

Multiple Agency Fiscal Note Summary

Bill Number: 6375 SB	Title: Math performance incentives
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Estimated Cash Receipts

NONE

Estimated Expenditures

Agency Name	2011-13			2013-15			2015-17		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Superintendent of Public Instruction	.2	38,000	38,000	.1	4,616,000	4,616,000	.1	4,616,000	4,616,000
Community and Technical College System	.0	0	0	.0	0	0	.0	0	0
School District Fiscal Note - SPI	Fiscal note not available								
Total	0.2	\$38,000	\$38,000	0.1	\$4,616,000	\$4,616,000	0.1	\$4,616,000	\$4,616,000

Estimated Capital Budget Impact

NONE

Due to an IT glitch, the school district note can be found at the back of the OSPI fiscal note. Please disregard the message that the “school district note is unavailable.”

Prepared by: Paula Moore, OFM	Phone: (360) 902-0540	Date Published: Preliminary 1/26/2012
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* See Office of the Administrator for the Courts judicial fiscal note

** See local government fiscal note

FNPID 31065

FNS029 Multi Agency rollup

Individual State Agency Fiscal Note

Bill Number: 6375 SB	Title: Math performance incentives	Agency: 350-Supt of Public Instruction
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Part I: Estimates

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No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Expenditures from:

	FY 2012	FY 2013	2011-13	2013-15	2015-17
FTE Staff Years	0.0	0.3	0.2	0.1	0.1
Account					
General Fund-State 001-1	0	38,000	38,000	4,616,000	4,616,000
Total \$	0	38,000	38,000	4,616,000	4,616,000

Estimated Capital Budget Impact:

NONE

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:

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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.

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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: Lidia Mori	Phone: (360)786-7755	Date: 01/23/2012
Agency Preparation: Shawn Lewis	Phone: (360) 725-6292	Date: 01/26/2012
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 01/26/2012
OFM Review: Paula Moore	Phone: (360) 902-0540	Date: 01/26/2012

Request # SB 6375-2

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 2

The math performance incentive program is created. OSPI would be required to work with stakeholders to complete the design of the program and report on the design by August 31, 2012.

Baseline data would be collected from districts by January 31, 2013. This data would primarily be reported through the existing student records system.

OSPI would report the baseline data and the improvements in performance on the OSPI report card.

OSPI would be required to meet annually with education partners to review the performance indicators as necessary.

Section 3

Subject to the availability of funds appropriated, the superintendent shall provide monetary awards to school districts that demonstrate improvement. Awards would be no less than five thousand dollars and would be prioritized such that the school districts that demonstrate the largest improvement receive an award.

Funding provided is not considered basic education.

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.

Section 2

The math performance incentive program is created. OSPI would be required to work with stakeholders to complete the design of the program and report on the design by August 31, 2012. We assume it would require a WMS Band 2 employee approximately 400 hours to develop the program, draft rules, develop materials, and create a report for the Quality Education Council and the Legislature. This amounts to \$23,000 in FY13.

Baseline data would be collected from districts by January 31, 2013. This data would primarily be reported through the existing student records system. We assume it would require 160 hours of ITS 5 time in the initial year and 80 hours of ITS 5 time thereafter to collect and report data to districts. The costs are estimated at \$10,000 in FY13 and \$5,000

each year thereafter.

OSPI would report the baseline data and the improvements in performance on the OSPI report card. We assume it would require 80 hours of Information Technology Specialist 5 time in the initial year and 48 hours each years thereafter to incorporate the data in the OSPI online report card. The costs are \$5,000 in FY13 and \$3,000 each year thereafter.

OSPI would be required to meet annually with education partners to review the performance indicators as necessary. This time would be absorbed by OSPI

Section 3

Subject to the availability of funds appropriated, the superintendent shall provide monetary awards to school districts that demonstrate improvement. Awards would be no less than five thousand dollars and would be prioritized such that the school districts that demonstrate the largest improvement receive an award. While this would be subject of appropriated funds, for purpose of this fiscal note, OSPI assumes that \$2,300,000 of state grants for the program beginning in FY2014 and thereafter. This would provide an average \$10,000 grant award to 33% of the high schools. This assumes that 33% of the high schools would improve in the performance criteria and that the awards range from \$5,000 to \$20,000 per school.

Funding provided is not considered basic education.

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2012	FY 2013	2011-13	2013-15	2015-17
FTE Staff Years		0.3	0.2	0.1	0.1
A-Salaries and Wages		25,709	25,709	11,046	11,046
B-Employee Benefits		12,291	12,291	4,954	4,954
C-Personal Service Contracts					
E-Goods and Services					
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services				4,600,000	4,600,000
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$0	\$38,000	\$38,000	\$4,616,000	\$4,616,000

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 2012	FY 2013	2011-13	2013-15	2015-17
Information Technology Specialist 5	78,900		0.1	0.1	0.1	0.1
WMS Band 2	77,259		0.2	0.1		
Total FTE's	156,159		0.3	0.2	0.1	0.1

Part IV: Capital Budget Impact

NONE

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.

Section 2: OSPI would adopt rules to implement the math performance incentive program once design was reviewed by fiscal committees in the 2012-13 school year.

Individual State Agency Fiscal Note

Bill Number: 6375 SB	Title: Math performance incentives	Agency: SDF-School District Fiscal Note - SPI
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Part I: Estimates

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No Fiscal Impact

Estimated Cash Receipts to:

ACCOUNT	FY 2012	FY 2013	2011-13	2013-15	2015-17
Local School District-Private/Local NEW-7				4,600,000	4,600,000
Total \$				4,600,000	4,600,000

Estimated Expenditures from:

	FY 2012	FY 2013	2011-13	2013-15	2015-17
Account					
Local School District-Private/Local NEW-7	0	0	0	4,600,000	4,600,000
Total \$	0	0	0	4,600,000	4,600,000

Estimated Capital Budget Impact:

NONE

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:

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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: Lidia Mori	Phone: (360)786-7755	Date: 01/23/2012
Agency Preparation: Shawn Lewis	Phone: 360 725-6292	Date: 01/25/2012
Agency Approval: Shawn Lewis	Phone: 360 725-6292	Date: 01/25/2012
OFM Review: Paula Moore	Phone: (360) 902-0540	Date: 01/26/2012

Request # SB 6375-1

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 2

Baseline data would be collected from districts by January 31, 2013. This data would primarily be reported through the existing student records system.

Section 3

Subject to the availability of funds appropriated, the superintendent shall provide monetary awards to school districts that demonstrate improvement. Awards would be no less than five thousand dollars and would be prioritized such that the school districts that demonstrate the largest improvement receive an award.

Funding provided is not considered basic education.

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.

Section 2

Baseline data would be collected from districts by January 31, 2013. This data would primarily be reported through the existing student records system. There may be some additional time required for reporting data, but it is anticipated that most data for the performance incentive program is already collected through the existing student records system.

Section 3

Subject to the availability of funds appropriated, the superintendent shall provide monetary awards to school districts that demonstrate improvement. Awards would be no less than five thousand dollars and would be prioritized such that the school districts that demonstrate the largest improvement receive an award. The expenditure impact is indeterminate. Districts may reallocated existing resources or spend some additional resources to improve performance in math. In addition, the incentive award which is assumed in the OSPI fiscal note to be \$2,300,000 statewide beginning in FY2014, must be spent to implement new and innovative courses in their schools to improve and expand math learning opportunities. We assume the vast majority of these costs will be for educator salaries, but it could be used for instructional materials or other math program needs.

Funding provided is not considered basic education.

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2012	FY 2013	2011-13	2013-15	2015-17
FTE Staff Years					
A-Salaries and Wages				4,600,000	4,600,000
B-Employee Benefits					
C-Personal Service Contracts					
E-Goods and Services					
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$0	\$0	\$0	\$4,600,000	\$4,600,000

Part IV: Capital Budget Impact

NONE

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.

Request # SB 6375-1

Individual State Agency Fiscal Note

Bill Number: 6375 SB	Title: Math performance incentives	Agency: 699-Community/Technical College System
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Part I: Estimates

☒

No Fiscal Impact

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: Lidia Mori	Phone: (360)786-7755	Date: 01/23/2012
Agency Preparation: Arnel Blancas	Phone: 360-704-4384	Date: 01/25/2012
Agency Approval: Nick Lutes	Phone: (360) 704-1023	Date: 01/25/2012
OFM Review: Marc Webster	Phone: 360-902-0650	Date: 01/26/2012

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 2 requires the State Board for Community and Technical Colleges (SBCTC) to provide assistance to the Superintendent of Public Instruction in creating a math performance incentive program. The SBCTC will also assist the Washington State Institute for Public Policy in reviewing the data collected relating to the incentive program.

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.

State Board staff has already met with OSPI staff to provide feedback on a potential incentive program. It is assumed that future participation would not require significant time commitments and could be completed by current State Board staff.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

NONE

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.