

Multiple Agency Fiscal Note Summary

Bill Number: 2881 HB	Title: Educator shortage
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Estimated Cash Receipts

Agency Name	2015-17		2017-19		2019-21	
	GF- State	Total	GF- State	Total	GF- State	Total
Student Achievement Council	Non-zero but indeterminate cost and/or savings. Please see discussion.					
Washington State University	Non-zero but indeterminate cost and/or savings. Please see discussion.					
Total \$	0	0	0	0	0	0

Local Gov. Courts *						
Loc School dist-SPI		2,500,000		250,000		
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
Department of Retirement Systems	.2	0	139,957	.0	0	0	.0	0	0
Student Achievement Council	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Superintendent of Public Instruction	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Workforce Training and Education Coordinating Board	Non-zero but indeterminate cost and/or savings. Please see discussion.								
University of Washington	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Washington State University	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Eastern Washington University	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Central Washington University	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Western Washington University	17.8	0	0	35.5	0	0	35.5	0	0
Community and Technical College System	.0	0	0	.0	0	0	.0	0	0
Actuarial Fiscal Note - State Actuary	Fiscal note not available								
Total	18.0	\$0	\$139,957	35.5	\$0	\$0	35.5	\$0	\$0

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

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

** See local government fiscal note

FNPID: 43628

FNS029 Multi Agency rollup

Estimated Capital Budget Impact

NONE

Prepared by: Cherie Berthon, OFM	Phone: 360-902-0659	Date Published: Preliminary 2/ 4/2016
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* See Office of the Administrator for the Courts judicial fiscal note

** See local government fiscal note
FNPID: 43628

Individual State Agency Fiscal Note

Bill Number: 2881 HB	Title: Educator shortage	Agency: 124-Department of Retirement Systems
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Part I: Estimates

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No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Expenditures from:

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years	0.4	0.0	0.2	0.0	0.0
Account					
Department of Retirement Systems Expense Account-State 600-1	139,957	0	139,957	0	0
Total \$	139,957	0	139,957	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:

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If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.

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If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).

☐

Capital budget impact, complete Part IV.

☐

Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Shawn Merchant	Phone: 360-664-7303	Date: 01/29/2016
Agency Approval: Marcie Frost	Phone: 360-664-7312	Date: 01/29/2016
OFM Review: Jane Sakson	Phone: 360-902-0549	Date: 01/29/2016

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.

This bill allows members of Plans 2 and 3 of the Teachers' Retirement System (TRS) who retired under the 2008 Early Retirement Factors to return to work prior to age 65 without suspension of benefits, if they return as either a substitute teacher in an instructional capacity or as a certified mentor, for a school district that has a documented need, for up to 630 hours per school year.

II. B - Cash receipts Impact

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

No impact.

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.

Administrative Assumptions:

- The bill is prospective in that it only impacts retirees that work after this bill is passed
- Employers will need to have documented a shortage of substitute teachers and notify the Department of Retirement when reporting a substitute or mentor under age 65 that retired using the 2008 Early Retirement Factors
- The 630 hours limit will be calculated separately, for each position (substitute and mentor)
- A retiree can work a maximum of 630 hours in each position (for a total of 1,260 combined) without having their benefit suspended
- Retirees who return to work in simultaneous instructional and non-instructional positions will have their benefits suspended

The assumptions above were used in developing the following workload impacts and cost estimates.

Benefits/Customer Service:

Retirement Specialists (RSs) will support modifications of DRS' automated systems, help update member publications and employer communication materials, update internal procedures, update training and reference materials, and provide training on the changes to existing procedures.

Retirement Specialist 3- 204 hours (salaries/benefits) = \$7,226

Member Communications:

DRS' Communication Team will need to update the language in publications, forms and the DRS website to inform current retirees of the changes.

Communications Consultant 5 – 100 hours = \$4,700

Employer Support Services:

Employer Support Services (ESS) team members will oversee and coordinate education for impacted employers. ESS will assist with systems testing, send a DRS Notice, and make updates to the Employer Handbook and website.

Info Tech Specialist 2 – 120 hours (salaries/benefits) = \$4,732

Automated Systems:

Modifications will be required to our Employer Information System and the Retiree Return to Work (RRTW) modules of our Benefits System and Web Services. Our automated RRTW letters and emails will need to be updated. Business requirements will be created and User Acceptance Testing will be performed to support these changes.

Programmer (Contractor) time of 1,008 hours @ \$95 per hour = \$95,760

Info Tech Specialist 4 – 320 hours (salaries/benefits) = \$15,039

WaTech cost* of \$500 per week for 25 programmer weeks = \$12,500

Total Estimated Automated Systems Costs = \$123,299

*cost for mainframe computer processing time and resources at WaTech

ESTIMATED TOTAL COST TO IMPLEMENT THIS BILL: \$139,957

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		0.2		
A-Salaries and Wages	23,506		23,506		
B-Employee Benefits	8,191		8,191		
C-Professional Service Contracts					
E-Goods and Other Services	108,260		108,260		
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$139,957	\$0	\$139,957	\$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 2016	FY 2017	2015-17	2017-19	2019-21
Comm Consult 5	73,644	0.1		0.0		
IT Spec 2	60,420	0.1		0.0		
IT Spec 4	73,644	0.2		0.1		
Retirement Specialist 3	53,424	0.1		0.1		
Total FTE's	261,132	0.4		0.2		0.0

Part IV: Capital Budget Impact

No 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 impact.

Individual State Agency Fiscal Note

Bill Number: 2881 HB	Title: Educator shortage	Agency: 340-Student Achievement Council
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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: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Becky Thompson	Phone: 360-753-7840	Date: 02/01/2016
Agency Approval: Rachelle Sharpe	Phone: 360-753-7872	Date: 02/01/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/02/2016

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.

HB 2881 responds to the educator shortage crisis by increasing training, recruitment and retention in order for Washington to lower class sizes. It makes appropriations to WSAC, UW, WSU, WWU and OSPI.

Specific to the Washington Student Achievement Council (WSAC), HB 2881:

1. Creates the “Teacher Shortage Conditional Grant Program” within the future teachers conditional scholarship and loan repayment program. (Part I, Section 101)
2. Creates the teacher endorsement and certification help project (TEACH) to provide financial assistance for teachers taking basic skills and content tests for teacher certification programs. The award covers the cost of tests for shortage endorsements. (Part I, Section 102)
3. Directs the workforce training & education coordinating board and the professional educator standards board to work collaboratively with WSAC (among many other stakeholders) on a public awareness campaign to increase those pursuing teacher preparation programs and alternative route teacher certification programs. (Part IV, Section 401)
4. Appropriates \$380,000 in FY17 for additional state need grants (SNG) for eligible students enrolled in a teacher education program. The office of student financial assistance (OSFA) is expected to provide an additional 50 grants to students enrolled in special education or elementary education preparation programs at Western Washington University’s Everett site. (Part IV, Appropriations, Section 601(1))
5. Appropriates \$10.5M in FY 17 for the teacher shortage conditional grant program (see section 101), \$500,000 of the appropriation is provided for administration. OSFA is expected to provide up to 700 conditional grants to applicants meeting the eligibility requirements in section 101(1)(a). OSFA is expected to provide up to 180 conditional grants to applicants meeting the eligibility requirements in section 101(1)(b). (Part IV, Appropriations, Section 601(2))

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.

1 and 5. Teacher Shortage Conditional Grant Program (Part I, Section 101) and \$10.5M appropriation (Part IV, Appropriations, Section 601(2)) HB 2881 would appropriate \$10.5 million from GF-S to WSAC in FY 17 which would be deposited into the Future Teachers Conditional Scholarship Account (fund 496) pursuant to RCW 28B.102.080(2). Note: While these funds will be expended over time, cash receipts associated with this deposit would in occur in FY 17.

Future cash receipts into fund 496 are indeterminate. They could include repayment revenue if recipients breached their contracts by not fulfilling their service obligation. They would be dependent on the number of participants, award amounts, repayment terms, interest rate and default rate. Repayment revenue would begin for recipients who withdraw as early as six months after the program begins. Repayment terms and interest rate to follow the federal direct subsidized loan program, and can vary.

2. TEACH project (Part I, Section 102)

While expenditures are dependent on the level of appropriations for the program it is assumed that the appropriations would be in the form of GF-S and, as such not be reflected as cash receipts. It is assumed that there will be no student repayments since recipients have to be registered for an endorsement competency test to apply for the grant.

3. Collaborative work on a public awareness campaign (Part IV, Section 401) While expenditures are dependent on the level of appropriations for the program it is assumed that the appropriations would be in the form of GF-S and, as such not be reflected as cash receipts.

4. Appropriates \$380,000 in FY17 for additional SNG (Part IV, Appropriations, Section 601(1)) HB 2881 appropriates \$380,000 from GF-S to WSAC for State Need Grant awards which would be transferred to the State Financial Aid Account (08N). Future cash receipts of repayment revenue into fund 08N is indeterminate. It is dependent on the number of recipients who are required to repay. Cash receipts are indeterminate, as they are dependent on the level of appropriations for the various programs, and in some instances, number of awards, interest rates, repayment terms and default rate.

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 overall expenditures are indeterminate, as they are dependent on the level of appropriations and the various components, including scope of work, number of applicants and grant amounts.

Specific to the sections with impact to WSAC (as numbered in the brief description):

1 and 5. Teacher Shortage Conditional Grant Program (Part I, Section 101) and \$10.5M appropriation (Part IV, Appropriations, Section 601(2)) provides \$10M for awards and \$500,000 for administration. As the program is described in Section 101, administrative costs associated with \$10M in new awards would be in excess of \$500,000 over the period covered by this fiscal note due to the need to monitor service requirements and repayment terms for several years, extending beyond FY21. The length of time can vary based on several factors including time to degree, time to employment, number of breached contracts, when they were breached and repayment terms. WSAC is offering two approaches below: a) the administrative costs associated with \$10M in awards and b) the scope of work that \$500,000 for administration would cover.

OPTION A - Individual grant amounts will vary depending on type of school, program (undergraduate, graduate or \$16,500 grant for student teaching). Total awards to equal \$10M.

Administrative functions assumed by the Washington Student Achievement Council include:

- Create application, renewal process and service tracking forms (define and implement processes and develop IT systems to support)
- Develop and administer a grant application process
- Develop the recipient contract
- Determine the order of priority for applicants
- Collect financial need information and select eligible recipients
- Develop and carry out ongoing grant disbursements
- Monitor enrollment and program of study
- Monitor service
- Collection activities, when participant breaches service requirement
- Fund management
- Develop and adopt rules

- Promote the program

The work outlined above would require \$232,000 for FY 17 and \$226,000 for FY 18, to develop program, implementation, running an award cycle and making initial disbursements.

Thereafter the administrative expenses would be a total of \$163,000 annually through FY 21 for grant disbursements, fund management, service tracking and repayment activities.

Total administrative expense for FY 17- FY 21 is \$947,000.

(Please note, due to the service requirements and repayment terms administrative expenses would continue after FY21 but would vary based on several factors including time to degree, time to employment, number of breached contracts, when they were breached and repayment terms.)

Staffing Details are as follows -

FY 17 and 18 - 1 FTE program manager, 0.5 FTE IT programmer, 0.25 FTE program coordinator, 0.25 associate director

The costs associated with these staffing levels would be as follows:

Salaries = \$125,000

Benefits = \$47,000

Goods & Services = \$52,000

Travel = \$2,000

Equipment (one-time expense – FY 16) = \$6,000

Total for FY 16 = \$232,000

Total for FY 17 = \$226,000

FY 19-21 - 1 FTE program manager, 0.50 FTE program coordinator, 0.10 associate director

The costs associated with these staffing levels would be as follows:

Salaries = \$81,000

Benefits = \$38,000

Goods & Services = \$42,000

Travel = \$2,000

Total = \$163,000

OPTION B – Under this option, the total amount of awards would have to be \$5M assuming \$500,000 for administrative expenses.

All of the administrative functions outlined under Option A, would apply. The reduction in staffing, thus administrative expenses, has to do with the reduced workload with fewer recipients. This includes time required for disbursements, tracking and fewer breached awards.

Staffing Details are as follows -

FY 17 - 1 FTE program manager, 0.5 FTE IT programmer, 0.25 associate director = \$208,000

FY 18 – 0.5 FTE program manager, 0.25 FTE IT programmer, 0.25 program coordinator, 0.10 associate director = \$119,000

FY 19-21 – 0.5 FTE program manager, 0.25 associate director = \$75,000

(Please note that even with in this option, it is likely that administrative expenses would exceed \$500,000 when considering the entire duration of the program. As stated in Option A, administrative expenses would continue after FY21 but would vary based several factors including time to degree, time to employment, number of breached contracts, when they were breached and repayment terms.)

2. TEACH project (Part I, Section 102)

Individual grant amounts will vary from approximately \$50 to \$150 based on test fees.

Administrative functions assumed by the Washington Student Achievement Council include:

- Develop and adopt rules, after consultation with the professional educator standards board (PESB), by August

1, 2016

- Develop and administer an application process (awards to begin September 1, 2016)
- Develop and administer a financial need verification process
- Determine the order of priority for applicants
- Develop and carry out ongoing grant disbursements
- Promote the program in partnership with PESB, including distribution of materials to schools and students
- Submit a preliminary report, in collaboration with PESB, by December 31, 2018
- Submit a final report, in collaboration with PESB, by December 31, 2020.

The WSAC would carry out these responsibilities by providing grant funds to schools who would then make individual award recipient decisions and disbursements according to program rules.

The work outlined above would require a .10 FTE of an associate director at a cost of \$15,000 in the first year to adopt rules and .10 FTE of a program coordinator in the amount of \$8,000 annually thereafter.

3. Collaborative work on a public awareness campaign (Part IV, Section 401)

Scope of work is unknown. If only acting in a collaborative and advisory role with the workforce training & education coordinating board and the professional educator standards board, it is likely that this work could be absorbed within existing resources by WSAC.

4. Appropriates \$380,000 in FY17 for additional SNG (Part IV, Appropriations, Section 601(1)) Fiscal impact to WSAC to be absorbed within existing state need grant administrative resources.

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.

The Washington Student Achievement Council will need to adopt administrative rules in the sections as follows (as numbered in the brief description):

1. Teacher Shortage Conditional Grant Program (Part I, Section 101)
2. TEACH project (Part I, Section 102)
In consultation with PESB by August 1, 2016 as noted in section 102(2).
4. Appropriates \$380,000 in FY17 for additional State Need Grant for eligible students enrolled in a teacher education program.

Individual State Agency Fiscal Note

Bill Number: 2881 HB	Title: Educator shortage	Agency: 350-Supt of Public Instruction
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Part I: Estimates

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No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Expenditures from:

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:

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If fiscal impact is greater than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete entire fiscal note form Parts I-V.

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If fiscal impact is less than \$50,000 per fiscal year in the current biennium or in subsequent biennia, complete this page only (Part I).

☐

Capital budget impact, complete Part IV.

☐

Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Mike Woods	Phone: 360 725-6283	Date: 01/30/2016
Agency Approval: JoLynn Berge	Phone: 360 725-6292	Date: 01/30/2016
OFM Review: Kate Davis	Phone: (360) 902-0570	Date: 01/30/2016

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.

PART I TEACHER AND PARAEDUCATOR TRAINING

Section 101

Establishes the Teacher Shortage Conditional Grant Program to be administered by the Office of Student Financial Assistance (Washington Student Achievement Council).

Section 102

Establishes the TEACH project. The Washington Student Achievement Council (WSAC), after consultation with the Professional Educator Standards Board (PESB), shall have the power and duty to administer the project.

Beginning September 1, 2016, WSAC in collaboration with PESB shall award TEACH grants. Consistent with the fiscal notes on HB 1983, OSPI assumes the grant impacts will be addressed in the WSAC fiscal note.

Section 103

Beginning in the 2016-17 academic year, the legislature intends that appropriations that exceed appropriations in the biennial budget (ESSB 6052) for the Opportunity Scholarship Act are to be provided to increase scholarships awarded to students enrolled in educator preparation programs with science, technology, engineering, and mathematics endorsement.

Section 104

Changes definitions for the Opportunity Scholarship Act (WSAC) to expand program eligibility.

Section 105

Expands the Opportunity Scholarship Program (WSAC).

Section 106

Makes changes to the reports regarding the Opportunity Scholarship Program.

PART II TEACHER RECRUITMENT STRATEGY

Section 201

Subject to an appropriation of up to \$600,000 for this purpose, Higher Education institutions with PESB approved residency teacher preparation programs must employ, or contract, with recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in Washington compared to the common school population into the teacher preparation programs.

Section 202

Subject to an appropriation of up to \$400,000 for these purposes, the Office of the Superintendent of Public Instruction (OSPI) shall develop and implement a statewide campaign to encourage qualified individuals to apply for teaching positions in small districts; and implement a statewide depository for the applications of individuals interested in applying for teaching positions that can be accessed by small school districts in the state.

Section 203

Subject to an appropriation of up to \$250,000 for these purposes, OSPI shall develop and implement a centralized hiring portal for school districts hiring fewer than 5 teachers per year on average over the prior 5 years.

Section 204

Subject to an appropriation of up to \$75,000 during State Fiscal Year 2017, Western Washington University must develop a curriculum model on how to encourage careers in education.

PART III SUBSTITUTE TEACHER AND MENTOR SHORTAGE

Section 301

Makes changes to the Teacher Retirement Systems plans 2 and 3. Allows retired teachers to return to the workforce as substitute teachers until August 1, 2019 without a reduction of retirement benefits.

PART IV ALTERNATE ROUTES TO TEACHER CERTIFICATION

Section 401

The Workforce Training and Education Coordinating Board (WTECB), in collaboration with the PESB, shall work with WSAC and OSPI and others to implement a statewide public awareness campaign designed to increase recruitment into approved residency teacher preparation programs. This section expires July 1, 2019.

Section 402

The PESB shall coordinate meetings between school districts that do not have alternate route programs and the nearest public or private higher education institution. The purpose of the meetings is to determine whether districts and institutions can partner to apply the PESB to operate alternate route teacher certification programs. This section expires July 1, 2017.

Section 403

Higher education institutions with approved PESB approved residency teacher preparation programs are encouraged to develop plans describing how the institutions will partner with school districts regarding the placement of resident teachers who are obtaining a master's degree through an accredited teacher preparation programs. The plans must be developed in collaboration with districts desiring to partner with the institutions. The plans must be updated at least biennially.

PART V MENTORING

Section 501

Beginning Educator Support Team (BEST).

The BEST program is expanded to support candidates in alternate route teacher programs. OSPI shall notify school districts about the BEST program and encourage districts to apply for funds.

BEST grant award criteria are expanded to include districts with a large influx of new teachers. OSPI may fund up to one mentor per twelve new teachers expected to be hired for the next school year, up to a maximum of 5 members per district.

Section 502

To aid in the distribution of the BEST program, school districts that project to hire at least 12 new teachers for the next school year shall report the number of projected new teacher hires to OSPI by June 15th of each year. If

the retention rates and evaluation performance ratings under RCW 28A.405.100 for mentored teachers is not significantly higher than for teachers without mentors, then districts must submit an improvement plan to OSPI.

Section 503

In State Fiscal Year 2017, higher education institutions with PESB approved residency teacher preparation programs are encourage to submit proposals to develop and implement mentor training programs to OSPI. OSPI must review the proposals received and may include the proposals in a future budget request. This section expires July 1, 2019.

PART VI APPROPRIATIONS

Section 601

For WSAC. \$380,000 in State Fiscal Year 2017 for additional state need grants to eligible students enrolled in a teacher education program.

\$10,500,000 is appropriated in State Fiscal Year 2017 for the teacher shortage grant program.

Section 602

For the University of Washington. \$500,000 in State Fiscal Year 2017 for the expansion of enrollments in the teacher preparation programs at the Bothell and Tacoma sites.

Section 603

For Washington State University. \$500,000 in State Fiscal Year 2017 for the expansion of enrollments in elementary education and teacher preparation programs.

Section 604

For Western Washington University. \$1,089,000 in State Fiscal Year 2017 for the expansion of enrollments in teacher preparation programs with science, technology, mathematics, and engineering endorsements.

\$355,000 in State Fiscal year 2017 for the expansion of enrollments in special education, elementary education, and early childhood education programs.

\$158,000 in State Fiscal Year 2017 for diversity outreach and recruitment of already admitted students into teacher preparation programs.

\$75,000 for the development of the model curriculum in section 204 of this bill.

Section 605

For OSPI. \$400,000 in State Fiscal Year 2017 for the statewide campaign and central depository in section 202 of this bill.

\$250,000 in State Fiscal Year 2017 for the centralized hiring portal in section 203 of this act.

\$225,000,000 in State Fiscal Year 2017 for the additional mentors in section 501 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.

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.

See attachment for expenditure information.

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.

HB 2881 Summary of OSPI and District Impacts

Section Number	OSPI Impacts	School District Impacts
<p>Section 102 Establishes the TEACH project. The Washington Student Achievement Council (WSAC), after consultation with the Professional Educator Standards Board (PESB), shall have the power and duty to administer the project.</p> <p>Beginning September 1, 2016, WSAC in collaboration with PESB shall award TEACH grants.</p>	<p>Consistent with the fiscal note on HB 1983 (TEACH Pilot Project), OSPI assumes the grants will be managed by WSAC and included in their fiscal note.</p> <p>No OSPI or PESB impact.</p>	
<p>Section 201 Subject to an appropriation of up to \$600,000 for this purpose, Higher Education institutions with PESB approved residency teacher preparation programs must employ, or contract, with recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in Washington compared to the common school population into the teacher preparation programs.</p>	<p>OSPI assumes higher education institutions will employ or contract with recruitment specialists.</p> <p>No OSPI or PESB impact.</p>	
<p>Section 202 Subject to an appropriation of up to \$400,000 for these purposes, the Office of the Superintendent of Public Instruction (OSPI) shall develop and implement a statewide campaign to encourage qualified individuals to apply for teaching positions in small districts; and implement a statewide depository for the applications of individuals interested in applying for teaching positions that can be accessed by small school districts in the state.</p>	<p>OSPI projects it would need \$200,000 per year in State Fiscal Years 2017 and 2018 for a marketing contract.</p> <p>In its 2016 supplemental decision package to address the teacher shortage, OSPI estimated costs of \$250,000 in both State Fiscal Years 2017 and 2018 to develop and implement a statewide teacher application depository.</p> <p>This bill directs the depository to be accessed by small school districts in the state. OSPI assumes “small” districts are those with less than 500 students. There are 117 small districts in Washington.</p>	<p>OSPI will provide \$250,000 per year in funding to an educational entity in State Fiscal Years 2017 and 2018.</p> <p>The entity undertaking the work will incur \$250,000 per year in costs.</p>

<p>Section 203 Subject to an appropriation of up to \$250,000 for these purposes, OSPI shall develop and implement a centralized hiring portal for school districts hiring fewer than 5 teachers per year on average over the prior 5 years.</p>	<p>OSPI projects it would need \$250,000 per fiscal year to develop and implement a centralized hiring portal. Costs are based on a similar service provided by Educational Service District 113. OSPI assumes it would contract with one educational entity such as an ESD to do this work.</p>	
<p>Section 301 Makes changes to the Teacher Retirement Systems plans 2 and 3. Allows retired teachers to return to the workforce as substitute teachers until August 1, 2019 without a reduction of retirement benefits.</p>	<p>No impact to OSPI.</p>	<p>This section allows teachers in Teachers Retirement System plan 2 and 3 who have retired under the alternate early retirement options to be employed in certain circumstances. OSPI assumes this will increase the number of substitute teachers available and increase district expenditures because districts will be able to find the necessary substitutes rather than redirecting current staff to cover classes. Actual increased payments for substitutes is indeterminate.</p>
<p>Section 401 The Workforce Training and Education Coordinating Board (WTECB), in collaboration with the PESB, shall work with WSAC and OSPI and others to implement a statewide public awareness campaign designed to increase recruitment into approved residency teacher preparation programs. This section expires July 1, 2019.</p>	<p>The awareness campaign development and implementation would have no expenditure impact on the PESB. OSPI assumes the Workforce Training and Education Coordination Board would manage the campaign.</p>	
<p>Section 402 The PESB shall coordinate meetings between school districts that do not have alternate route programs and the nearest public or private higher education institution. The purpose of the meetings is to determine whether districts and institutions can partner to apply the PESB to operate alternate route teacher certification programs. This section expires July 1, 2017.</p>	<p>No impact to the PESB.</p>	

<p>Section 403 Higher education institutions with approved PESB approved residency teacher preparation programs are encouraged to develop plans describing how the institutions will partner with school districts regarding the placement of resident teachers who are obtaining a master's degree through an accredited teacher preparation programs. The plans must be developed in collaboration with districts desiring to partner with the institutions. The plans must be updated at least biennially.</p>	<p>No impact to the PESB.</p>	
<p>Section 501 Beginning Educator Support Team (BEST). The BEST program is expanded to support candidates in alternate route teacher programs. OSPI shall notify school districts about the BEST program and encourage districts to apply for funds.</p> <p>The BEST program is to give priority to the state's largest school districts with a large influx of new teachers, and would allow funding for up to one mentor per twelve new teachers expected to be hired for the next school year, up to a maximum of 5 mentors per district.</p>	<p>\$2,250,000 State Fiscal Year 2017 only.</p> <p>No cost to notify schools about BEST opportunities. OSPI would do that through existing means of communication.</p> <p>Section 605(3) appropriates \$225,000,000 in SFY17 for purposes of Section 501. We assume the appropriation amount is an error, and should actually be \$2,250,000.</p> <p>OSPI would use the funds to expand the BEST program by providing \$2,250,000 in additional grants in SFY17.</p> <p>The priority ranking criteria for all BEST awards would change to reflect the language added in 501(3). Given the change in funding criteria, OSPI cannot predict how the mix of grant recipients will change. For example, "new teacher" undefined. OSPI does not know if a new teacher is someone new to the teaching profession, or if a new teacher is someone new to a district.</p>	<p>BEST grants awarded to districts statewide would increase \$2,250,000 in State Fiscal Year 2017 only.</p> <p>Districts would use the funds for additional mentors.</p>

<p>Section 502 To aid in the distribution of the BEST program, school districts that project to hire at least 12 new teachers for the next school year shall report the number of projected new teacher hires to OSPI by June 15th of each year. If the retention rates and evaluation performance ratings under RCW 28A.405.100 for mentored teachers is not significantly higher than for teachers without mentors, then districts must submit an improvement plan to OSPI.</p>	<p>OSPI Impact State Fiscal Year 2017 = \$131,000 and \$126,000 annually thereafter for a 1 FTE program supervisor to:</p> <p>Develop and manage a “New Teacher” reporting system, review district’s annual submission of data, and assist with the awarding of BEST grants authorized in Section 501.</p>	<p>Indeterminate Impact. Reporting system needs to be developed. The number of improvement plans to be submitted is unknown.</p> <p>OSPI estimates it would take approximately 80 hours of a district administrator’s time per plan. Each plan would cost \$5,440 (80 hours X \$68/hr. Compensation rates calculated using 2014-15 S-275 data).</p>
<p>Section 503 In State Fiscal Year 2017, higher education institutions with PESB approved residency teacher preparation programs are encourage to submit proposals to develop and implement mentor training programs to OSPI. OSPI must review the proposals received and may include the proposals in a future budget request. This section expires July 1, 2019.</p>	<p>Indeterminate Impact on OSPI.</p> <p>Proposals to be submitted to OPSI in State Fiscal Year 2017. OSPI assumes it would review the proposals in early SFY 2018 for inclusion in its 2019 supplemental budget requests.</p> <p>The number of proposal to be submitted by higher education institutions is unknown; therefore the time necessary for OSPI review cannot be estimated.</p>	

Individual State Agency Fiscal Note

Bill Number: 2881 HB	Title: Educator shortage	Agency: 354-Workforce Train & Educ Coord Board
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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:	Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation:	Wendy Tang	Phone: 3607094628	Date: 01/28/2016
Agency Approval:	Glena Red Elk	Phone: 360-709-4620	Date: 01/28/2016
OFM Review:	Cherie Berthon	Phone: 360-902-0659	Date: 01/28/2016

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.

Part IV, Section 401 requires the Board to collaborate with PESB and work with a number of agencies and organizations to create and implement a statewide public awareness campaign highlighting opportunities to pursue teaching certification and alternative routes to certification.

The estimated fiscal impact of a statewide public awareness campaign is indeterminate, and dependent on legislative intent for this work, as well as appropriations. The Board estimates approximately \$17,000 per year in staffing costs for a .15 FTE to direct the convening and planning efforts with stakeholders, as well as to manage any consulting and contracting work.

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.

The estimated fiscal impact is partially indeterminate. Depending on the legislative intent, a statewide public awareness campaign could vary considerably in size and scope. The scale of the campaign would depend on appropriations.

An awareness campaign might utilize existing communication networks as a start, but the reach of such a strategy would be more limited than a full-scale public awareness campaign. A 2-pronged strategy might begin with utilizing the Workforce Board's and other stakeholders' existing networks, and then expanding the marketing campaign based on the level of appropriations for this effort.

To undertake a strategy using the Board's, PESB's and other stakeholders' networks only, the Board would require a contract with a marketing consultant(s) at cost of approximately \$33,000 annually, plus agency internal costs of \$17,000 annually. Agency internal costs would require a .15 FTE communications staff contract manager to manage the work of consultant(s), direct the consultant(s) in the development of the marketing/communications plan, approve communications materials, network with partnering organizations in the creation of the plan, and supervise and approve web design and media outreach/distribution through the campaign partnership. A consultant's work under a more narrow focus for a marketing campaign would include networking with key agencies and stakeholders on the creation of a plan, identifying target audiences and the strategic approaches necessary for implementation, and developing written materials and web and other forms of media to support the campaign

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.

None

Individual State Agency Fiscal Note

Bill Number: 2881 HB	Title: Educator shortage	Agency: 360-University of Washington
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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:	Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation:	Jed Bradley	Phone: 2066164684	Date: 01/29/2016
Agency Approval:	Becka Johnson Poppe	Phone: 206-616-7203	Date: 01/29/2016
OFM Review:	Cherie Berthon	Phone: 360-902-0659	Date: 01/30/2016

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.

HB 2881's direct fiscal impact on the UW would come from Sections 201, 204, 401 and 402, 403, 503, and 602. There may be additional impacts as a result of Sections 101, and 103-106:

- Section 101 establishes a "Teacher Shortage Conditional Grant Program" under the Office of Student Financial Assistance to provide grant assistance to bachelor's and master's degree seeking students who show intent to complete a teacher preparation program.

- Sections 103-106 add educator preparation programs with science, technology, engineering, and mathematics endorsements to the list of eligible degree programs for students to receive the Opportunity Scholarship (Chapter 28B.145 RCW).

- Section 201 would require higher education institutions to employ, or contract, with recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in Washington when compared to the common school population into the teacher preparation programs, and development and implementation of programs to encourage students to enroll in teacher preparation programs, subject to an appropriation of up to \$600,000 for this purpose.

- Section 204 requires WWU's Woodring School to develop a model curriculum to encourage careers in education, subject to an appropriation of \$75,000. If that curriculum is developed, other institutions with residency teacher programs must include training for education degree candidates on how to encourage careers in education.

- Section 401 requires the workforce training and education coordinating board to work with institutions of higher education to develop and implement a statewide public awareness campaign designed to increase recruitment into teacher preparation programs at public and private institutions of higher education and alternate route teacher certification programs.

- Section 402 requires the professional educator standards board to coordinate meetings between the school districts that do not have approved alternate route teacher certification programs and the nearest public or private institution of higher education with a professional educator standards board-approved teacher preparation program.

- Section 403 encourages institutions with residency teacher preparation programs to develop a plan describing how the institution of higher education will partner with school districts in the general geographic region of the school.

- Section 503 encourages institutions of higher education to submit proposals to develop and implement mentor training programs to submit to OSPI, who will review proposals and may include them in their budget requests.

- Section 602 appropriates \$500,000 to UW for FY17 to expand enrollments in teacher preparation programs at UW Bothell and Tacoma.

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.

This bill, especially sections 101 and 103-106, could make it more affordable for certain students to seek teacher certification at the UW. As a result, the UW could see an increase in enrollment in its teacher certification programs. However, as this fiscal impact is indirect and indeterminate, we are not including an assessment of the potential enrollment increase in this fiscal note.

Section 602 appropriates \$500,000 in FY17 to expand enrollments in teacher preparation programs at UW Bothell and UW Tacoma. As is standard for fiscal notes, we did not include this appropriation in our Cash Receipts table.

The UW might receive some of the \$600,000 appropriation described in Section 201, but the amount and likelihood of this appropriation is unknown.

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 fiscal impact of HB 2881 is indeterminate as there are a number of unknowns as to the extent of the resources provided to the UW to fulfill various requirements, the extent of the public awareness campaign in Section 401, and the frequency, location, and teleconferencing options of meetings in Section 402. Given those unknowns, we attempt to estimate the fiscal impact of this bill below:

SECTION 201:

Subject to an appropriation of up to \$600,000, institutions of higher education would be required to employ or contract with recruitment specialists focusing on recruitment of individuals who are from traditionally underrepresented groups among teachers. Given a direct appropriation for this purpose, the UW would scale recruitment efforts based on the amount of the appropriation. We estimate that recruitment specialists have an average annual full-time salary of \$70,000 and, at the UW, would have a benefits rate of 30.5 percent. Therefore, for each appropriation in each fiscal year of approximately \$91,350, the UW would employ one full-time (1.0 FTE) recruitment specialist for this purpose.

SECTION 204:

If, as a result of Section 204, the UW were required to adopt the model curriculum developed by Western Washington University to train education degree candidates on how to encourage careers in education, there could be some costs associated. The extent of the training is unclear (i.e. it could be a one-day session, a quarter-long course, etc.). We estimate that the cost of this training could range from less than \$5,000 per fiscal year, for one faculty member to lead a two-hour training for each cohort of education degree candidates, to potentially greater than \$50,000 per fiscal year for faculty to teach a credit-bearing course and modify course requirements to include these credits as part of a degree program.

SECTIONS 401 AND 402:

The impact of Sections 401 and 402 is indeterminate as the extent of the public awareness campaign and the frequency, location, and teleconferencing options for the meetings between school districts and institutions in

Section 402 are unknown. However, we assume:

1. The Workforce Training and Education Coordinating Board will take the lead on developing and implementing the statewide public awareness campaign in Section 401 and the UW would have an advisory role.
2. The Professional Education Standards Board will take the lead on coordinating meetings between school districts and institutions of higher education in Section 402.
3. The UW would not be required to create additional programs since we have an existing approved alternative route teacher certification program (U-ACT) and are in the process of seeking approval for an additional program.

Based on those assumptions, we estimate that the staff time required to comply with these sections would likely be minimal. We anticipate that approximately two weeks of staff time would be needed for a UW representative to work with the Workforce Training and Education Coordinating Board to develop the statewide public awareness campaign. In addition, it is possible that approximately one week of staff time would be needed for a UW representative to meet with additional school districts interested in partnering with our alternative teacher certification program.

If those estimates are accurate, the impact of Sections 401 and 402 on the UW would likely less than \$20,000 in FY17. In FY18 and FY19, the impact would be lower as the provisions of Section 402 would expire and the potential one week of staff time associated with Section 402 (described above) would no longer be needed. It is assumed that the UW staff member(s) who would be involved with this work would participate as a part of their normal duties at the UW and the fiscal impact would be absorbed by current resources.

The UW is currently expanding its existing alternative route program to partner with additional districts and has applied to the PESB for an additional alternative route program. If, under this bill, the UW would be required to create additional alternative teacher certification programs that go beyond its existing program and program proposal, the expenditure impact would increase significantly.

SECTION 403

Section 403 encourages institutions with residency teacher preparation programs to develop a plan describing how the institution of higher education will partner with school districts in the general geographic region of the school regarding placement of resident teachers. The UW currently has extensive plans and information regarding its partnerships with local school districts, and is currently working on expanding agreements with nearby school districts. Should the UW choose to develop and update a plan in accordance with Section 403, we estimate that it would take approximately three weeks of staff time (0.06 FTE) for one UW faculty member to generate or update the report in every other fiscal year. Given the nature of this work, we estimate the annual full-time salary of the faculty member to be \$100,000 with a benefits rate of 24.3 percent. Therefore, the total cost to develop or update this plan would be approximately \$7,500 in FY17 and each subsequent odd-numbered fiscal year.

SECTION 503

Section 503 encourages institutions of higher education to submit proposals to develop and implement mentor training programs to the Office of the Superintendent of Public Instruction (OSPI). OSPI would review proposals and may include them in their budget requests. Should the UW choose to submit a proposal in accordance with Section 405, we estimate that it would take approximately four weeks of staff time (0.08 FTE) for one UW faculty member to generate or develop a proposal. Given the nature of this work, we estimate the annual full-time

salary of the faculty member to be \$100,000 with a benefits rate of 24.3 percent. Therefore, the total estimated cost to develop each proposal would be \$10,000. It is unknown whether OSPI would accept any given proposal or if any funds would be transferred from OSPI to higher education institutions in the event that a request is funded by the Legislature. Therefore, the impact of this section is unknown.

TOTAL ANNUAL COST

Section 201: For each appropriation in each fiscal year of approximately \$91,350, the UW would employ a 1.0 FTE recruitment specialist for this purpose.

Section 204: Could range from less than \$5,000 per fiscal year if the training is a short one-day seminar to over \$50,000 per year if the training is a credit-bearing required course.

Sections 401 and 402: Likely less than \$20,000 in FY17. In FY18 and FY19, the impact would be lower as the provisions of Section 402 would expire and the potential one week of staff time associated with Section 402 (described above) would no longer be needed.

Section 403: If participating, approximately \$7,500 in FY17 and each subsequent odd-numbered fiscal year.

Section 405: If participating, approximately \$10,000 for each proposal.

Given the ranges above, the total impact of Sections 204, 401, and 403 of this bill could range from less than \$25,000 per fiscal year to well above \$50,000 per fiscal year. This does not take into account any appropriations from Section 201 or the optional participation in Sections 403 and 405, though we have included fiscal impact estimations of those sections above.

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: 2881 HB	Title: Educator shortage	Agency: 365-Washington State 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: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Chris Jones	Phone: 509-335-9682	Date: 01/29/2016
Agency Approval: Kelley Westhoff	Phone: 5093350907	Date: 01/29/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/30/2016

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.

HB 2881 amends existing laws and creates new laws for the purpose of increasing training, recruitment and retention of teachers in Washington.

Sec. 101 creates the Teacher Shortage Conditional Grant Program for eligible students of accredited teacher preparation programs. Eligible students may receive a grant to cover the cost of resident undergraduate tuition fees for up to two academic years of full-time study. Graduate students may be eligible for additional grant funds while completing a student teaching residency. The highest priority recipient category is students who qualified for the State Need Grant but did not receive it. The grant is conditional and if certain conditions are not met then the grant is converted into a loan.

Sec. 102 creates the TEACH project, which will be administered by the Student Achievement Council. TEACH will offer grants to qualified students to cover the costs of basic skills and content tests required for teacher certification and endorsement.

Secs. 103-105 makes students enrolled in educator programs with science, technology, engineering and mathematics endorsements eligible for the Opportunity Act Scholarship if excess appropriations are available.

Sec. 201 requires professional educator standards board-approved residency teacher preparation programs to employ or contract with recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in WA, and development and implementation of programs to encourage students to enroll in teacher preparation programs. This section is subject to an appropriation of \$600,000.

Sec. 204 requires that, subject to the development of a model curriculum by WWU on how to encourage careers in education, institutions of higher education must include training for education degree candidates on how to encourage careers in education.

Sec. 401 requires various stakeholders to coordinate to develop and implement a statewide public awareness campaign for recruitment into approved residency teacher preparation programs and alternate route teacher certification programs.

Sec. 402 requires institutions of higher education to submit proposals for the creation of an alternate route program if they currently don't offer the program.

Sec. 403 encourages residency teacher preparation programs to develop a plan to partner with school districts regarding placement of resident teachers who are obtaining a master's degree through an accredited program.

Sec. 503 encourages residency teacher preparation programs to submit proposals to develop and implement mentor training programs to the Office of the Superintendent of Public Instruction.

Sec. 603 appropriates \$500,000 to WSU for the expansion of enrollments in elementary education teacher preparation 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.

Secs. 101, 102 and 103-105 may impact enrollments in WSU's teacher education programs since they create additional financial supports for aspiring educators in accredited programs. An estimate of the fiscal impact to cash receipts is indeterminate since it is unknown how many additional students would be enrolled as a result of these new and expanded financial incentives.

Sec. 603 appropriates \$500,000 to WSU for the purpose of expanding enrollments in elementary education teacher preparation programs.

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.

There are several sections of HB 2881 that will have an expenditure impact on WSU. Many of these impacts are difficult to estimate since they are tied to unknown factors such as future enrollment growth, the number of participants in newly created programs and the details of program plans that have not been developed yet. For purposes of the fiscal note, WSU will address each section that has a fiscal impact and provide cost estimates when possible. The cumulative impact of all sections is believed to be greater than \$50,000.

Sec. 201: Hiring a recruiter to visit high schools and meet with students to encourage them to enroll in teacher preparation programs will require the efforts of a 0.5 FTE staff. Estimated annual cost could be as high as \$50,000, which includes salaries, benefits and travel. This section is subject to an appropriation of \$600,000. It is unknown what amount would be appropriated to WSU if appropriations are made.

Sec. 204: Requiring training for education degree candidates on how to encourage careers in education will have an indeterminate impact on WSU. Depending on the extent of the training it could be added to the current curriculum or require the addition of a credit class. Adding classes requires getting administrative approvals, hiring faculty as well as additional support staff time. Estimated costs are between \$5,000 to \$10,000 annually.

Sec. 401: This section may require a WSU College of Education communications and marketing professional to work with the Professional Educator Standards Board to design an advertising campaign. Estimated costs could include the purchase of advertising venues at \$5,000 to \$10,000 annually.

Sec. 402: WSU estimates a minimal fiscal impact from Section 402.(1). as a result of the travel and staff time required to meet collaborators regarding teacher preparation programs and alternate route teacher certification programs. Costs will be even less if teleconferencing is an option for participation. WSU estimates no fiscal impact from Section 402.(2) since WSU Tri-cities has already submitted a proposal to offer an alternate route program, no additional fiscal impact as a result of the bill is expected.

Sec. 403: Developing a plan to partner with school districts regarding placement of resident teachers who are obtaining a master's degree will result in minimal travel and staff time expenditures of WSU. Estimated annual costs are less than \$5,000.

Sec. 503: Developing and submitting a proposal for mentor training will have limited fiscal impact on WSU. Implementing these programs will involve personnel, covering tuition, fees and living expenses for participants; however, the process for implementation, or if implementation will be required, is unknown at this time.

Sec. 603: Expanding the enrollments in elementary education teacher preparation will have a significant impact on WSU. More faculty, student advisors, and support staff to address the increased student population will be needed. The bill appropriates \$500,000 to WSU for this purpose.

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: 2881 HB	Title: Educator shortage	Agency: 370-Eastern Washington University
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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:	Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation:	Alexandra Rosebrook	Phone: (509) 359-7364	Date: 02/01/2016
Agency Approval:	Alexandra Rosebrook	Phone: (509) 359-7364	Date: 02/01/2016
OFM Review:	Cherie Berthon	Phone: 360-902-0659	Date: 02/02/2016

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 legislature recognizes that lower class sizes are an essential element of the constitutional rights of students. Section 201 requires institutions of higher education as defined in RCW 28B.10.016, with professional educator standards board approved residency teacher preparation program must employ, or contract, with recruitment specialists that focus on recruitment of individual who are from a traditionally underrepresented group among teachers in Washington when compared to the common school population into the teacher preparation programs, and development and implementation of programs to encourage students to enroll in teacher preparation 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.

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 Washington University anticipates one additional recruiter will be necessary to meet the requirements in this bill. It is currently unknown whether this will be a temporary or permanently funded position.

Eastern Washington University also anticipates some professional development costs for faculty.

Eastern Washington University will also incur minor costs to develop a plan with partnering school districts.

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: 2881 HB	Title: Educator shortage	Agency: 375-Central Washington University
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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:	Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation:	Adrian Naranjo	Phone: (509) 963-2091	Date: 02/01/2016
Agency Approval:	Adrian Naranjo	Phone: (509) 963-2091	Date: 02/01/2016
OFM Review:	Cherie Berthon	Phone: 360-902-0659	Date: 02/02/2016

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.

Section 101 establishes a teacher conditional grant program to lower the financial obstacles to becoming a teacher or paraeducator.

Section 102 establishes the TEACH project.

Section 201 states that institutions of higher education with the professional educator standards board will employ or contract with recruitment specialist to recruit traditionally underrepresented groups and encourage them to enroll in teacher preparation programs.

Section 204 state that institutions of higher education should develop training for teacher candidates on how to encourage careers in education.

Section 401 states that the workforce training and education coordinating board, the student achievement council, the office of the superintendent of public instruction, school districts, educational service districts, the state board for community and technical colleges, the institutions of higher education and major employers will implement a statewide public awareness campaign to increase recruitment into approved teacher preparation programs.

Section 402 requires that institutions of higher education will collaborate with the professional educator standards board and the school districts to determine whether an alternative route teacher certification program can be operated.

Section 503 states that institutions with residency teacher preparation programs are encouraged to submit proposals to develop and implement mentor training programs to OISP.

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.

Multiple sections of HB 2881 have a potential expenditure on CWU. Many of the impacts are tied to unknown factors such as enrollment growth and therefore are difficult to estimate.

Section 201 requires hiring a recruiter to encourage students to enroll in teacher preparation programs. These efforts would require 1 FTE with an estimated annual costs of \$75,000 in salary, benefits and goods and services.

Section 204 requires additional training for the teacher candidates which would incur costs to create to implement in the current curriculum. Depending on the type of course it may need to be approved by multiple governing bodies to assure that it meets the necessary requirements for accreditation. Estimated costs about \$30,000 annually.

Section 402 requires collaboration with other state agencies. CWU estimates a minimal fiscal impact for goods and services for travel and advertising.

Section 503: CWU estimates a minimal impact in preparing a mentor training and certification proposal for OISP.

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: 2881 HB	Title: Educator shortage	Agency: 380-Western Washington University
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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
FTE Staff Years	0.0	35.5	17.8	35.5	35.5
Account					
Total \$					

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: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Kirk England	Phone: 360-650-4694	Date: 01/29/2016
Agency Approval: Kirk England	Phone: 360-650-4694	Date: 01/29/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 01/29/2016

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.

HB 2881 as written will have a significant fiscal impact on WWU. Though appropriations are provided, the bill leaves a significant financial balance that would have to be funded with tuition dollars should all aspects of the bill be fulfilled.

Regarding Sec 204(1)

WWU anticipates the following costs:

- Materials and resources used to create the curriculum 20k
- Dissemination of the curriculum (workshops, etc) 5k
- Working with existing curriculum/professional development 50k

Regarding Sec 604(1)

WWU intends to increase the number of STEM teachers in Secondary Education as follows:

6.0 FTE tenure track faculty (2 Computer Science/Science, Mathematics, and Technology Education and 2 Engineering/Science, Mathematics, and Technology Education , 1 Math Ed-Secondary, and 1 Secondary Science Ed/Science, Mathematics, and Technology Education)

2.0 FTE non-tenure track Master STEM teachers/Teacher on Special Assignment to support placements and mentors

1.5 FTE = 3 Graduate Teaching Assistants to support evaluation/data collection efforts and teaching of Science Education and MathED courses for Elementary Teachers

4 Undergraduate Learning Assistants to support Student-centered Learning in lower division STEM courses (and provide diverse students with early teaching experience)

Focus will be to expand the current undergraduate/post-bac and Masters in Teaching programs in Secondary Education and integrate Computer Science and Engineering into STEM Teacher Preparation degree programs and endorsements

Additionally WWU will increase the number of ELEMENTARY EDUCATION teachers by 24 by creating a post-bac program, with STEM focus, in Bellingham. Support for this function will include:

1.5 FTE equivalent of non-tenure track faculty Elementary Education

2 FTE non-tenure track equivalent Science, Mathematics, and Technology Education faculty (1 SciEd and 1 Math Ed)

1 FTE staff support for practicum placement and administrative oversight

1 FTE Master teacher/Teacher on Special Assignment for mentoring induction

The focus will be on partnerships with “professional development districts” and will be based on a broader scope than the response to impending teacher shortages in Washington state. The goal would be to provide an alternative delivery model for different components of a post-bac elementary education program.

Regarding Sec 604(2)

WWU will increase the number of Early Childhood Education by 24 by creating an additional cohort (grades P-3). Support for this function will include:

- 1.5 FTE tenure track faculty
- 3 non-tenure track Intern supervisors
- 3 non-tenure track FTE instructors
- 1 non-tenure track master teacher/teacher on special assignment

The focus will be to expand the current EARLY CHILDHOOD EDUCATION program.

WWU will increase the number of ELEMENTARY EDUCATION/SPECIAL EDUCATION dual endorsed teachers by 25 at the WWU-North Seattle site by forming an additional cohort. Support needed for this function will include:

- 3 FTE non-tenure track faculty

The focus will be to expand the current undergraduate ELEMENTARY EDUCATION/SPECIAL EDUCATION cohort.

WWU will increase the number of ELEMENTARY EDUCATION/SPECIAL EDUCATION dual endorsed teachers by 25 at the WWU-Everett site by forming an additional cohort. Support for this function will include:

- 3 FTE non-tenure track faculty

The focus will be to expand the current undergraduate ELEMENTARY EDUCATION/SPECIAL EDUCATION cohort

Regarding Sec 604(3)

WWU will hire 2 FTE Recruiters to:

Focus will be to lead and direct focused recruitment into careers in Secondary Education, Early Childhood Education, Special Education, and Elementary Education. Recruiters will both have expertise in recruiting students from diverse backgrounds, students of color, etc. Recruitment efforts will include:

- Skagit Valley Community College (including high school teacher recruitment efforts and the Maestros bridge)
- Whatcom Community College
- Entering freshmen and transfers at WWU
- Forays of recruiting across the state for high school students interested in teaching

In addition, other “pathways” to teacher education programs at the WWU Bellingham campus will be developed and supported. Current examples include:

- General information sessions for undeclared first- and second-year students about teaching in the local community
- Promoting the teaching career by faculty across the colleges

- Compass-2-Campus and Building Bridges
- Summer programs that provide structured teaching opportunities

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.

Regarding Sec 201 & Sec 604 (4)

Requires institutions of higher education to employ or contract with a recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in Washington.

Regarding Sec 204(1) & 604 (5)

WWU anticipates the following costs:

- Materials and resources used to create the curriculum 20k
- Dissemination of the curriculum (workshops, etc) 5k
- Working with existing curriculum/professional development 50k

Regarding Sec 604(1)

WWU intends to increase the number of STEM teachers in Secondary Education as follows:

6.0 FTE tenure track faculty (2 Computer Science/Science, Mathematics, and Technology Education and 2 Engineering/Science, Mathematics, and Technology Education , 1 Math Ed-Secondary, and 1 Secondary Science Ed/Science, Mathematics, and Technology Education)
 2.0 FTE non-tenure track Master STEM teachers/Teacher on Special Assignment to support placements and mentors
 1.5 FTE = 3 Graduate Teaching Assistants to support evaluation/data collection efforts and teaching of Science Education and MathED courses for Elementary Teachers
 4 Undergraduate Learning Assistants to support Student-centered Learning in lower division STEM courses (and provide diverse students with early teaching experience)

Focus will be to expand the current undergraduate/post-bac and Masters in Teaching programs in Secondary Education and integrate Computer Science and Engineering into STEM Teacher Preparation degree programs and endorsements

Additionally WWU will increase the number of ELEMENTARY EDUCATION teachers by 24 by creating a post-bac program, with STEM focus, in Bellingham. Support for this function will include:

1.5 FTE equivalent of non-tenure track faculty Elementary Education
 2 FTE non-tenure track equivalent Science, Mathematics, and Technology Education faculty (1 SciEd and 1 Math Ed)
 1 FTE staff support for practicum placement and administrative oversight

1 FTE Master teacher/Teacher on Special Assignment for mentoring induction

The focus will be on partnerships with “professional development districts” and will be based on a broader scope than the response to impending teacher shortages in Washington state. The goal would be to provide an alternative delivery model for different components of a post-bac elementary education program.

Regarding Sec 604(2)

WWU will increase the number of Early Childhood Education by 24 by creating an additional cohort (grades P-3). Support for this function will include:

- 1.5 FTE tenure track faculty
- 3 non-tenure track Intern supervisors
- 3 non-tenure track FTE instructors
- 1 non-tenure track master teacher/teacher on special assignment

The focus will be to expand the current EARLY CHILDHOOD EDUCATION program.

WWU will increase the number of ELEMENTARY EDUCATION/SPECIAL EDUCATION dual endorsed teachers by 25 at the WWU-North Seattle site by forming an additional cohort. Support needed for this function will include:

- 3 FTE non-tenure track faculty

The focus will be to expand the current undergraduate ELEMENTARY EDUCATION/SPECIAL EDUCATION cohort.

WWU will increase the number of ELEMENTARY EDUCATION/SPECIAL EDUCATION dual endorsed teachers by 25 at the WWU-Everett site by forming an additional cohort. Support for this function will include:

- 3 FTE non-tenure track faculty

The focus will be to expand the current undergraduate ELEMENTARY EDUCATION/SPECIAL EDUCATION cohort

Regarding Sec 604(3)

WWU will hire 2 FTE Recruiters to:

Focus will be to lead and direct focused recruitment into careers in Secondary Education, Early Childhood Education, Special Education, and Elementary Education. Recruiters will both have expertise in recruiting students from diverse backgrounds, students of color, etc. Recruitment efforts will include:

- Skagit Valley Community College (including high school teacher recruitment efforts and the Maestros bridge)
- Whatcom Community College
- Entering freshmen and transfers at WWU

- Forays of recruiting across the state for high school students interested in teaching

In addition, other “pathways” to teacher education programs at the WWU Bellingham campus will be developed and supported. Current examples include:

- General information sessions for undeclared first- and second-year students about teaching in the local community
- Promoting the teaching career by faculty across the colleges
- Compass-2-Campus and Building Bridges
- Summer programs that provide structured teaching opportunities

Part III: Expenditure Detail

III. A - Expenditures by Object Or Purpose

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years		35.5	17.8	35.5	35.5
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					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total:	\$0	\$0	\$0	\$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 2016	FY 2017	2015-17	2017-19	2019-21
Non-Tenure Track Faculty	35,490		19.5	9.8	19.5	19.5
Recruiter	63,700		2.0	1.0	2.0	2.0
Support Staff	31,850		1.0	0.5	1.0	1.0
Teaching Assitant	10,970		5.5	2.8	5.5	5.5
Tenure Track Faculty	61,685		7.5	3.8	7.5	7.5
Total FTE's	203,695		35.5	17.8	35.5	35.5

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: 2881 HB	Title: Educator shortage	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: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Brian Myhre	Phone: 360-704-4413	Date: 02/03/2016
Agency Approval: Nick Lutes	Phone: (360) 704-1023	Date: 02/03/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/03/2016

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.

This bill seeks to increase training, recruitment and retention of teachers and para-educators. Institutions of higher education with Professional Educator Standards Board (PESB) approved residency teacher preparation programs would be required to do the following:

Section 201

Employ or contract with recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group.

Section 204

Include training for education degree candidates on how to encourage careers in education if Western Washington University develops a training curriculum.

Section 402

Participate in meetings with nearby school districts that do not have approved alternate route teacher preparation programs and seek approval from PESB to offer an alternate route teacher preparation program by September 1, 2016, if not currently a partner in an alternative route program.

Section 401

The Workforce Training and Education Coordinating Board, in collaboration with various entities including the Washington State Board of Community and Technical Colleges (SBCTC), are to develop and implement a statewide public awareness campaign designed to increase recruitment into approved residency teacher preparation programs and alternate route teacher certification 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.

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. Currently, the community and technical college system has no baccalaureate teaching programs, with one college seeking approval for a Bachelor of Applied Science Teaching degree. Since no teacher preparation programs are operating in the community and technical college system at this time, there are no additional costs due to the provisions of the bill.

The requirements of the legislation, if enacted, will increase the required costs necessary to implement future baccalaureate level programs in teacher preparation. As an example, the requirement to hire or contract a recruitment specialist is not currently a requirement of programs, and as such is not included in the planning for these programs. As mentioned above, the State Board is set to approve an applied baccalaureate program in teacher prep this month (February 2016). The fiscal planning done by the college while developing the program was not prepared with a 'recruitment specialist' in the program requirement.

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.

No rule-making required.

Individual State Agency Fiscal Note

Bill Number: 2881 HB	Title: Educator shortage	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
Local School District-Private/Local New-7		2,500,000	2,500,000	250,000	
Total \$		2,500,000	2,500,000	250,000	

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: Megan Wargacki	Phone: 360-786-7194	Date: 01/26/2016
Agency Preparation: Mike Woods	Phone: (360) 725-6283	Date: 01/30/2016
Agency Approval: JoLynn Berge	Phone: 360 725-6292	Date: 01/30/2016
OFM Review: Kate Davis	Phone: (360) 902-0570	Date: 01/30/2016

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.

PART III SUBSTITUTE TEACHER AND MENTOR SHORTAGE

Section 301

Makes changes to the Teacher Retirement Systems plans 2 and 3. Allows retired teachers to return to the workforce as substitute teachers until August 1, 2019 without a reduction of retirement benefits.

PART V MENTORING

Section 501

Beginning Educator Support Team (BEST).

The BEST program is expanded to support candidates in alternate route teacher programs. OSPI shall notify school districts about the BEST program and encourage districts to apply for funds.

BEST grant award criteria are expanded to include districts with a large influx of new teachers. OSPI may fund up to one mentor per twelve new teachers expected to be hired for the next school year, up to a maximum of 5 members per district.

Section 502

To aid in the distribution of the BEST program, school districts that project to hire at least 12 new teachers for the next school year shall report the number of projected new teacher hires to OSPI by June 15th of each year. If the retention rates and evaluation performance ratings under RCW 28A.405.100 for mentored teachers is not significantly higher than for teachers without mentors, then districts must submit an improvement plan to OSPI.

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.

OSPI assumes the \$225,000,000 appropriation in Section 603(3) for additional BEST grants is an error, and the intended amount is \$2,250,000.

In addition, OSPI assumes one educational entity will develop and maintain the Section 202 teacher application depository. OSPI assumes it would provide a \$250,000 contract to the one entity in State Fiscal Years 2017 and 2018.

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 202

Application depository costs will be incurred by districts beginning in State Fiscal Year 2019. \$250,000 per year.

Section 301

This section allows teachers in Teachers Retirement System plan 2 and 3 who have retired under the alternate early retirement options to be employed in certain circumstances. OSPI assumes this will increase the number of

substitute teachers available and increase district expenditures because districts will be able to find the necessary substitutes rather than redirecting current staff to cover classes. Actual increased payments for substitutes is indeterminate.

Section 501

BEST grants awarded to districts statewide would increase \$2,250,000 in State Fiscal Year 2017 only. This assumes the \$225,000,000 appropriation in section 605(3) is actually \$2,250,000.

Districts would use the funds for additional mentors.

Section 502

Indeterminate Impact. Reporting system needs to be developed. The number of improvement plans to be submitted is unknown.

OSPI estimates it would take approximately 80 hours of a district administrator's time per plan. Each plan would cost \$5,440 (80 hours X \$68/hr. Compensation rates calculated using 2014-15 S-275 data).

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.