

Multiple Agency Fiscal Note Summary

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.
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Estimated Cash Receipts

NONE

Estimated Operating Expenditures

Agency Name	2021-23				2023-25				2025-27			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Superintendent of Public Instruction	.2	54,000	54,000	54,000	.0	0	0	0	.0	0	0	0
University of Washington	2.8	757,255	757,255	757,255	.0	173,500	173,500	173,500	.0	173,500	173,500	173,500
Washington State University	3.0	793,048	793,048	793,048	3.0	778,548	778,548	778,548	3.0	778,548	778,548	778,548
Eastern Washington University	2.5	644,040	644,040	644,040	2.5	644,040	644,040	644,040	2.5	644,040	644,040	644,040
Central Washington University	.4	83,060	83,060	83,060	.4	106,400	106,400	106,400	.4	106,400	106,400	106,400
The Evergreen State College	Fiscal note not available											
Western Washington University	.0	0	0	0	.0	0	0	0	.0	0	0	0
Community and Technical College System	Fiscal note not available											
Total \$	8.9	2,331,403	2,331,403	2,331,403	5.9	1,702,488	1,702,488	1,702,488	5.9	1,702,488	1,702,488	1,702,488

Estimated Capital Budget Expenditures

Agency Name	2021-23			2023-25			2025-27		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Superintendent of Public Instruction	.0	0	0	.0	0	0	.0	0	0
University of Washington	.0	0	0	.0	0	0	.0	0	0
Washington State University	.0	0	0	.0	0	0	.0	0	0
Eastern Washington University	.0	0	0	.0	0	0	.0	0	0
Central Washington University	.0	0	0	.0	0	0	.0	0	0
The Evergreen State College	Fiscal note not available								
Western Washington University	.0	0	0	.0	0	0	.0	0	0
Community and Technical College System	Fiscal note not available								
Total \$	0.0	0	0	0.0	0	0	0.0	0	0

Estimated Capital Budget Breakout

Prepared by: Breann Boggs, OFM	Phone: (360) 485-5716	Date Published: Preliminary 2/ 3/2021
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Individual State Agency Fiscal Note

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.	Agency: 350-Superintendent of Public Instruction
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	0.4	0.0	0.2	0.0	0.0
Account					
General Fund-State 001-1	54,000	0	54,000	0	0
Total \$	54,000	0	54,000	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: Jordan Clarke	Phone: 360-786-7123	Date: 01/28/2021
Agency Preparation: Tisha Kuhn	Phone: 360 725-6424	Date: 02/02/2021
Agency Approval: Mike Woods	Phone: 360 725-6283	Date: 02/02/2021
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/02/2021

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 compared to HB 1028:

Section 1 (New Section):

Section 1(1): Acknowledges concerns by the legislature that passing the edTPA is a barrier to some candidates (particularly candidates of color and for whom English is a second language) and that candidates from low-income households have difficulty paying for the edTPA.

Section 1(2): Acknowledges state approval process requirements, recognizes candidates may demonstrate their knowledge, skills, and competencies in a variety of ways, and states the legislature's intent to eliminate taking or passing the edTPA as a prerequisite for residency teacher certification.

Section 2 (New Section):

Section 2(1): Washington PESB-approved teacher preparation programs must recommend for residency teacher certification any candidate who has met all statutory and program requirements except for completion of the evidence-based assessment of teaching effectiveness under RCW 28A.410.280. The programs must attempt to notify each person who meets the requirements of this subsection of the recommendation during the 2019-20, 2020-21, or 2021-22 academic years.

Section 2(2): Allows PESB-approved teacher preparation programs to recommend for residency teacher certification any person who was required to pass the evidence-based assessment of teaching effectiveness under RCW 28A.410.280, provided that the person met all other statutory and program requirements in effect at the time of enrollment, except when required under subsection (1) of this section.

Section 2(3): Section expires September 1, 2022.

Section 3 (New Section): Adds a new section to chapter 28A.410 that states PESB may not adopt rules requiring that candidates for residency teacher certification take or pass a uniform, statewide performance assessment of teaching effectiveness.

Section 4(1)(a): Removes "Washington professional educator standards" language.

Section 4(1)(b): Adds language that defines cultural competency by reference to RCW 28A.410.260 and removes language that delineates components of cultural competency.

Section 4(1)(c): Removes "Washington professional educator standards" language.

Section 4(2): Removes "Washington professional educator standards" language.

Section 4(4): Allows for the use of multiple measures to demonstrate how educator preparation programs produce effective teachers.

Section 4(5): Requires a candidate must meet or exceed the knowledge, skill, performance, and competency standards before a board-approved teacher preparation program may recommend a candidate for residency teacher certification.

Section 4(6): Adds language to define “board” for the purpose of this section.

Summary of SHB 1028:

Section 1 (New Section):

Section 1(1): Acknowledges concerns by the legislature that passing the edTPA is a barrier to some candidates (particularly candidates of color and for whom English is a second language) and that candidates from low-income households have difficulty paying for the edTPA.

Section 1(2): Acknowledges state approval process requirements, recognizes candidates may demonstrate their knowledge, skills, and competencies in a variety of ways, and states the legislature’s intent to eliminate taking or passing the edTPA as a prerequisite for residency teacher certification.

Section 2 (New Section):

Section 2(1): Washington PESB-approved teacher preparation programs must recommend for residency teacher certification any candidate who has met all statutory and program requirements except for completion of the evidence-based assessment of teaching effectiveness under RCW 28A.410.280. The programs must attempt to notify each person who meets the requirements of this subsection of the recommendation during the 2019-20, 2020-21, or 2021-22 academic years.

Section 2(2): Allows PESB-approved teacher preparation programs to recommend for residency teacher certification any person who was required to pass the evidence-based assessment of teaching effectiveness under RCW 28A.410.280, provided that the person met all other statutory and program requirements in effect at the time of enrollment, except when required under subsection (1) of this section.

Section 2(3): Section expires September 1, 2022.

Section 3 (New Section): Adds a new section to chapter 28A.410 that states PESB may not adopt rules requiring that candidates for residency teacher certification take or pass a uniform, statewide performance assessment of teaching effectiveness.

Section 4(1)(a): Requires PESB to adopt a set of standards for effective teaching that are the most recent teaching standards published by a consortium of state and national education organizations dedicated to the reform of the preparation, licensing, and ongoing professional development of teachers since 1987.

Section 4(1)(b): Adds language that defines cultural competency by reference to RCW 28A.410.260 and removes language that delineates components of cultural competency.

Section 4(3): Removes a requirement that PESB shall maintain a uniform, statewide, valid and reliable classroom-based means of evaluating teacher effectiveness.

Section 4(4): Allows for the use of multiple measures to demonstrate how the educator preparation programs produce effective teachers.

Section 4(5): Requires a candidate must meet or exceed the knowledge, skill, performance, and competency standards before a board-approved teacher preparation program may recommend a candidate for residency teacher certification.

Section 4(6): Adds language to define “board” for the purpose of this section.

Section 5(2): Removes reference to “the evidence-based assessment of teaching effectiveness under RCW 28A.410.280,” while maintaining language directing PESB to require that successful candidates for the residency certificate demonstrate effective subject-specific instructional methods that address the revised standards.

Section 6 (New Section): Repeals RCW 28A.410.280 (Evidence-based assessment of teaching effectiveness – Teacher preparation program requirement) and 2010 c 235 s 501.

Section 7 (New Section): This act takes effect immediately.

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.

PESB:

No cash receipt impact anticipated.

OSPI:

No cash receipt impact anticipated.

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.

Because the bill repeals the edTPA assessment currently in use, PESB will receive many questions from the field about implementation. To ensure transition and compliance with the law, PESB will need to communicate with teacher preparation programs and candidates to provide technical assistance on changes to program approval, review, data collection, and related transitions from the edTPA.

Specifically, PESB will need to:

Communicate changes to programs and candidates.

Create messaging materials summarizing changes, including messages that address legal considerations regarding refund requests by people who registered for the edTPA but are no longer required to take it.

Provide technical assistance to programs and candidates.

Revise rules to reflect changes required by the bill.

Revise the data manual used by programs.

Review and clarify reporting and recommendation process.

The cost estimate for implementing the bill is based on the following assumptions:

FY22 (Implementation Start-Up)

Object A = \$35,000

? 0.4 FTE program manager

Object B = \$12,000

Object C = \$0

Object E = \$7,000

Object G = \$0

Object J = \$0
TOTAL for FY22: \$54,000

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	54,000	0	54,000	0	0
Total \$			54,000	0	54,000	0	0

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	0.4		0.2		
A-Salaries and Wages	35,000		35,000		
B-Employee Benefits	12,000		12,000		
C-Professional Service Contracts					
E-Goods and Other Services	7,000		7,000		
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	54,000	0	54,000	0	0

III. C - Operating FTE 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 2022	FY 2023	2021-23	2023-25	2025-27
Program Manager	86,899	0.4		0.2		
Total FTEs		0.4		0.2		0.0

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part IVB*

NONE

PESB:
No capital budget impact anticipated.

OSPI:
No capital budget impact anticipated.

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.

Implementation of Sections 2, 3, 4, 5, and 6 will require rulemaking.

Individual State Agency Fiscal Note

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.	Agency: 360-University of Washington
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	5.6	0.0	2.8	0.0	0.0
Account					
General Fund-State 001-1	670,505	86,750	757,255	173,500	173,500
Total \$	670,505	86,750	757,255	173,500	173,500

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: Jordan Clarke	Phone: 360-786-7123	Date: 01/28/2021
Agency Preparation: Lauren Hatchett	Phone: 2066167203	Date: 02/03/2021
Agency Approval: Kelsey Rote	Phone: 2065437466	Date: 02/03/2021
OFM Review: Breann Boggs	Phone: (360) 485-5716	Date: 02/03/2021

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.

Similar to the original bill, the proposed substitute would amend residency teacher certification by eliminating the edTPA as a teacher preparation program requirement. The proposed substitute would require the Washington Professional Educator Standards Board (PESB) to adopt standards for teacher preparation programs to follow. However, it is unknown what standards PESB may adopt. Because of this uncertainty, the University of Washington (UW) anticipates that each teacher preparation program would have to realign current curriculum and develop new, internal assessments. Therefore, the fiscal impacts of the proposed substitute are the same as the original bill.

Section 2 would require that teacher preparation programs recommend residency teacher certification to any candidate, during the 2019-20, 2020-21, or 2021-22 academic years, who has met all program requirements except for the completion of evidence-based assessment of teaching effectiveness (edTPA) under RCW 28A.410.280.

Section 3 would prohibit PESB from adopting rules requiring that candidates for residency teacher certification take or pass a uniform, statewide performance assessment of teaching effectiveness.

Section 4 would require the PESB to adopt standards aligned with the most recent teaching standards published by a consortium of states and national education organizations. Teacher preparation programs would be required to demonstrate how the program produces effective teachers under these standards.

Section 5 removes mention of implementing the edTPA

Section 6 repeals RCW 28A.410.280 (Evidence-based assessment of teaching effectiveness – Teacher preparation program requirement).

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.

The University of Washington (UW) has 12 board certified teacher preparation programs on each campus (Bothell, Seattle, and Tacoma). Each program is specialized (e.g. K-12, Special Education, English Language Learners, etc.) and is operated by faculty and staff with equally specialized areas of expertise. Because of this specialization, this bill would result in a significant fiscal impact in FY22 and in each subsequent year.

SECTION 4

This section would require each teacher preparation program at the UW to modify its current procedure for evaluating and recommending candidates for residency certification. These new procedures meet standards developed by the Washington Professional Educator Standards Board. However, it is unclear exactly what

standards will be adopted. Our cost estimates assume the UW would need to realign current curriculum and develop a new assessment to evaluate teaching candidates. Expenditure estimates are detailed for each campus below:

UW BOTHELL

A new assessment design = \$184,834 in FY22 and \$12,500 in FY23 and each subsequent year. UW Bothell has three Teacher Education Pathways within the School of Educational Studies. In order to meet the obligations of this bill, the School of Educational Studies would need to design an assessment that would work across each pathway. Expenditures are detailed below:

Faculty team to develop new assessment = \$21,000 in FY22

- Course release for 1 faculty member: \$5,500
- Summer stipend for 1 faculty member = \$5,500
- Stipends for part-time lecturing faculty (10, \$500 stipends) = \$5,000
- Materials/technology start-up (books for design/evaluation, equipment, cloud service, video support): \$5,000

Support for mentor teachers = \$12,500 in FY22 and each subsequent year

- Professional development stipends (\$250 each) for 50 mentor teachers = \$12,500

Faculty/staff time for design and preparation for new assessment = \$68,254 in FY22

- Dean of School of Educational Studies = 0.05 FTE, \$10,540 (\$170,000 annual salary with a faculty benefits rate of 24.0%, totaling \$8,500 in salary and \$2,040 in benefits)
- Partnerships and Field Placement Coordinator = 0.15 FTE, \$13,682 (\$70,000 annual salary with a professional staff benefits rate of 30.3%, totaling \$10,500 in salary and \$3,182 in benefits)
- Data and Grants Manager = 0.05 FTE, \$4,104 (\$63,000 annual salary with a professional staff benefits rate of 30.3%, totaling \$3,150 in salary and \$954 in benefits)
- Professor = 0.1 FTE, \$12,028 (\$97,000 in annual salary with a faculty benefits rate of 24.0%, totaling \$9,700 in salary and \$2,328 in benefits)
- Full-time Teaching Certification Program Faculty = 0.225 FTE, \$27,900 (\$100,000 annual salary with a faculty benefits rate of 24.0%, totaling \$22,500 in salary and \$5,400 in benefits)

Part-time Lecturers to score new assessments = \$83,080 in FY22

- 1.25 FTE = \$83,080 (\$53,600 annual salary with a faculty benefits rate of 24.0%, totaling \$67,000 in salary and \$16,080 in benefits)

UW SEATTLE

A new assessment design = \$296,002 in FY22 and \$59,250 in FY23 and each subsequent year. UW Seattle has five Teacher Education Pathways within the College of Education. In order to meet the obligations of this bill, the College of Education would need to design an assessment that would work across each pathway. Expenditures are detailed below:

Faculty team to develop new assessment = \$65,000 in FY22

- Fixed Fee Stipend, \$5,000 per 5 Teacher Education Directors and 5 Field Directors = \$50,000
- Stipends for part-time lecturing faculty (20, \$500 stipends) = \$10,000
- Materials/technology start-up (books for design/evaluation, equipment, cloud service, video support): \$5,000

Support for mentor teachers = \$59,250 in FY22 and each subsequent year

- Professional development stipends (\$250 each) for 225 mentor teachers = \$56,250
- Professional Development design and costs for delivery \$3,000

Faculty/staff time for design and preparation for new assessment = \$88,672 in FY22

- Assistant Dean of Teacher Education = 0.05 FTE, \$10,540 (\$170,000 annual salary with a faculty benefits rate of 24.0%, totaling \$8,500 in salary and \$2,040 in benefits)
- Data and Grants Manager = 0.05 FTE, \$4,104 (\$63,000 annual salary with a professional staff benefits rate of 30.3%, totaling \$3,150 in salary and \$954 in benefits)
- Professor = 0.1 FTE, \$12,028 (\$97,000 in annual salary with a faculty benefits rate of 24.0%, totaling \$9,700 in salary and \$2,328 in benefits)
- Full-time Teaching Certification Program Faculty = 0.5 FTE, \$62,000 (\$100,000 annual salary with a faculty benefits rate of 24.0%, totaling \$50,000 in salary and \$12,000 in benefits)

Part-time Lecturers to score new assessments = \$83,080 in FY22

- 1.25 FTE = \$83,080 (\$53,600 annual salary with a faculty benefits rate of 24.0%, totaling \$67,000 in salary and \$16,080 in benefits)

UW TACOMA

A new assessment design = \$189,669 in FY22 and \$15,000 in FY23 and each subsequent year. UW Tacoma has four Teacher Education Pathways within the School of Education. In order to meet the obligations of this bill, the School of Education would need to design an assessment that would work across each pathway. Expenditures are detailed below:

Faculty team to develop new assessment = \$21,000 in FY22

- Course release for 1 faculty member: \$5,500
- Summer stipend for 1 faculty member = \$5,500
- Stipends for part-time lecturing faculty (10, \$500 stipends) = \$5,000
- Materials/technology start-up (books for design/evaluation, equipment, cloud service, video support): \$5,000

Support for mentor teachers = \$15,000 beginning in FY22 and each subsequent year

- Professional development stipends (\$250 each) for 60 mentor teachers = \$15,000

Faculty/staff time for design and preparation for new assessment = \$70,589, in FY22

- Dean of School of Education = 0.05 FTE, \$10,726 (\$173,000 annual salary with a faculty benefits rate of 24.0%, totaling \$8,650 in salary and \$2,076 in benefits)
- Director of Office and Field Placements and Partnerships = 0.15 FTE, \$15,831 (\$81,000 annual salary with a professional staff benefits rate of 30.3%, totaling \$12,150 in salary and \$3,681 in benefits)
- Data and Grants Manager = 0.05 FTE, \$4,104 (\$63,000 annual salary with a professional staff benefits rate of 30.3%, totaling \$3,150 in salary and \$954 in benefits)
- Professor = 0.1 FTE, \$12,028 (\$97,000 in annual salary with a faculty benefits rate of 24.0%, totaling \$9,700 in salary and \$2,328 in benefits)
- Full-time Teaching Certification Program Faculty = 0.225 FTE, \$27,900 (\$100,000 annual salary with a faculty benefits rate of 24.0%, totaling \$22,500 in salary and \$5,400 in benefits)

Part-time Lecturers to score new assessments = \$83,080 in FY22

- 1.25 FTE = \$83,080 (\$53,600 annual salary with a faculty benefits rate of 24.0%, totaling \$67,000 in salary and \$16,080 in benefits)

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	670,505	86,750	757,255	173,500	173,500
Total \$			670,505	86,750	757,255	173,500	173,500

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	5.6		2.8		
A-Salaries and Wages	382,850		382,850		
B-Employee Benefits	93,905		93,905		
C-Professional Service Contracts					
E-Goods and Other Services	101,750	86,750	188,500	173,500	173,500
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-Stipends/Course Releases	92,000		92,000		
Total \$	670,505	86,750	757,255	173,500	173,500

III. C - Operating FTE 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 2022	FY 2023	2021-23	2023-25	2025-27
Assistant Dean of Teacher Education	170,000	0.1		0.0		
Data and Grants Manager	63,000	0.2		0.1		
Dean of School of Education	173,000	0.1		0.0		
Dean of School of Educational Studies	170,000	0.1		0.0		
Director of Office and Field Placements and Partne	81,000	0.2		0.1		
Partnerships and Field Placement Coordinator	70,000	0.2		0.1		
Part-time Lecturers	53,600	3.8		1.9		
Professor	97,000	0.3		0.2		
Teaching Certification Program Faculty	100,000	1.0		0.5		
Total FTEs		5.6		2.8		0.0

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part IVB*

NONE

Part V: New Rule Making Required

Individual State Agency Fiscal Note

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.	Agency: 365-Washington State University
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	3.0	3.0	3.0	3.0	3.0
Account					
General Fund-State 001-1	403,774	389,274	793,048	778,548	778,548
Total \$	403,774	389,274	793,048	778,548	778,548

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: Jordan Clarke	Phone: 360-786-7123	Date: 01/28/2021
Agency Preparation: Emily Green	Phone: 5093359681	Date: 02/02/2021
Agency Approval: Chris Jones	Phone: 509-335-9682	Date: 02/02/2021
OFM Review: Breann Boggs	Phone: (360) 485-5716	Date: 02/03/2021

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.

S HB 0613.2 (HB 1028) – Residency Teacher Cert relates to the evaluation and recommendation of candidates for residency teacher certification.

This bill proposes to eliminate edTPA as a teacher preparation program requirement. The Washington Professional Standards Board (PESB) would be required to adopt new teacher preparation program standards at a later date. It is unclear what these standards may be. For the purposes of this fiscal note, WSU assumes that it would need to reassess its own teacher preparedness program and develop curriculum and evaluation tools to align with new standards.

This bill would have an initial fiscal impact of \$405K in FY22 and \$391K in recurring costs. WSU would need to dedicate a director-level individual to develop and implement the teacher candidate assessment/evaluation tool. Due to the specialized nature of this tool, this position would require an individual with a terminal (Doctorate) degree. Current faculty/staff do not possess the credentials to hold this position. Additionally, WSU needs a dedicated director to have system-wide oversight of program. WSU would need to dedicate multiple teacher education specialists for instrument development, validation, and reliability.

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.

The bulk of expenses would go towards salaries and benefits for one director (\$180,024 Salary/Benefits @ 35%;1.0 Total FTE) and four teacher education specialists (\$51,432 Salary/Benefits @ 35%;2.0 FTE). This would total 3.0 FTE (\$282,888 Salary/ \$99,010). The Director would be responsible for developing, implementing, and overseeing the teacher candidate assessment/evaluation tool. The Director needs to have technical expertise for proper evaluation and measurement of program and be able to work and communicate with faculty. At present, no faculty or staff members possesses the skillset or expertise to develop and implement such a program. Teacher education specialists are necessary to provide program support at the Vancouver and Tri-Cities campuses.

The bulk of goods and other services costs would be encumbered during FY22 for initial start-up. This includes initial technology equipment and other start-up costs totaling \$16,500. This program will encumber \$2,000 for goods and services to support the program in subsequent years.

WSU assumes that the director would need to travel for three WACTE meetings. Travel costs include training workshops that would be held annually at each campus. This would allow for faculty and teacher preparation program staff to collaborate to develop an instrument to meet each campus specific needs as program variations would exist on each campus. Teacher preparation program staff would provide training on evaluating tool for faculty at each campus.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	403,774	389,274	793,048	778,548	778,548
Total \$			403,774	389,274	793,048	778,548	778,548

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	3.0	3.0	3.0	3.0	3.0
A-Salaries and Wages	282,888	282,888	565,776	565,776	565,776
B-Employee Benefits	99,010	99,010	198,020	198,020	198,020
C-Professional Service Contracts					
E-Goods and Other Services	16,500	2,000	18,500	4,000	4,000
G-Travel	5,376	5,376	10,752	10,752	10,752
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	403,774	389,274	793,048	778,548	778,548

III. C - Operating FTE 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 2022	FY 2023	2021-23	2023-25	2025-27
Program Specialist 2	51,532	2.0	2.0	2.0	2.0	2.0
Specialist in Teacher Education	180,024	1.0	1.0	1.0	1.0	1.0
Total FTEs		3.0	3.0	3.0	3.0	3.0

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part IVB

NONE

Part V: New Rule Making Required

Individual State Agency Fiscal Note

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.	Agency: 370-Eastern Washington University
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	2.5	2.5	2.5	2.5	2.5
Account					
General Fund-State 001-1	322,020	322,020	644,040	644,040	644,040
Total \$	322,020	322,020	644,040	644,040	644,040

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: Jordan Clarke	Phone: 360-786-7123	Date: 01/28/2021
Agency Preparation: Alexandra Rosebrook	Phone: (509) 359-7364	Date: 02/02/2021
Agency Approval: Alexandra Rosebrook	Phone: (509) 359-7364	Date: 02/02/2021
OFM Review: Breann Boggs	Phone: (360) 485-5716	Date: 02/03/2021

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.

Proposed SHB 1028 Section 1 proposes eliminating the evidence-based assessment of teaching effectiveness adopted by the Professional Educator Standards Board.

Section 2 requires teacher preparation programs to recommend for residency teacher certification each person who met all statutory and program requirements.

Section 4 For candidates recommended for residency teacher certification by a board approved preparation program, the standards adopted by the board must be the most recent teaching standards published by a consortium of state and national education organizations.

Section 6 indicates this section takes effect immediately.

This bill eliminates a uniform, standardized assessment for candidates in teacher preparations programs in Washington. The language of the substitute proposal of HB 1028 further puts the onus on individual teacher preparation programs to develop a protocol to validate, and assess the pedagogical skills and knowledge for teacher competency in alignment with the standards adopted by the Washington Professional Educator Standards Board (PESB). EWU is unable to anticipate the standards that will be adopted per Section 4 and whether the current curriculum will need to be realigned with those standards. Each individual program will be responsible for assessment development, implementation, quality review, data recording and dissemination to required stakeholders (e.g., PESB). This substitute bill does not change our original fiscal response to HB 1028.

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.

Proposed HB 1028 requires Eastern to develop, implement and maintain a pedagogy assessment. A new Pedagogy Performance Director 1 FTE \$94,000 (Salary \$80,000 and Benefits \$14,000), Pedagogy Performance Specialist 1 FTE \$60,200 (Salary \$50,000 and Benefits \$10,200) and Records Analyst .5 FTE \$32,800 (Salary \$26,800 and Benefits \$6,000) will be hired to develop, implement and maintain the assessment. The Pedagogy staff require a high level of knowledge and expertise in evaluation, measurement, instrument development, pedagogy, teacher evaluation and data collection and management. These staff will be supporting faculty and candidates throughout the year. Nine faculty supervisors will also assist with the implementation. Eastern will have a total of nine team members implementing this legislation, which will need computers at \$2,000 each and cell phones at \$65/mo. Eastern will be providing the appropriate training on annual basis estimated at \$20,000 per year. Eastern will also be required to score the assessment annually, which we anticipate will be approximately \$45,000 per year. We will also ensure that the assessment is coordinated with higher education institutions across the state for uniformity, which will result in anticipated travel of \$7,000 per year. Eastern will likely have to obtain a new software subscription, which is estimated at \$30,000 per year. We also estimate miscellaneous supply costs at \$2,000 per year.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	322,020	322,020	644,040	644,040	644,040
Total \$			322,020	322,020	644,040	644,040	644,040

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	2.5	2.5	2.5	2.5	2.5
A-Salaries and Wages	156,800	156,800	313,600	313,600	313,600
B-Employee Benefits	30,200	30,200	60,400	60,400	60,400
C-Professional Service Contracts					
E-Goods and Other Services	128,020	128,020	256,040	256,040	256,040
G-Travel	7,000	7,000	14,000	14,000	14,000
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	322,020	322,020	644,040	644,040	644,040

III. C - Operating FTE 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 2022	FY 2023	2021-23	2023-25	2025-27
Pedagogy Performance Director	80,000	1.0	1.0	1.0	1.0	1.0
Pedagogy Performance Specialist	50,000	1.0	1.0	1.0	1.0	1.0
Records Analyst	26,800	0.5	0.5	0.5	0.5	0.5
Total FTEs		2.5	2.5	2.5	2.5	2.5

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part IVB

NONE

Part V: New Rule Making Required

Individual State Agency Fiscal Note

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.	Agency: 375-Central Washington University
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Part I: Estimates

☐ No Fiscal Impact

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	0.3	0.4	0.4	0.4	0.4
Account					
General Fund-State 001-1	29,860	53,200	83,060	106,400	106,400
Total \$	29,860	53,200	83,060	106,400	106,400

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: Jordan Clarke	Phone: 360-786-7123	Date: 01/28/2021
Agency Preparation: Lisa Plesha	Phone: (509) 963-1233	Date: 02/02/2021
Agency Approval: Lisa Plesha	Phone: (509) 963-1233	Date: 02/02/2021
OFM Review: Breann Boggs	Phone: (360) 485-5716	Date: 02/03/2021

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.

SHB 1028 amends the original bill proposal and makes further changes to the requirements for teacher residency certification programs approved by the Professional Educator Standards Board (PESB).

Section 1: In the amended bill, the removal of the edTPA assessment as the standard assessment for teaching effectiveness remains. The amendments replace the edTPA requirement with the requirement for programs to use the most recently published interstate teacher assessment and support consortium standards (INTASC) in determining a candidate's proficiency in knowledge, skills and competencies through the use of multiple measures to evaluate whether a candidate meets or exceeds those standards.

Section 2: PESB must now recommend for residency teacher candidacy each person who during the 2019-20, 2020-21, or 2021-22 academic years met all program requirements except for the completion of the edTPA as repealed by this act. This section expires September 1, 2022

Section 3: Prohibits PESB from requiring candidates for residency teacher certification to take or pass a uniform, statewide performance assessment of teaching effectiveness.

Section 4: Amends current statute to require the standards adopted by PESB to be the most recent teaching standards published by a consortium of state and national education organizations dedicated to the reform of the preparation, licensing and ongoing professional development of teachers since 1987. Furthermore, the approved teacher preparation program must ensure that the candidates meet or exceed the knowledge, skill, performance, and competency standards described in subsection (1) of this section.

For the purposes of this fiscal note, CWU assumes that the teacher preparation program currently approved under PESB will continue to use the state-adopted cultural competency standards, state-adopted social-emotional learning standards and embed the INTASC standards into course content as is currently the practice, but because there is no means to assess or evaluate a candidate's proficiency in knowledge, skill, performance and competency, CWU believes that some FTE effort will be required to ensure candidates for residency teacher certification are meeting or exceeding the standards set forth.

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.

Although the amended bill removes both the over requirement for "implementing a procedure for evaluating and recommending candidates for residency teacher certification" and the annual reporting to PESB of data on evaluating and recommending candidates for residency teacher certification, it is assumed that some level of assessment or evaluation will be required to ensure that candidates are meeting or exceeding the standards for knowledge, skill, performance and competency as required.

CWU, like many other approved programs, embeds the INTASC standards within teacher preparation course content. However, we do not currently evaluate or track a candidates proficiency in meeting or exceeding these standards because we currently use the edTPA to accomplish this. In order to provide a meaningful evaluation of these standards, much of the costs associated with our original note remain the same.

Currently Central Washington's School of Education is participating in PESB's Multiple Measures Pilot assessment program which was developed in late spring, 2020 and is an example of aligning with the INTASC Standards, which could be a model CWU would consider using if bill SHB 1028 passes.

With its passage, CWU would need to determine the agreed upon process and areas of evaluation, with additional time needed to implement. If the standards set forth by PESB aligned with the ITASC standards that are currently embedded in our curriculum, CWU estimates needing an estimated 100 hours of faculty time to convene this committee in order to determine and develop the process with which we would evaluate candidates' attainment of the standards and the evaluation areas we would need to consider. CWU assumes the need for 3 faculty members plus a committee chair to determine and direct the process of evaluation. Faculty salaries plus benefits would amount to 3.5 work load units per faculty member x 3 committee members at \$1662 per work load unit = \$17,451+ 33% benefits rate or \$23,210 plus .05 FTE of a Director of Accreditation and Assessment salary of \$5000 + 33% benefits rate or \$6650 for a total cost to determine the evaluation of standards proficiency of \$29,860.

CWU would utilize it's current contract with Canvas to record and track the attainment of the established standards by teacher candidates. Doing so would eliminate the need for IS/IE technical support, but would require continued effort of the Director of Accreditation and Assessment to maintain the standards in the software, track their attainment by candidates and provide feedback and progress reports. CWU estimates needing the effort of .40 FTE Director of Accreditation and Assessment to complete this work annually at an annual salary of \$100,000 + 33% benefits rate or \$53,200.

Additionally, because the repeal of the edTPA allows for candidates to obtain their residency teaching certification without having to take the edTPA assessment in the 2019-20, 2020-21, or 2021-22 academic years, CWU anticipates some effort to identify and notify those candidates outside of our normal process of using the successful passage of the edTPA to confirm a candidate's successful completion of the program. It is estimated that this effort would be minimal and could be absorbed with existing resources.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2022	FY 2023	2021-23	2023-25	2025-27
001-1	General Fund	State	29,860	53,200	83,060	106,400	106,400
Total \$			29,860	53,200	83,060	106,400	106,400

III. B - Expenditures by Object Or Purpose

	FY 2022	FY 2023	2021-23	2023-25	2025-27
FTE Staff Years	0.3	0.4	0.4	0.4	0.4
A-Salaries and Wages	22,451	40,000	62,451	80,000	80,000
B-Employee Benefits	7,409	13,200	20,609	26,400	26,400
C-Professional Service Contracts					
E-Goods and Other Services					
G-Travel					
J-Capital Outlays					
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	29,860	53,200	83,060	106,400	106,400

III. C - Operating FTE 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 2022	FY 2023	2021-23	2023-25	2025-27
Director of Assessment & Accreditation	100,000	0.1	0.4	0.2	0.4	0.4
Faculty members to determine process & evaluation	75,000	0.3		0.1		
Total FTEs		0.3	0.4	0.4	0.4	0.4

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part IVB

NONE

Part V: New Rule Making Required

Individual State Agency Fiscal Note

Bill Number: 1028 S HB H-0613.2	Title: Residency teacher cert.	Agency: 380-Western Washington University
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Part I: Estimates

☒ **No Fiscal Impact**

Estimated Cash Receipts to:

NONE

Estimated Operating Expenditures from:

NONE

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: Jordan Clarke	Phone: 360-786-7123	Date: 01/28/2021
Agency Preparation: Kristen Stouder	Phone: (360) 650-2811	Date: 02/02/2021
Agency Approval: Ted Castro	Phone: (360) 650-4694	Date: 02/02/2021
OFM Review: Breann Boggs	Phone: (360) 485-5716	Date: 02/03/2021

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.

Compared to HB 1028, S HB 1028 does the following:

Section 1 clarifies the intent of the bill to eliminate the edTPA assessment because the legislature recognizes the assessment is an inequitable barrier to teacher certification.

Section 2 requires teacher preparation programs to attempt to notify students who met all requirements for residency teacher certification except for the edTPA assessment during the 2019-20, 2020-21, and 2021-22 academic years. Students who met all requirements except the edTPA assessment may be recommended for residency teacher certification.

Section 3 prohibits Washington professional education standards board (the board) from requiring candidates to take or pass a statewide assessment of teaching effectiveness.

Section 4 amends RCW 28A.410.270 and directs the board to adopt the most recent teaching standards published by a consortium of state and national education organizations and puts forward new clarifications on developing standards for cultural competency.

Section 4(3) strikes language requiring a uniform statewide assessment for teaching effectiveness, which eliminates the requirement of the edTPA assessment. Compared to HB 1028, there is no additional mandate for institutions to develop their own assessment.

Instead, (Section 4.4) teacher preparations programs are required to demonstrate how the programs meet the knowledge, skills, and competencies described in section 4(1).

Section 4.5 requires that candidates must meet or exceed the standards set forth in section 4.1 before they can be recommended for certification.

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.

Western Washington University (WWU) anticipates no costs associated with S HB 1028 for the following reasons:

- S HB 1028 repeals the requirement of the edTPA assessment without requiring institutions to develop or implement a new assessment to evaluate candidate preparedness. We therefore assume we do not need to develop a replacement exam as we indicated on our fiscal note response for HB 1028 (which did require a replacement exam). We have removed costs associated with development of a new exam given that this version of the bill no longer has that requirement.

- WWU's teaching certification programs already incorporate InTASC standards into the program curricula, per Professional Educator Standards Board (PESB) rule. We interpret Sections 4.1.a and 4.5 not as a mandate to implement a new assessment, but a mandate that the current PESB standards be incorporated into the teaching program curricula. Thus, this section codifies WWU's current program standards into state statute. We further interpret under this version of the bill that students are eligible for residency teacher certification by satisfactory completion of the teacher preparation program alone (provided that program is aligned with current standards as mandated in sections 4.1.a and 4.5). In summary, we see no fiscal impact for WWU given that our current program meets PESB standards and satisfies the requirement for those program standards as described in Section 4.

- WWU's teacher preparation programs currently incorporate the cultural competency standards as outlined in RCW 28A.410.260 (Section 4.1.b). We expect no additional revisions to program curricula and therefore no costs.

- Finally, WWU expects no fiscal impact for notifying former students who did not pass the edTPA exam of possible candidacy as required in Section 2. The effort is expected to be small and can be absorbed within the workload of WWU's current program staff.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

NONE

III. B - Expenditures by Object Or Purpose

NONE

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

NONE

III. D - Expenditures By Program (optional)

NONE

Part IV: Capital Budget Impact

IV. A - Capital Budget Expenditures

NONE

IV. B - Expenditures by Object Or Purpose

NONE

IV. C - Capital Budget Breakout

Identify acquisition and construction costs not reflected elsewhere on the fiscal note and describe potential financing methods

NONE

IV. D - Capital FTE Detail: *List FTEs by classification and corresponding annual compensation. Totals need to agree with total FTEs in Part IVB*

NONE

Part V: New Rule Making Required