

Multiple Agency Fiscal Note Summary

Bill Number: 5080 SB	Title: Dual credit educ. options
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Estimated Cash Receipts

Agency Name	2015-17		2017-19		2019-21	
	GF- State	Total	GF- State	Total	GF- State	Total
University of Washington	3,578,960	487,210	4,402,121	1,252,271	4,782,314	1,557,764
Eastern Washington University	Non-zero but indeterminate cost and/or savings. Please see discussion.					
Community and Technical College System	Non-zero but indeterminate cost and/or savings. Please see discussion.					
Total \$	3,578,960	487,210	4,402,121	1,252,271	4,782,314	1,557,764

Local Gov. Courts *						
Loc School dist-SPI		(446,600)		(446,600)		(446,600)
Local Gov. Other **						
Local Gov. Total						

Estimated Expenditures

Agency Name	2015-17			2017-19			2019-21		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Student Achievement Council	.0	0	0	.0	0	0	.0	0	0
Superintendent of Public Instruction	.0	40,600,000	40,600,000	.0	46,300,000	46,300,000	.0	44,400,000	44,400,000
University of Washington	1.0	548,572	548,572	1.7	1,139,443	1,139,443	1.9	1,480,066	1,480,066
Washington State University	.0	0	0	.0	0	0	.0	0	0
Eastern Washington University	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Central Washington University	.0	0	0	.0	0	0	.0	0	0
The Evergreen State College	.0	0	0	.0	0	0	.0	0	0
Western Washington University	.0	0	0	.0	0	0	.0	0	0
Community and Technical College System	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Total	1.0	\$41,148,572	\$41,148,572	1.7	\$47,439,443	\$47,439,443	1.9	\$45,880,066	\$45,880,066

Local Gov. Courts *									
Loc School dist-SPI	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Local Gov. Other **									
Local Gov. Total									

Estimated Capital Budget Impact

NONE

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

** See local government fiscal note

ENPID: 38867

FNS029 Multi Agency rollup

Prepared by: Kate Davis, OFM	Phone: (360) 902-0570	Date Published: Final 2/ 2/2015
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* See Office of the Administrator for the Courts judicial fiscal note

** See local government fiscal note

ENPID: 38867

FNS029 Multi Agency rollup

Individual State Agency Fiscal Note

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 340-Student Achievement Council
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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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Randy Spaulding	Phone: 360-753-7823	Date: 01/27/2015
Agency Approval: Don Bennett	Phone: 360-753-7810	Date: 01/27/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/27/2015

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 bill would provide an opportunity for students to enroll in College in the High School courses and receive credit based on academic ability. Tuition and fees would be covered by agreement between the school district and the postsecondary institution at a rate not less than \$70 per credit. College in the High School would be available to academically ready students in grades 9-12. The bill expands language in the Academic Acceleration program to allow for funding of transportation and book costs for students enrolled in Running Start. Finally, the bill directs the Washington Student Achievement Council (WSAC) to make recommendations to further streamline dual-credit programs in Washington with a report and recommendations due Sept. 2016.

Section three of the bill requires WSAC to participate in a review of funding levels for College in the High School every four years and adds WSAC to the list of agencies participating in the rule making process for College in the High School. This is consistent with staff work plan based on the priorities in the Roadmap, and staff have already been involved the rule-making process with staff at the OSPI and partner agencies. We do not anticipate that this change in statute would add to existing staff workload.

Section 5 of the bill requires WSAC, in collaboration with partner agencies and institutions, to make recommendations to the Legislature to further streamline and improve dual-credit programs in Washington. This work is already under way as part of the agency plan to implement the Roadmap. New resources are not required to complete the work laid out in the bill.

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.

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 350-Supt of Public Instruction
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Expenditures from:

	FY 2016	FY 2017	2015-17	2017-19	2019-21
Account					
General Fund-State 001-1	16,600,000	24,000,000	40,600,000	46,300,000	44,400,000
Total \$	16,600,000	24,000,000	40,600,000	46,300,000	44,400,000

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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: TJ Kelly	Phone: 360 725-6301	Date: 02/02/2015
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 02/02/2015
OFM Review: Kate Davis	Phone: (360) 902-0570	Date: 02/02/2015

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- Expands the allowable usage of funding allocated through the academic acceleration incentive program to include textbook fees, or transportation costs to and from the institution of higher education.

Section 3- Beginning in the 2015-16 school year, school districts shall be allocated an amount per college credit for students enrolled in College in the High School courses, which shall be adjusted for inflation from the 2015-16 school year. The minimum allocation is \$70 per quarter credit for credit-bearing postsecondary coursework. OSPI, the State Board of Community and Technical Colleges (SBCTC), and the public baccalaureate institutions shall review the funding levels for the program every four years beginning in 2017 and recommend changes.

Subsection (2a) defines College in the High School as a dual credit program located on a high school campus or in a high school environment in which a high school student is able to earn both high school and postsecondary credit by completing postsecondary level courses with a passing grade.

Subsection (2b) defines Running Start as a dual credit program that occurs in a college or university environment, which may include programs located on the campus or teaching center of an institution of higher education as defined in RCW 28B.10.016, or offered online by an institution of higher education as defined in RCW 28B.10.016, in which a high school student is able to earn both high school and postsecondary credit by completing postsecondary level courses with a passing grade.

Subsection (3) allows College in the High School to include CTE courses.

Subsection (4) requires OSPI to make rules regarding the agreements between higher education institutes and school districts.

Subsection (5b) requires school districts to forward to the institution of higher education an amount per credit for each full-time equivalent student in lieu of collecting tuition from the student.

Subsection (5g) allows students in grades nine through twelve to participate in the College in the High School program.

Subsection (6) grants OSPI rule making authority over section 3 of this act.

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: There is no fiscal impact.

Section 3(2)(b) eliminates the current Running Start in the High School program and creates College in the High School as a dual credit opportunity for students while in high school. Running Start taken on the college campus remains unchanged. The current College in the High School program charges students tuition, this bill would now have the state fund these dual credits rather than having students pay.

Cost of Moving from Running Start in the High School to College in the High School for Currently Enrolled Students

- During the 2013-14 school year, colleges were offering running start classes in the high school over various lengths of time; the college quarter, the high school term, or the entire school year. Guidance was issued in the summer of 2014 which said running start in the high school courses must be offered in accordance with the high school calendar and changed the FTE calculation to include a month factor. A 5 credit class offered over a high school semester would equate to 0.20 AAFTE. A 5 credit class offered over a high school year would equate to 0.10 AAFTE. In either case, the student is accessing running start funding outside of the 5 hours that a student must be enrolled to be claimed as a 1.0 FTE for basic education.
- Actual annual average FTE of running start in the high school in January was 554.34. Actual annual average headcount was 2,772.
- If you assume a 0.2 annual average FTE equates to 10 college credits (one 5 credit course first semester, and one 5 credit course second semester), then the cost of funding these credits at \$70 each equates to \$1,940,190. The equation is as follows $(554.34 \text{ FTE} * 10 \text{ Credits}) / .02 \text{ FTE} = 27,717 \text{ credits}$. Further, $(27,717 * 70 = 1,940,190)$.
- If you assume that a 0.1 annual average FTE equates to 5 college credits (one 5 credit course over the entire year), then the cost of funding would be the same as above - \$1,940,190.
- The cost savings realized through not funding the 554.34 FTE currently enrolled in running state in the high school through the running start rate is \$3,190,781 $(554.34 * 5,756)$.

o Estimated cost of college in the high school funding	\$1,940,190
o Reduction of running start in the high school	(\$3,190,781)
o Total Savings	(\$1,250,591)

College in the High School Impact

- From the CEDARS extract of dual credit enrollment, 18,891 students were enrolled in 40,738 College in the High School courses for the 2013-14 school year. This equates to an estimate of 2.16 courses per student.
- Using the assumption that one course is 5 credits, the estimated credits enrolled in the College in the High School program is 203,690 $(40,738 * 5.0)$ total credits.
- Funding each of these credits at \$70 per credit generates additional cost to the state of \$14,258,300 $(203,690 * \$70)$.
- College in the High School 2015-16 school year impact \$14,258,300

9th and 10th Grade Program Growth Based on Current Enrollment

- OSPI expects dual credit enrollment to grow due to the proposed inclusion of 9th and 10th graders in this bill.
- To estimate the number of 9th and 10th graders that would enroll in dual credit opportunities, OSPI assumes

that 3.4% of students (headcount basis) in 9th and 10th grade would enroll. The 3.4% factor is based on the participation rate of current 11th and 12th graders in Running Start in the High School and in College in the High School multiplied by 25%. The 25% is the assumption that for every four 11th or 12th grade students enrolling in College or Running Start at the High School, there would be one 9th or 10th grade student also enrolling. The 2014-15 average headcount as of January 2015 for 9th and 10th grade students was 164,652. It is thereby assumed that 5,598 students in 9th and 10th grade ($164,652 \times .034$) would enroll dual credit.

- Using the assumption that each of these 5,598 students would average 2 dual credit courses per year, it is calculated that total enrolled courses would increase by 11,196 ($5,598 \times 2$).
- If you assume that each course is 5.0 credit, it results in total credits associated with dual credit courses for 9th and 10th graders of 55,980 ($5.0 \times 11,196$) credits.
- Funding each of these credits at \$70 per credit generates additional cost to the state of \$3,918,600 ($55,980 \times \70) for the 2015-16 school year.

• 9th and 10th grade program growth for 2015-16 school year \$3,918,600

Impact of Removing 1.2 FTE Restriction and the Cost of College in the High School to Families

Since the 1.2 running start FTE cap would no longer apply to students enrolled in dual credit classes at the high school, and since families would no longer need to pay the college in the high school fees, we assume that existing students in these programs would enroll in more dual credit classes.

- As stated above, OSPI know that there are 21,663 enrolled in running start in the high school (2,772) and college in high school (18,891).
- OSPI assumes that 25% of these students or 5,416 would earn 10 additional college in the high school credits because the 1.2 running FTE limitation does not apply to college in the high school and families would no longer have to pay the college in high school fee.
- OSPI assumes that these additional credits would be 54,160 ($5,416 \times 10$).
- Funding an additional 54,160 credits at \$70 each would cost the state \$3,791,200.
- Since the 1.2 FTE cap would no longer apply and the state would pay the college in high school fee, additional cost to the state would be \$3,791,200 for the 2015-16 school year.

Program Growth Based on Projected Future Enrollment

- OSPI assumes that there would be no new growth in 2015-16 because it would be too late to expand the program by the time the bill was passed and rules were written.
- OSPI assumes that for 2016-17 school year, the number of new students that would access dual credit classes at the high school would increase by 20%.
- For estimated growth of new students beyond the 2016-17 school year, OSPI estimates percentage growth in dual credit courses for new students by year is as follows: 8.6% for 2017-18; 7.12% for 2018-19; 4.03% for 2019-20; 3.6% for 2020-21.
- OSPI applied these percentage increase to 2014-15 running start in high school students, 2013-14 college in high school student, and projected 9th and 10th grade students taking college in high school for 2015-16 to arrive at the projected new student growth in dual credit classes as shown below:

School Year	Percent Increase	New Students	Increase in Credits	Cost Per School Year At \$70/Credit
2016-17	20.00%	5,452	54,520	\$3,816,400
2017-18	8.60%	2,813	28,130	\$1,969,100
2018-19	7.12%	2,529	25,290	\$1,770,300
2019-20	4.03%	1,534	15,340	\$1,073,800
2020-21	3.60%	1,425	14,250	\$997,500

This is based on the assumption of 2 courses per student and 5 credits per course.

The total state cost of this bill by school year and state fiscal year is summarized at the bottom of the attached page with tables. State fiscal year impacts are as follows: FY 16- \$16.6 million FY-17 \$24 million FY-18 \$23.4 million FY-19 \$22.9 million FY-20 \$22.3 million FY-21 \$22.1 million

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years					
A-Salaries and Wages					
B-Employee Benefits					
C-Professional Service Contracts					
E-Goods and Other Services					
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services	16,600,000	24,000,000	40,600,000	46,300,000	44,400,000
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$16,600,000	\$24,000,000	\$40,600,000	\$46,300,000	\$44,400,000

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.

Moving Running Start in High School (RS in HS) to College in High School (CH)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
RS in HS FTE as of Jan. 2015	554.34					
RS in HS HC as of Jan. 2015	2,772					
Total credits assuming 0.20 AAFTE = 10 credits	27,717					
Total credits assuming 0.10 AAFTE = 5 credits	27,717					
Cost of funding these credits at \$70/credit	\$ 1,940,190					
Savings for not funding FTE as Running Start	\$ (3,190,781)					
Total savings when RS in HS credits are funded as CH	\$ (1,250,591)	\$ (1,250,591)	\$ (1,250,591)	\$ (1,250,591)	\$ (1,250,591)	\$ (1,250,591)
Funding College in High School (CH)	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
CH HC for 2013-14	18,891					
Total CH ourses for 2013-14	40,738					
Assumption of credits per course	5					
Total estimated credits	203,690					
Cost to fund CH credits	\$14,258,300	\$14,258,300	\$14,258,300	\$14,258,300	\$14,258,300	\$14,258,300
9th and 10th Grade Expansion	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
% of 9th/10th participating in CH	3.4%					
9th/10th HC as of Jan. 2015	164,652					
Estimate of 9th/10th HC that would participate	5,598					
Estimate of total courses	2					
Estimate of credits per each course	5					
Estimate of total credits	55,980					
Cost for 9th and 10th grade expansion	\$ 3,918,600	\$ 3,918,600	\$ 3,918,600	\$ 3,918,600	\$ 3,918,600	\$ 3,918,600
Removing 1.2 FTE Limitation and Cost of CH for Families	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Estimate of current RS in HS and CH students that would take additional classes	25%					
Estimate of students taking additional classes	5,416					
Estimate additional credits per students	10					
Estimate of total credits	54,160					
Cost for removing 1.2 FTE and cost of CH for families	\$ 3,791,200	\$ 3,791,200	\$ 3,791,200	\$ 3,791,200	\$ 3,791,200	\$ 3,791,200
Program Growth	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Project growth	0.0%	20.00%	8.60%	7.12%	4.03%	3.60%
Total # of estimated students enrolled in prior yr		27,261	32,713	35,526	38,055	39,589
Project growth of students		5,452	2,813	2,529	1,534	1,425
Estimate of total credits assuming each new student would take 10 credits per year		54,520	28,130	25,290	15,340	14,250
Cost of program growth		3,816,400	1,969,100	1,770,300	1,073,800	997,500
IDP on \$70 per credit	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
IDP rate		1.4%	1.5%	1.5%	1.5%	1.5%
Applied to \$70 per credit		70.98	72.04	73.13	74.22	75.34
Applied to total school year cost	20,717,509	24,877,384	23,026,908	22,825,126	22,118,179	22,040,734
Total cost per school year						
Total cost per state fiscal year						
Cost per million	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Moving Running Start in High School (RS in HS) to College in High School (CH)	\$ (1.3)	\$ (1.3)	\$ (1.3)	\$ (1.3)	\$ (1.3)	\$ (1.3)
Funding College in High School (CH)	\$ 14.3	\$ 14.3	\$ 14.3	\$ 14.3	\$ 14.3	\$ 14.3
9th and 10th Grade Expansion	\$ 3.9	\$ 3.9	\$ 3.9	\$ 3.9	\$ 3.9	\$ 3.9
Removing 1.2 FTE Limitation and Cost of CH for Families	\$ 3.8	\$ 3.8	\$ 3.8	\$ 3.8	\$ 3.8	\$ 3.8
Program Growth	\$ -	\$ 3.8	\$ 2.0	\$ 1.8	\$ 1.1	\$ 1.0
Total Cost	\$ 20.7	\$ 24.5	\$ 22.7	\$ 22.5	\$ 21.8	\$ 21.7
IDP on \$70 per credit	\$ 20.7	\$ 24.9	\$ 23.0	\$ 22.8	\$ 22.1	\$ 22.0
Total cost per state fiscal year	\$ 16.6	\$ 24.0	\$ 23.4	\$ 22.9	\$ 22.3	\$ 22.1
	\$ 40.6		\$ 46.3		\$ 44.3	

Individual State Agency Fiscal Note

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 360-University of Washington
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

ACCOUNT	FY 2016	FY 2017	2015-17	2017-19	2019-21
General Fund-State 001-1	1,626,800	1,952,160	3,578,960	4,402,121	4,782,314
Institutions of Higher Education - Dedicated Local	(1,535,500)	(1,556,250)	(3,091,750)	(3,149,850)	(3,224,550)
Account-Non-Appropriated 148-6					
Total \$	91,300	395,910	487,210	1,252,271	1,557,764

Estimated Expenditures from:

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years	0.4	1.6	1.0	1.7	1.9
Account					
General Fund-State 001-1	155,909	392,663	548,572	1,139,443	1,480,066
Total \$	155,909	392,663	548,572	1,139,443	1,480,066

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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Becka Johnson Poppe	Phone: 206-616-7203	Date: 01/27/2015
Agency Approval: Becka Johnson Poppe	Phone: 206-616-7203	Date: 01/27/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/27/2015

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.

This legislation would impact College in the High School programs in two main ways. First, it would expand student eligibility from grades 11 and 12 only to grades 9, 10, 11, and 12. (Section 3.5.g) This would enable academically qualified students in grades 9 and 10 to access the College in the High School program. Second, this legislation provides state funding to eliminate tuition that is currently charged to students in registering to earn college credit in College in the High School. Instead of charging the student, the state would allocate additional funds to school districts based on the number of college credits enrolled through College in the High School programs (Section 3.5.b).

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.

By expanding grade level eligibility to all high school grades and providing state funding to eliminate cost to students, we expect that the College in the High School program at the UW will grow significantly, particularly in the first couple of years. More students in current UW courses in the high schools will register, as a financial barrier will be removed. Meanwhile, new courses and schools would be added to the program, creating greater potential for growth in enrollments (and expenses, see Expenditure narrative). We estimate enrollment growth over these six years at 40% in FY16, 20% in FY17, 10% in FY18, 5% in FY19, 5% in FY20, and 2% in FY21, which would bring us to nearly 9,000 registrations in FY21.

Under this bill, funding from the state would go to the school district at a minimum rate of \$70 per credit (Sec 3.1). Then, an undetermined percentage of that funding would then be transmitted from the school district to the institution of higher education. We have estimated this at 80% based on duties performed by the high school vs. the college in administering the program. This would result in a decrease in our per-course revenue, from the current amount of \$364 (or \$72.80 per credit) to the new amount of \$280 (\$70 per credit). This decrease would potentially be offset by higher numbers of registrations and efficiencies within the program that are already in place for handling higher numbers. Foregone fee revenue is projected using current number of registrations and current course fee structure, with no anticipated growth in the program.

Although the net cash receipts impact of this bill is positive, once additional expenditures are taken into account (as discussed in the Expenditure narrative), the remaining cash receipts would be equivalent to less than 1% of the program's total budget.

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.

To accommodate the estimated enrollment growth described in the Cash Receipts narrative, a number of necessary expenditures would likewise increase. These include additional pay for faculty and staff supporting the program and additional travel expenses to visit more partner high schools for meetings and classroom observations. These costs increase each year to accommodate growth in the number of courses and schools participating in the program.

--Travel is for faculty and program staff to visit and observe classrooms across the state; each course being

offered for UW credit through this program must be observed at least once. As the number of courses grows, the number of school visits and classroom observations increases.

--For Salaries & Wages, a small amount of additional faculty time (average salary of \$90,000, benefits rate of 22.7%) would be needed and less than 1 FTE of additional support staff time (average salary of \$50,000, benefits rate of 17%) would be needed, with the time needed increasing each year in conjunction with enrollment growth. In addition, starting in FY17, a 1.0 Program Manager professional staff would be needed (full time salary of \$65,000, benefits rate of 18.6% - exempt from retirement) to accommodate growth in the program, particularly due to new schools as part of this state-wide program.

--Intra-agency Reimbursements include internal per-course charges in UW Educational Outreach to cover program management and infrastructure as well UW Overhead for this program (5.59%).

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years	0.4	1.6	1.0	1.7	1.9
A-Salaries and Wages	20,000	95,000	115,000	208,926	234,337
B-Employee Benefits	3,265	17,532	20,797	38,515	43,150
C-Professional Service Contracts					
E-Goods and Other Services					
G-Travel	4,000	6,000	10,000	15,000	16,000
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements	128,644	274,131	402,775	877,002	1,186,579
9-					
Total:	\$155,909	\$392,663	\$548,572	\$1,139,443	\$1,480,066

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 2016	FY 2017	2015-17	2017-19	2019-21
Faculty	90,000	0.1	0.1	0.1	0.1	0.1
Program Manager	65,000		1.0	0.5	1.0	1.0
Program Support Staff	50,000	0.3	0.5	0.4	0.6	0.8
Total FTE's	205,000	0.4	1.6	1.0	1.7	1.9

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 365-Washington State University
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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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Chris Jones	Phone: 509-335-9682	Date: 01/28/2015
Agency Approval: Kelley Westhoff	Phone: 5093350907	Date: 01/28/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/29/2015

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. of SB 5080 allows academic acceleration incentive programs funds to support textbook and transportation costs for Running Start students. WSU does not believe this change will have a significant fiscal impact. Sec. 3. makes changes to the College in the High School Program. Since WSU does not participate in this dual degree program, no fiscal impact is foreseen.

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.

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 370-Eastern Washington University
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

Non-zero but indeterminate cost. Please see discussion.

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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Alexandra Rosebrook	Phone: (509) 359-7364	Date: 01/30/2015
Agency Approval: Alexandra Rosebrook	Phone: (509) 359-7364	Date: 01/30/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/01/2015

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 bill modifies existing dual credit opportunities provided by Washington State's public institutions. The amending legislation makes minor changes to the on-campus running start, eliminates the running start in the high school and significantly changes the College in the High School programs at Eastern Washington University, and expands access to ninth and tenth graders.

The bill provides funding for student transportation and textbook costs for traditional Running Start on campus student. This bill eliminates the credit cap of two classes per year for academically eligible students in College in the High School. The bill provides Eastern funding for College in the High School at a reduced rate of \$70/credit to be included in the omnibus appropriations act.

This bill request expands the eligibility of College in the High School students from freshmen through seniors. This opens opportunities to all academically qualified, emotionally mature, college ready students in the state high school system.

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.

The bill request expands access to a greater pool of academically eligible students (from Junior's and Senior's to Freshmen through Senior's), and funds each credit at a lower rate. At existing participation levels, Eastern anticipates a significant reduction in cash receipts due to the lower level of funding per credit (approximately \$37 per credit). From a statewide policy perspective, the bill anticipates a positive impact due to expanding access to high school freshmen and sophomores and the elimination of the credit per year caps. Total increase in Running Start or College in the High School enrollments is indeterminate by the lack of available data on freshmen and sophomore preparedness to take a college course and the desire of student to take more than two courses with the elimination of the credit cap. The running start in the high school program has been a highly successful program at Eastern Washington University.

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.

Eastern currently provides all students with bus passes at no cost to the student under an existing contract with Spokane Transit Authority. In addition, the university purchases textbooks and makes them available at no charge for low-income on-campus running start students during the term. The bill includes funding for transportation and textbook costs, representing a minimal savings to Eastern.

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 375-Central Washington University
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Expenditures from:

NONE

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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Shelly Baird	Phone: (509) 963-2340	Date: 01/30/2015
Agency Approval: Shelly Baird	Phone: (509) 963-2340	Date: 01/30/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/30/2015

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.

SB5080 Sec. 1 provides a new funding model to eliminate tuition in the college in the high school program, and provide flexibility in the academic acceleration incentive program to assist student with transportation and book expenses associated with the running start program.

Sec. 2(1) amends the academic acceleration incentive program funding to include textbook fees and transportation for running start students to and from the institution of higher education.

Sec. 3 (1) is amended to include a remuneration policy providing a minimum allocation of \$70 per quarter credit for college in the high school courses, which is transmitted to the institution offering the course in lieu of tuition and fees. (2) (b) defines running start as a dual credit program that occurs in a college or university environment.

Section 3 (2) b of SB5080 is amended to restrict Central Washington University from offering running start in high schools. This change will have a negative impact financial impact to Central Washington University that is anticipated to be (\$1,726,000) per year - loss of revenue.

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.

Section 3(2)b of this bill is amended to restrict Central Washington University from offering running start classes in high schools. Currently, running start in the high school students state subsidy per credit is 120% of a non-running start student with the insitution of higher education receiving the 20% state subsidy.

Currently Central Washington University has over 1,800 enrollments in various high schools earning dual credit. Conservatively, we estimate we will serve over 4,500 headcount enrollments this academic year, generating well over \$2,407,500 in gross revenue. Our net revenue, after reimbursing the high schools for additional costs incurred is 80%, roughly \$428 per enrollment for a net revenue of \$1,926,000. Taking this method of instructional delivery away forces students to pay on their own, enroll in CWU online courses, or attend a community college. It is believed revenue generated through alternative CWU programs such as "Cornerstone" where students pay tuition on their own would result in less than \$200,000 revenue.

Therefore gross revenue \$2,407,500 less (481,500) paid to the high school, less (200,000) estimate of gain in cornerstone or college in the high school programs nets a LOSS of revenue of (\$1,726,000).

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.

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

NONE

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 376-The Evergreen State College
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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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Steve Trotter	Phone: (360) 867-6185	Date: 01/30/2015
Agency Approval: Steve Trotter	Phone: (360) 867-6185	Date: 01/30/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/30/2015

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.

As of now Evergreen does not offer College in the High School, however, this is something we may do in the future. Therefore there is no fiscal impact for Evergreen at this time.

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.

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 380-Western Washington University
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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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Kirk England	Phone: 360-650-4694	Date: 01/27/2015
Agency Approval: Linda Teater	Phone: 360-650-4762	Date: 01/27/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/27/2015

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.

SB 5080 as written will not have a fiscal impact on WWU. WWU does not participate in any of the programs outlined in the bill.

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.

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

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: 699-Community/Technical College System
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

Non-zero but indeterminate cost. Please see discussion.

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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: Brian Myhre	Phone: 360-704-4413	Date: 01/30/2015
Agency Approval: Nick Lutes	Phone: (360) 704-1023	Date: 01/30/2015
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/01/2015

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.

This bill would make changes to the College in the High School dual credit program. The bill would eliminate tuition in the College in the High School Program and add textbook fees and transportation costs related to Running Start as allowable expenditures for the academic acceleration incentive program.

Section 3

This section specifies that the College in the High School program is set on a high school campus, while the Running Start program is defined as a program occurring in a college or university environment. This section also directs the Washington State Board for Community and Technical Colleges (SBCTC), along with the Washington Student Achievement Council (WSAC), public baccalaureate institutions, and the Office of the Superintendent of Public Instruction (OSPI), to review funding levels for the College in the High School Program every four years, beginning in 2017 and recommend changes.

For those school districts and institutions of higher education participating in the College in the High School Program, section 3(5)(b) directs school districts to transmit certain funds to the participating college, in lieu of tuition. The amount of funding transferred would be based on a per credit amount for each full-time equivalent student in the program. OSPI would consult with participating institutions of higher education and SBCTC on the calculation and distribution of the funds.

Section 3(5)(g) extends the College in the High School Program to grades nine and ten.

Section 3(6)

Directs OSPI to adopt rules for the administration of the provisions of the bill. The rules would be developed jointly with SBCTC, WSAC, and the public baccalaureate institutions.

Section 5(1)

Directs WSAC, in collaboration with SBCTC among others, to make recommendations to the legislature on streamlining and improving dual credit programs in Washington. The recommendations would be due to the legislature by September 15, 2016.

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.

Section 3(5)(b) would direct school districts to transmit funds to the college providing the College in the High School Program. The amount of funding transferred would be based on a per credit amount for each full-time equivalent student in the Program. Minimum per credit funding for the 2015-16 school year would be \$70 per credit under the terms of the bill. The amount to be transferred to participating community and technical colleges will be established by the Office of the Superintendent of Public Instruction (OSPI) in consultation with participating institutions of higher education.

The revenue impact related to this legislation is indeterminate. The proposed changes to the College in the High School program will impact future reimbursement rates (currently collected from students as tuition) community and technical colleges will receive for this contractual service provided to K12 school districts. As well, the

expansion of the program eligibility to include tenth graders will impact program demand. Currently five colleges in the community and technical college system provide dual-credit opportunities for 4,000 students through the College in the High School Program. Each contract established is done so through negotiation and is a self-sufficient program within the participating college's overall budget. Because each current participating community or technical college will have different business model sensitivity to these proposed changes, it is not possible to determine future community and technical college expansion within or retraction from this program.

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.

The expenditure impact related to this legislation is indeterminate. The proposed changes to the College in the High School program will impact future reimbursement rates (currently collected from students as tuition) community and technical colleges will receive for this contractual service provided to K12 school districts. As well, the expansion of the program eligibility to include tenth graders will impact program demand. Currently five colleges in the community and technical college system provide dual-credit opportunities for 4,000 students through the College in the High School Program. Each contract established is done so through negotiation and is a self-sufficient program within the participating college's overall budget. Because each current participating community or technical college will have different business model sensitivity to these proposed changes, it is not possible to determine future community and technical college expansion within or retraction from this program.

The bill also directs the SBCTC to participate in several workgroups as specified below. These tasks will not result in a significant fiscal impact.

Section 3 would direct the SBCTC, along with WSAC, public baccalaureate institutions, and OSPI, to review funding levels for the College in the High School Program every four years, beginning in 2017 and recommend changes. While not specified in the bill, it is assumed that recommendations would be made to the legislature. For the purposes of this fiscal note, it is assumed that recommendations for funding levels would be accomplished via the biennial budget submission. This will be incorporated into the usual workload for budget submissions and not result in a significant fiscal impact to SBCTC.

Section 3(6) would direct OSPI to adopt rules, developed jointly with SBCTC among others, for the administration of provisions in the bill. This requirement can be accomplished within the scope of duties of an existing workgroup and will not result in a significant fiscal impact to SBCTC.

Section 5(1) would direct WSAC, in collaboration with SBCTC among others, to make recommendations to the legislature on streamlining and improving dual credit programs in Washington. Recommendations would be due to the legislature by September 15, 2016. This requirement can be accomplished within the scope of duties of an existing workgroup and will not result in a significant fiscal impact to SBCTC.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

NONE

No 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.

No rule-making required.

Individual State Agency Fiscal Note

Bill Number: 5080 SB	Title: Dual credit educ. options	Agency: SDF-School District Fiscal Note - SPI
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

ACCOUNT	FY 2016	FY 2017	2015-17	2017-19	2019-21
School District Local-Private/Local new-7	(223,300)	(223,300)	(446,600)	(446,600)	(446,600)
Total \$	(223,300)	(223,300)	(446,600)	(446,600)	(446,600)

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: Lorrell Noahr	Phone: 786-7708	Date: 01/27/2015
Agency Preparation: TJ Kelly	Phone: (360) 725-6301	Date: 02/02/2015
Agency Approval: Mike Woods	Phone: (360) 725-6283	Date: 02/02/2015
OFM Review: Kate Davis	Phone: (360) 902-0570	Date: 02/02/2015

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.

Subsection (2b) defines Running Start as a dual credit program that occurs in a college or university environment, which may include programs located on the campus or teaching center of an institution of higher education as defined in RCW 28B.10.016, or offered online by an institution of higher education as defined in RCW 28B.10.016, in which a high school student is able to earn both high school and postsecondary credit by completing postsecondary level courses with a passing grade.

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.

Current law allows school districts to retain 7% of the allocation paid to them for running start FTE. School district cash receipts will decline because of the language in section 2B of this act by approximately 7% of \$3.19 million or \$223,000.

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.

School districts can locally negotiate with colleges or universities for reimbursement in excess of 7% of the running start allocation to help cover costs associated with having the course conducted on a high school campus. Without knowing the details of these agreements, we cannot construct a baseline upon which to estimate the expenditure impact of this bill.

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.