

# Multiple Agency Fiscal Note Summary

<b>Bill Number:</b> 5142 SB	<b>Title:</b> Educational interpreters
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## Estimated Cash Receipts

NONE

## Estimated Expenditures

Agency Name	2017-19			2019-21			2021-23		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Superintendent of Public Instruction	.3	96,000	96,000	.3	70,000	70,000	.3	70,000	70,000
<b>Total</b>	<b>0.3</b>	<b>\$96,000</b>	<b>\$96,000</b>	<b>0.3</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>0.3</b>	<b>\$70,000</b>	<b>\$70,000</b>

## Estimated Capital Budget Impact

NONE

<b>Prepared by:</b> Kate Davis, OFM	<b>Phone:</b> (360) 902-0570	<b>Date Published:</b> Final 2/ 1/2017
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\* See Office of the Administrator for the Courts judicial fiscal note

\*\* See local government fiscal note

FNPID: 45479

# Individual State Agency Fiscal Note

<b>Bill Number:</b> 5142 SB	<b>Title:</b> Educational interpreters	<b>Agency:</b> 350-Superintendent of Public Instruction
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**Part I: Estimates**

**No Fiscal Impact**

**Estimated Cash Receipts to:**

NONE

**Estimated Expenditures from:**

	FY 2018	FY 2019	2017-19	2019-21	2021-23
FTE Staff Years	0.3	0.3	0.3	0.3	0.3
<b>Account</b>					
General Fund-State      001-1	61,000	35,000	96,000	70,000	70,000
<b>Total \$</b>	61,000	35,000	96,000	70,000	70,000

**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: Alia Kennedy	Phone: 360-786-7405	Date: 01/18/2017
Agency Preparation: Troy Klein	Phone: (360) 725-6294	Date: 02/01/2017
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 02/01/2017
OFM Review: Kate Davis	Phone: (360) 902-0570	Date: 02/01/2017

## 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 1(3) of the bill revises the Professional Educator Standards Board (PESB) provisions regarding evaluations and assessments for educational interpreters for which PESB has not established a performance standard, and also for educational interpreters who have not successfully achieved the performance standard.

Section 2 of the bill requires that by December 1, 2017 the Office of the Superintendent of Public Instruction (OSPI) shall submit a report to the education committees of the legislature. The report must evaluate costs, associated timelines, and feasibility of conducting or contracting for a peer review of the educational signed skills evaluation.

### 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.*

OSPI expenditure impact:

OSPI estimates that the report in section 2 of the bill would require about 20 hours of a program supervisor's time at a cost of about \$2,000 in FY 2018.

PESB expenditure impact:

PESB assumes that section 3(b) of this bill that allows an educational interpreter who has not successfully achieved the performance standard to continue providing services for as many as 18 months if he or she can demonstrate to the satisfaction of the PESB and employing school or school district ongoing efforts to achieve the required standard, would require a type of verification system be developed and adopted.

It is estimated that the verification system development would require an IT consultant contract at an estimated \$23,000 in FY 2018. It would also require a .25 FTE Program Manager at an estimated cost of \$36,000 in FY 2018, and \$35,000 after. The FTE would assist in development of the verification system and support the ongoing verification process.

### Part III: Expenditure Detail

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

	FY 2018	FY 2019	2017-19	2019-21	2021-23
FTE Staff Years	0.3	0.3	0.3	0.3	0.3
A-Salaries and Wages	21,788	20,981	42,769	41,962	41,962
B-Employee Benefits	11,614	10,671	22,285	21,342	21,342
C-Professional Service Contracts	23,000		23,000		
E-Goods and Other Services	1,674	1,674	3,348	3,348	3,348
G-Travel	1,674	1,674	3,348	3,348	3,348
J-Capital Outlays	1,250		1,250		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
<b>Total:</b>	\$61,000	\$35,000	\$96,000	\$70,000	\$70,000

#### III. B - Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part I and Part IIIA*

Job Classification	Salary	FY 2018	FY 2019	2017-19	2019-21	2021-23
OSPI Program Manager	83,925	0.0		0.0		
PESB Program Manager	83,925	0.3	0.3	0.3	0.3	0.3
<b>Total FTE's</b>	167,850	0.3	0.3	0.3	0.3	0.3

### 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> 5142 SB	<b>Title:</b> Educational interpreters	<b>Agency:</b> SDF-School District Fiscal Note - SPI
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## Part I: Estimates

**No Fiscal Impact**

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

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## **Part II: Narrative Explanation**

### **II. A - Brief Description Of What The Measure Does That Has Fiscal Impact**

*Briefly describe by section number, the significant provisions of the bill, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.*

Section 1(3) of the bill revises the Professional Educator Standards Board (PESB) provisions regarding evaluations and assessments for educational interpreters for which PESB has not established a performance standard, and also for educational interpreters who have not successfully achieved the performance standard.

Section 2 of the bill requires that by December 1, 2017 the Office of the Superintendent of Public Instruction (OSPI) shall submit a report to the education committees of the legislature. The report must evaluate costs, associated timelines, and feasibility of conducting or contracting for a peer review of the educational signed skills evaluation.

### **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.*

School District expenditure impact:

It is assumed that this bill would have no or minimal expenditure impact on school districts.

Section 3(b) of this bill allows an educational interpreter who has not successfully achieved the performance standard to continue providing services for as many as 18 months if he or she can demonstrate to the satisfaction of the PESB and employing school or school district ongoing efforts to achieve the required standard. PESB assumes that this would require a type of verification system be developed and adopted, and that school districts would have access to and use the data and the findings of such a system.

## **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.*