

Multiple Agency Fiscal Note Summary

Bill Number: 2743 S HB H-4060.1	Title: High school diploma issuance
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Estimated Cash Receipts

NONE

Estimated Expenditures

Agency Name	2015-17			2017-19			2019-21		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
Community and Technical College System	.0	0	0	.0	0	0	.0	0	0
Total	0.0	\$0	\$0	0.0	\$0	\$0	0.0	\$0	\$0

Estimated Capital Budget Impact

NONE

Prepared by: Kate Davis, OFM	Phone: (360) 902-0570	Date Published: Final 2/ 4/2016
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* See Office of the Administrator for the Courts judicial fiscal note

** See local government fiscal note

ENPID: 43624

FNS029 Multi Agency rollout

Individual State Agency Fiscal Note

Bill Number: 2743 S HB H-4060.1	Title: High school diploma issuance	Agency: 350-Supt of Public Instruction
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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: Ashley Fisher	Phone: 360-786-7296	Date: 01/28/2016
Agency Preparation: Amy Kollar	Phone: 360 725-6420	Date: 02/04/2016
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 02/04/2016
OFM Review: Kate Davis	Phone: (360) 902-0570	Date: 02/04/2016

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.

Changes in SHB 2743 compared to the previous bill (HB 2743) is the addition of language requiring students be at least 18 years of age and have a minimum of 18 credits toward the 24 credits required for graduation.

The legislature intends to issue a Washington state high school diploma in lieu of a GED for students who meet specific requirements. OSPI, in collaboration with the State Board for Community and Technical Colleges, is tasked with modifying the data collection requirements to include students who earn a Washington state high school diploma as part of its data set.

General Bill Elements:

Section 1 – The legislature intends to eliminate the GED testing system and instead issue a Washington state high school diploma to persons who have tested and met high school equivalency standards.

Section 2 – A Washington state high school diploma will be issued to students who are eighteen years of age or older and have completed at least 18 of the 24 required credits to graduate. The Washington state high school diploma will hold the same status as a diploma issued to students who satisfy traditional high school graduation requirements. For all other students, a high school equivalency certificate will be issued.

Section 3 – OSPI will work with the State Board for Community and Technical Colleges to revise data collection requirements to include Washington state high school diplomas. Recommendations must be submitted to the appropriate committees by December 31, 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.

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: OSPI assumes that the new Washington state diploma will have no impact on basic education costs because GED programs will continue to be ineligible to be claimed for K-12 basic education funding.

Section 3: The SBE estimates 12 hours of work at senior staff level to identify and draft the amendments that would be required to Chapter 180-96 WAC and to meet requirements for rule-making in Chapter 34.02 (Administrative Procedures Act). An additional four hours of work at mid-staff level would be required to meet requirements for outreach and public notice of proposed rules and for coordinating the convening of a public hearing on the rules at a regularly scheduled meeting of the SBE.

These estimated costs could be absorbed within existing resources.

Section 4: OSPI estimates that it will cost \$3,000 for staff time to work with the state board for community and technical colleges to develop the required recommendations, which can be absorbed within current resources.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

Part V: New Rule Making Required

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

Individual State Agency Fiscal Note

Bill Number: 2743 S HB H-4060.1	Title: High school diploma issuance	Agency: 699-Community/Technical College System
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Part I: Estimates

☒ **No Fiscal Impact**

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

Check applicable boxes and follow corresponding instructions:

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

Legislative Contact: Ashley Fisher	Phone: 360-786-7296	Date: 01/28/2016
Agency Preparation: Brian Myhre	Phone: 360-704-4413	Date: 02/04/2016
Agency Approval: Nick Lutes	Phone: (360) 704-1023	Date: 02/04/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/04/2016

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 Washington State Board for Community and Technical Colleges (SBCTC), in conjunction with the Superintendent of Public Instruction, is authorized to issue high school equivalency certificates.

This bill would allow students to receive certificates designated as a “Washington State High School Diploma” if the student is at least 18 years old or has completed 18 or more credits in a 24 credit graduation system. All other recipients would be issued a “high school equivalency certificate”.

The Superintendent of Public Instruction (OSPI) is required to collaborate with the SBCTC to develop recommendations for modifying state and K-12 school district graduation rate data collection and tabulation requirements and processes to reflect the issuance of Washington State High School Diplomas. The report is due to the Legislature by December 31, 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.

No cash receipts impact.

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.

No fiscal impact.

The bill would create two types of high school equivalency certificates. While not specified in the bill, it is assumed that it is the responsibility of the student to provide sufficient information to allow for the issuance of the appropriate certificate. The SBCTC will work with the testing service to update the high school equivalency registration system to capture information needed to implement the requirements of the bill. Workload is anticipated to be minimal.

The requirement to collaborate with OSPI to issue a report to the Legislature on recommendations for data collection and tabulation of Washington State high school diplomas is anticipated to result in minimal staff workload.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

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.

There will be some rule-making required as a result of provisions of this bill. The workload needed to revise SBCTC rules is expected to be minimal.