

# Multiple Agency Fiscal Note Summary

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage
--	---------------------------------

## Estimated Cash Receipts

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

Local Gov. Courts *						
Loc School dist-SPI		2,250,000				
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	220,687	.0	0	0	.0	0	0
Superintendent of Public Instruction	.0	2,753,000	2,753,000	.0	246,000	246,000	.0	246,000	246,000
Workforce Training and Education Coordinating Board	.2	150,000	150,000	.4	300,000	300,000	.0	0	0
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.								
The Evergreen State College	3.1	590,691	590,691	3.0	692,634	692,634	3.0	692,634	692,634
Western Washington University	9.8	1,797,000	2,787,620	19.5	3,594,000	5,828,633	19.5	3,594,000	6,183,596
Community and Technical College System	.0	0	0	.0	0	0	.0	0	0
Actuarial Fiscal Note - State Actuary	Fiscal note not available								
<b>Total</b>	<b>13.3</b>	<b>\$5,290,691</b>	<b>\$6,501,998</b>	<b>22.9</b>	<b>\$4,832,634</b>	<b>\$7,067,267</b>	<b>22.5</b>	<b>\$4,532,634</b>	<b>\$7,122,230</b>

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

## Estimated Capital Budget Impact

NONE

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

\*\* See local government fiscal note

FNPID: 43811

FNS029 Multi Agency rollup

<b>Prepared by:</b> Cherie Berthon, OFM	<b>Phone:</b> 360-902-0659	<b>Date Published:</b> Preliminary 2/ 8/2016
---	-------------------------------	---

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

\*\* See local government fiscal note  
FNPID: 43811

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 124-Department of Retirement Systems
---	---------------------------------	---

## 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	0.4	0.0	0.2	0.0	0.0
<b>Account</b>					
Department of Retirement Systems Expense Account-State 600-1	220,687	0	220,687	0	0
<b>Total \$</b>	220,687	0	220,687	0	0

### Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

☒

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

☐

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

☐

Capital budget impact, complete Part IV.

☐

Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 02/02/2016
Agency Preparation: Shawn Merchant	Phone: 360-664-7303	Date: 02/05/2016
Agency Approval: Marcie Frost	Phone: 360-664-7312	Date: 02/05/2016
OFM Review: Jane Sakson	Phone: 360-902-0549	Date: 02/05/2016

## 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 301 of 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 for a specified number of hours per school year until August 1, 2019. To be eligible, they must return as either a substitute teacher in an instructional capacity, or as a certified mentor or an advisor to students in teacher preparation programs for a school district that has a documented need.

### 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 mentor and advisor positions will be treated as one position type, with a total of 630 hours allowed in these combined positions
- The 630 hours limit will be calculated separately for the substitute and mentor/advisor positions
- A retiree can work a maximum of 630 hours in each position (substitute and mentor/advisor); for a combined total of 1,260 hours 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- 220 hours (salaries/benefits) = \$7,794

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 – 128 hours (salaries/benefits) = \$5,047

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, including the addition of tracking hours by school year, instead of by calendar or fiscal year, both of which already exist in our systems. 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 1,730 hours @ \$95 per hour = \$164,350

Info Tech Specialist 4 – 368 hours (salaries/benefits) = \$17,296

WaTech cost\* of \$500 per week for 43 programmer weeks = \$21,500

Total Estimated Automated Systems Costs = \$203,146

\*cost for mainframe computer processing time and resources at WaTech

ESTIMATED TOTAL COST TO IMPLEMENT THIS BILL: \$220,687

### 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	25,840		25,840		
B-Employee Benefits	8,997		8,997		
C-Professional Service Contracts					
E-Goods and Other Services	185,850		185,850		
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total:</b>	\$220,687	\$0	\$220,687	\$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 Conslt 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 Spec 3	53,424	0.1		0.1		
<b>Total FTE's</b>	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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 350-Supt of Public Instruction
---	---------------------------------	--

## Part I: Estimates

☐

No Fiscal Impact

### Estimated Cash Receipts to:

NONE

### Estimated Expenditures from:

	FY 2016	FY 2017	2015-17	2017-19	2019-21
<b>Account</b>					
General Fund-State 001-1	0	2,753,000	2,753,000	246,000	246,000
<b>Total \$</b>	0	2,753,000	2,753,000	246,000	246,000

### Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

☒

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

☐

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

☐

Capital budget impact, complete Part IV.

☐

Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 02/02/2016
Agency Preparation: Mike Woods	Phone: 360 725-6283	Date: 02/03/2016
Agency Approval: JoLynn Berge	Phone: 360 725-6292	Date: 02/03/2016
OFM Review: Kate Davis	Phone: (360) 902-0570	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.*

Changes in PSHB 2881 compared to the previous version (HB 2881) that impact the Office of the Superintendent of Public Instruction (OSPI):

#### PART II

Section 202 now has an implementation date of December 31, 2016 for OSPI to develop and implement a statewide campaign to encourage individuals to apply for teaching positions in small school districts. The previous Section 202 requirement to develop a centralized application depository has been moved to Section 203.

Section 203 now includes the central application depository along with an implementation date of June 30, 2017.

#### PART V

Section 501 makes changes to the Beginning Educator Support Team (BEST) allocation criteria.

Section 503 has been revised to give additional duties to OSPI to develop mentor training program goals for the institutions that use our teacher preparation curricula.

#### PART VI

The appropriations part has been changed. OSPI's appropriations are in Section 608, and an appropriation for the Professional Educator Standards Board (PESB) to carry out Section 402 has been provided.

Summary of PSHB 2881 Sections That Impact OSPI:

#### PART I TEACHER AND PARAEDUCATOR TRAINING

##### 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.

#### PART II TEACHER RECRUITMENT STRATEGIES

##### 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 \$172,000 for this purpose, by December 31, 2016, OSPI shall develop and implement a statewide campaign to encourage qualified individuals to apply for teaching positions in small school districts.



### Section 203

Subject to an appropriation of up to \$250,000 for these purposes OSPI shall, by the end of fiscal year 2017, develop and implement a central depository for teacher applications, which may be accessed by school districts, and a centralized hiring portal for school districts hiring fewer than five teachers per year on average over the prior five years. As resources are available, the portal can be expanded to those districts hiring more than this number of teachers who want to participate.

## 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

Subject to an appropriation of up to \$150,000 for these purposes, 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 the largest student enrollment and reporting under section 502 of this act. 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 fiscal year 2017, OSPI, in collaboration with institutions of higher education with PESB approved residency teacher preparation programs, shall develop mentor training program goals for the institutions to use in their teacher preparation program curricula. This section expires July 1, 2019.

### PART VI APPROPRIATIONS

#### Section 608 Appropriations For OSPI

\$172,000 in State Fiscal Year 2017 for the statewide recruitment campaign required in Section 202;  
 \$250,000 in State Fiscal Year 2017 for the development of the centralized hiring portal required in Section 203;  
 \$2,000,000 in State Fiscal Year 2017 for additional mentors in Section 501; and  
 \$150,000 in State Fiscal Year 2017 for the development of mentor training required in Section 503.

#### Section 610 Appropriations For PESB

\$50,000 in State Fiscal Year 2017 for reviewing and approving alternate route proposals required under Section 402.

#### 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

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

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years					
A-Salaries and Wages		74,174	74,174	148,348	148,348
B-Employee Benefits		35,978	35,978	71,156	71,156
C-Professional Service Contracts		624,600	624,600		
E-Goods and Other Services		6,624	6,624	13,248	13,248
G-Travel		6,624	6,624	13,248	13,248
J-Capital Outlays		5,000	5,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services		2,000,000	2,000,000		
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total:</b>	\$0	\$2,753,000	\$2,753,000	\$246,000	\$246,000

### 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.*

PSHB 2881 Summary of OSPI and District Impacts

Section Number	OSPI Impacts	School District Impacts
<p><b>Section 102</b> 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><b>Section 201</b> 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><b>Section 202</b> Subject to an appropriation of up to \$172,000 for this purpose, by December 31, 2016, OSPI shall develop and implement a statewide campaign to encourage qualified individuals to apply for teaching positions in small school districts.</p>	<p>OSPI would use the \$172,000 in State Fiscal Year 2017 for a marketing contract. OSPI assumes this is one-time funding.</p>	
<p><b>Section 203</b> Subject to an appropriation of up to \$250,000 for these purposes OSPI shall, by the end of SFY 2017, develop and implement a central depository for teacher applications, which may be accessed by school districts, and a centralized hiring portal for school districts hiring fewer than five teachers per year on average over the prior five years. As resources are available, the portal can be expanded to those districts hiring more than this number of teachers who want to participate.</p>	<p>OSPI would use the \$250,000 in SFY 2017 to develop and implement a centralized depository for teacher applications and to develop and implement a centralized hiring portal. OSPI assumes it would contract with an entity such as an Educational Service District to complete the work.</p>	<p>The entity undertaking the work would incur \$250,000 in costs in State Fiscal Year 2017 to be covered by a contract with OSPI. Ongoing costs will be incurred by the entity without support from OSPI.</p>

<p><b>Section 301</b> 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><b>Section 401</b> Subject to an appropriation of up to \$150,000 for these purposes, 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><b>Section 402</b> 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>All PESB approved residency teacher prep programs not currently a partner in an alternative route program must seek PESB approval to offer such programs. Submissions are due by September 1, 2016.</p>	<p>The PESB would use the \$50,000 appropriation in Section 610 for staff costs associated with reviewing applications.</p>	

<p><b>Section 403</b> 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><b>Section 501</b> 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 the largest student enrollment and reporting under section 502 of this act. 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.</p>	<p>\$2,000,000 State Fiscal Year 2017 only.  No cost to notify schools about BEST opportunities. OSPI would do that through existing means of communication.  Section 608(3) appropriates \$2,000,000 in SFY17 for purposes of Section 501. OSPI would use the funds to expand the BEST program by providing \$2,000,000 in additional grants in SFY17.  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 \$2,000,000 in State Fiscal Year 2017 only.  Districts would use the funds for additional mentors.</p>

<p><b>Section 502</b> 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 15<sup>th</sup> 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 \$123,000 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><b>Section 503</b> In fiscal year 2017, OSPI, in collaboration with institutions of higher education with PESB approved residency teacher preparation programs, shall develop mentor training program goals for the institutions to use in their teacher preparation program curricula. This section expires July 1, 2019.</p>	<p>OSPI assumes it would use the \$150,000 appropriated in Section 608(4) to develop the mentor training program. Expenditures would include a mix of OSPI staffing and contracts for technical assistance.</p>	

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 354-Workforce Train & Educ Coord Board
---	---------------------------------	--

## 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	0.4	0.2	0.4	0.0
<b>Account</b>					
General Fund-State 001-1	0	150,000	150,000	300,000	0
<b>Total \$</b>	0	150,000	150,000	300,000	0

### Estimated Capital Budget Impact:

NONE

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

Check applicable boxes and follow corresponding instructions:

☒

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

☐

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

☐

Capital budget impact, complete Part IV.

☐

Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 02/02/2016
Agency Preparation: Wendy Tang	Phone: 3607094628	Date: 02/03/2016
Agency Approval: Glenna Red Elk	Phone: 360-709-4620	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.*

Part IV, Section 401 requires the Workforce Training and Education Coordinating Board (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 from FY 17 through FY 19.

Section 609 appropriates \$150,000 for the Workforce Board to implement section 401 during FY 17.

The Board estimates approximately \$32,278 per year in staffing costs for a .4 FTE to direct and support the convening and planning efforts with stakeholders, as well as approximately \$108,000 annually to cover printing, consulting and other contracted work. Potential media for a statewide campaign include website development, PSA creation, and targeted web buys. The assumption of the Board is that the funding level for the remaining two years remains the same as the authorization in Sections 401 and 609 for FY 17.

### 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 awareness campaign will involve partnering with the agencies identified in the bill and with other stakeholders as appropriate to prepare a state plan to increase recruitment of teachers; focusing on alternative routes to certification. The campaign will develop new information dissemination channels beyond – but not to the exclusion of – the existing channels of partners.

In undertaking this public awareness campaign using both new information channels and the existing networks of the Board, PESB and other stakeholders, the Board will contract with one or more marketing, media, and/or web consultant(s) at cost of approximately 108,000 annually. Consultant work would include facilitation of agency and stakeholder involvement processes, identification of target groups and means of reaching them, campaign planning, implementation, and coordination, website design, development of PSAs and other material and content, and targeting of PSA dissemination and media purchases (primarily internet and radio). Agency internal costs would require a .2 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, collaborate with partnering organizations in the creation of the plan, and supervise and approve web design and media outreach/distribution through the campaign partnership. An administrative assistant (.2 FTE) would provide logistic support to the agency and stakeholder collaborators, and assist in the development of plan and campaign documents.

The staff costs assume an agency indirect of 24 percent of salaries.

## 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	0.4	
A-Salaries and Wages		23,671	23,671	47,342	
B-Employee Benefits		8,607	8,607	17,214	
C-Professional Service Contracts		75,041	75,041	150,082	
E-Goods and Other Services		33,000	33,000	66,000	
G-Travel		4,000	4,000	8,000	
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements		5,681	5,681	11,362	
9-					
<b>Total:</b>	\$0	\$150,000	\$150,000	\$300,000	\$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
Admin Assitant 3 Rage 39, Step J	39,708		0.2	0.1	0.2	
Communications Contract Manager	78,645		0.2	0.1	0.2	
WMS 2						
<b>Total FTE's</b>	118,353		0.4	0.2	0.4	0.0

### III. C - Expenditures By Program (optional)

Program	FY 2016	FY 2017	2015-17	2017-19	2019-21
Workforce Policy (110)		150,000	150,000	300,000	
<b>Total \$</b>		150,000	150,000	300,000	

## Part IV: Capital Budget Impact

None

## Part V: New Rule Making Required

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

None

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 360-University of Washington
---	---------------------------------	--

## 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: 02/02/2016
Agency Preparation:	Jed Bradley	Phone: 2066164684	Date: 02/03/2016
Agency Approval:	Becka Johnson Poppe	Phone: 206-616-7203	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.*

P S 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 103-105.

-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 103-105 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. The UW was not appropriated any funds for this purpose in Section 602.

-Section 204 requires WWU's Woodring School to develop a model curriculum to encourage careers in education, subject to an appropriation of \$75,000. 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 (PESB) 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 requires 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 requires OSPI to work with institutions of higher education to develop mentor training program goals to use in their teacher preparation program curricula. Once those goals are established, institutions of higher education are encouraged to develop and implement curricula that meet the mentor training program goals.

-Section 602 appropriates \$500,000 to the UW in FY17 to expand enrollments in teacher preparation programs at UW Bothell and UW 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 103-105, 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 to the UW 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.

## 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 P S HB 2881 is indeterminate as there are a number of unknowns as to 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. The UW was not appropriated any funds for this purpose in Section 602. Some institutions received \$120,000 in FY17. For illustrative purposes, if the UW were to receive a similar appropriation, approximately 1.3 FTE recruitment specialists would be employed.

### SECTION 204:

The UW would be required to adopt curriculum to train education degree candidates on how to encourage careers in education. 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 be 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 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 requires 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. 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 required in Section 403 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 (1) requires OSPI to work with institutions of higher education to develop mentor training program goals to use in their teacher preparation program curricula. Once those goals are developed, institutions are encouraged to develop and implement curricula to meet the mentor training goals established by OSPI. We estimate that it would take approximately four weeks of staff time (0.08 FTE) for one UW faculty member to work with OSPI to develop mentor training program goals. 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 these goals would be approximately \$10,000.

According to Section 503 (2), the UW would be encouraged to develop and adopt curricula based the goals established by OSPI. It is unclear if the curricula would be taught to all UW teacher preparation programs, the extent to which it would modify existing programs, etc. We estimate that it would take approximately one year for one teaching associate faculty member to develop a modified mentor training program (1.0 FTE in FY17) and six months per fiscal year for one teaching associate to implement the mentor training program for all of the UW's residency teacher preparation programs (0.5 FTE in FY18 and each fiscal year thereafter). Given the nature of this work, we estimate the annual full-time salary of the teaching associate(s) to be \$81,600 with a benefits rate of 24.3 percent.

Since, in certain situations, the UW currently reimburses school districts for substitute teachers' time when its residency teachers are participating in trainings, we assume similar reimbursement would occur for the activities in this section. Assuming that approximately 100 schools would be participating in this program, we estimate that approximately \$20,000 would be necessary in each fiscal year for payments to school districts to reimburse for substitute teachers when resident teachers are being trained or attending workshops as a result of this bill. Furthermore, approximately \$12,150 would be necessary for travel costs for the teaching associate(s) to travel to each school site approximately once per month. Technology and equipment costs would equate to approximately \$2,670 in FY17 and \$335 in each subsequent fiscal year. Additional goods and services would be estimated at approximately \$3,200 per fiscal year. Therefore, if the UW were to participate in developing and adopting mentor training curricula, the total cost would be approximately \$139,450 in FY17 and \$86,400 in each subsequent fiscal year.

#### 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. The UW did not receive an appropriation for this in the bill.

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: Approximately \$7,500 in FY17 and each subsequent odd-numbered fiscal year.

Section 503 (1): Approximately \$10,000 in FY17.

Section 503 (2): If participating, approximately \$139,450 in FY17 and \$86,400 in each subsequent fiscal year.

Given the ranges above, the total impact of Sections 204, 401, 402, 403, and 503 (1) of this bill could range from less than \$42,500 per fiscal year to well above \$50,000 per fiscal year. This does not take into account the optional participation in Section 503 (2), though we have included fiscal impact estimations of that section 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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 365-Washington State University
---	---------------------------------	---

## 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: 02/02/2016
Agency Preparation: Chris Jones	Phone: 509-335-9682	Date: 02/05/2016
Agency Approval: Kelley Westhoff	Phone: 5093350907	Date: 02/05/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/05/2016



## 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.*

PSHB 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 grant program, 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.

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 and \$120,000 to WSU for the recruitment specialists required in Sec. 201.

### 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 and \$120,000 to WSU for the purpose of the recruitment specialists required in Sec. 201.

## **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: The bill appropriates \$120,000 to WSU for hiring a recruiter to visit high schools and meet with students to encourage them to enroll in teacher preparation programs. With these funds, WSU estimates it could hire 1.0 FTE annually, including salaries, benefits and travel.

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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 370-Eastern Washington University
---	---------------------------------	---

## 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: 02/02/2016
Agency Preparation:	Alexandra Rosebrook	Phone: (509) 359-7364	Date: 02/08/2016
Agency Approval:	Alexandra Rosebrook	Phone: (509) 359-7364	Date: 02/08/2016
OFM Review:	Cherie Berthon	Phone: 360-902-0659	Date: 02/08/2016

## 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.

Section 401 requires the workforce training and education coordinating board in collaboration with several entities including institutions of higher education to develop and implement a statewide public awareness campaign designed to increase recruitment into approved residency teacher preparation programs.

Section 402 requires the professional educator standards board to coordinate voluntary meetings between school and institutions of higher education with a professional educator standards board-approved teacher preparation program. The purpose of the meetings is to determine whether the districts and institution can partner to operate an alternate route teacher certification program. All alternate route teacher certification programs must seek approval from the professional educator standards board to offer an alternate route program by submitting the proposal. The program must be implemented in accordance with the timeline suggested by the professional educator standards board.

Section 403 requires institutions of higher education and the professional educator standards board approved residency teacher preparation program must 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 who are obtaining a master's degree through an accredited teacher preparation program.

Section 503 the office of superintendent of public instruction, in collaboration with institutions of higher education and the professional educator standards board approved residency teacher programs shall develop mentor training program goals for the institutions to use in their teacher preparation program curricula. Once the goals are developed institutions of higher education are encouraged to develop and implement curricula that meet the mentor training goals.

Section 605 funding up to \$120,000 for FY17 is appropriated from the general fund for the recruitment specialist required in section 201.

### II. B - Cash receipts Impact

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

### II. C - Expenditures

*Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.*

Section 201 Eastern Washington University would hire one (1 FTE) recruiter \$90,000 includes salary and benefits. This position would be a temporary position unless the funding in Section 605 continued for future years.

Section 401 Eastern Washington University anticipates the workforce training and education coordinating board will lead the effort to develop the public awareness campaign to increase recruitment into the approved residency teacher preparation program therefore, minimal Eastern Washington University resources would be utilized. Currently estimated at approximately \$3,000 in FY17.

Section 402 Eastern Washington University anticipates minimal resources for the meetings between school districts and the institutions, approximately \$4,000 in time and travel may be required. The development and implementation of an alternate route teacher certification program would require an unknown amount of additional resources dependent on the program

Section 403 Eastern Washington University participation in development of the plan may require some travel related expenses dependent on how the plan is developed. The costs are expected to be less than \$4,000 for FY17.

Section 503 requires office of superintendent of public instruction, in collaboration with institutions of higher education and with professional educator standards board to develop mentor training program goals for institutions to use in their teacher preparation program curricula. Eastern is encouraged to develop and implement curricula that meet the mentor training program goals. Eastern Washington University anticipates ensuring curricula meets the mentor training program goals would require .5 FTE at approximately \$50,000 per year including salary and benefits.

### **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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 375-Central Washington University
---	---------------------------------	---

## 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: 02/02/2016
Agency Preparation: Adrian Naranjo	Phone: (509) 963-2091	Date: 02/03/2016
Agency Approval: Adrian Naranjo	Phone: (509) 963-2091	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.*

Section 101 establishes the teacher shortage conditional grant program with the future teachers conditional scholarship and loan repayment program.

Section 102 states that the Washington achievement council in consultation with the professional educator standards board shall have the power and duty to develop and adopt the TEACH grant program.

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 403 requires that institutions of higher education with a board-approved residency teacher preparation program must develop a plan on how it will partner with school districts in the geographical region to place resident teachers.

Section 503 states that institutions of higher education with board-approved residency teacher preparation programs will develop mentor training program goals to be implemented in the teacher preparation curricula.

### 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.*

CWU anticipates potential fiscal expenditures in multiple sections of HB 2881 P S. Many of the impacts are tied to unknown factors such as enrollment growth and therefore are difficult to estimate.

Section 102: CWU anticipates the fiscal impact would be minimal due to the existing software used to process Washington state grant.



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 401; CWU anticipated minimal fiscal impact to implement.

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

Section 403: CWU anticipates minimal fiscal impact to implement.

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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 376-The Evergreen State College
---	---------------------------------	---

## 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	0.2	6.0	3.1	3.0	3.0
<b>Account</b>					
General Fund-State 001-1	26,000	564,691	590,691	692,634	692,634
<b>Total \$</b>	26,000	564,691	590,691	692,634	692,634

### 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: 02/02/2016
Agency Preparation: Steve Trotter	Phone: (360) 867-6185	Date: 02/05/2016
Agency Approval: Steve Trotter	Phone: (360) 867-6185	Date: 02/05/2016
OFM Review: Cherie Berthon	Phone: 360-902-0659	Date: 02/05/2016

## 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 201 mandates that the college either employ or contract with a recruitment specialist. The purpose of the recruitment specialist is to assist the college in a 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.” Section 607 provides Evergreen a \$120,000 appropriation in FY 2016-17 for this purpose. For purposes of this fiscal note we assume that the intent is to do this outreach effort for only one year.

Section 204 requires institutions with residency teacher programs to including training for education degree candidates on how to encourage careers in education. Assuming that a new credit bearing course would be added to the curriculum we estimate a .25 Faculty line would be needed to develop and then teach the additional track.

Section 401 requires the college to participate in a statewide public awareness campaign to increase enrollments in approved residency teacher preparation programs. The fiscal impact to the college would be staff time and travel costs to attend meetings coordinated by the workforce training and education coordinating board and the professional standards board.

Section 402 would require the college to seek approval from PESB and if approved implement a new alternate route program by September 1, 2016. Since Evergreen currently does not participate in an alternative route program there would be sizable fiscal impact to develop and implement such a program. If Evergreen were to add an alternative route program, it would be operated separately from our current Master in Teaching program. Based on the guidance provided by PESB when promoting their alternative route block grants for this academic year, we assume for purposes of this fiscal note we would serve an alternative route cohort of 20-25 students. We are also not making any assumptions about revenues from either block grants from PESB or tuition collections. Instead this note focuses only on costs. The development and gaining approval from PESB will require some upfront development costs. We estimate that that our Director of our Masters in Teaching program would develop the program and would work directly with PESB to gain approval in FY 2016. We assume that this upfront costs would be equivalent to .2FTE of the director's time. Beginning in 2017, the college would hire two new continuing faculty to teach the 20-25 student cohort. We would also need resources tied specifically to the alternative route program to market and recruit students. In addition a .5FTE staff support position would be added to address the administrative and certification responsibilities, and to capture and analyze assessment data as required by PESB.

Section 403 would require the college to develop a plan to describe how the college will partner with local school districts. Updates to the plan would be required at least biennially. We assume that this would cost \$5,000 in FY 17 and every odd-numbered year thereafter.

Section 503 would require the college to work with OSPI to develop new mentor training program goals to be used in our teacher preparation program curricula. We estimate fiscal impact of \$5,000 to cover staff time and travel costs to participate in the workgroup meetings. Once the state-wide workgroup completes the goals, the college would be encouraged to develop and implement curricula to meet the mentor training program goals. We estimate that it would take one adjunct faculty member a year to develop a modified training program, and then tapering to 25% time thereafter to implement the new mentor training component.

## II. B - Cash receipts Impact

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

## II. C - Expenditures

Briefly describe the agency expenditures necessary to implement this legislation (or savings resulting from this legislation), identifying by section number the provisions of the legislation that result in the expenditures (or savings). Briefly describe the factual basis of the assumptions and the method by which the expenditure impact is derived. Explain how workload assumptions translate into cost estimates. Distinguish between one time and ongoing functions.

## Part III: Expenditure Detail

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

	FY 2016	FY 2017	2015-17	2017-19	2019-21
FTE Staff Years	0.2	6.0	3.1	3.0	3.0
A-Salaries and Wages	20,000	395,609	415,609	483,988	483,988
B-Employee Benefits	6,000	118,582	124,582	145,146	145,146
C-Professional Service Contracts					
E-Goods and Other Services		39,000	39,000	63,500	63,500
G-Travel		11,500	11,500		
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total:</b>	\$26,000	\$564,691	\$590,691	\$692,634	\$692,634

### 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
Adjunct Faculty	64,487		1.3	0.6	0.5	0.5
Admission Counselor	40,000		2.0	1.0		
Continuing Faculty	95,000		2.0	1.0	2.0	2.0
Dtr. of Masters in Teaching	95,000	0.2	0.3	0.2		
Office Assistant	36,000		0.5	0.3	0.5	0.5
<b>Total FTE's</b>	330,487	0.2	6.0	3.1	3.0	3.0

## 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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 380-Western Washington University
---	---------------------------------	---

## 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	19.5	9.8	19.5	19.5
<b>Account</b>					
General Fund-State 001-1	0	1,797,000	1,797,000	3,594,000	3,594,000
Inst of HI ED-Operating Fees	0	990,620	990,620	2,234,633	2,589,596
Acct-Non-Appropriated 149-6					
<b>Total \$</b>	0	2,787,620	2,787,620	5,828,633	6,183,596

### 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: 02/02/2016
Agency Preparation: Kirk England	Phone: 360-650-4694	Date: 02/03/2016
Agency Approval: Kirk England	Phone: 360-650-4694	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.*

PSHB 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 201 & Sec 604 (4)

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

Total \$160,298

Regarding Sec 204(1) & 604 (5)

WWU anticipates the following costs: Total \$75,000

- 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: Total \$1,314,050

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: Total \$619,257

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: Total \$428,363

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) \$190,652

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 recruitment specialists that focus on recruitment of individuals who are from a traditionally underrepresented group among teachers in Washington.  
Total \$160,298

Regarding Sec 204(1) & 604 (5)

WWU anticipates the following costs: Total \$75,000

- 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: Total \$1,314,050

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: Total \$619,257

- 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: Total \$428,363

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) \$190,652

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		19.5	9.8	19.5	19.5
A-Salaries and Wages		1,405,502	1,405,502	2,938,764	3,117,733
B-Employee Benefits		756,809	756,809	1,582,411	1,678,780
C-Professional Service Contracts					
E-Goods and Other Services		625,309	625,309	1,307,458	1,387,083
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total:</b>	\$0	\$2,787,620	\$2,787,620	\$5,828,633	\$6,183,596

#### 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		12.5	6.3	12.5	12.5
Support Staff	31,850		1.0	0.5	1.0	1.0
Tenure Track Faculty	61,685		6.0	3.0	6.0	6.0
<b>Total FTE's</b>	129,025		19.5	9.8	19.5	19.5

### 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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> 699-Community/Technical College System
---	---------------------------------	--

## Part I: Estimates

☒

No Fiscal Impact

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

Check applicable boxes and follow corresponding instructions:

☐

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

☐

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

☐

Capital budget impact, complete Part IV.

☐

Requires new rule making, complete Part V.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 02/02/2016
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

Beginning January 1, 2018, include training for education degree candidates on how to encourage careers.

#### Section 402

May participate in voluntary meetings with nearby school districts that do not have approved alternate route teacher preparation programs. If not currently a partner in an alternative route program, must seek approval from PESB to offer an alternate route teacher preparation program by submitting a proposal or updated version of a proposal by September 1, 2016.

#### 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

<b>Bill Number:</b> 2881 P S HB H-3828.2	<b>Title:</b> Educator shortage	<b>Agency:</b> SDF-School District Fiscal Note - SPI
---	---------------------------------	---

## 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		2,250,000	2,250,000		
<b>Total \$</b>		2,250,000	2,250,000		

### 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: 02/02/2016
Agency Preparation: Mike Woods	Phone: (360) 725-6283	Date: 02/03/2016
Agency Approval: JoLynn Berge	Phone: 360 725-6292	Date: 02/03/2016
OFM Review: Kate Davis	Phone: (360) 902-0570	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.*

Changes in PSHB 2881 compared to the previous version (HB 2881):

The appropriation for Beginning Educator Support Team (BEST) is changed.

Summary of PSHB 2881 sections that directly impact districts:

### 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 the largest student enrollment and reporting under section 502 of this act. 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 \$2,000,000 in State Fiscal Year 2017 will be award to districts as BEST grants.

OSPI assumes the development and implementation of a central application depository and hiring portal would be undertaken by a school or educational service district. OSPI would provide \$250,000 in contracting funding in SFY 2017.

### 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 203

OSPI assumes development of an application depository and hiring portal would be undertaken by a school or educational service district. Costs of \$250,000 per year would be incurred beginning in State Fiscal Year 2017.

#### Section 301

This section allows teachers in Teachers Retirement System plans 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 \$2,000,000 in State Fiscal Year 2017. Districts would use the funds for additional mentors.

#### Section 502

Indeterminate impact. A 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 administrators' time per plan. Each plan would cost \$5,440 (80 hours X \$68/hr. Compensation rate 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.*