

Individual State Agency Fiscal Note

Bill Number: 5180 SB	Title: Teacher mobility compact	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:

Non-zero but indeterminate cost and/or savings. 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.

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Part II: Narrative Explanation

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

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

This bill creates a teacher mobility compact enabling teachers to more efficiently move from state to state to obtain licensure. Each section identifies the various components of the compact.

Section 1 - Purpose

The purpose of this compact is to facilitate the mobility of teachers across the member states, with the goal of supporting teachers through a new pathway to licensure. Through this compact, the member states seek to establish a collective regulatory framework that expedites and enhances the ability of teachers to move across state lines.

Section 2 - Definitions

This section provides definitions of several key terms associated with this bill.

Section 3 – Licensure Under the Compact

This section outlines the guidelines for licensure within the compact.

Section 4 – Licensure Not Under the Compact

This section provides the autonomy of member states to establish additional requirements when issuing licenses.

Section 5 – Teacher Qualifications and Requirements for Licensure Under the Compact

This section identifies the eligibility requirements of a teacher to obtain a license under the compact.

Section 6 – Discipline/Adverse Actions

This section clarifies that each member state may investigate or impose disciplinary measures according to the state practice laws thereof.

Section 7 - Establishment of the Interstate Teacher Mobility Compact Commission

The interstate compact member states create and establish a joint public agency known as the Interstate Teacher Mobility Compact Commission.

Section 8 – Rule Making

The commission shall exercise its rule-making powers pursuant to the criteria set forth in this interstate compact and the rules adopted thereunder.

Section 9 – Facilitating Information Exchange

The commission shall provide for facilitating the exchange of information to administer and implement the provisions of this compact.

Section 10 – Oversight, Dispute Resolution, and Enforcement

The executive and judicial branches of state government in each member state shall enforce this compact and take all actions necessary and appropriate to effectuate the compact's purposes and intent.

Section 11 – Effectuation, Withdrawal, and Amendment

This bill sets guidelines surrounding the criteria for when the compact becomes effective, when and how states can withdraw, and the requirements of any future compact amendments.

Section 12 – Construction and Severability

This section outlines the provisions of when the compact can be severable or remain in force.

Section 13 – Consistent Effect and Conflict with Other State Laws

Nothing in this compact shall inhibit the enforcement of any other law of a member state that is inconsistent with the compact.

Section 14

Sections 1-13 constitute a new chapter in Title 28A RCW.

II. B - Cash receipts Impact

Cash receipts impact of the legislation on the responding agency with the cash receipts provisions identified by section number and when appropriate, the detail of the revenue sources. Description of the factual basis of the assumptions and the method by which the cash receipts impact is derived. Explanation of how workload assumptions translate into estimates. Distinguished between one time and ongoing functions.

No impact to cash receipts.

II. C - Expenditures

Agency expenditures necessary to implement this legislation (or savings resulting from this legislation), with the provisions of the legislation that result in the expenditures (or savings) identified by section number. Description of the factual basis of the assumptions and the method by which the expenditure impact is derived. Explanation of how workload assumptions translate into cost estimates. Distinguished between one time and ongoing functions.

OSPI:

There is no fiscal impact to OSPI to implement this compact. No additional staff would be needed as this is part of the regular certification process. OSPI would not need to participate in any legislative reporting or be involved in any work groups.

PESB:

To implement the bill, PESB would need to appoint a staff member to serve on the commission, compile and periodically review a list of licenses to consider for equivalency, review and modify existing rules as necessary, and periodically update the rules in response to changes made by the compact over time. Specifically, PESB would need to:

1. Draft rules
2. Present rules to the board for feedback and approval
3. Finalize rules
4. Conduct rule-related communications
5. Provide post-adoption communication and outreach
6. Provide technical support, such as the development and periodic revision of guidance to support implementation of rule and other types of technical support
7. Respond to questions from members of the public related to the bill’s implementation
8. Develop and review certificate lists
9. Convene workgroups or committees to inform such development
10. Provide a commissioner to participate in the commission, including meetings and related preparation and follow-up wo
11. Participate in at least one meeting per year, assumed to be in-person, during FY24 and thereafter.
12. Pay an annual assessment levied by the commission.

The overall cost is indeterminate because the amount of the Section 7(4)(g)(iii) annual assessment would depend on a number of factors such as the number of participating states, the compensation of Commission staff, the amount of contract and legal costs the Commission incurs, etc.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

Non-zero but indeterminate cost and/or savings. Please see discussion.

III. C - Operating FTE Detail: *FTEs listed by classification and corresponding annual compensation. Totals 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

Acquisition and construction costs not reflected elsewhere on the fiscal note and description of potential financing methods.

NONE

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

NONE

No capital budget impact.

Part V: New Rule Making Required

Provisions of the bill that require the agency to adopt new administrative rules or repeal/revise existing rules.

Professional Educator Standards Board Impact Summary

The overall cost is indeterminate because the amount of the Section 7(4)(g)(iii) annual assessment would depend on a number of factors such as the number of participating states, the compensation of Commission staff, the amount of contract and legal costs the Commission incurs, etc.

Assumptions		Type of Cost	FY24	FY25	FY26	FY27	FY28	FY29
Scenario 1	If the Commission began early in FY24 and the assessment was \$25,000/year	Start up Staffing Costs	43,000	-	-	-	-	-
		On-going Staffing Costs	51,000	51,000	51,000	51,000	51,000	51,000
Scenario 1 Total Cost			94,000	51,000	51,000	51,000	51,000	51,000
Scenario 2	If the Commission began early in FY24 and the assessment was \$75,000/year	Start up Staffing Costs	43,000	-	-	-	-	-
		On-going Staffing Costs	101,000	101,000	101,000	101,000	101,000	101,000
Scenario 2 Total Cost			144,000	101,000	101,000	101,000	101,000	101,000



Ten-Year Analysis

Bill Number 5180 SB	Title Teacher mobility compact	Agency 350 Superintendent of Public Instruction
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This ten-year analysis is limited to agency estimated cash receipts associated with the proposed tax or fee increases. The Office of Financial Management ten-year projection can be found at <http://www.ofm.wa.gov/tax/default.asp>.

Estimates

No Cash Receipts

 Partially Indeterminate Cash Receipts

 Indeterminate Cash Receipts

Name of Tax or Fee	Acct Code												
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