

# Multiple Agency Fiscal Note Summary

|                               |  |
|-------------------------------|--|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math |
|-------------------------------|--|

## Estimated Cash Receipts

NONE

## Estimated Expenditures

| Agency Name                            | 2013-15  |                  |                  | 2015-17    |                  |                  | 2017-19    |                  |                  |
|--|--|------------------|------------------|------------|------------------|------------------|------------|------------------|------------------|
|  | FTEs   | GF-State         | Total            | FTEs       | GF-State         | Total            | FTEs       | GF-State         | Total            |
| Office of the Governor                 | 1.0  | 251,968          | 251,968          | 1.0        | 244,968          | 244,968          | 1.0        | 244,968          | 244,968          |
| Office of Financial Management         | Non-zero but indeterminate cost and/or savings. Please see discussion. |                  |                  |            |                  |                  |            |                  |                  |
| Student Achievement Council            | Fiscal note not available  |                  |                  |            |                  |                  |            |                  |                  |
| Superintendent of Public Instruction   | 1.0  | 253,000          | 253,000          | 1.0        | 248,000          | 248,000          | 1.0        | 248,000          | 248,000          |
| Department of Early Learning           | .0   | 0                | 0                | .0         | 0                | 0                | .0         | 0                | 0                |
| Employment Security Department         | .6   | 0                | 86,000           | .0         | 0                | 0                | .0         | 0                | 0                |
| Community and Technical College System | .0   | 0                | 0                | .0         | 0                | 0                | .0         | 0                | 0                |
| <b>Total</b>                           | <b>2.6</b>   | <b>\$504,968</b> | <b>\$590,968</b> | <b>2.0</b> | <b>\$492,968</b> | <b>\$492,968</b> | <b>2.0</b> | <b>\$492,968</b> | <b>\$492,968</b> |

## Estimated Capital Budget Impact

NONE

|                                      |                                 |   |
|--------------------------------------|---------------------------------|---|
| <b>Prepared by:</b> Paula Moore, OFM | <b>Phone:</b><br>(360) 902-0540 | <b>Date Published:</b><br>Preliminary 3/19/2013 |
|--------------------------------------|---------------------------------|---|

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

\*\* See local government fiscal note

FNPID 35215

FNS029 Multi Agency rollup

# Individual State Agency Fiscal Note

|                               |  |   |
|-------------------------------|--|---|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math | <b>Agency:</b> 075-Office of the Governor |
|-------------------------------|--|---|

## Part I: Estimates

☐ No Fiscal Impact

### Estimated Cash Receipts to:

NONE

### Estimated Expenditures from:

|                          | FY 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|--------------------------|---------|---------|---------|---------|---------|
| FTE Staff Years          | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |
| <b>Account</b>           |         |         |         |         |         |
| General Fund-State 001-1 | 129,484 | 122,484 | 251,968 | 244,968 | 244,968 |
| <b>Total \$</b>          | 129,484 | 122,484 | 251,968 | 244,968 | 244,968 |

### 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:

- ☒ 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: 03/14/2013 |
| Agency Preparation: Stephanie Lidren | Phone: 360-902-3056   | Date: 03/14/2013 |
| Agency Approval: Aaron Butcher       | Phone: 360-902-0406   | Date: 03/14/2013 |
| OFM Review: Tristan Wise             | Phone: (360) 902-0538 | Date: 03/14/2013 |

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## 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.*

The difference between SSB 5755 and the original 5755 is the description of the STEM educators in Section 2(2).

Sec. 2. (1) The STEM education innovation alliance is established to advise the governor and to provide vision, guidance, assistance, and advice to support the initiatives under this chapter, as well as other current or proposed programs and initiatives across the spectrum of early learning through postsecondary education, that are intended to increase learning opportunities and improve educational outcomes in STEM. (2) The governor's office, in consultation with the superintendent of public instruction, shall invite representatives of STEM businesses, business and labor organizations with expertise in STEM fields, one or more nonprofit organizations with a mission to enhance STEM education from early learning through postsecondary education, school districts and institutions of higher education that have demonstrated leadership and innovation in STEM education, and one elementary school grade level STEM educator, one middle school grade STEM educator, and one high school grade level STEM educator to participate in the alliance. Representatives from the governor's office, the office of the superintendent of public instruction, and other state education agencies shall also participate as members of the alliance. (3) The STEM education innovation alliance shall initiate its work by aligning and combining previous STEM education strategic plans into a single, cohesive, and comprehensive STEM framework for action and accountability. The framework must concentrate on a limited number of selected and specific measures that are meaningful indicators of progress in increasing STEM learning opportunities and in achieving the intended longer-term outcomes of such efforts. The framework must use measures that are quantifiable and based on data that are regularly and reliably collected statewide. (4) Staff support for the STEM education innovation alliance shall be provided by the governor's office and the office of financial management, with support from the office of the superintendent of public instruction and other state education agencies as necessary.

### 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.*

Sec. 2. (1) requires coordination through the Governor's Office. It is assumed 1 FTE at \$75,000/year plus benefits and associated goods and services for an FTE.

## Part III: Expenditure Detail

### III. A - Expenditures by Object Or Purpose

|                                      | FY 2014   | FY 2015   | 2013-15   | 2015-17   | 2017-19   |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| FTE Staff Years                      | 1.0       | 1.0       | 1.0       | 1.0       | 1.0       |
| A-Salaries and Wages                 | 75,000    | 75,000    | 150,000   | 150,000   | 150,000   |
| B-Employee Benefits                  | 21,084    | 21,084    | 42,168    | 42,168    | 42,168    |
| C-Professional Service Contracts     |           |           |           |           |           |
| E-Goods and Other Services           | 24,000    | 24,000    | 48,000    | 48,000    | 48,000    |
| G-Travel                             | 2,400     | 2,400     | 4,800     | 4,800     | 4,800     |
| J-Capital Outlays                    | 7,000     |           | 7,000     |           |           |
| M-Inter Agency/Fund Transfers        |           |           |           |           |           |
| N-Grants, Benefits & Client Services |           |           |           |           |           |
| P-Debt Service                       |           |           |           |           |           |
| S-Interagency Reimbursements         |           |           |           |           |           |
| T-Intra-Agency Reimbursements        |           |           |           |           |           |
| 9-                                   |           |           |           |           |           |
| <b>Total:</b>                        | \$129,484 | \$122,484 | \$251,968 | \$244,968 | \$244,968 |

### 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 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|--------------------|--------|---------|---------|---------|---------|---------|
| Policy Analyst     | 75,000 | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |
| <b>Total FTE's</b> | 75,000 | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |

## 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.*

# Individual State Agency Fiscal Note

|                               |  |   |
|-------------------------------|--|---|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math | <b>Agency:</b> 105-Office of Financial Management |
|-------------------------------|--|---|

## Part I: Estimates

☐

No Fiscal Impact

### Estimated Cash Receipts to:

NONE

### Estimated Expenditures from:

Non-zero but indeterminate cost. Please see discussion.

### 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:

☒

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: 03/14/2013 |
| Agency Preparation: Stephanie Lidren | Phone: 360-902-3056   | Date: 03/14/2013 |
| Agency Approval: Aaron Butcher       | Phone: 360-902-0406   | Date: 03/14/2013 |
| OFM Review: Tristan Wise             | Phone: (360) 902-0538 | Date: 03/14/2013 |

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## 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.*

Sec. 2. (1) The STEM education innovation alliance is established to advise the governor and to provide vision, guidance, assistance, and advice to support the initiatives under this chapter, as well as other current or proposed programs and initiatives across the spectrum of early learning through postsecondary education, that are intended to increase learning opportunities and improve educational outcomes in STEM.

(4) Staff support for the STEM education innovation alliance shall be provided by the governor's office and the office of financial management, with support from the office of the superintendent of public instruction and other state education agencies as necessary.

Sec. 3. (1) The STEM education innovation alliance shall develop a STEM education report card, based on the STEM framework for action and accountability, to monitor progress in increasing learning opportunities and improving educational outcomes in STEM.

Sec. 4. (1) To the extent funds are appropriated specifically for this purpose, the office of financial management shall contract with a statewide nonprofit organization with expertise in promoting and supporting STEM education from early learning through postsecondary education. The purpose of the contract is to identify, test, and develop scalable, cost-effective, and evidence-based approaches for increasing learning opportunities and improving educational outcomes in STEM that are aligned with the STEM framework for action and accountability. The activities to be conducted under the contract shall be as provided in this section, with specific performance expectations negotiated between the office of the governor, the office of financial management, and the selected organization.

### 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.*

It is estimated one .5 FTE, Senior Forecast Analyst is needed to accomplish the requirements of Sections 2 and 3. The salary, benefits and miscellaneous goods and services for FY 2014 are \$76,364 and \$72,864 every year after.

Section 4 (1) states "to the extent funds are appropriated specifically for this purpose, the office of financial management shall contract with a statewide nonprofit organization with expertise in promoting and supporting STEM education from early learning through postsecondary education. The purpose of the contract is to identify, test, and develop scalable, cost-effective, and evidence-based approaches for increasing learning opportunities and improving educational outcomes in STEM that are aligned with the STEM framework for action and accountability. The activities to be conducted under the contract shall be as provided in this section, with specific performance expectations negotiated between the office of

the governor, the office of financial management, and the selected organization." The cost of implementing this section is indeterminate, subject to appropriation.

### **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.*

# Individual State Agency Fiscal Note

|                               |  |   |
|-------------------------------|--|---|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math | <b>Agency:</b> 350-Supt of Public Instruction |
|-------------------------------|--|---|

## Part I: Estimates

☐

No Fiscal Impact

### Estimated Cash Receipts to:

NONE

### Estimated Expenditures from:

|                          | FY 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|--------------------------|---------|---------|---------|---------|---------|
| FTE Staff Years          | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |
| <b>Account</b>           |         |         |         |         |         |
| General Fund-State 001-1 | 129,000 | 124,000 | 253,000 | 248,000 | 248,000 |
| <b>Total \$</b>          | 129,000 | 124,000 | 253,000 | 248,000 | 248,000 |

### 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:

☒

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: 03/14/2013 |
| Agency Preparation: Lorrell Noahr | Phone: (360) 725-6177 | Date: 03/19/2013 |
| Agency Approval: JoLynn Berge     | Phone: 360 725-6292   | Date: 03/19/2013 |
| OFM Review: Paula Moore           | Phone: (360) 902-0540 | Date: 03/19/2013 |

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## 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.*

#### New Section 2 - STEM Innovation Alliance

Creates the STEM Innovation Alliance to advise the Governor. A representative of OSPI shall be part of the alliance. One STEM educator from the each the elementary, middle and high school levels shall participate in the alliance.

#### New Section 3 - STEM Education Report Card

The alliance is to develop a STEM education report card, based on the STEM framework for action and accountability to monitor progress in increasing learning opportunities and improving educational outcomes in STEM. Subsection 4 requires education agencies to annually report on how their policies, activities, and expenditures of public resources align with and support the STEM framework for action and accountability.

#### New Section 5 - Interdisciplinary Instruction and Project Based Learning

OSPI, in consultation with the STEM Innovation Alliance, must identify and disseminate resources and materials to elementary, middle, and high schools that are intended to encourage and increase interdisciplinary instruction and project-based learning in STEM. The section also requires OSPI to identify interdisciplinary STEM instructional modules appropriate for different grade levels; identify project-based learning models appropriate for different grade levels; make information available for teachers to incorporate into their classroom instruction; disseminate information and research on best practices in interdisciplinary instruction and project-based learning in STEM.

#### Section 7 - Quality Education Council

The QEC must identify strategies to increase learning opportunities in science, technology, engineering, and mathematics that are aligned with the STEM framework for action and accountability developed under section 2 of this bill.

Changes from prior fiscal note:

STEM educators added as participants to the alliance.

### 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.*

None.

### 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.*

OSPI assumes the need for 1.0 FTE program supervisor in Science and Engineering. This person will provide expertise in the fields of Science and Engineering, as well as, become the point person to work with the task force and for activities identified in section 5 of this bill. OSPI will use existing teaching & learning and CTE staff to provide additional support for this effort. OSPI will make available the learning models to school districts through existing systems. OSPI estimates

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the costs for this staff person at \$129,000 for FY 2015 and 124,000 each fiscal year thereafter.

OSPI assumes the cost of substitute reimbursement for the three teachers will be identified in the fiscal note for OFM/the Governor's Office.

OSPI assumes the Quality Education Council will absorb this task into their work plan. No additional costs are estimated for this effort.

### Part III: Expenditure Detail

#### III. A - Expenditures by Object Or Purpose

|                                      | FY 2014   | FY 2015   | 2013-15   | 2015-17   | 2017-19   |
|--------------------------------------|-----------|-----------|-----------|-----------|-----------|
| FTE Staff Years                      | 1.0       | 1.0       | 1.0       | 1.0       | 1.0       |
| A-Salaries and Wages                 | 77,259    | 77,259    | 154,518   | 154,518   | 154,518   |
| B-Employee Benefits                  | 34,971    | 34,971    | 69,942    | 69,942    | 69,942    |
| C-Professional Service Contracts     |           |           |           |           |           |
| E-Goods and Other Services           | 5,885     | 5,885     | 11,770    | 11,770    | 11,770    |
| G-Travel                             | 5,885     | 5,885     | 11,770    | 11,770    | 11,770    |
| J-Capital Outlays                    | 5,000     |           | 5,000     |           |           |
| M-Inter Agency/Fund Transfers        |           |           |           |           |           |
| N-Grants, Benefits & Client Services |           |           |           |           |           |
| P-Debt Service                       |           |           |           |           |           |
| S-Interagency Reimbursements         |           |           |           |           |           |
| T-Intra-Agency Reimbursements        |           |           |           |           |           |
| 9-                                   |           |           |           |           |           |
| <b>Total:</b>                        | \$129,000 | \$124,000 | \$253,000 | \$248,000 | \$248,000 |

#### 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 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|--------------------|--------|---------|---------|---------|---------|---------|
| WMS Band 2         | 77,259 | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |
| <b>Total FTE's</b> | 77,259 | 1.0     | 1.0     | 1.0     | 1.0     | 1.0     |

### 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.*

# Individual State Agency Fiscal Note

|                               |  |   |
|-------------------------------|--|---|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math | <b>Agency:</b> 357-Department of Early Learning |
|-------------------------------|--|---|

## 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:          | Phone:                | Date: 03/14/2013 |
| Agency Preparation: John Rich | Phone: 360 725-4513   | Date: 03/15/2013 |
| Agency Approval: John Rich    | Phone: 360 725-4513   | Date: 03/15/2013 |
| OFM Review: Kate Davis        | Phone: (360) 902-0570 | Date: 03/18/2013 |

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## 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.*

Comparison of 5755 SSB to 5755 SB: No changes with respect to Department of Early Learning (DEL) fiscal impact.

Description of 5755 SSB:

Section 2 would create the Science, Technology, Engineering and Math (STEM) Education Innovation Alliance to advise the Governor on supporting increased learning opportunities and improve educational outcomes in STEM. DEL would participate as a member of the alliance. It is assumed the DEL director or delegate would participate as DEL's representative on the alliance.

Section 3 would require DEL to provide annual reporting on how policies, activities and expenditures of public resources align with and support the STEM framework for action and accountability. This reporting would be focused on programs and initiatives specifically identified in law or budget proviso as related to STEM education.

Section 4 would require the Office of Financial Management (OFM), subject to funding for this purpose, to contract with a statewide nonprofit experienced in promoting and supporting STEM education from early learning through postsecondary education to identify, test and develop scalable, cost-effective, and evidence-based approaches for increasing learning opportunities and improving educational outcomes in STEM. Among the contractor's duties would be creating opportunities to extend STEM into early learning programs.

### 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.*

None.

### 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 has no fiscal impact. It is assumed the DEL director or delegate would participate in the STEM Education Innovation Alliance as part of their existing work.

Section 3: DEL already collects and reports on child outcome data related to several of its programs and initiatives, including the Early Childhood Education and Assistance Program (ECEAP) and the Early Support for Infants and Toddlers program (ESIT). The agency also reports annually on progress implementing the state's 10-year Early Learning Plan. DEL also collects early learning work force data through our state professional development registry, and data on quality improvement efforts in early learning programs through Early Achievers, our quality rating and improvement system. Any relevant STEM reporting can be done within existing staff resources as part of our ongoing data collection and reporting, so this has no incremental fiscal impact.

Section 4: It is assumed that DEL staff would support the contractor's planning efforts and help disseminate resulting products to early learning programs. It is assumed that DEL would not incur costs in creating or printing products, resources or curricula. It is assumed the OFM-contracted entity listed in this section would develop and disseminate the STEM materials.

DEL can provide input, data and support to OFM and its contractor within existing staff resources, so this has no incremental fiscal impact.

### **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.*

There is potential for rule making if any STEM resources are required to be used in DEL programs in the future. This could be achieved within the existing DEL rulemaking resources. RCW 43.215.070(2)(c) private-public partnership currently states, "The rule-making authority does not include any authority to set mandatory curriculum or establish what must be taught in child day care centers or by family day care providers."

# Individual State Agency Fiscal Note

|                               |  |   |
|-------------------------------|--|---|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math | <b>Agency:</b> 540-Employment Security Department |
|-------------------------------|--|---|

## Part I: Estimates

☐

No Fiscal Impact

### Estimated Cash Receipts to:

NONE

### Estimated Expenditures from:

|                            | FY 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|----------------------------|---------|---------|---------|---------|---------|
| FTE Staff Years            | 0.6     | 0.6     | 0.6     | 0.0     | 0.0     |
| <b>Account</b>             |         |         |         |         |         |
| Administrative Contingency | 43,000  | 43,000  | 86,000  | 0       | 0       |
| Account-State 120-1        |         |         |         |         |         |
| <b>Total \$</b>            | 43,000  | 43,000  | 86,000  | 0       | 0       |

### 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:

☐

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: 03/14/2013 |
| Agency Preparation: Martin McMurry | Phone: 360-902-9420   | Date: 03/15/2013 |
| Agency Approval: Randi Warick      | Phone: 360-902-9423   | Date: 03/15/2013 |
| OFM Review: Carl Yanagida          | Phone: (360) 902-0553 | Date: 03/18/2013 |

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## 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.*

#### SUBSTITUTE LEGSILATION

Educators are included in the science, technology, engineering and mathematics (STEM) Innovation Alliance.

#### ORIGINAL LEGISLATION

SB 5755 seeks to increase learning opportunities and improve outcomes in STEM focused educational outcomes through a statewide framework.

STEM is defined. The STEM innovation alliance is established to increase learning opportunities and improve outcomes in STEM focused educational outcomes through a statewide framework. Section 3 requires the development of a STEM education Report Card based on the STEM innovation alliance framework. The Department would be required to create an annual report on current and projected job openings in STEM related fields and submit information thereof to the Education Research Data Center (ERDC) for inclusion in the Report Card. Requires submittal of the Report Card by January 10, 2014 and each January thereafter.

SB 5755 requires education agencies to encourage interdisciplinary instruction and project based learning in stem. Certain education agencies must align strategies.

### 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.*

None.

### 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.*

#### ORIGINAL AND SUBSTITUTE BILLS:

Section 3(5).The Department's Labor Market and Economic Analysis Branch (LMEA) conduct annual surveys on industry job vacancies and produce other labor market data. The Department has existing data sharing agreements with the ERDC and the Office of Financial Management. Annual data and information produced from the job vacancy surveys can be submitted to the ERDC within these existing agreements.

STEM industry NAICS codes (North American industry classification system) and SOC (standard occupation code) identification is established in the Department's normal LMEA research operations, however, a specific STEM module would need to be added to existing job vacancy surveys. Questions around what industries project in terms of job

vacancies would also need to be added and analyzed. Preparation and planning for report submittal to the ERDC would be required. This work effort is marginal (1,271 hours, 0.62 FTE) and is a part of normal LMEA research development operations:

- 1,127 hours of a Data Compiler 2; data compilation.
- 20 hours of an Economic Analyst 2; Report writing
- 84 hours of an Economic Analyst 3; Data analysis.
- 20 hours of a Research Analyst 3; preparation of data tables.
- 20 hours of a Graphics Designer Senior; report graphics for annual report.

SSB 5755 is also silent on identifying specific STEM industries and occupations.

|                                |         |         |
|--------------------------------|---------|---------|
| Indirect administrative costs: | FY 2014 | FY 2015 |
| Indirect costs                 | \$6,268 | \$6,268 |

### Part III: Expenditure Detail

#### III. A - Expenditures by Object Or Purpose

|                                      | FY 2014  | FY 2015  | 2013-15  | 2015-17 | 2017-19 |
|--------------------------------------|----------|----------|----------|---------|---------|
| FTE Staff Years                      | 0.6      | 0.6      | 0.6      |         |         |
| A-Salaries and Wages                 | 26,000   | 26,000   | 52,000   |         |         |
| B-Employee Benefits                  | 8,000    | 8,000    | 16,000   |         |         |
| C-Professional Service Contracts     |          |          |          |         |         |
| E-Goods and Other Services           | 9,000    | 9,000    | 18,000   |         |         |
| 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-                                   |          |          |          |         |         |
| <b>Total:</b>                        | \$43,000 | \$43,000 | \$86,000 | \$0     | \$0     |

#### 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 2014 | FY 2015 | 2013-15 | 2015-17 | 2017-19 |
|--------------------------|---------|---------|---------|---------|---------|---------|
| Data Compiler 2          | 35,893  | 0.5     | 0.5     | 0.5     |         |         |
| Economic Analyst 2       | 60,707  | 0.0     | 0.0     | 0.0     |         |         |
| Economic Analyst 3       | 69,698  | 0.0     | 0.0     | 0.0     |         |         |
| Graphics Designer Senior | 49,329  | 0.0     | 0.0     | 0.0     |         |         |
| Research Analyst 3       | 50,528  | 0.0     | 0.0     | 0.0     |         |         |
| <b>Total FTE's</b>       | 266,155 | 0.6     | 0.6     | 0.6     |         | 0.0     |

### 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.*

N/A

# Individual State Agency Fiscal Note

|                               |  |   |
|-------------------------------|--|---|
| <b>Bill Number:</b> 5755 S SB | <b>Title:</b> Sci, tech, engineering, math | <b>Agency:</b> 699-Community/Technical College System |
|-------------------------------|--|---|

## 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:              | Phone:                | Date: 03/14/2013 |
| Agency Preparation: Arnel Blancas | Phone: 360-704-4384   | Date: 03/14/2013 |
| Agency Approval: Nick Lutes       | Phone: (360) 704-1023 | Date: 03/14/2013 |
| OFM Review: Marc Webster          | Phone: 360-902-0650   | Date: 03/14/2013 |

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## 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 representatives from institutions of higher education and state education agencies to be part of the STEM Education Innovation Alliance. OSPI and state education agency staff must support Governor's Office and OFM staff on the STEM Education Alliance as necessary.

Section 3 requires state education agencies, defined to include the State Board for Community and Technical Colleges, to:

- Provide information that indicates the extent that activities and resources are aligned with and support the STEM framework for action and accountability.
- Annually report on how their policies, activities, and expenditures of public resources align with and support the STEM framework for action and accountability.

### 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.*

Existing staff could participate on the STEM Education Innovation Alliance, support the Alliance staff, and provide the necessary data and information.

## 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.*