

Multiple Agency Fiscal Note Summary

Bill Number: 1565 HB	Title: Prof. education workforce
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Estimated Cash Receipts

Agency Name	2023-25			2025-27			2027-29		
	GF-State	NGF-Outlook	Total	GF-State	NGF-Outlook	Total	GF-State	NGF-Outlook	Total
Student Achievement Council	Non-zero but indeterminate cost and/or savings. Please see discussion.								
Total \$	0	0	0	0	0	0	0	0	0

Agency Name	2023-25		2025-27		2027-29	
	GF- State	Total	GF- State	Total	GF- State	Total
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	2023-25				2025-27				2027-29			
	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total	FTEs	GF-State	NGF-Outlook	Total
Student Achievement Council	1.2	416,000	416,000	416,000	.8	266,000	266,000	266,000	.8	266,000	266,000	266,000
Student Achievement Council	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Superintendent of Public Instruction	26.7	10,374,000	10,374,000	10,374,000	20.6	7,088,000	7,088,000	7,088,000	20.6	6,813,000	6,813,000	6,813,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	27.9	10,790,000	10,790,000	10,790,000	21.4	7,354,000	7,354,000	7,354,000	21.4	7,079,000	7,079,000	7,079,000

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
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	2023-25			2025-27			2027-29		
	FTEs	Bonds	Total	FTEs	Bonds	Total	FTEs	Bonds	Total
Student Achievement Council	.0	0	0	.0	0	0	.0	0	0
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

Agency Name	2023-25			2025-27			2027-29		
	FTEs	GF-State	Total	FTEs	GF-State	Total	FTEs	GF-State	Total
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 Breakout

Prepared by: Val Terre, OFM	Phone: (360) 280-3973	Date Published: Final 2/13/2023
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Individual State Agency Fiscal Note

Bill Number: 1565 HB	Title: Prof. education workforce	Agency: 340-Student Achievement Council
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Part I: Estimates

No Fiscal Impact

Estimated Cash Receipts to:

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

Estimated Operating Expenditures from:

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	1.6	0.8	1.2	0.8	0.8
Account					
General Fund-State 001-1	283,000	133,000	416,000	266,000	266,000
Total \$	283,000	133,000	416,000	266,000	266,000

In addition to the estimates above, there are additional indeterminate costs 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.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 01/31/2023
Agency Preparation: David Davis	Phone: 3607537854	Date: 02/06/2023
Agency Approval: Brian Richardson	Phone: 360-485-1124	Date: 02/06/2023
OFM Review: Ramona Nabors	Phone: (360) 742-8948	Date: 02/07/2023

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.

HB 1565 is designed to increase the recruitment and hiring of public school employees through the development of multiple online platform/application tools by OSPI.

This bill outlines duties for Office of Superintendent of Public Instruction (OSPI), Professional Educator Standards Board (PESB), and WSAC (Creation and support of conditional scholarship) in support of the intent of the bill.

Responsibilities specific to the Washington Student Achievement Council (WSAC):

Sections 11, 12, 13 and 14

WSAC will administer a new teacher residency conditional scholarship. The fiscal note describes administrative expenses incurred by the Washington Student Achievement Council to administer a conditional scholarship program for 200 recipients. If the program grows, staffing levels would have to scale up accordingly.

Applicants must be accepted into, and maintain participation in, a teacher residency program. Awardees must intend to pursue an initial teacher certificate with an endorsement in special education, early childhood special education, bilingual education, English language learner, or elementary education; and have a financial need.

Participants may be eligible to receive up to \$8,000 during their year of residency, in exchange for a commitment to teaching for one full-time school year under the conditions set in Section 11(4).

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.

Cash receipts are indeterminate as they are dependent on the level of appropriations for the program, number of participants and breaches of service resulting in repayments owed.

HB 1565 does not establish a program account. WSAC assumes any repayments for awards in previous years would be deposited into the State Educational Trust Fund (RCW 28B.92.140).

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.

Expenditures are indeterminate, as they are dependent on appropriations and number of participants.

The Washington Student Achievement Council would draw on experience and infrastructure from existing conditional scholarship programs, but HB 1565 requires separate infrastructure and support.

The following describes WSAC's responsibilities and administrative expenses.

STAFFING

Administrative Functions assumed by WSAC include:

- *Create application, renewal process, and service tracking process
- *Develop and administer application process
- *Develop recipient contracts
- *Determine order of priority for applicants
- *Collect financial need information and select eligible recipients
- *Develop and carry out ongoing scholarship disbursement
- *Monitor service
- *Collection activities, when participants breaches service requirements
- *Fund management
- *Promote program

FY24: \$283,000 for 0.5 FTE Program Manager, 0.5 FTE Associate Director, 0.5 FTE Software Developer, 0.1 FTE Communications Specialist.

FY25 and beyond: \$133,000 annually for 0.5 FTE Program Manager, 0.2 FTE Associate Director, 0.1 FTE software developer.

The staffing and resources reflected in this analysis would accommodate a conditional scholarship program serving up to 200 recipients per year.

Staff time estimates are rounded to the nearest 0.1 FTE and staff-related and other costs are rounded to the nearest \$1,000.

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2024	FY 2025	2023-25	2025-27	2027-29
001-1	General Fund	State	283,000	133,000	416,000	266,000	266,000
Total \$			283,000	133,000	416,000	266,000	266,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	1.6	0.8	1.2	0.8	0.8
A-Salaries and Wages	143,000	64,000	207,000	128,000	128,000
B-Employee Benefits	59,000	28,000	87,000	56,000	56,000
C-Professional Service Contracts					
E-Goods and Other Services	79,000	40,000	119,000	80,000	80,000
G-Travel	2,000	1,000	3,000	2,000	2,000
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 \$	283,000	133,000	416,000	266,000	266,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

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 2024	FY 2025	2023-25	2025-27	2027-29
Associate Director	101,000	0.5	0.2	0.4	0.2	0.2
Communications Specialist	79,000	0.1		0.1		
IT - Software Developer	101,000	0.5	0.1	0.3	0.1	0.1
Program Manager B	67,000	0.5	0.5	0.5	0.5	0.5
Total FTEs		1.6	0.8	1.2	0.8	0.8

III. D - Expenditures By Program (optional)

Program	FY 2024	FY 2025	2023-25	2025-27	2027-29
Financial Aid & Grant Programs (030)	283,000	133,000	416,000	266,000	266,000
Total \$	283,000	133,000	416,000	266,000	266,000

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

Part V: New Rule Making Required

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

The Washington Student Achievement Council will need to adopt administrative rules.

Individual State Agency Fiscal Note

Revised

Bill Number: 1565 HB	Title: Prof. education workforce	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 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	31.8	21.5	26.7	20.6	20.6
Account					
General Fund-State 001-1	6,536,000	3,838,000	10,374,000	7,088,000	6,813,000
Total \$	6,536,000	3,838,000	10,374,000	7,088,000	6,813,000

In addition to the estimates above, there are additional indeterminate costs 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.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 01/31/2023
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 02/11/2023
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/11/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/13/2023

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.

Section 1 NEW

- (1) OSPI shall initiate and oversee the development and implementation of an online platform for the recruitment and hiring of public-school employees.
- (2) At minimum, the online platform must have the following:
 - (a) A job posting and search or filter function;
 - (b) A resume storage and search or filter function;
 - (c) A common employment application with a customizable form for employers to add additional questions;
 - (d) Integration with other relevant state databases;
 - (e) A description of and links to the websites of PESB approved educator preparation programs;
 - (f) Links to websites describing state and federal financial aid available to develop and support the workforce of the public school system. It must include scholarship and loan repayment programs under RCW 28B.102.
- (3) By December 1, 2023, OSPI shall report on the plan, timeline, and cost estimate for:
 - (a) Development & implementation of the online platform;
 - (b) securing vendors for development & implementation;
 - (c) making the platform accessible to public schools, school districts, and job seekers.

Section 2 New

This section provides definitions to commonly used terms.

Section 3 New

- (1) OSPI and PESB shall collaborate to establish an application and approval process for a school district, or consortia of school districts, in partnership with a teacher preparation program seeking approval to operate a teacher residency program.
- (2) "At minimum, a teacher residency program must meet the following requirements:
 - (a) Residents receive compensation equivalent to the school district's first year paraeducators, as defined in RCW 28A.413.010;
 - (b) Each resident is assigned a mentor, and each mentor is only assigned one resident;
 - (c) Mentors receive a stipend of \$2,500 per year;
 - (d) Residents receive at least 900 hours of teaching experience during a school year;
 - (e) At least half of the residency hours specified in (d) of this subsection are in a coteaching setting with the resident's mentor;
 - (f) Residents may not be assigned the lead or primary responsibility for student learning;
 - (g) Residents are in a cohort of at least 15;
 - (h) Mentors use the mentor and induction standards developed by OSPI under section 6;
 - (i) Coursework taught during the residency is codesigned by the teacher preparation program and the school district, tightly integrated with residents' teaching experiences, and focused on developing culturally responsive teachers;
 - (j) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270: and
 - (k) Any additional requirements in the partnership agreement entered into as required under section 5."

Section 4 New

- (1) Subject to appropriation, OSPI in collaboration with PESB, shall award grants to districts with teacher residency programs approved under section 3. Grants must be prioritized to communities that are anticipated to be most positively impacted by teacher residents who fill vacancies upon completion of the program and remain in the communities in which they are mentored.
- (2) "For the 2024-25 and 2025-26 school years, grants must be prioritized to residency programs at districts, or consortia of districts, with the highest percentages of teachers with limited certificates, and must be awarded as follows:

- (a) At least 5 grants to support cohorts of residents seeking endorsement in bilingual education or English language learner;
 - (b) At least 5 grants to support cohorts of residents seeking an endorsement in special education or early childhood special education; and
 - (c) At least 5 grants to support cohorts of residents seeking an endorsement in elementary education.
- (3) Beginning with the 2026-27 school year, OSPI and PESB shall collaborate to determine additional grant award criteria.

Section 5 New

(1)(a) OSPI and PESB shall collaborate to develop and publish a model agreement for school districts and teacher preparation programs partnering to operate teacher residency programs.

(1)(b) The model agreement must include the following:

- (i) The teacher preparation program must provide feedback and instructional support to district mentors and to residents in curricula, instructional design and planning, and pedagogical practice;
- (ii) The district must support residents in navigating the teacher residency program, as well as school district processes and structures; and
- (iii) An affirmation by the district of its capacity and intent to hire its residents into teaching positions, with preference for positions in the resident's endorsement area.

(3) A school district, or consortium of school districts, and a teacher preparation program intending to operate a teacher residency program shall enter into a partnership agreement using the model agreement developed under subsection (1).

Section 6 New

(1) OSPI shall develop standards for mentoring and induction of residents based on the standards for beginning educator mentoring and induction developed under RCW 28A.415.265.

(2) Districts must use the standards for mentoring and induction of residents developed under subsection (1)

Section 7 New

(1) OSPI and PESB shall collaborate to develop model screening tools for districts to use to identify and select residents and mentors

(2) Districts must use the screening tools developed under subsection 1

Section 8 New

Districts and teacher preparation programs, partnering to operate teacher residency programs, shall submit teacher residency program data at the time and in the manner required by OSPI and PESB.

Section 9 New

(1) PESB, in collaboration with OSPI, shall coordinate and regularly convene an advisory committee of education partners to study problems of practice within the residency programs and to guide decisions for continuous improvement of the residency programs that result in positive outcomes for students, districts, teacher preparation programs, mentors, and residents.

(2) This section expires June 30, 2033

Section 10 New

(1) PESB shall contract with a nonprofit and nonpartisan organization to evaluate the effectiveness and impacts of the residency program over at least the first four years of implementation. These organizations must have a least seven years of experience conducting high quality research. By November 1, 2028, PESB must submit a report of the evaluation.

(2) This section expires August 1, 2029.

Section 11 New

(1) The Teacher Residency Conditional Scholarship Program is created to provide financial aid to encourage persons to become teachers.

(2) To qualify for the program, an applicant must:

- (a) Be accepted into, and maintain participation in, a teacher residency program approved in section 3
 - (b) Intend to pursue an initial teacher certificate with an endorsement in special education, early childhood special education, bilingual education, English language learner, or elementary education; and
 - (c) Have a financial need as defined in RCW 28B.92.030
- (3) Participants are eligible to receive up to \$8,000 during the year of their residency.
- (4) The conditional scholarship is forgiven when the participant fulfills the following service obligation: Holds an endorsement in the specified areas under subsection (2)(b), and serves for one full-time school year as a teacher in a public school classroom or program that requires that endorsement.
- (5) The scholarship must be administered by the Student Achievement Council as provided under section 12.
- (6) For the purpose of this section, public school has the same meaning as RCW 28A.150.010.

Section 12 New

The Student Achievement Council shall administer the Teacher Residency Conditional Scholarship Program. The administration of the program must be consistent with the administration of the Educator Conditional Scholarship and Loan Repayment programs, except where section 11 of this act requires differently.

Section 13 New

OSPI and PESB may adopt rules under RCW 34.05 that are necessary for the implementation of this chapter.

Section 14 New

Sections 2-11 and 13 of this act constitute a new chapter in Title 28A

Section 15 New

- (1) By October 1, 2023, OSPI must submit a report recommending whether and how the state should establish a teacher exchange program.
- (2) At minimum, the report must include:
- (a) The benefits and challenges of implementing a teacher exchange program;
 - (b) Whether, and to what extent, a teacher exchange program would create opportunities for professional growth for teachers in WA and other countries, facilitate cross-cultural awareness and enrichment, and address Washington's teacher workforce challenges;
 - (c) A draft memorandum of understanding to be executed with other countries that describes teacher qualifications, such as licensure and experience, any US Visa requirements, and estimated expenses and salary information; and
 - (d) An estimate of the costs to the state and school districts to implement such an exchange program.
- (3) In developing recommendations, OSPI must consult with:
- (a) School districts with experience implementing teacher exchanges and districts interested in participating;
 - (b) The US Dept of State regarding the Federal Exchange Visitor Program; and
 - (c) US embassies and education agencies of other countries.
- (4) This section expires June 30, 2024

Section 16 New

- (1) By October 1, 2024, PESB shall submit a report with recommendations for the improvement of the quality and effectiveness of educator preparation and workforce programs. The report must compare the requirements of the residency program and registered teacher apprenticeship programs.
- (2) This section expires August 1, 2025

Section 17 Amending RCW 28A.415.265

- (1) The definition of Mentor Educator and the requirements of the role are stricken.
The Beginning Educator Support Team (BEST) program is established to improve beginning educator quality and increase beginning educator retention.
- (2) (a) The BEST program, administered by OSPI, must support local BEST programs by:

- (i) Providing technical assistance, intentional and sustained professional learning opportunities, and induction coaching services to school leaders and mentors;
 - (ii) Facilitating collaborative, coordinated learning between local BEST programs; and
 - (iii) Allocating grants to local BEST programs as provided in subsection (3)
- (3) Language is added that requires OSPI to allocate the BEST appropriation for the implementation of local BEST programs with components described in subsection (5)
- (3)(c) The third prioritization factor for BEST grants is modified from school districts that demonstrate an understanding of the standards for beginning educator induction to districts and state-tribal education compact schools that have not recently been allocated funds under this subsection.
- (5)(a)-(i) This section identifies the components that must be included in a local BEST program. Subsections (a)-(i) change terminology from program participants to beginning educators.
- (5)(k) An additional component is added to include the standards of practice developed by PESB under RCW 28A.410.260.
- (7) This section provides definitions to commonly used terms in this section.

Section 18 New section is added to 28A.655

- (1) OSPI and PESB shall collect, organize, and analyze data to make determinations about the quality and effectiveness of the educator workforce programs.
- (2) At minimum, the educator workforce programs must include:
- (a) PESB approved educator preparation programs;
 - (b) Pilot projects implementing the bilingual educator initiative under RCW 28A.180.120;
 - (c) BEST programs under RCW 28A.415.265
 - (d) Recruiting Washington teachers program under RCW 28A.415.370; and
 - (e) Teacher residency program created in section 14 of this act.
- (3) At minimum, collected data must include educator demographics, assessment scores, program completion rates, endorsement completion rates, rates of retention in the profession, and program costs to the state and to the program participant.
- (4) At minimum, collected data must be analyzed and used to support, evaluate, and approve the programs listed in subsection (2).
- (5) The data collected must be maintained in the comprehensive K-12 education data improvement system.

Section 19 Amending RCW 28A.655.210

- (1) Additional components are added to the objective of the K-12 education data improvement system: certificated administrative staff and educator's preparation program are added. The term teacher is replaced with certificated instructional staff.
- (2) Public schools, PESB, State Board of Education, and the Washington State Charter School Commission are added to the list of groups that must be serviced by the K-12 education data improvement system.
- (7) This section provides definitions to commonly used terms in this section.

Section 20 Amending RCW 28A.300.507

- (1) The limited list of groups to be served by K-12 education data system is removed as the list has been expanded in previous sections.
- (3)(f) Permissive language is replaced, now requiring that the operating rules for the K-12 education data collection system delineate the coordination, delegation, and escalation authority for data collection issues, business rules, and performance goals for each K-12 education data collection system.
- (6) This section is removed which required OSPI to submit a one-time report by September 1, 2010.

Section 21 Amending RCW 28A.410.300

Language is modified to verify the educator workforce data that must be reviewed by ESDs and PESB annually is specific to the data maintained in the K-12 education data improvement system.

Section 22 Amending RCW 28A.410.210

(9) Clarifying language is added that the data required to be maintained in this section now must be done using the K-12 education data improvement system.

Section 23 NEW

This act is cited as the Educator Workforce Act.

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.

There is no impact to OSPI or PESB 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 Cost Assumptions:

Section 1

By December 1, 2023, OSPI shall report on the plan, timeline, and cost estimate for :

- (a) Development & implementation of the online platform;
- (b) securing vendors for development & implementation;
- (c) making the platform accessible to public schools, school districts, and job seekers.

OSPI would require a feasibility study to report on the plan, timeline, and cost estimate to build the platform outlined in this section. OSPI would contract for this work and the estimated cost is \$556,000 in FY24.

Section 3

(1) OSPI and PESB shall collaborate to establish an application and approval process for a school district, or consortia of school districts, in partnership with a teacher preparation program seeking approval to operate a teacher residency program. OSPI would require staffing to support the teacher residency program through program management, data collection and analysis, research and reporting and developing communities of practice.

This would require the following:

- 1.0 FTE Program Specialist; \$156,000 in FY24 and \$144,000 annually thereafter.
- 1.0 FTE Senior Data Analyst; \$176,000 in FY24 and \$164,000 annually thereafter.
- 0.5 FTE Administrative Assistant 3; \$55,000 in FY24 and \$50,000 annually thereafter.

(2) (a) Teacher residents receive compensation equivalent to the school district's first year paraeducators, as defined in RCW 28A.413.010. The cost is indeterminate, however, OSPI assumes approving 225 teacher residents per year to receive salary and benefits while participating in the program. At the rate equivalent to a first year paraeducator, the annual cost is estimated at \$18,900,000.

(2)(c) Mentors receive a stipend of \$2,500 per year. Assuming each resident has one mentor, there would be 225 mentors at an estimated cost of \$563,000 annually.

Section 4

(1) Subject to appropriation, OSPI in collaboration with PESB, shall award grants to districts with teacher residency programs approved under section 3. Grants must be prioritized to communities that are anticipated to be most positively impacted by teacher residents who fill vacancies upon completion of the program and remain in the communities in which they are mentored. Staffing costs associated with section 4 are recognized in section 3(1).

(2) The cost for grants for residency programs is indeterminate. OSPI assumes each cohort will receive one grant and each cohort will include the following:

15 residents @ \$84,000 ea.

1 Liaison @ \$103,000

1 TOSA @ \$103,000

OSPI assumes 15 grants issued per year at cost of \$21,990,000 per year.

Section 5

(1)(a) OSPI and PESB shall collaborate to develop and publish a model agreement for school districts and teacher preparation programs partnering to operate teacher residency programs. OSPI staff costs for section 5 are reflected in section 3(1).

Section 6

OSPI shall develop standards for mentoring and induction of residents based on the standards for beginning educator mentoring and induction developed under RCW 28A.415.265. OSPI will require a 1.0 FTE, Program Supervisor to execute the work in sections 6, 7, and 17. The annual cost of this position is \$163,000 in FY24 and \$152,000 annually thereafter.

Section 7

OSPI and PESB shall collaborate to develop model screening tools for districts to use to identify and select residents and mentors. The staffing costs are recognized in section 6.

Section 11

The Teacher Residency Conditional Scholarship Program is created to provide financial aid to encourage persons to become teachers. Section 12 states that the Washington Student Achievement Council (WSAC) will administer the Teacher Residency Scholarship Program therefore this is not fiscal impact to OSPI.

Section 13

OSPI and PESB may adopt rules under RCW 34.05 that are necessary for the implementation of this chapter. OSPI staff costs are identified in previous sections. There is no additional costs to implement this section.

Section 15

By October 1, 2023, OSPI must submit a report recommending whether and how the state should establish a teacher exchange program. Due to the extensive nature of the reporting requirements identified in subsection (2), OSPI will require a 0.5 FTE, Program Supervisor to execute this work. The cost is \$82,000 in FY24 only.

Section 17

(3) Language is added that requires OSPI to allocate the BEST appropriation for the implementation of local BEST programs with components described in subsection (5). The cost of this is indeterminate. BEST currently funds novice educators at \$2,500 for each first-year teacher or ESA. Current funding does not fully fund all first-year teachers/ESAs. OSPI estimates the cost to fund the remaining 1,600 teachers and 1,300 ESAs each year to be \$7,250,000 annually.

Stipends for principal mentors are \$3,000. OSPI estimates 400 stipends per year for an annual cost of \$1,200,000.

OSPI estimates 18 mentor professional learning days at \$5,000 per day. This is an annual cost of \$90,000.

Staffing to fund this work includes a Program Supervisor that will also accomplish the work in sections 6 and 7 (cost reflected under section 6) and a 1.0 Associate Director to execute this work. The cost of the Associate Director is \$190,000 in FY24 and \$179,000 annually thereafter.

Section 18

(1) OSPI and PESB shall collect, organize, and analyze data to make determinations about the quality and effectiveness of the educator workforce programs. OSPI will require a 1.0 FTE, Senior Data Analyst to perform the work in this section. The cost is \$176,000 in FY24 and \$164,000 annually thereafter.

(2) At minimum, the educator workforce programs must include:

- (a) PESB approved educator preparation programs;
- (b) Pilot projects implementing the bilingual educator initiative under RCW 28A.180.120;
- (c) BEST programs under RCW 28A.415.265
- (d) Recruiting Washington teachers program under RCW 28A.415.370; and
- (e) Teacher residency program created in section 14 of this act.

OSPI would enter into a data share agreement with the Education Research and Data Center.

(3) At minimum, collected data must include educator demographics, assessment scores, program completion rates, endorsement completion rates, rates of retention in the profession, and program costs to the state and to the program participant. OSPI would need to update the Educator Equity Tool to capture the additional data points. The cost for these enhancements is \$115,000 in FY24.

Section 19

(1) Additional components are added to the objective of the K-12 education data improvement system: certificated administrative staff and educator's preparation program are added. The term teacher is replaced with certificated instructional staff. OSPI will require a 1.0 FTE, Senior Data Analyst to perform this work. The cost is \$176,000 in FY24 and \$164,000 annually thereafter.

(2) Public schools, PESB, State Board of Education, and the Washington State Charter School Commission are added to the list of groups that must be serviced by the K-12 education data improvement system. OSPI would enter into a data share agreement with the Education Research & Data Center. Enhancements to the Educator Equity tool are captured in section 18.

Section 20

(3)(f) Permissive language is replaced, now requiring that the operating rules for the K-12 education data collection system delineate the coordination, delegation, and escalation authority for data collection issues, business rules, and performance goals for each K-12 education data collection system. OSPI would enter into a data share agreement with the Education Research & Data Center. Enhancements to the Educator Equity tool are captured in section 18.

Section 22

Clarifying language is added that the data required to be maintained in this section now must be done using the K-12 education data improvement system. OSPI would enter into a data share agreement with the Education Research & Data Center. Enhancements to the Educator Equity tool are captured in section 18.

PESB Cost Assumptions:

To implement Section 2, PESB will revise WAC 181-80-005 with regard to definitions of 'residency,' and other terms.

To implement Section 3, PESB will revise WAC 181-78A for program approval process and requirements, creating/updating chapters on residency programs. PESB will also create and periodically update approval forms for residency teacher programs and partnered school districts. Staff will need to review proposals and develop guidance for preparation programs and school districts. PESB will work in collaboration with OSPI.

To implement Section 4, PESB will work collaboratively to help OSPI develop grant criteria, review grant applications, select grantees, and carry out other work related to the grant program, which PESB assumes will be administered by OSPI.

To implement Section 5, PESB will work collaboratively with OSPI to develop a model agreement template for the school district-teacher preparation program partnership. PESB will also revise WAC 187-17A in several places to accommodate the partnership agreement.

To implement Section 6, PESB will collaborate with OSPI and provide technical assistance and regulatory oversight to preparation programs, since residents are pre-service teachers.

To implement Section 7, PESB will collaborate with OSPI to convene a workgroup to test and develop model screening tools. Because of PESB's established relationships and experience with educator preparation programs, PESB will lead communication with educator preparation programs about the tools. In addition, PESB & OSPI will collaborate to provide initial and ongoing technical assistance and training on use of the tools to school districts and preparation programs. Investments are needed to explore the Haberman Foundation's prescreener and interview protocol.

To implement Section 8, PESB will work with OSPI to coordinate, develop, and communicate guidelines for districts and teacher preparation programs regarding submission of data.

To implement Section 9, PESB will collaborate with OSPI to regularly convene an advisory committee of education partners to study problems of practice, as well as guide and steer continuous teacher residency program improvement. This will involve ongoing communications and meeting preparation and support. PESB will need to identify education partners, organize meetings both in person and virtually, and create communications regarding the committee's ongoing guidance and recommendations.

To implement Section 10, PESB will contract with a nonprofit organization to evaluate the effectiveness and impacts of the teacher residency programs and submit a report to the legislature documenting the evaluation by November 1, 2028. This will require additional data collection process and site-visit reviews on residency programs. Based on a cost estimate from the Learning Policy Institute, PESB estimates the following contract costs: \$295,000 for fiscal year 2025, \$295,000 for fiscal year 2026, \$295,00 for fiscal year 2027, and \$295,000 for fiscal year 2028, and \$20,000 for fiscal year 2029 (the fiscal year that the due date of the report falls in), for a total of \$1,200,000.

To implement Section 16, PESB would analyze and evaluate educator preparation and workforce programs and submit a report for the legislature, informed by a workgroup and other stakeholder engagement (including community-based organizations), by 10/1/24.

To implement Section 17, PESB will collaborate with OSPI to accommodate the standards alignment implicit in the Section 17 definitions. This includes determining whether the definitions will impact mentor teachers in non-residency programs and ensure coherence across the education system.

To implement Section 18, PESB will collaborate with OSPI to collect, organize and analyze data to make determinations about the quality and effectiveness of educator workforce programs. The data will be maintained in the K-12 education data improvement system established under RCW 28A.655.210. Since quality and effectiveness determinations will involve board and public input, PESB will make the results of its analysis available to the board and to the public via reports or a data portal.

To implement Section 19, PESB will collaborate with OSPI and contribute to the comprehensive K-12 education data improvement system. This includes: updating PESB's data governance system to align it with the K-12 education data improvement system; gathering comprehensive educator information; and facilitating data sharing agreements with and among ERDC, OSPI, and preparation programs. Once the new system is implemented, PESB will respond to requests for data from it and conduct research based on it.

To implement Section 21, PESB will attend annual educational service district convenings with educator preparation program representatives to review K-12 education data improvement system data, make biennial projections of certificated staffing needs, and evaluate recruitment and enrollment plans of educator preparation programs.

To implement Section 22, PESB will revise its program approval and review systems to incorporate the K-12 education data improvement system. PESB will need to ensure data security and respond to external data requests, as well as revise its data analysis for policy decisions and evaluations. In addition, PESB will require investments to ensure that ERDC can develop a submission system for data collection from preparation programs and timely analysis.

PESB's collective Implementation of sections 2-10, 16-19, and 21-22 will require the following work:

1. Conduct stakeholder engagement and research activities to inform rulemaking, standards revision, and standards alignment. This engagement and research includes:
 - a. Listening sessions and follow up with various concerned stakeholders (promotion, developing agendas, preparing materials, arranging interpreters, etc.)
 - b. Surveys and related data analysis
 - c. Review other states' policy and procedures
 - d. Convening work groups
 - e. Review related research and studies
2. Draft rules
3. Revise and align standards
4. Collect, analyze, and respond to stakeholder community input and feedback on the revised rules and standards
5. Present the rules, standards, and alignment to the board for feedback and approval
6. Finalize rules and standards
7. Adopt the rules and standards
8. Revise related guidance and forms
9. Conduct rule- and standard-related communications (including internal and external, such as Code Reviser paperwork)
10. Provide post-adoption communication and outreach to those impacted
11. Provide technical support, such as the development and periodic revision of guidance to support implementation of rules, and other types of technical support
12. Develop and periodically update residency program guidance
13. Review and evaluate residency program proposals
14. Present proposals to the board for feedback and approval
15. Work collaboratively with OSPI on multiple aspects of the bill, including:
 - a. Meetings
 - b. Process development
 - c. Model agreement and other document development
 - d. Grant proposal review
 - e. Technical assistance
 - f. Convene advisory committee
 - g. Tools, such as screening tools
16. Data analysis, evaluation, and reporting
17. Program approval and review system revision
18. Reporting (Section 16 report to legislature due 10/1/24 and Section 10 report to legislature due 11/1/28). Reporting work includes:
 - a. Drafting
 - b. Revision
 - c. Production
 - d. Presentations for Board feedback
19. Substantial expansion of the agency will require investments in infrastructure and operational support.

This work would require the following PESB effort and expenditures:

Fiscal year 2024 (Start-Up)

6.3 FTE Program manager

3.3 FTE Program/policy associate

0.3 FTE Program coordinator

2.0 FTE Associate Director

\$1,058,000 Object A Salaries

\$330,000 Object B Employee Benefits

\$145,000 Object C Contracts

\$288,000 Object E Goods and Services

\$71,000 Object G Travel
\$119,000 Object J Equipment
\$2,011,000 Total

Fiscal year 2024 (Ongoing)

6.9 FTE Program manager
3.0 FTE Program/policy associate
0.3 FTE Program coordinator
1.7 FTE Associate director
1.0 FTE Data and IT Manager
\$1,187,000 Object A Salaries
\$297,000 Object B Employee Benefits
\$150,000 Object C Contracts
\$306,000 Object E Goods and Services
\$77,000 Object G Travel
\$129,000 Object J Equipment
\$2,146,000 Total

Fiscal year 2025 (Start-Up)

0.1 FTE Program manager
0.6 FTE Program/policy associate
\$57,000 Object A Salaries
\$21,000 Object B Employee Benefits
\$345,000 Object C Contracts
\$21,000 Object E Goods and Services
\$4,000 Object G Travel
\$0 Object J Equipment
\$448,000 Total

Fiscal year 2025 (Ongoing)

7.6 FTE Program manager
3.5 FTE Program/policy associate
0.3 FTE Program coordinator
1.9 FTE Associate Director
1.0 FTE Data and IT manager
\$1,306,000 Object A Salaries
\$339,000 Object B Employee Benefits
\$150,000 Object C Contracts
\$322,000 Object E Goods and Services
\$86,000 Object G Travel
\$0 Object J Equipment
\$2,203,000 Total

Fiscal years 2026-2028 (Per Year Start-Up)

\$295,000 Object C Contracts

Fiscal years 2026-2028 (Per Year Ongoing)

7.4 FTE Program manager
3.5 FTE Program/policy associate
0.3 FTE Program coordinator
1.9 FTE Associate Director

1.0 FTE Data and IT manager
 \$1,290,000 Object A Salaries
 \$333,000 Object B Employee Benefits
 \$150,000 Object C Contracts
 \$325,000 Object E Goods and Services
 \$85,000 Object G Travel
 \$32,000 Object J Equipment
 \$2,215,000 Total

Fiscal year 2029 (Start-Up)
 \$20,000 Object C Contracts

Fiscal year 2029 (Ongoing)
 7.4 FTE Program manager
 3.5 FTE Program/policy associate
 0.3 FTE Program coordinator
 1.9 FTE Associate Director
 1.0 FTE Data and IT manager
 \$1,290,000 Object A Salaries
 \$333,000 Object B Employee Benefits
 \$150,000 Object C Contracts
 \$325,000 Object E Goods and Services
 \$85,000 Object G Travel
 \$32,000 Object J Equipment
 \$2,215,000 Total

Part III: Expenditure Detail

III. A - Operating Budget Expenditures

Account	Account Title	Type	FY 2024	FY 2025	2023-25	2025-27	2027-29
001-1	General Fund	State	6,536,000	3,838,000	10,374,000	7,088,000	6,813,000
Total \$			6,536,000	3,838,000	10,374,000	7,088,000	6,813,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

III. B - Expenditures by Object Or Purpose

	FY 2024	FY 2025	2023-25	2025-27	2027-29
FTE Staff Years	31.8	21.5	26.7	20.6	20.6
A-Salaries and Wages	2,902,000	1,975,000	4,877,000	3,622,000	3,622,000
B-Employee Benefits	967,000	677,000	1,644,000	1,204,000	1,204,000
C-Professional Service Contracts	1,503,000	664,000	2,167,000	1,228,000	953,000
E-Goods and Other Services	642,000	388,000	1,030,000	726,000	726,000
G-Travel	195,000	134,000	329,000	244,000	244,000
J-Capital Outlays	327,000		327,000	64,000	64,000
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	6,536,000	3,838,000	10,374,000	7,088,000	6,813,000

In addition to the estimates above, there are additional indeterminate costs and/or savings. Please see discussion.

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 2024	FY 2025	2023-25	2025-27	2027-29
AA 3	51,000	0.5	0.5	0.5	0.5	0.5
Associate Director	110,000	4.7	2.9	3.8	2.9	2.9
Data & IT Manager	130,000	1.0	1.0	1.0	1.0	1.0
Program Coordinator	65,000	0.6	0.3	0.5	0.3	0.3
Program Manager	90,000	13.2	7.7	10.5	7.4	7.4
Program Specialist	85,000	1.0	1.0	1.0	1.0	1.0
Program Supervisor	91,000	1.5	1.0	1.3	1.0	1.0
Program/Policy Associate	70,000	6.3	4.1	5.2	3.5	3.5
Senior Data Analyst	100,000	3.0	3.0	3.0	3.0	3.0
Total FTEs		31.8	21.5	26.7	20.6	20.6

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.

Sections 2, 3, and 5 would require PESB rulemaking.

Individual State Agency Fiscal Note

Bill Number: 1565 HB	Title: Prof. education workforce	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 and/or savings. Please see discussion.

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.

Legislative Contact: Megan Wargacki	Phone: 360-786-7194	Date: 01/31/2023
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 02/12/2023
Agency Approval: TJ Kelly	Phone: (360) 725-6301	Date: 02/12/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/13/2023

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.

Section 1 NEW

- (1) OSPI shall initiate and oversee the development and implementation of an online platform for the recruitment and hiring of public-school employees.
- (2) At minimum, the online platform must have the following:
 - (a) A job posting and search or filter function;
 - (b) A resume storage and search or filter function;
 - (c) A common employment application with a customizable form for employers to add additional questions;
 - (d) Integration with other relevant state databases;
 - (e) A description of and links to the websites of PESB approved educator preparation programs;
 - (f) Links to websites describing state and federal financial aid available to develop and support the workforce of the public school system. It must include scholarship and loan repayment programs under RCW 28B.102.
- (3) By December 1, 2023, OSPI shall report on the plan, timeline, and cost estimate for:
 - (a) Development & implementation of the online platform;
 - (b) securing vendors for development & implementation;
 - (c) making the platform accessible to public schools, school districts, and job seekers.

Section 2 New

This section provides definitions to commonly used terms.

Section 3 New

- (1) OSPI and PESB shall collaborate to establish an application and approval process for a school district, or consortia of school districts, in partnership with a teacher preparation program seeking approval to operate a teacher residency program.
- (2) "At minimum, a teacher residency program must meet the following requirements:
 - (a) Residents receive compensation equivalent to the school district's first year paraeducators, as defined in RCW 28A.413.010;
 - (b) Each resident is assigned a mentor, and each mentor is only assigned one resident;
 - (c) Mentors receive a stipend of \$2,500 per year;
 - (d) Residents receive at least 900 hours of teaching experience during a school year;
 - (e) At least half of the residency hours specified in (d) of this subsection are in a coteaching setting with the resident's mentor;
 - (f) Residents may not be assigned the lead or primary responsibility for student learning;
 - (g) Residents are in a cohort of at least 15;
 - (h) Mentors use the mentor and induction standards developed by OSPI under section 6;
 - (i) Coursework taught during the residency is codesigned by the teacher preparation program and the school district, tightly integrated with residents' teaching experiences, and focused on developing culturally responsive teachers;
 - (j) The program must prepare residents to meet or exceed the knowledge, skills, performance, and competency standards described in RCW 28A.410.270: and
 - (k) Any additional requirements in the partnership agreement entered into as required under section 5."

Section 4 New

- (1) Subject to appropriation, OSPI in collaboration with PESB, shall award grants to districts with teacher residency programs approved under section 3. Grants must be prioritized to communities that are anticipated to be most positively impacted by teacher residents who fill vacancies upon completion of the program and remain in the communities in which they are mentored.
- (2) "For the 2024-25 and 2025-26 school years, grants must be prioritized to residency programs at districts, or consortia of districts, with the highest percentages of teachers with limited certificates, and must be awarded as follows:

- (a) At least 5 grants to support cohorts of residents seeking endorsement in bilingual education or English language learner;
 - (b) At least 5 grants to support cohorts of residents seeking an endorsement in special education or early childhood special education; and
 - (c) At least 5 grants to support cohorts of residents seeking an endorsement in elementary education.
- (3) Beginning with the 2026-27 school year, OSPI and PESB shall collaborate to determine additional grant award criteria.

Section 5 New

(1)(a) OSPI and PESB shall collaborate to develop and publish a model agreement for school districts and teacher preparation programs partnering to operate teacher residency programs.

(1)(b) The model agreement must include the following:

- (i) The teacher preparation program must provide feedback and instructional support to district mentors and to residents in curricula, instructional design and planning, and pedagogical practice;
- (ii) The district must support residents in navigating the teacher residency program, as well as school district processes and structures; and
- (iii) An affirmation by the district of its capacity and intent to hire its residents into teaching positions, with preference for positions in the resident's endorsement area.

(3) A school district, or consortium of school districts, and a teacher preparation program intending to operate a teacher residency program shall enter into a partnership agreement using the model agreement developed under subsection (1).

Section 6 New

(1) OSPI shall develop standards for mentoring and induction of residents based on the standards for beginning educator mentoring and induction developed under RCW 28A.415.265.

(2) Districts must use the standards for mentoring and induction of residents developed under subsection (1)

Section 7 New

(1) OSPI and PESB shall collaborate to develop model screening tools for districts to use to identify and select residents and mentors

(2) Districts must use the screening tools developed under subsection 1

Section 8 New

Districts and teacher preparation programs, partnering to operate teacher residency programs, shall submit teacher residency program data at the time and in the manner required by OSPI and PESB.

Section 9 New

(1) PESB, in collaboration with OSPI, shall coordinate and regularly convene an advisory committee of education partners to study problems of practice within the residency programs and to guide decisions for continuous improvement of the residency programs that result in positive outcomes for students, districts, teacher preparation programs, mentors, and residents.

(2) This section expires June 30, 2033

Section 10 New

(1) PESB shall contract with a nonprofit and nonpartisan organization to evaluate the effectiveness and impacts of the residency program over at least the first four years of implementation. These organizations must have a least seven years of experience conducting high quality research. By November 1, 2028, PESB must submit a report of the evaluation.

(2) This section expires August 1, 2029.

Section 11 New

(1) The Teacher Residency Conditional Scholarship Program is created to provide financial aid to encourage persons to become teachers.

(2) To qualify for the program, an applicant must:

(a) Be accepted into, and maintain participation in, a teacher residency program approved in section 3

(b) Intend to pursue an initial teacher certificate with an endorsement in special education, early childhood special education, bilingual education, English language learner, or elementary education; and

(c) Have a financial need as defined in RCW 28B.92.030

(3) Participants are eligible to receive up to \$8,000 during the year of their residency.

(4) The conditional scholarship is forgiven when the participant fulfills the following service obligation: Holds an endorsement in the specified areas under subsection (2)(b), and serves for one full-time school year as a teacher in a public school classroom or program that requires that endorsement.

(5) The scholarship must be administered by the Student Achievement Council as provided under section 12.

(6) For the purpose of this section, public school has the same meaning as RCW 28A.150.010.

Section 12 New

The Student Achievement Council shall administer the Teacher Residency Conditional Scholarship Program. The administration of the program must be consistent with the administration of the Educator Conditional Scholarship and Loan Repayment programs, except where section 11 of this act requires differently.

Section 13 New

OSPI and PESB may adopt rules under RCW 34.05 that are necessary for the implementation of this chapter.

Section 14 New

Sections 2-11 and 13 of this act constitute a new chapter in Title 28A

Section 15 New

(1) By October 1, 2023, OSPI must submit a report recommending whether and how the state should establish a teacher exchange program.

(2) At minimum, the report must include:

(a) The benefits and challenges of implementing a teacher exchange program;

(b) Whether, and to what extent, a teacher exchange program would create opportunities for professional growth for teachers in WA and other countries, facilitate cross-cultural awareness and enrichment, and address Washington's teacher workforce challenges;

(c) A draft memorandum of understanding to be executed with other countries that describes teacher qualifications, such as licensure and experience, any US Visa requirements, and estimated expenses and salary information; and

(d) An estimate of the costs to the state and school districts to implement such an exchange program.

(3) In developing recommendations, OSPI must consult with:

(a) School districts with experience implementing teacher exchanges and districts interested in participating;

(b) The US Dept of State regarding the Federal Exchange Visitor Program; and

(c) US embassies and education agencies of other countries.

(4) This section expires June 30, 2024

Section 16 New

(1) By October 1, 2024, PESB shall submit a report with recommendations for the improvement of the quality and effectiveness of educator preparation and workforce programs. The report must compare the requirements of the residency program and registered teacher apprenticeship programs.

(2) This section expires August 1, 2025

Section 17 Amending RCW 28A.415.265

(1) The definition of Mentor Educator and the requirements of the role are stricken.

The Beginning Educator Support Team (BEST) program is established to improve beginning educator quality and increase beginning educator retention.

(2) (a) The BEST program, administered by OSPI, must support local BEST programs by:

- (i) Providing technical assistance, intentional and sustained professional learning opportunities, and induction coaching services to school leaders and mentors;
- (ii) Facilitating collaborative, coordinated learning between local BEST programs; and
- (iii) Allocating grants to local BEST programs as provided in subsection (3)
- (3) Language is added that requires OSPI to allocate the BEST appropriation for the implementation of local BEST programs with components described in subsection (5)
- (3)(c) The third prioritization factor for BEST grants is modified from school districts that demonstrate an understanding of the standards for beginning educator induction to districts and state-tribal education compact schools that have not recently been allocated funds under this subsection.
- (5)(a)-(i) This section identifies the components that must be included in a local BEST program. Subsections (a)-(i) change terminology from program participants to beginning educators.
- (5)(k) An additional component is added to include the standards of practice developed by PESB under RCW 28A.410.260.
- (7) This section provides definitions to commonly used terms in this section.

Section 18 New section is added to 28A.655

- (1) OSPI and PESB shall collect, organize, and analyze data to make determinations about the quality and effectiveness of the educator workforce programs.
- (2) At minimum, the educator workforce programs must include:
 - (a) PESB approved educator preparation programs;
 - (b) Pilot projects implementing the bilingual educator initiative under RCW 28A.180.120;
 - (c) BEST programs under RCW 28A.415.265
 - (d) Recruiting Washington teachers program under RCW 28A.415.370; and
 - (e) Teacher residency program created in section 14 of this act.
- (3) At minimum, collected data must include educator demographics, assessment scores, program completion rates, endorsement completion rates, rates of retention in the profession, and program costs to the state and to the program participant.
- (4) At minimum, collected data must be analyzed and used to support, evaluate, and approve the programs listed in subsection (2).
- (5) The data collected must be maintained in the comprehensive K-12 education data improvement system.

Section 19 Amending RCW 28A.655.210

- (1) Additional components are added to the objective of the K-12 education data improvement system: certificated administrative staff and educator's preparation program are added. The term teacher is replaced with certificated instructional staff.
- (2) Public schools, PESB, State Board of Education, and the Washington State Charter School Commission are added to the list of groups that must be serviced by the K-12 education data improvement system.
- (7) This section provides definitions to commonly used terms in this section.

Section 20 Amending RCW 28A.300.507

- (1) The limited list of groups to be served by K-12 education data system is removed as the list has been expanded in previous sections.
- (3)(f) Permissive language is replaced, now requiring that the operating rules for the K-12 education data collection system delineate the coordination, delegation, and escalation authority for data collection issues, business rules, and performance goals for each K-12 education data collection system.
- (6) This section is removed which required OSPI to submit a one-time report by September 1, 2010.

Section 21 Amending RCW 28A.410.300

Language is modified to verify the educator workforce data that must be reviewed by ESDs and PESB annually is specific to the data maintained in the K-12 education data improvement system.

Section 22 Amending RCW 28A.410.210

(9) Clarifying language is added that the data required to be maintained in this section now must be done using the K-12 education data improvement system.

Section 23 NEW

This act is cited as the Educator Workforce Act.

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.

The cash receipts impact to school districts is indeterminate. The following are estimated impacts by section with the identified assumptions.

Section 3

(2)(a)

School districts could receive funding to pay teacher residents an equivalent salary and benefits to first year paraeducators. Assuming 225 teacher residents per year, the impact to school district cash receipts could be \$18,900,000 annually.

(2)(c) Assuming one mentor per teacher resident would receive a \$2,500 stipend per year, the impact to school district cash receipts would be \$563,000 annually.

Section 4

(2) Assuming 15 grants for residency programs will be awarded to school districts each year. The estimated award would be \$21,990,000 annually.

Section 17

(3) BEST funds novice educators at \$2,500 for each first-year teacher or ESA. Current funding does not fully fund all first-year teachers/ESAs. The additional funding could provide districts with enough to fund an additional 1,600 teachers and 1,300 ESAs each year. This impact to cash receipts would \$7,250,000 annually.

School districts could receive an estimated \$1,200,000 per year for principal mentor stipends.

School districts could receive an estimated \$90,000 annually for 18 mentor professional learning days.

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.

The impact to school districts is indeterminate. The following are estimated impacts by section with the identified assumptions.

Section 3

(2)(a)

School districts would pay teacher residents an equivalent salary and benefits to first year paraeducators. Assuming 225 teacher residents per year, the cost is an estimated \$18,900,000 annually.

(2)(c) Assuming one mentor per teacher resident would receive a \$2,500 stipend per year, the estimated cost to school districts is \$563,000 annually.

Section 4

(2) School districts will have cost associated with teacher residency cohorts. Funds to support 15 cohorts total is an

estimated \$21,990,000 each year.

Section 17

(3) BEST funds novice educators at \$2,500 for each first-year teacher or ESA. Current funding does not fully fund all first-year teachers/ESAs. The additional funding will provide districts with enough for the additional 1,600 teachers and 1,300 ESAs each year. This cost is an estimated at \$7,250,000 annually.

Stipends for principal mentors are \$3,000. It is estimated 400 stipends per year for an annual cost of \$1,200,000.

The cost for 18 mentor professional learning days, at \$5,000 per day, would cost an estimated \$90,000.

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

Part V: New Rule Making Required

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