

Multiple Agency Fiscal Note Summary

Bill Number: 5617 S SB	Title: Career & tech. ed. courses
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Estimated Cash Receipts

NONE

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
Superintendent of Public Instruction	.3	75,000	75,000	75,000	.3	72,000	72,000	72,000	.3	72,000	72,000	72,000
Superintendent of Public Instruction	In addition to the estimate above, there are additional indeterminate costs and/or savings. Please see individual fiscal note.											
Total \$	0.3	75,000	75,000	75,000	0.3	72,000	72,000	72,000	0.3	72,000	72,000	72,000

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
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 2/17/2023
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Individual State Agency Fiscal Note

Bill Number: 5617 S SB	Title: Career & tech. ed. courses	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	0.3	0.3	0.3	0.3	0.3
Account					
General Fund-State 001-1	39,000	36,000	75,000	72,000	72,000
Total \$	39,000	36,000	75,000	72,000	72,000

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: Kayla Hammer	Phone: 360-786-7400	Date: 02/15/2023
Agency Preparation: Jami Marcott	Phone: (360) 725-6230	Date: 02/16/2023
Agency Approval: Amy Kollar	Phone: 360 725-6420	Date: 02/16/2023
OFM Review: Val Terre	Phone: (360) 280-3973	Date: 02/17/2023

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.

Changes in SSB 5617 compared to SB 5617

Section 2(6) is added. This section requires districts that serve students in grades 9-12 to notify students and parents of the opportunities that exist for students to meet credit-based graduation requirements through equivalency courses. This must be done prior to course scheduling/registration for the next school term.

Section 4

This section, amending RCW 28A.320.208 and 2019 c 252 c 114, is removed and subsequent sections are renumbered.

(1)(e) required districts to notify students of the opportunities that exist for credit-based graduation requirements through equivalency courses.

Summary of SSB 5617

Section 1 New

(1) This section requires an inter-district cooperative agreement between a host district and participating districts in a skill center must stipulate that course equivalencies approved under 28A.700.070, or adopted local course equivalencies, be honored by other participating districts.

(2) The list of approved equivalency courses must be provided to participating districts on an annual basis by September 1st.

(3) Students served at any skill center campus must have academic credit for any approved equivalency courses following transcription requirements.

Section 2 Amending RCW 28A.230.097 and 2019 c 221 s 2

(3)(c) Approved local or state equivalency courses as any skill center campus must be offered academic credit for all enrolled students from participating districts.

(6) This section requires districts that serve students in grades 9-12 to notify students and parents of the opportunities that exist for students to meet credit-based graduation requirements through equivalency courses. This must be done prior to course scheduling/registration for the next school term.

Section 3 Amending RCW 28A.300.236 and 2018 c 177 s 303

(1)(a) OSPI must now include RCW 28A.230.097 when creating methodologies for implementing course equivalency frameworks for high schools and skill centers. Language is removed limiting the course equivalency frameworks to science, technology, engineering, and math.

(1)(c) When OSPI is creating these methodologies, they must conduct a review of implementation requirements of RCW 28A.230.097 and provide technical assistance to districts to ensure state course equivalencies are being consistently offered for academic credit for students in high schools and skill centers.

(3)(c) OSPI must include a summary of implementation efforts and review of findings determined under subsection (1), including recommendations for increasing access to equivalency coursework.

Section 4 Amending RCW 28A.700.070 and 2018 c 191 s 1 and 2018 c 177 s 304

(5) Subject to funds appropriated for this purpose, OSPI shall convene a technical work group to determine potential equivalency development of coursework for technology-based competitive student activities in alignment with the arts and other content areas. This work group shall include educators from districts or ESDs that have experience with technology-based competitive student activities. OSPI shall develop and approve course equivalencies to include in the updated list established in subsection (3).

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 will require a 0.25FTE, Equivalency Program Specialist to carry out the work outlined in this bill. This position will provide technical assistance to school districts (per section 3(1)(c)) and host and participate in a technical work group (per section 4(5)). The staffing cost is \$39,000 in FY24 and \$36,000 annually thereafter.

Section 4(5), subject to appropriation, requires OSPI to convene a technical workgroup to determine potential equivalency development of coursework for technology-based competitive student activities in alignment with the arts and other content areas. OSPI assumes this work would be limited to FY24. The cost is indeterminate, however, OSPI estimates the cost of the work group is \$12,000 in FY24 only.

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	39,000	36,000	75,000	72,000	72,000
Total \$			39,000	36,000	75,000	72,000	72,000

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	0.3	0.3	0.3	0.3	0.3
A-Salaries and Wages	21,000	21,000	42,000	42,000	42,000
B-Employee Benefits	11,000	11,000	22,000	22,000	22,000
C-Professional Service Contracts					
E-Goods and Other Services	2,000	2,000	4,000	4,000	4,000
G-Travel	2,000	2,000	4,000	4,000	4,000
J-Capital Outlays	3,000		3,000		
M-Inter Agency/Fund Transfers					
N-Grants, Benefits & Client Services					
P-Debt Service					
S-Interagency Reimbursements					
T-Intra-Agency Reimbursements					
9-					
Total \$	39,000	36,000	75,000	72,000	72,000

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
Program Specialistq	85,000	0.3	0.3	0.3	0.3	0.3
Total FTEs		0.3	0.3	0.3	0.3	0.3

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.

Individual State Agency Fiscal Note

Bill Number: 5617 S SB	Title: Career & tech. ed. courses	Agency: SDF-School District Fiscal Note - SPI
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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.

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- Capital budget impact, complete Part IV.
- Requires new rule making, complete Part V.

Legislative Contact: Kayla Hammer	Phone: 360-786-7400	Date: 02/15/2023
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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.

Changes in SSB 5617 compared to SB 5617

Section 2(6) is added. This section requires districts that serve students in grades 9-12 to notify students and parents of the opportunities that exist for students to meet credit-based graduation requirements through equivalency courses. This must be done prior to course scheduling/registration for the next school term.

Section 4

This section, amending RCW 28A.320.208 and 2019 c 252 c 114, is removed and subsequent sections are renumbered.

(1)(e) required districts to notify students of the opportunities that exist for credit-based graduation requirements through equivalency courses.

Summary of SSB 5617

Section 1 New

(1) This section requires an inter-district cooperative agreement between a host district and participating districts in a skill center must stipulate that course equivalencies approved under 28A.700.070, or adopted local course equivalencies, be honored by other participating districts.

(2) The list of approved equivalency courses must be provided to participating districts on an annual basis by September 1st.

(3) Students served at any skill center campus must have academic credit for any approved equivalency courses following transcription requirements.

Section 2 Amending RCW 28A.230.097 and 2019 c 221 s 2

(3)(c) Approved local or state equivalency courses as any skill center campus must be offered academic credit for all enrolled students from participating districts.

(6) This section requires districts that serve students in grades 9-12 to notify students and parents of the opportunities that exist for students to meet credit-based graduation requirements through equivalency courses. This must be done prior to course scheduling/registration for the next school term.

Section 3 Amending RCW 28A.300.236 and 2018 c 177 s 303

(1)(a) OSPI must now include RCW 28A.230.097 when creating methodologies for implementing course equivalency frameworks for high schools and skill centers. Language is removed limiting the course equivalency frameworks to science, technology, engineering, and math.

(1)(c) When OSPI is creating these methodologies, they must conduct a review of implementation requirements of RCW 28A.230.097 and provide technical assistance to districts to ensure state course equivalencies are being consistently offered for academic credit for students in high schools and skill centers.

(3)(c) OSPI must include a summary of implementation efforts and review of findings determined under subsection (1), including recommendations for increasing access to equivalency coursework.

Section 4 Amending RCW 28A.700.070 and 2018 c 191 s 1 and 2018 c 177 s 304

(5) Subject to funds appropriated for this purpose, OSPI shall convene a technical work group to determine potential equivalency development of coursework for technology-based competitive student activities in alignment with the arts and other content areas. This work group shall include educators from districts or ESDs that have experience with technology-based competitive student activities. OSPI shall develop and approve course equivalencies to include in the updated list established in subsection (3).

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.

Section 1

(1) An inter-district cooperative agreement between all participating districts in a skill center must stipulate that any course equivalencies must be honored by other participating districts. OSPI does not collect data on these types of agreements, so it is unknown if, or how many, districts currently have these types of agreements in place. For districts that do not, they would have to write and manage these contracts. There are 14 skill centers statewide. OSPI does not have enough information to estimate the cost to write and manage up to 14 contracts, therefore, the cost of this section is indeterminate.

Section 2

(3)(c) This section now requires approved local or state equivalency courses at any skill center to be offered for academic credit for all enrolled students from participating districts.

State equivalencies are currently in place. Now districts, that don't already, will need to add the local equivalencies into the Student Information System (SIS) and course their course catalogs. Counselors will need to be trained on the new information. The cost of this section is indeterminate as OSPI does not collect the necessary information to provide an estimate for this work.

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.