

Multiple Agency Fiscal Note Summary

Bill Number: 5874 E S SB	Title: Rural sat. skill centers
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Estimated Cash Receipts

NONE

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 Operating Expenditures

Agency Name	2019-21			2021-23			2023-25		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
Superintendent of Public Instruction	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

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

Estimated Capital Budget Expenditures

Agency Name	2019-21			2021-23			2023-25		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

Estimated Capital Budget Breakout

NONE

Prepared by: Cynthia Hollimon, OFM	Phone: (360) 902-0562	Date Published: Final 3/22/2019
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Individual State Agency Fiscal Note

Bill Number: 5874 E S SB	Title: Rural sat. skill centers	Agency: 350-Superintendent of Public Instruction
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Part I: Estimates

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No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

Non-zero but indeterminate cost. Please see discussion.

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

Check applicable boxes and follow corresponding instructions:

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

☐

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: Ethan Moreno	Phone: 360-786-7386	Date: 03/21/2019
Agency Preparation: Mike Woods	Phone: 360 725-6283	Date: 03/22/2019
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 03/22/2019
OFM Review: Cynthia Hollimon	Phone: (360) 902-0562	Date: 03/22/2019

Part II: Narrative Explanation

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

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

The bill would allow direct funding of satellite skill centers under the following circumstances:
The center is located at least 30 miles from a core campus or other satellite program and enrolls students from a minimum of two districts;
The center is solely responsible for hiring staff and covering all staffing costs;
The center is solely responsible for providing facilities, equipment, materials, supplies, and training;
The center has demonstrated the ability to build successful community and local business partnerships;
The center has been operational and has secured agreements for at least one year with two or more rural school districts to accept and enroll students at the center;
The Career and Technical Education (CTE) Advisory Committee and the local district board of directors recommend and support the direct funding; and
The center shares the liability of all reviews for the purposes of auditing and the consolidated program review including state and federal monitoring of CTE programs.

A core campus skill center may receive up to 7 percent of the funding provided to a partnered rural satellite skill center funding for administrative purposes, and may charge an annual per-pupil facility fee related to the minor repair and maintenance capital account as negotiated in the interdistrict cooperative agreement.

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.

Indeterminate impact on allocations to skills centers. The Office of the Superintendent of Public Instruction (OSPI) cannot accurately project the number of students who would access instruction at rural skill centers as established in Section 1 of this bill.

OSPI offers the following potential costs for a single skill center course based on the following assumptions:
Students participating in rural skill centers are already enrolled in the K-12 system;
Skill Center course runs for 3 hours per day over the entire school year;
A skill center class has 20 students;
Additional costs to the state is equal to the increase in skill center FTEs times the skill center funding enhancement times the number of students per class.

The attached table shows the estimated costs by school year of one rural skill center course which runs the entire school year.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

NONE

Part V: New Rule Making Required

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

Funding Per 1.0 Annual Average Full-Time Equivalent Student				
School Year	2019-20	2020-21	2021-22	2022-23
Skills Center	\$ 10,331.97	\$ 10,515.16	\$ 10,664.10	\$ 10,807.21
Running Start (9-12)	\$ 8,437.69	\$ 8,580.11	\$ 8,697.83	\$ 8,811.04
Enhancement	\$ 1,894.28	\$ 1,935.05	\$ 1,966.27	\$ 1,996.17

	A	B	C	D
School Year	Enhancement Per 1.0 AAFTE	FTE for 3 hours of instruction	Students per Course	Increased State Cost Per Course
2019-20	\$ 1,894.28	0.54	20	\$ 20,458
2020-21	\$ 1,935.05	0.54	20	\$ 20,899
2021-22	\$ 1,966.27	0.54	20	\$ 21,236
2022-23	\$ 1,996.17	0.54	20	\$ 21,559
<i>Cost in column D = A X B X C</i>				

Individual State Agency Fiscal Note

Bill Number: 5874 E S SB	Title: Rural sat. skill centers	Agency: SDF-School District Fiscal Note - SPI
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Part I: Estimates

☐

No Fiscal Impact

Estimated Cash Receipts to:

Non-zero but indeterminate cost. Please see discussion.

Estimated Operating Expenditures from:

Non-zero but indeterminate cost. Please see discussion.

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Capital budget impact, complete Part IV.

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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.

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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 cannot accurately project the number of students who would access instruction at rural skill centers as established in Section 1 of this bill.

A potential revenue scenario is detailed on the attachment.

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.

District expenditures will be a function of how many students access instruction at the rural skill centers as established in Section 1 of this bill. OSPI assumes all additional revenues received by districts (if any) would be used to support the programs offered at the skill centers.

Part III: Expenditure Detail

Part IV: Capital Budget Impact

NONE

Part V: New Rule Making Required

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

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