسترك والمسترك والمسترك (behind this was that in 1998 through 2000, there was a) 116. ويسترج والمحاصية الأستناك مستواصب والمستقدة والمستقدة والمتعار والمستقد والمستعا والمستعا والمستعا المستعا (17) group called the Blue Ribbon Commission and the Blue 1.000 [18] Ribbon Commission came up with a series of an an 'na 22' be bergen a station in de ser de ser and 19 recommendations about how to reform the transportation لىكى يېرىدىن ئېلىرى ئەردىيىكى ئەت<sup>ىر</sup>ىدىن بەرسىلەر بىرى يەرەۋەر بىرى راغا ئىر \_ بىر بىرى ( 20 structure and funding, and over the next five years, we A second seco 21, enacted virtually everything that was in that study, أأعطر والالتفاق الطبيط والبرة الالتقاع المسروة ليستقرى الفنافرة والرزار الاستفرارة وقاقا والسرة الاطفاقة المسروي 22 the recommendations of that study. People will quibble المراجع المحادث المسارحين والمراجع المستلك والمستل والمسترك والمستكر فالمتحدث والمتحد والمراجع والمحاد 23 (about it, but fundamentally, pretty close, including) ter and a finite the second state of the secon raising the gas tax to 15 cents from where it was at 24 . The "hereafter and a strain and a strain the strain the strain and strain the strain the strain st 25, the beginning. And as a consequence of that, in this The second second

www.seadep.com

May 22, 2009

Page 106 transfer to an an an a -------(1) biennium, we're going to do, what did I say here, \$5 2 billion, 4 billion, whatever it is, we're going to! 3 invest in our transportation system quite a lot of (money.) 4 5 6  $\epsilon_{
m constant} = I$ an alla cha marche commune di marmana di c My point was that just as that's the plan and it was executed by the legislature, that the) 7 legislature has gone through the same process with the ີ (ອີ (ອີ BETF report and the BETF report says the same thing to; and the second state of the education, that the Blue Ribbon Commission on) .10 transportation said about transportation, that you need <u>na ang kanang kanang</u> 111 to reform processes and structures as well as investing, ing the second secon more money, and that my belief was when I wrote this, :12 ، جد جع 13 my belief is today that that's going to happen. 141 (I will flaunt my ignorance on the Blue 0.1 And the second 15 Ribbon Commission you're talking about. Was part of (16) the recommendations they had recommendation for raising? <u>ک</u> ا لىرىمىيىنى بەرىمىيەيىسىرىكە «مىمىيىكە» يېرىكىيە يەرىمىيە»، «مىمىيە» « «كېلىكىيە» » ، 17 the revenues that would need to fund the projects?) بالمتدرين 18 A. ! Yes. · -• ليسترد وال Is part of the Basic Ed Task Force 19 ` . . / and the second second 201 recommendations how you raise the revenues to fund the) 21 what you note as the 11 billion increase in cost for e a ann a seachadh ann a' seachadh ann a' seachadh ann a' seachadh a' seachadh a' seachadh a' seachadh a' seach 12 12 22 education? ·- ·- . ..... 23 A.) Yes. للمعين والمال والمستوري والمترس والمترس والمتعنين المتعادر والمعتدر والم ..... (Q.) 24 What are the revenue increases proposed by i an the second 25 the Basic Ed Task Force? 1 2 1 ana na ana ana mandra ang

www.seadep.com

May 22, 2009

Page 107 ----the constraint of the second an anana an (1)(A.) What the Basic Ed Task Force said -- well, . Sealah Managara tatan di karang di sana karang sana karang sana karang sana karang sana karang sana karang san 12 let me back up. So for individuals like me on the (3 committee, we sat back and said do we think there's a la - Tan di una di standa di standa di standa di Tatan di sa tatan di sa si standa di standa di standa di sa s 4 reasonable way to be able to finance these: lan and an internation of the second (5 improvements? The answer that I came to was yes, and produce " patience " patience " https://www.communications.com/ and the second s 6 since I came to the answer yes during the BETF process, 17 I have become more convinced that it's not a problem, 8 but we have to outline exactly how to go about doing ۲.----۷ ا 12 2.2.2 (9 it.; a and and and a set and a set and a set 10 We felt that since a certain amount, we الاستثناء المتدراء بتكالا والتنا والبقير المناهد فاكالأن (11 could quibble about exactly how much, but a significant 12 amount of the money has to come out of the growth of 13 the economy, that the priority was to get the prototype) (14) school model in place so we could begin to drive that. termente de la company de l 15 So the priority in this is to set up the new financing anna faile 27 ann 27 ann 18 ann 18 ann 18 ann 18 March 18 ann 18 March 19 ,16 system around what the structure of the prototype) ¥ 4 4 1.12 (2) (2) 17 school is. 120 200 N -----------18 The report or at least the bill actually; ریکیت بادو<sup>ر</sup>ه استین "دینستین ایسی ایک<sup>ور</sup>د. میشور با مشدآن اورسایگرد. <u>.</u> 19 says one of the things that needs to happen is that we 20 need to have a working group go out and work through the details of that, and I think that's a piece of 21 ىدىن <u>ئەت چەرىمىيە بەرىمىيە بەرىمىيە بەرىمىيە مىسىمە بەرىمىيە بەرىمىيە بەرىمىيە مىلەر مىلەر مىسىمەر ب</u> 22 follow-on work. The bill that we passed I would argue , and a substance where the state of the state -----23 is the most significant reform that we've had in) y management of the second 24 education in 30 years. I think you could actually make 25 a case that it's longer than that, but at least 30 You a the advance of the second se

May 22, 2009

Page 108 (1)years.  $\left( \hat{2} \right)$ It doesn't finish the work. It just) (<del>3</del>) (enables a lot more work to be done that if we didn't) 14 make the decisions in the bill that we made would not  $(\bar{5}$ happen, it wouldn't be relevant work. And so the work a a secol 6 of the state board, the work of the PESB, the ana shiriyana asaya marka waxa ka sana waxa sa barka sana ka sana barka sana 🖓 ana sa ana ~~ 7 Professional Education Standards Board, the work of OFM 8 and OSPI in terms of financing and the like, that's all ha a <sup>or</sup> della superiore della superiore della statua della superiore della della superiore della s 9 stuff that needs to happen, but I have no concern that 3.1 10 there's a conceptual problem or a practical problem (11) with generating the revenues that are necessary. 12 (Okay. When you were referring to the) (Q.) والأراد والمراجع والمستعد والمراجع والمتنقص المستجرب السرار الإسمية الارتساب الأسواري 13 bill, at least the latter part of your answer, you are, N R R There is a second of the second s 14 talking about 2261?, ÷ ... · . . . . . 15 A. / ;2261. han and the second 16 As opposed to 5444?; Q. 1.1 . . . . . . tere to success of states 17 A. ) Yeah. - <u>- - - - - - - - - -</u> 18 'All right. When you say you've concluded 0. it's not a problem, is the "it" that's not a problem! 191 raising the \$11 billion that's proposed for the basic 20 21 (education reforms?) (A.) 22 Yes. 23 Q. And the \$11 billion, is that \$11 billion a 24 biennium? 25 Α. No, it's a year.

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

Г

May 22, 2009

	Page 109
1	Q. \$11 billion per year?
2	A. Yes.
3	Q. But that's total as opposed to an \$11
4	billion increase? I'm trying to get a handle on what
5	the \$11 billion is.
6	A. The numbers, the rough numbers, there's
7	two problems. First of all, we don't know what the
8	number is. We haven't finished the work that is what
9	the Quality Education Council is supposed to be doing
10	over the next year, is figuring out exactly what that
11	number is, what the numbers in the prototype school
12	should be and how they should be phased in.
13)	Q.) If I could interrupt for a second. Is it
(14)	(accurate to say that at least with respect to the Basic)
15	Ed Task Force's report, the estimate of the numbers.
(16)	were somewhere between I think it was like 6 and 11)
17)	(billion per biennium in increased funding?)
18	A. I believe that's correct, yeah.)
19	Q. Okay.
20	A. It's in that ballpark at least.)
21	Q. (And then the working groups that you're)
22	talking about now under 2261 are doing more studies and
23	research on what the costs should be?
24	(A.) So one of the reasons for the range of
(25)	(numbers was it depends on a number of assumptions that)

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

www.seadep.com

#### May 22, 2009

Page 110 1: you make and we in my opinion did not think through )= <sup>+</sup> Servery The STATES A The Problem of Long States (States - The Trains - The Trains - The States -2 those assumptions in adequate detail to be able to say (3) (4) (5)this is what specifically the legislature needs to . . . . . . . . . . . implement.) What we talked about is in concept, and the second states a 6 conceptually, the prototype school model is the way 7 a ana amin'ny tanàna mandritra amin'ny tanàna mandritra dia mampina mandritra dia mampina mandritra dia mampina that you need to do this. Conceptually here are the and a second constrained in a second s 8 numbers that we've come up with that you can work (9 with. Conceptually we agree that there should be an' le de la completa de increase in teacher compensation and in cost of 10 والمراجعين ألاحتمار المستثن بالمرتب المنتر منتشبته بالسباح فاستثنا المتنازية لمتناز المستترين living. But buried at least in that last one, just as 11 . The state of the second state of the state an example, is a question of how long teachers work. 121 and a second 13 Do you pay them for a nine-month year or 12-month s de la companya de l year? That has a big impact on what you decide the 14) compensation increase is. 15 an " a la la granne a second \_\_\_\_\_\_ -----16: So those are the details that you don't الورائي المستعادين والمشاوعينية والمستجور المتقار والمترك والمترك والمراكر وستروار 17 work through in a conceptual design and I think of this » المسيري المستحد المحمد المراجع المحمد المراجع المحمد المحمد المحمد المحمد المحمد المحمد المحمد الم 18 as a conceptual design. You now move to the next والأبر البلة بمجلحة ووالمستجور فالجرا ومطالبتهم والمراجع والبل 19 phase, which is actually figuring out what the details روائه المحد المحدي المراجع وتبعد المتدوم والمراجع والمراجع المراجع i. are. And the details, you know, will come up with a 20 Marine and the state of the second state of th 21 number, of which that's part of the reason for the يعا للمساطنية إ 1221 (PA N ---22 range. 34 S ÷ ... 23 Q. When you say this is a conceptual design, you mean the Basic Ed Task Force? 24 ¥ -- \_ Z وسواديسا المحسورة المرابقة ومنطوق المحاورة والمحارة والمحافة الأراقية والمحافة الأراقية 25 Basic Ed Task Force report is a conceptual) A. ha a sa ana ana "a a a" manan manan at" a ma' 

Page 111 1) design. (2) (3) (4) (5) (6 . . . . . . . . . Q. And does or did 5444 provide a conceptual 12 13 design as well? 1 S. Â.j Yes. 100 . . . . لمورا - مسرة وجروي المستور والتم Q.) (And does 2261 provide a conceptual design) and a set of the set o 'as well?'  $\left( \overline{7} \right)$ a de recent (Yes.) (A.) 8 0. Okay. 9 (Brief recess.) 10 (Exhibit-381 marked.) الاردان والمحمد والمحمد والمراجع والمحمود والمراجع فيستعون والمراجع المتعيين ويسوره التعييس المراجع 11 (Q.) Would you identify what Exhibit-381 is,. ಸಿ ಮನ್ನ ಬೆ. ಸೋ ಮಾಗ್ ಮಾಗ್ 1001102 please? 121 14<u>086</u>08 - 31 . .. . 13 (A.) This is another ed reform in Washington, . ... ... piece, I believe.) (14) بأد مستخرفة الإخمان ,From your state Senate website?) 15 Q.; Same and the sumer states for the A. ] 16 From my website, yes. Q.) (If I understand this correctly, this is an) (17) . Les l'alles en les les meneres de la la la les de \_**\_\_**\_ ′ 181 email that some constituents sent you? (Linua) (19) Yes. A.) أستعدا 20 Q.; That's the regular font, and then the bold and the factor company and the second sec 21 font is your responses or comments, correct? -\_\_\_\_\_ and another former · · · ···· (A., 22 .Yes. 23 And the first paragraph your constituents' Q. 24 email here refers to 103 studies. Do you see that? 25 A. Yes.

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

1:

	Page 112
1	Q. Do you understand what the reference to
2	103 studies is?
3	A. Yes.
4	Q. What is that?
5	A. I can't quote the number. I mean, I can't
6	attest to the number, but there have been a lot of
7	studies of education over the last decades, and there
8	are legislators who claim to have copies of each one of
9	them and usually talk about them in 13 feet high or 15
10	feet high, but often in terms of the numbers, and 103
11	is an emblematic number. Whether it's accurate or not,
12	I can't tell you.
(13)	Q.) (Would it be accurate to say that the issue)
(14)	of education finance and what it actually takes to)
15	provide the education that the state should be
(16)	(providing has been studied to death?)
$\overline{(17)}$	MR. CLARK: Objection, it would be
18)	argumentative to say it. Object to form, you can
(19)	fanswer it.)
(20)	(A.) No, I don't think it's true.)
(21)	Q.) It's been studied extensively?)
(22)	A. It's not dead. It still seems to raise
(23)	(its ugly head.)
(24)	Q. (Has it been studied extensive over the)
$\left(\overline{25}\right)$	last 30 years?

www.seadep.com

May 22, 2009

Page 113 (1)(A.) (Oh, yes.) 2 And the Basic Ed Task Force report study 0.1 is the most recent of those 30 years of studies; is that correct? -----A.) Yeah, I believe that's correct. And what رية من محمد المحمد ا I would argue is that, pick Washington Learns for a المتراجية فبلغ منتقرة وأجاهمت والمتعاديكين المرجع سترديسوا المتعامية والم ′7<sup>`</sup> minute, Washington Learns didn't really come to any (8) (conclusions because Washington Learns was a process) (9) that brought a lot of people closer to what we actually an aad that the factor of a first the first the state of a state of a set o 10 came to in the BETF. And so in my way of thinking: 100 [11] about these things, it's all about a process. And ) where the property is the second s 12) there isn't an ultimate destination, there isn't an in the second 13: interim destination. It's about a process. And this and the second 14. is I think one of the more significant points in that , and the many set of the 100 15 process. and the second s . .... (20122) (A 16 Q.) (When you're saying "this," you're talking) [17] about the Basic Ed Task Force report is one of the more 12 252 322 The second se 18 significant points in the process? A. I'd go further than that. I'd say this and the state and the former and the former state of the 19 i se se de la constante de la c سيواكرون والأسابية التياري والمستر ستند والمتعادي المتراجع والمراجع year, beginning with the publication of that report and 20 ألمنا يتقدر المدرية المستعدية المناطقة والمناطقة والمناطقة والمناطقة المناطقة والمستقدية المتقار المتعادية المتعادية 21 ending with the end of the legislative session, has. 20202 20 9 9 ويواجعه ومناجع بتناك التواجي الطبية ومطوابتها been one of the most important.) 22 السويا والاستيار للوالة بسرة تشد الشاطري فتقر التقرر الأرار 23 Q.) Summarize for me why you think it's one of and the second :241 the most important. ..... 'I think we've have adopted a state policy, 25 .A. 1 × ...... / 1022

May 22, 2009

**S** Page 114 مديدين المراجعة الاردانيسة (1 Senate a conceptual design for a new basic education system Slor 2 for the state, and that's an absolute need before you Senator Jarrett's Senate website, and it qualit (3) 602/701: Senator Jarrett has the requisite cial 5 13 to fund certain components can actually go out and fill in the details to create offic his it. But it's not done. I mean, I would be the last, and the second secon 5 is posted on <u></u>5 one to say it's done, but this was a necessary --×. (6 íQ-; Step in the process? this case.  $\frac{1}{7}$ : : . . Cumul -- step in that process.) Α. arma series allo a mound a stated that it Looking at Exhibit-381, counting five 18 are relevant to 9 paragraphs down, after "Fred's comment," "Today, the decision not ୍କୃତ୍ state funds five periods. We wanted to fund seven, but 10 and : 11 found the cost too high a hurdle to overcome." Do you' Exhibit 198 la a <u>sé</u>ana a a knowledge and experience to testify about his understanding of the legislature's 9 and public record hearsay exceptions; 12 see that?) ę Resp. objects - hearsay; relevance; lack of maintained 263 33 53 1.1 reasons ' foundation: ER 602; ER 701. 13 A. [Uh-huh.] ------Trial 14 What are you referring to when you say you the Senator Jarrett identified and 15 found the cost too high a hurdle to overcome?) and السيويسيان ألكتكي بكلكا الككار فستووجت والمكلو ووزارة متبعد المكر posted a :16 The major cost drivers of the system are State underfunding 17) the number of periods that you fund and the number of ومرجود فأستاد وسينا المجار والما الرمين الواقي المحاد أرامي والمحاد والمحاد والمحاد والمحاد والمحاد والمحاد وال 2 8 R.J :18 days that you fund, and what we were trying to do was, Exhibit 198 المستحيدية والمستحي ومعيدة مستحد والمعاد والمستح والمستح والمستح المتحد والمعالي والترك والتكري والمتعاد والمستح /19 what our optimal solution would have been is to fund a: and a second of the second seven-period day, which is what I say here. 20 business record (1) foundation: ", and and and and and and and a set hearsay: Trial đ 21 Q.) When you say "fund," you mean the state) relevance: the history 22 funds? 23 The state would fund a seven-period day, [A.] that: and a second ন্থ or admission under the and that we would fund a 210-day year. The question, 24 website (111:11-16); respond 23 when we did that, what we found was that the numbers (4)Petitioners education; SEATTLE DEPOSITION REPORTERS, LLC www.seadep.com (206) 622-6661 \* (800) 657-1110 FAX: (206) 62

# May 22, 2009

Page 115 (1)were just beyond what we could imagine the public being 2012-02 2 willing to fund. 3 When you say "numbers," you mean the 0. 4 dollar numbers? 5 Α. Dollar numbers, yeah. 6 And so what we did, we said okay, well, 7 let's think about this. And we went back to what the definition that we thought was appropriate for basic 8 What we concluded was that the meaningful 9 education. high school diploma based on core 24 required six 10 11 periods and we concluded that we wanted to have 10 12 learning improvement days, which took you from a 180 to 13 190-day school year, but it also opened up a lot of 14 days that currently are taken away from learning in the 15 180. And we concluded that if we could do that, we 16 would fund what was a basic education system and -- let 17 me back up one second. 18 The one problem with that is if a kid fails a class in high school, they can't graduate on 19 20 time. So what we said was that there are alternative 21 ways of solving that problem, and the free and reduced 22 lunch funding, the ELL funding were central to that 23 question. 24 If I can interrupt, when you say the free 0. 25 and reduced funding, you mean the LAP funding that's

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

www.seadep.com

May 22, 2009

Page 117 1 encourage, and I believe that a seven-period day is an 2 important thing for a school to have but it isn't 3 necessarily what a basic education program is. Basic 4 education doesn't mean Lakeside. 5 I don't want to cut you off. So we're 0. 6 set. 7 Α. That's it. I mean, my pauses are so long 8 that you don't know whether I've stopped. 9 0. I am eminently courteous. د. الاستراد متعقد والتعالم المترجون للتصوير والمترجون والاستواليو الم 101 Third to the last paragraph where you 1 الأسوالورة الرواقة المولواة الووائية المروة المعمولات المتقوع فمعورات المواجع والموور المعو 11 (note, "It is important to note in this context, as well) ومراجعة والمستقدة المستقد والمستقر المتقرب والمتقاربة ويشتنا والمستقتين مستقتان والمتقار والمستقد والمتقار والم 121 'as the levy discussion below, that the proposal intends' المراجبين الاستنبار المتدادينين والمتعادية والتبليليا والمستنب بتنقيب التقييم والاستراد والمراجع والمراجع والمرا 'to 'buy-back' the TRI pay currently funded locally." 131 25<u>00 a 1200</u> in shi karaya Taya المتعالية المتعالية المتحديث المحتصية والمناطقة ÷., Do you see that? 14 and the second maine frank . 1151 A. Uh-huh. Q.) (That's this whole TRI and local levies) 16 S . . 11 17. funding the amount of salary increases that are needed; 9 contraction of the second se Second sec 181 to make salaries competitive; is that what you're the states and the second states in the second s 1500 weeks (19) (talking about there?) Ser 2 070400 TO 1040 '\_\_\_\_, '<sup>\_\_</sup>\_\_, v . (No.) ,201 (A. <u>1</u> .... `;-<u>:.</u>\_\_\_ (What is that?) (21) Q. ) S. 1 www.commenter.com 22: What we're talking about, the TRI is the A. 1 8 23: cost of living adjustment for the difference between) والمتصفين بعبوب الالتار بالترار Moses Lake and Bellevue. 24: ·~, · · ·--- · · ···--- · · تشوي الاستشار السوالي المتحاد الجياميني لتت (Q. The regional cost of living adjustment?) 25; A 10200 0000 20 501 (T)(T)

May 22, 2009

Page 118 (1) (2) (3) A.) (Yes.) . . . . . . . So the proposal that's being referenced in إدار المستجهدة يستدرى لأعتار المتدر المستحر ومستقارك والتهيتين القيم Exhibit-381, that's the Basic Ed Task Force proposal as 4 a second a s well as at that point 5444? 5 A.) Uh-huh. -----6 And does 2261 buy back TRI pay that's Q. ) ∿i≣u amin∕ (7) (8) (currently funded locally?) (A.) (What 2261 does is it sets up a working) الاستعادية مشقائها مستلغ مستلغ المناسبة المتسوية والسائلة المسروان القلاعة أندستك والسووا 9 group to work through the compensation issues. And 5. , and a second secon because of the opposition of the WEA and guestions that 10' 100 (11) were raised by others about whether or not we had all <u>...</u>' a na anna 1995 - Maria Salaanin Maria an Anna Maria (12) of the details straight, specifically that I described ·..... ) anna 1986 a' Chuine Albani Anna - Channa Anna Air an 13 earlier that we have the student, resident, ر د معدد الربيس أتربيسه والان سيبرو ليونيه الممرور المستور المستور المستور المستور المستور المستور المستور المستور 14 (professional, master, there were questions about) y i standar stand market and standard standard standard standard standard standard standard standard standard s 15<sup>)</sup> whether we had thought through all of the details of ייש העשמי מתה עבורה היה עברים מייני ביין האינטי מיל אעמית היה בעריין העברים האינטי להעשמים לה. in the second 16 that adequately. And we agreed, I agreed at least, 17 that yeah, there's reason to think that we need to تحادين برحيت الدوار 18 spend a little bit more time on that. نې مېر م يورونيون المعادي والمتعاد والمتعجب والمتعاد والمتعاد المتعر المتعاد المتعاد المتعاد 19 So understanding exactly how the PESB, ۰. ۲۰۰ Professional Education Standards Board, was going to 20 ..... 21 reform the certification process and getting a better) ..... עהלב בניסאלובה היה שנערביה לה שלעירה לה ביותה היה היה היה היה היה לכורה השערביה. בערבה היה אול (22) grasp of how we can reform the compensation system in a N ..... and a second 23 way that is acceptable or that is appropriate and) ستباريون ويدوروه فستبيغ المتشين المتعارات والسير والميان والمتعار والمتعاري والمعادي المتعاد S. 20 24 credible to the profession is a step that still has to. San 1 and a second construction of the second s 25 be completed. That's one of the work groups.)

> SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (206) 622-6236

www.seadep.com

www.seadep.com

# May 22, 2009

Page 119 Q. One of the work groups would then be studying this issue under 2261? ama a carma d 1.1 in it is a set of the Yes. Α., ·.../ 4 0. And making recommendations? 5 Α. Yes. 6 0. That same paragraph where it says, 7 "Second, we added 10 LID days to state funding," do 8 you see that? 9 Α. Yes. And the "we" there is the Basic Ed Task 10 0. 11 Force proposal; is that correct? 12 Α. Yes. 13 And is that also, this adding 10 LID days, Q. 14 is that also part of 5444? 15 I can't remember. Α. 16 Q. Okay, and the LID days we're talking. i particular a particular de la calendaria about, those are the learning improvement days that we 17) a sea a constante constante 18) talked about earlier? Ä. 2222 *σ*--· χ 19 Yes.) and the second second G 929000.08M (Q.) (20) The Basic Ed Task Force, that was the a and a second provide the second state of the second second second second second second second second second s . 1-----21) chart where it's 10 across the board? ------ i., (22) A. Yes. و المرز ويورو و المروم معلون 23 Q. Does 2261 add 10 learning improvement days 52. 55% 17 28 24 to state funding? 25 A. No. 0.8.8.5

www.seadep.com

Page 120 (1) (Q.) (The bottom of Exhibit-381, you have a) للشرو البسير والأسباب الوسيت فليترشط والأفسير المستور 2 (sentence, "Until the state reaches the middle of the ດ) (ຝີ (ຄັງ (ທ مان ومسيدة مك<sup>ران</sup>وبالين وكالسو يوميون والسور كالشور ا pack, world class will continue to be a local) \_\_\_\_\_ \_\_\_\_\_ extension." Do you see that? Yes. A. ] ÷. 323<u>—</u> 237 'What do you mean by that?' 0. (7)Α. (Just as a reference to the discussion that) 8 we had earlier about where the state ranks in terms of: (9) other states. Currently we are in the 40s depending on) 10 exactly which measure you use, anywhere from like 43 to - This - when the state of the (11) 47, something like that.) ······ The 40s being near the bottom as opposed 112 Q. N 17 N 12 (13) (to the top?) Se a seese 14 The bottom, yes, yes, as opposed to where A. ) 15 we were 30 years ago, where we were in the top ten. <u>المکام میں بار اور میں کر المطلق کے المیں المیں کر اور میں اور اور المطلق کے المطلق کی اور المطلق کے ایک اور ا</u> 16 What this refers to is that until the state is able to  $\overline{17}$ get to what we've proposed, which we think gets us up (18) to about the middle 20s, middle of the pack, then if الكليتين وللفريجين سيقتط بتبيينان والمستنبينين والمتعنينين والمتعنين والمتعني والمستن بتراسي المترسي ----(19) (you want to be world class, which is beyond what even a) and a second 20 Wyoming or a New Jersey is, then that's going to have! and a second 21 to be local extension, that's going have to be funded anteritarial – a contribute socialization construction contribution contribution contribution sectors a desp (22) locally. So what it says, to say it a different way, 23) basic education isn't world class. Basic education is 124) basic education.; 25 (Under the current system or under the) (Q.)

www.seadep.com

May 22, 2009

Page 121 (1) (proposed system?) 2 A.` The proposed system, either, both. 3 <u>a de la companya de </u> 'And on one of your electronic postings as' 4 well, I don't need to make it an exhibit, I'll just go) (5 ahead and show you what I'm talking about, you make a 6 comment about, "Quality education for the children of (7 (8 Washington state is not only the state's paramount; duty, but the key investment in our future. As James ~<u>`</u>9 Baldwin said, 'For these are all our children, we will د د محمد د مرسیدهای است. در استان از استان از ا 10 profit by or pay for what they become. "" -- - \* 111 Uh-huh. Α. i na seconda e second ------(12) To you, what relevance is that James 0. . La en la compete a compete a que en la compete de la c 13: Baldwin quote to education and the funding that the . . . state provides for education? 14 \_\_\_\_ 15 Education is the only shared social A. : (16) experience that we have in this country, I think, and and a second (17` it is the way that we pass on the shared values that we 18 have as a culture, and part of that is the way we teach 19 social studies, the part of the values we teach through 20 having kids line up in kindergarten, know how to stand (21) in line patiently. To the extent that we skimp on ارد. م<u>اهما من المحمد المحمد</u> (22) that, I think we skimp on the capabilities of kids that ا الام<u>راسيان الاستيان من الاست</u>انين <u>المراجع محمد المراجع المحمد المراجع محمد المراجع المراجع المحمد المراجع ا</u> 23 we expect to take care of us when we need Social (24) Security. ۰. <u>۲</u> .... (25) Is part of that also then skimping on anan and a same a sa 

## May 22, 2009

Page 122

(1) 'things like the democratic fabric?) 2 Absolutely, uh-huh. A. 3 0. I've noticed on some of these comments to 4 the press there's also comments about how we need to 5 improve education in the state to provide Boeing with 6 skilled workers and that being a top priority. Is 7 there an economic reason for why we will profit or pay 8 by what they become with respect to educating our kids? 9 Α. So the first reason that you have 10 education in my mind is so that kids can be successful 11 and feed themselves, and that means they have to be 12 able to get a job and they have to be able to work, and 13 then you want to get further. You want them to get 14 better jobs and do more valuable work, and then you 15 want them to have fulfilled lives. So yeah, all of 16 that is true. 17 Boeing is a high tech company that is, as 18 we know, pushing aerospace technology further than 19 anyone else in the world is right now with the 787. Ιf 20 we want to keep them here, if we want to have that 21 opportunity for our kids, we have to prepare our kids 22 to be competitive in that industry. Ross is going to 23 say the exact same thing about Microsoft. Skip can say 24 it about Weyerhaeuser. Every company has a need for a 25 workforce.

> SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

May 22, 2009

Page 123 One of my factoids that I use a lot is 1 2 that we have the largest number of engineers in Washington per thousand population of any state in the 3 4 United States and we produce almost at the bottom, I 5 think we're 48th in the number of baccalaureate degrees 6 that are produced in the state per thousand 7 population. That just seems to be backwards to me. (8) (From where you sit, based on your work on) iQ.ì \_\_\_\_\_\_ 19 (the Education Committees and the Basic Ed Task Force, ) (10) do you believe that providing a better educated میں بینے میں جان میں جان کر میں اور میں ہوتا ہوئی کار ہے۔ اور میں جان میں مرکز میں میں اور کی میں میں اور میں ک 11 workforce is important to the state's economy? (12) A. Yes. . 13 If I can ask you to look at another one of Q. 120222 0 902 0 1 14 the exhibits that was marked this morning, fine manie manie i fan de ser state i de ser de (15) Exhibit-371. Could you identify what that is? ender in derenseren der einderen in die 16 A. ) 'It's House Bill 2261. <u>`...</u>/ :17) (Q.) This is the 2261 we were talking about and the same is seen in the set (18 earlier, correct? - 74 1104 (Yes.) (19) Ά. 7 --------- ----20) Could you identify in what ways, if any, Q. : ويسير ألو ماليت 21 you believe that 2261 differs from, for example, Senate ايك « بالله «بالدر منتكر الكرة "على «مكرماتك المراجع مسترة» (مكرة المراجع مسترة» المكتفان 22 Bill 5444? I can rephrase it another way. Are there ·- · 23 any significant differences between 2261 and 5444 in) - ward 24 St 24 your mind? הבקצהבים ביו הי בבבים או הא ...... -----25 This one is only 65 pages long and the A. na <u>Basi p</u>ras - 10 - 12 2.22

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

www.seadep.com

May 22, 2009

Page 124 ..... other one was 111. 11) and a second ------(2) Q.) (You're using a little less paper, killing) (<u>)</u> a few less trees. 4 روی و میکند. استان می محمد در است. روی و میکسید با اینکه می اینکه است. ----------(A.) So the difference between 5444 and 2261 is that 5444 was essentially the whole. It was everything 5 and a second (6) (7) we wanted out of the report, and it ran into a buzz saw and the second of opposition from the WEA specifically. So what we , 8 did was we killed 1410 and 5444, and in the Senate (9) <u>), sandar a secondar a</u> 'because I was so visible in it, we asked Eric Oemig to) الاستكار السياري السلوان الشكري كالمراجعي يكتروني سيرتكان السيانيسيجور والشبيع للأستكر يتل sponsor what we called the title only bill and we spent. 101 · \_ - \_ \_ / and the second 'most of the rest of the session trying to find what we) 11 12 could get support for to be able to get through the Column adama area SI (Q. 32 :13` (legislature.) 41.7 a manager and an a second s 14 Our goal was to be able to get WEA engaged e seren in the the set of the set in the process and have a product that they would be 15 No contra the second second of the second 16 willing to support or at least be neutral about. We ن \_\_` والمستوجب والمتحد والمتحد والمركب المتبور والارتبار والمتراكر الأراد failed at that. They never engaged in that 17: and a second .18` discussion. What happened was that we were able to المراجع المسترك فالمسترك فقيره المتقالة المسترك أسترك المسترار مساري مساريا والمستر bring the rest of the education community along on a 19 1.0 62 20 number of things. and the second 21 An example I gave earlier is probably one and the second states in the second states and the second states and the second states and the second states a 22 of the better ones. Why we didn't actually implement; ار چې د سيدې د سيکې او د کې د د <del>د د د د د</del> د واله کې د سيدې د شيمې د د شيمې کې يې د د مخو د اله د د د و (23) the compensation system the way that we would have; , and the second se 1.1 24 proposed to do was because people pushed back on us and والمتحجير والمتحديث والمتحد والمتحديث والمتحدين والمتحدي والمتحدين والمتحدين والمتحد المتحدي والمتحد والمتحر 25 said you guys haven't thought it through as well as you, 

www.seadep.com

#### May 22, 2009

Page 125 1 2 3 4 5 6 7 8 9 think you have, and we came to the agreement that that in the second was the position that we agreed with them, we thought (and) is the strength 10 M they were right.) -----\_\_\_\_\_ So our approach was to say what are the and and the second s really salient things you need to be able to do to move The second se forward and what we thought was that the most important y a second a second one was to get the agreement that we could have the) prototype school model, because that would provide the and the second secon accountability that was necessary to be able to fully'  $\mathbf{x}_{ij}$ ر <u>المدينة. حجر الحجمية ، من المحمر عالم المحمد ا</u> 10) fund education, at least the way we felt should be funded. 11 · · · <u>· ·</u> -----. . . . . . . . . . . ----12 (Secondly, we felt it was important to make) · · · · · · · · · (13) a clean break and say that we are going down a different path here. This is not the old Doran-based, 141 a lintere e localeere e secondo . . . . funding system.; 15 5.1 Q.) (By the old Doran funding system, do you) 16 and a second and a second s 17) mean the basic education programs such as basic edi and the second s 18 allocation, formulas? [Formulas, yeah.] Α. 19 and the second 20 And so making a number of statements such line ------as the meaningful high school diploma and 24 credits, 21 22 the notion of what we wanted in a compensation system, e en andere a server e server e server a server a server e server e server e server e server e server e server 23 we wanted a new compensation system, that we wanted a -.... Manager and a second 'new licensure system. All of those were important; 24; (25) statements validating the work that was being done by \_\_\_\_/ 2020 2005

#### May 22, 2009

Page 126  $\left( 1 \right)$ the PESB and the State Board of Education, not changing المحكوم ما الاست المحكم المحكمي المحكمي المحكمي المحكمين المحكم المحكم المحكم المحكم المحكم المحكم المحكم الم (2) it, not sending them in a different direction, but and the state of the (3) (essentially giving them support to be able to) (4)accomplish what they were already on the way to 5 accomplishing. Then to augment that with some; 16. additional work around compensation and around the 7.8.6 actual phasing of any implementation. (I just -- I'll tell you the same thing I) a and a second and a second and a second tell most people, it's the greatest legislative (10) accomplishment of my career to be a part of that.) n seizen en den ser seizen er den seizen der 11) Q. ) 'Sitting here today, what do you foresee is ---and the second .12 going to be the outcome of 2261? A.) I think we're going to implement the )<u>-</u> - 2) e a 100 13) , 'n de de antenne antenne antenne a de la de + + . . . recommendations of the Basic Ed Task Force. Will it 14 ۱<u>-</u> : -15 evolve? Yeah, I'm sure it will. 16) Q. [I'm sorry, what?] -----17 Will it evolve? I'm sure it will. I Α. i internet and the state of the second state of the second state of the second state of the second state of the 18 'think you'll see within a couple of years, in two New and the second of the second s - -- / [19] years, in the next biennium, you'll see a budget that the second s 20 is driven by a prototype school model, not by ratios, المراجع والمراجع المستحد والمراجع والمستحد والمستحد والمستحد والمتعاد والمتعاد والمتعاد والمراجع المراجع 21) and I think you will see a phasing plan that will be a and the second 22 lot harder for the legislature to get out of, and in المحمد بأبرال بالمائل شكارة وليت الريبانية واجل محيوات والمتع 23 two ways. One is that the phasing plan will have to فيكردونه مدينة بالمنهورة المستقلا مسوان المتشوين وموجون والمتراك مسوار المرجو 24 say what that number is, maybe not specifically, but in. - -<sup>2</sup> the second state of the se (25) terms of the resources, here's what the class size 

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110 FAX: (206) 622-6236

www.seadep.com

### May 22, 2009

Page 127 . . . . . . . . . . . . . . . . . . (I) should be, and that's going to give people who are 2 interested in education an opportunity to be able to (S) evaluate whether their legislators are implementing the y need and the second secon **,**4<sup>1</sup> values that they have for education. I think that in the second single thing will have more impact than any, 5 - --61 constitutional provision.; 10223 ------7 The next exhibit, I'm sorry, there's one Q. Next exhibit, Exhibit-372, can you identify what 8 more. 9 that is? 10 It looks to me it's like the veto message Α. 11 from the governor. 12 The governor vetoed two sections of 2261, 0. 13 correct? 14 Α. Yes. Do you believe either of those sections 15 0. are significant sections in 2261? 16 17 Well, yes and no. 709 --Α. 18 0. When you say 709? Section 709 was an artifact of the design 19 Α. 20 of the gifted program and the fact that it was modeled 21 after the special education program. To my memory, we 22 never thought very hard about the safety net 23 provisions. It just sort of, it sort of was there. I 24 don't think the safety net provisions are ready for 25 prime time in any event, so losing them is not a bad

SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

May 22, 2009

Page 132 had a deposition this afternoon and whining about it? 1 I'm sure appropriately so. 2 Do you have an understanding about what 3 0. the lawsuit that this deposition is in, what that 4 5 lawsuit is about? 6 Α. Yes. 7 What is that understanding? ο. MR. CLARK: I will caution you that to the 8 9 extent your understanding comes from your conversations with counsel, whether me, Mr. Lovinger or other legal 10 11 counsel, you shouldn't be revealing that, but if your understanding comes from other sources, that's 12 13 discoverable. What I know about it comes from what I 14 Α. 15 learned, essentially briefings that we've had over the 16 last I guess year or so and discussions that I've had 17 with superintendents who are your clients about what the goal is. What I understand it to be is essentially 18 to demonstrate that the current funding didn't meet the 19 20 constitutional test of ample funding. (21)Q. \ Do you believe that the current state al or stand and a straight a straight a straight a 22 funding system amply provides for education under the 10 NOVES 23 constitution? (24) 'MR. CLARK: Object to the form of the \_\_\_\_\_ (25) Clearly calls for a legal conclusion. question. ..... SEATTLE DEPOSITION REPORTERS, LLC

www.seadep.com

Page 133 37 58 HOLE 62 70 (1) (A.) I can't -- you know, that's what you guys and the second are trying to figure out. From my standpoint as a candidate who has run for office, someone who has; served in the legislature, I think my record and what I have on paper tells you that I don't think so. But and the second that's not a constitutional opinion. That's a parent's opinion and a politician's opinion. Enderstand and the constants Q. (Is that a legislator who has served on) n is summer a stranger Education Committees for six, seven -- ) A. \ (10) Nine. ) - -( 11; Nine years and the Basic Ed Task Force? 1Q. 2202 228 12 12 10100 12; Yeah. A. 1 Q. ) 131 [I don't have anything else.] te te este and the second s I think that's why we passed this bill. 14 'A. y a server a 15 "This bill" being 2261?; Q. (16) A. 2261. It's because we believed that, we 17: believed that we need to have a better education system} 18 and that's why we're -- I mean, that's why I've put the time into it that I've put into it. That's why I've 19 الم المسلك المسلح المان المان التي المان المان أسلح المان المسلح المان المسلح المان المسلح المان الم (20) said earlier, of my nine years in the legislative, that \_ @ Å and a second 21 bill is the thing I'll be proudest of when I leave. ار در از <sup>این</sup> و را از است. با بنا با این از این از این از این این میشند. با با با <del>این از این از این از این از ا</del> It's not my bill. It took a lot of people to do it and 22 and the second 123 just to be able to be one of the people who was engaged in a second fight the second 'in doing that, I will be very proud of.) (24) N MARY MANAGER DISTANCE IN A SAMETING M 25 MR. AHEARNE: Thank you very much.

SEATTLE DEPOSITION REPORTERS, LLC (206) 622-6661 \* (800) 657-1110FAX: (2