

Multiple Agency Fiscal Note Summary

Bill Number: 5813 S SB	Title: Math and science education
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Estimated Cash Receipts

Agency Name	2007-09		2009-11		2011-13	
	GF- State	Total	GF- State	Total	GF- State	Total
Total \$						

Local Gov. Courts *						
Local Gov. Other **						
Local Gov. Total						

Estimated Expenditures

Agency Name	2007-09			2009-11			2011-13		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Higher Education Coordinating Board	2.0	381,900	381,900	2.0	321,000	321,000	2.1	334,600	334,600
Superintendent of Public Instruction	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Total	2.0	\$381,900	\$381,900	2.0	\$321,000	\$321,000	2.1	\$334,600	\$334,600

Local Gov. Courts *									
Local Gov. Other **									
Local Gov. Total									

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* See Office of the Administrator for the Courts judicial fiscal note

** See local government fiscal note

FNPID: 16667

Individual State Agency Fiscal Note

Bill Number: 5813 S SB	Title: Math and science education	Agency: 343-Higher Education Coordinating Board
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

FUND					
Total \$					

Estimated Expenditures from:

	FY 2008	FY 2009	2007-09	2009-11	2011-13
FTE Staff Years	2.3	1.6	2.0	2.0	2.1
Fund					
General Fund-State 001-1	249,700	132,200	381,900	321,000	334,600
Total \$	249,700	132,200	381,900	321,000	334,600

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- ☒ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- ☐ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☒ Requires new rule making, complete Part V.

Legislative Contact:	Phone:	Date: 02/23/2007
Agency Preparation: Julie Japhet	Phone: 360-753-7840	Date: 02/26/2007
Agency Approval: Jim Reed	Phone: 360-753-7865	Date: 02/26/2007
OFM Review: Marc Webster	Phone: 360-902-0650	Date: 02/26/2007

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe, by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Several sections of this bill pertain to the Higher Education Coordinating Board. These sections all look to expand the number of math teachers through various Alternative Routes. It adds the retooling for Para-educators pathway, the retooling for math/science for current K-12 teachers, expands the students going through the existing math/science Alternative Route pathway and puts the funds directly with HECB instead of to OSPI-Professional Educator's Standards Board.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

ALTERNATIVE ROUTES TO CERTIFICATION

Program Costs:

Governor's Budget Option:

Utilizing the Governor's Budgeted FTEs for the new Alternative Routes programs and expansion of the existing Alternative Route FTEs, we are estimating 362 FTEs for Year 1 and 447 FTEs for each of the following years. These recipients are tracked for the payment year and the three following years (unless they go into repayment, which extends the tracking years to ten or more years). The maximum recipient tracking level would be reached in year four.

The Governor's budget is outlined below (includes maintenance and policy budgets):

Alternative Certification Routes FY 2008: \$3,269,000 FY 2009: \$4,289,000

Pipeline for Para-Educators FY 2008: \$100,000 FY 2009: \$200,000

Retooling to Teach Math FY 2008: \$244,000 FY 2009: \$244,000

Administrative Costs- Student Financial Assistance Division:

Assumptions:

1. Year 1 would be operated manually while automated system is being developed.

This IT system would produce:

- Automated mailings
- Automated invoicing
- Automated E-mailing
- Fund management reports

2. Year 1 would involve: writing WACs, participating in IT system design and development and making manual payments.

3. Professional Educator Standards Board will select participants and forward participant information in an electronic format.

For Alternative Routes operations purposes we are requesting additional staffing as follows:

Year 1-.5 FTE Program Manager, .25 FTE Program Coordinator (payments/tracking)

Year 2- .25 FTE Program Manager, .75 FTE Program Coordinator

Year 3 -.25 FTE Program Manager, 1 FTE Program Coordinator

Years 4,5 & 6 -.25 FTE Program Manager, 1.25 FTE Program Coordinator (for each of remaining three years).

Note: If the IT system when developed does not provide all assumed function in #1 above, additional staffing will be needed.

NOTE: Conditional scholarship and loan repayment programs require significantly more staff resources proportionately than grant programs (e.g., State Need Grant) administered by our agency. In addition to compiling and reporting on program outcomes, program administration includes, the monitoring of their educational and service obligations, the documentation of eligibility for participation and forgiveness, and (for some recipients) the monitoring of repayment requirements.

We are also requesting an additional \$1,500 per year in contracted purchased services for billing and collection agencies for the students that go into repayment.

Administrative Costs- Information Technology Division:

An automated system would not be available until the beginning of FY 09.

The existing system is custom designed on the mainframe and cannot accommodate new programs and is part of the legacy conversion process that will need to be accelerated with this implementation.

Technical specifications for designing automated system:

1. A batch file of approved applications will need to be processed into the system for award tracking.
2. Awards and payments will be processed.
3. Automated letters and e-mails as needed.
4. Interim reporting is needed for tracking attendance and achievement.
5. Collections will need to be processed for students who drop out or fail.
6. Systems to track the students' employment in specified fields. Again, the collection system needs to be developed to manage Accounts Receivable.

To accommodate this development:

Year 1-. 1 FTE Programmer, .5 FTE IT Analyst

Years 2 thru 6- .5 FTE Programmer

NOTE: The Fiscal Note procedure requires that an estimate of potential costs be prepared for each proposed bill that could have fiscal impact. The estimates of fiscal impact for HECB contained in this fiscal note pertain specifically and solely to this bill. This estimate does not reflect the associated costs of other proposed and related legislation, or the potential economies of scale which may result from their adoption.

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2008	FY 2009	2007-09	2009-11	2011-13
FTE Staff Years	2.3	1.6	2.0	2.0	2.1
A-Salaries and Wages	131,500	70,300	201,800	167,500	176,400
B-Employee Benefits	17,200	9,200	26,400	22,000	23,200
C-Personal Service Contracts	1,500	1,500	3,000	3,000	3,000
E-Goods and Services	85,100	50,000	135,100	122,200	128,800
G-Travel	1,900	1,200	3,100	3,000	3,200
J-Capital Outlays	12,500		12,500	3,300	
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
Total:	\$249,700	\$132,200	\$381,900	\$321,000	\$334,600

III. B - Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part I and Part IIIA*

Job Classification	Salary	FY 2008	FY 2009	2007-09	2009-11	2011-13
IT Analyst	71,000	0.5		0.3		
Program coordinator	35,748	0.3	0.8	0.6	1.2	1.3
Program manager	48,036	0.5	0.3	0.4	0.3	0.3
Programmer	63,000	1.0	0.5	0.8	0.5	0.5
Total FTE's		2.3	1.6	2.0	2.0	2.1

Part IV: Capital Budget Impact

Part V: New Rule Making Required

Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules.

WACs would need to be created for the Alternative Routes to Certification elements of this bill. Policies and Procedures need to be developed for this range of growth.

Individual State Agency Fiscal Note

Bill Number: 5813 S SB	Title: Math and science education	Agency: 350-Supt of Public Instruction
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

FUND					
Total \$					

Estimated Expenditures from:

Non-zero but indeterminate cost. Please see discussion.

The cash receipts and expenditure estimates on this page represent the most likely fiscal impact. Factors impacting the precision of these estimates, and alternate ranges (if appropriate), are explained in Part II.

Check applicable boxes and follow corresponding instructions:

- ☒ If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.
- ☐ If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).
- ☐ Capital budget impact, complete Part IV.
- ☐ Requires new rule making, complete Part V.

Legislative Contact:	Phone:	Date: 02/23/2007
Agency Preparation: Melissa Beard	Phone: (360) 725-6019	Date: 02/26/2007
Agency Approval: Melissa Beard	Phone: (360) 725-6019	Date: 02/26/2007
OFM Review: Denise Graham	Phone: 360-902-0572	Date: 02/26/2007

Part II: Narrative Explanation

II. A - Brief Description Of What The Measure Does That Has Fiscal Impact

Briefly describe, by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.

Section 1: Authorizes a demonstration project as a first step in creating a new professional development program that includes a coach development institute, coaching seminars and coaching in schools. OSPI develops the program based on experiences in federal coaching programs and research. Schools/districts will select coaches based on listed characteristics. Each coach is assigned to two schools and they participate in a development institute and seminars through the school year.

Section 2: Directs the State Board of Education (SBE), in cooperation with OSPI, to complete an independent review process of mathematics and science standards and Essential Academic Learning Requirements (EALRs). The review shall provide findings and recommendations for a number of areas, including EALRs, professional development and international standards. Directs OSPI to identify no more than three mathematics and three science curricula for elementary, middle, junior high and high school that align with the new standards resulting from the independent review. Directs OSPI to review the Washington Assessment of Student Learning (WASL) mathematics and science assessments at grade levels four through ten as appropriate to align assessment content with the new standards and EALRs.

Section 4: Provides a new mechanism and conditional scholarships for paraeducators without an AA degree to become a teacher in math and other shortage areas. The conditional scholarship would pay for paraeducators to attain an AA degree at a community college with a direct transfer agreement math education program. Upon attaining an AA degree, they would be eligible for the Alternative Routes to Certification Program.

Section 5: Develops a new mechanism and conditional scholarships for existing teachers and unemployed elementary education certificate holders to add math or science endorsements.

Section 6: Outlines the conditional scholarship programs for the Alternative Routes to Certification Program, Pipeline for Paraeducators Program and Retooling to Teach Math and Science Program. It also specifies the annual amounts of each type of conditional scholarships and its uses.

II. B - Cash receipts Impact

Briefly describe and quantify the cash receipts impact of the legislation on the responding agency, identifying the cash receipts provisions by section number and when appropriate the detail of the revenue sources. Briefly describe the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explain how workload assumptions translate into estimates. Distinguish between one time and ongoing functions.

No impact to cash receipts.

II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

Section 1: To support the Mathematics and Science Instructional Coach Demonstration Project, OSPI would need 1.0 Professional FTE and 0.3 Support FTE for FY 2008 and 2.0 Professional FTE and 0.6 Support FTE for FY 2009. The cost of OSPI staffing is as follows: FY 2008 \$100,000 (Salaries \$61,800; Benefits \$13,200; Goods/Services \$15,000; and Travel \$10,000) and FY 2009 \$200,000 (Salaries \$135,300; Benefits \$29,700; Goods/Services \$15,000; and Travel \$20,000).

This project is scaleable to funding provided, however, for purposes of this fiscal note, costs are calculated for 25 coaches in FY 2008 and 50 coaches in FY 2009. The cost of the instructional coaches and their training is \$1,547,483 and \$3,521,213 respectively.

Section 2: To conduct an independent review of the mathematics and science standards, the State Board of Education (SBE) will need funding for two meetings with 15 committee members and three national experts hired for ten days of work at a daily rate of \$2,000 for each content area. The total cost mathematics and science for FY 2008 is \$268,000 (Contracts \$240,000; Goods/Services \$8,000; and Travel \$20,000).

OSPI will then begin a process to refine the Essential Academic Learning Requirements (EALRs) and the Grade Level Expectations (GLEs). In addition to following the current process, three national experts will be hired for five days at a daily rate of \$2,000. The total cost for mathematics and science for FY 2008 is \$148,000 (Contracts \$120,000; Goods/Services \$8,000; and Travel \$20,000).

For the duties required in subsection 3, the SBE will need 1.0 Professional FTE. The impact of this subsection on SBE for each fiscal year is as follows: \$108,500 (Salaries \$75,000; Benefits \$13,500; and Goods/Services \$20,000). Total biennial cost to SBE for this section: \$217,000 (Salaries \$150,000; Benefits \$27,000; and Goods/Services \$40,000)

To identify not more than three mathematics based curricula (including diagnostic, end of course assessment options and supplemental materials) for elementary, middle, junior high, and high school that align with the new standards, OSPI will need 2.5 Professional FTEs for research and evaluation of curriculum products (1.0 FTE each for middle and high school levels and 0.5 FTE for elementary school level to identify publishers, review products and develop scoring rubrics, lead teacher reviews, blind review of teacher reviews and collection and scoring of reviews); 0.5 Professional FTE for a process administrator (process integrity, scale and rating data, contracts development and price negotiations); and 0.5 Support FTE (process contracts with reviewers, arrange meetings, publish results on-line). Also included in this process are contracts with teachers (10 teachers per grade band at \$2,500 per contract) and meeting expenses (Eight teachers per grade band at three meetings each). The total cost each fiscal year for mathematics is as follows: \$452,908 (Salaries \$260,500; Benefits \$52,792; Goods/Services/Travel \$64,616; Contracts \$75,000).

To identify not more than three science based curricula (including diagnostic, end of course assessment options and supplemental materials) for elementary, middle, junior high, and high school that align with the new standards, OSPI will need 3.0 Professional FTEs for research and evaluation of curriculum products (1.0 FTE each for elementary, middle and high school levels to identify publishers, review products and develop scoring rubrics, lead teacher reviews, blind review of teacher reviews and collection and scoring of reviews); 1.0 Professional FTE for a process administrator (process integrity, scale and rating data, contracts development and price negotiations); and 0.5 Support FTE (process contracts with reviewers, arrange meetings, publish results on-line). Also included in this process are contracts with teachers (20 teachers per grade band at \$2,500 per contract) and meeting expenses (Ten teachers per grade band at three meetings each). The total fiscal year cost for science is as follows: \$676,671 (Salaries \$355,500; Benefits \$65,792; Goods/Services/Travel \$64,616; Contracts \$190,763).

To begin the process of revising the Washington assessment of student learning (WASL) mathematics and science assessments at grade levels four through ten, as appropriate, to align assessment content with the new standards and the essential academic learning requirements resulting from the independent reviews, it will be necessary to review the item bank for mathematics and science. Each item will be reviewed to determine if it is consistent with new standards. Items may be able to remain in the item bank, some items will be replaced. As background, item development occurs annually because items are used on operational test two to three times and are then retired. It takes 18 to 24 months to create and pilot items before items are operational. For this fiscal note, we have assumed that during the full item bank review, one-third of the items that are already created are no longer usable due to the revised standards and must be replaced. Mathematics item writing is more expensive than science. Science item writing includes developing a scenario with multiple questions whereas math items must be individually developed.

Item development to replace one-third of the current item bank: OSPI staff is responsible for coordinating item development by teachers (contracting, organizing, and training teachers as item writers) so an additional 3.0 Professional FTEs would be needed per content area. Total impact on OSPI per fiscal year is as follows: \$332,118 (Salaries \$216,000; Benefits \$41,118; Goods/Services \$45,000; and Travel \$30,000). Total biennial cost to OSPI \$664,236 (Salaries \$432,000; Benefits \$82,236; Goods/Services \$90,000; and Travel \$60,000).

Contracted publishing and scoring of the math and science WASL pilot items cost as follows: For item and materials development and data analysis, and scoring of pilot items for all grades, one-third of the items being replaced in addition to the items continually being developed is estimated to be \$723,722 for math and \$398,720 for science; \$1,122,442 in FY 2008 for both content areas. In FY 2009, scoring of the pilot items will occur, increasing the cost over FY 2008 levels. Therefore in FY 2009, math will cost \$1,117,631 and science will cost \$499,045; for a total \$1,616,676. The FY 2009 cost will continue in FY 2010. If more than one-third of the items need to be replaced, the cost will continue in 2011 or until the item bank is repopulated because there is a limit to the number of items that can be successfully piloted in one year.

Section 4: The Professional Educators Standards Board (PESB) expects 25 candidates to take advantage of this conditional scholarship program each year at a cost of \$4,000 per person per year. It is assumed that candidates will complete the requirements in two years. The cost for FY 2008 is \$100,000 and the cost for FY 2009 is \$200,000 for a total biennial cost of \$300,000.

Section 5: PESB expects 162 candidates to take advantage of this conditional scholarship program each year at a cost of \$3,000 per person. It is assumed that candidates will complete the requirements in one year or less. The cost for each fiscal year is \$244,000 for a total biennial cost of \$488,000.

Section 6: In order to select individuals to receive these various conditional scholarships, PESB will need 1.0 Professional FTE and all normal operating expenses at a cost of \$94,000 for FY 2008 and \$89,000 for FY 2009.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

Part V: New Rule Making Required

Identify provisions of the measure that require the agency to adopt new administrative rules or repeal/revise existing rules.